

**WSU Five-Year Program Review
Self-Study**

Cover Page

Department/Program: Department of Health, Physical Education & Recreation/Health Promotion

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Self-Study Team Chair: Linnette Wong

Self-Study Team Members: Chris Eisenbarth, Michael Olpin, Christina Aguilar, Ryan Zimmerman.

Contact Information: Linnette Wong

Phone: 801-626-6621

Email: yanhuang@weber.edu

Introductory Statement

The Health Promotion Program (HPP) is a robust program serving a large number of students each academic year. The program is the largest contributor of school credit hours (SCHs) and Full-time equivalents (FTEs) in the Department of Health, Physical Education & Recreation (HPER). The program is also one of the largest SCH generators for the Moyes College of Education. Multiple indicators (e.g., assessment data, student completion rates, time needed to earn degrees, student exit surveys, and pass rates on national certification exams) demonstrate that HPP is effective and efficient in advancing its program mission and goals.

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Standard A: Mission Statement

HPP Mission

The Health Promotion Program (HPP) primarily serves Weber State University (WSU), and other stakeholders (e.g., community partners, employers, etc.), by providing academic courses (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.

HPP Roles

The academic courses for the Health Promotion Program include general education (e.g., healthy lifestyles) and varied content/topic courses (e.g., stress management, human sexuality, adolescent health issues, etc.) and, in particular, professional-preparation courses (e.g., program planning, research methods, methods in health promotion, etc.). The academic program offers a bachelor's degree in health promotion (BS, Health Promotion), two minors (teaching and a minor in health promotion), and an emphasis area to support the Bachelor of Integrated Studies (BIS) program.

HPP Goal 1: Provide students with a foundation in all Eight Areas of Responsibility for Health Education Specialists.

To advance the HPP mission and identified roles, the program has identified four overarching goals. The first is 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). Through decades of research (e.g., Competencies Update Project, 2004; Health Education Job Analysis, 2010; Health Education Specialist Practice Analysis, 2015; Health Education Specialist Practice Analysis II, 2020)¹ NCHEC

¹ A review of the research to establish the roles and competencies needed to practice health education can be found at <https://www.nche.org/responsibilities-and-competencies>.

has scientifically validated the "Eight Areas of Responsibility" for the contemporary practice of entry- and advanced-level health education specialists:

1. **Responsibility 1:** Students will assess needs, resources, and capacity for health education/promotion.
2. **Responsibility 2:** Students will plan health education/promotion.
3. **Responsibility 3:** Students will implement health education/promotion.
4. **Responsibility 4:** Students will conduct evaluation and research related to health education/promotion.
5. **Responsibility 5:** Students will advocate for health, health education, and/or the health profession.
6. **Responsibility 6:** Students will employ effective communication for health education/promotion.
7. **Responsibility 7:** Students will exhibit leadership and management for health.
8. **Responsibility 8:** Students will demonstrate ethics and professionalism.

The Eight Areas of Responsibility promoted by NCHEC are deemed the essential elements for professional preparation, credentialing, and professional development of all health education specialists regardless of employment setting. Consistent with NCHEC standards, the WSU Health Promotion Program has developed student-learning outcomes to prepare students/graduates to perform skills in each of the Eight Areas of Responsibility (see sections B and C). The Health Promotion program prepares students to sit for and pass the Certified Health Education Specialist Exam. This certification makes them more competitive for many jobs in the field of health promotion and health education, and often times affords them a higher salary.

HPP Goal 2: Provide a Social Science General Education (SSGE) course (i.e., HLTH 1030, Healthy Lifestyles) for the University.

The second goal of HPP is to provide WSU with a general education course, HLTH 1030 (Healthy Lifestyles), that counts as a social science elective for students. The standards for this course are prescribed by the University² and include the following learning outcomes:

² The standards for general education courses in the social science breadth can be found at <https://www.weber.edu/GenEd/default.html>

1. **Interactions between individuals and society:** Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process.
2. **Application of concepts, theories, and methods:** Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.
3. **Diverse perspectives:** Students will identify an argument about a social phenomenon and understand alternative explanations.

HPP Goal 3: Provide students with knowledge and skills in the underlying science of human health and disease prevention.

HPP provides topic-focused courses in multiple areas (e.g., stress management, mind/body wellness, consumer health, substance abuse, human sexuality, etc.), in general, (a) to allow students to explore more in-depth health issues that interest them and, more specifically, (b) to support degree requirements for several degrees (e.g., Health Promotion Major, Health Promotion Minor, Health Promotion Teaching Minor, BIS Emphasis in Health Promotion, etc.). In addition to declared majors and minors, HPP coursework is utilized by 14 other WSU programs such as Public Health, Public Relations, Nutrition Education, and Social Work. In particular, seven HPP courses are cross referenced with the Health Administrative Services (HAS) program to support students in this academic unit to gain necessary knowledge and skills for multiple HAS degrees and emphases. The expectations for what students should know and be able to do in these support courses are based on the framework established by the *Joint Committee on National Health Education Standards* (e.g., American Public Health Association, American School Health Association, American Association for Health Education)³ and include the following performance indicators:

1. **Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.
2. **Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
3. **Standard 3:** Students will demonstrate the ability to access valid information, products, and services to enhance health.

³ The performance indicators for the *National Health Education Standards* can be found at <https://www.cdc.gov/healthyschools/sher/standards>

4. **Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health or reduce health risks.
5. **Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.
6. **Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.
7. **Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
8. **Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

HPP Goal 4: Provide students with meaningful and mutually-beneficial engagements with community partners.

The final goal for HPP is 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. The chief student learning outcomes for this goal include the following:

1. **Hours:** Students will complete a minimum of 60 internship hours per credit of HLTH 4860.
2. **Supervisor evaluation:** Students will be evaluated satisfactorily by their internship site supervisor.
3. **Project:** Students will complete a project for the host agency that demonstrates at least three NCHEC competencies.
4. **Reflection:** Students will complete structured reflection to summarize and evaluate their field experiences.

HPP Enrollment

The various roles and goals of HPP result in 73 students currently enrolled and declared with a major in Health Promotion. Student enrollments in HPP result in numerous degrees awarded each year for the major (n ≈ 30), minor (n ≈ 11), teaching minor (n ≈ 6), and BIS emphasis (n ≈ 7) in Health Promotion. Per faculty, the Health Promotion Program has the greatest number of graduates annually in the HPER Department (approximately 60% of degrees awarded) and the College of Education (approximately 12% of majors awarded). HPP also produces, on average, approximately 7000 school credit hours (SCHs) annually. The SCH production by HPP, per faculty, also is the

largest for any program in the HPER Department (accounting for 72% of total SCHs) and the College of Education (17% of total SCH production). (The aforementioned data were compiled using both ARGOS and the WSU Program Review Dashboard.)

Although the number of HPP graduates and SCHs per faculty is the largest in the college, the enrollment for HPP majors has dropped considerably over the last five years. This decline in HPP majors is attributed to multiple factors, including (a) the COVID-19 pandemic, (b) the proliferation of online education in higher education, (c) increased employment opportunities for prospective students, and (d) a decline in instructional capacity for HPP. First, the COVID-19 pandemic caused unprecedented drops in student enrollment for HPP and academic programs across the country. Second, the pandemic necessitated that virtually all universities provide remote and online learning. Online offerings used to be a unique and marketable niche for HPP but, after COVID, the opportunities for online education were everywhere and student enrollment for HPP declined. Third, as the pandemic waned, the labor market rebounded sharply and employment opportunities greatly increased which resulted in a further decline in prospective students seeking HPP degrees. Finally, HPP also lost one faculty member during this time due to retirement—this limited our instructional capacity and resulted in additional losses in FTEs and SCHs.

Fortunately, HPP has taken steps to mitigate the losses in enrollment and SCHs. For example, the program initiated a marketing campaign, using social media, online and digital ads, to recruit prospective students. A key focus of this marketing has been to highlight the employment and credentialing opportunities available with HPP degrees. HPP also continues to adapt program offerings to meet the needs of diverse students by offering courses in varied formats (e.g., supervised practica, face-to-face, online). Retention efforts for existing students have increased too, with HPP faculty and staff actively reaching out to struggling students through Canvas and Starfish platforms. Finally, instructional capacity has increased for the program with the hiring of two

adjunct faculty. The HPP faculty believe that through continuous efforts in these areas, student enrollments in the major will steadily increase.

Support for Other Programs

In addition to declared majors and minors, HPP coursework is utilized by 14 other WSU programs, most notably Public Health, Public Relations, Nutrition Education, and Social Work. In particular, seven HPP courses are cross referenced with the Health Administrative Services (HAS) program to support students in this academic unit to gain necessary knowledge and skills for multiple HAS degrees and emphases.

Demand Trends

This comparison table shows that the Health Promotion Program is by far the strongest program in our department and among the strongest ones and certainly the most efficient for number of faculty in our college.

