

Weber State University
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: Human Performance Management
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Date Submitted: November 4, 2016
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A. Brief Introductory Statement:

Please review the Introductory Statement and contact information for your department displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if this information is current, please place an 'X' below. No further information is needed. We will indicate "Last Reviewed: [current date]" on the page.

Information is current; no changes required.

Information is not current; updates below.

Update:

The Department of Health Promotion and Human Performance (HPPH) in the Jerry & Vickie Moyes College of Education offers programs that promote lifelong wellness from a variety of disciplines. The mission of the Health Promotion and Human Performance Department is to inspire future professionals by providing high quality education through an innovative, engaged learning environment.

The Department provides undergraduate programs for students wishing to complete degrees that include the Health Promotion Major and Minor, the Human Performance Management Major with a Wellness or Sport and Recreation Services Emphasis, the Physical Education Teaching and Non-Teaching Majors, three Physical Education Minors, and a Recreation Minor. It also provides courses that contribute to the University's commitment to General Education, promote a general interest in living healthy lifestyles and studying fitness, physical activity and health care, and assist students in achieving their college and career goals.

B. Mission Statement

Please review the Mission Statement for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

If the information is not current, please provide an update:

Information is current; no changes required.

Information is not current; updates below.

~~Health Promotion and Human Performance Department Mission Statement~~

~~Reviewed 10/6/2008~~

~~The Department of Health Promotion and Human Performance supports and enhances the mission of the University by promoting and integrating into the University experience the applied sciences of exercise, athletic training, physical education, sport, health, and nutrition through effective and influential instruction, scholarship, and service. This is accomplished by preparing individuals to maintain, enhance, and manage human performance and quality of life among clients.~~

Human Performance Management Mission Statement

Reviewed 10/3/2008

The Human Performance Management (HPM) major is a flexible and interdisciplinary program of studies within the Department of Health Promotion and Human Performance in the Jerry and Vickie Moyes College of Education. The program integrates every discipline within the Department in preparing undergraduate students to develop, implement, and manage fitness, nutrition, leisure, and sports programs for diverse populations. We attempt to inspire students to pursue the goals of providing activities that improve health-related quality of life and optimizing the well-being of targeted populations. The changing landscape of health and health care in the 21st century will necessitate a new paradigm requiring Americans to seek knowledgeable professionals to empower them to actively improve their own health. The demand for well trained individuals in the recreation, sport, and wellness industries continues to create employment opportunities for management careers in college and professional organizations, corporate wellness programs, fitness and sport clubs, resort and tourism agencies, a variety of municipal and outdoor service programs, sporting goods industry, and sport information outlets. In addition, human performance managers offer expertise about translating the benefit of physical activity, nutrition, and recreational pursuits into effective policy solutions for both government and private sector. The HPM educational program provides students with knowledge and develops administrative skills in human performance, resource management, measurement and evaluation, as well as specific vocational preparation in fitness, nutrition, leisure, and sports careers.

C. Student Learning Outcomes

Please review the Student Learning Outcomes for your department displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if they are current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

If they are not current, please provide an update:

Information is current; no changes required.

Information is not current; updates below.

Measurable Learning Outcomes

At the end of their study at WSU, students in this program will:

- 1) ...
- 2) ...
- 3) ...
- 4) ...
- 5) ...
- 6) etc.

D. Curriculum

Please review the Curriculum Grid for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as “Last Reviewed: [current data]”. No further information is needed.

If the curriculum grid is not current, please provide an update:

Information is current; no changes required.

Information is not current; updates below (supposed to have been done in 14-15)

Update:

Core Courses

Remove SST prefix from Professional Sales Courses

~~SST~~ PS 3203

~~SST~~ PS 3563

PEP 2300 and 4370 fit evaluation change to fitness evaluation

E. Assessment Plan

Please review the Assessment Plan for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if the plan current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

The site should contain an up-to-date assessment plan with planning going out a minimum of three years beyond the current year. Please review the plan displayed for your department at the above site. The plan should include a list of courses from which data will be gathered and the schedule, as well as an overview of the assessment strategy the department is using (for example, portfolios, or a combination of Chi assessment data and student survey information, or industry certification exams, etc.).

Please be sure to include your planned assessment of any general education courses taught within your department. This information will be used to update the General Education Improvement and Assessment Committee’s planning documentation.

