H.C. Drew School of Health and Human Performance

#9 Plan cycle - 9
Plan cycle 2023/2024
7/1/23 - 6/30/24

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.

Performance Objective 1 Increase enrollment, persistence, retention, and graduation rates for each program offered by the department.

1 Assessment and Benchmark

Benchmark: Increase undergraduate enrollment by 5% each year, overall and in each program offered by the department.

Prior to 2018-2019, the benchmark was 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 (inactive effective 201840)
    - HEPR - Health Promotion (inactive effective 201440)
    - PRCM - Pre-Chiropractic Medicine (effective 201840)
    - PROT - Pre-Occupational Therapy (effective 201840)
    - PRPH - Pre-Physical Therapy (effective 201840)
    - SMED - Sports Medicine (effective 201540)
    - SPMG - Sport Management (inactive effective 201440)
    - SWMG - Sport and Wellness Management (effective 201440)

1.1 Data

2019-2020:

Major	Conc.	Fall						Spring					
		F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
HEDU	(blank)	14	15	10	23	62	2	10	14	10	24	58	7
HHPG	EXSC	0	2	9	15	26	1	0	0	0	17	17	7
	PRCM	3	10	10	9	32	3	4	6	12	10	32	5
	PROT	14	8	11	9	42	0	8	14	11	14	47	7
	PRPH	48	32	16	8	104	1	37	28	26	18	109	5
	SMED	27	30	15	25	97	12	21	26	19	19	85	7
	SWMG	22	24	21	22	89	9	11	27	19	22	79	7
	(blank)	1	0	0	0	1	0	0	0	0	0	0	0
	Total	*115*	*106*	*82*	*88*	*391*	*28*	*81*	*101*	*87*	*100*	*369*	*45*
Grand Total		**129**	**121**	**92**	**111**	**453**	**43**	**91**	**115**	**97**	**124**	**427**	**51**

2020-2021:

Major	Conc.	Fall						Spring					
		F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
HEDU	(blank)	10	8	12	21	51	6	3	5	8	14	30	5
HHPG	EXSC	0	0	0	9	9	0	0	0	0	5	5	5
	PRCM	8	5	14	9	36	4*	7	6	14	10	37	3
	PROT	12	13	10	15	50	5	7	11	10	12	40	6
	PRPH	47	33	27	26	133	5	36	31	27	29	123	9
	SMED	33	17	17	17	84	6	17	15	20	17	69	4
	SWMG	14	18	23	31	86	6	10	13	24	28	75	10
	(blank)	0	0	0	0	0	0	0	0	0	0	0	0

Total		114	86	91	107	398	26	77	76	95	101	349	37
Grand Total		124	94	103	128	449	32	80	81	103	115	379	42

*Includes 1 graduate from Summer 2020.

2021-2022:

Major	Conc.	Fall						Spring					
		F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
HEDU	(blank)	3	6	6	10	25	3	3	3	2	10	18	6
HHPG	PRCM	15	5	6	14	40	3*	9	8	5	14	36	2
	PROT	10	10	12	11	43	5	6	8	15	10	39	5
	PRPH	46	38	21	35	140	12	33	31	19	31	114	13
	SMED	25	18	13	17	73	5	18	16	10	22	66	6
	SWMG	19	16	18	30	83	10	11	12	11	28	62	9
	(blank)	0	0	0	0	0	0	0	1	0	0	1	0
	Total	115	87	70	107	379	35	77	76	60	105	318	35
Grand Total		118	93	76	117	404	37	80	79	62	115	336	41

*Includes 1 graduate from Summer 2021.

2022-2023:

Major	Conc.	Fall						Spring					
		F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
HEDU	(blank)	7	6	5	3	21	0	7	4	6	5	22	1
HHPG	PRCM	5	8	7	14	34	6	4	3	9	9	25	5
	PROT	6	9	9	14	38	3	1	9	13	14	37	8
	PRPH	44	38	26	20	128	6*	29	31	24	25	109	8
	SMED	28	12	12	16	68	12*	20	9	12	10	51	4
	SWMG	16	16	13	23	68	12**	18	10	16	17	61	6
	(blank)	0	0	0	0	0	0	0	0	0	0	0	0
	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.

