

WSU Five-Year Program Review  
Self-Study

Cover Page

Department/Program: Health Promotion and Human Performance Department/Human Performance Management Program

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Self-Study Team Chair: Molly Smith

Contact Information:

Phone: 801-626-7361

Email: [mmsmith1@weber.edu](mailto:mmsmith1@weber.edu)

Self-Study Team Members: Cass Morgan, Mike Olpin, Joan Thompson, and Jennifer Turley

Self-Study Review Team:

WSU faculty member outside the program within the Moyes College of Education

1. Penee Stewart, Ph.D.  
Associate Professor Teacher Education  
Education 335  
Weber State University  
801-626-7402

WSU faculty member outside the Moyes College of Education

2. Kraig Chugg  
Assistant Professor Health Sciences  
Marriott Health 114  
Weber State University  
801-626-6092

Two Faculty members outside WSU

3. Jacob Manning  
Interim Coordinator, Outdoor Recreation in Parks and Tourism  
Southern Utah University  
Email: [jacobmanning@suu.edu](mailto:jacobmanning@suu.edu)  
Office: PEB 207  
Phone: 435-586-7831

4. Dale Wagner, Ph.D.  
Associate Professor of Exercise Physiology  
Utah State University  
Logan, Utah 84322-7000  
Email: [dale.wagner@usu.edu](mailto:dale.wagner@usu.edu)  
Phone: 435-797-8253

## **A. Brief Introductory Statement**

The Department of Health Promotion and Human Performance (HPHP) in the Jerry and Vickie Moyes College of Education offers programs that promote lifelong wellness from a variety of disciplines. The teaching environment, supported by faculty with diverse expertise, creates quality learning communities that offer undergraduates exceptional educational experiences. The newly remodeled state-of-the-art facilities – including fully equipped human performance exercise, nutrition biochemistry, and athletic training/physical therapy laboratories, a networked computer lab, swimming and hydrotherapy pool, ample indoor and outdoor recreational, fitness, sport and activity areas, and indoor climbing wall – provide an outstanding arena for student instruction. With a curriculum designed to develop professional knowledge and skills, graduates from the department are prepared to work in a variety of educational, health, fitness, and recreational settings.

The Human Performance Management major is one of five Bachelor of Science degrees offered in the HPHP Department. Created in 1989 as Lifestyle Management, a non-teaching physical education alternative, it has constantly grown and evolved to incorporate and reflect changing societal needs. The name of the major was changed from Lifestyle Management to Human Performance Management (HPM) in 2002 as the name of department changed from Health, Physical Education, and Recreation to Health Promotion and Human Performance. Students are admitted to the HPM major if they are students of good standing at the university.

## **B. Mission Statement**

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, recreation, 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 goods 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, recreation, and sports careers.

## C. Curriculum

### C.1. Degrees Offered

1. Human Performance Management (B.S.)
  - a. Wellness Emphasis
  - b. Sport and Recreation Services Emphasis
2. Nutrition Minor and BIS Emphasis
3. Recreation Minor and BIS Emphasis
4. Exercise Science BIS Emphasis

### C.2. General Education Courses

The Human Performance Management (HPM) major requires the general education social science course, Healthy Lifestyles, for all students. In addition, the general education life science course, Science and Application of Human Nutrition, is required for all HPM wellness emphasis students.

### C.3. Curriculum Map for the Human Performance Management Major

#### **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 (students may need upper division credit)*  
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)

## **2. SPORTS AND RECREATION SERVICES EMPHASIS**

*Required Core (20 hours)*

PEP 2700, Sociohistorical Aspects of Sports (3)  
PEP 3700, Facilities and Events Management (3)  
PEP 4830, Directed Readings (3)  
REC 3050, Recreation and Leisure in Society (3)  
REC 3810, Recreation and Sport Leadership (3)  
REC 3600, Outdoor Adventure Recreation (3) **or** REC 3840, Therapeutic Recreation (3)  
REC 4550, Outdoor Education Philosophy and Principles (2)

*Electives: 8 hours total (students may need upper division credit)*

*(Choose 6 from the following elective courses)*

HLTH 2400, Body/Mind Wellness (3)  
HLTH 3400, Substance Abuse Programs (3)  
REC 3600 **or** REC 3840 (3) if not taken in core  
PEP 3400 Sport Psychology for Coaches (3) **or** AT 3200 Psychology of Sport, Injury & Rehabilitation (3)

*(Choose 2 credit hours from the following elective courses)*

- PE 1010, Aerobics (1)
- PE 1040, Walking for Fitness (1)
- PE 1043, Jogging (1)
- PE 1070, Cross Training for Fitness (1)
- PE 1080, Strength Training (1)
- PE 1310, Water Aerobics (1)
- PE 1520, Hiking (1)
- PE 1527, Rock Climbing (1)
- PE 1630, Cross-Country Skiing (1)

*Required Support Courses (9 credit hours)*

- COMM HU1020, Principles of Public Speaking (3) ***or***
- COMM HU2110, Introduction to Interpersonal & Small Group Communication (3)
- COMM HU2010, Mass Media in Society (3)
- ECON SS2010, Principles of Microeconomics (3)

#### C.4. Accreditation of Curriculum

As a unique interdisciplinary program of studies that combines exercise and sport sciences, nutrition, and recreation, there is no single curricular accreditation that exists. In an attempt to meet guidelines that have been established by the National Academy of Sport and Physical Education for Fitness, the National Academy of Sport and Physical Education for Sport Management, and the National Recreation and Park Association Certified Professional, general professional outcomes and competencies were blended to establish general human performance management learning goals.

<b>Professional Outcomes and Competencies</b>	<b>Primary Outcome</b>	<b>Secondary Competencies</b>
1. Foundational Core Knowledge and Skills	The human performance management 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.	Cognitive background in scientific (biomedical, nutrition, teaching methodology), physical activity, information technology, first aid/CPR, and human behavior.
2. Communication and Human Relations	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.	Written communication, ability to produce media display, speak clearly & concisely to individuals & groups, facilitate group dynamics, and demonstrate basic negotiating skills.
3. Management – Administration and Leadership	Effectively manage wellness, recreation or sport organizations and professional responsibilities; demonstrate effective leadership by	Define task and authority relationship; supervise; manage conflict; recommend risk management policies &

	guiding personnel toward organizational goals and objectives.	procedures; legal liability and ethical issues.
4. Operations Management - Strategic Planning, Marketing, and Finance	Perform general business operations including organizational policy formation, financial management, marketing, quality assurance, customer service, and facility & equipment operations.	Locate and utilize market research; knowledge of finance, basic accounting procedures; develop, propose justify budget; equipment to develop or evaluate health & fitness; exercise or recreation facility cost, management, safety & maintenance.
5. Programming – Assess, Plan, Implement and Evaluate	Systematically assess target population or individual needs, identify goals, develop a plan to meet the goals, implement the program, and conduct formative & summative evaluations of the program.	Needs analysis, program design, program implementation; develop evaluation tools, conduct evaluation, prepare comprehensive program report.
6. Human Performance Promotion	Provide multi-dimensional human performance programs in exercise testing & prescription, wellness, nutrition, sport, and/or leisure services.	Teach nutrition, recreation or exercise skills; facilitation methodology; provide direct leadership of activities.
7. Professional Development and Practical Experience	Demonstrate knowledge of career planning/opportunities, and organizations & relevant publications that enhance professional growth, have experience in the community which further develops qualifications.	Articulate professional philosophy & mission; develop portfolio; perform internships; professional organization membership, subscriptions.

#### C.5. Unique Aspects of the Curriculum Not Described Elsewhere

The Human Performance Management major, as described in previous program reviews, was created and has evolved to serve in a variety of settings in promoting health and enhancing human performance. The arrangement of a core of core of classes followed by two emphasis paths toward a major is unique among departments of health, physical education, and recreation or exercise and sport sciences. Notable strengths within this program of studies are: (1) its flexibility to address the national health crisis through fitness and nutrition lifestyle adjustments or sport and recreation pursuits in leisure time, (2) its utilization of existing courses and instruction within and outside the department to efficiently and effectively manage resources, and (3) its balance between laboratory and field experiences. Many of our courses in the wellness and recreation emphases have weekly laboratory components, and for others, field-work provides for hands-on experience. HPM students have opportunities to receive training and use sophisticated laboratory equipment in upper division courses that are usually reserved for graduate level courses at other institutions. Courses at all levels

from entry-level to 4000-level now utilize skill-based laboratory assessment. This has increased the competence of graduating students to obtain certification and assess physiological fitness. Students can work on mentored research projects under the guidance of a faculty member which provides a means to synthesize information from methodology and course content. The curriculum is augmented by 300 hours of internship built-in through Cooperative Work Experience which is unparalleled in preparing students to work in human performance enterprises and providing community networking.