Assessment plan:

- Information is current; no changes required.**
 Information is not current; updates below.

F. Report of assessment results for the most previous academic year:

There are a variety of ways in which departments can choose to show evidence of learning. This is one example. The critical pieces to include are 1) what learning outcome is being assessed, 2) what method of measurement was used, 3) what the threshold for ‘acceptable performance’ is for that measurement, 4) what the actual results of the assessment were, 5) how those findings are interpreted, and 6) what is the course of action to be taken based upon the interpretation.

Evidence of Learning: Courses within the Major				
	OBJECTIVES	MEASURES	2015-2016 EVALUATION	ACTION PLAN
#1	The Human Performance Management graduate will be able to incorporate foundational knowledge and skills related to the respective content areas in developing, implementing, managing, and evaluating human performance programs.	1. PEP 2200 – 80% of students will successfully (80% or better) complete a Program of Studies Assignment.	1. PEP 2200 - 92% (47/51) of students satisfactorily completed a Program of Studies Assignment.	No curricular or pedagogical changes needed at this time.
		2. HLTH 3000 - 80% of students will successfully (75% or better) critique online resources for accuracy, relevance, and timeliness.	2. HLTH 3000 – 100% of students successfully (75% or better) critiqued online resources for accuracy, relevance, and timeliness (n = 240).	No curricular or pedagogical changes needed at this time.
		3. HLTH 3000 – 80% of students will score 75% or better on exam questions relating to evaluation and research (e.g., data collection, use of instruments).	3. HLTH 3000 - 88% of students scored 75% or better on exam questions related to evaluation and research related.	No curricular or pedagogical changes needed at this time.
		4. Collegiate Learning Assessment – At least 70% of seniors will demonstrate above basic proficiency.	4. Collegiate Learning Assessment – 35% (6/17) of seniors demonstrated above basic proficiency.	CLA performance results are inconsequential to seniors currently. Incentivize performance vs completion.
		5. Graduating majors’ self-evaluation of Foundational Knowledge and Skills will average 3.5 or above on 5.0 scale.	5. Graduating majors’ self-evaluation of Foundational Knowledge and Skills competency had mean score of 4.14/5.0, sd= .90, (n=29).	No curricular or pedagogical changes needed at this time
#2	The Human Performance Management graduate will be able to demonstrate proficiency in a variety of communication methods and in human relations/ interpersonal skills, such as motivating, counseling, and working effectively in a team environment.	1. HLTH 3000 - 80% of students will score 75% or better on exam questions related to communicate and advocate for health education.	1. HLTH 3000 - 89% of students scored 75% or better on exam questions related to communicate and advocate for health education.	No curricular or pedagogical changes needed at this time
		2. HLTH 3200 - 80% of students will demonstrate the correct usage of an audio-visual production with a score of > or = 70%.	2. HLTH 3200 - 100% of students demonstrated the correct usage of an audio-visual production with a score of > or = 70%.	No curricular or pedagogical changes needed at this time
		3. AT 4990 – Senior students will average 80% or better on writing cover letters and resumes.	3. AT 4990 – Senior students mean scores on writing cover letters and resumes were 94% (n=29).	No curricular or pedagogical changes needed at this time

