

Department of Health & Human Performance

B.S. Health & Human Performance

Concentrations

5216 -Exercise Science & Wellness - 31.0505

5213 - K-12 Licensure, Physical Education & Health -13.1314

5218 - Human Performance

5219 - Public Health - 51.2207

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### University of Tennessee at Martin Mission

- ❖ The University of Tennessee at Martin educates and engages responsible citizens to lead and serve in a diverse world.

### We value...

- ❖ Academic Program Excellence
- ❖ Student Experience and Success
- ❖ Inclusion
- ❖ Advocacy and Service

### Department of Health & Human Performance Mission

- ❖ To prepare-career ready students for employment or graduate study in Health and Human Performance. Faculty and students engage in public service and scholarship related to the needs of a diverse and dynamic society through a commitment to the development and maintenance of lifetime behaviors that promote health, fitness, sport and physical activity.

### **Department Concentrations/Concentration Student Learning Outcomes**

#### **Exercise Science & Wellness Student Learning Outcomes**

Upon graduating from the University of Tennessee at Martin with a B.S in Health and Human Performance and a concentration in Exercise Science & Wellness students will:

- ❖ Identify and explain evidence-based principles and theories of exercise and wellness.
- ❖ Apply evidence-based knowledge, skills, and abilities within the domains of exercise science and wellness.
- ❖ Demonstrate decision-making influenced by evidence-based practices within the domains of exercise science and wellness.
- ❖ Demonstrate proficiency in technology within the exercise science and wellness domains.
- ❖ Assess, plan and implement evidence-based physical activity and/or exercise interventions in clinical, health-related, and training environments.

#### **K-12 Licensure, Physical Education & Health Student Learning Outcomes**

Upon graduating from the University of Tennessee at Martin with a B.S. in Health and Human Performance and a concentration in K-12 Licensure graduates will be able to:

- ❖ Demonstrate proficiency with Health Education as a discipline
- ❖ Demonstrate proficiency with Physical Education as a discipline
- ❖ Demonstrate behaviors essential to becoming effective Health/Physical Education professionals
- ❖ Plan/Implement standards-based practices in Health and Physical Education

#### **Public Health Student Learning Outcomes**

Upon graduating from the University of Tennessee at Martin with a B.S. in Health and Human Performance and a concentration in Public Health students will:

- ❖ Discuss essential services that public health programs provide to protect and improve the health of populations.
- ❖ Use research tools and analytical methods to critically analyze and assess the health status of populations.
- ❖ Discuss the impact of policies and legislation on individual and population health.
- ❖ Apply evidence-based principles to the process of planning, development, budgeting, management, and evaluation of public health organization and initiatives.
- ❖ Effectively communicate public health messages to a variety of audiences from professionals to the general public.

## Curriculum Maps including Concentration Core Classes - Looking Forward

The following maps depict the required courses and the SLOs associated with these courses for the various concentration in the Department of Health & Human Performance. “I” indicates the course where an outcome is first introduced. “D” indicates the courses where the outcome is further developed. “A” indicates the course in which the outcome is assessed.

Exercise Science/ Wellness Concentration 2019/2020 Catalog					
	SLO#1	SLO#2	SLO#3	SLO#4	SLO#5
EXSC 305: Applied Human Movement	I, A	I, A	I, A		
EXSC 429: Applications in Exercise Physiology					
EXSC 430: Exercise Physiology	I, A	I, A	I, A		
EXSC 431: Exercise Testing and Prescription: General Populations	D, A	D, A	D, A	D, A	D, A
EXSC 433: Exercise Testing and Prescription: Special Populations	D			D	D
HPER 327: Principles of Fitness	I A	D			
HPER 435: Nutrition for Health, Fitness and Sport					
HPER 350: Lifetime Motor Development	I	I			
HPER 440: Evaluation in Human Performance					
HHP 406: Psychosocial Aspects of Physical Activity	D	D	D, A	D	
HPER 491: Capstone – Exercise Science/Wellness Internship	Mastery	Mastery	Mastery	Mastery	Mastery, A

- ❖ 1. Identify and explain evidence-based principles and theories of exercise and wellness.
- ❖ 2. Apply evidence-based knowledge, skills, and abilities within the domains of exercise science and wellness.
- ❖ 3. Demonstrate decision-making influenced by evidence-based practices within the domains of exercise science and wellness.
- ❖ 4. Demonstrate proficiency in technology within the exercise science and wellness domains.
- ❖ 5. Assess, plan and implement evidence-based physical activity and/or exercise interventions in clinical, health-related, and training environments.

<b>K-12 Licensure Physical Education &amp; Health Concentration 2019/2020 Catalog</b>				
	SLO#1	SLO#2	SLO#3	SLO#4
Health 111: Principles and Concepts in Personal Health	I			
Health 220: Advanced First Aid, CPR and AED	I			
Health 475: Health Methods	D, A		I	I
HPED 309: Methods of Teaching Elementary Health and Physical Education	I	A	D	D
HPED 300: Anatomy and Exercise Physiology				
HPED 301: Anatomy and Exercise Physiology Lab				
HPED 320: Foundation and Sport Skills		D	D	D
HPED 321: Individual Lifetime Activity		D	D	D
HPED 485: Workshop in Physical Education				
HPED 410: Teaching Models in Physical Education		D	D	D
HPED 411: Secondary Instruction Strategies and Curriculum Development		A	A	A
HPED 412: Public Relations for Teachers & Coaches		I		
HPER 327: Principles of Fitness				
HPER 350: Motor Development and Learning Across the Life Span			I	
HPER 432: Sport and Exercise Psychology				
HPER 440: Evaluation in Human Performance				
HHP 351: Substance Abuse Prevention				
HHP 353: Human Sexuality		D		
TCED 405/406	A	A	A	A

- ❖ 1. Demonstrate proficiency with Health Education as a discipline
- ❖ 2. Demonstrate proficiency with Physical Education as a discipline
- ❖ 3. Demonstrate behaviors essential to becoming effective Health/Physical Education professionals
- ❖ 4. Plan/Implement standards-based practices in Health and Physical Education

<b>Public Health Concentration 2019/2020 Catalog</b>					
	SLO#1	SLO#2	SLO#3	SLO#4	SLO#5
Health 111: Principles and Concepts in Personal Health	I		I		
Health 220: First Aid/CPR					I
HPER 327: Principles of Fitness		I			
HHP 330: Stress Management					I
HHP 330: Introduction to Epidemiology	I	I, A		I	
HHP 351: Substance Abuse Prevention					I
HHP 353: Human Sexuality					I
HHP 360: Aging Populations					I
Health 427: Principles of Health Education & Promotion	Introduced			I	D, A
Health 428: Public Health Practices	D, A	D		D	D

Health 441: Planning, Implementing, & Evaluating Community Initiatives	D	D	D	D, A	D
Health 442: Seminar in Policy Development & Advocacy	D		D, A		
Health 491: Capstone – Public Health Internship	Mastery	Mastery	Mastery	Mastery	Mastery

- ❖ 1. Discuss essential services that public health programs provide to protect and improve the health of populations.
- ❖ 2. Use research tools and analytical methods to critically analyze and assess the health status of populations.
- ❖ 3. Discuss the impact of policies and legislation on individual and population health.
- ❖ 4. Apply evidence-based principles to the process of planning, development, budgeting, management, and evaluation of public health organization and initiatives.
- ❖ 5. Effectively communicate public health messages to a variety of audiences from professionals to the general public.

**Alignment to the DQP**

**Broad, Integrative Knowledge:** This area “should involve students in the practices of core fields ranging from science to social sciences through the humanities and arts, and in developing global, cultural, and democratic perspectives” (Lumina Foundation, 2018)

Baccalaureate Level Student Learning Objective	Similar Program SLO	Program Courses that address this SLO	Assessment
<b>B1: Describes and evaluates the ways in which at least two fields of study define, address, and interpret the importance for society of a problem in science, the arts, society, human services, economic life or technology. Explains how the methods of inquiry in these fields can address the challenge and proposes an approach to the problem that draws on these fields.</b>	<ol style="list-style-type: none"> <li>1. Discuss essential services that public health programs provide to protect and improve the health of populations.</li> <li>2. Use research tools and analytical methods to critically analyze, methods and assess the health status of populations.</li> <li>3. Discuss the impact of policies and legislation on individual and population health.</li> <li>4. Apply evidence-based principles to the process of planning, development, budgeting, management, and evaluation of public health organization and initiatives.</li> <li>5. Effectively communicate public health messages to a variety of audiences from professionals to the general - public.</li> </ol>	HHP 330 HLTH 427 HLTH 428 HLTH 441 HLTH 491	Community health organization activity  Community health assessment/photo voice assignment  Data scavenger hunt  Policy development activity  Internship written report
<b>B2: Produces an investigative, creative or practical work that draws on specific theories, tools and methods from at least two core fields of study.</b>			
<b>B3: Defines and frames a problem important to the major field of study, justifies the significance of the challenge or problem in a wider societal context, explains how methods from the primary field of</b>	<ol style="list-style-type: none"> <li>1. Discuss the impact of policies and legislation on individual and population health.</li> </ol>	HLTH 428	Policy development activity

study and one or more core fields of study can be used to address the problem, and develops an approach that draws on both the major and core fields.			
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**Specialized Knowledge:** Each discipline or major field of study defines specific requirements and/or field-specific outcomes. But across all of these fields there are common learning outcomes involving terminology, theory, tools, methodologies, literature, complex problems or applications, and some understanding of the limits of the field.

