



H.C. Drew School of Health and Human Performance

#8 Plan cycle - 8

Plan cycle 2022/2023

7/1/22 - 6/30/23

Introduction

It is the mission of the H.C. Drew School 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.

[illegible]

2020-2021:

*Includes 1 graduate from Summer 2020.

*Includes 1 graduate from Summer 2021.

[illegible]

	Total	106	89	72	90	357	39	72	62	74	75	283	31
Grand Total		113	95	77	93	378	39	79	66	80	80	305	32

*Includes 1 graduate from Summer 2022.

**Includes 2 graduates from Summer 2022.

Percentage Change between 2018-2019:

Major	Fall	Total	% Change
HEDU	2018	72	-13.889%
	2019	62	
HHPG	2018	410	-4.634%
	2019	391	
Total	2018	482	-6.017%
	2019	453	

Percentage Change between 2019-2020:

Major	Fall	Total	% Change
HEDU	2019	62	-17.741%
	2020	51	
HHPG	2019	391	1.790%
	2020	398	
Total	2019	453	-0.883%
	2020	449	

Percentage Change between 2020-2021:

Major	Fall	Total	% Change
HEDU	2020	51	-50.980%
	2021	25	
HHPG	2020	398	-4.773%
	2021	379	
Total	2020	449	-10.022%
	2021	404	

Percentage Change between 2021-2022:

Major	Fall	Total	% Change
HEDU	2021	25	-16%
	2022	21	
HHPG	2021	379	-5.804%
	2022	357	
Total	2021	404	-6.435%
	2022	378	

1.1.1 Analysis of Data and Plan for Continuous Improvement

[illegible]

HHP	EXPH	3	3	4	1	4	4	0	4	4	7	8	8	0	0	3
	HEPR	0	1	2	1	1	2	2	0	1	4	8	7	0	5	1
	NUWL	0	10	0	0	10	0	0	9	0	10	10	0	0	0	0
	Total	3	14	6	2	15	6	2	13	5	21	26	15	0	5	4
HHPO	HEPR	1	2	2	1	0	0	0	1	3	4	8	14	1	3	4
Grand Total		4	16	8	3	15	6	2	14	8	25	34	29	1	8	8

Percentage Change between 2018-2019:

Major	Fall	Total	% Change
HHP	2018	39	7.692%
	2019	42	
HHPO	2018	6	-50%
	2019	3	
Total	2018	45	0%
	2019	45	

Percentage Change between 2019-2020:

Major	Fall	Total	% Change
HHP	2019	42	-7.142%
	2020	39	
HHPO	2019	3	266.667%
	2020	11	
Total	2019	45	11.111%
	2020	50	

Percentage Change between 2020-2021:

Major	Fall	Total	% Change
HHP	2020	39	-25.641%
	2021	29	
HHPO	2020	11	-27.272%
	2021	8	
Total	2020	50	-26.000%
	2021	37	

Percentage Change between 2021-2022:

Major	Fall	Total	% Change
HHP	2021	29	-48.275%
	2022	15	
HHPO	2021	8	100%
	2022	16	
	2021	37	

Total	2022	31	-16.216%
--------------	-------------	-----------	-----------------

2.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

Total enrollment down from a high of 61 in 2017-2018 to a high of 45 in 2018-2019. HHP online remains consistent. Only significant change in programs is some changes in graduate faculty. New members will receive training in recruitment and retention.

2019-2020:

2020-2021:

2021-2022:

While total enrollment has increased this cycle compared to the last, the discontinuation of Nutrition and Wellness will bring down total enrollment in HHP graduate programs in the future.

2022-2023:

The discontinuation of Nutrition and Wellness has led to a predictable drop in enrollment. Recruiting efforts are now being made for the graduate program at multiple local, regional, and national events.

3 Assessment and Benchmark

Benchmarks:

- A persistence rate (students retained from Fall Y1 to Spring Y1) of 85%.
- A retention rate of 70% from Y1 to Y2.
- A retention rate of 55% from Y1 to Y3.
- A retention rate of 45% from Y1 to Y4.
- A 4-year graduation rate of 35%.
- A 5-year graduation rate of 40%.
- A 6-year graduation rate of 45%.