		4. AT 4990 – 80% of senior students will create an electronic portfolio of a variety of authored assignments and score 75% or better.	4. AT 4990 – 92% (25/27) of senior students created a portfolio of a variety of authored assignments with a score 75% or better.	Electronic portfolios require more technological guidance than traditional binders.
		5. NUTR 3420 – Students will average 80% or better on multicultural research (oral presentation and written paper) with diet analysis.	5. NUTR 3420 – Students averaged 86.3% on oral and 83.1% on written cultural research with diet analysis included, n= 39.	No curricular or pedagogical changes needed at this time
		6. NUTR 4320 – 75% of Students will meet all of the course learning outcomes at 75% threshold.	6. NUTR 4320 – 100% of Students met all of the course learning outcomes at 75% threshold.	No curricular or pedagogical changes needed at this time
		7. PEP 4370 – Students will average 80% or better on oral multimedia presentation.	7. PEP 4370 – Students mean score on oral multimedia presentation was 94.8% (47.4/50), n=25.	No curricular or pedagogical changes needed at this time
		8. Graduating majors’ self-evaluation of Communication and Human Relations Skills will average 3.5 or above on 5.0 scale.	8. Graduating majors’ self-evaluation of Communication and Human Relations Skills averaged 4.25/ 5.0, sd = .90, (n=29).	No curricular or pedagogical changes needed at this time
		9. Internships – 80% of Performance Evaluations on Learning Outcome #2 will average 4 or better on a 5.0 scale.	9. Internships- 84% of Performance Evaluations on Learning Outcome #2 attained 4 or better on a 5.0 scale, n=59.	No curricular or pedagogical changes needed at this time
#3	The Human Performance Management graduate will be able to effectively manage wellness, recreation or sport organizations and professional responsibilities, as well as demonstrate effective leadership by guiding personnel toward organizations goals and objectives.	1. HLTH 3000 - 80% of students will score 70% or better on exam questions related to administer and manage health education (e.g., ethics, leadership).	1. HLTH 3000 - 85% of students scored 70% or better on exam questions related to administer and manage health education (e.g., ethics, leadership).	No curricular or pedagogical changes needed at this time
		2. REC 3810- Students will average 80% or better on leadership essay, small group facilitation, and large group facilitation assignments.	2. REC 3810- Students average score on leadership essay was 78%, average grade for small and large group facilitation was 80% (n=14).	Only one assignment fell below the threshold 80%. The sport & recreation services emphasis has become a separate major from HPM.
		3. Graduating majors’ self-evaluation of Management- Administration and Leadership Skills will average 3.5 or above on 5.0 scale.	3. Graduating majors’ self-evaluation of Management- Administration and Leadership Skills averaged 3.98/ 5.0, sd= .91, (n=29).	No curricular or pedagogical changes needed at this time
		4. Internships – 80% of Performance Evaluations on Learning Outcome #3 will average 4 or better on a 5.0 scale.	4. Internships – 92.7% of Performance Evaluations on Learning Outcome #3 attained 4 or better on a 5.0 scale, n=55.	No curricular or pedagogical changes needed at this time
#4	The Human Performance Management graduate will be able to perform general business operations, including organizational policy formation,	1. REC 3600 – Students will average 80% or better on a business management plan assignments.	1. REC 3600 – Students averaged 73% on individual sections of a business management plan and 83% on the final business management assignments (n=7).	The sport & recreation services emphasis has become a separate major from HPM with many curricular adjustments.

	financial management, marketing, quality assurance, customer service, and facility and equipment operations.	2. HLTH 3000 - 80% of students will score at or above 70% on exam questions related to administration and management (e.g., budgeting, grant proposal,).	2. HLTH 3000 - 85% of students will score at or above 70% on exam questions related to administration and management (e.g., budgeting, grant proposal)	No curricular or pedagogical changes needed at this time
		3. Graduating majors' self-evaluation of Operations Management- Strategic Planning, Marketing, and Finance will average 3.5 or above on 5.0 scale.	3. Graduating majors' self-evaluation of Operations Management- Strategic Planning, Marketing, and Finance averaged 3.61/ 5.0, sd= 1.03, n=29.	Curricular adjustments to include PS 3203 in the core began F13. Graduating seniors did not have this course.
		4. Internships – 80% of Performance Evaluations on Learning Outcome #4 will average 4 or better on a 5.0 scale.	4. Internships- 91% of Performance Evaluations on Learning Outcome #4 attained 4 or better on a 5.0 scale, n=49.	No curricular or pedagogical changes needed at this time
#5	The Human Performance Management graduate will be able to systematically assess target population or individual needs, identify goals, implement a program, and conduct formative and summative evaluations of the program.	1. HLTH 3000- 80% of students will demonstrate 70% competency on exam questions related to assess needs for health education.	1. HLTH 3000- 90% of students (n=240) scored at or above 70% for assess needs.	No curricular or pedagogical changes needed at this time
		2. HLTH 3000- 80% of students will be able to identify correctly theoretical constructs to a hypothetical case study in health.	2. HLTH 3000- 100% of students applied correctly theoretical constructs to a hypothetical case study in health.	No curricular or pedagogical changes needed at this time
		3. HLTH 3000-80% of students will demonstrate 70% competency on exam questions related to assess needs, assets, and capacity for health education.	3. HLTH 3000- 84% of students (n=117) achieved at least 70% competency on exam questions related to needs, assets, and capacity for health education.	No curricular or pedagogical changes needed at this time
		4. NUTR 3020- 75% of students will average 75% or better on sport nutrition dietary analysis, interpret dietary adequacy, and provide feedback to athlete.	4. NUTR 3020- 90% of students average 75% or better on sport nutrition dietary analysis, interpret dietary adequacy, and provide feedback to athlete., n=21.	No curricular or pedagogical changes needed at this time
		5. PEP 2300- Students will average 75% or better on the practical exam to assess and evaluate fitness.	5. PEP 2300- Student average score on the practical exam to assess and evaluate fitness was 32.4/40 (80.9%), n=33.	No curricular or pedagogical changes needed at this time
		6. Graduating majors' self-evaluation of Programming- Assess, Plan, Implement, and Evaluate will average 3.5 or above on 5.0 scale.	6. Graduating majors' self-evaluation of Programming- Assess, Plan, Implement, and Evaluate averaged 4.31/5.0, sd= .65, n=29.	No curricular or pedagogical changes needed at this time
		7. Internships – 80% of Performance Evaluations on Learning Outcome #5 will average 4 or better on a 5.0 scale.	7. Internships- 94% of Performance Evaluations on Learning Outcome #5 attained 4 or better on a 5.0 scale, n=54.	No curricular or pedagogical changes needed at this time