Program	Faculty	22-23 Students	22-23 SCHs	22-23 Graduates
Health Promo.	4	127	6941	30
Phys. Education	5	78	1707	13
OCRE	4	36	997	7

National Trends

The employment opportunities in health education/promotion are expected to increase over the next several years and, consequently, student demand for HPP courses will increase. In particular, according to the United States Department of Labor, Bureau of Labor Statistics,⁴ the employment of health educators and community health workers is expected to increase 21 percent from 2022 until 2032. This projected growth is faster than the average for all occupations and suggests the WSU HPP will remain a strong and sought-after program for years to come.

⁴ Labor statistics retrieved from <https://www.bls.gov/ooh/community-and-social-service/health-educators.htm>

Conclusions

The Health Promotion Program (HPP) is a robust program serving a large number of students each academic year. The program is the largest contributor of school credit hours (SCHs) and Full-time equivalents (FTEs) in the Department of Health, Physical Education & Recreation (HPER). The program is also one of the largest SCH generators for the Moyes College of Education. Multiple indicators demonstrate that HPP is effective and efficient in advancing its program mission and goals.

Standard B: Curriculum

Course Offerings and Degrees

To pursue the program mission and goals (see Standard A), the Health Promotion Program (HPP) offers numerous courses and degrees. In particular, completion of prescribed HPP courses can lead to attainment of a major (BS, Health Promotion), minor (Health Promotion--Community, School, Worksite, Clinical), teaching minor (Health Education), or Bachelor of Integrated Studies (BIS) emphasis area in Health Promotion. The required courses for the Health Promotion major are outlined in Table 1. The minor and BIS emphasis require the same set of courses (i.e., HLTH 1030, HLTH 3000, HLTH 4013, and HLTH 4150), and then allow students to select electives from a list of approved courses (e.g., HLTH 3400, HLTH 3500, HLTH 4250, etc.).

National Standards

The required courses and curriculum for the aforementioned major, minors, and emphasis area are aligned to national standards (e.g., endorsed by the National Commission for Health Education Credentialing/NCHEC) for the field of health education/promotion (see Standard A),⁵ and course assessments based on these standards are infused into every required course in HPP. 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. Table 2 contains the curriculum grid used by HPP to document where key professional responsibilities are introduced, emphasized and assessed comprehensively.

⁵ A review of the scientifically-validated responsibilities and competencies needed to practice health education can be found at <https://www.nchec.org/responsibilities-and-competencies>.

Table 1

Curriculum Map for the Health Promotion Major

Prerequisite Courses Required (6-7 credit hours)

- HLTH 1030 SS - Healthy Lifestyles Credits: (3)
- HTHS 1110 LS - Integrated Human Anatomy and Physiology I Credits: (4) or
- ZOOL 1020 LS - Human Biology Credits: (3)

Courses Required (35 credit hours)

- HLTH 3000 - Foundations of Health Promotion Credits: (3)
- HLTH 3100 - Applications of Technology in Health Promotion Credits: (3)
- HLTH 3200 - Methods in Health Education Credits: (3) *
- HLTH 4013 - Health Promotion Research and Assessment Credits: (3)
- HLTH 4150 - Needs Assessment & Planning Health Promotion Programs Credits: (4)
- HLTH 4860 INT - Field Experience Credits: (1-6) (3 credit hours required)
- HLTH 4990 - Senior Seminar Credits: (1)
- HAS 3000 - The Healthcare System Credits: (3)
- PUBH 3150 - Introduction to Public Health Credits: (3)

- HAS 3190 - Cultural Diversity in Patient Education Credits: (3) or
- NUTR 3420 - Multicultural Health & Nutrition Credits: (3)

- HAS 3230 - Health Communication Credits: (3)
- PUBH 3200 - Epidemiology and Biostatistics Credits: (3)

Professional Block

Minimum of 9 credit hours, must be approved by advisor. These courses may also be used as electives.

- HLTH 2400 - Mind/Body Wellness Credits: (3)
- HLTH 2700 - Consumer Health Credits: (3)
- HLTH 3160 - Principles of Health Behavior Credits: (3)
- HLTH 4700 - Wellness Coaching Credits: (3)
- HAS 3020 - Healthcare Marketing Credits: (3)
- HAS 3260 - Healthcare Leadership and Management Credits: (3)
- HAS 4320 - Healthcare Economics and Policy Credits: (3)

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Table 1 Continued

Curriculum Map for the Health Promotion Major

Elective Courses (15 credit hours)

- RHS 3600 - Ergonomics for Health and Safety Credits: (2)
- HLTH 1110 - Stress Management Credits: (3)
- RHS 1300 - First Aid: Responding to Emergencies Credits: (2)
- RHS 2300 - Emergency Response Credits: (3)
- HLTH 3050 - School Health Program Credits: (3)
- HLTH 3400 - Substance Abuse Prevention Credits: (3)
- HLTH 3500 - Human Sexuality Credits: (3)
- HLTH 4220 - Women's Health Issues Credits: (3)
- HLTH 4250 - Contemporary Health Issues of Adolescents Credits: (2)
- NUTR 3320 - Health and Nutrition in the Older Adult Credits: (3)
- HLTH 4800 - Individual Projects Credits: (1-3)
- HLTH 4860 INT - Field Experience Credits: (1-6) (3 credit hours required)
- HLTH 4920 - Short Courses, Workshops, Institutes, and Special Programs Credits: (1-6) (1 credit hour required)
- NUTR 1020 LS SUS - Science and Application of Human Nutrition Credits: (3)
- HAS 3240 - Human Resource Development in Healthcare Credits: (3)
- HAS 4400 - Legal and Ethical Aspects of Health Administration Credits: (3)
- HAS 4410 - Clinical Instructional Design and Evaluation Credits: (3) *
- HAS 4420 - Clinical Instructional Skills Credits: (3)
- PUBH 4500 - Grant Writing Credits: (2)
- HTHS 1101 - Medical Terminology Credits: (2)
- HTHS 2230 - Introductory Pathophysiology Credits: (3)
- GERT 3000 - Death and Dying Credits: (3)
- NUTR 2320 - Food Values, Diet Design and Health Credits: (3)
- NUTR 4420 - Nutrition and Fitness Credits: (3)
- OCRE 3100 - Recreation Leadership and Group Facilitation Credits: (3)
- OCRE 3600 - Administration and Management of Outdoor and Community Recreations Services Credits: (3)
- ESS 2300 - Health/Fitness Evaluation and Exercise Prescription Credits: (3)

Note:

*HAS 4410 may be substituted for HLTH 3200.

Note. Graduates of the program are eligible to sit for the Certified Health Education Specialist (CHES) exam as long as they have completed courses in all Eight Areas of Responsibility. (Go to NCHEC.org for more information).

Table 2*Competency Grid for the Health Promotion Major Aligned to National Standards*

Required and Professional-Block Courses		NCHEC Areas of Responsibility*							
Prefix	Title	1	2	3	4	5	6	7	8
HLTH 3000	Foundations of Health Promotion	2	1	1	2	1	3	2	3
HLTH 3100	Applications of Technology	1	1	3	1	1	3	0	1
HLTH 3160	Principles of Health Behavior	3	3	2	1	2	2	3	1
HLTH 3200	Methods of Health Education	2	1	3	1	1	1	2	2
HLTH 4013	Health Promotion Research	2	1	1	3	1	2	1	3
HLTH 4150	Needs Assessment and Planning	3	3	2	3	2	2	2	2
HLTH 4700	Wellness Coaching	3	3	3	1	1	1	2	3
HLTH 4990	Senior Seminar	1	1	1	1	1	1	1	3
HAS 3000	Health Care System	1	1	1	1	1	2	1	1
HAS 3150	Community Health Agencies	2	2	1	1	1	2	1	2
HAS 3190	Cultural Diversity in Patient Ed.	3	1	1	1	1	2	2	2
HAS 3230	Health Communication	2	1	1	1	3	1	2	1
HAS 4410	Clinical Instructional Design	1	3	2	1	1	1	2	2
HIM 3200	Epidemiology and Biostatistics	2	1	0	3	1	1	1	1
NUTR 3420	Multicultural Health & Nutrition	2	1	1	1	0	1	1	1

Student Learning Outcome Rating Key:* **0** = not addressed; **1** = introduced, minor emphasis; **2** = emphasized, moderate importance; **3** = assessed comprehensively, major emphasis

NCHEC Outcomes Key:* Responsibility 1: Students will assess needs, resources, and capacity for health education/promotion. Responsibility 2: Students will plan health education/promotion. Responsibility 3: Students will implement health education/promotion. Responsibility 4: Students will conduct evaluation and research related to health education/promotion. Responsibility 5: Students will advocate for health, health education, and/or the health profession. Responsibility 6: Students will employ effective communication for health education/promotion. Responsibility 7: Students will exhibit leadership and management for health. Responsibility 8: Students will demonstrate ethics and professionalism.

