

Health and Human Performance

Department of Health and Human Performance

Introduction

It is the mission of the Department of Health and Human Performance to prepare learners with a broad spectrum of content and experiences in the areas of nutrition and wellness, health promotion, and exercise physiology. The program of study focuses on human movement, health, and development across the lifespan and provides an important array of conceptual, technical, and therapeutic perspectives to the study of learning in a wide variety of contexts.

Performance Objective 1 Ensure viable levels of student enrollment, retention, and completion appropriate to institutional resources and goals.

1 Assessment and Benchmark

Benchmark: Track undergraduate student enrollments at each level. Maintain or exceed 2015-2016 levels of declared majors:

- ATRN - BS Athletic Training (inactive effective 201540)
- HEDU - BS Health and Physical Education Grades K-12
- HHPG - BS Health and Human Performance, General
 - EXSC - Exercise Science
 - HEPR - Health Promotion (inactive effective 201440)
 - SMED - Sports Medicine (effective 201540)
 - SPMG - Sport Management (inactive effective 201440)
 - SWMG - Sport and Wellness Management (effective 201440)

1.1 Data

2013-2014:

Major	Conc.	Fall						Spring					
		F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
ATRN	(blank)	36	13	6	11	66	0	32	13	5	15	65	5
HEDU	(blank)	29	19	23	32	103	4	28	22	27	31	108	8
HHPG	EXSC	59	30	35	29	153	9	43	29	31	29	132	8
	HEPR	1	13	12	34	61	8	13	8	15	48	84	24
	SPMG	4	9	2	4	19	0	7	10	3	6	26	4
	(blank)	8	2	1	3	14	0	5	8	1	2	16	0
	Total	72	54	50	71	247	17	68	55	50	85	258	36
Grand Total		137	86	79	114	416	21	128	90	82	131	431	49

2014-2015:

Major	Conc.	Fall						Spring					
		F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
ATRN	(blank)	36	18	7	10	71	2	25	16	10	11	62	6
HEDU	(blank)	33	25	18	29	105	11	30	24	20	24	98	6
HHPG	EXSC	59	22	26	39	149	6	53	20	28	42	143	23
	HEPR	2	8	10	22	42	13	0	6	7	16	29	10
	SPMG	1	3	8	2	14	2	1	1	8	2	12	0
	SWMG	9	12	3	6	30	0	11	18	9	9	47	0
	(blank)	4	10	3	4	21	0	6	9	3	3	21	0
	Total	75	55	50	73	253	21	71	54	55	72	252	33
Grand Total		144	98	75	112	429	34	126	94	85	107	412	45

2015-2016:

Major	Conc.	Fall						Spring					
		F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
ATRN	(blank)	0	8	15	10	33	0	0	4	11	13	28	8
HEDU	(blank)	30	18	28	29	105	6	27	24	16	18	85	6
	EXSC	35	44	25	29	133	2	40	40	26	36	142	15
	HEPR	0	2	7	9	18	6	0	0	5	8	13	1

HHPG	SMED	27	2	4	0	33	0	23	5	2	5	35	2
	SPMG	0	1	2	7	10	2	0	1	0	8	9	2
	SWMG	10	16	15	13	54	4	6	17	16	18	57	5
	(blank)	9	5	4	6	24	0	6	5	4	6	21	0
	Total	81	70	57	64	272	14	75	68	53	81	277	25
Grand Total	111	96	100	103	410	20	102	96	80	112	390	39	

2016-2017:

Major	Conc.	Fall						Spring					
		F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
ATRN	(blank)	0	0	6	11	17	0	0	0	4	10	14	8
HEDU	(blank)	22	25	14	16	77	6	20	19	17	11	67	6
HHPG	EXSC	55	48	35	33	171	2	41	38	37	37	153	15
	HEPR	0	0	1	5	6	6	0	0	0	2	2	1
	SMED	47	14	3	6	70	0	30	31	12	13	86	2
	SPMG	0	0	0	6	6	2	0	0	0	3	0	2
	SWMG	18	12	24	32	86	4	17	18	27	37	99	5
	(blank)	5	8	0	2	15	0	7	3	5	4	19	0
	Total	125	82	63	84	354	14	95	90	81	96	362	25
Grand Total	147	107	83	111	448	20	115	109	102	117	443	39	