#6	The Human Performance Management graduate will be able to provide multi-dimensional human performance programs in exercise testing and prescription, wellness, nutrition, sport, and/or leisure studies.	1. HLTH 3000- 80% of students will demonstrate 70% competence on exam questions related to implementing health education.	1. HLTH 3000- 86% of students scored 70% or better on exam questions related to implementing health education.	No curricular or pedagogical changes needed at this time
		2. NUTR 2320- Students will average 80% or better on diet analysis and design assignments.	2. NUTR 2320- Students averaged 84.28%, n=134.	No curricular or pedagogical changes needed at this time
		3. NUTR 3020 – 75% of Students will meet all of the course learning outcomes at 75% threshold.	3. NUTR 3020 – 90 % of students met all of the learning outcomes for core knowledge, research, nutritional issues and beliefs, diet strategies, diet analysis, and diet prescription (n=31).	No curricular or pedagogical changes needed at this time
		4. NUTR 4420 – 75% of Students will meet all of the course learning outcomes at 75% threshold.	4. NUTR 4420 – 100% of students met all of the course learning outcomes (n=8).	No curricular or pedagogical changes needed at this time
		5. PEP 2300- 80% of students will demonstrate how to write cardiorespiratory and resistance training exercise prescriptions following ACSM guidelines competently (75% or better).	5. PEP 2300- Average grade for cardiorespiratory exercise prescriptions 59.4/70 (85%) and resistance training ex rx 61.2/70 (87%), n=33 Fall and Spring combined.	No curricular or pedagogical changes needed at this time
		6. PEP 4370- 80% of students will successfully (80% or better) perform a SOAP on a client with a chronic disease or disability and create an appropriate 3-month exercise prescription.	6. PEP 4370- 96% of students successfully performed a SOAP on a client with a chronic disease or disability and created an appropriate 3-month exercise prescription, mean score 191/200 (95.9%), sd= 9.5, n=22.	No curricular or pedagogical changes needed at this time
		7. Graduating majors' self-evaluation of Human Performance Promotion will average 3.5 or above on 5.0 scale.	7. Graduating majors' self-evaluation of Human Performance Promotion averaged 4.31/5.0, sd= .72, n=29.	No curricular or pedagogical changes needed at this time
		8. Internships – 80% of Performance Evaluations on Learning Outcome #6 will average 4 or better on a 5.0 scale.	8. Internships- 94% of Performance Evaluations on Learning Outcome #6 attained 4 or better on a 5.0 scale, n=56.	No curricular or pedagogical changes needed at this time
#7	The Human Performance Management graduate will be able to demonstrate knowledge of career planning/ opportunities and organizations and relevant publications that enhance professional growth and have experience in the	1. AT 4990- Students will score 80% or better on assignments relative to Learning Outcome #7 identified in student portfolio	1. AT 4990- Assignments relative to Learning Outcome #7 identified in student portfolio average 85.4%, n=17.	No curricular or pedagogical changes needed at this time
		2. HLTH 3000 – 80% of students will be able to describe at a satisfactory level (> 69%) the benefit of participating in professional organizations.	2. HLTH 3000 – 89% of students were able to describe at a satisfactory level (> 69%) the benefit of participating in professional organizations.	No curricular or pedagogical changes needed at this time