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

3.1 Data

Fall 2012 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
ATRN	29	12	41.4	8	27.6	3	10.3	3	10.3	3	10.3	3	10.3	3	10.3
HEDU	25*	18	72.0	14	56.0	8	32.0	5	20.0	3	12.0	3	12.0	3	12.0
HHPG	68**	48	70.6	22	32.4	13	19.1	12	17.6	7	10.3	9	13.2	9	13.2

*2 students were undeclared before declaring HEDU.

**5 students were undeclared before declaring HHPG.

Fall 2013 Cohort:

Major Retention

Major	Cohort	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	

	Size	#	%	#	%	#	%	#	%	#	%	#	%	#	%
ATRN	33	22	66.7	13	39.4	10	30.3	3	24.2	6	18.2	0	0.0	0	0.0
HEDU	14*	11	78.6	8	57.1	5	35.7	2	14.3	0	0.0	0	0.0	0	0.0
HHPG	59**	45	76.3	22	37.3	18	30.5	15	25.4	9	15.3	2	3.4	1	1.7

*3 students were undeclared before declaring HEDU.

**7 students were undeclared before declaring HHPG.

Fall 2014 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
ATRN	27	11	40.7	3	11.1	2	7.4	0	0.0	0	0.0	0	0.0	0	0.0
HEDU	18	15	83.3	11	61.1	6	33.3	5	27.8	2	11.1	3	16.7	3	16.7
HHPG	45	33	73.3	27	60.0	24	53.3	20	44.4	16	35.6	21	46.7	21	46.7

Fall 2015 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
HEDU	18	16	88.9	11	61.1	7	38.9	4	22.2	4	22.2	4	22.2	4	22.2
HHPG	57	44	77.2	35	61.4	22	38.6	18	31.6	11	19.2	15	26.3	15	26.3

Fall 2016 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
HEDU	14	10	71.4	7	50.0	5	35.7	4	28.6	1	7.1	2	14.3	3	21.4
HHPG	84	63	75.0	44	52.4	33	39.3	25	29.8	21	25.0	25	29.8	26	30.9

Departmental Retention

Dept	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
DSHP	98	78	79.6	54	55.1	41	41.8	33	33.7	23	23.5	30	30.6	32	32.7

Fall 2017 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
HEDU	14	10	71.4	6	42.9	6	42.9	3	21.4						
HHPG	83	74	89.2	51	61.4	43	51.8	34	40.9						

Departmental Retention

Dept	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
DSHP	97	85	87.6	59	60.8	51	52.6	40	41.2						

Fall 2018 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
HEDU	16	10	62.5	7	43.8	5	31.3	5	31.3						
HHPG	105	80	76.2	60	57.1	48	45.7	32	30.5						

Departmental Retention

Dept	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
DSHP	121	96	79.3	73	60.3	57	47.1	39	32.2						

Fall 2019 Cohort:

Major Retention

Major	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
HEDU	8	8	100	6	75.0	2	25.0	0	0.0						
HHPG	85	72	84.8	55	64.7	43	50.6	30	35.3						

Departmental Retention

Dept	Cohort Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
DSHP	93	81	87.1	62	66.7	47	50.5	32	34.4						

Major Retention

Departmental Retention

Fall 2021 Cohort:

Major Retention

Departmental Retention

Fall 2022 Cohort:

Major Retention

Departmental Retention

		Persistence	Retention Rate	Graduation Rate

Dept	Cohort Size	Rate		Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
DSHP	84	66	78.6												

Summary of Benchmark Achievement:

Fall Cohort	Cohort Size	Persistence Rate	Retention Rate			Graduation Rate		
			Y1 to Y2	Y1 to Y3	Y1 to Y4	4-Year	5-Year	6-Year
2016	98	N	N	N	N	N	N	N
2017	97	Y	N	N	N			
2018	121	N	N	N	N			
2019	93	Y	N	N	N			
2020	97	N	N	N				
2021	94	N	N					
2022	84	N						
Average	97.7	N	N	N	N	N	N	N

3.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

Decrease seems cyclical. Will increase recruitment and retention in graduate area.

