

EXECUTIVE SUMMARY

Department of Health, Physical Education, and Recreation (HPER)

Health Promotion Program

Self-Study Document, Fall 2023

Author Contact Information:

Linnette Wong, PhD

Associate Professor, Health Promotion

Phone: 801-626-6621

Email: yanhuang@weber.edu

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

Mission Statement:

The mission of the Health Promotion Program (HPP) is two-fold: (a) to prepare students to work as health education specialists in health-related settings (e.g., hospitals, community health agencies, worksites, schools, etc.); and (b) to assist students to acquire knowledge, attitudes, and skills needed to adopt and maintain health behaviors. In pursuit of this mission, the program has identified four primary goals: (1) to provide students with academic training based on the standards of professional preparation and practice in health education/promotion forwarded by the National Commission for Health Education Credentialing (NCHEC); (2) to provide Weber State University (WSU) with a general education course, HLTH 1030 (Healthy Lifestyles), that counts as a social science elective for students; (3) to provide students with knowledge and skills in the underlying science of human health and disease prevention; and (4) to provide students with supervised internship experiences that benefit both the student (in terms of professional growth and work experience), and the organization (in regard to student assistance with key tasks and services).

Curriculum:

The Health Promotion Program (HPP) offers numerous courses that can lead to attainment of a major (BS, Health Promotion), minor (Health Promotion--Community, School, Worksite, Clinical), teaching minor (Health Education), or Bachelor of Integrated Studies (BIS) emphasis in Health Promotion. The curriculum for the aforementioned major, minors, and emphasis area are aligned to national standards (e.g., endorsed by NCHEC) for the field of health education/promotion, and course assessments based on these standards are infused into required HPP courses. This allows students to perform relevant skills throughout their program of study, and

also allows instructors to evaluate students on readiness for employment as entry-level health education/promotion specialists on multiple occasions. The curriculum map for HPP is reviewed annually to determine the degree to which each course within the curriculum is addressing NCHEC standards. Multiple indicators (e.g., time needed for degree completion, “stop out” rates, etc.) suggest HPP is highly efficient in program delivery, and that HPP students successfully complete their degrees in suitable amounts of time.

Student Learning Outcomes and Assessment:

To ensure that the current curriculum results in appropriate student learning outcomes, assessment data is gathered every semester by course instructors and evaluated annually by program faculty. The assessment data gathered over the last five years indicates that HPP has been very successful in meeting established benchmarks for student learning relevant to the specified program goals. For the HPP goal to train students in the NCHEC areas deemed essential for professional preparation, 210 out of 210 benchmarks were met. For goal 2, the delivery of a WSU general education course in the social sciences, 12 of 12 benchmarks were met. For goal 3, to provide students with knowledge and skills in human health and disease prevention, 146 out of 146 benchmarks were met. For goal 4, the provision of meaningful service opportunities for students, all eight benchmarks also were met during the last five years (100%). This assessment data is used to validate curricular strengths and identify potential ways in which the curriculum may be further enhanced so that students are equipped with needed professional and personal competencies.

Academic Advising:

The Department of Health, Physical Education, and Recreation (HPER) employs a full-time academic advisor to help students remain informed of academic requirements, course schedules, program policies, and other pertinent items such as available student resources. HPER has a clearly delineated advising strategy and process, with specific responsibilities expected of both the advisor and student. The effectiveness of advising is evaluated through a survey administered, at a minimum every five years, to faculty and students to ascertain strengths and potential areas of improvement of the advisor and advising process. The advising process has been strengthened over the last five years by several technology updates (e.g., Starfish, social media posts, bulk emails, Canvas announcements) to facilitate advisement and communication with students, and adapt to meet student and faculty needs.

Faculty:

The Health Promotion Program (HPP) has four full-time faculty to meet instructional demands. Three of these faculty are tenure-track (2 professors, 1 associate professor), and the other is a salaried instructor. The tenure-track faculty all hold doctoral degrees, whereas the

instructors has a masters degree and national certifications (Certified Health Education Specialist/CHES) in health education/promotion. When necessary, HPP also utilizes adjunct faculty to teach select courses on a semester-by-semester basis. Faculty participate in numerous training opportunities every year (e.g., workshops available from WSU Online) to stay abreast of current developments in the practice of teaching and assessment of student learning.

Program Support:

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

Relations with External Community:

HPP has cultivated numerous (>30) partnerships with community health agencies in the local and surrounding areas. These partnerships have resulted in placement of approximately 150 student interns over the last five years, and employment opportunities for many HPP graduates. To monitor satisfaction among stakeholders and graduates with HPP, the program periodically administers an Alumni Survey and Stakeholder Analysis. To date, findings from the aforementioned surveys indicate that relationships among HPP with alumni and community partners are strong, and respondents are highly satisfied with the training, professional skills, and dispositions of WSU students and faculty.

Student, Faculty, Contract Faculty and Staff Statistics:

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 ($n \cong 30$), minor ($n \cong 11$), teaching minor ($n \cong 6$), and BIS emphasis ($n \cong 7$) in Health Promotion. HPP produces, on average, more than 7000 school credit hours (SCHs) annually—approximately 72% of the SCHs for the HPER Department, and 17% of the SCHs generated through the College of Education (COE).

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.

Results of Previous Program Reviews:

The 2018 HPP self-study resulted in the review team identifying program strengths (e.g., curriculum mapping, collection of assessment data, full-time advisor, well-established relationships with external communities), challenges (e.g., some students are not interested in professional credentials), and recommendations to improve HPP (e.g., incorporate more learning experiences that apply directly to workplace skills; provide students more professional-development courses; conduct peer reviews of online courses; provide students more professional-preparation prior to field experiences). The HPP faculty believes the strengths and challenges identified by the review team have been addressed, for example, by continuing to focus the program on national standards (i.e., NCHEC criteria), and mandating all HPP faculty include NCHEC/CHES-related learning objectives on course syllabi. Corrective actions also were taken to address the reviewer recommendations, for instance, by faculty including more high impact learning strategies across the curriculum, adding courses to the curriculum that cover health policy and grant writing, faculty performing course reviews for online best practices, and requiring students to complete advanced-level coursework prior to internships. Overall, HPP faculty developed and implemented action

plans to address each recommendation forwarded by the 2018 program review team and, consequently, the functioning of HPP has been maintained and improved in multiple areas.

Information Regarding Current Review Team 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