2017-2018:

Major	Conc.	Fall						Spring					
		F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
ATRN	(blank)	0	0	1	1	2	0	0	0	0	0	0	0
HEDU	(blank)	24	23	18	14	79	3	21	20	18	13	72	3
HHPG	EXSC	52	25	31	41	149	11	29	34	24	39	126	19
	HEPR	0	0	0	1	1	0	0	0	0	0	0	0
	SMED	50	26	31	23	130	6	35	33	32	38	138	15
	SWMG	17	15	23	32	87	9	16	19	16	38	89	14
	(blank)	8	6	4	6	24	0	2	0	1	1	4	3
	Total	127	72	89	103	391	26	82	86	73	116	357	51
Grand Total	151	95	108	118	472	29	103	106	91	129	429	54	

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

The program has maintained the number of students enrolled in the program. HHP faculty will continue to promote the program to incoming freshman, and the new HHP building will be a great recruitment tool. Faculty attended GHATS (Greater Houston Athletic Training Society) to recruit Texas students.

2017-2018:

The benchmark was met with an increase in enrollment of 5.3% from fall 2016 to fall 2017. The Exercise Science concentration will be divided into three new concentrations: Pre-Physical Therapy, Pre-Occupational Therapy, and Pre-Chiropractic Medicine. Each concentration will better target prerequisite classes and learning outcomes for each professional school.

The program has maintained the number of students enrolled in the program. HHP faculty will continue to promote the

program to incoming freshman, and the new HHP building will be a great recruitment tool. Faculty attended GHATS (Greater Houston Athletic Training Society) to recruit Texas students.

2 Assessment and Benchmark

Benchmark: Track graduate student enrollments in the following concentrations. Maintain or exceed 2014-2015 levels of declared majors:

- HHP - MS Health and Human Performance
 - EXPH - Exercise Physiology
 - HEPR - Health Promotion
 - NUWL - Nutrition and Wellness
- HHPO - MS Health and Human Performance (Online)
 - HEPR - Health Promotion

2.1 Data

Graduate Enrollment:

Major	Conc.	2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
		U	F	S	U	F	S	U	F	S	U	F	S	U	F	S
HHP	EXPH	12	23	22	9	18	18	9	18	21	6	29	33	12	25	23
	HEPR	7	10	11	3	11	10	3	9	8	1	6	8	4	9	6
	NUWL	10	20	10	10	20	10	10	22	11	10	20	9	9	19	10
	(blank)	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	30	54	43	22	49	38	22	49	40	17	55	50	25	53	39
HHPO	HEPR	–	–	–	–	–	–	0	4	3	0	2	3	3	8	7
	(blank)	–	–	–	–	–	–	0	1	0	0	0	0	0	0	0
	Total	–	–	–	–	–	–	0	5	3	0	2	3	0	0	0
Grand Total		30	54	43	22	49	38	22	54	43	17	57	53	28	61	46

Graduate Completers:

Major	Conc.	2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
		U	F	S	U	F	S	U	F	S	U	F	S	U	F	S
HHP	EXPH	3	4	9	3	2	5	0	3	12	0	2	11	5	5	12
	HEPR	1	0	4	0	3	5	0	1	2	1	0	1	0	3	2
	NUWL	0	10	0	0	10	0	0	10	0	0	10	0	0	9	0
	Total	4	14	13	3	15	10	0	14	14	1	12	12	5	17	14
HHPO	HEPR	–	–	–	–	–	–	0	0	0	0	0	1	0	0	1
Grand Total		4	14	13	3	15	10	0	14	14	1	12	13	5	17	15

2.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Enrollment is strong, especially in the Nutrition and Wellness area. Enrollment increased since 2014-2015, so benchmark was met.

2017-2018:

Enrollment is strong, especially in the Nutrition and Wellness area. Enrollment increased 10%, so the benchmark was met.

The Health Promotion concentration is now offered totally online, which should positively affect enrollment.

