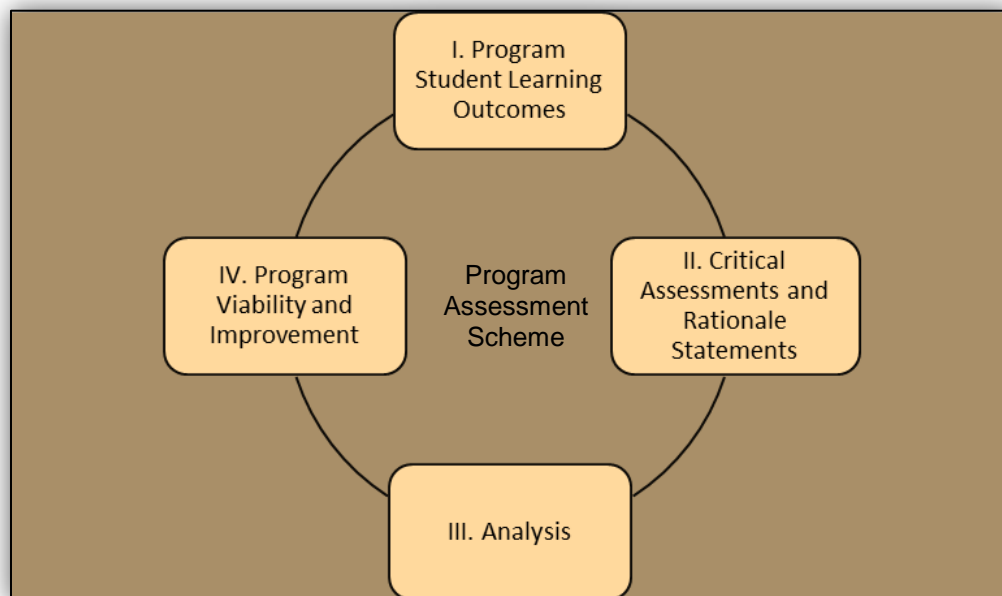




**College of Education and Health Professions
COEHP Assessment Council
Departmental Fact Book**

**Health, Physical Education, and Exercise Science
2013 – 2014 Academic Year**



Council Members

Dr. Deirdre Greer, Interim Dean College of Education and Health Professions

Dr. Sallie Averitt Miller, Associate Dean and Council Chair

Dr. Dawn Frazier, Department of Counseling, Foundations, and Leadership

Professor Lisa O'Steen, School of Nursing

Dr. Deniz Peker, Department of Teacher Education

Dr. Joy Thomas, Department of Health, Physical Education, and Exercise Science

Ms. Kim Coryell, Council Administrative Assistant

Mission

The *College of Education and Health Professions Assessment Council* was established to manage, maintain, and formally document meaningful data as well as trend analyses. The Council is charged with providing annual, departmental fact books that include college, department, and program data.

The online fact books are designed to provide data for national, state, and local reporting. Other uses include promoting programs, providing a quick data reference guide, and writing grants to make informed program improvement plans.

Fact Books

In capturing the data specific to each of the departments, the Dean and Associate Dean for Assessment and Accreditation facilitate the work for the following fact books:

Department of Counseling, Foundations, and Leadership Fact Book

Dr. Andrea Dawn Frazier

School of Nursing Fact Book

Professor Lisa O'Steen

Department of Teacher Education Fact Book

Dr. Deniz Peker

Department of Health, Physical Education, and Exercise Science Fact Book

Dr. Joy Thomas

The fact book introduction was authored by Dr. Deidre Greer, Dr. Sallie Averitt Miller, and Ms. Kimberly Coryell.

Introduction

The College of Education and Health Professions (COEHP) consists of the Departments of Counseling, Foundations, and Leadership; Health, Physical Education, and Exercise Science; Teacher Education; School of Nursing; and the COEHP Office of Graduate Studies

The College offers programs in Exercise Science, Community Counseling, Health Science, Nursing, and numerous programs in educator preparation.

In addition, the COEHP collaborates with the College of Letters and Sciences and the College of the Arts to provide content courses for some of its educator preparation programs. Specifically, the College of Letters and Sciences offers English as a Second Language (ESOL), French, and Spanish, as well as courses in English, History, Biology, Chemistry, Earth Science, and Mathematics that support secondary education. The College of the Arts offers courses in Music, Art, and Theatre Education.

Accrediting Organizations for the College of Education and Health Professions

Council for the Accreditation of Educator Preparation (CAEP)

A National Council for the Accreditation for Teacher Education

Commission on Colleges of the Southern Association of Colleges and Schools (SACS)

Georgia Board of Nursing

Commission on Collegiate Nursing Education

Georgia Professional Standards Commission

Council for the Accreditation of Counseling and Related Educational Programs (CACREP)

National Association of Schools of Art and Design (NASAD)

National Association of Schools of Theatre (NAST)

National Association of Schools of Music (NASM)

Régistre International des Conservatoires de Musique

Selected Aggregate Data

Selected data, representative of the College of Education and Health Professions, are included in the following tables and text.