### C.6. Curriculum Competency Grid

**Reviewed 11/11/2013** 0= Not Addressed, 1= Minor Emphasis, 2= Moderate Emphasis, 3= Major Emphasis

<b>Professional Outcomes/ Curriculum</b>	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
<b>Core Courses</b>							
<b>PEP 2200</b>	2: Program of Studies	1: Oral Interview			1: Site Review	2: Fitness, Recreation	2: Portfolio, Resume
<b>PEP 3600</b>	3: Msmt & Evaluation				3: Msmt & Evaluation		
<b>PEP 4620 (SST 3563)</b>		3: Human Relations	3: Personnel Mgmt	2: Market Research, budget			
<b>PEP 4890</b>						3: Internship	3: Internship
<b>AT 4990</b>		3: Seminar			2: Self-evaluation		3: Portfolio, Resume
<b>HAS 3020 (SST 3203)</b>		2: Customer Service Skills		3: Marketing Plan			
<b>HLTH SS1030</b>	3: Personal Health					2: Multi-Dimensional	
<b>AT 2300</b>	3: First Aid, CPR						
<b>HLTH 3200</b>		3: Oral Presentations			3: Teach Health Lessons	3: Teach Health	
<b>Professional-Wellness</b>							
<b>AT 3600</b>		1: Mini-Presentation		1: Facility Safety Evaluation	2: Evaluate Work Risks	3: Ergonomic Health	
<b>HLTH 3000</b>		2: Team Project		2: Strategic Program Plan	3: Program Plan	3: Health Promotion Plan	2: External Setting
<b>NUTR 2320</b>	3: Healthy Diets				2: Assess, Plan Diets	3: Design Healthy Diet	
<b>NUTR 3020</b>						3: Sport Nutrition	
<b>PEP 2300</b>	2: Health-Related Fitness	2: Client Centered Counseling			2: Fitness Evaluation, Ex Rx	3: Fitness Evaluation, Ex Rx	
<b>PEP 3270 Or 3280</b>					3: Teach Aerobics	3 Teach Aerobics	

<b>PEP 3500</b>	3: Quantitative Literacy				1: motion analysis	2: Exercise Skills	
<b>PEP 3510</b>	3: Human Physiology				2: assess physiology	3: Exercise Responses	
<b>PEP 4370</b>		2: Client Centered Counseling	1: Risk Management		3: fitness evaluation, ex rx	3: Fitness Evaluation, Ex Rx	
<b>Wellness-Support Courses</b>							
<b>HTHS LS1010</b>	3: Life Science						
<b>NUTR LS1020</b>	3: Life Science				1: Diet Analysis	2: Personal Diet	
<b>CHEM PS1010</b>	3: Physical Science						
<b>Professional-Sport &amp; Recreation Services</b>							
<b>PEP 2700</b>		3: Public Relations	1: Administrative Issues			2: Sports Issues	
<b>PEP 3700</b>				3: Facilities, Equipment	2: Events Planning		
<b>PEP 4830</b>		3: Journal Reviews					2: Professional Journal
<b>REC 3050</b>	3: Adventure Activities	3: Team Building	3: Leadership Fxns, Style		3: Rec Programming	3: Adventure Program	
<b>REC 3810</b>		2: Business Plan	2: Role Delineation	3: Recreation Svc Delivery			1: Site Visits
<b>REC 3600</b>	3: Outdoor Adv. Skills	2: Use Technology	2: Ropes Course Leadership	3: Svc Delivery, Legal Issues		3: Adventure Recreation	2: Weekly Field Trips
<b>REC 4550</b>						3: Direct Outdoor Education	2: Direct Experience
<b>Sport &amp; Recreation Support Courses</b>							
<b>COMM HU1020</b>	3: Public Speaking						
<b>COMM HU2010</b>		3: Media & Society					
<b>ECON SS2010</b>				3: Market Structures			

0= Not Addressed, 1= Minor Emphasis, 2= Moderate Emphasis, 3= Major Emphasis



## D. Student Learning Outcomes and Assessment

### Human Performance Management - Expected Student Learning Outcomes

The Human Performance Management 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.
- 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.
- Effectively manage wellness, recreation or sport organizations and professional responsibilities and demonstrate effective leadership by guiding personnel toward organizational goals and objectives.
- Perform general business operations including organizational policy formation, financial management, marketing, quality assurance, customer service, and facility and equipment operations.
- 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.
- Provide multi-dimensional human performance programs in exercise testing and prescription, wellness, nutrition, and/or sport and leisure services.
- 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 [Curriculum Grid].
- Self-evaluation in senior seminar course utilizing NASPE<sup>1</sup> Fitness, NASPE<sup>1</sup> Sport Management, and NRPA<sup>2</sup> 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 Program of Studies Assignment
  - 2011-2012: 82.5% (33/40) successful completion of Program of Studies
  - 2012-2013: 94.0% (47/50) successful completion of Program of Studies
- Foundations of Health Promotion-HLTH 3000 spring 2013 100% of students satisfactorily (80% of better assignment score) located an article related to some aspect of health education using an online database.
- Food Values, Diet Design and Health-NUTR 2320 Healthy Diet Assignments
  - 2011-2012: Diet Analysis #1 mean = 90%, Diet Analysis #2 mean = 75% (n = 100)
- Graduating majors’ self-evaluation of “Foundational Core Knowledge and Skills”
  - 2004-2008: mean = 4.07/5.0, s.d. = 0.22 (n=53)
  - 2010-2011: mean = 4.21/5.0, s.d.= 0.31 (n=16)
  - 2011-2012: mean = 4.26/5.0, s.d. = 0.74 (n=26)
  - 2012-2013: mean = 4.24/5.0, s.d. = 0.78 (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<sup>1</sup> Fitness, NASPE<sup>1</sup> Sport Management, and NRPA<sup>2</sup> 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”.
- Unable to get data from Rec 2840, Rec 3050 courses due to retired faculty member.
- Relevant Communication Assignments in Senior Seminar, AT 4990.
- 2011-2012 Cover Letter Grades: 90.7% (n = 27); Resume Grades: 94.6% (n = 27)
- 2012-2013 Cover Letter Grades: 90.0% (n = 23); Resume Grades: 88.3% (n = 23)
- Oral Presentation in Exercise Prescription for Special Populations, PEP 4370
- 2011-2012 Grades: 93% (n = 21)
- 2012-2013 Grades: 94% (n = 21)
- Relevant Communication Assignments in Multicultural Health and Nutrition, NUTR DV 3420
- 2011-2012 Oral Report Grades: 86.7%; Written Report: 88%; Annotated Bibliography: 82% (n=48)
- Relevant assignments identified and included in student portfolio.
- 2011-2012 Portfolio Grades: 86% (n=27)
- 2012-2013 Portfolio Grades: 88.3% (n=23)
- Graduating majors’ self-evaluation of “Communication and Human Relations”
- 2004-2008: mean = 3.96/5.0, s.d.= 0.31 (n=53)
- 2010-2011: mean = 4.42/5.0, s.d.= 0.18 (n=16)
- 2011-2012: mean = 4.41/5.0, s.d.= 0.66 (n=26)
- 2012-2013: mean = 4.26/5.0, s.d.= 0.62 (n=29)
- Summary of Internship Performance Evaluations (spring 2007- spring 2008): mean= 4.71/5, s.d. =0.33, n=66.

**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<sup>1</sup> Fitness, NASPE<sup>1</sup> Sport Management, and NRPA<sup>2</sup> 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”.
- Unable to collect data due to the faculty member teaching the class and a retired faculty member who taught REC. The curriculum is going to be revised to address this concern in the future.
- Relevant assignments identified and included in student portfolio.
- Graduating Majors’ self evaluation of “Management - Administration and Leadership”
  - 2004-2008: mean = 3.37/5.0, s.d.= 0.53 (n=53)
  - 2010-2011: mean = 3.78/5.0, s.d. = 0.34 (n=16)
  - 2011-2012: mean = 3.63/5.0, s.d. = 1.07 (n=26)
  - 2012-2013: mean = 3.53/5.0, s.d. = 1.01 (n=29).
- Summary of Internship Performance Evaluations (spring 2007- spring 2008) “Management - Administration and Leadership”: mean= 4.64/5, s.d.=0.37, n=25.

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<sup>1</sup> Fitness, NASPE<sup>1</sup> Sport Management, and NRPA<sup>2</sup> 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”.
- Unable to collect data due to the faculty member teaching the class and a retired faculty member who taught REC. The curriculum is going to be revised to address this concern in the future.
- Relevant assignments identified and included in student portfolio.
- Graduating Majors' self evaluation of “Operations Management - Strategic Planning, Marketing, and Finance”
  - 2004-2008: mean = 3.16 /5.0, s.d. = 0.48 (n=53)
  - 2010-2011: mean = 3.72 /5.0, s.d. = 0.24 (n=16)
  - 2011-2012: mean = 3.54/5.0, s.d. = 1.03 (n=26)
  - 2012-2013: mean = 3.45/5.0, s.d. = 0.94 (n=29).
- Summary of Internship Performance Evaluations (spring 2007- spring 2008) “Operations Management - Strategic Planning, Marketing, and Finance”: mean = 4.73/5, s.d. = 0.18, n=3.