2023-2024:

Major	Conc.	Fall						Spring					
		F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
HEDU	(blank)	6	4	5	6	21	2	2	3	3	7	15	1
HHPG	HPST	6	5	3	3	17	0	9	3	9	6	27	3
	PRCM	10	3	4	10	27	2	6	8	1	10	25	7
	PROT	6	5	13	14	38	5	4	7	6	18	35	5
	PRPH	52	22	27	29	130	8	33	22	23	30	108	10
	SMED	34	16	10	14	74	1	26	22	10	18	76	11

	SWMG	17	10	12	18	57	5	11	11	8	21	51	11
	(blank)	0	0	0	0	0	0	0	0	0	0	0	0
	Total	*125*	*61*	*69*	*88*	*343*	*21*	*89*	*73*	*57*	*103*	*322*	*47*
Grand Total		**131**	**65**	**74**	**94**	**364**	**23**	**91**	**76**	**60**	**110**	**337**	**48**

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**	

Percentage Change between 2022-2023:

Major	Fall	Total	% Change
HEDU	2022	21	0.00%
	2023	21	
HHPG	2022	357	-3.921%
	2023	343	
Total	**2022**	**378**	**-3.703%**
	2023	**364**	

1.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

2020-2021:

2021-2022:
The benchmark was not met leading to the development of more intensive recruiting efforts on the department level.

The department is in the planning stages of an open house event to bring in students to the legacy center. This event will be piloted during the Fall 2022 semester. This event will focus on recruitment of Calcasieu Parish high school students to all HHP concentrations and degrees. For now, the event will be limited to around 100 students with plans to grow in the future based on success.

2022-2023:
The benchmark was not met leading to the development of a new concentration that is less specialized than the existing ones giving students not heading to professional schools a way to earn an education within the department.

2023-2024:
The benchmark was not met. We are seeing a decrease in the margin of change from previous cycles which we believe is a result of the new open house event, which will continue for the third year this upcoming November, the development of a new, less specialized (to a particular profession) concentration, and departmental recruiting efforts. The department will continue to host the open house event in the fall season, track the preferred job interest of students to correlate with possible concentrations, and expand recruiting efforts outside of the five-parish area.

2 Assessment and Benchmark

Benchmark: Increase graduate enrollment by 5% each year, overall and in each graduate program offered by the department.

Prior to 2018-2019, the benchmark was track graduate student enrollments at each level. 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 (inactive effective 202140)
- HHPO - MS Health and Human Performance (Online)
    - HEPR - Health Promotion

2.1 Data

Graduate Enrollment:

			2018-2019	2019-2020	2020-2021	2021-2022	2022-2023

Major	Conc.	U	F	S	U	F	S	U	F	S	U	F	S	U	F	S
HHP	EXPH	7	13	15	8	15	13	5	18	14	7	8	8	2	8	13
	HEPR	3	6	6	3	3	4	3	2	3	4	8	7	2	7	3
	NUWL	10	20	10	10	19	9	9	19	10	10	10	0	—	—	—
	(blank)	0	0	0	0	5	0	0	0	1	0	3	3	0	0	0
	Total	*20*	*39*	*31*	*21*	*42*	*26*	*17*	*39*	*28*	*21*	*29*	*18*	*4*	*15*	*16*
HHPO	HEPR	4	6	4	2	3	5	2	11	9	4	8	14	9	16	14
	(blank)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	*4*	*6*	*4*	*2*	*3*	*5*	*2*	*11*	*9*	*4*	*8*	*14*	*9*	*16*	*14*
Grand Total		24	45	35	23	45	31	19	50	37	25	37	32	13	31	30

Major	Conc.	2023-2024			2024-2025			2025-2026			2026-2027			2027-2028		
		U	F	S	U	F	S	U	F	S	U	F	S	U	F	S
HHP	EXPH	6	12	16												
	HWPR	1	7	5												
	(blank)	0	0	0												
	Total	*7*	*19*	*21*												
HHPO	HWPR	4	10	7												
	(blank)	0	0	1												
	Total	*4*	*10*	*8*												
Grand Total		11	29	29												