COEHP Grants Awarded

Academic Year	Counseling, Foundations, and Leadership	Teacher Education**	Health, Physical Education, and Exercise Science*	School of Nursing	Outreach Centers	Dean's Office	College of Education and Health Professions
2013-2014	\$30,000.00	\$98,470.00	\$85,000.00	\$4,500.00	\$126,574.00	\$204,900.00	\$549,444.00

Grants Awarded Notes

*Health, Physical Education, and Exercise Science

Funds Applied for 2014-2015

\$60,000 Georgia Department of Public Health

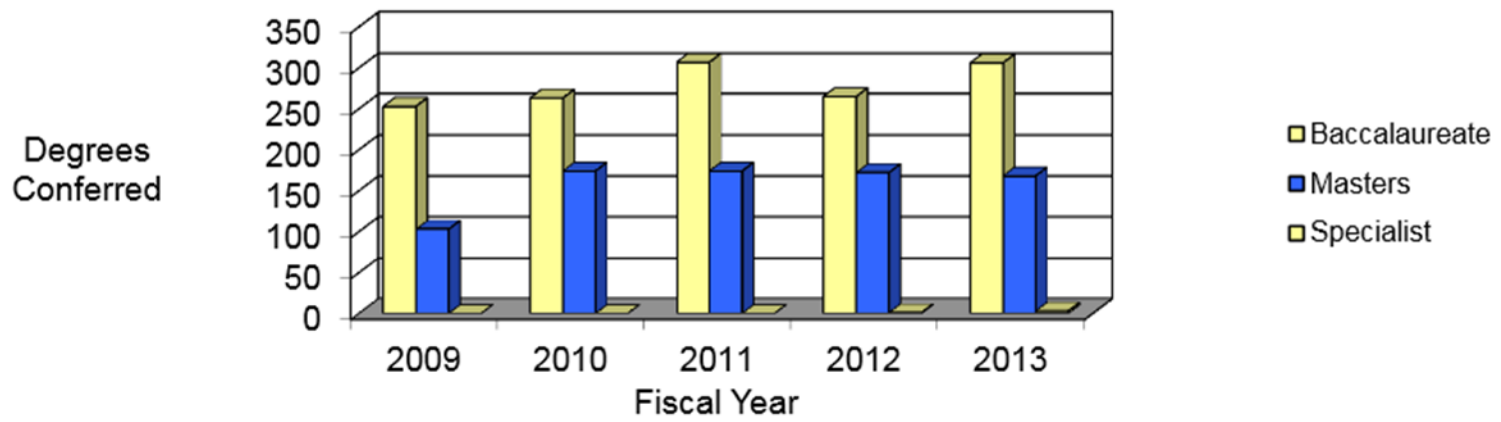
\$1,100,000.00 Research Grant: Department of Health and Human Resources

**Department of Teacher Education

The Columbus Regional Academy of Future Teachers of STEM (CRAFT-STEM) Grant for \$1.2 million reported in 2012 is active through 2015.

CSU Facts & Figures 2013: Degrees Awarded

Degrees Awarded: College of Education & Health Professions



Fiscal Year

Degrees Awarded: College of Education & Health Professions							
Degree Program	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	4-Year # Change	4-Year % Change
<i>Baccalaureate</i>							
BSEd Early Childhood Education	77	49	69	72	52	-25	-32.5%
BS Exercise Science	22	39	38	25	38	16	72.7%
BSEd Health & Physical Education	4	15	12	4	7	3	75.0%
BS Health Sciences	53	40	48	54	58	5	9.4%
BSEd Middle Grades Education	16	13	20	8	13	-3	-18.8%
BSN Nursing	59	95	103	90	120	61	103.4%
BSEd Secondary Education	5	2	NA	NA	NA		
BSEd Sp Ed - General Curriculum	17	10	17	12	18	1	5.9%
<i>Total</i>	<i>253</i>	<i>263</i>	<i>307</i>	<i>265</i>	<i>306</i>	<i>53</i>	<i>20.9%</i>

COEHP Degrees Awarded Table is continued on the next page.