	community which further develops qualifications.	3. Graduating majors' self-evaluation of Professional Development and Practical Experience will average 3.5 or above on 5.0 scale.	3. Graduating majors' self-evaluation of Professional Development and Practical Experience averaged 4.44/5.0, sd= .90, n=29.	No curricular or pedagogical changes needed at this time
		4. Internship Performance Evaluations related to Professional Development and Quality of Service as demonstrated in final grades will average 80% or better.	4. Internship Performance Evaluations related to Professional Development and Quality of Service as demonstrated in final grades averaged 91.5%, n= 59.	No curricular or pedagogical changes needed at this time

b. Evidence of Learning: High Impact or Service Learning

If you provide students with high impact or service learning opportunities briefly describe those opportunities and explain how you assess their impact on student learning. This [excerpt](#) from George D. Kuh provides a brief overview of high-impact practices.

c. Evidence of Learning: General Education Courses

(duplicate this page as needed or delete if department does not offer GE courses)

Evidence of Learning: General Education, Life Science Courses: Course: NUTR LS1020 (3) Fall 2015 / Spring 2016 (All/Online/F2F)

Gen Ed Learning Goal	Measurable Learning Outcome (LO)	Method of Measurement	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<p><i>Students will demonstrate understanding of the Nature of Science:</i> Scientific knowledge is based on evidence that is repeatedly examined, and can change with new information. Scientific explanations differ fundamentally from those that are not scientific.</p>	<p>NUTR LS1020 Students will demonstrate their understanding by applying and evaluating principles reflecting the <i>Nature of Science</i>.</p>	<p>Direct Measure (DM) 1: Correct responses of exam questions tied to LOs.</p>	<p>DM 1: Students will answer 65% of the aligned exam questions correctly across all combined course sections.</p>	<p>DM 1: Students answered 78.78/80.84/87.77% of the aligned exam questions correctly across all combined course sections.</p>	<p>Students demonstrated an understanding of the <i>Nature of Science</i>. The learning outcome was met.</p>	<p>No changes needed. Continue to collect data and monitor student performance.</p>
		<p>Direct Measure (DM) 2: Correct responses to WSU LS Gen Ed standard Competency-based questions tied to LOs.</p>	<p>DM 2: Students will answer 65% of the standardized exam questions correctly across all combined course sections.</p>	<p>DM 2: Students answered 86.73/83.14/84.31% of the standardized exam questions correctly across all combined course sections.</p>	<p>Students demonstrated an understanding of the <i>Nature of Science</i>. The learning outcome was met.</p>	<p>No changes needed. Continue to collect data and monitor student performance.</p>

GE Learning Goal	Measurable Learning Outcome (LO)	Method of Measurement	Threshold	Findings	Interpretation	Action Plan/Use of Results
<p><i>Students will demonstrate understanding of the Integration of Science:</i> All natural phenomena are interrelated and share basic organizational principles. Scientific explanations obtained from different disciplines should be cohesive and integrated.</p>	<p>NUTR LS1020 Students will demonstrate their understanding by applying and evaluating principles reflecting the <i>Integration of Science</i>.</p>	<p>Direct Measure (DM) 1: Correct responses of exam questions tied to LOs.</p>	<p>DM 1: Students will answer 65% of the aligned exam questions correctly across all combined course sections.</p>	<p>DM 1: Students answered 74.42/77.59/76.69% of the aligned exam questions correctly across all combined course sections.</p>	<p>Students demonstrated an understanding of the <i>Integration of Science</i>. The learning outcome was met.</p>	<p>No changes needed. Continue to collect data and monitor student performance.</p>
		<p>Direct Measure (DM) 2: Correct responses to WSU LS Gen Ed standard Competency-based questions tied to LOs.</p>	<p>DM 2: Students will answer 65% of the standardized exam questions correctly across all combined course sections.</p>	<p>DM 2: Students answered 86.90/85.56/87.51% of the standardized exam questions correctly across all combined course sections.</p>	<p>Students demonstrated an understanding of the <i>Integration of Science</i>. The learning outcome was met.</p>	<p>No changes needed. Continue to collect data and monitor student performance.</p>