Notes. HLTH 4860 (Field Experience) is not on the curriculum map, as the experience (and the competencies covered within it) varies significantly from student to student. There are specific objectives and measures associated with HLTH 4860 represented in the assessment plan (under HPP Goal 3).

Curriculum Assessment and Refinement

To ensure that the current curriculum results in appropriate student learning outcomes, assessment data is gathered every semester and evaluated annually. The collection of assessment data is discussed in detail in the subsequent section of this document (For a review, see Standard C, Appendices G-H). In general, the HPP annual assessment data is used to inform curriculum changes, and refine instructional strategies used by HPP faculty. In particular, HPP program faculty continue to examine individual courses and the entire curriculum to ensure that student learning outcomes focus on national standards (i.e., responsibilities and competencies verified by the National Commission for Health Education Credentialing/NCHEC). The curriculum map and assessment grid are reviewed annually to determine the degree to which each course within the curriculum is addressing NCHEC standards. This information 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 competencies.

Course Rotation and Scheduling

To permit students to meet the requirements for the various HPP degrees (e.g., BS, minors, BIS emphasis), every required course is offered multiple times each academic year. Elective courses also are offered multiple times each year to allow students to progress toward their degrees in a timely manner. The annual schedule for course offerings is outlined in Table 3.

Table 3*Course Offerings by Academic Term*

Course Prefix	Course Name	Credits	Terms Offered
HLTH 1030	Healthy Lifestyles	3	Summer, Fall, and Spring
HLTH 2400	Mind/Body Wellness	3	Summer, Fall, and Spring
HLTH 2700	Consumer Health	3	Summer, Fall, and Spring
HLTH 3000	Foundations of Health Promotion	3	Summer, Fall, and Spring
HAS 3000	The Health Care System	3	Summer, Fall, and Spring
HAS 3020	Health Care Marketing	3	Summer, Fall, and Spring
HLTH 3100	Applications of Technology in Health Promotion	3	Fall, Spring
HAS 3150	Community and Worksite Health Promotion Programs	3	Summer, Fall, and Spring
HLTH 3160	Principles of Health Behavior	3	Summer and Spring
HAS 3190	Cultural Diversity in Patient Education	3	Summer, Fall, and Spring
HLTH 3200	Methods in Health Education	3	Summer, Fall, and Spring
HIM 3200	Epidemiology and Biostatistics	3	Summer, Fall, and Spring
HAS 3230	Health Communication	3	Summer, Fall, and Spring
HAS 3260	Health Care Administration and Supervisory Theory	3	Summer, Fall, and Spring
NUTR 3420	Multicultural Health and Nutrition	3	Summer, Fall, and Spring
HLTH 4013	Health Promotion Research and Assessment	3	Summer, Fall, and Spring
HLTH 4150	Needs Assessment and Planning Health Promotion Programs	4	Summer, Fall, and Spring
HAS 4320	Health Care Economics and Politics	3	Summer, Fall, and Spring
HAS 4410	Clinical Instructional Design and Evaluation	3	Summer, Fall, and Spring
HLTH 4860	Field Experience	1-6	Summer, Fall, and Spring
HLTH 4990	Senior Seminar	1	Summer, Fall, and Spring
HLTH 4700	Wellness Coaching	3	Fall

Conclusions

HPP faculty base instruction on national standards and students are assessed on relevant skills throughout their program of study. HPP has implemented multiple strategies (e.g., increased course enrollments, hiring new faculty, etc.) to satisfy student interests in HPP course work. HPP is highly efficient in program delivery, and HPP students successfully complete their degrees in suitable amounts of time. Assessment data, discussed next (see Standard C), also indicate that HPP is promoting student success, and is effective in advancing its program goals.

Standard C: Student Learning Outcomes and Assessment

The purpose and aims of HPP highlighted in the program mission and goals (see section A), are reflected and evaluated by attainment of the designed learning outcomes for the program. The specific objectives and desired outcomes for each program goal are highlighted in Tables 4-7. As noted earlier, the desired learning outcomes for goal 1 are based on the eight areas of responsibility promoted by NCHEC and deemed the essential elements for professional preparation (i.e., academic curriculum), credentialing (i.e., to become a Certified Health Education Specialist; CHES), and professional development of all health education specialists regardless of employment setting (e.g., health care, school, worksite, community health, etc.).⁶ For goal 2, the outcomes are based on the social science standards forwarded by the WSU General Education and Improvement Committee (GEIAC) and approved by the WSU Faculty Senate and Utah Board of Regents.⁷ The outcomes for goal 3 are based on the National Health Education Standards.⁸ The outcomes for goal 4 are based on direct measures developed by HPP faculty, and the internship coordinator, to evaluate students on professional competencies, similar to goal 1, aligned with NCHEC standards.

⁶ A review of the scientifically-validated responsibilities and competencies needed to practice health education can be found at <https://www.ncheec.org/responsibilities-and-competencies>.

⁷ The standards for general education courses in the social science breadth can be found at <https://www.weber.edu/GenEd/default.html>

⁸ The performance indicators for the *National Health Education Standards* can be found at <https://www.cdc.gov/healthyschools/sher/standards>

Table 4*Learning Objectives for HPP Goal 1*

No.	Objective
1	When taking HPP professional-development courses, at least 80% of students will achieve 80% competency on identified measures of Responsibility 1: Assess needs, resources, and capacity for health education/promotion.
2	When taking HPP professional-development courses, at least 80% of students will achieve 80% competency on identified measures of Responsibility 2: Plan health education/promotion.
3	When taking HPP professional-development courses, at least 80% of students will achieve 80% competency on identified measures of Responsibility 3: Implement health education/promotion.
4	When taking HPP professional-development courses, at least 80% of students will achieve 80% competency on identified measures of Responsibility 4: Conduct evaluation and research related to health education/promotion.
5	When taking HPP professional-development courses, at least 80% of students will achieve 80% competency on identified measures of Responsibility 5: Advocate for health, health education, and/or the health profession.
6	When taking HPP professional-development courses, at least 80% of students achieve 80% competency on identified measures of Responsibility 6: Employ effective communication for health education/promotion.
7	When taking HPP professional-development courses, at least 80% of students will achieve 80% competency on identified measures of Responsibility 7: Exhibit leadership and management for health.
8	When taking HPP professional-development courses, at least 80% of students will achieve 80% competency on identified measures of Responsibility 8: Demonstrate ethics and professionalism.

Table 5*Learning Objectives for HPP Goal 2*

No.	Objective
1	By the completion of the HLTH 1030 course, 80% of students will achieve 80% competency on identified measures related to SSGE Outcome 1: Interactions between individuals and groups. In particular, students will be able to describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process.
2	By the completion of the HLTH 1030 course, 80% of students will achieve 80% competency on identified measures related to SSGE Outcome 2: Application of concepts, theories, and methods. Specifically, students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.
3	By the completion of the HLTH 1030 course, 80% of students will achieve 80% competency on identified measures related to SSGE Outcome 3: Diversity. For instance, students will identify an argument about a social phenomenon and understand alternative explanations.

Table 6*Learning Objectives for HPP Goal 3*

No.	Objective
1	By completing HPP topic courses, 80% of students will achieve 80% competency on identified measures related to NHES Outcome 1: Comprehend concepts related to health promotion and disease prevention to enhance health.
2	By completing HPP topic courses, 80% of students will achieve 80% competency on identified measures related to NHES Outcome 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
3	By completing HPP topic courses, 80% of students will achieve 80% competency on identified measures related to NHES Outcome 3: Demonstrate the ability to access valid information, products, and services to enhance health.
4	By completing HPP topic courses, 80% of students will achieve 80% competency on identified measures related to NHES Outcome 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
5	By completing HPP topic courses, 80% of students will achieve 80% competency on identified measures related to NHES Outcome 5: Demonstrate the ability to use decision-making skills to enhance health.
6	By completing HPP topic courses, students will achieve 80% competency on identified measures related to NHES Outcome 6: Demonstrate the ability to use goal-setting skills to enhance health.
7	By completing HPP topic courses, students will achieve 80% competency on identified measures related to NHES Outcome 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
8	By completing HPP topic courses, students will achieve 80% competency on identified measures related to NHES Outcome 8: Demonstrate the ability to advocate for personal, family, and community health.

Table 7*Learning Objectives for HPP Goal 4*

No.	Objective
1	By the conclusion of HLTH 4860, 80% of students will complete a minimum of 60 internship hours per credit.
2	By the conclusion of HLTH 4860, 80% of students will be evaluated satisfactorily (evaluation scores 80% or higher) by their site supervisor.
3	By the conclusion of HLTH 4860, 80% of students will satisfactorily complete a project (project score \geq 80% evaluated by internship coordinator) for the host agency that demonstrates three or more NCHEC competencies or responsibilities.
4	By the conclusion of HLTH 4860, 80% of students will satisfactorily complete (assignment scores \geq 80% evaluated by internship coordinator) structured reflection to summarize and evaluate their field experiences.