Baccalaureate Level Student Learning Objective	Similar Program SLO	Program Courses that address this SLO	Assessment
<b>B1: Defines and explains the structure, styles and practices of the field of study using its tools, technologies, methods and specialized terms.</b>	<ol style="list-style-type: none"> <li>1. Apply evidence-based knowledge, skills, and abilities within the domains of exercise science and wellness.</li> <li>2. Identify and explain evidence-based principles and theories of exercise science and wellness.</li> <li>3. Demonstrate decision-making influenced by evidence-based practices within the domains of exercise science and wellness.</li> <li>4. Assess, plan and implement evidence-based physical activity and/or exercise interventions in clinical, health-related, and training environments.</li> </ol>	HPER 327 EXSC 429 EXSC 430 EXSC 431	BP, cardiovascular, and Wingate Lab assignment  Bioenergetic, cardio exam  Case study work
<b>B2: Investigates a familiar but complex problem in the field of study by assembling, arranging and reformulating ideas, concepts, designs and techniques.</b>			
<b>B3: Frames, clarifies and evaluates a complex challenge that bridges the field of study and one other field, using theories, tools, methods and scholarship from those fields to produce independently or collaboratively an investigative, creative or practical work illuminating that challenge.</b>	<ol style="list-style-type: none"> <li>1. Apply evidence-based principles to the process of planning, development, budgeting, management, and evaluation of public health organizations and initiatives.</li> </ol>	HLTH 441	
<b>B4: Constructs a summative project, paper, performance or application that draws on current research, scholarship and techniques in the field of study.</b>	<ol style="list-style-type: none"> <li>1. Assess, plan and implement evidence-based physical activity and/or exercise interventions in clinical, health-related, and training environments.</li> <li>2. Demonstrate decision-making influenced by evidence-based practices within the domains of exercise science and wellness.</li> </ol>	EXSC 431  EXSC 433	Fitness evaluation project  Case studies

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## High Impact Practices (HIPS)

High Impact Practice	Description of how this HIP fits into HHP concentrations
First Year Seminars	HHP offers two sections of GENS 101 each fall semester. The majority of HHP freshman enroll in the first-year initiative.
Common Intellectual Experiences	Teacher Preparation Program Residency; Learning cohorts include courses such as HPED 308, 309, 410, 411, and Health 475.
Writing Intensive Courses	Students enrolled in the K-12 Licensure concentration prepare lesson plans in HPED 309, 321, 411 and Health 475. Students are required to complete numerous case studies and lab reports in EXSC 429, 431, and 433.
Undergraduate Research Experiences	<ul style="list-style-type: none"> <li>▫ All HHP faculty promote the benefits of undergraduate research in department courses. All full-time, tenure-track faculty members engage in research with undergraduate students.</li> <li>▫ K-12 Licensure students present at state, regional and national conferences.</li> <li>▫ A public health concentration student was involved in Posters at the Capital.</li> </ul>
Service or Community Based Learning	<ul style="list-style-type: none"> <li>▫ Health and Human Performance students and faculty from all HHP concentrations provide Olympic-type sport and fitness sessions for the Upper West Tennessee Special Olympic program.</li> <li>▫ Through their involvement with the HHP majors club, SHAPE students are involved in select community- based activities.</li> <li>▫ HHP Students enrolled in HLTH 427: Introduction to Health Education and Promotion and HHP 351: Substance Abuse Prevention provide health education for local public schools and they engage with the Weakley County Health Department and the Weakley County Prevention Coalition in various community initiatives.</li> <li>▫ Public Health concentration students, working through a CHASCO grant developed a social norms campaign to be implemented on the UTM campus.</li> <li>▫ Public Health concentration students work with the Tennessee Teen Institute. They engage in survey development, enter data into SPSS, analyzing data and writing evaluation reports.</li> </ul>
How do we define Experiential Learning? <ul style="list-style-type: none"> <li>• Hands on learning (knowledge and skills)</li> <li>• Reflect on the experience and the process</li> </ul>	The Department of Health and Human Performance began the discussion regarding how we as a faculty define experiential learning. This discussion will continue throughout the semester.
Experiential Learning	<ul style="list-style-type: none"> <li>▫ In HPER 440: Evaluation in Human Performance, students' complete labs allowing them to practice the measurement concepts discuss in class and get to see for themselves sources of error and issues in measurement.</li> </ul>

In HEALTH 428 student engage in developing, implementing and evaluating health initiatives. During the spring of 2019 they developed, implemented and evaluated a pilot wellness challenge, Eat Smart, Move More and Be Grateful.

- In HPED 410: Teaching Models in Physical Education students investigate teaching models that apply experiential learning and then experience this learning style through participation in teaching labs. Students develop lesson plans and teach lessons to their peers where they facilitate learning through game design. A final research assignment requires students to investigate experiential models for application in their professional careers.
- In HPED 411: Secondary Instruction Strategies and Curriculum Development, students develop their pedagogical knowledge and apply best teaching practices in their peer and field experiences. Students video their peer teaching and write reflections identifying how they actively engaged students in learning tasks, how they used instruction, and what changes they would make for the whole class and for students who need greater support or challenge. The field experience involves students creating and teaching lesson plans in secondary schools.
- In the HPED 321: Individual Lifetime Activity class students research an individual lifetime activity and teach the information to their peers. Students develop lesson plans and then teach the lesson to their peers.
- In HPER 327: Principles of Fitness students collect data and information on clients, during the course of the semester, (each student in the class serves as another student's client) to put together a fitness program individualized for the respective student based on their specific goal. We also take advantage of resources on campus, as well as in the city, by experiencing first-hand group exercise from qualified fitness instructors who incorporate various exercises to give our students experience with working with individuals of all fitness levels. They are also able to see first-hand how to include and incorporate various modifications that come with each exercise in order to aid in meeting the needs of all individuals they could potentially encounter within their respected future fields of work.
- In HLTH 475: students visit local schools, plan lessons, implement lessons, write reflections, and discuss the scenarios presented while in the classrooms. Teacher candidates gain perspective into the world of education and how students operate daily.
- In EXSC 431-students collect data on community members and work on exercise Rx based on the data collected. The



	<p>final project consists of students evaluating, testing and prescribe exercise Rx based on the data collect during the eval and testing.</p> <ul style="list-style-type: none"> <li>▫ In HPED 308 students go to the public school, engage with the students and teach them physical education/health lessons and then have group reflection discussions and well as write a reflection paper.</li> </ul>
Internship or Field Experiences	<ul style="list-style-type: none"> <li>▫ Exercise Science and Public Health concentrations require a capstone 12-credit (400-clock-hour) internship. The K-12 Licensure program incorporates both field-based experiences and a 12-credit-hour student teaching experience.</li> <li>▫ The Human Performance concentration includes a 3-credit hour (45-clock-hour) practicum course for students to gain exposure to their chosen profession(s).</li> </ul>
	The department Curriculum Committee continues to explore the development of a capstone course for the Human Performance concentration.

## Fall 2018/Spring 2019 Exercise Science & Wellness Student Learning Outcome

### Student Learning Outcome # 1 Identify and explain evidence-based principles and theories of exercise and wellness.

Assessment: EXSC 430 Exercise Physiology Bioenergy/Energy Metabolism Exam # 1 Benchmark: 80% of the students will score 70% or >

Semester	CRN	Students Submitting	Students Score 70% or Above	Percentage Meeting Benchmark	Instructor
201840	40465	26	24	92%	Korgaokar
201840	40466	18	10	56%	Korgaokar
201920	21083	24	20	83%	Korgaokar
201920	21084	15	14	93%	Korgaokar

#### Data analysis:

The benchmark for this outcome was met in 3 of the 4 sections of the course taught during the 2018/2019 academic year.

#### How has this data been used to implement change or inform decisions?

I added an extra lesson for bioenergetics and circulatory response, which may have helped the students and something I will continue for the next semester.

Assessment EXSC 430 Exercise Physiology Response to Acute and Chronic Exercise Exam # 3 Benchmark: 80% of the students will score 70% or >

Semester	CRN	Students Submitting	Students Scoring 70% or Above	Percentage Meeting Benchmark	Instructor
201840	40465	26	13	50%	Korgaokar
201840	40466	18	8	44%	Korgaokar
201920	21083	24	16	67%	Korgaokar
201920	21084	15	12	80%	Korgaokar

**Data analysis:**

The benchmark was only met in one section of the course during the 2018/2019 academic year.