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<sup>1</sup> Fitness, NASPE<sup>1</sup> Sport Management, and NRPA<sup>2</sup> 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.
- Food Values, Diet Design and Health-NUTR 2320 Healthy Diet Assignments
  - 2011-2012: Diet Analysis #1 mean = 90%, Diet Analysis #2 mean = 75% (n = 100)
- Teaching Health Methods-HLTH 3200
  - 2011-2012: 90% of students planned 3 classes using experiential design; 100% of students planned 3 classes using experiential methods of instruction;
  - 2012-2013: 90% of students correctly applied and evaluated the effectiveness of 5 experiential methods of instruction
- Needs Assessment and Planning Health Promotion Programs, HLTH 4150
  - 2011-2012: 100% of students enrolled planned a community based service learning project;
  - Foundations of Health Promotion, HLTH 3000 spring 2013: 82% of students correctly answered the exam question on health measurement, 92% of students presented information from searching a health site on the internet
- Fitness Evaluation & Exercise Prescription, PEP 2300
  - Average Score on Practical Exam to Evaluate Fitness
  - 2012-2013: 80.5% (n=37)
- Exercise Physiology, PEP 3510
  - Average Score on Practical Exam to Measure Physiological Function:
  - 2011-2012: 85.7% (n=75)
  - 2012-2013: 84.7% (n=97)
- Exercise Prescription for Special Populations, PEP 4370
  - Average Score on Assessment and Exercise Prescription Project:
  - 2011-2012: 91.28% (n=21)
  - 2012-2013: 92.5% (n=21)

- Ergonomics for Health and Safety, AT 3600
  - Average Scores on Three Ergonomic Worksite Risk Factor Analyses: 2011-2012: 96.7% (n=28)
  - 2012-2013: 93.7% (n=12)
- Graduating Majors' self-evaluation of "Programming - Assess, Plan, Implement and Evaluate"
  - 2004-2008: mean = 3.87 /5.0, s.d.= 0.35 (n=53)
  - 2010-2011 mean = 4.30/ 5.0, s.d.= 0.18 (n=16)
  - 2011-2012: mean = 4.25/5.0, s.d.= 0.69 (n=26)
  - 2012-2013: mean = 4.21/5.0, s.d. = 0.76 (n=29).
- Summary of Internship Performance Evaluations (spring 2007- spring 2008) "Programming - Assess, Plan, Implement and Evaluate": mean= 4.70/5, s.d.=0.34, n=49

**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<sup>1</sup> Fitness, NASPE<sup>1</sup> Sport Management, and NRPA<sup>2</sup> Certified Park & Recreation Professional standards.
- Exercise prescriptions are evaluated according to ACSM<sup>3</sup> 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".
- Food Values, Diet Design and Health-NUTR 2320 Healthy Diet Assignments
  - 2011-2012: Diet Analysis #1 mean = 90%, Diet Analysis #2 mean = 75% (n = 100)
- Teaching Health Methods-HLTH 3200
  - 2011-2012: 90% of students planned 3 classes using experiential design; 100% of students planned 3 classes using experiential methods of instruction

- Needs Assessment and Planning Health Promotion Programs, HLTH 4150
  - 2011-2012: 100% of students enrolled planned a community based service learning project
- Fitness Evaluation & Exercise Prescription, PEP 2300
  - Average Score on Practical Exam to Evaluate Fitness
  - 2012-2013: 80.5% (n=37)
- Exercise Physiology, PEP 3510
  - Average Score on Practical Exam to Measure Physiological Function: 2011-2012: 85.7% (n=75)
  - 2012-2013: 84.7% (n=97)
- Exercise Prescription for Special Populations, PEP 4370
  - Average Score on Assessment and Exercise Prescription Project: 2011-2012: 91.28% (n=21)
  - 2012-2013: 92.5% (n=21)
- Relevant assignments identified and included in student portfolio.
- Graduating Majors' self evaluation of "Human Performance Promotion"
  - 2004-2008: mean = 3.87/5.0, s.d.= 0.51 (n=53)
  - 2010-2011: mean = 4.09/ 5.0, s.d.= 0.40 (n=16)
  - 2011-2012: mean = 4.28/5.0, s.d.= 0.69 (n=26)
  - 2012-2013: mean = 4.17/5.0, s.d. = 0.76 (n=29).
- Summary of Internship Performance Evaluations (spring 2007- spring 2008) "Human Performance Promotion": mean= 4.72/5, s.d. =0.29, n=39.

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<sup>1</sup> Fitness, NASPE<sup>1</sup> Sport Management, and NRPA<sup>2</sup> 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.
  - 2011-2012 Portfolio Grades: 86% (n = 27)
  - 2012-2013 Portfolio Grades: 88.3% (n=23)
- Graduating Majors' self-evaluation of "Professional Development and Practical Experience" 2004-2008: mean = 4.10 /5.0, s.d.= 0.31 (n=53)
  - 2010-2011: mean = 4.23/ 5.0, s.d.= 0.12 (n=16)
  - 2011-2012: mean = 4.30/5.0, s.d.= 0.91 (n=26)
  - 2012-2013: mean = 4.42/5.0, s.d. = 0.69 (n=29).
- Summary of Internship Performance Evaluations related to "Professional Development and the Quality of Service Provided"
  - Overall Internship Final Grade: spring 2007- spring 2008 mean= 74%, s.d.=0.58, n=88
  - Overall Internship Final Grade: 2012- 2013: mean = 89.1%, n = 45
  - Internship Professional Orientation: mean = 4.84/5, s.d. = 0.31, n=86.

<sup>1</sup> NASPE - National Academy of Sport and Physical Education

<sup>2</sup> NRPA - National Recreation and Park Association

<sup>3</sup> ACSM - American College of Sports Medicine

\*At least one measure per objective must be a direct measure; indirect measures may be used to supplement direct measure(s).

#### **E. Academic Advising**

In the Department of Health Promotion and Human Performance, students can expect a friendly educational environment with student leadership involvement and a student-oriented advising program. The faculty and coordinator of advisement are strongly committed to assisting each student in a planned advisement program that is most effective. Student satisfaction is a goal and students are counseled that the responsibility of successful completion of their programs lies in their hands. Students are advised of program admission requirements, general education for courses in the department that satisfied general education requirements, and transfer articulation.

#### Advising Strategy and Process

The HPHP department has a highly qualified and experienced advisement coordinator. Each individual faculty member also participates in advisement after students have an initial meeting with the advisement coordinator. The current advisement process is: new students attend a group advisement session, students schedule individual advisement sessions with the advisement coordinator, then student may meet with a faculty advisor or program director. The advisement coordinator seeks to maintain academic program requirements, follow degree maps, attend training and conferences related to advisement and

WSU as well as for the specific program, and attend department and program meetings. 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.

Advisee Responsibilities: Advisees have clear responsibilities in order for the advising partnership to be successful. Among those responsibilities are the following:

- 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 needed.
- Keep a personal record of graduation progress and goals. Organize official documents (academic records, communications from professors or the advisement coordinator—including emails, letters, and/or phone calls).
- Clarify personal values and goals and provide the advisor with this information
- Become knowledgeable about University programs, policies and procedures.
- Accept responsibility for decisions made.
- Respond to official notification from the advisement coordinator (letters, emails, phone contacts, etc.) in a timely manner.
- Maintain effective working relationships with advisors, faculty and administrators.

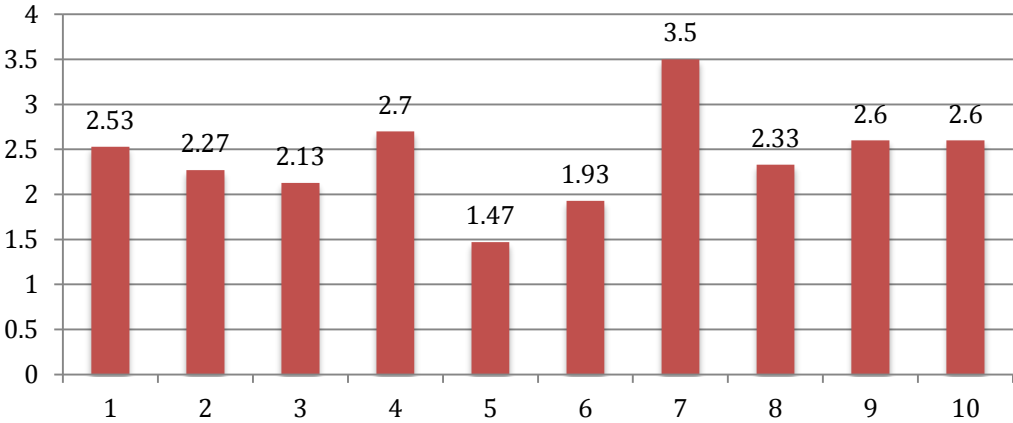
### Effectiveness of Advising

An advisement survey for department faculty evaluation of advisement and program students' evaluation of advisement was created and implemented during spring 2013. The results were overall positive with some areas identified for improvement (survey questions and summary of data is found on the following pages). The main area for improvement was greater availability to the advisement coordinator. Beginning fall 2013 group advisement for each program was implemented as a requirement for individual advisement (as discussed previously). Further, the process involved in meeting scheduling between students and the advisement coordinator needed improvement. A system is in place now to schedule meetings with the department secretary using Google calendar.