<i>Masters</i>							
MEd Curr & Instr in Accom Teaching	NA	2	7	14	16		
MS Community Counseling	15	15	14	20	22	7	46.7%
MEd Educational Leadership	10	25	23	14	13	3	30.0%
MEd/MAT Early Childhood Education	15	31	24	22	16	1	6.7%
MEd/MAT Health & Physical Education	3	16	10	12	10	7	233.3%
MS Instructional Technology	4	2	2	NA	NA		
MEd/MAT Middle Grades Education	12	12	20	19	15	3	25.0%
MEd School Counseling	8	17	7	8	11	3	37.5%
MEd/MAT School Library Media	3	5	8	3	3	0	0.0%
MATC Secondary Education	NA	4	9	4	13		
MEd/MAT Sec Ed - English	9	13	16	14	14	5	55.6%
MEd/MAT Sec Ed - Math	3	2	5	9	6	3	
MEd/MAT Sec Ed - Science	3	6	6	1	4	1	33.3%
MEd/MAT Sec Ed - Social Science	4	6	5	9	6	2	
MEd/MAT Sp Ed - General Curriculum	14	18	18	23	19	5	35.7%
<i>Total</i>	103	174	174	172	168	65	63.1%
<i>Specialist</i>							
EdS Educational Leadership	139	33	32	30	41	-98	-70.5%
EdS Early Childhood Education	2	6	5	7	7	5	
EdS Middle Grades Education	8	3	12	6	11	3	37.5%
EdS School Counseling	0	0	0	4	2	2	
EdS Secondary Education	10	4	10	6	6	-4	-40.0%
EdS Special Education	NA	NA	NA	NA	3		
<i>Total</i>	159	46	59	53	70	-89	-56.0%

COEHP Degrees Awarded Table is continued on the next page.

<i>Doctorate</i>							
EdD Curriculum and Leadership	NA	NA	NA	1	3		
<i>Total</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>3</i>		
<i>College Total</i>							
Baccalaureate	253	263	307	265	306	53	20.9%
Masters	103	174	174	172	168	65	63.1%
Specialist	159	46	59	53	70	-89	-56.0%
Doctorate	0	0	0	1	3	3	
<i>Total</i>	<i>515</i>	<i>483</i>	<i>540</i>	<i>491</i>	<i>547</i>	<i>32</i>	<i>6.2%</i>

COEHP Enrollment by Degree

Enrollment: College of Education and Health Professions							
	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	4- Year Change	
Baccalaureate	1823	1875	1978	2018	2052	229	12.6%
Masters	475	478	472	391	367	-108	-22.7%
Specialist	159	127	155	141	122	-37	-23.3%
Doctorate	-	32	35	38	40	-	-
College Total	2457	2512	2640	2588	2581	124	5%

Data Source: CSU Facts and Figures 2013 – 2014

Assessment for Teacher Certification

Georgia Assessment for the Certification of Educators (GACE)

GACE content test scores are used to provide an external assessment of candidates' content knowledge. Though not a requirement for program completion, candidates must pass the GACE content tests (in their intended field of certification) in order to be recommended as eligible for certification to the Georgia Professional Standards Commission. Test results are reviewed annually by program faculty and advisory committees to guide decisions and make program and unit improvements. www.gace.ets.org www.gace.ets.org/program_providers

Columbus State University	Testing Company	TAKERS	PASSERS	PASSRATE (%)	State Average Pass Rate (%)
Program completers 2013 – 14	ETS	248	227	92	89
Program completers 2011 – 12	Pearson	181	165	91	93
Program completers 2010 - 11	Pearson	185	172	93	95
Program completers 2009 - 10	Pearson	129	121	94	96

September 2013 – August 2014 Test Year for New ETS GACE

Data Source: GACE Admin Coordinator

Educator Preparation Unit Evaluations: Critical Assessments

Model of Appropriate Practice (MAP)

The Model of Appropriate Practice (MAP) is an initial certification evaluation that outlines the skills beginning teachers should demonstrate. These skills are categorized into four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities.

The MAP evaluation is administered multiple times throughout the teacher candidates' programs to monitor progress. This evaluation is aligned with the Teacher Keys Evaluation System for in-service teacher evaluation and the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards.

InTASC is a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers. InTASC's primary constituency is state education agencies responsible for teacher licensing, program approval, and professional development. Its work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that all students learn and perform at high levels.

Pass Rate

99% of student teachers scored *meets or exceeds expectations* on the MAP evaluation during the 2013-2014 academic year

Data Source: Office for Student Advising and Field Experience, Coordinator of Student Teaching

Undergraduate Dispositions

The dispositions instrument evaluates whether the teacher candidates' values, commitments, and professional ethics meet or exceed expectations.

Pass Rate

98% of student teachers scored *meets or exceeds expectations* on the Dispositions evaluation during the 2012-2013 academic year

Data Source: Office for Student Advising and Field Experience, Coordinator of Student Teaching

Education Teacher Performance Assessment (edTPA)

The edTPA is a teacher performance assessment tool developed by Stanford University to evaluate pre-service teachers. Starting Fall 2015 teacher candidates in Georgia universities must pass the assessment in order to obtain certification in Georgia. At this time edTPA will become consequential for Georgia candidates and institutions and scored externally by an *independent third party evaluator* (I3PE).