2019-2020:

2020-2021:

2021-2022:

Departmental advisor education has been implemented to assist in retention and student success, as well as placement of advising notes on degree works, and effective student counseling on professional program application. The need for a general concentration has been identified due to the loss of students unable to complete the requirements for professional programs and will be submitted for approval within the next curriculum cycle.

2022-2023:

The department did not meet the benchmarks set.

New concentration has gone into effect and departmental tracking of at-risk students has been implemented. Advisor training will occur again during the fall semester to update all advisors on any degree changes and encourage discussions about better ways to retain students will be discussed to develop a departmental plan.

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

2018-2019:

2019-2020:

2020-2021:

2021-2022:

Departmental faculty meet 3 to 4 times per month during the AY. During this time, various topics are discussed. In the summer, only those who are teaching participate in weekly program meetings.

2022-2023:

All concentrations were reviewed from professional degree changes with a new concentration being added. The department meetings were used to discuss curriculum changes for the upcoming year with departmental meeting occurring 3-4 time a month in the fall and spring.

1.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

Curriculum changes for increased knowledge based on health-care related knowledge levels. Adding HHP 370 Nervous intervention in Physical medicine. Adding HHP 660 comprehensive exams.

2019-2020:

2020-2021:

2021-2022:

Curriculum changes were submitted. Some were not approved but will be cleaned up and resubmitted for the next AY. These changes are being made based upon potential application of accrediting body. Additionally, 2 new programs are being submitted to better meet the needs of students who are struggling with certain aspects of academics.

2022-2023:

Curriculum changes for all HHP concentrations were submitted. General was removed from the name of the HHP major and a new concentration to meet the needs of the student population not perusing a professional program after graduation. Multiple course titles were changed to more clearly reflect what is taught within the course. Pre-Physical therapy and pre-occupational therapy were edited to fit changing prerequisite requirements. Sport and wellness management was updated to include two new courses and a heavier emphasis on the business side incorporating the requirements for a minor in business administration. The name of the health promotion graduate concentration was changed to better reflect the scope of the degree by adding wellness.

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

1 Assessment and Benchmark

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

1.1 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
2018-2019	8	144	7
2019-2020	—	—	—
2020-2021	—	—	—
2021-2022	8	45	4
2022-2023	10	50	4

1.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

Benchmark met. Hosted a record amount of participants (581 in eight events). SWLA Senior games committee planning another \$5,000. First scholarship offered from endowment.

2019-2020:

2020-2021:

2021-2022:

This was the first year since 2019 that we were able to host Sr Games due to COVID. Student participation was limited to those enrolled in HHP 351. All faculty assisted in the games with the exception of 1. She was on maternity leave. 4 mini scholarships were awarded to students in the class. We are hoping that more facilities will be open next year so that these numbers can go up.

2022-2023:

All faculty and staff assisted with sr games. COA took over the games this year. There is a strong possibility that the number of venues will increase due to added games for next year. We will need to do some additional recruiting for student assistance.

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
2018-2019	6/8	75%	22
2019-2020	—	—	—
2020-2021	—	—	—
2021-2022	6/8	75%	20
2022-2023	10/10	100%	23

1.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

75% is a is the highest percentage to date. Good trend. Added two new physical therapy clinics as qualified internship sites.

2019-2020:

2020-2021:

2021-2022:

While benchmark was completed, the majority of interactions came from internship sites. The department will develop plans for the 22-23 cycle to improve the interactions with University entities.

2022-2023:

The department held a recruiting event in October for area juniors and seniors. All faculty assisted with the event. This is in addition to our regular interactions through course requirements, athletic training, internships, and state conferences.

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*
2018-2019	8/8	100%	35*
2019-2020	—	—	—
2020-2021	—	—	—
2021-2022	7/8	87%	30*
2022-2023	9/10	90%	34

*Including recruiting new internship sites.

2.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

Best outcome to date. Added two new physical therapy internship sites.

2019-2020:

2020-2021:

2021-2022:

Benchmark was achieved. Most of the interactions this semester were to reestablish relationships that were put on hold due to COVID and hurricanes.

Plans for the 22-23 cycle include developing mutually beneficial relationships within the area of allied health and health promotions.

2022-2023:

The benchmark was achieved primarily through internships and practicum placements. Several new internship agreements were created over the last year.