### **Faculty Advisement Coordinator April 2013 Survey (15 of 18 faculty responded)**

<b>Questions</b>
<ol style="list-style-type: none"><li>1. The HPHP advisement coordinator is sufficiently available to assist students.</li><li>2. The HPHP advisement coordinator responds quickly to student needs.</li><li>3. The HPHP advisement coordinator provides accurate information to students.</li><li>4. The HPHP advisement coordinator provides accurate information to faculty.</li><li>5. The HPHP advisement coordinator handles academic petitions (waivers, substitutions, exceptions, experiential credit, etc.) appropriately.</li><li>6. The HPHP advisement coordinator always follows department chair, program director, and/or faculty academic mandates.</li><li>7. The HPHP advisement coordinator is knowledgeable about departmental programs and general education requirements.</li><li>8. The HPHP advisement coordinator adequately documents advisement sessions through the online university advisement system.</li><li>9. The advisement coordinator is in her office during peak advisement need times.</li><li>10. I am satisfied with the HPHP advisement coordinator employee work ethic and quality.</li></ol>
<b>Rating Scale</b>
<b>Questions 1-10</b>
<ol style="list-style-type: none"><li>0. Strongly Disagree</li><li>1. Sometimes Disagree</li><li>2. Neither Agree nor Disagree</li><li>3. Sometimes Agree</li><li>4. Strongly Agree</li></ol>
<b>Results</b>

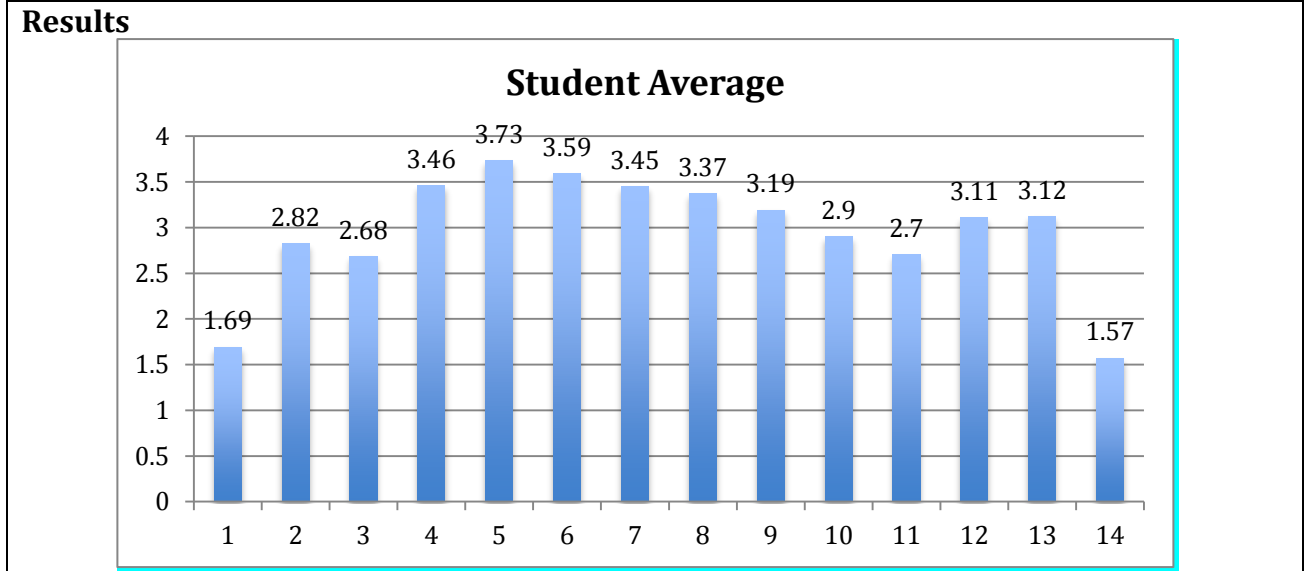
### Faculty Average



**Student Advisement Coordinator April 2013 Survey (94 students responded)**

Questions
1. I am typically able to schedule a meeting with the HPHP advisement coordinator within:
2. The HPHP advisement coordinator is readily available to me throughout the semester when I need assistance.
3. The HPHP advisement coordinator responds quickly (such as within 24-48 hours Monday through Friday) to my email and voicemail.
4. The HPHP advisement coordinator's responses adequately address my questions and meet my needs.
5. The HPHP advisement coordinator is courteous and professional.
6. Meetings with The HPHP advisement coordinator are helpful and productive.
7. The HPHP advisement coordinator provides me with accurate advisement information.
8. The HPHP advisement coordinator helps me select courses that match my interests and graduation requirements.
9. The HPHP advisement coordinator is helpful in discussing my career plans and goals.
10. I feel confident that the HPHP advisement coordinator will follow up on any unresolved issues.
11. The HPHP advisement coordinator clearly communicates what is my responsibility and what she can do for me.
12. The HPHP advisement coordinator refers me to program faculty members for program-specific course questions.
13. The HPHP advisement coordinator tells me where to go on campus for additional resources when needed.
14. Information provided by the HPHP advisement coordinator is contradictory to information provided by my program faculty.

Rating Scale	Question 1	Questions 2-7	Questions 8-14
0. Over two weeks	0. Never	5. Strongly Disagree	
1. One to two weeks	1. Rarely	6. Sometimes Disagree	
2. About one week	2. Occasionally	7. Neither Agree nor Disagree	
3. A few days	3. Most of the time	8. Sometimes Agree	
4. Minutes to hours	4. Always	9. Strongly Agree	



**Interpretation:** Students were generally satisfied with advisement but noted some areas needing improvement. The program faculty were generally unsatisfied with several facets related to advisement. Faculty were the most satisfied with the advisement coordinator's knowledge about department programs and general education requirements and the least satisfied with the advisement coordinator's handling of petitions (waivers, substitutions, exceptions, experiential credit). Faculty members also reported dissatisfaction with the advisement coordinator not following department chair, program director, and/or faculty mandates regarding advisement. Students were overall satisfied with the advisement coordinator being professional and courteous and meetings being helpful and productive. Students reported having difficulty scheduling a meeting with the advisement coordinator. Contradictory information between the program faculty and advisement coordinator appears to be a concern by some students.

**Actions taken:** Group advisement sessions have been implemented. Advisement scheduling has been taken over by a department secretary. The advisement coordinator is not permitted to process petitions without approval in writing. Program faculty rather than the advisement coordinator handle difficult advising cases.

#### Past Changes and Future Recommendations

The department program continually updates curriculum and advisement tools to assist students in successful completion of degree requirements. When program changes are made accommodations are in place so students can complete their program based on their catalog year. Advisement will continue to be progressive, include technology updates as a means to facilitate advisement and communication with students, and adapt to meet student and faculty needs based on survey results conducted minimally every three to five years.

## **F. Faculty**

### F.1 Faculty Demographic Information

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 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.

## F.2 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 six years, also according to policy.

Faculty 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 for non-tenured faculty members and adjunct faculty are evaluated by students on chitester 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 and is currently be reevaluated by a department student survey committee.

## F.3 Faculty Qualifications

Each faculty member is highly qualified to teach in this program. A summary of the former (2009-2013) faculty 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. Exception was made for summer outdoor workshop taught by the Director of Outdoor Recreation.

### **Faculty & Staff (2009-2013)**

	<b>Tenure</b>	<b>Contract</b>	<b>Adjunct</b>
<b>Number of faculty with Doctoral degrees</b>	15	0	0
<b>Number of faculty with Master's degrees</b>			5
<b>Number of faculty with Bachelor's degrees</b>			1
<b>Other Faculty</b>			
<b>Total</b>		0	0

## F.4 Evidence of Effective Instruction

### a. Regular Faculty

Results of end of course/instructor evaluations conducted on Chi Tester are included in each faculty member's professional housed in the College Dean's office. Support files are housed 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 table below reflects the average results by course and semester taught for the student's response to the overall course and overall instructor evaluation. Given this data it can be surmised that the faculty are doing a good to excellent job in providing effective instruction.

b. 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.

F.5. Mentoring Activities

Faculty members with in 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.

F.6. Diversity of Faculty

The faculty during the five year review included ten male and five female Caucasians, but now includes seven females and eight males, including one 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, age, etc.

F.7 Ongoing Review and Professional Development

Department faculty members are reviewed according to WSU ppm 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:

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



All full-time human performance management faculty attend professional conferences each year. These conferences vary based on the faculty member's expertise, but are focused on content areas taught within the program. Funding for these conferences comes from several sources: the WSU Research, Scholarship, and Professional Growth Committee grants (RSPG), WSU College of Education Endowment grants, and WSU Dept. 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.

#### **G. Support Staff, Administration, Facilities, Equipment, and Library**

Adequacy of Staff: The department currently has 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 HPH department programs.

Ongoing Staff Development: Department staff members are extended opportunities for WSU development including travel to appropriate professional conference, WSU specific trainings through training tracker, and enrollment in WSU courses. Each staff member regularly attends such trainings and takes advantage of development opportunities.

Adequacy of Administrative Support: Prior to this academic year (2013-2014) the department was understaffed and needed additional secretarial assistance and internship coordinator assistance. The second department secretary was hired April 1, 2013 and the internship coordinator was hired August 12, 2013. The department and program has benefitted from improved support from the Dean and Provost.

Adequacy of Facilities and Equipment: The department is housed in the Swenson Building within the Stromberg Complex. The facility provides adequate classrooms, laboratories, and equipment to support the program. Currently there is sufficient office space for each faculty and staff and a shared adjunct faculty area. Faculty members along with some staff members and at times in collaboration with campus recreation write research grants for equipment needed for teaching and research. Funds are usually secured for these excellent proposals. Most of our human performance education laboratory equipment is in good repair and functional. Student lab fees help replace expendable supplies and maintain smaller budget items. Without a line item for equipment repair, replacement or service contracts, it is difficult to replace such heavily used items such as electronically braked ergometers, 3-D motion analysis, force plates with software, and Bod Pod. Technical support within the department is superb because of the presence of a full-time Human Performance Lab director who is also a technology expert.

Adequacy of Library Resources: The Stewart Library 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.

#### **H. Relationships with 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, county health departments, and Hill Air Force Base (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 former students which helps project human performance employment opportunities for current students.

