



Weber State University
Five-Year Program Review

Name of program under review:

Department of Health Promotion and Human Performance (HP/HP) Human Performance Management Program

Name of reviewers and reviewer affiliations:

Dr. Penée Stewart, Weber State University College of Education

Dr. Dale Wagner, Utah State University

Mr. Jacob Manning, Southern Utah University

Mr. Kraig Chugg, Weber State University College of Health Professions

STANDARD A - MISSION STATEMENT

Evaluate how effectively the mission statement articulates the following elements.

	Element	Rating	Comments and/or Recommendations for Change
a.	The expected outcomes of the program need to be clearly defined.	S	The primary and secondary outcomes of the program were clearly defined in the Program Review Self-Study (C.4. Accreditation of Curriculum and C.6. Curriculum Competency Grid)
b.	A process by which these accomplishments are determined and periodically assessed based upon the constituencies served by the program.	C	The Self-Study documented how each desired outcome was assessed and the results for the last several years. Because faculty that teach in the HPM program are more closely tied to other programs in the department, and students have a great deal of flexibility with their educational experience, actual outcomes assessment can be difficult. Due to the interdisciplinary approach of this program and the diversity of the curriculum, although the outcomes are clearly defined, in practice some of the interdisciplinary courses do not always achieve the outcomes as described for this program. See attached narrative related to the formation of an external advisory committee.
c.	A clearly defined educational program, including a curriculum that enables graduates to achieve the mission.	S	Students expressed their appreciation to the program for the opportunity to customize their educational experience within the human performance major.
d.	The program mission statement must be appropriate to and support the mission statements of both the college housing the program and the university.	S	

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

STANDARD B – CURRICULUM

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

	Element	Rating	Comments and/or Recommendations for Change
a.	The program should demonstrate that the curriculum for each degree and for any general education/service courses offered by the program is the result of thoughtful curriculum planning and review processes.	A	With faculty coming from diverse programs in the department, it can be very difficult for the HPM program to initiate curriculum changes within the program. Although the utilization of existing courses within and outside the department maximizes use of resources and is a strength, it can also be a challenge, particularly in the review process
b.	The curriculum should be consistent with the program's mission.	S	
c.	The program should be able to demonstrate that there is an appropriate allocation of resources for curriculum delivery that is consistent with the mission of the program, the number of graduates, and the number of major/minor and general education SCHs produced.	S	
d.	Courses to support the major/minor/general education/service programs are offered on a regular basis to ensure students are able to complete graduation requirements in a timely manner.	S	

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STANDARD C - STUDENT LEARNING OUTCOMES AND ASSESSMENT

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

	Element	Rating	Comments and/or Recommendations for Change
a.	Learning outcomes should describe the expected knowledge, skills, and behaviors that students will have achieved at the time of graduation (overarching program goals).	S	Clearly defined in self-study.
b.	Learning outcomes must support the goals of the program and the constituencies served.	A	The committee received feedback from the students and community members that they would like increased exposure to: the practical application of MS Excel, medical terminology, and human anatomy.
c.	Learning outcomes should be directly linked to the program's curriculum. An explicit curriculum grid illustrating this alignment, as well as the depth to which each course addresses each outcome, is publicly available.	S	Curriculum competency grid clearly shows alignment of courses and outcomes and level of emphasis in each course.

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

	Element	Rating	Comments and/or Recommendations for Change
a.	The program has a developed set of measures for assessment that are clearly defined and appropriately applied.	S	Assessment measures for each desired outcome are clearly defined.
b.	Each learning outcome is assessed with <i>at least one direct measure</i> of learning; thresholds for acceptable performance are defined (for each measure) and published.	A	Each learning outcome is assessed with more than one assessment. The committee was not able to identify thresholds for acceptable performance.
c.	Demonstrate that evidence of learning is being gathered on a regular basis across the program, that the evidence is aggregated, and reported at the aggregate.	A	It seems that evidence of learning is gathered for each semester when possible, but it needs to be aggregated and then reported to the faculty.
d.	Demonstrate that these measures are being used in a systematic manner on a regular basis and are reviewed against department-established thresholds, i.e., are the program faculty meeting regularly to discuss the evidence?	S	Need to show that the assessment data are compared against department-established thresholds and then regularly discussed by program faculty.
e.	Demonstrate that the assessment of the program mission and student outcomes is being used to improve and further develop the program. Is the evidence acted upon? Is it clear what drives program change?	C	Establish a procedure for faculty review and possible action based on outcome assessments.