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*
2018-2019	8/8	100%	5*
2019-2020	—	—	—
2020-2021	—	—	—
2021-2022	8/8	100%	1*
2022-2023	10/10	100%	2

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

3.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

Lost American Heart walk as a participating event. Looking for something new for 2019-2020.

2019-2020:

2020-2021:

2021-2022:

Senior Olympics was the only event participated in this cycle. With the return from COVID restrictions and the increased availability of venues, the department is searching for new events or a return to old events that were lost due to the unfavorable environment.

2022-2023:

Senior games had 100% faculty participation. Out of the Darkness walk also allowed for some faculty members to assist with the event.

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

2018-2019	2/8	25%	2	1
2019-2020	—	—	—	—
2020-2021	—	—	—	—
2021-2022	0/8	0%	0	0
2022-2023	1/10	10%	1	1

4.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

Benchmark not met. Seek to increase participating schools/agencies and faculty participation.

2019-2020:

2020-2021:

2021-2022:

Benchmark not met. Focus of department for this cycle was to replace damaged equipment through insurance claims. In future cycles, faculty will be encouraged to renew efforts to seek grants with schools and agencies.

2022-2023:

One faculty member wrote and received an EP focused on professional development for CPSB elementary PE teachers.

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 SEI scores will be above the University average.

1.1 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
2018-2019	4.76	4.53
2019-2020	—	—
2020-2021	—	—
2021-2022	4.57	4.49
2022-2023	4.66	4.54

1.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

SEI questions will be revised for 2019-2020, which means new benchmarks.

2019-2020:

2020-2021:

2021-2022:

We remained above the University average of 4.49. For 2022-2023, we will work to address low SEI response rates by having instructors communicate the importance of SEIs in their individual classes.

2022-2023:

Benchmark met. Will continue to communicate the importance of SEI submissions to students.

2 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).

2.1 Data

Academic Year	Departmental average advising score	Departmental faculty advisors scoring at or 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%
2018-2019	4.41	8/8	100%
2019-2020	—	—	—
2020-2021	—	—	—
2021-2022	3.77	6/9	66%
2022-2023	4.3	10/10	100%

2.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

Quality and effective advising is priority for new administration. We would like more APR credit given for this area.

2019-2020:

2020-2021:

2021-2022:

Consulted with faculty members who scored below the target score of 4.00 during APR review and discussed strategies to improve. The primary reason the average was below a 4 is due to the recent changes in reporting APR advising for BCOE. Two of the three faculty members who received a 3 was due to this reason.

2022-2023:

All faculty members were at or above the benchmark. We are hoping to remain high by reorganizing advising loads to make them manageable across the department.

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, or one conference presentation per faculty member in a calendar year.

1.1 Data

	Faculty that produced one journal article, one abstract,
--	--

Academic Year	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%
2018-2019	3/8	37.5%
2019-2020	—	—
2020-2021	—	—
2021-2022	6/9	66%
2022-2023	8/10	80%

1.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

Benchmark not met. Moving whole school to new building surely affected this standard. New facilities and equipment should lead to more research opportunities.

2019-2020:

2020-2021:

2021-2022:

The number is increasing for this benchmark. We are not at 100% just yet. Working on improving collaborations within the department as well as externally.

2022-2023:

Only 2 faculty members did not participate in 1 of the 3 activities. Both have made it a goal for the upcoming year.

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%
2018-2019	8/8	100%
2019-2020	—	—
2020-2021	—	—
2021-2022	8/9	88%
2022-2023	9/10	90%

2.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

Conferences attended:

- 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

2019-2020:

2020-2021:

2021-2022:

One faculty member did not attend a conference. We will write an EP for next AY to assist with costs of attending. Conferences attended include:

- LAHPERD
- ACSM
- NSCA
- ASN
- Greater Houston Athletic Training conference

2022-2023:

On faculty member did not attend a professional conference. Conferences attended include:

- LAHPERD
- NAHPL
- ACSM
- GHATS
- LOTA

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	Faculty that participated in at least one scholarly activity	
	#	%
2013-2014	—	100%
2014-2015	—	100%
2015-2016	—	100%
2016-2017	—	100%
2017-2018	—	100%
2018-2019	—	100%
2019-2020	—	—
2020-2021	—	—
2021-2022	9/9	100%
2022-2023	10/10	100%

3.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

Look to give more credit on APR for participation. Should lead to more activity in this area. Will consider revising standard to include more scholarly work.