HPP Assessment Plan

Assessment data to measure student learning relevant to the program goals is collected by course instructors every semester. A variety of direct measures are used to track student learning but, in general, performance-based assignments and competency-based exam questions are the preferred methods used by course instructors. In particular, the outcomes tool in Canvas is used by most instructors to track student learning across semesters and through the health curriculum. This aggregate data is then examined annually to identify trends and examine program outcomes. Based on findings from assessment data, HPP faculty identify necessary program updates and implement desired changes for the following academic year. The most recent assessment results for HPP can be found in Appendix H, and analysis of findings for the last five years is provided below.⁹

Five-Year Assessment Overview

Table 8

Percentage of Student Learning Outcomes Met for HPP Program Goals, 2020-2022.

Academic Year	Goal 1	Goal 2	Goal 3	Goal 4
2020-2021	100% (105/105)	100% (6/6)	100% (73/73)	100% (4/4)
2021-2022	100% (105/105)	100% (6/6)	100% (73/73)	100% (4/4)

Notes. *Goal 1, Provide students with a foundation in all eight areas of responsibility for health education specialist; Goal 2, Provide a social science general education course for WSU; Goal 3, Provide students with knowledge and skills in the underlying science of human health and disease prevention; Goal 4, Provide students with meaningful and mutually-beneficial engagements with community partners.*

HPP Goal 1: Provide Students with a Foundation in all Eight Areas of Responsibility

All of the benchmarks were met to train students in the eight areas of responsibility necessary to practice health education/promotion. Since the last program review, assessment

⁹ Annual reports and evidence of learning tables for HPP can be found at https://www.weber.edu/portfolio/hphp_healthpromotion.html

efforts by HPP were greatly improved in all areas, with more measures to cover a broader range of competencies in each of the eight areas of responsibility. The added assessment measures allowed students to perform more job-related skills throughout their program of study, and also allowed instructors to evaluate students on readiness for employment as entry-level health education/promotion specialists on more occasions. Given that the benchmarks established since the last biennial report were satisfied in all areas, the thresholds necessary to satisfy benchmarks for the current evaluation were increased from 70% or better to 80% or better.

The curriculum for the Health Promotion Program (HPP) is aligned to national standards (e.g., endorsed by the National Commission for Health Education Credentialing/NCHEC) for the field of health education/promotion,¹⁰ and these standards were updated in 2020. Consequently, the main curriculum update implemented in the last two years was to align course materials to the new NCHEC standards. In particular, HPP faculty updated course materials to map to the new standards during the spring 2021 semesters and, beginning in the fall of 2021, used the Outcomes Tool in Canvas to collect data on the new standards.

HPP Goal 2: Provide a Social Science General Education Course for WSU

The HLTH 1030 course was updated in the fall of 2018 to adhere to changes in general education (e.g., use of signature assignments to answer “big” and “essential” questions) prescribed by the WSU General Education Improvement and Assessment Committee (GEIAC). To monitor and measure the course updates, faculty teaching HLTH 1030 used the outcomes tool in Canvas to track student learning across multiple sections and semesters of the course. All of the annual benchmarks were met for HPP goal 2. Faculty will continue to perform test-item analyses to evaluate exam questions for usefulness, value and accuracy. Given that expected levels of achievement were met

¹⁰ A review of the scientifically-validated responsibilities and competencies needed to practice health education can be found at <https://www.nchec.org/responsibilities-and-competencies>.

for each student learning outcome, no other specific curricular or pedagogical changes were deemed necessary.

HPP Goal 3: Provide Students with Support Coursework on Disease Prevention

To document student learning in the multiple topic-focused courses offered by HPP and utilized by multiple WSU programs (e.g., Public Health, Health Administrative Services, Nutrition Education, Social Work, etc.), the program developed and implemented during the 2018-2019 academic year a new goal to provide students enrolled in these courses with foundational knowledge and skills in the science of human health and disease prevention. The performance thresholds established for outcomes aligned to this goal, based on the *National Health Education Standards* (<https://www.cdc.gov/healthyschools/sher/standards/index.htm>), were met for each measure in every topic-focused course offered by HPP. Given that all of the targeted performance thresholds were met for every measure in this goal area, the thresholds necessary to satisfy benchmarks were increased from 70% or better to 80% or better.

HPP Goal 4: Provide Students with Service Learning Opportunities

100 percent of HPP students completed the requisite hours, assignments, and term project at or above the desired threshold for this goal (i.e., 80%). Moreover, all of the students received satisfactory reviews from their internship-site supervisors. Given that 100% of the student learning outcomes were met for this goal, no pedagogical or curricular changes were deemed necessary. Nonetheless, HPP will continue to expand its list of potential internship sites, and add appropriate community partners to provide students with additional opportunities to engage in supervised community service.

High Impact Practices

To increase student engagement, the Health Promotion Program (HPP) has strived to provide students with high-impact educational experiences¹¹ (HIEEs) during their academic course of study. For example, multiple courses (e.g., HLTH 3200, HLTH 4150, HAS 3230, HIM 3200) utilize collaborative assignments and projects and require students to work in teams to complete term projects. Other courses provide research experiences for students (e.g., HLTH 4013, HIM 3200) and allow students to investigate select health issues and apply principles of inquiry to collect information about various topics. Still other HPP courses focus on diversity and global learning (e.g., NUTR 3420, HAS 3190) and allow students to explore cultures and world views other than their own. In particular, as a graduation requirement, all HPP students complete internships that involve direct experience in a work setting, and are required to complete a project for the host agency. The HPP courses are sequenced to allow students to have multiple HIEEs throughout their course of study—with at least 1 HIEE in the first 30 credit hours, and another in the last 30 credit hours.

First-Year Student Success

First-year students routinely enroll in several HPP courses (e.g., HLTH 1030, HLTH 1110, HLTH 2400, HLTH 2700). To facilitate advisement and communication with these students, several technology platforms are used, including StarFish, Canvas announcements, and email (both from course instructors and the HPER advising coordinator). Since 2021, 100% of HPP faculty use the StarFish tool to message students about their academic performances and raise concerns regarding attendance and class participation. All HPP courses utilize the Canvas Learning Management System, and each instructor provides students with web pages identifying WSU resources and tools (e.g., contact information for IT services, links to Canvas guides, campus resources such as WSU Student Wellness, Counseling & Psychological Services, Writing Center, etc.). The aforementioned

¹¹ Kuh, G. D. (2008). *High-impact educational practices: What are they, who has access to them, and why they matter*. Washing, DC: Association of American Colleges and Universities.

mechanisms and processes assist with retention of first-year students, as well as increase further the satisfaction and success of all students enrolled in HPP courses.

Closing the Loop

To ensure that the current curriculum results in appropriate student learning outcomes, assessment data is gathered every semester by course instructors and evaluated annually by program faculty. In general, the HPP annual assessment data is used to inform curriculum changes, and refine instructional strategies used by HPP faculty. In particular, HPP program faculty continue to examine individual courses and the entire curriculum to ensure that student learning outcomes focus on national standards (i.e., responsibilities and competencies verified by the National Commission for Health Education Credentialing/NCHEC; National Health Education Standards/NHES). The curriculum map and assessment grid are reviewed annually to determine the degree to which each course within the curriculum is addressing national standards. This information 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 knowledge and skills. In addition to the multiple direct measures used to evaluate program quality (e.g., competency-based exams, performance-based assignment scored with rubrics), other indirect measures also are employed (e.g., student exit surveys and pass rates for certification exams) to assess further student learning and satisfaction among key program constituents (e.g., students, internship site supervisors, alumni, employers, etc.). The multiple sources of data indicate that HPP is successful in achieving its designated goals and objectives, and realizing its identified mission.

Assessment of Graduating Students

A total of 120 credit hours is required for graduation; 53-55 of these are required within the major. A total of 40 upper division credit hours is required (courses number 3000 and above); a minimum of 37 of these is required within the major. A minimum of 180 hours of supervised internship experience is required for all HPP majors, and the goal is to provide students with

meaningful service opportunities with community partners. (If desired, students have the option to complete an additional 180 hours of internship with approved community partners.) The program has a dedicated internship coordinator (a) to assist students to locate and secure internship opportunities, (b) to supervise students during field experiences, and (c) to evaluate the quality of internship sites, supervisors, and student experiences. Over the last five years, 100 percent of these students have received satisfactory reviews from their internship-site supervisors.

Conclusions

Multiple indicators—including both direct and indirect measures are being used by HPP to assess student learning and satisfaction among key program stakeholders. The data indicate that HPP is successful in achieving its designated objectives and goals, and realizing its identified mission. These findings, in addition to other items noted previously in this report indicate that HPP is highly vested and successful in promoting student achievement.