3 Assessment and Benchmark

Benchmark: Maintain or exceed 2013-2014 levels of retention.

- ATRN - BS Athletic Training (inactive effective 201540)
- HEDU - BS Health and Physical Education Grades K-12
- HHPG - BS Health and Human Performance, General
- HHP - MS Health and Human Performance
- HHPO - MS Health and Human Performance (Online)

3.1 Data

2013-2014:

Major	# of retained students	Retention rate
ATRN	27	42.86%
HEDU	54	60.67%
HHPG	119	58.19%
HHP	20	74.07%

2014-2015:

Major	# of retained students	Retention rate
ATRN	25	39.68%
HEDU	53	61.63%
HHPG	131	66.16%
HHP	19	39.58%

2015-2016:

Major	# of retained students	Retention rate
ATRN	17	68.00%
HEDU	41	46.59%
HHPG	140	60.34%
HHP	16	76.19%
HHPO	1	33.33%

2016-2017:

Major	# of retained students	Retention rate
ATRN	2	33.33%
HEDU	38	57.58%
HHPG	195	65.88%
HHP	22	66.67%

3.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

4 Assessment and Benchmark

Major:

- ATRN - Bachelor of Science in Athletic Training (inactive effective 201540)
- HEDU - Bachelor of Science in Health and Physical education Grades K-12
- HHPG - Bachelor of Science in Health and Human Performance, General

4.1 Data

		Total																
HHPG		Same																
		Changed																
		Total																
Total		Same																
		Changed																
		Total																

4.1.1 Analysis of Data and Plan for Continuous Improvement

Performance Objective 2 Provide a comprehensive curriculum that reflects disciplinary foundations and remains responsive to contemporary developments, student and workforce demand, and university needs and aspirations.

1 Assessment and Benchmark

Benchmark: Program faculty meets monthly to review student progress, curricular offerings, and appropriate professional contacts and opportunities.

1.1 Data

2016-2017:

HPE faculty regularly meet to discuss curriculum, students, professional opportunities, and program improvement. Praxis II scores have been low, so curriculum changes are necessary for students to learn appropriate content.

2017-2018:

HPE faculty regularly meet to discuss curriculum, students, professional opportunities, and program improvement. Praxis II scores have been low. Also we have added to our curriculum; we removed Exercise Science to make Pre-Occupational Therapy, Pre-Physical Therapy, and Pre-Chiropractic Medicine.

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Curriculum change to better improvement pass rates of the HPE PRAXIS II content exam. Added HHP 332 to HEDU Curriculum.

2017-2018:

Curriculum change to better improvement pass rates of the HPE PRAXIS II content exam. Added HHP 332 and EDUC 216, as well as offering multiple sections of HHP 345 so students can get that material before taking the PRAXIS II content exam to HEDU Curriculum. Our new curriculums are liked by students and have helped us with our benchmark because we can now help students on their desired career path.

Performance Objective 3 Faculty and students within program will provide community and campus with various service activities.

1 Assessment and Benchmark

Benchmark: HHP faculty and students will host the American Heart Association Heart Walk.

1.1 Data

Academic Year	# of faculty that participated	# of students that participated
2013-2014	7	133
2014-2015	6	100
2015-2016	4	105
2016-2017	6	155
2017-2018	6	123

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Event hosted over 500 participants in 2015. The HHP 450 Practicum course created a team and set a goal of \$200 to be raised. This is to improve professional development in the pre-service teachers. This accounts for five professional development hours.

2017-2018:

McNeese no longer hosts the AHA Heart Walk. AHA decided to move event back to LC Center. HHP still remains active. Because we no longer host the event, we will discontinue this assessment effective 2018-2019.

2 Assessment and Benchmark

Benchmark: HHPG faculty and students will host SWLA Senior Olympics.

2.1 Data

Academic Year	# of faculty that participated	# of students that participated	# of venues
2013-2014	9	107	6
2014-2015	8	95	6
2015-2016	8	105	6
2016-2017	8	136	7
2017-2018	7	140	7

2.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

HPE practicum students completed three professional development hours during this event. This offered an opportunity for skill application related to their field. Now hosting State Senior Games in the fall.