GE Learning Goal	Measurable Learning Outcome (LO)	Method of Measurement	Threshold	Findings	Interpretation	Action Plan/Use of Results
<p><i>Students will demonstrate understanding of</i> Science and Society: The study of science provides explanations that have significant impact on society, including technological advancements, improvement of human life, and better understanding of human and other influences on the Earth's environment.</p>	NUTR LS1020 Students will demonstrate their understanding by applying and evaluating principles reflecting <i>Science and Society</i> .	Direct Measure (DM) 1: Correct responses of exam questions tied to LOs.	DM 1: Students will answer 65% of the aligned exam questions correctly across all combined course sections.	DM 1: Students answered 73.13/76.29/75.96% of the aligned exam questions correctly across all combined course sections.	Students demonstrated an understanding of <i>Science and Society</i> . The learning outcome was met.	No changes needed. Continue to collect data and monitor student performance.
		Direct Measure (DM) 2: Correct responses to WSU LS Gen Ed standard Competency-based questions tied to LOs.	DM 2: Students will answer 65% of the standardized exam questions correctly across all combined course sections.	DM 2: Students answered 94.40/92.44/93.00% of the standardized exam questions correctly across all combined course sections.	Students demonstrated an understanding of <i>Science and Society</i> . The learning outcome was met.	No changes needed. Continue to collect data and monitor student performance.

GE Learning Goal	Measurable Learning Outcome (LO)	Method of Measurement	Threshold	Findings	Interpretation	Action Plan/Use of Results
<p><i>Students will demonstrate understanding of</i> Problem Solving & Data Analysis: Science relies on empirical data, and such data must be analyzed, interpreted, and generalized in a rigorous manner.</p>	NUTR LS1020 Students will demonstrate their understanding by applying and evaluating principles reflecting <i>Problem Solving and Data Analysis</i> .	Direct Measure (DM) 1: Correct responses of exam questions tied to LOs.	DM 1: Students will answer 65% of the aligned exam questions correctly across all combined course sections.	DM 1: Students answered 75.65/76.61/74.14% of the aligned exam questions correctly across all combined course sections.	Students demonstrated an understanding of <i>Problem Solving and Data Analysis</i> . The learning outcome was met.	No changes needed. Continue to collect data and monitor student performance.
		Direct Measure (DM) 2: Correct responses to WSU LS Gen Ed standard Competency-based questions tied to LOs.	DM 2: Students will answer 65% of the standardized exam questions correctly across all combined course sections.	DM 2: Students answered 88.85/87.59/87.66% of the standardized exam questions correctly across all combined course sections.	Students demonstrated an understanding of <i>Problem Solving and Data Analysis</i> . The learning outcome was met.	No changes needed. Continue to collect data and monitor student performance.

GE Learning Goal	Measurable Learning Outcome (LO)	Method of Measurement	Threshold	Findings	Interpretation	Action Plan/Use of Results
<i>Students will demonstrate understanding of the Levels of Organization:</i> All life shares an organization that is based on molecules and cells and extends to organisms and ecosystems.	NUTR LS1020 Students will demonstrate their understanding by applying and evaluating principles reflecting the <i>Levels of Organization</i> .	Direct Measure (DM) 1: Correct responses of exam questions tied to LOs.	DM 1: Students will answer 65% of the aligned exam questions correctly across all combined course sections.	DM 1: Students answered 83.52/83.85.88.36% of the aligned exam questions correctly across all combined course sections.	Students demonstrated an understanding of <i>Levels of Organization</i> . The learning outcome was met.	No changes needed. Continue to collect data and monitor student performance.
		Direct Measure (DM) 2: Correct responses to WSU LS Gen Ed standard Competency-based questions tied to LOs.	DM 2: Students will answer 65% of the standardized exam questions correctly across all combined course sections.	DM 2: Students answered 89.03/88.97/89.72% of the standardized exam questions correctly across all combined course sections.	Students demonstrated an understanding of <i>Levels of Organization</i> . The learning outcome was met.	No changes needed. Continue to collect data and monitor student performance..