Standard D: Academic Advising

The Department of Health, Physical Education, and Recreation (HPER) employs a full-time academic advisor. The aim of this position is to foster a supportive and enriching advisement process that helps students to remain informed of academic requirements, courses, program and department policies, course articulation agreements, and other pertinent items such as available student services. The full-time HPER academic advisor is focused on balancing students' needs and goals with faculty, program, and Department expectations and standards. The advising process, and responsibilities for the advisor and student, are outlined below.

Advising Strategy and Process

The current advisement process is as follows: (a) new students attend new student orientation; (b) students schedule individual advisement sessions with the academic advisor; and (c) students then may meet with faculty or the program director depending on their individual needs and goals. In general, the academic advisor guides students through academic program requirements, their degree maps, and assists in developing their semester schedule of courses. Ultimately it is up to each student to be aware of their progress towards graduation and to register and complete the necessary courses to achieve their desired degree. When students meet with the academic advisor, together, they review their progress and the next steps needed to maintain this progress. The academic advisor also will follow up with students for encouragement and progress "check-ins" to assist those students who may need additional support. The academic advisor also consults with program faculty and the Department Chair, as necessary, to ensure open communication and unanimous agreement for special student circumstances requiring course overrides and exceptions while maintaining program and Department policies, standards, and expectations.

As part of the advising process, HPER has identified key advisor responsibilities. These tasks include the following:

- 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 assuming responsibility for their educational plans and achievements.
- Promote and encourage students to develop productive working relationships with program faculty.
- Attend training and conferences related to advisement and WSU, and attend department and program meetings.

Successful advising also necessitates that students be active and engaged in the advising process. As such, HPER has identified the following students' responsibilities as necessary for the advising partnership to be successful:

- 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 necessary.
- Keep a personal record of graduation progress and goals including organizing official documents (academic records, communications from professors or the academic advisor—including emails, letters, and/or phone calls).
- Communicate academic goals.
- Become knowledgeable about University programs, policies and procedures.
- Be responsible for their decisions.
- Respond to official notification from the academic advisor (letters, emails, phone contacts, etc.) in a timely manner.
- Maintain effective working relationships with advisors, faculty and administrators.

Effectiveness of Advising

Since the advisor's initial appointment, several changes in policy and procedures were implemented that bolster confidence among faculty in the advising process. In particular, the nature of the advising partnership has been strengthened and is more positive than it was in years prior. The advisor is eager to correct errors when they are recognized, communicates openly with faculty and staff, creates new policies that positively impact students and the programs involved, and maintains a set of ethics shared by all the members of the Department. Annually, the Department Chair conducts a performance evaluation on the advisor's performance. Discussed during these performance reviews are strengths and potential areas of improvement for the adviser. Overall, the department has improved, all students are being held to the same high standards, exceptions and overrides are not being handed out freely, and students know the classes they need to take in order to graduate in a timely manner.

Past Changes and Future Recommendations

Currently, the program faculty collaborate regularly with the HPER academic advisor to address items such as degree requirements, course substitutions, and program exceptions. For example, each year the program faculty meet with the HPER advisor to review and update the degree MAP for the Health Promotion program. Both hard- and electronic copies of the degree MAP are subsequently provided to all students during in-person meetings with the advisor and through other electronic channels. To improve student advising, the faculty and advisor use varied technology—including email, Canvas, social media, and StarFish—to inform students of course offerings, degree requirements, scholarships available, graduate-school opportunities, etc.. Students may petition the program faculty to request course overrides and exceptions, and these requests are reviewed and approved by the program faculty before being processed by the HPER advisor. Continued collaboration with the HPER advisor among program faculty is a high priority as the importance of this position to assist with student success cannot be overstated.

Standard E: Faculty

Faculty Demographic Information and Qualifications

At present, the Health Promotion Program (HPP) has four full-time faculty to meet instructional demands. Three of these faculty are tenured (2 professors and 1 associate professor), and the other faculty is a salaried contract instructor. The tenured faculty all hold doctoral degrees, whereas the instructor has a masters degree in Health Promotion and is credentialed as a Certified Health Education Specialist (CHES). When necessary, HPP also utilizes adjunct faculty to teach select courses on a semester-by-semester basis. Teaching assignments are determined by the HPER Department Chair, in consultation with the HPP program director, and are based on the educational backgrounds and select areas of expertise among program faculty, the needs of the program, and previous performance of the faculty members.

Diversity of Faculty

The current faculty includes two males, two females, and, in regard to racial/ethnic diversity, is 75 percent White (25 percent 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, race/ethnicity, age, etc. Appendix B contains a profile of HPP faculty, including names, gender, background, rank, degrees, etc.

Programmatic/Departmental Teaching Standards

The program faculty members are held to the teaching standards and policies and procedures for tenure and promotion outlined by the WSU and the Moyes College of Education.¹² For example, the department chair reviews faculty performance in their second year. Peer review committees also review tenure-track faculty teaching, according to policy, in their second and fifth

¹² For a review of tenure and promotion policies for the College of Education, see https://apps.weber.edu/wsuiimages/COE/deans_office/MCOE%20Tenure%20and%20Promotion.pdf

years of employment. Moreover, Department and College ranking tenure and evaluation committees review faculty in their third and six years, also according to policy.

Evidence of Effective Instruction

In addition to the administrative and peer review of teaching, student evaluations of teaching are collected for every HPP faculty member, every semester. All courses taught by HPP faculty members are evaluated by students using the platform “Explorance”. Results of end-of-course/instructor evaluations conducted are included in each faculty member’s professional file 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 “Explorance” and electronically by the Department. The minimum standard for tenure in the College of Education is a rating of “GOOD”, therefore all tenured faculty have demonstrated quality teaching, and they also participate in post-tenure reviews (every five years) to ensure continued teaching quality.

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 (available online and referenced in the teaching contract), and undergo student and, at times, peer evaluation. The results of evaluations are housed in the department chair’s office and through secure, cloud-based document storage. Program directors are given access to adjunct faculty student course evaluations. These course evaluations are reviewed and issues are addressed with the adjunct faculty member as needed.

Mentoring Activities

Faculty members within HPP are mentored by the HPER department chair, program directors, and other faculty within the diverse HPER department. To assist with faculty mentoring and development, HPER faculty meet monthly to discuss teaching assignments, issues, concerns, and resources (e.g., training opportunities) related to teaching. Adjunct instructors are mentored by

a faculty member most familiar with the course taught by the adjunct and, as needed, trainings are provided to update adjuncts on program standards and expectations.

Professional Development

All faculty in the Department (including adjuncts) can participate in the numerous trainings and workshops offered every year through WSU entities such as WSU Online, and the Center for Excellence in Teaching & Learning. Moreover, funding is available through the Department, College of Education, and University (e.g., Research, Scholarship, and Professional Growth/RSPG Committee) to support professional-development opportunities for all faculty. For example, money to travel to conferences, pay conference registration fees, and retain professional memberships is available for interested faculty. Consequently, the full-time HPP faculty participate in multiple training opportunities annually, and attend professional conferences each year as well.

Faculty Scholarship

Faculty are expected to engage in ongoing scholarly endeavors and professional development to increase their effectiveness as faculty members. Evidence of conference participation, continuing education, having presented papers, delivered speeches, written grant proposals, having manuscripts accepted in peer review journals, etc., are all viewed positively. A positive rating in all of the indicated activities, however, is not required in order to be considered satisfactorily advancing toward tenure (per the tenure document and PPM 8-11).

Use and impact of high impact educational experiences

To increase student engagement, the Health Promotion Program (HPP) has strived to provide students with high-impact educational experiences (HIEEs) during their academic course of study. For example, multiple courses (e.g., HLTH 3200, HLTH 4150, HAS 3230, HIM 3200) utilize collaborative assignments and projects and require students to work in teams to complete term projects. Other courses provide research experiences for students (e.g., HLTH 4013, HIM 3200) and allow students to investigate select health issues and apply principles of inquiry to collect

information about various topics. Still other HPP courses focus on diversity and global learning (e.g., NUTR 3420, HAS 3190) and allow students to explore cultures and world views other than their own. In particular, as a graduation requirement, all HPP students complete internships that involve direct experience in a work setting, and are required to complete a project for the host agency. The HPP courses are sequenced to allow students to have multiple HIEEs throughout their course of study—with at least 1 HIEE in the first 30 credit hours, and another in the last 30 credit hours. Based on the partnership with OCER for the REACH program, students have an additional on-campus internship and undergraduate research opportunities. This year, one HP student will be able to present her research at local and national conferences.

Standard F: Program Support

Adequacy of Staff

The Department of Health, Physical Education, and Recreation (HPER) employs multiple staff (both exempt and non-exempt) to support the various academic programs (i.e., Outdoor Recreation, Physical Education, Health Promotion). Specifically, HPER employs a full-time Academic Advisor and Internship Coordinator (Brittini Strickland), Administrative Specialist II (Marcia Kawa), and Recreation Manager (Derek DeBruin). These staff members are integral and vital members of HPER and essential to the success of the various HPER programs.

