Weber State University
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: Human Performance Management
Academic Year of Report: 2014/15
Date Submitted: November 8, 2015
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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.**
   _X_ **Information is not current; updates below.**

   Update: <mark>Highlighted</mark>

   The Department of Health Promotion and Human Performance (HPHP) in the Jerry and Vickie Moyes College of Education offers programs that promote lifelong wellness from a variety of disciplines. The teaching environment, supported by faculty with diverse expertise, creates quality learning communities that offer undergraduates exceptional educational experiences. The newly remodeled state-of-the-art facilities - including fully equipped human performance exercise, nutrition biochemistry, and athletic training/physical therapy laboratories, a networked computer lab, swimming and hydrotherapy pool, and ample indoor and outdoor recreational, fitness, sport and activity areas, and indoor climbing wall – provide an outstanding arena for student instruction. With a curriculum designed to develop professional knowledge and skills, graduates from the department are prepared to work in a variety of educational, health and fitness settings. <mark>The Human Performance Management (HPM) is a flexible and interdisciplinary program of studies within the Department of Health Promotion and Human Performance incorporating courses from athletic training, health, nutrition, physical education, and recreation.</mark>

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:

_X_ Information is current; no changes required.
___ Information is not current; updates below.

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:

_X_ 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.
_X_ Information is not current; updates below

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:

_**X**_ **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	2014-2015 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% (44/48) 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 (80% or better) locate an article related to some aspect of health education using an online database.	2. HLTH 3000 - 94% of students successfully (80% or better) located an article related to some aspect of health education using an online database.	No curricular or pedagogical changes needed at this time.
		3. HLTH 3000 – 80% of students will demonstrate competency on exam questions relating to conducting evaluation and research related to health education.	3. HLTH 3000 - 72% of students scored 70% or better on exam questions related to conducting evaluation and research related to health education.	Assignment 6 and Exam 3 test questions will be updated to focus more on this area (e.g., reliability, validity, methods of data collection).
		4. HLTH 1030 - By the completion of the course, at least 70% of students will score 70% or above on exam items related to use of library or other research sources.	54% of students scored 70% or above on exam items related to use of library or other research sources.	Online resources were added to course websites for two sections of HLTH 1030; Assignment 6 required students to critique online resources.
		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 4.00/5.0, sd= .77, (n=26).	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	1. HLTH 3000 - 80% of students will score 80% or better on exam questions related to communicate and advocate for health education.	1. HLTH 3000 - 87% of students scored 80% or better on exam questions related to communicate	No curricular or pedagogical changes needed at this time