Human performance management majors complete three internships (minimum of 5 credits/300 internship hours) in their chosen track. The Program Director typically serves as the course instructor for the internship class and ensures that students choose appropriate internships, submit signed contracts, and complete the required reports and evaluations. With the assistance of the newly hired internship coordinator, the program director maintains a database of acceptable potential internship sites for future students.

#### Summary of External Advisory Committee Minutes

N/A – The Human Performance Management Program does not have an external advisory committee

## I. Results of Previous Program Reviews

Problem Identified	Action Taken	Progress
1) The HPM program should develop a tracking system of program graduates and form an external advisory committee to give feedback and direction to the program.	Action plan was to work with WSU University Relations to create a list of graduates that we would contact for multiple purposes.	None. This requires a supervisor to spearhead the contacting and collecting of data from graduates. This requires time beyond teaching, scholarship, and service.
2) It is suggested that the HPM program formalizes the integration of new full-time and adjunct faculty.	As described in Faculty Mentoring Activities (F.5) above, 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.	
3) The Sports and Recreation Services (SRS) area should increase course offerings to allow greater schedule flexibility for students.	In response to this recommendation, the HPM disagreed that schedule of courses offered in the SRS was limiting student timely access. All required core classes and all required support courses in SRS are taught each year, and most electives allowed are taught each semester.	The retirement of the veteran recreation professor in 2012 and hiring of a new outdoor recreation assistant professor in Fall 2013 has already spurred SRS curriculum review leading to course and program redesign.
4) The number of students reporting to the staff member responsible for student advising may be excessive.	As per Dean Rasmussen's response in 2009 to the Review Team's student advisement concern, advisement in the MCOE rivals or exceeds what is provided anywhere else on campus. Full time staff advisors are in place in each department and a full time college recruiter has relieved some pressure from those advisors by assuming a recruitment component that used to rest with those advisors.	

<p>5) The HPM program should assist faculty in achieving minimum technology competencies.</p>	<p>As per HPM Program response in 2009, we are unclear about the inferences regarding faculty computer incompetence. We needed specific faculty shortcomings to be able to assist deficient HPM faculty to achieve minimum competence. All HPM faculty and adjunct utilize numerous technology applications in teaching and recording grades in Canvas.</p>	
<p>6) Student internships should encourage a greater degree of experience diversity.  a) It is suggested that core courses are completed before the students are allowed to begin any formal internships  b) It seems as though some internships are more beneficial than others, and students need to be advised as to what might be better for their personality and background  c) Require students to complete internship requirements at a minimum of two different locations or entities.</p>	<p>a) The HPM internship requirement requires one credit of 2890 cooperative work which is designed to be taken during the 2<sup>nd</sup> or 3<sup>rd</sup> year of study. This lower division cooperative work is intended to involve students in practical experiences early-on to assist them in evaluating their choice of careers and potential work environments. Requiring completion of all required core courses prior to this exploratory internship is not feasible. The remaining four credits of 4890 cooperative work experience already requires the completion of many upper division courses prior to enrollment.</p>	<p>b) A database of potential internship sites, contact person, and category of type of work has been developed. Only sites that have been reviewed and evaluated by the internship coordinator are placed in the database.</p>
<p>7) The HPM program should research university, college, and departmental funding sources to update laboratory equipment.</p>	<p>As per Dean Rasmussen's response in 2009 to the Review Team's concern for laboratory equipment update, new equipment and technology has been added on a regular basis as requested by program faculty and a variety of funding sources have been accessed to fund those purchases.</p>	<p>Since the 2009 HPM Program Review, the Human Performance Laboratory replaced a treadmill, the electrocardiograph, the isokinetic machine, video cameras, and numerous smaller items such as heart rate monitors, blood pressure cuffs, skinfold calipers, handgrip dynamometer, microspirometer, etc.</p>

<p>8) Feedback was collected from recent graduates of the HPM program. Individuals reviewing the following comments should note that the group of students interviewed by the review committee consisted of five individuals, four male and one female. This gender distribution does not correlate with current HPM program demographics of 74% female and 26% male. This group was also hand selected, so their comments may not reflect a true HPM graduate population.</p>	<p>a) Implement or increase the content of the following concepts and skills in upper-division courses: ethics, interpersonal communication (to include listening skills), psychosocial, and delivery of professional presentations  b) Increase the rigor of the exercise physiology course  c) Increase the number of real-world projects in the upper-division courses or provide labs to increase the content  d) Redesign the Measurement for Evaluation and Research course (PEP 3600) to teach statistical terminology and concepts, followed by statistical applications and interpretation.</p>	<p>a) Each of these skills was or has been addressed as follows: ethics-Health 3000, interpersonal communication and psychosocial- Health 4700, delivery of professional presentations- Health 3200, PEP 40, NUTR 4320.  b) This comment was not found to be consistent with hundreds of student course evaluations.  c) Upper division wellness and SRS courses provide many labs and field projects outside of the classroom.  d) Measurement for Evaluation and Research (PEP 3600) has been redesigned each time it is taught by a different professor, 4 in 4 years.</p>
<p>9) To better prepare students for courses in the HPM program, it is suggested that the program changes the required support courses to the following:  Hths LS1110 <u>and</u> 1111 (Biomedical Core I &amp; II) <u>and</u> Nutr LS1020 (Foundations in Nutrition) <u>or</u> Zool LS1020 (Human Biology) <u>and</u> Chem PS1010 (Intro to Chemistry) <u>and</u> Nutr LS1020 (Foundations in Nutrition)</p>	<p>Required support courses for the wellness emphasis of HPM Program were changed to the following in 2012.  HTHS LS 1110  CHEM PS1010  NUTR LS1020  Both Biomedical Core I and II are pre-requisites for upper division courses. The required support courses are those that may be used to meet general education requirements and HTHS 1111 does not.</p>	<p>This became effective in Fall 2013.</p>

**J. Action Plan for Ongoing Assessment Based on Current Self Study Findings**

Action Plan for Evidence of Learning Related Findings

Problem Identified	Action to Be Taken
<p>No thresholds of acceptable performance was provided. <i>EOL 2011-2012 Annual Assessment.</i></p>	<p>Evidence of Learning for Student Outcomes is good but there was no indication of standards used to determine if results were adequate or not. Assessments differed in reporting performance, such as % score on an assignment, % of students successfully completing an assignment, and mean score out of 5 on evaluation form. Benchmarks or thresholds must be different for the different manners measurements are reported.</p> <p>A column will be added to the Evidence of Learning grid to provide this threshold.</p>
<p>It was unclear what analysis or decisions were made on the basis on the data provided. <i>EOL 2011-2012 Annual Assessment.</i></p>	<p>In general, learning outcomes were considered met when the annual review data showed 75% or better in lower division courses, 80% or better in upper division courses, and maintenance or improvement in graduating majors' self-evaluation mean scores.</p>

Summary Information

- 1) Reflecting on this year's assessment(s), how does the evidence of student learning impact your faculty's confidence in the program being reviewed; how does that analysis change when compared with previous assessment evidence?

Some direct measures were not collected in previous years, such as scores from specific course assignments. All data from internship supervisors is in files in storage of a retired faculty member. There are plans to be able to extract those records and maintain an electronic data base. The hiring of a new faculty member in the Sport and Recreation Services emphasis who has expertise in collecting direct evidence of learning will enhance data collection and analysis.

- 2) With whom did you share the results of the year’s assessment efforts?  
All members of the Health Promotion and Human Performance Department because of the interdisciplinary nature.
- 3) Based on your program’s assessment findings, what subsequent action will your program take?  
Due to the ongoing lack of curriculum artifacts and low indirect measures of learning outcomes 3-Management Administration and Leadership and 4-Operations Management, the Human Performance Management Program is making program changes for the next academic year, 2013-2014. Two management courses in the core were replaced for this year. Additional changes will be made as new and old faculty will be required to submit up-dated course evaluations for a revised curriculum grid and evidence of student learning for every course.

Action Plan for Staff, Administration, or Budgetary Findings

Problem Identified	Action to Be Taken
<p>Issue 1: Equipment</p> <p>a. Currently the Recreation program has no institutional pro-deal accounts with gear/equipment manufacturers/distributors. Establishing these accounts would substantially help to reduce (40-50%) equipment costs.</p> <p>b. <i>Rock Climbing:</i> The Recreation program has a significant amount of climbing gear that historically was used across many of the recreation courses. However, upon a thorough inspection of the equipment (September, 2013), much of the equipment was found unsuitable for student use.</p>	<p><i>Action 1:</i> Establish institutional pro-deal accounts.</p> <hr/> <p><i>Action 1:</i> Almost all of the equipment was retired due to obvious misuse and lack of care. A collaborative effort is currently underway with the Outdoor Program to replace the equipment, which is estimated to cost \$2,245.00. <i>Action 2:</i> Create a gear management, inspection, and maintenance system (i.e. rope log) to improve risk management and the longevity of the climbing equipment.</p>

