

Health and Human Performance

H.C. Drew School of Health and Human Performance

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.

Major	Conc.	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
HHPG	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
	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
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
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
Grand Total		151	95	108	118	472	29	103	106	91	129	429	54

2018-2019:

Major	Conc.	Fall						Spring					
		F	S	J	Sr	T	CMP	F	S	J	Sr	T	CMP
HEDU	(blank)	22	14	20	16	72	1	18	15	17	24	74	8
	EXSC	4	23	19	28	74	6	1	8	15	23	47	13

HHPG	PRCM	7	10	5	4	26	1	7	7	9	2	25	1
	PROT	9	6	6	2	23	0	10	11	9	4	34	0
	PRPH	50	9	3	7	69	3	35	17	13	4	69	3
	SMED	36	27	18	38	119	10	23	30	20	34	107	16
	SWMG	20	16	25	32	93	12	18	21	18	26	83	11
	(blank)	6	0	0	0	6	0	1	0	0	0	1	0
	Total	132	91	76	111	410	32	95	94	84	93	366	44
Grand Total	154	105	96	127	482	32	113	109	101	117	440	44	

Percentage Change between 2017-2018:

Major	Fall	Total	% Change	Spring	Total	% Change
HEDU	2017	79	-8.860%	2017	72	2.777%
	2018	72		2018	74	
HHPG	2017	391	4.859%	2017	357	2.521%
	2018	410		2018	366	
Total	2017	472	2.118%	2017	429	2.564%
	2018	482		2018	440	

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.

2018-2019:

Enrollment data suggest students are choosing healthcare-related fields (HHPG) over education (HEDU).

2 Assessment and Benchmark

Benchmark: Increase graduate enrollment by 5% each year, overall and in each program mentioned below 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
- HHPO - MS Health and Human Performance (Online)
 - HEPR - Health Promotion

2.1 Data

Major	Cohort Size	Same Major?	Persistence Rate		Retention Rate						Graduation Rate					
			Persistence Rate		Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
ATRN	33	Same	22	66.7	13	39.4	10	30.3	3	24.2						
		Changed	6	18.2	12	36.4	12	36.4	10	30.3						
		Total	28	84.8	25	75.8	22	66.7	18	54.5						
HEDU	14*	Same	11	78.6	8	57.1	5	35.7	2	14.3						
		Changed	2	14.3	1	7.1	3	21.4	7	50.0						
		Total	13	92.9	9	64.3	8	57.1	9	64.3						
HHPG	59**	Same	45	76.3	22	37.3	18	30.5	15	25.4						
		Changed	11	18.6	17	28.8	16	27.1	13	22.0						
		Total	56	94.9	39	66.1	34	57.6	28	47.5						
Total	106	Same	78	73.6	43	40.6	33	31.1	25	23.6						
		Changed	19	17.9	30	28.3	31	29.2	30	28.3						
		Total	97	91.5	73	68.9	64	60.4	55	51.9						

*3 students were undeclared before declaring HEDU.

**7 students were undeclared before declaring HHPG.

2014:

Major	Cohort Size	Same Major?	Persistence Rate		Retention Rate						Graduation Rate					
			Persistence Rate		Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
ATRN	27	Same	11	40.7	3	11.1	2	7.4	0	0.0						
		Changed	13	48.1	10	37.0	7	25.9	9	33.3						
		Total	24	88.9	13	48.1	9	33.3	9	33.3						
HEDU	18	Same	15	83.3	11	61.1	6	33.3	5	27.8						
		Changed	1	5.6	1	5.6	5	27.8	6	33.3						
		Total	16	88.9	12	66.7	11	61.1	11	61.1						
HHPG	45	Same	33	73.3	27	60.0	24	53.3	20	44.4						
		Changed	9	20.0	13	28.9	9	20.0	11	24.4						
		Total	42	93.3	40	88.9	33	73.3	31	68.9						
Total	90	Same	59	65.6	41	45.6	32	35.6	25	27.8						
		Changed	23	25.6	24	26.7	21	23.3	26	28.9						
		Total	82	91.1	65	72.2	53	58.9	51	56.7						

2015:

Major	Cohort Size	Same Major?	Persistence Rate		Retention Rate						Graduation Rate					
			Persistence Rate		Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
HEDU	18	Same	16	88.9	11	61.1	7	38.9	4	22.2						
		Changed	1	5.6	2	11.1	4	22.2	5	27.8						
		Total	17	94.4	13	72.2	11	61.1	9	50.0						
HHPG	57	Same	44	77.2	35	61.4	22	38.6	18	31.6						
		Changed	7	12.3	9	15.8	14	24.6	14	24.6						

Total	121	Changed	18	14.9												
		Total	108	89.3												

2019:

Major	Cohort Size	Same Major?	Persistence Rate		Retention Rate						Graduation Rate						
					Y1 to Y2		Y1 to Y3		Y1 to Y4		4-Year		5-Year		6-Year		
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	
HEDU		Same															
		Changed															
		Total															
HHPG		Same															
		Changed															
		Total															
Total		Same															
		Changed															
		Total															

3.1.1 Analysis of Data and Plan for Continuous Improvement

2018-2019:

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

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.

2018-2019:

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.

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.

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

1.1.1 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.

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.

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

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.

2018-2019:

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

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*

*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.

2018-2019:

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

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*

*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.

2018-2019:

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

[Internship Site List](#) [XLSX 12 KB 4/5/19]

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

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.

2018-2019:

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

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

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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
2018-2019	4.76

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 emphasis the importance of timely feedback, especially in web-based courses.

2018-2019:

Expectation met. Department scored better than 4.70 on feedback items. SEI questionnaire will be new for 2019-2020. This will be a benchmark setting year.

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
2018-2019	4.76	4.53

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.

2018-2019:

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

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%
2018-2019	4.41	8/8	100%

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.

2018-2019:

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

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 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%

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.

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.

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%

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

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

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

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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%

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

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.

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

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

2018-2019: Met expectation.

Grants/funding received:

- 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: 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%

1.1.1 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.

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.

2 Assessment and Benchmark

Benchmark: 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%

2.1.1 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.

2018-2019:

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

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%

3.1.1 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.

2018-2019:

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

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

4.1.1 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.

2018-2019:

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