	methods and in human relations/ interpersonal skills, such as motivating, counseling, and working effectively in a team environment.		and advocate for health education.	
		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 - 95% 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 cover letters and resumes.	3. AT 4990 – Senior students mean scores on cover letters and resumes were 93% (n=23).	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 – 71% (17/24) 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. PEP 4370 – Students will average 80% or better on oral multimedia presentation.	5. PEP 4370 – Students mean score on oral multimedia presentation was 94% (46.9/50), n=23.	No curricular or pedagogical changes needed at this time
		6. Graduating majors' self-evaluation of Communication and Human Relations Skills will average 3.5 or above on 5.0 scale.	6. Graduating majors' self-evaluation of Communication and Human Relations Skills averaged 4.08/ 5.0, sd = .77, (n=26).	No curricular or pedagogical changes needed at this time
		7. Internships – 80% of Performance Evaluations on Learning Outcome #2 will average 4 or better on a 5.0 scale.	7. Internships- 98% of Performance Evaluations on Learning Outcome #2 attained 4 or better on a 5.0 scale, n=45.	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.	1. HLTH 3000 - 89% of students scored 70% or better on exam questions related to administer and manage health education.	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, small group facilitation, and large group facilitation assignments were 76%, 88%, and 87%, respectively (n=19).	Only one assignment fell below the threshold 80%. The sport & recreation services emphasis is becoming 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 3.97/ 5.0, sd= .8, (n=26).	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 - 100% of Performance Evaluations on Learning Outcome #3 attained 4 or better on a 5.0 scale, n=39.	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, financial management, marketing, quality assurance, customer service, and facility and equipment operations.	1. REC 3600 – Students will average 80% or better on a business management plan assignments.	1. REC 3600 – Students averaged 74% on a business management plan assignments (n=9).	The sport & recreation services emphasis is becoming a separate major from HPM with many curricular adjustments.
		2. Graduating majors' self-evaluation of Operations Management- Strategic Planning, Marketing, and Finance will average 3.5 or above on 5.0 scale.	2. Graduating majors' self-evaluation of Operations Management- Strategic Planning, Marketing, and Finance averaged 3.46/ 5.0, sd= .98, n=26.	Curricular adjustments to include PS 3203 in the core began F13. Graduating seniors did not have this course.
		3. Internships – 80% of Performance Evaluations on Learning Outcome #4 will average 4 or better on a 5.0 scale.	3. Internships- 97% of Performance Evaluations on Learning Outcome #4 attained 4 or better on a 5.0 scale, n=31.	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=153) 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- 90% 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 3420- Students will average 80% or better on multicultural research (oral presentation and written paper) with diet analysis	4. NUTR 3420- Students averaged 91% on oral and 88.4% on written cultural research with diet analysis included, n=22.	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 31.9/40 (79.8%), n=38.	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	No curricular or pedagogical changes needed at this time

			Evaluate averaged 4.10/5.0, sd= .89, n=26.	
		7. Internships – 80% of Performance Evaluations on Learning Outcome #5 will average 4 or better on a 5.0 scale.	7. Internships- 100% of Performance Evaluations on Learning Outcome #5 attained 4 or better on a 5.0 scale, n=40.	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. HLTH 3200- 100% of students will plan and implement 3 experiential methods of instruction.	2. HLTH 3200- 90% of students correctly applied and evaluated the effectiveness of 3 experiential methods of instruction.	No curricular or pedagogical changes needed at this time
		3. NUTR 2320- Students will average 80% or better on diet analysis assignments.	3. NUTR 2320- Students averaged 95% on Analysis #1 and 88.3% on Analysis #2, n=151.	No curricular or pedagogical changes needed at this time
		4. NUTR 3020 – 75% of Students will meet all of the course learning outcomes at 75% threshold.	4. NUTR 3020 – 81 % of students met all of the learning outcomes for core knowledge, research, nutritional issues and beliefs, diet strategies, diet analysis, and diet prescription.	No curricular or pedagogical changes needed at this time
		5. NUTR 4320 – 75% of Students will meet all of the course learning outcomes at 75% threshold.	5. NUTR 4320 – 100% of students met all of the course learning outcomes.	No curricular or pedagogical changes needed at this time
		6. PEP 2300- 80% of students will demonstrate how to write cardiorespiratory and resistance training exercise prescriptions following ACSM guidelines competently (75% or better).	6. PEP 2300- Average grade for cardiorespiratory exercise prescriptions 59.5/70 (85%) and resistance training ex rx 61.8/70 (98%), n=38 Fall and Spring combined.	No curricular or pedagogical changes needed at this time
		7. 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.	7. PEP 4370- 95% 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

		8. Graduating majors' self-evaluation of Human Performance Promotion will average 3.5 or above on 5.0 scale.	8. Graduating majors' self-evaluation of Human Performance Promotion averaged 3.9/5.0, sd= .86, n=20.	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 community which further develops qualifications.	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. Graduating majors' self-evaluation of Professional Development and Practical Experience will average 3.5 or above on 5.0 scale.	2. Graduating majors' self-evaluation of Professional Development and Practical Experience averaged 4.28/5.0, sd= .95, n=26.	No curricular or pedagogical changes needed at this time
		3. Internship Performance Evaluations related to Professional Development and Quality of Service as demonstrated in final grades will average 80% or better.	3. Internship Performance Evaluations related to Professional Development and Quality of Service as demonstrated in final grades averaged 96.7%, n= 55.	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. <u>Evidence of Learning: General Education Courses</u>
(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 2014 / Spring 2015 (All/Online/F2F)**