GE Learning Goal	Measurable Learning Outcome (LO)	Method of Measurement	Threshold	Findings	Interpretation	Action Plan/Use of Results
<i>Students will demonstrate understanding of Metabolism and Homeostasis:</i> Living things obtain and use energy, and maintain homeostasis via organized chemical reactions known as metabolism.	NUTR LS1020 Students will demonstrate their understanding by applying and evaluating principles reflecting <i>Metabolism and Homeostasis</i> .	Direct Measure (DM) 1: Correct responses of exam questions tied to LOs.	DM 1: Students will answer 65% of the aligned exam questions correctly across all combined course sections.	DM 1: Students answered 75.70/77.17/77.67% of the aligned exam questions correctly across all combined course sections.	Students demonstrated an understanding of <i>Metabolism and Homeostasis</i> . The learning outcome was met.	No changes needed. Continue to collect data and monitor student performance.
		Direct Measure (DM) 2: Correct responses to WSU LS Gen Ed standard Competency-based questions tied to LOs.	DM 2: Students will answer 65% of the standardized exam questions correctly across all combined course sections.	DM 2: Students answered 87.61/85.34/86.70% of the standardized exam questions correctly across all combined course sections.	Students demonstrated an understanding of <i>Metabolism and Homeostasis</i> . The learning outcome was met.	No changes needed. Continue to collect data and monitor student performance.

GE Learning Goal	Measurable Learning Outcome (LO)	Method of Measurement	Threshold	Findings	Interpretation	Action Plan/Use of Results
<p><i>Students will demonstrate understanding of Genetics and Evolution: Shared genetic processes and evolution by natural selection are universal features of all life.</i></p>	<p>NUTR LS1020 Students will demonstrate their understanding by applying and evaluating principles reflecting <i>Genetics and Evolution</i>.</p>	<p>Direct Measure (DM) 1: Correct responses of exam questions tied to LOs.</p>	<p>DM 1: Students will answer 65% of the aligned exam questions correctly across all combined course sections.</p>	<p>DM 1: Students answered 85.59/81.16/75.27% of the aligned exam questions correctly across all combined course sections.</p>	<p>Students demonstrated an understanding of <i>Genetics and Evolution</i>. The learning outcome was met.</p>	<p>No changes needed. Continue to collect data and monitor student performance.</p>
		<p>Direct Measure (DM) 2: Correct responses to WSU LS Gen Ed standard Competency-based questions tied to LOs.</p>	<p>DM 2: Students will answer 65% of the standardized exam questions correctly across all combined course sections.</p>	<p>DM 2: Students answered 68.67/68.54/70.46% of the standardized exam questions correctly across all combined course sections.</p>	<p>Students demonstrated an understanding of <i>Genetics and Evolution</i>. The learning outcome was met.</p>	<p>No changes needed. Continue to collect data and monitor student performance.</p>

GE Learning Goal	Measurable Learning Outcome (LO)	Method of Measurement	Threshold	Findings	Interpretation	Action Plan/Use of Results
<p><i>Students will demonstrate understanding of Ecological interactions: All organisms, including humans, interact with their environment and other living organisms.</i></p>	<p>NUTR LS1020 Students will demonstrate their understanding by applying and evaluating principles reflecting <i>Ecological Interactions</i>.</p>	<p>Direct Measure (DM) 1: Correct responses of exam questions tied to LOs.</p>	<p>DM 1: Students will answer 65% of the aligned exam questions correctly across all combined course sections.</p>	<p>DM 1: Students answered 77.52/83.41/84.46% of the aligned exam questions correctly across all combined course sections.</p>	<p>Students demonstrated an understanding of <i>Ecological Interactions</i>. The learning outcome was met.</p>	<p>No changes needed. Continue to collect data and monitor student performance.</p>
		<p>Direct Measure (DM) 2: Correct responses to WSU LS Gen Ed standard Competency-based questions tied to LOs.</p>	<p>DM 2: Students will answer 65% of the standardized exam questions correctly across all combined course sections.</p>	<p>DM 2: Students answered 91.33/89.49/91.31% of the standardized exam questions correctly across all combined course sections.</p>	<p>Students demonstrated an understanding of <i>Ecological Interactions</i>. The learning outcome was met.</p>	<p>No changes needed. Continue to collect data and monitor student performance.</p>