In addition to the personnel employed specifically through HPER, the Department also receives staff support from other areas, notably the Moyes College of Education (COE). For example, the Stromberg Complex Manager (Matt Barker), employed by COE, ensures that classrooms, athletic fields and courts, and the pool/natatorium are appropriately scheduled and maintained for academic, scholarly, and community-based experiences. Finally, COE also has a full-time academic advisor (Natalie Struhs) who assists all COE programs with student retention by coordinating such efforts as the Starfish notification system.

Given the aforementioned staff support, the needs of the HPER Department, and respective HPER programs (including Health Promotion), are being met. Performance evaluations conducted by the HPER Department Chair have found that all of the staff members noted above are performing at “above average-to-excellent” levels. All told, HPER has many dedicated and passionate staff that assist multiple programs, both inside and outside of the HPER Department, to ensure high-quality learning experiences, job opportunities, and quality of work and support are provided for students, staff, and faculty in HPER and COE.

Ongoing Staff Development

Similar to faculty members, Department staff members have ongoing opportunities for professional development. For example, staff are encouraged to participate in the many and varied

trainings available through the WSU Training Tracker system, and can enroll in WSU academic courses at no cost. Specific funds within HPER and COE are earmarked for staff development and can be applied toward travel for professional training, conference registration fees, professional certification, and continuing-education credits. Staff members participate in trainings and other professional-development practices dependent on their job duties, interests, and opportunities to enhance HPER programs.

Adequacy of Administrative Support

The Department of Health, Physical Education, and Recreation (HPER) employs multiple staff (both exempt and non-exempt) to support the various academic programs (i.e., Outdoor Recreation, Physical Education, Health Promotion). Specifically, HPER employs a full-time Academic Advisor and Internship Coordinator (Brittini Strickland), Administrative Specialist II (Marcia Kawa), and Recreation Manager (Derek DeBruin). These staff members are integral and vital members of HPER and essential to the success of the various HPER programs.

Adequacy of Facilities and Equipment

The HPER Department is housed in the Swenson Building within the Stromberg Complex. The facility provides adequate classrooms, laboratories, and equipment to support multiple HPER academic programs. A completed building project in 2018 created an additional classroom (SW 405), student lounge, storage areas for outdoor-recreation equipment, and four new faculty offices. Another project (October 2018) renovated the entire natatorium and locker room areas. In addition, since the last HPP review, four pickleball courts have been installed for use by multiple sections of pickleball classes, other academic programs, service projects (e.g., the CAPES! Program), and community members. Finally, the Stress Relief Center has relocated (from SW 225 to SW 124) to a larger, and more centrally located, space to improve functionality and use of this important campus resource.

Adequacy of Library Resources

The Stewart Library provides information resources (e.g., databases, journals, audio-visual materials) and services (e.g., classes, project support) for multiple WSU campuses. The hours of operation are extensive and met student and faculty needs.¹³ In particular, the library assigns a librarian to each college to provide assistance and support (e.g., funds to purchase texts and journals; classes to instruct students on performing literature searches, etc.). As such, the library resources adequately met the program, faculty, and student needs of HPP, HPER, and COE.

¹³ For a review of library services and resources, see <http://library.weber.edu>

Standard G: Relationships with External Communities

Liaisons with the community rely primarily on relationships cultivated between individual faculty members and local businesses, hospitals, schools, regional companies, and government facilities (e.g., county health departments and Hill Air Force Base). Faculty maintain contact with former graduates of the program informally, through social media such as Linked-in and Facebook, and by alumni surveys periodically administered (see Standard C). Numerous former students initiate contact with faculty to request letters of recommendation or a reference for new jobs. Each faculty also has job placement information regarding former students to assist HPP to project employment opportunities for current students.

Community Partnerships for Field Experiences

Numerous community health agencies partner with HPP to provide internships for students (for a list of current community partners, see Appendix E). These relationships extend well beyond Weber County, but the majority of students do complete internships in the local area. These agencies include Weber-Morgan Health Department, Hill Air Force Base, the local unit of the American Cancer Society, McKay-Dee Hospital (Intermountain Health Care), St. Anne's Homeless Shelter, the Bonneville Unit of the American Red Cross, WSU Student Health Service Drug Prevention and Health Education Program, the Utah State Health Department, and others.

Benefits of Community Partnerships

Community associations have resulted in placement of student interns and employment of graduates. Local and regional companies routinely send job recruiters to the WSU Job Fair and position announcements to department faculty and the HPER Advisement Coordinator. Often these recruiters are WSU graduates who have encouraged their company to recruit at WSU. Many HPP graduates are hired by companies where previous graduates have worked. Student internships with local and state agencies have resulted in employment for many students upon graduation (e.g., Weber-Morgan Health Department). Community contacts have also resulted in the establishment

of scholarships for HPER students (e.g., Carol S. Westmoreland Scholarship). These donations have provided opportunities for faculty and students to work on timely projects with potentially significant outcomes.

Standard H: Program Summary

Table 10

Updates on Action Plans to Address Last Five-Year Program Review Recommendations.

No.	A. Mission Recommendation	Initial Program Response and Action Plan	Progress and Current Action Plans
1	Create a strategic plan for the program that includes vision, mission, objectives, strategies, and action plan to achieve these.	By April 2020, the HPP faculty will update the HPP strategic plan to include a vision statement, strategic goals aligned to WSU initiatives (e.g., access, affordability, value/quality), and plans to support HPP strengths and address unit challenges.	The HPP strategic plan was updated, and changes are reflected in the current biennial report. The Strategic Planning Report (SPR) submitted by the HPER to the WSU Office of Institutional Effectiveness (OIE) specifically highlights the strategies implemented by HPP and HPER to address WSU initiatives related to access, affordability, value and quality.
No.	B. Curriculum Recommendations	Initial Program Response and Action Plan	Progress and Current Action Plans
2	Incorporate into courses/curriculum more authentic learning experiences that apply directly to workplace skills.	By August 2019, each HPP faculty will include in their courses an authentic assignment that (a) requires application of what students have learned, and (b) replicates or simulates the contexts in which adults are “tested” in the workplace or personal life.	To simulate real-world work experiences, each HPP faculty included in their required courses a “hands-on, learning by doing” (active learning) assignment that aligned with one of the seven (now eight) areas of responsibility for health education practice. These assignments are reflected in the current HPP assessment plan and results, and alluded to in the HIEE curriculum map. HPP faculty continue to include hands-on, practical application activities and assignments that align with Health Education Specialist Practice Analysis II (HESPA II) (2020) standards.
3	Key professional areas to consider adding to courses/curriculum include health policy, grant writing, technology, budgeting, and administration.	By August 2020, the supporting coursework for HPP will be expanded to include (a) a course on grant writing (HAS 4500, Grant Writing), and (b) more elective options in management and administration (e.g., OCRE 3100, Recreation Leadership and Group Facilitation; OCRE 3600, Administration and Management of Community Services).	HPP implemented curriculum proposals in the Fall 2020 to add elective coursework in the following areas: HAS 4500 (Grant Writing), OCRE 3100 (Outdoor Leadership & Group Facilitation); OCRE 3600 (Administration and Management of Community Services). These updates were reflected in the 2021 WSU Catalog. HAS 4320 (Healthcare Economics and Policy) and HLTH 3100 (Applications of Technology in Health Promotion) are already offered. HPP updated the program curriculum matrix to align to Health Education Specialist Practice Analysis II (HESPA II), and identified competencies covered in health policy (Area 7), grant writing (Area 7), and technology (Area 6).
4	Consider scaffolding courses and obtaining student input on desired courses for inclusion.	By December 2019, HPP faculty will examine and update the HPP curriculum map to address academic gaps with a focus on improving vertical coherence (or course sequences) to allow students to build on what they have learned in earlier courses.	HPP faculty updated the curriculum map for the program during the 2020 spring semester. Changes were made to the HPP curriculum map (& corresponding assessment plan) to ensure that every required program objective was introduced, emphasized, and assessed comprehensively throughout students’ program of study. In this report, measures and student learning outcomes are presented by level (1000, 2000, 3000, 4000-level courses), so that scaffolding of competencies is more evident.
5	Consider offering program planning and evaluation course over two semesters.	By August 2019, the format for HLTH 4150 will be expanded to include student learning activities and assessments related to program implementation, administration, and evaluation.	Beginning Fall 2019, the scope of HLTH 4150 was expanded to include greater emphasis on the following areas: operations and risk analysis, marketing, human resource management, strategic planning, and evaluation approaches. Since the changes were made, student learning outcome data continues to show that students successfully master these emphasis areas.
6	Consider offering multiple tracks within HPP (e.g., holistic health, community health, etc.).	By April 2020, HPP faculty will identify and map elective courses that are best suited for specific professional settings (e.g., schools, hospitals/clinics, public community health agencies, business/industry).	For students interested in concentrated areas of study, faculty developed lists of recommended coursework for each major employment setting in health education/promotion (e.g., school health, community health, worksite wellness, health care). The program will continue to provide health ed. training transferable to all employment settings, but the course concentrations created will help students with specific interests focus their elective coursework further to meet their professional goals.
7	Consider offering face-to-face and online sections of professional-development courses.	By December 2019, HPP faculty will survey students enrolled in the program on their preferred delivery format (e.g., online, face-to-face) for required- and elective courses. The survey also will gauge student perceptions of the quality and difficulty of online courses compared to courses taught face-to-face.	The HPP Senior Exit Survey (available upon request) was updated in 2020 to include questions on preferred course format (e.g., online, face-to-face), and satisfaction with online delivery. Recent results of the survey (N = 114) indicate that 81% of students preferred online courses over face-to-face courses, and 84% believed the online instruction provided by HPP was equally effective as face-to-face instruction. The survey will continue to be administered each semester and results reviewed annually.
No.	C. Learning Outcomes	Initial Program Response and Action Plan	Progress and Current Action Plans
8	Document procedures and outcomes of annual reviews.	By October 2020, HPP faculty will include in the annual program report, an update on the metrics established to achieve the 3-year HPP strategic goals.	The Strategic Planning Report (SPR) submitted in 2020 by the HPER Department to the WSU Office of Institutional Effectiveness (OIE) included strategies implemented by HPP to address WSU initiatives related to access, affordability, value and quality. Program reports are