2017-2018:

Benchmark met. HHP practicum students completed three professional development hours during this event. This offered an opportunity for skill application related to their field. Hosted a record amount of participants (537 in eight events). SWLA senior games committee gave a \$5,000 donation to HHP foundation.

Performance Objective 4 Prepare students for graduate and professional programs through engagement and preparatory activities

1 Assessment and Benchmark

Benchmark: 50% of department faculty will work collaboratively with local/regional school districts and other university entities.

1.1 Data

Academic Year	Faculty that worked collaboratively with local/regional school districts and other university entities		Collaborative activities with local/regional school districts and other university entities
	#	%	
2013-2014	6/10	60.0%	19
2014-2015	5/9	56.0%	18
2015-2016	5/8	62.5%	18
2016-2017	5/8	62.5%	18
2017-2018	5/8	62.5%	20

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Seek to increase involvement within the department and consider offering incentives for involvement.

2017-2018:

Need to increase department involvement via incentives. Also need to make suggestions for some faculty members to go to other programs to help improve our program.

2 Assessment and Benchmark

Benchmark: 50% of department faculty will work collaboratively with business/industrial organizations.

2.1 Data

Academic Year	Faculty that worked collaboratively with business/industrial organizations		Collaborative activities with business/industrial organizations
	#	%	
2013-2014	5/10	50.0%	27
2014-2015	6/9	67.0%	29
2015-2016	6/8	75.0%	29*
2016-2017	6/8	75.0%	31*
2017-2018	7/9	78.0%	33*

*Including recruiting new internship sites.

2.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Maintain processes and procedures within the department. Add internship agreement sites with new health promotion, physical therapy, and athletic training facilities. Most recently added SWLA Rehab to internship rotation.

2017-2018:

Look to improve processes and procedures within the department. Add internship agreement sites with new health promotion, physical therapy, and athletic training facilities. Most recently added Bayou Rehab to internship rotation.

3 Assessment and Benchmark

Benchmark: 100% of department faculty will work collaboratively with community service agencies and sponsored events.

3.1 Data

Academic Year	Faculty that worked collaboratively with community service agencies and sponsored events		Community service agencies and sponsored events
	#	%	
2013-2014	10/10	100%	5
2014-2015	9/9	100%	5
2015-2016	8/8	100%	7*
2016-2017	8/8	100%	7*
2017-2018	9/9	100%	7*

*Including Senior Olympic Sponsorship, American Heart Association Heartwalk, and Jump Rope for Heart..

3.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Maintain involvement with Senior Olympics and American Heart Association. Recently added Contraband days volleyball tournament. Pursue other community endeavors.

2017-2018:

Encourage involvement with Senior Olympics and American Heart Association. Recently added Special Olympics Flag Football Championship. Pursue other community endeavors.

4 Assessment and Benchmark

Benchmark: 50% of department faculty will collaborate with school districts and/or community agencies in applying for grants.

4.1 Data

Academic Year	Faculty that collaborated with school districts and/or community agencies in applying for grants		Collaborative grant applications	Grants funded
	#	%		
2013-2014	3/10	30%	5	1
2014-2015	3/9	33%	5	1
2015-2016	3/8	37.5%	5	1
2016-2017	2/8	25%	2	1
2017-2018	3/9	33%	3	1

4.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Seek to increase participating schools/agencies and faculty participation. Provide in-service for more grant seeking opportunities.

2017-2018:

Seek to increase participating schools/agencies and faculty participation. Provide in-service for more grant seeking opportunities. Creating MS in Athletic Training will encourage involvement in this area.

Performance Objective 5 Demonstrate excellence in teaching in order to enhance student recruitment, retention, and graduation.

1 Assessment and Benchmark

Benchmark: Department of Health and Human Performance faculty will receive Student Evaluation of Instruction (SEI) scores above 4.70 on a 5-point scale.

Prior to 2016-2017, the benchmark was SEI scores above 4.50 on a 5-point scale.

1.1 Data

Academic Year	Average faculty SEI
2013-2014	4.71
2014-2015	4.70
2015-2016	4.87
2016-2017	4.83
2017-2018	4.73

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Maintain the expected level of performance for SEI scores within the department. Department raising expected level to 4.70.