<p>c. <i>Backpacking:</i> The program currently has no backpacking equipment to teach students basic backcountry camping and travel skills, which are skills covered across several courses (REC 3230, 3600, 3610, 4550). The type of equipment needed for these courses include, but is not limited to: maps, compasses, backpacking stoves, tents, backpacks, sleeping pads, sleeping bags, cook sets, water filtration/treatment systems, etc. This equipment is estimated to cost \$7000-\$10,000 (retail) depending on the quantity (min. 10-12 students).</p> <p>d. <i>Technology in the classroom and in the field:</i> Eight iPads and two Go-Pro cameras were funded through Academic Resources and Computing Committee for the 2013-2014 academic year. These iPads and Go-Pro cameras are shared between HPM and the Outdoor Program, but have only been used on a limited basis (Rec 3610, PE 1520). To date, the equipment has provided students with opportunities to learn how to utilize iPads in the outdoors (i.e. topographical maps, compass, GPS, avalanche assessment).</p>	<p><i>Action 1:</i> Identify and prioritize equipment purchases.  <i>Action 2:</i> Apply for funding to purchase and maintain a sufficient amount of equipment to use across 4-5 different courses.  <i>Action 3:</i> Create course fees that will cover costs for: 1) travel and food for field experiences and 2) Replacement/maintenance of gear.</p> <p><i>Action 1:</i> In the future, other Recreation courses (i.e. REC 3600, 4550) will utilize the iPads and Go-Pros to apply the use of technology across multiple domains that are integral to the recreation profession (administration, logistics, marketing, communication, evaluation, etc.).</p>
<p>Issue 2: Administration</p> <p>a. <i>Risk Management:</i> Currently no risk management or emergency action plan exists for the Recreation Program concerning multi-day field experiences. In addition, the program lacks an emergency communication system (i.e. satellite phone, SPOT) to use in the backcountry.</p>	<p><i>Action 1:</i> Purchase a satellite phone or communicator (estimated cost: \$300 and a \$120/yr. subscription plan)/  <i>Action 2.</i> Consult with industry experts, WSU's Risk Management, and Outdoor Program to develop a risk management and emergency action plan.</p>



<p>b. <i>Curriculum Development:</i> After assessing the Recreation program's current curriculum in relation to established professional competencies (NRPA and the Wilderness Education Association) the creation of several additional courses are warranted to improve student preparation as a recreation professional.</p>	<p><i>Action 1:</i> New course development will focus on enhancing student's professional competencies in the following areas: programming, logistics, ecological literacy, judgment/decision making, risk management, and outdoor living skill development.</p> <p><i>Action 2:</i> Revise several Recreation course titles/descriptions/syllabi (REC 3600, 3610, 3810, 3840). These revisions will provide students greater clarity in course expectations and improve student learning in the following areas: leadership development, group dynamics, and administration and management skills</p>
<p>c. <i>Additional Staff/Faculty:</i> As more courses are developed and the recreation program grows, additional instructional support within recreation will be necessary to maintain the expected 12- credit hour faculty teaching load.</p>	<p><i>Action 1:</i> Consider hiring an adjunct or an additional tenure track faculty member.</p>

Summary Information

In September of 2013 an inventory of recreation equipment was conducted to assess program needs. The inventory consisted almost entirely of rock climbing gear, thus limiting opportunities to provide students with experiences that extend beyond rock climbing and prepare them in other areas within recreation. To address this need, courses have relied on WSU's Outdoor Program to provide students with access to outdoor equipment for field-based and overnight trips. However, from a teaching standpoint, it is impractical to have to rent/check-out equipment multiple times a week to teach students how to use and maintain equipment. Furthermore, the Recreation program has no safety/risk management equipment that is necessary to have for field-based experiences. The following is a bulleted list of specific program equipment needs along with suggested action steps.

**K. Summary of Artifact Collection Procedure**

Data from a retired faculty member’s file cabinet needs extracted and summarized for the internship site supervisor evaluations/artifacts.

More collaborative work is needed for this area due to the number of integrated courses in the major.

Artifact	Learning Outcome Measured	When/How Collected?	Where Stored?
Senior portfolio	Outcome 6	Fall 2011 Spring 2012 End of each semester	Grade: Instructors gradebook Student PowerPoint: printed, moving toward electronic submission in canvas
Internships	All 7 outcomes	Fall 2011 Spring 2012 Summer 2012 End of each semester	Retired faculty member’s file cabinet
Specific Assignment grades Final grades for all classes	All 7 outcomes	Fall 2011 Spring 2012 End of each semester	Program Director’s File Cabinet in office or computer or canvas class

Summary Information (as needed): None

APPENDICES

**Appendix A: Student and Faculty Statistical Summary**

<b>HHPH ALL</b>	2008-09	2009-10	2010-11	2011-12	2012-13
<b>Student Credit Hours Total <sup>1</sup></b>					
Athletic Training	2,252	2,946	3,638	3,710	4541
Health	7,572	8,368	9,623	10,242	9,253
Nutrition	8,228	9,220	9,885	9,744	9,915
Recreation	271	323	327	330	267
Physical Education	5,416	5,560	5,833	5,833	5,898
SCH Total	23,739	26,417	29,306	29,859	29,874
<b>Student FTE Total <sup>2</sup></b>	<b>791.30</b>	<b>880.57</b>	<b>976.87</b>	<b>995.30</b>	<b>995.80</b>
<b>Student Majors <sup>3</sup></b>	<b>438</b>	<b>497</b>	<b>571</b>	<b>676</b>	<b>691</b>
Athletic Training	191	217	252	154	157
Athletic Therapy	0	0	0	170	160
Health Promotion - 5013	60	77	88	109	131
Human Perf Mgmt - 5011, 5021, 5022	121	129	143	150	160
Physical Education	66	75	88	93	83
<b>Program Graduates <sup>4</sup></b>					
Athletic Training - 5020, 5026, 5027	22	13	11	16	11
Athletic Therapy - 5037	8	13	11	15	21
Health Promotion - 5013	22	24	25	36	43
Human Perf Mgmt - 5011, 5021, 5022	21	29	17	25	23
Physical Education - 5012, 5017	18	10	13	17	16
Bachelor Degree	(88) 91	(51) 89	(85) 77	(118) 109	(112) 114
Female	239	260	297	307	341
Male	222	238	291	366	350

<b>Faculty FTE Total</b> <sup>6</sup>	40.68	39.28	40.18	42.29	NA
Adjunct FTE	25.07	23.06	25.09	26.12	NA
Contract FTE	15.61	16.22	15.09	16.17	NA
<b>Student/Faculty Ratio</b> <sup>7</sup>	<b>19.45</b>	<b>22.42</b>	<b>24.31</b>	<b>23.54</b>	NA

Note: Data provided by Institutional Research

1. **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. **Student FTE Total** is the Student Credit Hours Total divided by 30.
3. **Student Majors** 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.
4. **Program Graduates** 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.
5. **Student Demographic Profile** is data retrieved from the Banner system.
6. **Faculty FTE** is the aggregate of contract and adjunct instructors during the fiscal year. **Contract FTE** includes instructional-related services done by "salaried" employees as part of their contractual commitments. **Adjunct FTE** includes instructional-related wages that are considered temporary or part-time basis. Adjunct wages include services provided at the Davis campus, along with on-line and Continuing Education courses.
7. **Student/Faculty Ratio** is the Student FTE Total divided by the Faculty FTE Total.

**Summary Information (as needed):** The health promotion and human performance department houses many academic programs as shown in the table. Overall, the number of student majors and program graduates has increased with the most growth observed in athletic therapy and health promotion. 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.

## Appendix B: Contract/Adjunct Faculty Profile

### Full-Time Faculty

Name	Gender	Ethnicity	Rank	Tenure Status	Highest Degree	Years of Teaching	Areas of Expertise
Michael Olpin	Male	Caucasian	Professor	Tenured	Ph.D.	13 (WSU) 22 (total)	Health Promotion
Patricia Cost	Female	Caucasian	Assistant Professor	Tenure-Track	Ph.D.	9 (WSU) 6 (total)	Health Promotion
Christopher Eisenbarth	Male	Caucasian	Assistant Professor	Tenure-Track	Ph.D.	6 (WSU) 15 (total)	Health Promotion
Myron Davis	Male	Caucasian	Professor	Tenured	P.E.D.	35 (WSU) 41 (total)	Measurement for Evaluation & Research
Molly Smith	Female	Caucasian	Professor	Tenured	Ph.D.	24 (WSU) 33 (total)	Foundations of HPM; Exercise Physiology; Ex Rx for Special Populations; Senior Seminar
Brian Lyons	Male	Caucasian	Assistant Professor	Tenure-Track	Ph.D.	1 (WSU)	Neuromuscular Conditioning; Kinesiology
Jack Loughton	Male	Caucasian	Professor	Tenured	Ph.D.	26 (WSU)	Leadership Concepts: Facility & Events Mgmt
Gary Willden	Male	Caucasian	Professor	Tenured	Ed.D.	35 (WSU)	Recreation
Jennifer Turley	Female	Caucasian	Professor	Tenured	Ph.D.	16 (WSU)	Nutrition

Joan Thompson	Female	Caucasian	Associate Professor	Tenured	Ph.D.	25 (WSU)	Nutrition
Rodney Hansen	Male	Caucasian	Associate Professor	Tenured	Ph.D.	9 (WSU)	Nutrition
Melissa Masters	Female	Caucasian	Assistant Professor	Tenure-Track	Ph.D.	1 (WSU)	Nutrition
Brian McGladrey	Male	Caucasian	Assistant Professor	Tenure-Track	Ph. D.	3 (WSU)	Neuromuscular Conditioning; Sport Issues; Strength Trg
James Zagrodnik	Male	Caucasian	Assistant Professor	Tenure-Track	Ph. D.	3 (WSU)	Measurement for Evaluation & Research
Chad Smith	Male	Caucasian	Assistant Professor	Tenure-Track	Ph. D.	2 (WSU)	Neuromuscular Conditioning; Strength Trg