The assessment includes a review of the teacher candidate's teaching materials that document and demonstrate his/her ability to effectively plan, teach, and assess teaching and learning of subject matter for all students; thus, edTPA measures both teaching skills and content knowledge.

The *edTPA pass rate* will be published in the AY 2015 – 2016 Fact Books.

Data Source: edTPA Coordinator and Office of Assessment and Accreditation

Graduate Model of Accomplished Practice (GMAP)

The Graduate Model of Accomplished Practice (GMAP) is an evaluation that outlines the skills in-service teachers should demonstrate. These skills are categorized into five propositions: Commitment to Students and Learning, Knowledge of Subjects and How to Teach Them, Managing and Monitoring Student Learning, Thinking Systematically about Practice, and Member in Learning Communities.

The evaluation is administered multiple times throughout the teachers' programs to monitor progress. Note: This evaluation is aligned with the National Board for Professional Teaching Standards.

Rubric: Proposition 1: Commitment to Students and Learning

	Below Expectations (1 pts)	Meets Expectations (2 pts)	Exceeds Expectations (3 pts)	Mean	Mode	Stdev
Recognizes individual differences in students and adjusts teaching	0	64	62	2.492	2.000	0.500
Treats all students equitably	0	24	101	2.808	3.000	0.394
Designs lesson to match student abilities and foster interest	1	53	73	2.567	3.000	0.511
Provides evidence of teaching to develop multiple domains	1	62	66	2.504	3.000	0.515
Understands how students develop and learn	2	64	62	2.469	2.000	0.529

Rubric: Proposition 2: Knowledge of Subjects and How to Teach Them

	Below Expectations (1 pts)	Meets Expectations (2 pts)	Exceeds Expectations (3 pts)	Mean	Mode	Stdev
Demonstrates depth of knowledge of subject matter	0	55	73	2.570	3.000	0.495
Presents lesson and content so that students learn in a variety of ways	0	64	64	2.500	2.000	0.500
Links content, when appropriate, to other disciplines	2	71	55	2.414	2.000	0.523

Rubric: Proposition 3: Managing and Monitoring Student Learning

	Below Expectations (1 pts)	Meets Expectations (2 pts)	Exceeds Expectations (3 pts)	Mean	Mode	Stdev
Clearly articulates goals for students	0	51	76	2.598	3.000	0.490
Uses multiple methods/ strategies to meet goals	0	75	53	2.414	2.000	0.493
Motivates students to be engaged in learning	1	59	68	2.523	3.000	0.515
Creates a disciplined learning environment	1	57	69	2.535	3.000	0.514
Regularly assesses student progress	1	65	62	2.477	2.000	0.515

Rubric: Proposition 4: Thinking Systematically about Practice

	Below Expectations (1 pts)	Meets Expectations (2 pts)	Exceeds Expectations (3 pts)	Mean	Mode	Stdev
Reflects on practice and makes difficult choices	1	65	61	2.472	2.000	0.515
Seeks the advice of others to improve practice	0	47	80	2.630	3.000	0.483
Uses research and scholarship to improve practice	0	65	60	2.480	2.000	0.500

Rubric: Proposition 5: Membership in Learning Communities

	Below Expectations (1 pts)	Meets Expectations (2 pts)	Exceeds Expectations (3 pts)	Mean	Mode	Stdev
Collaborates with other professionals	1	73	52	2.405	2.000	0.507
Collaborates with families	1	55	59	2.504	3.000	0.517
Uses community resources	1	77	46	2.363	2.000	0.497

Data Source: LiveText Coordinator

Graduate Dispositions

The dispositions instrument evaluates whether the teachers' values, commitments, and professional ethics meet expectations or are rated as exemplary.