G. Summary of Artifact Collection Procedure

Artifact	Learning Outcome Measured	When/How Collected?	Where Stored?
Electronic Portfolio	All	(end of semester, URL)	(electronic copies)
Internship Evaluation	All	(end of semester)	(hard copy Internship Coordinator office, electronic format, Canvas warehouse)
Assignment Grades	Various	Tests, Project, Practical Exams	Canvas warehouse
Graduating Student Self-Evaluation of Professional Competencies	All	Senior Seminar/ Self-Assessment Questionnaires	Hardcopy Program Director Office; Electronic Spreadsheet

Summary Information (as needed)

Appendix A

Most departments or programs receive a number of recommendations from their Five-Year Program Review processes. This page provides a means of updating progress towards the recommendations the department/program is acting upon.

Report of progress on 'non-learning-outcome recommendations' from previous 5 year program review (optional):

Date of Program Review: 2/20/2014	Recommendation	Progress Description
Recommendation 1	With faculty coming from diverse programs in the department, it can be very difficult for the HPM program to initiate curriculum changes within the program. Although the utilization of existing courses within and outside the department maximizes use of resources and is a strength, it can also be a challenge, particularly in the review process	All faculty within the department of HPHP comply with requests for direct measurement data when requested specifically.
Recommendation 2	The committee received feedback from the students and community members that they would like increased exposure to: the practical application of MS Excel, medical terminology, and human anatomy.	All students in wellness emphasis are required to use MS Excel in several upper division courses.
		All students in wellness emphasis are exposed to medical terminology extensively in PEP 4370.
		All students in wellness emphasis are required to successfully complete support courses in HTHS and structural kinesiology.
Recommendation 3	Each learning outcome is assessed with more than one assessment. The committee was not able to identify thresholds for acceptable performance.	May not apply to Sport and Recreation Services. Thresholds have been established for each learning outcome assessment.
Recommendation 4	It seems that evidence of learning is gathered for each semester when possible, but it needs to be aggregated and then reported to the faculty.	Annual reports are posted in Department Box for all faculty to review.

Appendix B

Please provide the following information about the full-time and adjunct faculty contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five Year Program Review document that is shared with the State Board of Regents.

The Human Performance Management major is an interdisciplinary major housed in the Department of Health Promotion and Human Performance. The following faculty data is based on HPHP faculty teaching required courses (not elective courses) within the two-track option major. Faculty data from courses taught in other colleges and departments is not reported.

The majority of the required courses are taught by full-time faculty. Occasionally PEP 2200 is taught by a professional staff adjunct. PEP 2300 is taught by a professional staff adjunct. AT 2300 is taught by Athletic Training adjunct. The general education HPHP core courses (NUTR LS1020 and HLTH SS1030) may be taught by adjunct or full-time faculty.

Faculty	
Headcount	
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	11
Full-time Tenured	6
Full-time Non-Tenured (includes tenure-track)	5
Part-time	
With Master's Degrees	9
Full-time Tenured	
Full-time Non-Tenured	9
Part-time	
With Bachelor's Degrees	n/a
Full-time Tenured	
Full-time Non-tenured	
Part-time	

Other	n/a
Full-time Tenured	
Full-time Non-tenured	
Part-time	
Total Headcount Faculty	9
Full-time Tenured	6
Full-time Non-tenured	3
Part-time	9

Please respond to the following questions.

- 1) Based on your program’s assessment findings, what subsequent action will your program take?
 Human Performance Management became a different major, approved by WSU faculty senate, Board of Trustees, and the Board of Regents in Spring 2016. The Sport and Recreation Services Emphasis of Human Performance Management designed a new stand-alone Outdoor Community and Recreation Major that was approved by the Board of Regents Summer 2016. The Human Performance Management Wellness Emphasis changed the name of the program to Exercise and Sports Science with two different tracks. A new mission statement has been written. New Student Learning Outcomes, Curriculum Grid, and Assessment Plan will be developed this year. The Program is exploring accreditation through the Committee on Accreditation for the Exercise Sciences.

- 2) Are there assessment strategies within your department or program that you feel are particularly effective and/or innovative? If so, what are those strategies and what do you learn about your students by using them?
 No.