**How has this information been used to implement changes or inform decisions?**

I added an extra lesson for bioenergetics and circulatory response, which may have helped the students and something I will continue for the next semester.

**Student Learning Outcome # 2: Apply evidence-based knowledge, skills, and abilities within the domains of exercise science and wellness.**

**Assessment: EXSC 429 Exercise Physiology Lab Energy Metabolism Assessment e.g., Wingate Benchmark: 90% of students will score 70% or >**

Semester	CRN	Students Submitting	Students Scoring 70% or Above	Percentage Meeting Benchmark	Instructor
201840	41922	12	10	83.3	Sherman
201840	41923	12	10	83.3	McKenzie
201840	41924	13	13	100	McKenzie
201840	42346	5	4	80	McKenzie
201920	21080	11	11	100	Sherman
201920	21081	15	13	87	McKenzie
201920	21082	10	9	90	McKenzie

**Data analysis:**

One of the main reasons why students do not pass is they fail to do the assignment in a timely manner. Another reason, students wait for the last minute to complete the assignment resulting in not meeting the requirements of the lab write-up.

McKenzie: I agree that students need to turn in their assignments on time and is a factor in their grades.

**How has this information been used to implement change or inform decisions?**

Stress the importance of asking questions for understanding. Ask for an extension when unforeseen circumstances prevent students to submit on time. Hopefully this will prevent incomplete lab write-ups. Rubrics will be change to a 3- tier evaluation.

McKenzie: Assignments could be more rigorous in order to challenge the students more. In an effort to address this, I request that students find appropriate references to include in their reports and to cite and reference them in correct APA format. This addresses issues such as exposing them to material/research relevant to the topic and our field as well as correctly citing references.

**Assessment EXSC 429 Exercise Physiology Lab Cardiovascular Assessment physiological response to submaximal testing Benchmark: 90% of the students will score 80% or >**

Semester	CRN	Students Submitting	Students Scoring 70% or Above	Percentage Meeting Benchmark	Instructor
201840	41922	12	11	91.6	Sherman
201840	41923	12	6	50	McKenzie
201840	41924	13	12	92	McKenzie

201840	42346	5	5	100	McKenzie
201920	21080	11	11	100	Sherman
201920	21081	15	14	93	McKenzie
201920	21082	10	10	100	McKenzie

**Data analysis:**

One of the main reasons why students do not pass is they fail to do the assignment in a timely manner. Another reason, students wait for the last minute to complete the assignment resulting in not meeting the requirements of the lab write-up.

McKenzie: I agree that students need to turn in their assignments on time and is a factor in their grades.

**How has this data been used to implement change or inform decisions?**

Stress the importance of asking questions for understanding. Ask for an extension when unforeseen circumstances prevent students to submit on time. Hopefully this will prevent incomplete lab write-ups.

Rubrics will be change to a 3 -tier evaluation.

McKenzie: Assignments could be more rigorous in order to challenge the students more. In an effort to address this, I request that students find appropriate references to include in their reports and to cite and reference them in correct APA format. This addresses issues such as exposing them to material/research relevant to the topic and our field as well as correctly citing references.

**Student Learning Outcome # 3: Demonstrate decision-making influenced by evidence-based practices within the domains of exercise science and wellness.**

**Assessment: EXSC 433 Exercise Testing & Prescription in Special Populations Case Study Assignment Benchmark: At least 80% of student will score 80% or >**

Semester	CRN	Students Submitting	Students Scoring 70% or >	Percentage of Students Meeting Benchmark	Instructor
201840	42538	1	1	100	Sherman

Data analysis: course was taught by arrangement. Course was not offered regularly due to staffing problems.

**How has this data been used to implement change or inform decisions?** Hiring qualified people to teach the course so HHP can offer the course on a regular basis.

**Student Learning Outcome # 4: Demonstrate proficiency in technology within the exercise science and wellness domains.**

**Assessment: EXSC 429 Exercise Physiology Lab Blood Pressure Assessment Benchmark: 100% of the students will score 80% or >**

Semester	CRN	Students Submitting	Students Scoring 70% or Above	Percentage Meeting Benchmark	Instructor
201840	41922	12	12	100	Sherman
201840	41923	12	6	50	McKenzie
201840	41924	13	12	92	McKenzie
201840	42346	5	5	100	McKenzie
201920	21080	11	11	100	Sherman

201920	21081	15	15	100	McKenzie
201920	21082	10	10	100	McKenzie

**Data analysis:** One of the main reasons why students do not pass is they fail to do the assignment in a timely manner. Another reason, students wait for the last minute to complete the assignment resulting in not meeting the requirements of the lab write-up.

McKenzie: I agree that students need to turn in their assignments on time and is a factor in their grades.

**How has this data been used to implement change or inform decisions?**

Stress the importance of asking questions for understanding. Ask for an extension when unforeseen circumstances prevent students to submit on time. Hopefully this will prevent incomplete lab write-ups.

Rubrics will be change to a 3 -tier evaluation.

McKenzie: Assignments could be more rigorous in order to challenge the students more. In an effort to address this, I request that students find appropriate references to include in their reports and to cite and reference them in correct APA format. This addresses issues such as exposing them to material/research relevant to the topic and our field as well as correctly citing references.

**Assessment EXSC 431 Exercise Testing & Prescription Cardiovascular RX Benchmark: 100% of students will score 70% or >**

Semester	CRN	Students Submitting	Students Scoring 70% or >	Percentage Meeting Benchmark	Instructor
201840	42077	12	12	100	Moran
201840	42078	6	6	100	McKenzie
201920	21085	12	12	100	Korgaokar
201920	21087	9	7	77.77	Sherman

**Data analysis:** The schedule instructor was placed on administrative leave. The course was taken over by other members of HHP.

**How has this data been used to implement change or inform decisions?**

Korgaokar - Some of the assignments may need to be revised to be more challenging. Rubrics will be change to a 3 -tier evaluation.

Student Learning Outcome # 5: Assess, plan and implement evidence-based physical activity and/or exercise interventions in clinical, health-related, and training environments.

**Assessment: EXSC 431 Exercise Testing & Prescription Total Assessment and Exercise Rx Project Benchmark: 90% of the students will score 80% or >.**

Semester	CRN	Students Submitting	Students Scoring 80% or >	Percentage Meeting Benchmark	Instructor
201840	42077	12	12	100	Moran
201840	42078	6	5	83	McKenzie
201920	21085	12	12	100	Korgaokar
201920	21087	9	7	77.77	Sherman

**Data analysis:** the scheduled instructor was placed on administrative leave. The course was taken over by other members of HHP.

**How has this data been used to implement change or inform decisions?**

Korgaokar - This assignment may need to be revised to be more challenging. The final assignment is placing the parts together, but there may need to be an additional section required as a summary to the project. Rubrics will be change to a 3-tier evaluation.

McKenzie: I agree that the assignment could be more rigorous. Some students were somewhat general in their Rx when they could have been more specific.

**Assessment: HPER 440 Evaluation in Human Performance Needs Assessment Benchmark: 70% of the students will score at least 70% on the first exam**

Semester	CRN	Students Submitting	Students Scoring 70% or >	Percentage Meeting Benchmark	Instructor
201840	41931	24	15	62.5	Dasinger
201840	41932	29	19	65.5	Dasinger
201920	21140	26	20	76.9	Dasinger
201920	21141	27	14	53.8	Dasinger

**Data analysis:**

The benchmark was met one out of four times.

Beginning Fall 2019 the assessment measure will be the portfolio students develop in HPER 440. The Rubric is provided in the HHP Assessment Canvas

**How has this data been used to implement change and inform decisions?** This assessment may not be the best way to measure this outcome; therefore, a new tool will be created.

**Proposed new Student Learning Outcomes for the Exercise Science/Wellness concentration.**

Faculty within the department of Health and Human Performance proposed the following changes in the student learning outcomes for the Exercise Science/Wellness concentration.

- Outcome 1: Identify and apply evidence-based knowledge and skills within the domains of exercise science and wellness.
- Outcome 2: Demonstrate decision-making influenced by evidence-based practices within the domains of exercise science and wellness.
- Outcome 3: Demonstrate proficiency in measuring and evaluating assessments within the exercise science and wellness domains.
- Outcome 4: Assess, plan and implement evidence-based physical activity and/or exercise interventions in clinical, health-related, and training environments.
- Outcome 5: Communicate evidence-based principles of exercise science effectively through oral and written mediums with lay and professional audiences.

## 2018/2019 K-12 Physical Education & Health Student Learning Outcomes

### Student Learning Outcome # 1: Demonstrate proficiency with Health Education as a discipline.

Assessment: HHP 351 Substance Abuse Prevention- Health Research Paper Benchmark: 80% of the students will score 70% or > on the Health Research Paper.