Rubric: Graduate Evaluation of Dispositions

	Below Expectations (1 pts)	Meets Expectations (2 pts)	Exemplary (3 pts)	Mean	Mode	Stdev
Displays maturity when seeking solutions to problems and implementing suggestions (Profession-alism)	0	11	53	2.828	3.000	0.377
Demonstrates professional responsibility in carrying out his/her assigned duties (Profession-alism)	0	11	53	2.828	3.000	0.377
Demonstrates acceptable professional appearance and maintains appropriate cleanliness (Profession-alism)	0	6	63	2.913	3.000	0.282
Refelcts sound judgment and appropriate self-control, especially in relating to and safe-guarding students (Profession-alism, Teaching)	0	6	65	2.915	3.000	0.278
Interacts appropriately and positively with others, while appreciating and valuing human diversity (Profession-alism, Teaching)	0	12	59	2.831	3.000	0.375
Demonstrates the belief that all students can learn (Profession-alism, Teaching)	0	5	65	2.929	3.000	0.258
Displays enthusiasm for the discipline(s) he or she teaches and understands the importance of developing relevant connections to everyday life (Profession-alism, Teaching)	0	11	60	2.845	3.000	0.362
Demonstrates interest and involvement in professional organizations (Profession-alism, Scholarship)	3	19	48	2.643	3.000	0.562
Demonstrates a belief in the value of using research- based strategies in teaching (Profession-alism, and Scholarship)	0	20	51	2.718	3.000	0.450
Engages in reflection and self assessment and demonstrates a commitment to life long learning (Profession-alism, Teaching, and Scholarship)	0	13	57	2.814	3.000	0.389

Data Source: LiveText Coordinator

Health, Physical Education, and Exercise Science Assessments

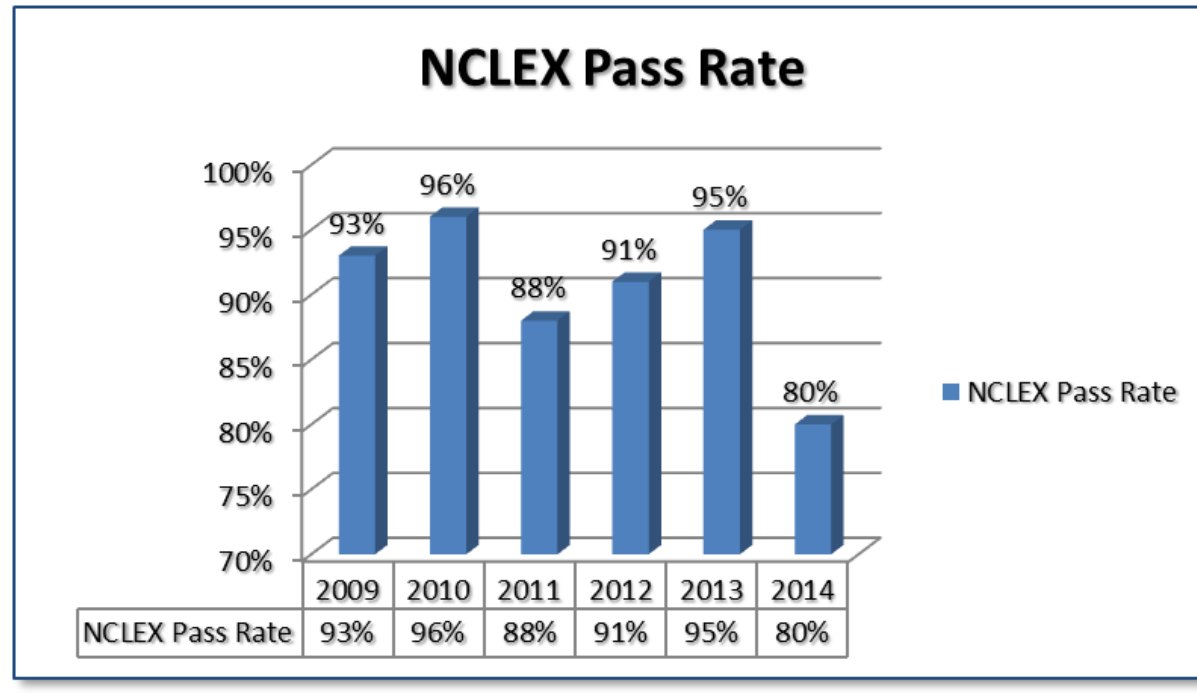
The Physical Education Program data are included in the preceding Unit GACE and Critical Assessment data.

Counseling, Foundations, Leadership, and Graduate Studies Assessment

The School of Counseling and Educational Leadership data are included in the preceding Unit GACE and Critical Assessment data.

Assessment for Nursing Licensure

The National Council of State Boards of Nursing is the licensure board for all registered nurses in the United States. All applicants for registered nurse licensure are required to pass the National Council Licensure Examination--RN (NCLEX--RN) upon completion of an accredited program of study in nursing. The following results indicate the performance of graduates from the School of Nursing on the first attempt during the 12 month period from April to March as reported by the National Council of State Boards: Annual Program Report.



Summary

CSU's College of Education and Health Professions' (COEHP) assessment culture embraces the use of purposeful assessment and useful data to guide its plans for and implementation of program improvement. The college established the COEHP Assessment Council to monitor and report departmental data and to serve as an advising body for assessment and accreditation.

The Council publishes departmental fact books each year. These fact books provide college, department, and program data to be used for data-driven decision making. The four fact books are authored by each department's designated Assessment Council member.

