



Health and Human Performance

#7 Plan cycle - 7
Plan cycle 2021/2022
7/1/21 - 6/30/22

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

2017-2018:

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

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
HHPG	EXSC	4	23	19	28	74	6	1	8	15	23	47	13
	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
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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	2	10	18	
HHPG	PRCM	15	5	6	14	40		9	8	5	14	36	
	PROT	10	10	12	11	43		6	8	15	10	39	
	PRPH	46	38	21	35	140		33	31	19	31	114	
	SMED	25	18	13	17	73		18	16	10	22	66	
	SWMG	19	16	18	30	83		11	12	11	28	62	
	(blank)	0	0	0	0	0		0	1	0	0	1	
	Total	115	87	70	107	379		77	76	60	105	318	

Grand Total	118	93	76	117	404		80	79	62	115	336	
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Percentage Change between 2017-2018:

Major	Fall	Total	% Change
HEDU	2017	79	-8.860%
	2018	72	
HHPG	2017	391	4.859%
	2018	410	
Total	2017	472	2.118%
	2018	482	

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	

1.1.1 Analysis of Data and Plan for Continuous Improvement

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

HHP	EXPH	7	13	15	8	15	13	5	18	14	7	8	8			
	HEPR	3	6	6	3	3	4	3	2	3	4	8	7			
	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			
	Total	20	39	31	21	42	26	17	39	28	21	29	18			
HHPO	HEPR	4	6	4	2	3	5	2	11	9	4	8	14			
	(blank)	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			
Grand Total		24	45	35	23	45	31	19	50	37	25	37	32			

Graduate Completers:

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

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

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
	2019	42	

HHP	2020	39	-7.142%
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	

2.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

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

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

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.

3 Assessment and Benchmark

Benchmarks:

- A persistence rate (retained students 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

2012:

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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	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
ATRN	29	Same	12	41.4	8	27.6	3	10.3	3	10.3	3	10.3	3	10.3	3	10.3
		Changed	10	34.5	7	24.1	11	37.9	7	24.1	4	13.8	4	13.8	4	13.8
		Total	22	75.9	15	51.7	14	48.3	10	34.5	7	24.1	7	24.1	7	24.1
HEDU	25*	Same	18	72.0	14	56.0	8	32.0	5	20.0	3	12.0	3	12.0	3	12.0
		Changed	4	16.0	4	16.0	5	20.0	6	24.0	3	12.0	5	20.0	5	20.0
		Total	22	88.0	18	72.0	13	52.0	11	44.0	6	24.0	8	32.0	8	32.0
HHPG	68**	Same	48	70.6	22	32.4	13	19.1	12	17.6	7	10.3	9	13.2	9	13.2
		Changed	13	19.1	25	36.8	24	35.3	23	33.58	11	16.2	21	30.9	23	33.8
		Total	61	89.7	47	69.1	37	54.4	35	51.5	18	26.5	30	44.1	32	47.1
Total	122	Same	78	63.9	44	36.1	24	19.7	20	16.4	13	10.7	15	12.3	15	12.3
		Changed	27	22.1	36	29.5	40	32.8	36	29.5	18	14.8	30	24.6	32	26.2
		Total	105	86.1	80	65.6	64	52.5	56	45.9	31	25.4	45	36.9	47	38.5

*2 students were undeclared before declaring HEDU.

**5 students were undeclared before declaring HHPG.

2013:

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	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
ATRN	33	Same	22	66.7	13	39.4	10	30.3	3	24.2	6	18.2	0	0.0	0	0.0
		Changed	6	18.2	12	36.4	12	36.4	10	30.3	4	12.1	5	15.2	1	3.0
		Total	28	84.8	25	75.8	22	66.7	18	54.5	10	30.0	5	15.2	1	3.0
HEDU	14*	Same	11	78.6	8	57.1	5	35.7	2	14.3	0	0.0	0	0.0	0	0.0
		Changed	2	14.3	1	7.1	3	21.4	7	50.0	3	21.4	1	7.1	0	0.0
		Total	13	92.9	9	64.3	8	57.1	9	64.3	3	21.4	1	7.1	0	0.0
HHPG	59**	Same	45	76.3	22	37.3	18	30.5	15	25.4	9	15.3	2	3.4	1	1.7
		Changed	11	18.6	17	28.8	16	27.1	13	22.0	5	8.5	3	5.1	3	5.1
		Total	56	94.9	39	66.1	34	57.6	28	47.5	14	23.8	5	8.5	4	6.8
Total	106	Same	78	73.6	43	40.6	33	31.1	25	23.6	15	14.2	2	1.9	1	0.9
		Changed	19	17.9	30	28.3	31	29.2	30	28.3	12	11.3	9	8.5	4	3.8
		Total	97	91.5	73	68.9	64	60.4	55	51.9	27	25.5	11	10.4	5	4.7

*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					
					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	0	0.0	0	0.0	0	0.0
		Changed	13	48.1	10	37.0	7	25.9	9	33.3	5	18.5	8	29.6	9	33.3

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	5	Same	1	20.0	2	25.0										
		Changed	1	20.0	1	12.5										
		Total	2	40.0	3	37.5										
HHPG	92	Same	68	73.9	43	50.6										
		Changed	10	10.9	14	16.5										
		Total	78	84.8	57	67.1										
Total	97	Same	69	71.1	47	50.5										
		Changed	11	11.3	13	14.0										
		Total	80	88.9	60	64.5										

2021:

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	2	Same	1	50.0												
		Changed	0	0.0												
		Total	1	50.0												
HHPG	92	Same	74	77.2												
		Changed	10	10.9												
		Total	81	88.1												
Total	94	Same	72	76.6												
		Changed	10	10.6												
		Total	82	87.2												

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.

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

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:

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.

1.1.1 Analysis of Data and Plan for Continuous Improvement

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.

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.

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
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1.1.1 Analysis of Data and Plan for Continuous Improvement

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.

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.

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

1.1.1 Analysis of Data and Plan for Continuous Improvement

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.

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.

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*

*Including recruiting new internship sites.

2.1.1 Analysis of Data and Plan for Continuous Improvement

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.

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.

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*

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

3.1.1 Analysis of Data and Plan for Continuous Improvement

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.

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.

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

4.1.1 Analysis of Data and Plan for Continuous Improvement

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.

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.

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

1 Assessment and Benchmark

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

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

1.1 Data

Academic Year	Average faculty SEI
2013-2014	4.71
2014-2015	4.70
2015-2016	4.87
2016-2017	4.83
2017-2018	4.73
2018-2019	4.76
2019-2020	—
2020-2021	—
2021-2022	4.58

1.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

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

Areas of Strength:

- Organization
- Communication Skills
- Course material in-line with objectives

Areas of Weakness:

- Pertinent/Timely feedback on graded material

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

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.

2019-2020:

2020-2021:

2021-2022:

Since this assessment is based on the same data as the next assessment, we will no longer track this assessment effective with the 2022-2023 reporting cycle.

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
2019-2020	—	—
2020-2021	—	—
2021-2022	4.57	4.49

2.1.1 Analysis of Data and Plan for Continuous Improvement

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.

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.

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%
2019-2020	—	—	—
2020-2021	—	—	—
2021-2022	3.77	6/9	66%

3.1.1 Analysis of Data and Plan for Continuous Improvement

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.

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.

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%

1.1.1 Analysis of Data and Plan for Continuous Improvement

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.

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.

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%

2.1.1 Analysis of Data and Plan for Continuous Improvement

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

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

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%

3.1.1 Analysis of Data and Plan for Continuous Improvement

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.

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

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

4.1.1 Analysis of Data and Plan for Continuous Improvement

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

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

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%

1.1.1 Analysis of Data and Plan for Continuous Improvement

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.

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.

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%
2019-2020	—
2020-2021	—
2021-2022	97%

2.1.1 Analysis of Data and Plan for Continuous Improvement

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.

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.

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%

3.1.1 Analysis of Data and Plan for Continuous Improvement

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.

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.

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

4.1.1 Analysis of Data and Plan for Continuous Improvement

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.

2019-2020:

2020-2021:

2021-2022:

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