submitted to the WSU Office of Institutional Effectiveness every two years.

D. Academic Advising			
No.		Initial Program Response and Action Plan	Progress and Current Action Plans
9	Develop plan and means to disseminate information to students regarding preferred sequencing of courses.	Each academic year, the HPER faculty adviser will provide HPP students with the suggested sequence of HPP courses (i.e., the HPP Major Academic Plan/MAP) via email and during individual student consultations.	In January 2020, HPP initiated a new and ongoing program policy whereby emails are sent each semester by the HPER Academic Adviser to remind HPP students to schedule appointments for academic advising. These reminder emails contain copies of the HPP MAP, links to schedule advising appointments, and links to additional resources (e.g., WSU Career Services, WSU HPP home page, etc.). The academic adviser will continue to provide students with hard-copies of the Academic MAP during individual consultations.
10	Provide students with information on career opportunities in field.	By January 2020, HPP faculty will disseminate to students career opportunities in health education/promotion (e.g., potential occupational settings, how to find jobs, etc.) via the HPP website and Facebook page.	HPP has implemented a new and ongoing program policy whereby bulk emails are sent each semester by the HPER Academic Adviser to all HPP students to schedule appointments for academic advising. These reminder emails also contain hyperlinks to numerous career resources, including WSU Career Services, the Occupational Outlook Handbook (a job outlook site provided by the U.S. Bureau of Labor Statistics), and job banks provided by professional organizations (e.g., Society for Public Health Education, National Commission for Health Education Credentialing, etc.). Career opportunities in health education/promotion will continue to be a key topic covered in HLTH 3000 (Foundations of Health Promotion) and HLTH 4990 (Senior Seminar), and current job opportunities posted online for students using Canvas, and the HPP Facebook page. HPP is actively working with College of Education Recruitment & Marketing Coordinator Lindsey Sweatland to create promotional materials for the program.
11	Establish a student advisory group to obtain feedback on curriculum sequencing and other student needs.	Beginning in Fall 2019, HPP will add questions to the Senior Exit Survey to obtain more information about student feelings and satisfaction with the HPP curriculum, faculty, and services.	The Senior Exit Survey (available upon request) was updated in January 2020 to include questions on preferred course format (item 6), satisfaction with curriculum (items 11-18), course sequencing (item 22), effectiveness of online instruction (item 38), and satisfaction with internship coordination (item 42). The survey will continue to be administered each semester and results evaluated annually. A student advisory committee was formed in spring 2023 to gather feedback and suggestions from graduating students.
E. Faculty Recommendations			
No.		Initial Program Response and Action Plan	Progress and Current Action Plans
12	Conduct peer reviews of online courses to ensure best practices are followed, and develop recommended strategies for online delivery.	By March 2020, every HPP faculty member teaching an online course will undergo a best practices course review with a WSU Online instructional designer.	100% of HPP faculty completed a best practice course review with a WSU Online instructional designer. The majority of faculty also completed several continuing education sessions related to online instruction (e.g., WSU trainings such as Growing with Canvas, Intro. to e-learning, etc.). Faculty will continue to participate annually in continuing education to stay abreast of best practices for online instruction.
13	Develop recommended strategies for online HPP courses to engage students.	By March 2020, every HPP faculty member teaching an online course will undergo a best practices course review with a WSU Online instructional designer.	100% of HPP faculty completed a best practice course review with a WSU Online instructional designer. The majority of faculty also completed several continuing education (CE) sessions related to online instruction (e.g., WSU trainings such as Growing with Canvas, Intro. to e-learning, etc.). The best practice reviews and CE activities included training and recommendations to engage online students (e.g., student-student, student-content, student-instructor engagement).
14	Provide mentoring opportunities for distance-delivery students.	By Fall 2020, HPP online faculty and staff will utilize more efficient help-desk services, online tutoring, peer mentors, and other services to increase satisfaction and success of online learners (e.g., to ensure "online" doesn't mean "alone" for students).	100% of HPP faculty included in their online course websites and syllabi a list of resources and tools (e.g., contact information for IT services, links to Canvas guides, campus resources such as WSU Student Wellness, Counseling & Psychological Services, Writing Center, etc.). To facilitate communication and connection between faculty and students, 100% of HPP faculty utilized the WSU Starfish tool. By fall 2023, HPP will create a plan to utilize peer mentors to increase further satisfaction and success of online learners.
15	Develop plan for equitable faculty input into direction and decision making for HPP.	By October 2019, HPP faculty will develop a policy statement that specifies each faculty member's right to participate fully in program governance (e.g., approval of curriculum, student learning outcomes, course fees, etc.), and the collective responsibility of HPP faculty to take part in program development and decision making.	HPP faculty agreed in October 2019 to a program policy statement that specified all program faculty (tenure- and non-tenure track) have equal input and shared responsibility in program governance (e.g., approval of curriculum, course fees, program learning outcomes, etc.).
G. External Communities			
No.		Initial Program Response and Action Plan	Progress and Current Action Plans

16	Require students to have completed advanced level coursework prior to internship placement.	By August 2020, HPP will mandate the completion of prerequisite courses (i.e., HLTH 3000, HLTH 3200, HLTH 4150) prior to students completing internship experiences (i.e., HLTH 4860) in health promotion.	A curriculum proposal was completed Fall 2020 to require students to complete the following prerequisite courses prior to engaging in required field experiences: HLTH 3000, HLTH 3100, HLTH 3200, HLTH 4150. The prerequisites went into effect Fall 2021 for students seeking internships.
17	Revise internship expectations for students to require specific deliverables related to CHES responsibilities.	By April 2020, HPP students completing internships will be required to complete at least one project relevant to the responsibilities and competencies of health education specialists.	During the fall semester 2019, the course requirements for HLTH 4860 (Field Experience) were updated. The updated requirements were implemented in January 2020 and include the provision of a term project aligned to responsibilities and competencies of health education specialists.
No.	H. Previous Review	Initial Program Response and Action Plan	Progress and Current Action Plans
18	Provide students with more exposure to working professionals and authentic learning experiences.	By January 2020, each HPP faculty will (a) include in their professional-development courses activities (online or face-to-face) that offer insights from current practitioners on important health issues, how to find jobs, what to expect in the profession, etc.; and (b) provide an authentic assignment that replicates or simulates real-world tasks similar to workplace settings.	All HLTH-prefixed, professional-development courses were updated for the spring 2020 semester to include learning activities, objectives and course outcomes aligned with national competencies deemed essential to health education practice by the National Commission for Health Education Credentialing. Each required course also included content and activities to inform students of what to expect in the profession and, when appropriate, exposure to working professionals. In Guest presentations in HPP courses are routinely provided by local professional (see action plan 19).
19	Incorporate guest speakers in lower level courses that address career opportunities.	By August 2020, each HPP faculty will include in their professional-development courses activities (online or face-to-face) that offer insights from current practitioners on important health issues, how to find jobs, what to expect in the profession, etc.	Multiple working professionals have provided guest presentations in HPP courses to offer insights to HPP students on health careers and issues: e.g., Angela Stander (Utah Department of Health), Raeanna Johnson (WSU Employee Wellness), Amber Fritz (Ogden Regional Medical Center); Jesse Bush (Weber-Morgan Health Department); Kim Davis (Davis County Wellness Program); etc. These presentations were recorded to provide ongoing and online review by current and future HPP students.
20	Make students aware of the importance of CHES credentialing early in their program of study.	By January 2020, HPP faculty and staff (i.e., Academic Advisor) will disseminate to students the HPP curriculum goals and intended student learning outcomes.	Beginning January 2020, the HPER Academic Advisor provided all students that declare a major or minor in Health Promotion with the curriculum MAP, goals and student learning outcomes of the program. This material clearly highlights the importance of the CHES exam for students at their intake into the academic program. The importance of the CHES exam also is highlighted in students first professional-development course, HLTH 3000 (Foundations of Health Promotion), and reiterated throughout the students' program of study (e.g., HLTH 3160, HLTH 3200, HLTH 4013, HLTH 4150, and HLTH 4990).
21	Continue to collect benchmark data to monitor improvements in course rigor and extent that NCHEC responsibilities are being covered.	Each academic year, HPP will compile annual evidence of student learning to determine the degree to which each course within the curriculum is addressing NCHEC* standards.	Evidence of student learning is documented for every HPP course, every year. Data is compiled annually and included in the evidence of student learning report submitted biennially to the WSU Office of Institutional Effectiveness. HPP has aligned course activities and assignments with the Health Education Specialist Practice Analysis II (HESPA II) competencies to make sure the curriculum is consistent with the most recent professional standards.

