

EXECUTIVE SUMMARY

Department of Health Promotion and Human Performance
Health Promotion Program
Self-Study Document, Fall 2018

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The following is a summary of the self-study document, highlighting important points. For complete information, please refer to the full, self-study document itself.

Mission Statement:

The mission of the Health Promotion Program (HPP) is two-fold: (a) to prepare students to work as health education specialists in health-related settings (e.g., hospitals, community health agencies, worksites, schools, etc.); and (b) to assist students to acquire knowledge, attitudes, and skills needed to adopt and maintain health behaviors. In pursuit of this mission, the program has identified three primary goals: (1) to provide students with academic training based on the standards of professional preparation and practice in health education/promotion forwarded by the National Commission for Health Education Credentialing (NCHEC); (2) to provide Weber State University (WSU) with a general education course, HLTH 1030 (Healthy Lifestyles), that counts as a social science elective for students; and (3) to provide students with supervised internship experiences that benefit both the student (in terms of professional growth and work experience), and the organization (in regard to student assistance with key tasks and services).

Curriculum:

The Health Promotion Program (HPP) offers numerous courses that can lead to attainment of a major (BS, Health Promotion), minor (Health Promotion--Community, School, Worksite, Clinical), or Bachelor of Integrated Studies (BIS) emphasis in Health Promotion. The curriculum for the aforementioned major, minor, and emphasis area are aligned to national standards (e.g., endorsed by NCHEC) for the field of health education/promotion, and course assessments based on these standards are infused into required HPP courses. This allows students to perform relevant skills throughout their program of study, and also allows instructors to evaluate students on readiness for employment as entry-level health education/promotion specialists on multiple occasions. The curriculum map for HPP is reviewed annually to determine the degree to which each

course within the curriculum is addressing NCHEC standards. Multiple indicators (e.g., time needed for degree completion, “stop out” rates, etc.) suggest HPP is highly efficient in program delivery, and that HPP students successfully complete their degrees in suitable amounts of time.

Student Learning Outcomes and Assessment:

To ensure that the current curriculum results in appropriate student learning outcomes, assessment data is gathered every semester and evaluated annually. The assessment data gathered over the last five years indicate that HPP has been very successful in meeting established benchmarks for student learning relevant to the specified program goals. For the HPP goal to train students in the NCHEC areas deemed essential for professional preparation, 258 out of 288 benchmarks were met (90%). For goal 2, the delivery of a WSU general education course in the social sciences, 43 out of 44 benchmarks were met (98%). For goal 3, the provision of meaningful service opportunities for students, all 16 benchmarks were met during the last five years (100%). This assessment data is used to validate curricular strengths and identify potential ways in which the curriculum may be further enhanced so that students are equipped with needed professional and personal competencies.

Academic Advising:

The Department of Health Promotion and Human Performance (HPP) employs a full-time academic advisor to help students remain informed of academic requirements, course schedules, program policies, and other pertinent items such as available student resources. HPP has a clearly delineated advising strategy and process, with specific responsibilities expected of both the advisor and student. The effectiveness of advising is evaluated through a survey administered, at a minimum every three to five years, to faculty and students to ascertain strengths and potential areas of improvement of the advisor and advising process. A new HPP advisor was hired in the fall of 2018, so no current evaluation results exist. Nonetheless, subsequent survey results will be used to ensure that advisement continues to be progressive, include technology updates as a means to facilitate advisement and communication with students, and adapt to meet student and faculty needs.

Faculty:

The Health Promotion Program (HPP) has five full-time faculty to meet instructional demands. Three of these faculty are tenure-track (1 professor, 1 associate professor, 1 assistant professor), and the other two faculty are salaried instructors. The tenure-track faculty all hold doctoral degrees, whereas the instructors have masters degrees and national certifications (Certified Health Education Specialist/CHES) in health education/promotion. When necessary, HPP also utilizes adjunct faculty to teach select courses on a semester-by-semester basis. Faculty

participate in numerous training opportunities every year (e.g., workshops available from WSU Online, the WSU Center for Community Engaged Learning, etc.) to stay abreast of current developments in the practice of teaching and assessment of student learning.

Program Support:

The Department of Health Promotion and Human Performance (HPP) employs multiple staff (both exempt and non-exempt) to support the various academic programs (i.e., Outdoor Recreation, Physical Education, Exercise and Sport Science, Health Promotion). Specifically, HPP employs a full-time Academic Advisor, Administrative Specialist, Internship Coordinator, Human Performance Lab Coordinator, and Recreation Manager. HPP also receives staff support from three, full-time employees in the College of Education (COE) that assist HPP programs, respectively, with (a) facility maintenance and scheduling, (b) student recruitment, and (c) student retention. The Stewart Library also assigns a librarian to provide assistance and support to all COE programs. Given the aforementioned staff support, the needs of the HPP Department, and respective HPP programs (including Health Promotion), are being met.

Relations with External Community:

HPP has cultivated numerous (>30) partnerships with community health agencies in the local and surrounding areas. These partnerships have resulted in placement of approximately 300 student interns over the last five years, and employment opportunities for many HPP graduates. To monitor satisfaction among stakeholders and graduates with HPP, the program now administers annually an Alumni Survey and Stakeholder Analysis. To date, findings from the aforementioned surveys indicate that relationships among HPP with alumni and community partners are strong, and respondents are highly satisfied with the training, professional skills, and dispositions of WSU students and faculty.

Student, Faculty, Contract Faculty and Staff Statistics:

Approximately 463 students are currently enrolled and declared with either a major ($n \cong 345$), minor ($n \cong 66$), or BIS emphasis ($n \cong 52$) in Health Promotion. Student enrollments in HPP result in numerous degrees awarded each year for the major ($n \cong 52$), minor ($n \cong 19$), and BIS emphasis ($n \cong 13$) in Health Promotion. HPP produces, on average, more than 8000 school credit hours (SCHs) annually—approximately 56% of the SCHs for the Department of Health Promotion and Human Performance (HPP), and 20% of the SCHs generated through the College of Education (COE). As noted earlier, HPP employs five, full-time faculty and, based on current enrollment trends, the average student-to-teacher ratio for HPP courses is approximately 30:1 for topic/content courses, and 25:1 for process- or professional-development courses. In terms of cost per SCH, HPP

is very efficient with costs on average at \$115 (range: \$101–\$126), considerably less (~\$40) than the WSU average.

Results of Previous Program Reviews:

The 2013 HPP self-study resulted in the review team identifying program strengths (e.g., program mission, knowledgeable faculty), challenges (e.g., number of faculty, students not interested in professional credentials), weaknesses (e.g., CHES preparation, low-stress courses), and recommendations to improve HPP (e.g., continued focus on internships, collaboration with community partners, etc.). The HPP faculty believes the strengths and challenges identified by the review team have been addressed, for example, by continuing to focus the program on national standards (i.e., NCHEC criteria), and the hiring of three new faculty to increase the instructional capacity of the program. Corrective actions also were taken to address the identified weaknesses, for instance, by mandating all HPP faculty teaching required courses to include NCHEC/CHES-related learning objectives on course syllabi, and document student learning related to these objectives with scoring rubrics based on program standards. Overall, HPP faculty developed and implemented action plans to address each recommendation forwarded by the 2013 program review team and, consequently, the functioning of HPP has been maintained and improved in multiple areas.

Information Regarding Current Review Team Members:

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