Semester	CRN	Students Submitting	Students Scoring 70% or >	Percentage Meeting Benchmark	Instructor
201840	40522	1	1	100%	Greer
201840	40534	1	1	100%	Greer
201920	21092	1	1	100%	Gibson
<b>Data analysis:</b> 100% met the stated benchmark.					
<b>How has this data been used to implement change and inform decisions?</b> The library staff will be utilized to supplement instruction on usage of digital databases to locate peer reviewed journals and APA style.					

Assessment: HLTH 475 Health Methods – Field Based Teaching Assignment Benchmark: 100% of the students will score 80% or > on the Field Based Teaching Assignment.

Semester	CRN	Students Submitting	Students Scoring 80% or >	Percentage Meeting Benchmark	Instructor
201920	21113	10	10	100	Cupples
<b>Data analysis:</b> 100% of the students met this benchmark.					
<b>How has this data been used to implement change or inform decisions?</b> I may look at modifying the assessment to add more challenging criteria in the Spring semester. I am also looking at adding segments of edTPA into the assessment as well.					

Assessment: PRAXIS Series Health Education 5551 Benchmark – 100% of the students will pass the Health Education Praxis (passing score 144).

Semester		Students taking Exam	Students Passing First Attempt	Students Meeting Benchmark
Student that completed HPED 411 Fall 2018 CRN 40678		5 took the exam	4 passed the exam on the first attempt 1 has failed the exam twice	
<b>Data Analysis:</b> 80% of the student sitting for the Health Education 5551 Praxis passed on their first attempt.				
<b>How has this data been used to implement change or inform decisions?</b> We will continue to watch this benchmark to see if the additional edTPA prep materials incorporated in EPP classes increases the pass rate.				

**Assessment: TCED 405/406 Final Student Teaching Performance Evaluation by University Supervisor Benchmark: 100% of students will obtain 80% or > on the Final Student Teaching Assessment.**

Semester	CRN	Students Submitting	Students Scoring 80% or >	Students Meeting Benchmark
201840	42526	3	3	Cupples
201920	22327	1	1	Cupples
<b>Data analysis:</b> 100% met benchmark				
<b>How has this data been used to implement change or inform decisions?</b> Students seem to be hitting the benchmark during student teaching. Assignments are developed and assigned by EPP, however, we could look at raising the benchmark average for HHP.				

## Student Learning Outcome # 2: Demonstrate Proficiency with Physical Education as a Discipline.

**Assignment: HPED 309: Field-Based Assignment Benchmark: 100% of the students will score 80% or > on the Field-Based Assignment**

Semester	CRN	Students Submitting	Students Scoring 80% or >	Students Meeting Benchmark
201920	21117	6	6	Brown
<b>Data analysis:</b> HPED 309 is not taught in the fall.				
<b>How has this data been used to implement change or inform decisions?</b> We will continue to attend demonstration schools to observe current teachers in the field and reinforce the material being taught in the classroom.				

**Assignment: HPED 411: Secondary Instruction Strategies and Curriculum Development Field-Based Assignment Benchmark: 100% of the students will score 80% or > on the Field-Based Assignment**

Semester	CRN	Students Submitting	Students Scoring 80% or >	Students Meeting Benchmark	Instructor
201840	40678	10	6	6	Currie
Fall only course					
<b>Data analysis:</b> 60% of students met the assignment benchmark					
<b>How has this data been used to implement change or inform decisions?</b> Candidates that have not been admitted into the EPP are enrolled in HPED 485. HPED 485 and HPED 411 are equivalent courses and contain the same course material and assignments. With the introduction of edTPA in Spring 2019 and for continued development of our teacher candidates', continued opportunities to develop candidate pedagogical and content knowledge throughout our program is recommended for successful candidate progression into student teaching.					

Assessment PRAXIS Series Physical Education Content Design 5095 (passing score 164) Benchmark: 75% of the students will obtain a passing score on their 1<sup>st</sup> attempt, 100% will pass.

Semester	CRN	Students Taking Exam	Students Passing on First Attempt	Students Meeting Benchmark
Students enrolled in HPED 411 Fall 2018 CRN 40678		5 students sat for the exam. NG, HC, MC, JD, MM 3 have passed the exam.	1 passed on first attempt 1 passed on second attempt 1 passed on 3rd attempt 1 has not passed as of 8/21/2019	

**Data analysis:**

**How has this data been used to implement change or inform decisions?** Five HHP faculty who teach within our physical education program will be sitting the PE PRAXIS Exam, fall 2019, to gain a greater understanding of the exam. Following the exam, we will evaluate our program and curricula.

### Student Learning Outcome # 3: Demonstrate behaviors essential to becoming effective Health/Physical Education Professionals.

Assessment: HPED 309 Methods of Teaching Elementary Health & Physical Education Field-Based Teaching Assignment  
Benchmark: 100% of the students will score 80% or >.

Semester	CRN	Students Submitting	Students Scoring 80% or >	Percentage Meeting Benchmark	Instructor
201920	21117	6	6	6	Brown

**Data analysis:** 100% of the students met the stated benchmark.

**How has this data been used to implement change or inform decisions?**

The students will continue to work on professionalism dealing with their coursework as well as class preparedness.

Assessment: HLTH 475 Health Lesson Plan Benchmark: 100% of the students will score 80% or >

Semester	CRN	CRN	Students Submitting	Students Scoring 80% or >	Percentage Meeting Benchmark	Instructor
201920	21113		10	10	100	Cupples

**Data analysis:** HLTH 475 met the benchmark concerning the Health Lesson Plan Benchmark.

**How has this data been used to implement change or inform decisions?** While all students met the benchmark, several students were at the 80% cutoff score. I would like to see improvement in the planning area, especially since it is a vital part to success in edTPA. We may need to readjust the benchmark score.

Assessment: HPED 321 Individual Lifetime Activity: Education Lesson Plan Benchmark: 100% of the students will score 80% or >.

Semester	CRN	Students Submitting	Students Scoring 80% or >	Percentage Meeting Benchmark	Instructor
201920	21120	14	10	71	Currie



<b>Spring Class Only</b>					
<b>Data analysis:</b> 71% met the assignment benchmark					
<b>How is this data used to implement change or inform decisions?</b> This lesson plan assignment provides candidates two opportunities to develop their lesson planning skills. Attempt one is returned with feedback prior to final submission for a grade. Lesson planning is developed in more than one HPED/HLTH course. Consider increasing benchmark in spring 20 or provide one submission opportunity.					

**Assessment: HPED 411 Secondary Instructional Strategies and Curriculum Development Field-Based Teaching Assignment (Pedagogical and Instructional Skills) Benchmark: 100% of the students will score 80% or >.**

Semester	CRN	Students Submitting	Students Scoring 80% or >	Percentage Meeting Benchmark	Instructor
201840	40678	10	6	6	Currie
<b>Data analysis:</b> 60% met the assignment benchmark					
<b>How is this information used to implement change or inform decisions?</b> Candidates that have not been admitted into the EPP are enrolled in HPED 485. HPED 485 and HPED 411 are equivalent courses and contain the same course material and assignments. With the introduction of edTPA in Spring 2019 and for continued development of our teacher candidates', continued opportunities to develop candidate pedagogical and content knowledge throughout our program is recommended for successful candidate progression into student teaching.					

**Assessment: HPER 327 Principles of Fitness Practical Instructional Design Assessment Assignment Benchmark: 80% of students will score 70% or >.**

Semester	CRN	Students Submitting	Students Scoring 70% or >	Percentage Meeting Benchmark	Instructor
201840	40679	25	22	88%	Taylor
201840	40680	28	25	89%	Taylor
201920	21123	35	35	100%	Taylor
201920	21125	34	34	100%	Taylor
<b>Data analysis:</b> Benchmarks were successfully met in each section for both fall and spring.					
<b>How has this data been used to implement change or inform decisions?</b> This group project provides our students the opportunity to implement what they have learned in the classroom (through discussion and lecture along with using campus and local resources) with their aspiring career choices to present an active presentation based on an objective of their choice. Their objective must relate to their career choice. For example, a group of aspiring Occupational Therapists may put the class through warm-up, conditioning phase, and cool-down exercises for a patient who may have suffered a stroke.					

#### **Student Learning Outcome # 4: Plan/Implement Standards-Based Practices in Health and Physical Education**

**Assessment: HPED 410 Teaching Models in Physical Education TGFU Model of Instruction Peer Teaching Assignment Benchmark: 100% of the students will score 80% or >.**

Semester	CRN	Students Submitting	Students Scoring 80% or >	Percentage Meeting Benchmark	Instructor
201840	40677	11	11	100	Currie
Fall only course					
<b>Data analysis:</b> 100% met the assignment benchmark					
<b>How is this data used to implement change or inform decisions?</b> This assignment provides our candidates with further teaching opportunities in preparation for edTPA video teaching submission. Our candidates will be nationally assessed on their teaching skills in spring 2019 and onwards. Any change regarding this assignment/course will be considered after a review of candidate edTPA national scores.					

