

Jerry and Vickie Moyes College of Education
Health Promotions Program Review
Site visit: February 3, 2014

Introduction/Overview:

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 Department of Health Promotions is defined within the HPHP Department and given the mission to: (a) prepare students to become professional health educators who can serve in a variety of professional settings, and (b) promote health and prevent disease of HP students, faculty, staff, and Weber's community at large. The HP Department cooperates and works closely with Weber's Health Administration Services Department in the Dr. Ezekiel R. Dumke College of Health Professions.

The HP Department uses an interdisciplinary model for course offerings and concentrates on articulating its mission and program with standards, competencies, and assessments used by a variety of professional organizations. These include: (a) the National Commission for Health Education Credentialing (NCHEC), the Association for Worksite Health Promotion, (c) the American Public Health Association, (d) the American College Health Association, (e) the Society for Public Health Education, (f) the American College of Sports Medicine, and (g) The American Association of Health Education.

Specific **outcomes** related to the institutional mission of Health Promotion include:

1. Provide students with a foundation in all Seven Areas of Responsibility for Health Education Specialists
2. Provide a Social Science General Education course for the University
3. Provide students with meaningful and mutually beneficial engagements with community partners.

Program Strengths:

1. The site visit team noted that the HP Department had thoroughly articulated its mission with Weber State University's presence in the Ogden community.
2. We noted that there was a full-time academic advisor whom students mentioned frequently as knowledgeable about university and HP program policies and requirements.
3. HP students, especially, were very complimentary to the faculty, staff, and administration. They described how faculty in the HP department were passionate and "lived" the concepts that they taught. Moreover, students noted that faculty were considered highly knowledgeable about the topics they taught and faculty response time to emails and voice mails was usually a few hours, even on weekends!
4. HP students also commented on how they appreciated assignment that required them to do class professional presentations. They knew about CHES (Certified

- Health Education Specialist) and that it was emphasized in the department's classes.
5. The HP Department has mapped out its curriculum and aligned it with specific standards from a variety of learned societies in the Health Promotions arena.
 6. The HP Department participates and provides data related to Weber's program review, accreditation, and institutional research divisions.

Program Challenges:

1. The site review team noted that other Utah institutions have greater number of faculty members to serve similar amounts of HP students. However, all four of Weber's faculty members were tenure-track professors holding terminal degrees in their fields.
2. Both the site visit team and the HP faculty noted that for some students the CHES certification was very important for their professional careers, while for others, less important. This presents a dilemma: the HP Department has carefully articulated its program to meet CHES competencies, however, some students may not be aware of the significance of the importance of CHES for their future employment.

Areas Not Meeting Standards:

None observed.

Areas of Some Weakness:

1. HP Students knew about CHES and that it was emphasized in the department's classes, but they felt like they need more information and preparation in order to "sit" for the national exam.
2. HP Students commented that the courses in the program were "low stress" courses. They compared them to other courses on campus like anatomy, physiology, and microbiology and stated that it was a relief to be able to balance those courses with the HP program courses. This may lead to the perception that HP coursework is not challenging compared with other health science departments.

Recommendations for Improvement:

1. We recommend that there be continued emphasis on the primacy of the internship component of the HP program and on its related growth given the competitive nature of the employment market for HP graduates in Utah. There is an increased marketability likely afforded by varied field practicum experiences [**STANDARD G - RELATIONSHIPS WITH EXTERNAL COMMUNITIES**]
2. We recommend increased faculty promotion of student memberships in HP-related national and state organizations (e.g., Health Education Assoc. of Utah—

HEAU) as an additional means of fostering students' professional development
[STANDARD G - RELATIONSHIPS WITH EXTERNAL COMMUNITIES]

3. We commend existing and encourage continued HP collaboration and service involvements across the campus community (e.g., collaborations with the Counseling & Psychological Services Center, Student Wellness Program, Integrated Studies Program), as such involvements are viewed as valued partnerships within the University community [STANDARD G - RELATIONSHIPS WITH EXTERNAL COMMUNITIES]
4. We recommend periodic assessment of the prospective need for additional full-time faculty to meet the growing segment of HP student majors at WSU, with continued attention and commitment to matching the various elements of diversity represented within both the student population and surrounding communities [STANDARD E – FACULTY]
5. We recommend continued efforts to base HP's academic curriculum and related student learning objectives on national standards (benchmarks) within the area of health promotion, adapting to the changing landscape within the profession as needed per faculty's exhibited commitment to linking student learning with professional practice [STANDARD B – CURRICULUM / STANDARD C - STUDENT LEARNING OUTCOMES AND ASSESSMENT].
6. We recommend continued support (e.g., allocation of time and necessary resources) for assisting students in preparation for the CHES (Certified Health Educator Specialist) examination to increase the percentage of students who pass the CHES examination both at and beyond the 70% cutoff score [STANDARD C - STUDENT LEARNING OUTCOMES AND ASSESSMENT]

Conclusions and Team Comments:

We commend the Health Promotions Department for their demonstrated commitment to incorporating national standards into their program's development. We noted HP students were highly complimentary of HP faculty and felt genuine appreciation for both faculty knowledge and support. HP students benefit from knowledgeable staff who thoroughly understand University and program policies and procedures.

We additionally noted prospective areas where the HP department could further strengthen students' familiarity with the CHES certification and enhance promotion of internships that have the potential to help HP students gain meaningful employment.

The site visit team is complimentary of the HP program overall and anticipates further refinement of its program by implementing the offered suggestions, as appropriate.

Lastly, please know that we are proud to be your colleagues and admire both your dedication and commitment to improving your program!

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