Gen Ed Learning Goal Students will demonstrate understanding of:	Measurable Learning Outcome Students will demonstrate their understanding by:	Method of Measurement Direct Measures	Threshold for LS General Education courses is 65%.	Findings Linked to Learning Outcomes Fall 2014 / Spring 2015	Interpretation of Findings	Action Plan/Use of Results
Nature of Science: S1 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.	Learning Outcome 1. Measure 1: Correct responses of exam questions ties to LOs. Measure 2: Competency-based questions tied to LOs.	Measure 1: Correct responses of exam questions ties to LOs.	65%	Measure 1: 81.53% / 92.68% 79.18% / 92.50% 83.14% / 92.94%	Measure 1 LO met	Measure 1: Continue to collect the evidence to insure that LOs are met and improve over time.
		Measure 2: Correct responses to Competency-based questions tied to LOs.	65%	Measure 2: 82.55% / 83.17% 83.24% / 83.29% 82.15% / 83.08%	Measure 2: LO met	Measure 2: Continue to collect the evidence to insure that LOs are met and improve over time.

GE Learning Goal	Measurable Learning Outcome	Method of Measure.	Threshold	Findings Fall 2014 / Spring 2015	Interpretation	Action Plan
Integration of Science: S2 All natural phenomena are interrelated and share basic organizational principles. Scientific	Learning Outcome 2 Measure 1: Correct responses of exam questions ties to LOs.	Measure 1: Correct responses of exam questions ties to LOs.	65%	Measure 1: 76.69% / 78.48% 74.70% / 74.80% 77.89% / 79.04%	Measure 1 LO met	Measure 1 Continue to collect the evidence to insure that LOs are met and improve over time.

| explanations obtained from different disciplines should be cohesive and integrated. | Measure 2: Competency-based questions tied to LOs. | Measure 2: Correct responses to Competency-based questions tied to LOs. | 65% | Measure 2: 82.87% / 85.25% 81.57% / 83.47% 83.63% / 86.56% | Measure 2 LO met | Measure 2 Continue to collect the evidence to insure that LOs are met and improve over time. |

*At least one measure per objective must be a direct measure.

GE Learning Goal	Measurable Learning Outcome	Method of Measure	Threshold	Findings Fall 2014 / Spring 2015	Interpretation	Action Plan
Science and Society: S3 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.	Learning Outcome 3 Measure 1: Correct responses of exam questions ties to LOs. Measure 2: Competency-based questions tied to LOs.	Measure 1: Correct responses of exam questions ties to LOs.	65%	Measure 1: 76.02% / 77.82% 74.40% / 74.99% 77.00% / 78.62%	Measure 1 LO met	Measure 1 Continue to collect the evidence to insure that LOs are met and improve over time.
		Measure 2: Correct responses to Competency-based questions tied to LOs.	65%	Measure 2: 90.66% / 92.05% 91.37% / 91.87% 90.25% / 92.17%	Measure 2 LO met	Measure 2 Continue to collect the evidence to insure that LOs are met and improve over time.

GE Learning Goal	Measurable Learning Outcome	Method of Measure	Threshold	Findings Fall 2014 / Spring 2015	Interpretation	Action Plan
Problem Solving & Data Analysis: S4 Science relies on empirical data, and such data must be analyzed, interpreted,	Learning Outcome 4 Measure 1: Correct responses of exam questions ties to LOs.	Measure 1: Correct responses of exam questions ties to LOs.	65%	Measure 1: 75.82% / 77.61% 74.22% / 74.92% 76.79% / 78.25%	Measure 1 LO met	Measure 1 Continue to collect the evidence to insure that LOs are met and improve over time.