Appendix A

Student and Faculty Statistical Summary

Health Promotion	2018-19	2019-20	2020-21	2021-22	2022-23*
Department Student Credit Hours Total ¹	12,973	12,298	11,130	11,193	11,305
Health Promotion SCH Only	7,935	7,346	7,219	6,869	6,920
Department Student FTE Total ²	432.4	409.9	371.0	373.1	376.8
Health Promotion FTE Only	265.0	245.0	241.0	229.1	231.0
Student Majors ³ (Health Promotion Only)	170	115	98	73	73
Program Graduates ⁴ (Health Promotion Only)					
Associate Degree					
Bachelor Degree	59	59	38	37	27
Student Demographic Profile ⁵ (Health Promotion Only)					
Female	126	89	77	53	56
Male	44	26	21	20	17
Department Faculty FTE Total ⁶	22.1	20.4	17.4	21.0	N/A
Adjunct FTE	9.5	8.8	7.3	8.9	N/A
Contract FTE	12.6	11.6	10.1	12.1	N/A
Department Student/Faculty Ratio ⁷	19.6	20.1	21.3	17.7	N/A

Data pulled August 2023

Notes

Due to college restructuring and departmental changes, these data are our best reflection of actual departmental/program counts.

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.

Student FTE Total is the Student Credit Hours Total divided by 30 for undergraduate and by 20 for graduate.

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. Only 1st majors count for official reporting.

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.

Student Demographic Profile is data retrieved from the Banner system.

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 Continue Education courses.

Student/Faculty Ratio is the Student FTE Total divided by the Faculty FTE Total.

Appendix B

Current Faculty Profiles

Faculty – Health Promotion Program	
Headcount	6
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	3
Full-time Tenured	3
Full-time Non-Tenured (includes tenure-track)	0
Part-time	1
With Master’s Degrees	2
Full-time Tenured	0
Full-time Non-Tenured	1
Part-time	1
With Bachelor’s Degrees	0
Full-time Tenured	0
Full-time Non-tenured	0
Part-time	0
Other	0
Full-time Tenured	0
Full-time Non-tenured	0
Part-time	0
Total Headcount Faculty	6
Full-time Tenured	3
Full-time Non-tenured	1
Part-time	2

Contract/Adjunct Faculty Profile

Name	Gender	Rank	Tenure Status	Highest Degree	Years of Teaching	Areas of Expertise
Michael Olpin	Male	Professor	Tenured	PhD	23 (WSU) 32 (total)	Stress Management; Mind/Body Wellness; Applications of Technology; Wellness Coaching
Christopher Eisenbarth	Male	Associate Professor	Tenured	PhD	16 (WSU) 25 (total)	Healthy Lifestyles;; Foundations and Theory of Health Promotion; Research Methods
Linnette Wong	Female	Associate Professor	Tenured	PhD	7 (WSU) 13 (total)	Needs Assessment & Developing, Implementing, and Evaluating Health Promotion Programs; Substance Abuse Prevention; Adolescent Health; Methods in Health Education
Christina Aguilar-Alvarez	Female	Instructor	Non-tenure track	MS	8 (WSU) 10 (total)	Healthy Lifestyles; Human Nutrition; Women's Health; Human Sexuality; Senior Seminar
James Bemel	Male	Adjunct	Non Tenure Track	PhD	16 (WSU & total)	Healthy Lifestyles, Human Sexuality
Mariah Johnston	Female	Adjunct	Non Tenure Track	MS	6 (WSU & total)	Healthy Lifestyles, Human Sexuality

Appendix C

Staff Profiles

Name	Gender	Job Title	Years of Employment	Area of Expertise
Brittini Strickland	Female	Advisement and Internship Coordinator	6	<p>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.</p> <p>Coordinate, implement, organize, and balance daily operations and office functions of the departmental 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.</p>
Marcia Kawa	Female	Secretary/ Administrative Assistant	6	Class schedules, document preparation, purchasing, general office management, WSU systems, customer service, scheduling, tracking, and managing data.
Derek DeBruin	Male	Recreation Manager	9	Coordinates and manages the climbing rock wall, supervises REC-prefixed course offerings, and teaches various REC courses.

Appendix D

Financial Analysis Summary

Health, Physical Education, Recreation					
Funding	2018-19	2019-20	2020-21	2021-22	2022-23
Appropriated Fund	1,660,415	1,502,083	1,377,398	1,477,275	1,378,327
Other: IW Funding from CE	219,512	214,438	209,542	250,242	274,691
Special Legislative Appropriation					
Grants or Contracts					
Special Fees/Differential Tuition	92,020	45,812	23,484	60,841	100,278
Total	1,971,947	1,762,333	1,610,424	1,788,358	1,753,296
Student FTE Total	432.40	409.90	371.00	373.10	376.83
Cost per FTE	4560.47	4299.42	4340.77	4793.24	4652.75
(Total cost/Student FTE) = cost per FTE					

Appendix E

External Community Involvement Names & Organizations

Organization	Contact
Bear River Health Department	Allena Pierce
Boys & Girls Club	Kate Bideaux
Box Elder County Employee Wellness	Jenica Stander
Davis County Health Department	Ivy Melton-Sales
Davis Hospital, Diabetes Program	Cindy Johnston
Davis Moves, Davis School District	Kim Johnson
Friends for Sight	Kate Edwards
GBS Benefits Employee Wellness	Dianne Fullerton
GOAL Foundation	Clarisse Milijour
Head Start Davis County	Mark Dewsnup
Huntsman Cancer Institute	Garrett Harding
McKay-Dee Hospital CHIC Center	Elon Jensen
Mayo Clinic	Kaisa Weineke
Mountain Star Medical Hospital	Kylie Cottle
Ogden Clinic	Valerie Kirejewski
Orriant Employee Wellness	Kaile Calder
Pregnancy Care Center	Gwen Johnston
Ragnar Relay	Sheylane Barrett
Roy High School	Theresa Maas
Salt Lake Community College Wellness Center	Tatiana Burton
Salt Lake County Health Department	Tiffany Brinton
Select Health	Angela Bishop-Harmon
Tri-County Health Department	Jake Isaacson
Utah County Health Department	Stephanie Jones
Utah AIDS Foundation	Blake Johnson
Utah Department of Health	Rebecca Ward
Utah Department of Health, Birth Defects	Julie Southwick
Wasatch County Health Department	Jonelle Fitzgerald
Weber-Morgan Health Department	Jesse Bush
Women in Motion	Rachel Smith
Youth Impact	Pete Hall
YMCA of No. Utah	Jill Wood

Appendix F

Site Visit Team (Intern & External Members)

Name	Position	Contact
Daniel Hubler, Internal Reviewer	Director, Packer Center for Family & Community Education Professor, Child and Family Studies Weber State University Jerry & Vickie Moyes College of Education	Weber State University, Swenson 401 1435 Village Drive, Ogden, UT 84408 801-436-7243 (office) danielhubler@weber.edu
Bryce Sherwood External Reviewer	Director, Health Promotion Health Promotion & Prevention Services Weber-Morgan Health Department	Weber-Morgan Health Department 477 23rd St., Ogden, UT 84401 801-399-7195 (office) bsherwood@webercountyutah.gov

Appendix G

2021-2022 Assessment Plan and Data

Please click this link to view the report:

<https://docs.google.com/document/d/19dkJhzL63Z-RC37tclOMdTUQsTamZQILztUtGXHVAA/edit?pli=1>