The fact book introduction is authored by the College Dean, Associate Dean for Assessment and Accreditation, and the Administrative Assistant for Assessment and Accreditation.

The selected aggregate data are intended to provide a quick reference for the college data. In addition, the departmental fact books offer a more in-depth view of each department and its data.

Acknowledgements

A special thanks to those faculty, staff, and graduate assistants who reviewed the fact books.

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**Health, Physical Education, and Exercise Science
2013 – 2014 Program Data**

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Due to the Georgia Professional Standards Commission's change in the reporting period, the data reported for departmental fact books are for Fall 2013, Spring 2014, and Summer 2014.

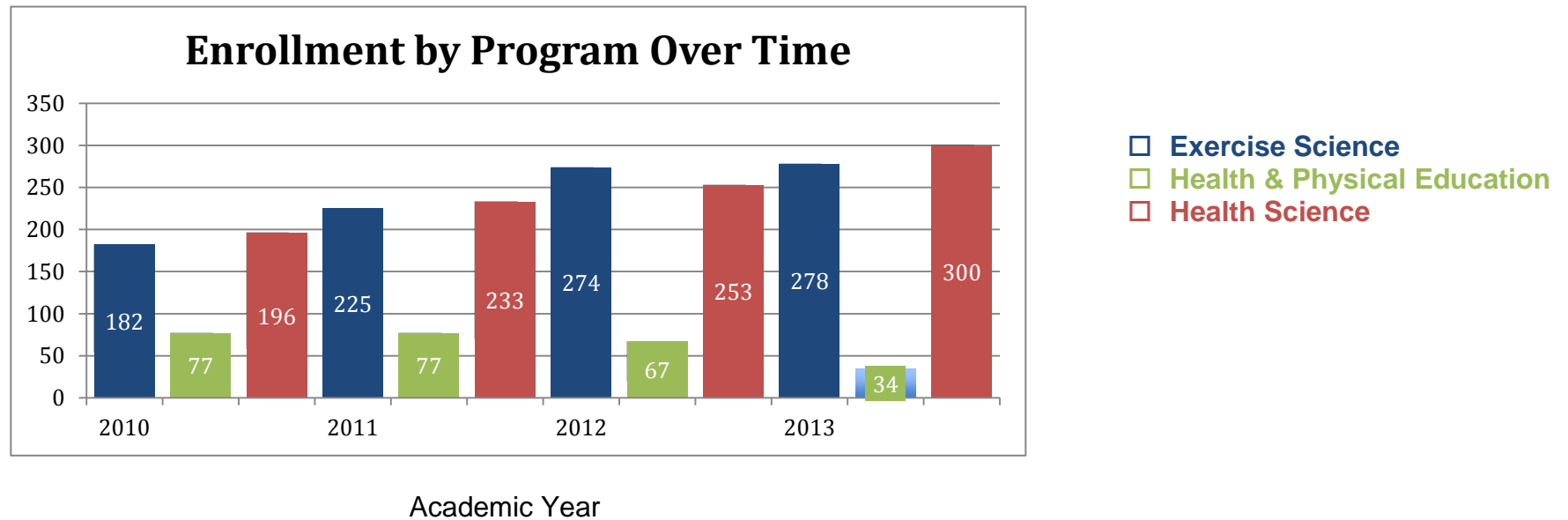
Note: The actual State Report will include data for Summer 2013, Fall 2013, Spring 2014, and Summer 2014. This time frame only applies to the 2014 academic year.

Table 1: Summary Data for Undergraduate Student Enrollment by Program and Full-Time / Part-Time Students

Program	Status	Enrollment			
		Total	% of Program Enrollment	Total	% of Department Enrollment
Exercise Science	Full Time	241	87%	278	45%
	Part Time	37	13%		
Health & Physical Education	Full Time	27	79%	34	6%
	Part Time	7	21%		
Health Science	Full Time	244	81%	300	49%
	Part Time	56	19%		
Department Total	Full Time	512	84%	612	100%
	Part Time	100	16%		

Data Source: CSU Office of Institutional Research PAAR Data, 2014

Figure 1: Enrollment Trend by Program



Data Source: CSU Office of Institutional Research PAAR Data, 2014

Table 2: Summary Data for Undergraduate Students Admitted to Teacher Education for Health and Physical Education

Academic Year	HPE Students Enrolled in Teacher Education	HPE Candidates Admitted to Teacher Education Fall 2013, Spring 2014, Summer 2014
2013	34	9
2012	31	10
2011	20	11
2010	22	3

Data Source: CSU Office of Institutional Research PAAR Data, 2014

Table 3: Total Enrollment Data by Race/Ethnicity and Full-Time /Part-Time Students by Program