				Measure 2:	Measure 2	Measure 2
and generalized in a rigorous manner.	Measure 2: Competency-based questions tied to LOs.	Measure 2: Correct responses to Competency-based questions tied to LOs.	65%	**87.83% / 87.45%** 88.82% / 88.13% 87.25% / 86.96%	LO met	Continue to collect the evidence to insure that LOs are met and improve over time.

GE Learning Goal	Measurable Learning Outcome	Method of Measure	Threshold	Findings Fall 2014 / Spring 2015	Interpretation	Action Plan
Levels of Organization: LS1 All life shares an organization that is based on molecules and cells and extends to organisms and ecosystems.	Learning Outcome 5 Measure 1: Correct responses of exam questions ties to LOs. Measure 2: Competency-based questions tied to LOs.	Measure 1: Correct responses of exam questions ties to LOs.	65%	Measure 1: **79.68% / 88.29%** 78.11% / 88.09% 80.63% / 88.73%	Measure 1 LO met	Measure 1 Continue to collect the evidence to insure that LOs are met and improve over time.
		Measure 2: Correct responses to Competency-based questions tied to LOs.	65%	Measure 2: **87.21% / 88.71%** 86.27% / 86.99% 87.75% / 89.97%	Measure 2 LO met	Measure 2 Continue to collect the evidence to insure that LOs are met and improve over time.

GE Learning Goal	Measurable Learning Outcome	Method of Measure	Threshold	Findings Fall 2014 / Spring 2015	Interpretation	Action Plan
Metabolism and homeostasis: LS2 Living things obtain and use energy, and maintain homeostasis via organized	Learning Outcome 6 Measure 1: Correct responses of exam questions ties to LOs.	Measure 1: Correct responses of exam questions ties to LOs.	65%	Measure 1: **76.65% / 80.40%** 74.91% / 76.63% 77.71% / 86.67%	Measure 1 LO met	Measure 1 Continue to collect the evidence to insure that LOs are met and improve over time.

				Measure 2:	Measure 2	Measure 2
chemical reactions known as metabolism.	Measure 2: Competency-based questions tied to LOs.	Measure 2: Correct responses to Competency-based questions tied to LOs.	65%	84.05% / 85.20% 83.01% / 83.49% 84.66% / 86.45%	LO met	Continue to collect the evidence to insure that LOs are met and improve over time.

GE Learning Goal	Measurable Learning Outcome	Method of Measure	Threshold	Findings Fall 2014 / Spring 2015	Interpretation	Action Plan
Genetics and evolution: LS3 Shared genetic processes and evolution by natural selection are universal features of all life	Learning Outcome 7 Measure 1: Correct responses of exam questions ties to LOs.	Measure 1: Correct responses of exam questions ties to LOs.	65%	Measure 1: 73.67% / 84.29% 71.94% / 83.51% 74.68% / 84.27%	Measure 1 LO met	Measure 1 Continue to collect the evidence to insure that LOs are met and improve over time.
	Measure 2: Competency-based questions tied to LOs.	Measure 2: Correct responses to Competency-based questions tied to LOs.	65%	Measure 2: 65.06% / 66.02% 65.98% / 64.02% 64.53% / 67.49%	Measure 2 LO met, need to improve outcome	Measure 2 Continue to collect the evidence and evaluate teaching pedagogy and alter exam questions.

GE Learning Goal	Measurable Learning Outcome	Method of Measure	Threshold	Findings Fall 2014 / Spring 2015	Interpretation	Action Plan

Ecological interactions: LS4 All organisms, including humans, interact with their environment and other living organisms.	Learning Outcome 8 Measure 1: Correct responses of exam questions ties to LOs. Measure 2: Correct responses to Competency-based questions tied to LOs.	Measure 1: Correct responses of exam questions ties to LOs.	65%	Measure 1: 79.22% / 88.93% 76.10% / 87.68% 81.06% / 89.24%	Measure 1 LO met	Measure 1 Continue to collect the evidence to insure that LOs are met and improve over time.
		Measure 2: Correct responses to Competency-based questions tied to LOs.	65%	Measure 2: 87.04% / 89.19% 86.47% / 87.95% 87.37% / 90.10%	Measure 2 LO met	Measure 2 Continue to collect the evidence to insure that LOs are met and improve over time.