Graduate Completers:

Major	Conc.	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
		U	F	S	U	F	S	U	F	S	U	F	S	U	F	S
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

Major	Conc.	2023-2024			2024-2025			2025-2026			2026-2027			2027-2028		
		U	F	S	U	F	S	U	F	S	U	F	S	U	F	S
HHP	EXPH	0	3	3												
	HEPR	0	0	1												
	NUWL	0	0	0												
	Total	*0*	*3*	*4*												
HHPO	HEPR	1	5	2												
Grand Total		1	8	6												

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	
Total	**2021**	**37**	**-16.216%**
	2022	**31**	

Percentage Change between 2022-2023:

Major	Fall	Total	% Change
HHP	2022	15	26.666%
	2023	19	

HHPO	2022	16	-37.5%	
	2023	10		
Total	**2022**	**31**	**-6.451%**	
	2023	**29**		

2.1.1 Analysis of Data and Plan for Continuous Improvement

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.

2023-2024:
The benchmark was met. Graduate faculty has expanded its recruiting efforts at grad fest and with athletic coaches in the surrounding areas.

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 Size	Persistence Rate		Retention Rate						Graduation Rate					
				Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
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	4	28.6	4	28.6	4	28.6
HHPG	83	74	89.2	51	61.4	43	51.8	34	40.9	28	33.7	33	39.8	34	41.0

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	32	33.0	37	38.1	38	39.2

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

		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	93	81	87.1	62	66.7	47	50.5	32	34.4						

Fall 2020 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	5	1	20.0	1	20.0	1	20.0	0	0.0						
HHPG	92	68	73.9	53	57.6	35	38.0	30	32.6						

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	70	72.2	55	56.7	36	37.1	32	33.0						

Fall 2021 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	2	1	50.0	1	50.0	1	50.0								
HHPG	92	71	77.2	46	50.0	33	35.9								

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	94	72	76.6	48	51.1	35	37.2								

Fall 2022 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	6	5	83.3	2	33.3										
HHPG	78	60	76.9	41	52.6										

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	84	66	78.6	45	53.6										

Fall 2023 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	3	2	66.7												
HHPG	102	77	75.5												

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	105	79	75.2												

Summary of Persistence, Retention, and Graduation Rates:

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	79.6	55.1	41.8	33.7	23.5	30.6	32.7
2017	97	87.6	60.8	52.6	41.2	33.0	38.1	39.2
2018	121	79.3	60.3	47.1	32.2			
2019	93	87.1	66.7	50.5	34.4			
2020	97	72.2	56.7	37.1	33.0			
2021	94	76.6	51.1	37.2				
2022	84	78.6	53.6					
2023	105	75.2						
Average	**98.6**	**79.5**	**57.8**	**44.4**	**34.9**	**28.3**	**34.4**	**35.9**

3.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

2020-2021:

2021-2022:
Departmental advisor education has been implemented to assist in retention and student sucess, 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 curriculog 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.

2023-2024:
Benchmark was not met. New concentration is being promoted for students that don't fit into a specialized concentration, but wish to pursue an education in kinesiology related fields. We are continuing to track at-risk students and share at bi-monthly departmental meetings to see if this is a trending issue across the individual student's classes or a single course concern. Curriculum and data collection discussion will begin at bi-monthly departmental meetings beginning Fall 2024 to make sure all department faculty understand current changes in curriculum and new information being collected with data entries.

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

2019-2020:

2020-2021:

2021-2022:
Departmental faculty meet three to four times per month during the academic year. 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 three to four times a month in the fall and spring.

2023-2024:
All concentrations and programs were reviewed and changes submitted including a department name change, field experience changes, and concentration name changes. The department faculty meet two to three times a month. These meetings are used to discuss the curriculum changes for the upcoming year and how these changes may affect our department and the students.

1.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

2020-2021:

2021-2022:
Curriculum changes were submitted. Some were not approved but will be cleaned up and resubmitted for the next academic year. These changes are being made based upon potential application of accrediting body. Additionally, two 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.