Ethnicity	Exercise Science	Program %	Health & Physical Education	Program %	Health Science	Program %
American Indian or Alaskan Native	1				1	
Asian	5	2%			5	2%
Black or African American	105	38%	7	21%	176	59%
Hispanic or Latino	16	6%	1	3%	12	4%
International	2	1%	1	3%	1	
Native Hawaiian or Pacific Islander					1	
White or Caucasian	139	50%	25	74%	96	32%
Two or More Races	10	36%			8	3%
TOTAL	278		34		300	

Data Source: CSU Office of Institutional Research PAAR Data, 2014

Table 4: Full-Time Enrollment Data for Undergraduate Programs by Race/Ethnicity and Gender

Program	Gender	Asian	%	African American/ Black	%	Hisp.	%	Intern.	%	American Indian/ Alaskan Native	%	Two or More Races	%	White/ Cauc.	%	Total
Exercise Science	Female	2		47	20%	5	2%	0		1		6	2%	66	27%	127
	Male	2		45	19%	9	4%	2		0		4	2%	52	22%	114
	Total	4		92	38%	4	6%	2		1		10	4%	118	49%	241
Health & Physical Education	Female	0		1	4%	0		1		0		0		11	41%	13
	Male	0		4	15%	1		0		0		0		9	33%	14
	Total	0		5	19%	1		1		0		0		20	74%	27
Health Science	Female	3		115	47%	4	2%	1		1		4	2%	60	25%	188
	Male	1		28	11%	3		0		0		3		21	9%	56
	Total	4	2%	143	58%	7	3%	1		1		7	3%	81	33%	244

Data Source: CSU Office of Institutional Research PAAR Data, 2014

Table 5: Part-Time Enrollment Data for Undergraduate Programs by Race/Ethnicity and Gender

Program	Gender	Asian	%	African American /Black	%	Hisp.	%	Intern.	%	Native Hawaiian /Pacific Islander	%	Two or More Races	%	White/ Cauc.	%	Total
Exercise Science	Female	1		6	16%	1		0		0		0		12	32%	20
	Male	0		7	19%	1		0		0		0		9	24%	17
	Total	1		13	35%	2		0		0		0		21	57%	37
Health & Physical Education	Female	0		0		0		0		0		0		1	14%	1
	Male	0		2	29%	0		0		0		0		4	45%	6
	Total	0		2	29%	0		0		0		0		5	100%	7
Health Science	Female	1		28	50%	3		0		0		0		10	18%	42
	Male	0		5	9%	2		0		1		1		5	9%	14
	Total	1		33	59%	5	9%	0		1		1		15	27%	56

Data Source: CSU Office of Institutional Research PAAR Data, 2014

**Candidate Data by Program
Initial and Exit Program Transition Points**

Table 6: Average GPA at Admission by Program for Bachelor's Degree

Program Name	Academic Year	Average Admission GPA	Number of Students Admitted
Exercise Science	2013	N/A	N/A
	2012	N/A	N/A
	2011	N/A	N/A
	2010	N/A	N/A
Health & Physical Education	2013	2.89	9
	2012	3.11	10
	2011	2.98	11
	2010	3.16	3
Health Science	2013	N/A	N/A
	2012	N/A	N/A
	2011	N/A	N/A
	2010	N/A	N/A

Data Source: CSU Office of Institutional Research PAAR Data, 2014

Table 7: Average GPA at Exit from Program for Bachelor's Degree

Program Name	Academic Year	Average Exit GPA	Number of Students Completed
Exercise Science	2013	3.02	37
	2012	3.14	37
	2011	3.00	38
	2010	3.11	39
Health & Physical Education	2013	3.26	14
	2012	3.04	7
	2011	3.17	4
	2010	3.14	12
Health Science	2013	3.12	58
	2012	3.08	54
	2011	3.06	48
	2010	2.96	40

Data Source: CSU Office of Institutional Research PAAR Data, 2014

Table 8: Average GPA at Admission to Program for Post-Baccalaureate Certification

Program Name	Academic Year	Average Admission GPA	Headcount
Health & Physical Education (Post-Baccalaureate)	2013	2.21	3
	2012	4.0	1
	2011	2.63	2
	2010	2.65	3

Data Source: CSU Office of Institutional Research PAAR Data, 2014

Table 9: GACE Summary Scores for Health and Physical Education by Year

Program Completer Year	GACE Exam	Number of Test Takers	Degree Program	Number Tested	Number Passed	% of Passing Test Takers	Statewide Pass Rate
2012-2013	115-Health	17	BSED	11	11	100%	89%
			MAT	6	6	100%	
	116- Physical Education	16	BSED	11	11	100%	99%
			MAT	5	5	100%	
2011-2012	115- Health	10	BSED	4	3	75 %	97%
			MAT	6	6	100 %	
	116- Physical Education	10	BSED	4	4	100 %	98%
			MAT	6	6	100 %	
2010-2011	115- Health	20	BSED	12	10	83 %	96%
			MAT	8	8	100 %	
	116- Physical Education	20	BSED	12	12	100 %	97%
			MAT	8	8	100 %	