**Assessment: HPED 411 Secondary Instructional Strategies and Curriculum Development Field-Based Teaching Assignment (Pedagogical and Instructional Skills) Benchmark: 100% of the students will score 80% or >.**

Semester	CRN	Students Submitting	Students Scoring 80% or >	Percentage Meeting Benchmark	Instructor
201840	40678	10	10	100	Currie
<b>Data analysis:</b> 100% met the assignment benchmark					
<b>How is this data used to implement change or inform decisions?</b> <i>Candidates that have not been admitted into the EPP are enrolled in HPED 485. HPED 485 and HPED 411 are equivalent courses.</i> The edTPA lesson plan was the lesson plan used for teaching implementation. Candidates had two opportunities to develop a standards-based lesson plan. Providing candidates with an opportunity to make necessary changes to lesson plan one has been helpful for improving lesson planning and implementation. As candidates become more familiar with the edTPA lesson plan throughout our program lesson planning skills should continue to develop.					

**Assessment: HLTH 475 Health Methods Field-Based Teaching Assignments Benchmark: 100% of the students will score 80% or > on the Field-Based Teaching Assignment**

Semester	CRN	Students Submitting	Students Scoring 80% or >	Percentage Meeting Benchmark	Instructor
201920	21113	10	10	100	Cupples
<b>Data analysis:</b> 100% of the students met the benchmark					
<b>How has this data been used to implement change or inform decisions?</b> As mentioned before, we may need to readjust the benchmark score to 85% or 90% since we have had the success in previous semesters.					

**Assessment: TCED 405/406 Final Student Teaching Performance Evaluation by University Supervisor Benchmark: 100% of students will obtain 85% or > on the Final Student Teaching Assessment.**

Semester	CRN	Students Submitting	Students Scoring 85% or >	Percentage Meeting Benchmark	Instructor
201840	42526	3	3	100	Cupples
201840	42526	3	3	100	Cupples
201920	22327	1	1	100	Cupples
201920	22339	1	1	100	Cupples

<b>Data analysis:</b> <i>100% of students met benchmark</i>
<b>How is this data used to implement change or inform decisions?</b> Students are doing well during the student teaching assignments developed by EPP. We could look at increasing our benchmark score as needed.

**2018/2019 Public Health Student Learning Outcomes**

***Student Learning Outcome # 1 Discuss essential services that public health programs provide to protect and improve the health of populations.***

**Assessment:** Community Health Organization/Professional Activity completed in HLTH 441 Benchmark: 90% of the students will earn a score of 80% or > on the Community Health Organization Activity.

Semester	CRN	Students Submitting	Students Score 80% or Above	Percentage Meeting Benchmark	Instructor
201840	40471	6	6	100%	Greer

<b>Data analysis:</b> The benchmark was met.
<b>How has this data been used to implement change and inform decisions?</b> Beginning in the fall of 2019 the Community Health Organization/Professional Activity will be completed in Health 428.

***Student Learning Outcome # 1 Discuss essential services that public health programs provide to protect and improve the health of populations.***

**Assessment:** Case Studies HLTH 428. Benchmark: 90% of the students will earn a score of 80% or > on the Case Studies

Semester	CRN	Students Submitting	Students Score 80% or Above	Percentage Meeting Benchmark	Instructor
201840	40474	14	13	93%	Gibson
201920	21112	27	25	92.5%	Gibson

<b>Data analysis:</b> 100% of the students me the stated benchmark.
<b>How has this data been used to implement change and inform decisions?</b> The use of case studies is effective in exposing students to issues they will confront in the public health field. The assignment can be improved by adding an additional group discussion component to the assignments.

***Student Learning Outcome # 2 Use research tool and analytic methods to critically analyze, monitor and assess the health status of populations.***

**Assessment:** Data Scavenger Hunt completed in HHP 330. Benchmark: 90% of the students will earn a score of 80% or > on the Data Scavenger Hunt.

Semester	CRN	Students Submitting	Students Score 80% or Above	Percentage Meeting Benchmark	Instructor
201840	40476	30	29	97%	Gibson
201840	41706	15	15	100%	Gibson
201920	21090	27	27	100%	Gibson
201920	21452	23	21	91%	Gibson
<b>Data analysis:</b> The benchmark was met in both the traditional instruction class and the online class for both the fall and spring semesters.					
<b>How has this data been used to implement change and inform decisions?</b> In the future the assignment will be made more challenging by including additional requirements.					

### Student Learning Outcome # 3: Understand the Impact of policies and legislation on individual and population health.

**Assessment:** Policy Development Assignment HLTH 428. Benchmark: 90% of the students will earn a score of 80% or > on the Policy Development Assignment.

**Alternate assessment for this SLO - Experiential Learning Paper completed in conjunction with attendance at Day at the Hill or Child Advocacy Days (when it applies)** 90% of the students will earn a score of 80% or > on the Experiential Learning Paper.

Semester	CRN	Students Submitting	Students Score 80% or Above	Percentage Meeting Benchmark	Instructor
201840	40474	14	13	93%	Gibson
201920	21112	22	20	90.9%	Gibson
<b>Data analysis:</b> The benchmark was met fall and spring semester.					
<b>How has this data been used to implement change and inform decisions?</b> The public health curriculum is a work in progress. New courses have been developed to help students achieve the program learning outcomes. In the future the policy development assignment and the alternative experiential learning assignment will occur in Health 442 Seminar in Health Policy.					

### Student Learning Outcome # 4: Apply evidence-based principles to the process planning, development, budgeting, management, and evaluation of public health organization and initiatives.

**Assessment** Identification and Allocation of Resources Assignment completed in HLTH 441. Benchmark: 90% of the students will earn a score of 80% or > on the Identification and Allocation of Resources Assignment completed in HLTH 441.

Semester	CRN	Students Submitting	Students Score 80% or Above	Percentage Meeting Benchmark	Instructor
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201840	40471	6	6	100%	Greer
<b>Data analysis:</b>					
<b>How has this data been used to implement change and inform decisions?</b>					
For the fall of 2019 a new assessment will be used for this student learning outcome. The purpose of the Program Planning and Evaluation assignment is for students to plan, implement and evaluate a community initiative. The end-product will include a Poster Presentation due at the end of the semester. The grading rubric for the new assignment is available in Canvas.					

### Student Learning Outcome # 4 Apply evidence-based principles to the process planning, development, budgeting, management, and evaluation of public health organization and initiatives.

Assessment: Internship Report completed in HLTH 491. Benchmark: 100% of the students will earn 80% or > on the Internship Report completed in HLTH 491 (Capstone Internship)

Semester	CRN	Students Submitting	Percentage Meeting Benchmark	Instructor
201840	40686	1	0	Gibson
201920	21114	1	100%	Gibson
<b>Data analysis:</b> One student was enrolled in Health 491 during the fall of 2018. The student failed to meet expectation. Mentoring was provided by academic advisor and other faculty members to no avail. The one student completing HLTH 491 during the spring of 2019 completed a successful internship.				
<b>How has this data been used to implement change and inform decisions?</b>				
The fall 2018 internship experience led the department to strongly suggest that potential internship site supervisors conduct an interview with the candidate to ensure an appropriate fit. The TN Department of health created a strong interview process to be followed by a week-long orientation training for interns.				

### Student Learning Outcome # 5: Effectively communicate public health message to a variety of audiences from professionals to the general public.

Assessment: Health Communication Assignment completed in HLTH 427. Benchmark: 90% of the students will earn 80% or > on the Health Communication Assignment completed in HLTH 427.

Semester	CRN	Students Submitting	Students Score 80% or Above	Percentage Meeting Benchmark	Instructor
201840	40472	24	19	79%	Gibson
201920	22010	12	8	67%	Webster
<b>Data analysis:</b>					
The benchmark was not met for the Health Communication assignment. This was a group project and one group failed to take the project serious and scored 15/25.					
During the spring 2019 semester, one group's health message was not effective due to poor formatting, mechanics, and visual presentation. The presentation lacked engagement and organization.					
<b>How has this data been used to implement change and inform decisions?</b>					

The assignment will be adjusted to allow students to analyze examples of public health messages prior to creating their message. This should help them be able to identify skills needed to communicate public health messages. The students will individually communicate public health messages twice a semester prior to the final group project. Additionally, a proposed curriculum change includes adding COMM 240: Introduction to Media Design and Public Relations to the required coursework.

## General Education Social and Behavioral Sciences: Health 111

**Student Learning Outcome # 1:** Students will describe the influence of geographic, political, economic, cultural and/or family institutions on the individual and society.