2023-2024:
Our department has undergone a name change effective Summer 2024 from H. C. Drew School of Health and Human Performance to H. C. Drew School of Kinesiology. The name change now correlates with most universities surrounding McNeese State University which now help potential students discover the programs and its curriculums within the department with a universal name.
Field experience hours for HEDU courses were changed since the placements have aligned with multiple courses making field experience more purposeful for multiple courses. The program has now been added as a concentration within our department rather than a stand still program.
A name change was done for the Exercise Physiology concentration to better fit the potential jobs associated with the degree. After reviewing the job market in the area, changes to curriculum may be done for upcoming year.

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
2023-2024	9	51	6

1.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

2020-2021:

2021-2022:
This was the first year since 2019 that we were able to host Senior Games due to COVID. Student participation was limited to those enrolled in HHP 351. All faculty assisted in the games with the exception of one. She was on maternity leave. Four 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 senior 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.

2023-2024: Two sections of HHP 351 were offered to introduce an additional, and new, faculty member to the senior games planning process. The venue count increased to six total venues this previous spring. With senior games growing in activities and members, the seat count for the planning course may increase for the Spring 2025 section(s).

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
2023-2024	9/9	100%	25

1.1.1   Analysis of Data and Plan for Continuous Improvement

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 2022-2023 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.

2023-2024:
Hosting the annual event in November this year allowed us to collaborate with 19 high schools between Louisiana and Texas. We plan to continue this event. This collaborative is in addition to those interactions that are required through course engagements, internships, and state conferences. Our leadership team

met with Dr. Aimee Gros and Dr. Sarah Myers from University of Louisiana at Lafayette about a UL Lafayette/McNeese Pathway program for undergraduate students wanting to purse their Master of Science in Athletic Training. This agreement reserves two seats for McNeese students that meet all requirements by the graduate school and who are recommended by faculty to interview for the MSAT program at ULL. Final approval is pending with ULL's dean.

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
2023-2024	8/9	88.8%	35

*Including recruiting new internship sites.

2.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

2020-2021:

2021-2022:
Benchmark was achieved. Most of the interactions this semester were to re-establish relationships that were put on hold due to COVID and hurricanes.

Plans for the 2022-2023 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.

2023-2024:
Benchmark was achieved. This was done through internships and practicum placements. Our internship partnerships are expanding each academic year therefore the department's leadership team created a role for an internship coordinator. That role has been absorbed by the newest hired in the department, and he will begin molding the works of the positions in the upcoming academic 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
2023-2024	9/9	100%	3

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

3.1.1 Analysis of Data and Plan for Continuous Improvement

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.

2023-2024:
Senior games continues to have 100% faculty participation. Along with Out of the Darkness walk, our faculty have also participated in community service activities with CPR certifications through the American Red Cross and participation with A-HEC of a Summer camp.

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
2023-2024	1/9	11%	1	1

4.1.1 Analysis of Data and Plan for Continuous Improvement

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.

2023-2024:
One faculty member wrote and received an EP focused on professional development through the American Heart Association agency. This professional development allowed four members to become certified Basic Life Support Instructors.

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
2023-2024	4.71	4.58

1.1.1 Analysis of Data and Plan for Continuous Improvement

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.

2023-2024:
Benchmark was met. Faculty will continue to communicate the important of SEI submissions to students and take provided feedback from SEI reports into consideration.

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%
2023-2024	4.77	9/9	100%

2.1.1 Analysis of Data and Plan for Continuous Improvement

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.

2023-2024:
All faculty members were at or above the benchmark. With the new concentrations, it is important we

continue analyzing advising loads per advisor to continue providing adequate advising advice. During the Spring 2023 McNeese Week, two of our faculty members presented on academic advising and received great feedback from those who participated. At least one faculty member reviews curriculum changes in the fall semesters during faculty members and stresses the importance of advising protocols within our 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

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%
2018-2019	3/8	37.5%
2019-2020	—	—
2020-2021	—	—
2021-2022	6/9	66%
2022-2023	8/10	80%
2023-2024	8/9	88.8%

1.1.1 Analysis of Data and Plan for Continuous Improvement

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 two faculty members did not participate in one of the three activities. Both have made it a goal for the upcoming year.