2017-2018:

Department raised expected level to 4.70. Score was significantly lowered by one score of 3.81. That faculty member is no longer employed.

Areas of Strength:

- Organization

- Communication Skills
- Course material in-line with objectives

Areas of Weakness:

- Pertinent/Timely feedback on graded material

Department will emphasize the importance of timely feedback, especially in web-based courses.

2 Assessment and Benchmark

Benchmark: Department of Health and Human Performance faculty SEI scores will be above the University average.

2.1 Data

Academic Year	Department faculty average SEI	University faculty average SEI
2013-2014	4.71	4.53
2014-2015	4.70	4.52
2015-2016	4.87	4.52
2016-2017	4.83	4.52
2017-2018	4.73	4.51

2.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Maintain inclusion of standards in APR Base APR rating on a standard of 4.70.

2017-2018:

Department will identify specific areas of weakness and address for improvement.

3 Assessment and Benchmark

Benchmark: Department of Health and Human Performance faculty will have a 4.00 average advising score on a 5-point scale on their Annual Performance Review (APR).

3.1 Data

Academic Year	Departmental average advising score	Departmental faculty advisors scoring above target score	
		#	%
2013-2014	4.14	7/10	70%
2014-2015	4.14	7/9	78%
2015-2016	4.33	7/8	87%
2016-2017	4.37	7/8	87%
2017-2018	4.39	8/9	89%

3.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Consult faculty members who scored below the target score of 4.00; all faculty members will also be required to attend a faculty advising workshop to be held in August, 2016, just prior to the beginning of the next academic year. The upcoming QEP about academic advising should provide opportunities for advising training and improved campus practices.

2017-2018:

Benchmark met. No current faculty members scored below the target score of 4.00. All faculty members will also be required to attend a faculty advising workshop to be held in August, 2018, just prior to the beginning of the next academic year.

The department will be moving to a new building in fall 2018. HHP will need to advertise new advising location.

Performance Objective 6 Demonstrate commitment to research and creative and scholarly activity.

1 Assessment and Benchmark

Benchmark: Department faculty will produce, on average, one publication, one grant, and one conference presentations per faculty member in a calendar year.

1.1 Data

Academic Year	Faculty that produced one journal article, one abstract, and one conference presentation	
	#	%
2013-2014	6/10	60.0%
2014-2015	3/9	33.0%
2015-2016	3/8	37.5%
2016-2017	1/8	12.5%
2017-2018	5/9	55.5%

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Encourage faculty to participate in scholarly activities and remind faculty that this an important part of APR.

2017-2018:

Benchmark not met. Encourage faculty to participate in scholarly activities and remind faculty that this an important part of APR. Plan to hire/promote more faculty to tenure-track positions. Encourage faculty to include more group projects.

2 Assessment and Benchmark

Benchmark: 100% of departmental faculty will participate in one professional conference each year.

2.1 Data

Academic Year	Faculty that participated in at least one professional conference	
	#	%
2013-2014	10/10	100%
2014-2015	9/9	100%
2015-2016	8/8	100%
2016-2017	8/8	100%
2017-2018	9/9	100%

2.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Maintain efforts. Continue to encourage conference participation and professional development in spite of budget shortfalls.

2017-2018:

Continue to encourage conference participation and professional development in spite of budget shortfalls.

Conferences attended:

- Southland Conference
- National Athletic Training Association

- Louisiana Athletic Training Association
- CAATE Conference-Orlando
- Greater Houston Athletic Training Society (GHATS)-Houston
- Louisiana Association of Health, Physical Education and Recreation

3 Assessment and Benchmark

Benchmark: 100% of the department faculty will participate in at least one scholarly activity for the calendar year.

3.1 Data

Academic Year	% of faculty that participated in at least one scholarly activity
2013-2014	100%
2014-2015	100%
2015-2016	100%
2016-2017	100%
2017-2018	100%

3.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Maintain efforts and encourage faculty to pursue new endeavors.