Evidence of Learning: General Education, Life Science Courses: Course: NUTR LS1020 (3) **Summer 2015 Online sections blocks 2 and 3**

Gen Ed Learning Goal Students will demonstrate understanding of:	**Measurable Learning Outcome** Students will demonstrate their understanding by:	**Method of Measurement** Direct Measures	**Threshold for LS General Education courses is 65%.**	**Findings Linked to Learning Outcomes** **Summer 2015 Online**	**Interpretation of Findings**	**Action Plan/Use of Results**
Nature of Science: S1 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.	Learning Outcome 1. Measure 1: Correct responses of exam questions ties to LOs. Measure 2: Competency-based questions tied to LOs.	Measure 1: Correct responses of exam questions ties to LOs.	65%	Measure 1: 88.49%	Measure 1 LO met	Measure 1: Continue to collect the evidence to insure that LOs are met and improve over time.
		Measure 2: Correct responses to Competency-based questions tied to LOs.	65%	Measure 2: 82.82%	Measure 2: LO met	Measure 2: Continue to collect the evidence to insure that LOs are met and improve over time.

GE Learning Goal	Measurable Learning Outcome	Method of Measure.	Threshold	Findings Summer 2015 Online	Interpretation	Action Plan
Integration of Science: S2 All natural phenomena are interrelated and share basic organizational principles. Scientific explanations obtained from different disciplines should be cohesive and integrated.	Learning Outcome 2 Measure 1: Correct responses of exam questions ties to LOs. Measure 2: Competency-based questions tied to LOs.	Measure 1: Correct responses of exam questions ties to LOs.	65%	Measure 1: 77.00%	Measure 1 LO met	Measure 1 Continue to collect the evidence to insure that LOs are met and improve over time.
		Measure 2: Correct responses to Competency-based questions tied to LOs.	65%	Measure 2: 84.83%	Measure 2 LO met	Measure 2 Continue to collect the evidence to insure that LOs are met and improve over time.

*At least one measure per objective must be a direct measure.

GE Learning Goal	Measurable Learning Outcome	Method of Measure	Threshold	Findings Summer 2015 Online	Interpretation	Action Plan
Science and Society: S3 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.	Learning Outcome 3 Measure 1: Correct responses of exam questions ties to LOs. Measure 2: Competency-based questions tied to LOs.	Measure 1: Correct responses of exam questions ties to LOs.	65%	Measure 1: 74.71%	Measure 1 LO met	Measure 1 Continue to collect the evidence to insure that LOs are met and improve over time.
		Measure 2: Correct responses to Competency-based questions tied to LOs.	65%	Measure 2: 92.28%	Measure 2 LO met	Measure 2 Continue to collect the evidence to insure that LOs are met and improve over time.

GE Learning Goal	Measurable Learning Outcome	Method of Measure	Threshold	Findings Summer 2015 Online	Interpretation	Action Plan
Problem Solving & Data Analysis: S4 Science relies on empirical data, and such data must be analyzed, interpreted, and generalized in a rigorous manner.	Learning Outcome 4 Measure 1: Correct responses of exam questions ties to LOs. Measure 2: Competency-based questions tied to LOs.	Measure 1: Correct responses of exam questions ties to LOs.	65%	Measure 1: 76.74%	Measure 1 LO met	Measure 1 Continue to collect the evidence to insure that LOs are met and improve over time.
		Measure 2: Correct responses to Competency-based questions tied to LOs.	65%	Measure 2: 88.93%	Measure 2 LO met	Measure 2 Continue to collect the evidence to insure that LOs are met and improve over time.