### **Adjunct Faculty**

Name	Gender	Ethnicity	Rank	Tenure Status	Highest Degree	Years of Teaching	Areas of Expertise
Tim Ruden	Male	Caucasian	Adjunct	Contract only/non-tenure track	MS	17 (WSU)	Fitness Assessment and ExRx
Sherrie Jensen	Female	Caucasian	Adjunct	Contract only/non-tenure track	MS	9 (WSU)	Foundations of HPM

Les Stone	Male	Caucasian	Adjunct	Contract only/non-tenure track	BS, EMT	6 (WSU) 6 (total)	Emergency Medical Response
Paul Bugnet	Male	Caucasian	Adjunct	Contract only/non-tenure track	MS	4 (WSU) 6 (total)	Emergency Medical Response, Orthopedic Assessment
Teri Bladen`	Female	Caucasian	Adjunct	Contract only/non-tenure track	MS	5 (WSU)	Teaching Aerobic Conditioning
Daniel Turner	Male	Caucasian	Adjunct	Contract only/non-tenure track	BS		Outdoor Education Workshop

Summary Information (as needed): None

**Appendix C: Staff Profile**

<b>Name</b>	<b>Gender</b>	<b>Ethnicity</b>	<b>Job Title</b>	<b>Years of Employment</b>	<b>Areas of Expertise</b>
Heather Hunter	F	Caucasian	Internship Coordinator	<1	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.
Sherrie Jensen	F	Caucasian	Advisement Coordinator	9 years in current position <i>15 years at WSU</i>	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.



Jackelyn Luther	F	Caucasian	Secretary/Administrative Assistant	<1	Budget, purchasing, general office management, document preparation, WSU systems, customer service, scheduling, tracking and managing data etc.
Danielle Orozco	F	Caucasian	Secretary/Administrative Assistant	2	Class schedules, document preparation, purchasing, general office management, WSU systems, customer service, scheduling, tracking and managing data etc.
Lisa Pedersen	F	Caucasian	Building Coordinator	2 years in current position <i>10 years at WSU</i>	Event coordination, scheduling, student employee supervision, purchasing, general office management, WSU systems, customer service, and other.
Timothy Ruden	M	Caucasian	Human Performance Lab Coordinator	17	Human performance lab functioning, research, technology, purchasing, customer services, and other.

Summary Information (as needed): None

## Appendix D: Financial Analysis Summary

<b>Health Promotion &amp; Human Performance Undergraduate Programs</b>					
<b>Cost</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>	<b>12-13</b>
Direct Instructional Expenditure	1,954,610	1,903,412	1,902,098	1,946,393	1,956,346
Cost Per Student FTE	2,470	2,162	1,947	1,956	1,965
<b>Funding</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>	<b>12-13</b>
Appropriated Fund	1,829,724	1,805,730	1,750,716	1,857,721	1,857,071
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	124,886	97,682	151,383	88,672	99,275
<b>Total</b>	<b>1,954,610</b>	<b>1,903,412</b>	<b>1,902,098</b>	<b>1,946,393</b>	<b>1,956,346</b>

*Note:* Data provided by Provost's Office

Summary Information (as needed): The health promotion and human performance department houses many academic programs. Human performance management (HPM) is one of five majors. The data shown in the table above reflects the costs and funding for the department as a whole as portion of which is representative of HPM. The HPHP department instructional expenditures have remained relatively consistent from 2008-2013. There was a decline from 2009 to 2011 and then an increase in 2012-2013. The cost per student FTE has declined from \$2,450 in 2008-2009 to \$1,965 in 2012-2013. This is likely due to the increase in class sizes for many academic programs in HPHP, although the class sizes for most physical education professional courses have not increased and some have decreased.

**Appendix E: External Community Involvement Names and Organizations**

<b>FACILITY NAME</b>	<b>CONTACT PERSON</b>
ARUP Laboratories Employee Wellness	Rebecca Fietkau
American Red Cross(Del Rio, TX)	Christine Looney
Anytime Fitness, Brigham City & Logan	Trent Lindstrom
Autoliv North America, Total Rehab Program	Kirk Hansen
Avalon Care Center	Betty A Talo
Bear Lake Community Health & Wellness Center	Lance Christiansen
Bonneville High School	Mike Hickman
Bountiful High School	Warren Latey
Box Elder HS Track & Field	Tom Davidson
Boy Scouts/Great Salt Lake Council	John White
Boy Scouts/Trapper Trails Council	Mike Madsen
Bravo Arts Academy	Amy Shoell
Catholic Community Services	Maresha Bosgieter
Clearfield Aquatic Center	Melissa Haynes
Clearfield City Recreation	Pat Bergsen
Competitive Edge Fitness	Arlo Gagestein
COR Performance LLC	Kimberley Tulane
Elite Training & Fitness	Keelee Kap
Evolo Race Events(New Zealand)	Dean Grace
Fit Zone Nation	Neil Anderson
Fremont High School	Richard Corbridge
French Kiss Fitness	Meagan Goodson
Girl Scouts of America	Mindy Harmon
GOAL Foundation	Bree Montgomery
Gold's Gym	Dustin Nielson
HAFB Warrior Fitness Program	Josie Hepworth
HAFB Outdoor Program	Chris Breck
Head Start OWCAP	Becky Mercier
Head Start Parent Info Center	Brett Lund
Horizon Balance & Physical Therapy	Brent Webb
Huntsman Cancer Institute	Patrick Troumbley
Intermountain Medical Center, Murray	Jay Grove
Intermountain North Ogden PT	Scott Wesche
K & H Fitness	Holly Patterson
Kay's Creek Physical Therapy	Nordell Peterson
Kaysville City Parks & Rec	Kris Willey-High
Kimberley Clark Corp	Julie Hansen
Kimberley Clark Corp	Kim Kapp
La Roca Soccer Club	Shelton Gordon
Lady Fitness	Lisa Bradfield
Let's Play Soccer	Ryan Brobeck

Lifelong Fitness	Griff Nielson
Mat-Su Career & Tech High School(Wasilla, AK)	Norm Rousey
McKay-Dee Hospital, Cardiac Rehab	Julie Brandt
McKay-Dee Hospital, CHIC	Holly Weeks
McKay-Dee Hospital, Dietary Program	Kelly Colvin
McKay-Dee Hospital, Operating Room	Kirk Hansen
Medifit	Elizabeth Featherstone
Mt. Ogden Surgical Center	Julie Roberts
Mountainland PT	James Felt
My Gym Children's Fitness Center	Christine Jauchler
Neurosurgical Association of Northern Utah	Scott McKay
North Layton Jr. High School	Jonathan Downing
Ogden Athletic Club	Jan Carlsen
Ogden City Recreation	Butch Sawyer
Ogden Clinic	Blake McMillan
Ogden Knights	Jeannie Gamble
The Ogden Nature Center	Stefanie Miller
Ogden Outlaws Soccer	Mike Hickman
Ogden Regional Med Center, Cardiac Rehab	Taunia Couch
Ogden Regional Med Center, Physical Therapy	Jenifer Nilson
PARC	Chad Miller
Performax Gym	Whitney Nalder
Petersen, Inc.	Camille Bowen
The Pilates Body	Kristie Gidley
Powder Mountain Resort	Kent Lundell
Project Success	Hannen Abraham
R & O Construction	Julie Hansen
Rocky Mountain Home Care	Leisha Berry
S & S Nutrition Network(Boise, ID)	Natalie Johnson
Salt Lake City School District	Cassi Robison
Select Health	Angela Harman
South Davis Recreation Center	Rachel Betteridge
Stampede After School Program	Matt Newbury
Sundance PT	Sherrie Duft
THB, Inc.	Andrea Britton
Timeless Medical Spa	Debbie Williams
Ultimate Indoor	Shyre Creamer
Verizon Wireless Employee Wellness	Amy Jessop
VMI Nutrition	Shayne Howell
Wasatch Crossfit	Damon Stewart
Wasatch Peak Physical Therapy	Eric Hoffman
Wasatch Therapy Fitness	Anna Lloyd
Weber High School	Jadda Call
Weber Morgan Health Department	Rochelle Gates
Well Health MD/Presido Group	Maryan J Peterson

YCC	Melissa Wayment
YMCA Afterschool Program	Kathleen Maag
Youth Impact	Robb Paul

**Appendix F:** External Community Involvement Financial Contributions

No external community members or organizations made financial contributions to the program.

## Appendix G: Moyes College of Education Adjunct Semester Contract

November 21, 2012

Name  
Address  
City, UT, Zip

Dear XXXX,

I am pleased to offer you an appointment as Adjunct Instructor in the Department of Health Promotion and Human Performance (HPHP) for the spring 2013 semester. This appointment is effective from January 7 to April 25, 2013, inclusive. You will be paid a total of \$XXXX dollars contingent upon sufficient class enrollments at the end of the third week of class [or if your online course has an enrollment greater than 25, you will be paid at the rate of \$105 per student (for a 3 credit hour class) enrolled at the end of the third week of class, or you will be paid at the rate of \$35 per credit hour per student enrolled at the end of the third week of class]. Following receipt of this signed agreement, you will be paid in equal installments in accordance with the University's payment schedule (a copy of which may be obtained from the payroll office). All payments are made using direct deposit; so be sure you have an up-to-date direct authorization form on file or make other arrangements with the payroll office.