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STANDARD D - ACADEMIC ADVISING

Evaluate the following related to the advising process.

	Element	Rating	Comments and/or Recommendations for Change
a.	The program has a clearly defined strategy for advising their major/minor, or BIS students that is continually assessed for its effectiveness.	S	
b.	Students receive appropriate assistance in planning their individual programs of study.	A	The committee feels it may be beneficial to the program, internship providers, and students if information related to specific internship experiences is collected and made available to students as they request their sites. If a student can get information about a particular internship ahead of time, they can make a more informed decision and have a better experience because they know what to expect when they arrive.
c.	Students receive needed assistance in making career decisions and in seeking placement, whether in employment or graduate school.	S	

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STANDARD E – FACULTY

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

	Element	Rating	Comments and/or Recommendations for Change
a.	Faculty size, composition, qualifications, and professional development activities must result from a planning process which is consistent with the program's mission.	S	
b.	The program maintains a core of full-time faculty sufficient to provide stability and ongoing quality improvement for the degree programs offered.	C	With the interdisciplinary nature of the program, very few faculty directly report to the HPM program director. If the program is seeking to increase enrollments and offerings in outdoor recreation, additional faculty are necessary (see narrative). With the load placed upon the current program director and the possibility of upcoming retirement, the HPM program needs to increase their faculty in anticipation of these needs.
c.	Contract/adjunct faculty who provide instruction to students (day/evening, off/on campus) are academically and professionally qualified.	S	
d.	The program should demonstrate efforts to achieve demographic diversity in its faculty.	S	

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

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STANDARD F - PROGRAM SUPPORT

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

	Element	Rating	Comments and/or Recommendations for Change
a.	The number and capabilities of the support staff are adequate to meet the mission and objectives of the program.	A	The review committee would like to suggest that the program director and department chair review the workload of the department advisor. With the number of programs, minors, and BIS students, additional support staff may be required.
b.	Administrative support is present in assisting in the selection and development of support staff.	S	
c.	The facilities, equipment, and library support needs are adequate to meet the mission and goals of the program.	S	The committee commends the program for their excellent facilities. Students have extensive resources at their disposal. The classroom space, computer lab, and performance lab are all great assets to the program. The committee also appreciated the library support staff.

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STANDARD G - RELATIONSHIPS WITH EXTERNAL COMMUNITIES

Evaluate the relationships according to the following elements.

	Element	Rating	Comments and/or Recommendations for Change
a.	If there are formal relationships between the program and external communities of interest they should be clearly defined.	A	
b.	Such relationships should have a clearly defined role and evidence of their contribution to the program (curriculum, equipment, faculty, budget, etc.) should be demonstrated.	C	See attached narrative related to the formation of an external advisory committee.
c.	If the program has an external advisory committee, it should meet regularly and minutes of the meetings be made available.	C	See attached narrative related to the formation of an external advisory committee.

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

STANDARD H - PROGRAM SUMMARY

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

	Element	Rating	Comments and/or Recommendations for Change
a.	The program must show how it has implemented any recommendations from the previous review and what effect these changes had on the program. If any recommendations were not implemented the program should explain why they were not put into place.	A	<p>The review committee was very excited about the addition of the new full-time internship coordinator.</p> <p>It was suggested in the last review of the HPM program that a community advisory council be formed. The review committee would like to strongly recommend that this process be initiated.</p>

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HPM Program Strengths

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

We want to commend the college and departmental administration for their support of the HPM program. The college endowments are a valuable resource for professional development.

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

2) Weber State University completed the addition of the Wildcat Center and updated the Stromberg Center in 2013.

The latest updates to the Stromberg Center facilities are a great addition to the facility. Although the improvements were funded by student fee support and run by campus recreation, we feel like this frees up space in other areas of the facility to benefit the HPM program and its students.