2017-2018:

Look to improve efforts and encourage faculty to pursue new endeavors. Increase credit give on APR report for those who do multiple endeavors.

Scholarly Activities:

- Three hold office in professional organizations
- Five have created/edited books or workbooks
- Three have submitted grants
- Four have presented or published
- Five received endowed professorships

4 Assessment and Benchmark

Benchmark: 50% of graduate faculty will apply for grants and/or other means of external funding.

4.1 Data

Academic Year	Graduate faculty that applied for grant/ external funding		Grant applications	Grants funded	Funding attained
	#	%			
2013-2014	2/5	40%	4	1	\$5,000
2014-2015	2/4	50%	4	1	\$5,000
2015-2016	1/4	25%	4	1	\$87,000
2016-2017	1/4	25%	1	1	\$5,000
2017-2018	3/4	75%	4	3	\$6,000

4.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Did not meet expectation. Consult with Graduate faculty and seek to increase participating funding activities.

2017-2018:

Did meet expectation. Consult with Graduate faculty and seek to increase participating funding activities.

Grants/funding received:

- Juliet Hardtner Women in Science and Technology
- BCOE TASC grant
- William and Ethel Lewis Burton Foundation
- Vic Stelly Endowed Professorship

Performance Objective 7 Utilize resources efficiently and effectively to support the university mission.

1 Assessment and Benchmark

Benchmark: All classrooms will be modified to include Promethean interactive technology.

1.1 Data

2017-2018:

All current classrooms have upgraded Promethean technology. All HHP classes will be moving to the Health and Human Performance Building in fall 2018. Each classroom will be provided with new technology.

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Kyle Boudreaux, new Director of Electronic Learning, is available for professional development as it relates to educational technology. We need to arrange a meeting with him to learn more about where we can improve in this area.

2 Assessment and Benchmark

Benchmark: 80% of all undergraduate class sections will have enrollments less than 30.

2.1 Data

Academic Year	% of undergraduate course sections with enrollment less than 30
2013-2014	78.8%
2014-2015	84.15%
2015-2016	81.6%
2016-2017	78.9%
2017-2018	83.7%

2.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Specific attention will be given to certain sections to ensure enrollments of less than 30.

2017-2018:

Benchmark met. HHP will offer more sections as needed as an effort to keep overall class size less than 30.

3 Assessment and Benchmark

Benchmark: 95% of all graduate class sections will have enrollments less than 20.

3.1 Data

Academic Year	% of graduate course sections with enrollment less than 20
2013-2014	92.8%
2014-2015	76.92%
2015-2016	81.3%
2016-2017	85.7%
2017-2018	95.2%

3.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Look to decrease class size by adding graduate faculty and offering smaller classes with more sections. There are challenges in finding PhD-qualified faculty to teach these graduate courses.

2017-2018:

Benchmark met. 40 of 42 sections had less than 20 students. HHP will continue to look to decrease class size by adding graduate faculty and offering smaller classes with more sections. There are challenges in finding PhD-qualified faculty to teach these graduate courses.

4 Assessment and Benchmark

Benchmark: 90% of all course sections will be taught by regular full-time department faculty.

4.1 Data

Academic Year	Course sections taught by regular full-time department faculty	
	#	%
2013-2014	148/166	89.1%
2014-2015	148/166	89.1%
2015-2016	199/214	92.9%
2016-2017	182/207	87.2%
2017-2018	227/239	94.9%

4.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Look for ways to add sections to full-time faculty. Understand budget constraints lead to less full-time faculty.

2017-2018:

Benchmark met. Adding full-time faculty did help. Look for ways to add sections to full-time faculty. Understand budget constraints lead to less full-time faculty.

5 Assessment and Benchmark

Benchmark: Average class size for all levels of instruction will be less than 20.

5.1 Data

Academic Year	Average class size	Total # of students	Total # of sections
2013-2014	18.7		
2014-2015	15.26		
2015-2016	16.67		
2016-2017	16.16	1730	107
2017-2018	15.02	3604	240

5.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Maintain current trend.

2017-2018:

Benchmark met. Aggregated all classes from summer, fall, and spring. Offered more sections of high volume classes.