2023-2024:
Only one faculty member did not participate in one of the three activities. The faculty member has been versed in the expectation for the upcoming cycle.

2 Assessment and Benchmark

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

2.1 Data

	Faculty that participated in at least one

Academic Year	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%
2023-2024	8/9	88.8%

2.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

2020-2021:

2021-2022:
One faculty member did not attend a conference. We will write an EP for the next academic year to assist with costs of attending. Conferences attended include:
- LAHPERD
- ACSM
- NSCA
- ASN
- Greater Houston Athletic Training conference

2022-2023:
One faculty member did not attend a professional conference. Conferences attended include:
- LAHPERD
- NAHPL
- ACSM
- GHATS
- LOTA

2023-2024:
One faculty member did not attend a professional conference. Conference include LAPHERD, NAHPL, LATA, NATA, ACSM, and LOTA. Propose to change benchmark to 100% of departmental faculty will participate in one professional development activity each year.

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%
2023-2024	9/9	100%

3.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

2020-2021:

2021-2022:
Per APR documentation:

- Four faculty wrote and were awarded EPs
- Six either published or presented within a professional organization
- Seven presented within BCOE or departmental meetings
- Eight 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.

2023-2024:
The benchmark was met. The following activities were completed by department faculty:
- Presenting at local, state, or regional conference: five faculty members with seven presentations
- presenting at the University, college, or departmental level: three faculty members
- wrote and rewarded EPs: four faculty members
- Attended regional, state, or national conference for continuing education or professional development: six faculty members
- Attended university professional development: nine faculty members

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
2023-2024	3/4	75%	3	3	$15,000

4.1.1 Analysis of Data and Plan for Continuous Improvement

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

2023-2024:
Grants/funding received:
- William T. And Ethel Lewis Burton Foundations Professorship #1 and #2
- Palermo Professorship.

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%
2023-2024	74.56%

1.1.1 Analysis of Data and Plan for Continuous Improvement

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.

2023-2024:
Course rotations continue to impact the increase in numbers. During this academic year, some courses have been offered both semesters which helped keep enrollment below 30 per section. We will continue evaluating when classes can be offered both semester vs. on rotation due to faculty availability.

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%
2023-2024	72%

2.1.1 Analysis of Data and Plan for Continuous Improvement

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.

2023-2024:
Benchmark was not met. The department has a limited number of faculty members with terminal degrees that can teach courses; therefore, classes have had an increase in seat counts as well as put on rotation. During this last academic semester, and the upcoming semester, we have seen a large increase in graduate school enrollment. The department suggest the benchmark read as such: 85% of all graduate class sections will have enrollments less than 12. While we hope that graduate school enrollment stays at this high, it is difficult to predict future semesters with most of our students coming as coaches and transfers.

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%
2023-2024	133/139	95.68%

3.1.1 Analysis of Data and Plan for Continuous Improvement

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.

2023-2024:
Benchmark was met. We have fulfilled the vacant spots from this academic year. The newly hired faculty member will be teaching a full load as well as taking on the roll of internship coordinator.

4 Assessment and Benchmark

Benchmark: Average class size for all levels of instruction will be less than 15.

Prior to 2023-2024, the benchmark was a verage 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
2023-2024	18.27	2522	&139

4.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

2020-2021:

2021-2022:
Benchmark met. Smaller graduate course loads resulted in lower average.

2022-2023:
Lower benchmark to 15.

2023-2024:
Courses have been put on a rotation and class sizes increased due to not having a full faculty count this previous academic year. Courses that can accompany more students have been moved to times and classrooms that can do just that. We are analyzing curriculums to see which classes need to move off rotation due to the appearance of these courses in multiple curriculums. Offering these classes more frequently will help decrease the class size; however, it poses a different concern with overload pay. The benchmark will remain as is as we evaluate the need to offer rotational courses every semester or not.