**Course Objective:** Compare and contrast the Health Belief Model, Social Ecologic Model, Social Cognitive Model, and the Transtheoretical Model of Behavior Change, and explain why the use of models and theories increase the likelihood of successful behavior change.

**Assessment:** Chapter One Coaching Activity - Introduction to Health and Wellness.

**Benchmark:** Mean score will equal or be greater than 75% (aggregate of all sections)

(Spring 2019 began including mean score including those that did not complete the assessment)

Semester CRN	CRN	Students Submitting Chapter One Coaching Activity - Introduction to Health and Wellness.	Class mean score Chapter One Coaching Activity - Introduction to Health and Wellness.	Instructor
201840	40467	34	34 students - 85.3%	Taylor
201840	40468			Greer
201840	40469	36	36 students - 86.1%	Taylor
201840	40470	20	20 students - 88.3%	Cupples
201840	41925	30	30 students - 85.8%	Tansil-Gentry
201840	41713	33	33 students - 87.5%	Tansil-Gentry
201840	41844			Surratt
201840	42131			Alexander
201840	41527			Alexander
201840	41531			Alexander
201840	42317	5	5 students - 94.2%	Cupples
201920	21098	24 of 29 completed	83.5%	Tansil-Gentry
201920	21099	27 of 28 students completed	88.4%	Taylor

201920	21100	27 of 27 students completed	95.7%	Taylor
201920	21101	24 of 27 students completed	87.5%	Cupples
201920	21859	23 of 25 students completed	92.5%	Cupples
201920	21988			Garrett
201920	22362	11 of 14 students completed	71.5%	Gibson
201920	21454	34 of 37 completed	86.3%	Tansil-Gentry
201920	21340	3 of 3	97.2%	Surratt
201920	20623	9 of 9	94.3%	Alexander
201920	20624	7 of 8	87.9%	Alexander
<p><b>Data analysis:</b> The weighted average mean score for all sections = 87.15% this exceeds the 75% benchmark set by the Department of Health and Human Performance.</p> <p>95% of the students enrolled in Health 111 completed the assignments related to SLO # 1. Scores for the fall of 2018 include only those students who completed the assignment. Beginning spring 2018, the average includes those students who received 0 for not completing the assignment. The department should consider adjusting the benchmark for this student learning outcome.</p> <p><b>How has this data been used to implement change and inform decisions?</b> Discuss the possibility of increasing the benchmark for this SLO.</p>				

## **Student Learning Outcome # 2: Students will explain the connection between social/behavioral science research and everyday life.**

**Course Objective:** Demonstrate an understanding of the impact of science on society.

**Assessment:** Chapter 14 Homework – Protecting Against Infectious Disease and Sexually Transmitted Infections.

**Benchmark:** Mean score will equal be equal to or greater than 75% (aggregate of all sections)

Semester CRN	CRN	Students Submitting Chapter 14 Homework: Protecting Against Infectious Disease and Sexually Transmitted Infections.	Class Mean Score for all students Chapter 14 Homework: Protecting Against Infectious Disease and Sexually Transmitted Infections.	Instructor
201840	41925	30 students	86.8%	Tansil-Gentry CRN 41925
201840	41713	33 students	91.5%	Tansil-Gentry CRN 41713
201840	42317	5 students	98.1 %	Cupples CRN 42317

201840	40407	19 students	83.1%	Cupples CRN 40470
201840	40467	34 students	81.8%	Taylor CRN 40467
201840	40469	36 students	83.2%	Taylor CRN 40469
201920	21098	26 of 29 completed	85.5%	Tansil-Gentry

201920	21099	25 of 28 completed	86.9%	Taylor
201920	21100	26 of 27 completed	88.8%	Taylor
201920	21101	23 of 27 completed	85%	Cupples
201920	21859	21 of 25 completed	80.9%	Cupples
201920	21988			Garrett
201920	22362	11 of 14 completed	64.4%	Gibson
201920	21454	34 of 37 completed	92.4%	Tansil-Gentry
201920	21340	3 of 3	71.4%	Surratt
201920	20623	9 of 9	92.2%	Alexander
201920	20624	5 of 8	84.3%	Alexander

**Data analysis:** The weighted average mean score for all sections combined = 85.5%, surpassing the stated benchmark of 75%

**How has this data been used to implement change and inform decisions?**

Discuss the possibility of increasing the benchmark for this SLO.

### **Student Learning Outcome # 3: Students will analyze key ethical issues as examined by the social/behavioral sciences.**

**Course Objectives:** Explain climate change and global warming, the underlying causes of each, impacts on health, and how alternative energy and individual actions can reduce risks

**Assessment:** Chapter Sixteen Coaching Activity – Promoting Environment Health.

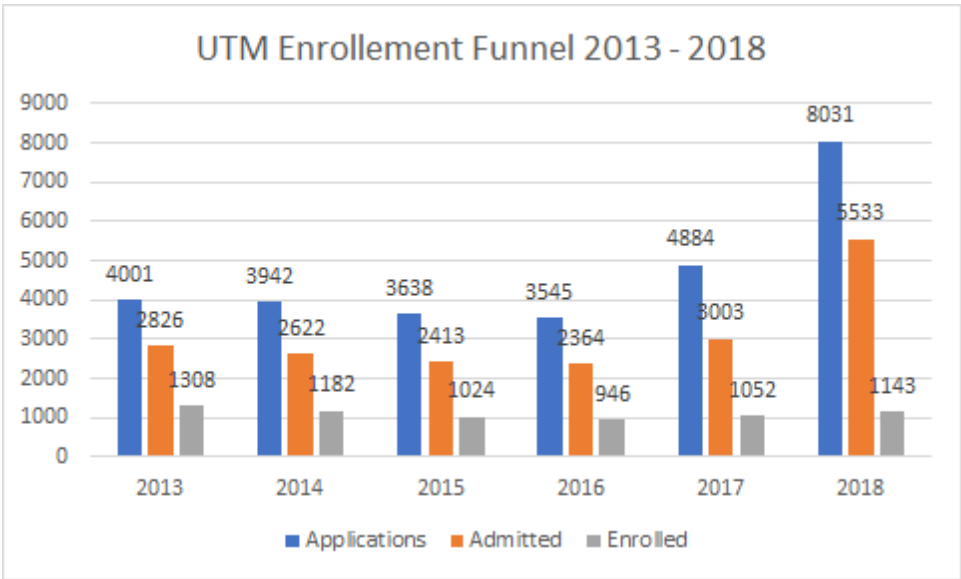
**Benchmark:** Mean score will equal be equal to or greater than 75% (aggregate of all sections)

Semester CRN		Students Submitting Coaching Activity – Ch. 16 Study Plan - Promoting Environmental Health	Class Mean Score Coaching Activity – Ch. 16 Study Plan - Promoting Environmental Health	Instructor
201840	41925	30 students	79%	Tansil-Gentry CRN 41925
201840	41713	33 students	77%	Tansil-Gentry CRN 41713
201840	40470	17 students	78.7%	Cupples