1. Your acceptance of this appointment signifies your readiness to:
  - A. Teach the following course(s) at the times notes: Course Abbreviation, Course #, CRN: (XXX Campus, room #), Days of the week, time
  - B. Submit your class syllabus to the department secretary at least 2 weeks prior to the first day of class or within seven days from the execution of this agreement. The HPHP required syllabus is available online at: [www.weber.edu/HPHP/AdjunctFacultyResources.html](http://www.weber.edu/HPHP/AdjunctFacultyResources.html). Syllabus guidelines including required and suggested content is available online at: [www.weber.edu/tlf/Syllabus.html](http://www.weber.edu/tlf/Syllabus.html)
  - C. Maintain 2 office hours per week
  - D. Submit final grades by the deadline established by the Registrar for each term
  - E. Regularly check your official WSU email, your departmental mailbox, and if applicable your Canvas class correspondence
  - F. Advise the Department Chair at the earliest possibility if you are unable to teach a class
  - G. Attend meetings as requested by the Department Chair
  - H. Comply with all of the University's policies and procedures (available online at [weber.edu/ppm](http://weber.edu/ppm))
  - I. Have students complete end of course evaluations in every class you teach
  - J. Achieve the academic goals and objectives of your assigned course(s)
2. This contract shall not be legally binding until it has been approved by the Dean of the College.
3. Employment is subject to the contractual policies of the University as they may be amended from time to time, including those contained in the Weber State University Policy and Procedures Manual.

4. This is a non tenure-track appointment. Appointee has no entitlement to employment by the University except as expressly provided in this contract. Additional Adjunct Instructor information is available online at: [www.weber.edu/adjunctfaculty/](http://www.weber.edu/adjunctfaculty/). A Moyes College of Education adjunct handbook is available as a resource to you online at:  
[www.weber.edu/wsuiimages/COE/deans\\_office/Moyes\\_COE\\_Adjunct\\_Handbook.pdf](http://www.weber.edu/wsuiimages/COE/deans_office/Moyes_COE_Adjunct_Handbook.pdf)
5. This contract is nonrenewable and shall terminate without further notice at the end of the term of employment set forth above.
6. This contract constitutes the entire understanding between the parties with respect to Appointee's employment at the University and supersedes any and all prior understandings or agreements, oral or written, relating hereto.
7. This contract may be modified or amended only upon mutual written agreement between the Department Chair and the Appointee and approval by the Dean of the College.
8. This contract shall be governed in all respects by the laws of the State of Utah.

If this contract is acceptable to you, please sign, date, and return it (in person, email, US mail, or campus mail) to the department secretary by December 7, 2012. I look forward to working with you in this capacity and appreciate the valuable contributions that you make to the academic programs within the department.

Sincerely,

\_\_\_\_\_ Date: \_\_\_\_\_  
 Jennifer M. Turley, *Chair*  
*Department of Health Promotion & Human Performance*

Accepted signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 (Type in adjunct instructor's name)

\_\_\_\_\_ Date: \_\_\_\_\_  
 Jack Rasmussen, *Dean*  
*Jerry and Vickie Moyes College of Education*

## Appendix H: Moyes College of Education Adjunct Semester Contract

### WEBER STATE UNIVERSITY

*Moyes College of Education*

Department of Health Promotion and Human Performance

**COURSE:** Prefix, #, type (lecture, lab, activity, community based learning, etc.),  
Semester, year, CRN, semester block  
Course name

**CREDIT HOURS:** 3

**CLASS SCHEDULE:** Days and times and/or Hybrid/Online at <http://canvas.weber.edu>

**PROFESSOR/**

**INSTRUCTOR:**

Name, credentials

Title

Email address

Telephone number with area code

Office location (building and room #)

*Office Hours: list at least 5 hours varying AM & PM and days of the week and include by appointment. Adjunct instructors hold 2 office hours/week.*

**COURSE DESCRIPTION:** Same as from the catalog (see online at <http://catalog.weber.edu/>)

**PREREQUISITES:**

**REQUIRED TEXTBOOK (OR REFERENCE COURSE MATERIALS):** Include the author, title, publisher, year, and ISBN.

**OPTIONAL TEXTBOOK (OR REFERENCE COURSE MATERIALS):** Include the author, title, publisher, year, and ISBN.

**COURSE DIRECTION:** Briefly describe the purpose the course serves and how it will benefit the academic/professional development or meet program standards/outcomes so students understand the purposefulness of the course.

**COURSE OBJECTIVES/LEARNING OUTCOMES:** These should be written in such a way as to be measurable and tied to the course requirements and the program's curriculum learning outcomes assessment grid when applicable.

**REQUIREMENTS:**

- **Quizzes:** Number of quizzes, relation to course materials, number of questions per quiz, points per quiz and/or question, delivery mode (in class, on chitester, on canvas, scheduled, pop, open/closed book, etc.).
- **Exams:** Number of assignments, relation to course materials, study tips and reviews, points per exam, delivery/submission mode (in class, on chitester in testing centers or with approved proctors for out-of-area students or at home, timed or not timed, other testing rules and permitted testing tools if any, on canvas, scheduled, pop, open/closed book, etc).



- **Assignments/Projects/Papers/Presentations:** Number of assignments, relation to course materials, points per assignment, delivery/submission mode (format, required tools for success, in class, on chitester, on canvas, etc), paper and presentation format, time/page length, literature review and reference citation expectations, etc.
- **Labs:** Application of learning content using \_\_\_ skills, assessment, equipment, group work, independent work, data collection and analysis, etc.
- **Other:**

Course Work	Description	Due Date	Points
Quiz 1	...		10
Quiz 2	...		10
Quiz 3	...		10
Quiz 4	...		10
Quiz 5	...		10
Assignment 1	...		50
Assignment 2	...		50
Assignment 3	...		50
Assignment 4	...		50
Assignment 5	...		50
Exam 1	Over content from lecture ..., chapter ..., quiz or assignment ...		100
Exam 2	Over content from lecture ..., chapter ..., quiz or assignment ...		100
			<i>500 total points</i>
Extra Credit	...		10

*Note to faculty: Keep in mind that for every 1 credit hour academic class there is 1 in class contact hour (~50 minutes). For every 1 credit hour lab or activity class there are ~2 hours of in class contact time. Further, for every 1 credit hour academic class students may spend up to 2 hours outside class related to class work (Studying, working on assignments, etc.).*

**EVALUATION:** Grades are based on a percentage of the total possible points earned in the class using the grade scale below.

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
≥93 %	90 %	87 %	83 %	80 %	77 %	73 %	70 %	67 %	63 %	60 %	<60 %

*If canvas is used then inform students that grades can be accessed in the WSU Online canvas class under "Grades".*

**POLICIES:**

- **Attendance:** Is there an attendance policy or a policy related to coming to class on time and prepared to participate and not leaving early?
- **Graded Work:** How is required work graded? When rubric are used provide information on where they can be found (such as see the canvas assignment rubric). Is sample work available for students (and used with permission by prior students)? When can students expect their submitted work to be graded for quizzes, exams, assignments/projects, labs, etc.? How can students review their results and for how long. When is unclaimed work discarded?

- **Late Work:** What is the consequence of late work? Is it accepted for a period of time and docked late submission? Is late work not accepted without prior arrangements? Is there a make-up exam period for missed exams with a grade deduction?
- **Extra Credit:** Is extra credit available or not. If so to what extent (should not inflate grades and should be tied to the course learning outcomes) and are there predetermined extra credit opportunities, if so list them here.
- **Students with Disabilities:** "Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Student Services Center. SSD can also arrange to provide course materials (including the syllabus) in alternative formats if necessary." For more information contact SSD at 801-626-6413, [ssd@weber.edu](mailto:ssd@weber.edu), or <http://departments.weber.edu/ssd/>.
- **Student Conduct:** Students enrolled in this class will adhere to the Department of Health Promotion and Human Performance (HHPH) "Student Conduct Policy" available online at <http://www.weber.edu/wsuiimages/HHPH/StudentCode/HHPHStudentCode.pdf>.
- **Academic Dishonesty:** Any individual caught cheating on any class work or plagiarizing will receive an automatic "E" for their final grade. Furthermore, a letter will go into the student's file describing the situation.
- **Turn-it-in (if applicable):** Inform students that Turn-it-in is used for papers and encourage students to use turn-it-in on their papers prior to submission to detect plagiarism.
- **Campus Closure:** In the event that the WSU campus is closed for face to face classes, the class will continue to meet at WSU Online <http://canvas.weber.edu>
- **Other:** Are there policies related to turning cell phones off, not eating food, etc. during class?

### TENTATIVE CLASS SCHEDULE

A daily schedule is preferred, a weekly schedule would minimally be required

Tentative implies there may be slight but not significant variation from this schedule

Week	Dates	Topic
1		<i>Include things like lecture, lab, textbook chapter and pages, course material, assignment, quiz, and exams dates, etc. information here by date and/or week Include holiday's, dates the class may meet in other locations such as the library, last day to withdrawal, last day of classes, last day of finals, etc.</i>
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14		

**Note to faculty:** Give careful thought to your syllabus as this is a course contract that should not be changed after it is delivered to the class unless the change is favorable to the students and the students approve of/are OK with the change. Further, this syllabus document becomes part of your tenure and rank evaluation and is considered in your teaching rating by your peers. Per the College of Education tenure document faculty members must minimally be rated as good in teaching to be successful.