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

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

5) The faculty and staff of the HPM program are very approachable and accessible to students.

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

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

The hiring of the new internship coordinator was a much-needed addition to the HPM program. This position will take some burden off the program director and will give a consistent voice to the community partners of the program.

HPM Program – Recommendations

1) The HPM program should develop an external advisory committee.

The community representatives provided some of the most valuable feedback of the self-study process. It is highly encouraged that the HPM program organizes a group of external advisors to contribute to the ongoing needs of the program. Each of the community representatives interviewed stated that they would be willing to serve in such a role.

2) The sports and recreation area should broaden its presence in the area of outdoor recreation.

Narrative provided by Jake Manning, Southern Utah University, Interim Coordinator, Outdoor Recreation in Parks and Tourism.

Based on Weber State's location in a city that is aggressively pursuing relationships with organizations in the outdoor recreation industry and because it's nestled in the northern Wasatch Mountains, the HPM Recreation Minor has the potential to be a very impactful and valuable program within the University as well as the greater community at large. The Recreation Minor could directly help the state move towards meeting Gov. Herbert's vision for outdoor recreation in the state of Utah as well as his vision 20/20 for schools within the UHEAA system. With the current faculty in place and with administrative support its potential to flourish is very realistic. As it now stands, the program ought to consider addressing the following items:

1. **Web presence**—this program doesn't seem to exist anywhere beyond campus itself. In searching out information on the Recreation Minor there is little to nothing to find regardless of whether you're using Google or the university's own search engine.
2. **Courses Offered**—the current curriculum is broad and lacks cohesion and direction. It would serve students and the community better if the program focus was narrowed and curriculum was developed to support that focus (i.e. Adventure Education, Commercial Recreation, etc...)
3. **Resources**—
 - a. **Equipment**: the program needs to procure more of the standard equipment required for a recreation program (tents, compasses, cookware, harnesses, ropes, etc...)

- b.* Faculty: bring more faculty into the program. This could be through adjunct or partnerships with other programs on campus. Look for interdisciplinary collaborations on campus that will serve the needs of the recreation minors.
 - c.* Transportation: determine a means to get students off campus regularly. Recreation programs consigned to campus are not going to be nearly as effective as recreation programs that integrate off campus “classroom” experiences. Many recreation programs have their own fleet vehicles or are provided a course fee that goes toward transportation costs.
4. **Risk Management**—develop a risk management committee or working team with the focus of preventing incidents in the field, as well as procedures for handling and communicating incidents that do occur. Risk Management for university recreation programs is a highly developed field and heavily scrutinized. If found to be lacking in this area after an incident occurred, the program and the university could experience long lasting negative repercussions.
 5. **Bachelor’s Degree**—to provide students more likely opportunities for gainful employment in the recreation field, they will need a bachelor’s degree. Either align your curriculum to transfer well to outside institutions that offer them or work towards developing a Bachelor of Science degree in recreation for Weber State University.

3) Develop a stronger WSU identity in the community

There are a large number of WSU students completing internship rotations for the HPM program. It is a recommendation of the committee that these students are recognizable as WSU students. This will increase public awareness of the role WSU plays in the surrounding community.

4) Internship Recommendation

The internships are a strength of the curriculum; however, the expectations of the internships should be more clearly defined. With feedback from students and community representatives, the committee suggests that graduating students help create a database of information about the internship sites and expected outcomes. Students should be able to articulate what goals and objectives they have for each particular internship experience. Likewise, the supervisors at the internship sites should have a clear set of goals and objectives for the interns. A database with a brief summary of each internship experience is mutually beneficial to both students and the internship providers. Community representatives would like a redesigned form for grading interns, and they would also appreciate more feedback from department related to the quality of the students’ experiences.

5) Evaluate the content of sports nutrition course.

Students would like the program to evaluate the content of the sports nutrition course. They feel like their class focuses on nutrition and its relationship with sport but that the current trend and their interest is “performance” nutrition in sport. It might be valuable to periodically review the course objectives across the disciplines involved in the HPM program to identify areas of deficiency and/or redundancy.