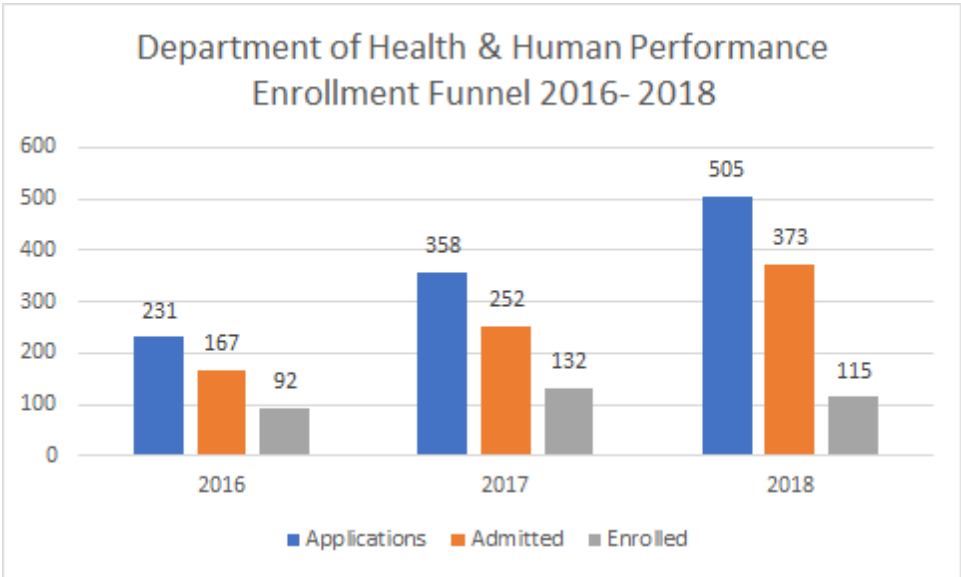


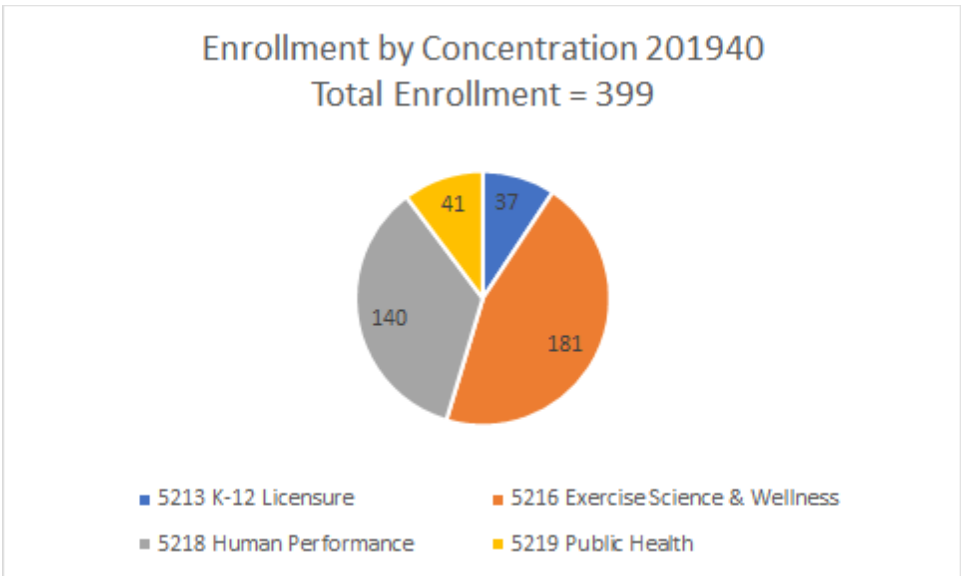
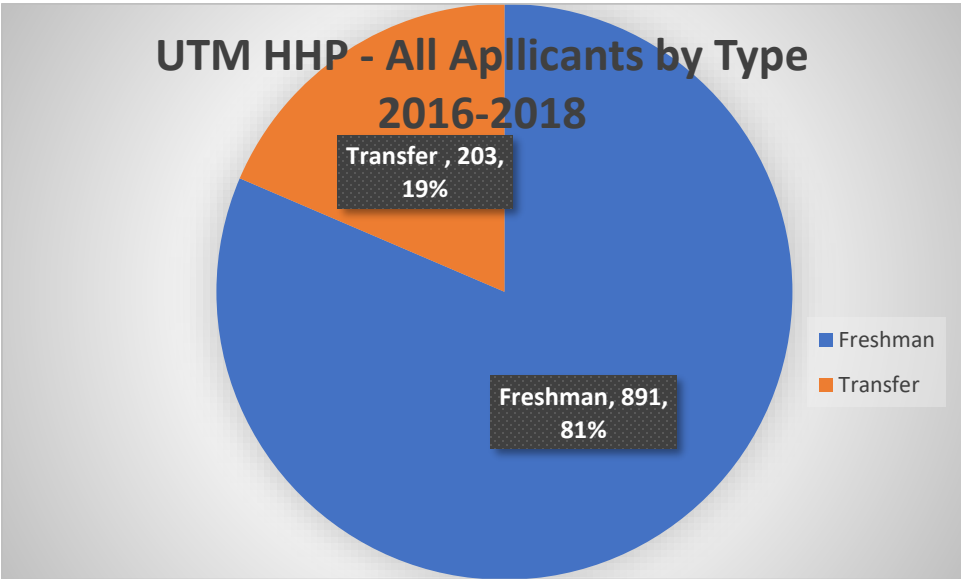
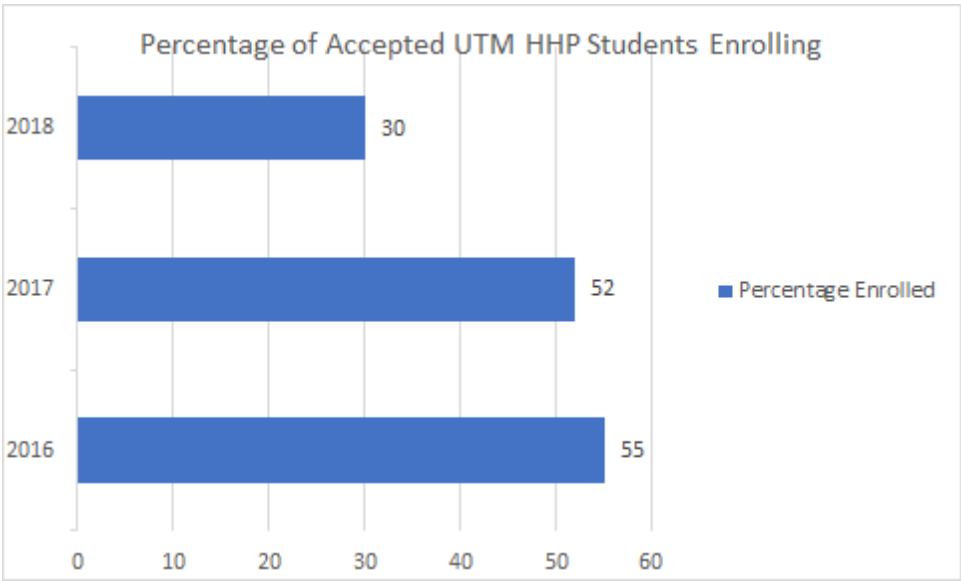
				CRN 40470
201840	42317	4 students	95 %	Cupples CRN 42317
201840	40467	34 students	84.3%	Taylor CRN 40467
201840	40469	36 students	82.7%	Taylor CRN 40469
201920	21098	19 of 29 completed	70.6%	Tansil-Gentry
201920	21099	22 of 28 completed	70.3%	Taylor
201920	21100	24 of 27 completed	85.5%	Taylor
201920	21101	23 of 27 completed	74.9%	Cupples
201920	21859	22 of 25 completed	83%	Cupples
201920	21988			Garrett
201920	22362	11 of 14 submitted	64.4%	Gibson
201920	21454	33 of 37 completed	79.5%	Tansil-Gentry
201920	21340			Surratt
201920	20623	9 of 9	86.2%	Alexander
201920	20624	7 of 8	80.1%	Alexander
<b>Data analysis:</b> The weighted average for all sections combined = 79.1% exceeding the 75% benchmark set by the department.				
<b>How has this data been used to implement change and inform decisions?</b> No changes will be made with this benchmark.				
During the spring of 2019, Health 111 was evaluated by the Committee on Instruction to assess its appropriateness as a general education elective in the Social and Behavioral Sciences category. The course was approved.				

## UTM Enrollment Funnel



**Department of Health & Human Performance Enrollment Funnel**





The external consulting group Ruffalo Noel Levitz (RNL) conducted research addressing enrollment trends, student and employer demand and market shares. Kinesiology and Exercise Science (CIP 31.0505) and Public Health Education and Promotion (51.2207) were included in the high student demand and high employer demand category. The RNL report states that these programs do not exist on the UTM campus. Using program CIP codes instead of concentration codes skews the data.

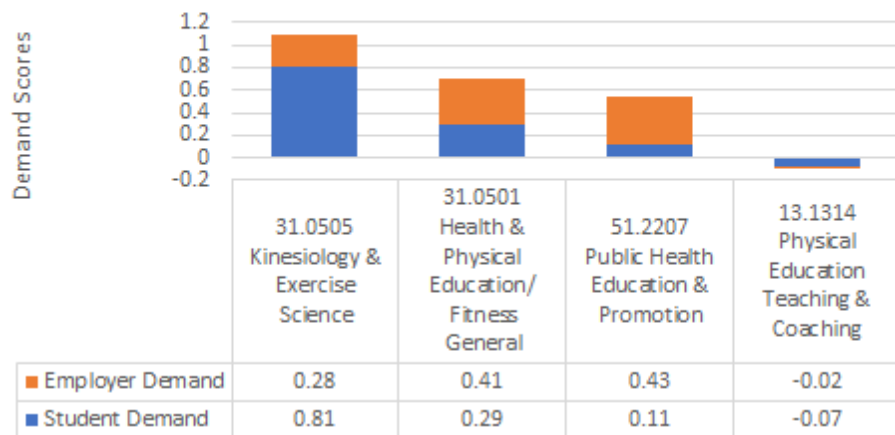
Ruffalo Noel Levitz (RNL) used the following schools as competitors when researching program completion data; Arkansas Tech University, Auburn University – Montgomery Alabama, Austin Peay State University, Middle Tennessee State University, Morehead State University, Murray State University, Southeast Missouri State University, University of Central Arkansas, University of Memphis, University of Tennessee at Chattanooga, University of Texas – Tyler, Western Carolina University. Labor market areas for BLS employment data was used to calculate long-term occupational projections. Labor market data came from Burning Glass utilizing data from the past 12 months in Tennessee, Kentucky, Arkansas, Mississippi, and Southern Illinois.