2019-2020:

2020-2021:

2021-2022:

Per APR documentation:

- 4 faculty wrote and were awarded EPs
- 6 either published or presented within a professional organization
- 7 presented within BCOE or departmental meetings
- 8 participated in 10 + hours of professional development

2022-2023:

All faculty participated in a minimum of 150 online learning PD. This is part of the 300 minute requirements for online teaching. Additionally, faculty members wrote and were awarded EPs, presented at local meetings or conferences, and participated in 10+ hours of additional PD.

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
2018-2019	3/5	60%	5	3	\$9,000
2019-2020	—	—	—	—	—
2020-2021	—	—	—	—	—
2021-2022	2/4	50%	5	5	\$55,224
2022-2023	3/5	20%	3	3	\$11,300

4.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

Met expectation.

Grants/funding received:

- BCOE TASC grant
- William and Ethel Lewis Burton Foundation
- Vic Stelly Endowed Professorship

2019-2020:

2020-2021:

2021-2022:

Met benchmark.

Grants/funding received:

- BCOE TASC grant
- Shearman Foundation
- Jack V. Doland Academic Professorship
- Lakeside National Bank EP
- Terry and Vic Stelly EP

2022-2023:

Grants/funding received:

- BCOE TASC grant
- Jack V. Doland Academic Professorship
- Lakeside National Bank EP
- Terry and Vic Stelly EP
- CTCU Mini grant

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

1 Assessment and Benchmark

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

1.1 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%
2018-2019	81.1%
2019-2020	—
2020-2021	—
2021-2022	87%
2022-2023	72%

1.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

Benchmark met. Increasing students in major and less full-time faculty may result in larger enrollment sizes per class. New facilities should make this an easier transition having minimal effect on student learning.

2019-2020:

2020-2021:

2021-2022:

Benchmark met. Of the 13% of courses that were over 30, more than half (approximately 64%) were offered as a web or web hybrid. Enrollment requirements for online courses are higher than in a face-to-face classroom. Also, several of these courses were placed on a rotation which accounts for some of the increased numbers.

2022-2023:

Course rotations impact increased numbers. Do not have the faculty to offer smaller sections at this time.

2 Assessment and Benchmark

Benchmark: 95% of all graduate class sections will have enrollments less than 10.

Prior to 2022-2023, the benchmark was 95% of all graduate class sections will have enrollments less than 20.

2.1 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%
2018-2019	83%
2019-2020	—
2020-2021	—
2021-2022	97%

Academic Year	% of graduate course sections with enrollment less than 10
2022-2023	100%

2.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

Benchmark met. Adding graduate faculty should help keep this trending positively.

2019-2020:

2020-2021:

2021-2022:

Benchmark met. This trend will likely remain high. Students in the graduate nutrition program are no longer required to take any of the graduate HHP courses.

2022-2023:

Will lower benchmark to 10, effective immediately for this reporting cycle.

3 Assessment and Benchmark

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

3.1 Data

Academic Year	Course sections taught by 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%
2018-2019	219/240	91.6%
2019-2020	—	—
2020-2021	—	—
2021-2022	231/245	94.3%
2022-2023	95/102	93.1%

3.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

Benchmark met. Added more part-time faculty to teach specialty courses within concentrations.

2019-2020:

2020-2021:

2021-2022:

Benchmark met. Currently searching for a full-time faculty member to add to staff by filling a previously vacated position to help relieve current faculty overload.

2022-2023:

Benchmark met. Currently searching for a full-time faculty member to replace vacated position to help relieve current faculty overload.

4 Assessment and Benchmark

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

4.1 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
2018-2019	15.08	3515	233
2019-2020	—	—	—
2020-2021	—	—	—
2021-2022	11	2672	245
2022-2023	18	2345	242

4.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

Benchmark met. Smaller activity classes and larger academic classes resulted in about the same average.

2019-2020:

2020-2021:

2021-2022:

Benchmark met. Smaller graduate course loads resulted in lower average.

2022-2023:
Lower benchmark to 15.