GE Learning Goal	Measurable Learning Outcome	Method of Measure	Threshold	Findings Summer 2015 Online	Interpretation	Action Plan
Levels of Organization: LS1 All life shares an organization that is based on molecules and cells and extends to organisms and ecosystems.	Learning Outcome 5 Measure 1: Correct responses of exam questions ties to LOs. Measure 2: Competency-based questions tied to LOs.	Measure 1: Correct responses of exam questions ties to LOs.	65%	Measure 1: 83.5%	Measure 1 LO met	Measure 1 Continue to collect the evidence to insure that LOs are met and improve over time.
		Measure 2: Correct responses to Competency-based questions tied to LOs.	65%	Measure 2: 87.75%	Measure 2 LO met	Measure 2 Continue to collect the evidence to insure that LOs are met and improve over time.

GE Learning Goal	Measurable Learning Outcome	Method of Measure	Threshold	Findings Summer 2015 Online	Interpretation	Action Plan
Metabolism and homeostasis: LS2 Living things obtain and use energy, and maintain homeostasis via organized chemical reactions known as metabolism.	Learning Outcome 6 Measure 1: Correct responses of exam questions ties to LOs.	Measure 1: Correct responses of exam questions ties to LOs.	65%	Measure 1: 79.93%	Measure 1 LO met	Measure 1 Continue to collect the evidence to insure that LOs are met and improve over time.
	Measure 2: Competency-based questions tied to LOs.	Measure 2: Correct responses to Competency-based questions tied to LOs.	65%	Measure 2: 84.79%	Measure 2 LO met	Measure 2 Continue to collect the evidence to insure that LOs are met and improve over time.

GE Learning Goal	Measurable Learning Outcome	Method of Measure	Threshold	Findings Summer 2015 Online	Interpretation	Action Plan
Genetics and evolution: LS3 Shared genetic processes and evolution by natural selection are universal features of all life	Learning Outcome 7 Measure 1: Correct responses of exam questions ties to LOs.	Measure 1: Correct responses of exam questions ties to LOs.	65%	Measure 1: 77.99%	Measure 1 LO met	Measure 1 Continue to collect the evidence to insure that LOs are met and improve over time.
	Measure 2: Competency-based questions tied to LOs.	Measure 2: Correct responses to Competency-based questions tied to LOs.	65%	Measure 2: 65.70%	Measure 2 LO met	Measure 2 Continue to collect the evidence to insure that LOs are met and improve over time.

GE Learning Goal	Measurable Learning Outcome	Method of Measure	Threshold	Findings Summer 2015 Online	Interpretation	Action Plan
Ecological interactions: LS4 All organisms, including humans, interact with their environment and other living organisms.	Learning Outcome 8 Measure 1: Correct responses of exam questions ties to LOs. Measure 2: Correct responses to Competency-based questions tied to LOs.	Measure 1: Correct responses of exam questions ties to LOs.	65%	Measure 1: 76.39%	Measure 1 LO met	Measure 1 Continue to collect the evidence to insure that LOs are met and improve over time.
		Measure 2: Correct responses to Competency-based questions tied to LOs.	65%	Measure 2: 89.26%	Measure 2 LO met	Measure 2 Continue to collect the evidence to insure that LOs are met and improve over time.

Additional narrative (optional – use as much space as needed):

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

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.
		May not apply to Sport and Recreation Services.
Recommendation 3	Each learning outcome is assessed with more than one assessment. The committee was not able to identify thresholds for acceptable performance.	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)	13
Full-time Tenured	6
Full-time Non-Tenured (includes tenure-track)	7
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	22
Full-time Tenured	6
Full-time Non-tenured	7
Part-time	9

Please respond to the following questions.

1) Based on your program's assessment findings, what subsequent action will your program take?
   Continue monitoring according to assessment plan.

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.