Occupations were mapped to CIP codes to allocate employment by CIP codes.

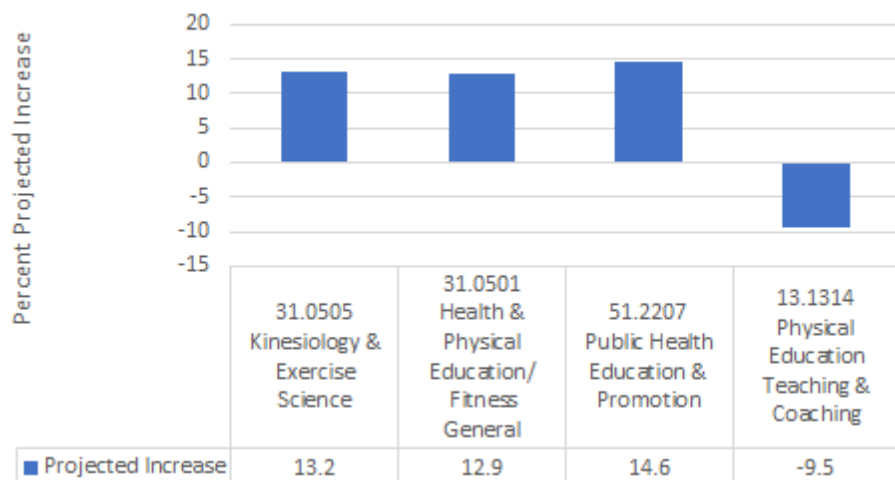
Health & Human Performance was included in the Higher Demand/High Share category.

	Student Demand	Employer Demand	UTM % of Market	Projected Percent Increase
31.0505 Kinesiology & Exercise Science	0.81	0.28	0 (data does not show UTM having graduates in this program)	13.2
31.0501 Health & Physical Education/ Fitness General	0.29	0.41	33.1	12.9
51.2207 Public Health Education & Promotion	0.11	0.43	0 (data does not show UTM having graduates in this program)	14.6
13.1314 Physical Education Teaching & Coaching	-0.07	-0.02	0 (data does not show UTM having graduates in this program)	-9.5

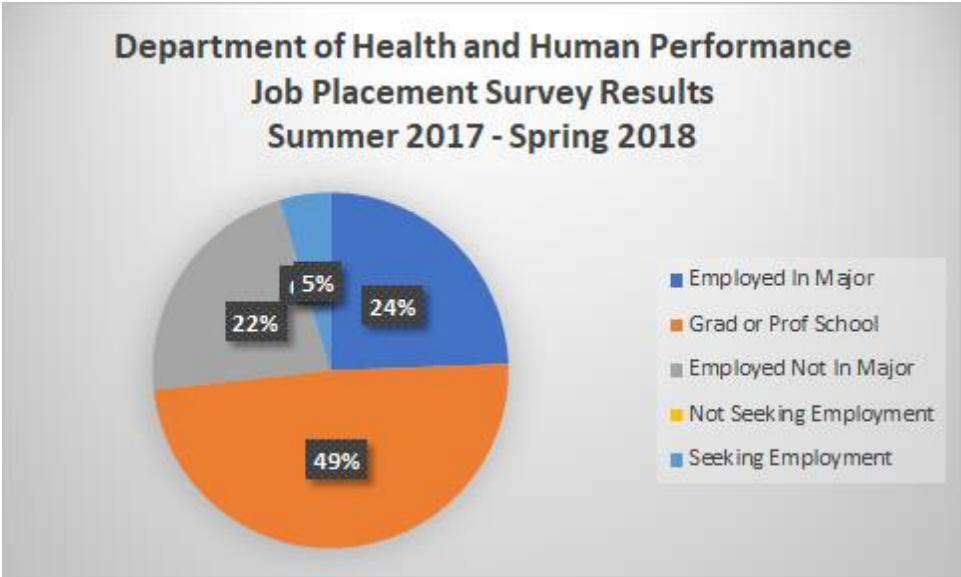
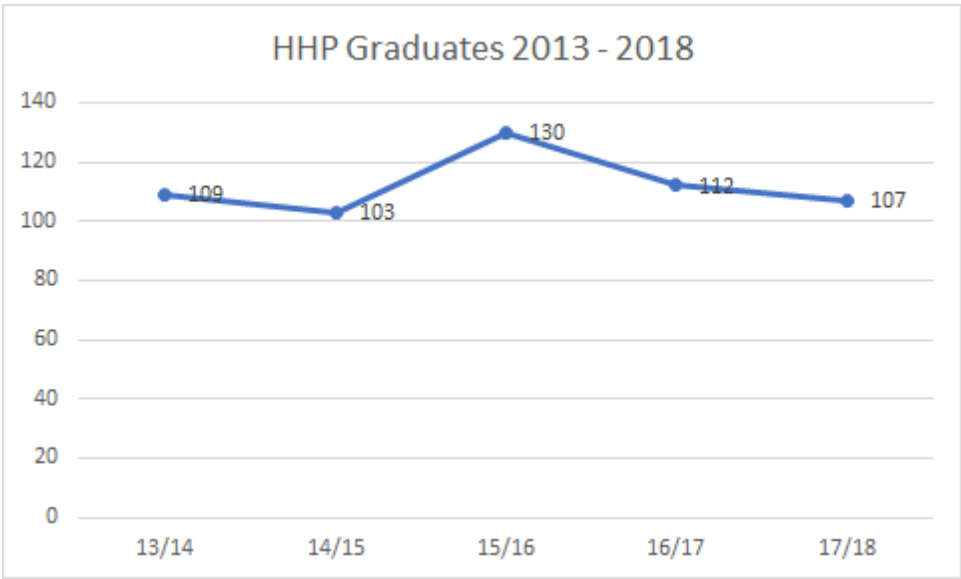
### Student/Employer Program Demand by CIP Code 2013-2018



### Projected Increases by CIP Code



Department of Health & Human Performance Graduates



Each semester students evaluate their academic advisor on the following criteria. The evaluation scale ranges from 1 to 5. The higher the score the more favorable the rating. The aggregate, non-weighted average advisor evaluation among all HHP faculty was 4.89 in the fall of 2018 and the spring of 2019.

Advisor Assessment Criteria
Accessible
On Time
Personally acquainted
Talk freely
Understood each other
Responds
Info needed

Keeps me up to date
Refers me
Discussed academic goals
Discussed long-range goals
Right to make decision
In general

## Summary of Recommendations

Various changes are being implemented within the department to address concerns highlighted through program assessment. The Exercise Science/Wellness faculty have proposed new SLOs for the 2019/2020 academic year. The new lessons added in EXSC 429: Exercise Physiology Lab addressing bioenergetics and circulatory response have shown promise in helping students achieve the stated benchmarks for SLOs. Assignments focusing on research and writing proper citations were implemented in several courses.

Praxis pass rate continues to be a concern. Eighty percent of students sitting for the Health 5551 Praxis passed on their first attempt. Twenty percent of students sitting for the Physical Education Content Design Praxis 5095 pass on their initial attempt. Admission to the EPP program was removed as a prerequisite for many of the HPED courses. This change will allow students to take the necessary coursework at an optimal time in their academic career. Additional experiential-type lessons have been incorporated into coursework where appropriate. Benchmarks will be increased for several SLOs.

Student learning outcomes have been rearranged within the Public Health concentration as additional courses have been developed, and the curriculum moved across classes. The National Certified Health Education Credentialing (NCHCEC) was contacted to determine the suitability of public health coursework to qualify HHP Public Health concentration graduate to sit for the Certified Health Education Specialist (CHES) credential upon graduation. Students will have to apply on a case-by-case basis. Recent curricular changes will enable HHP Public Health concentration graduate to sit for the CHES exam.

Health 111 successfully endured the General Education Review that was conducted in the spring of 2019. Faculty will discuss the possibility of increasing benchmarks for SLOs. A dual enrollment Health 111 was adopted through a partnership with Westview High School. HHP department faculty are working with Westview to ensure consistent content delivery and SLO reporting.

The Department of Health and Human Performance was included in the beta testing for the new performance planning and evaluation process. One component of the teaching assessment consists of a peer review of course syllabi. Inconsistencies were noted in rubric scales across the curriculum. A three-tier evaluation rubric will be adopted for all assessments effective spring 2020.

Ensuring appropriate course rigor and stressing student ownership of learning is a focus in all concentrations. GENS 101, First Year Initiative emphasizes the importance of buy-in in addition to orienting the student to campus life. HHP strongly encourages all incoming freshman to enroll in GENS 101. To incentivize enrollment, HHP has implemented a curriculum change that will allow the first-year initiative course to count as an elective in three of the department's four concentrations. K-12 Licensure is prohibited in making this adjustment due to a lack of electives.