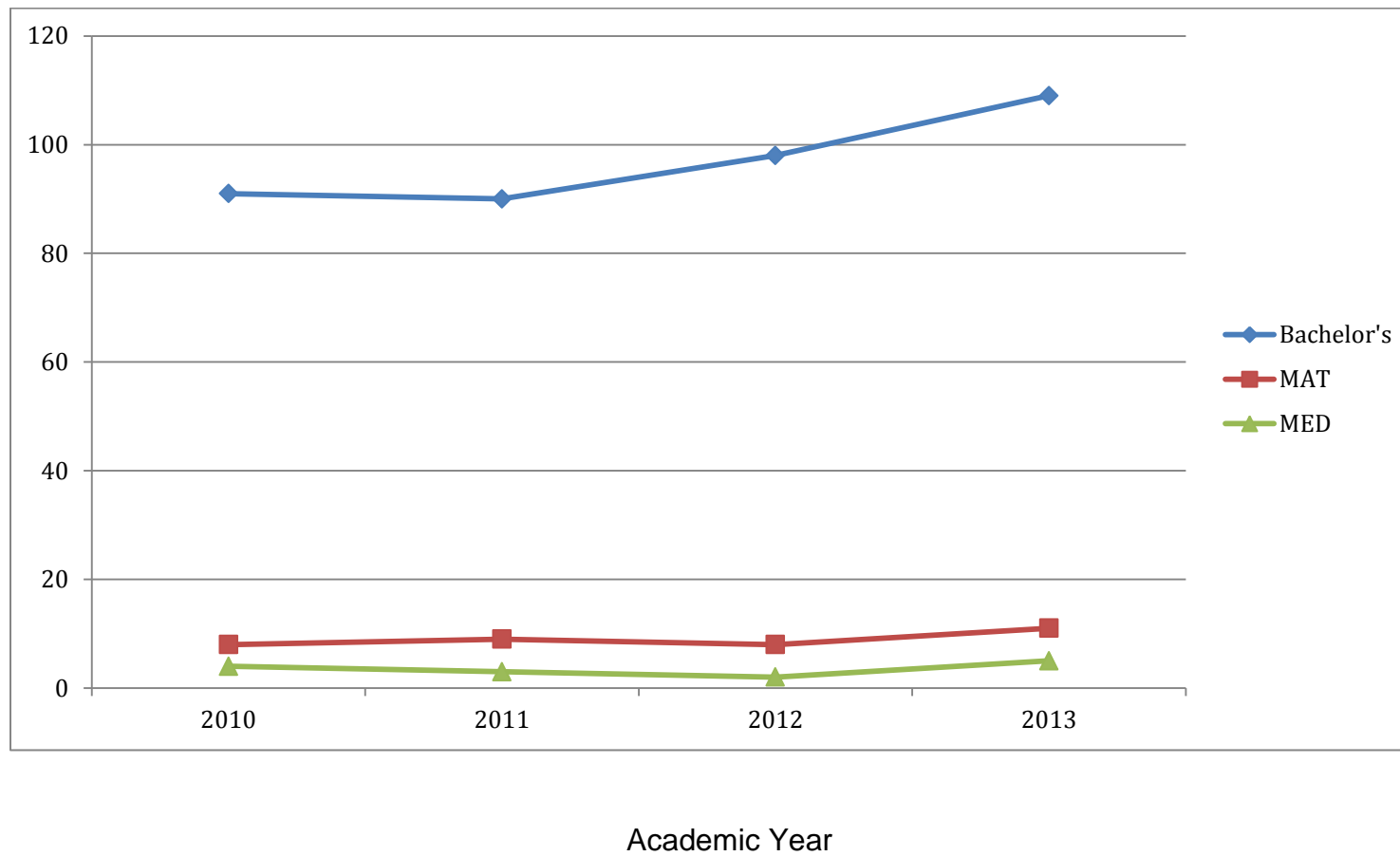
Data Source: Pearson Education, Inc. GACE Data (COEHP GACE Admin Assessment and Accreditation)

Table 10: Number of Degrees Conferred by Program and Year

Degree	Year	Exercise Science	Health & Physical Education	Health Science	Totals
Bachelor's	2013	37	14	58	109
	2012	37	7	54	98
	2011	38	4	48	90
	2010	39	12	40	91
MAT	2013	N/A	11	N/A	11
	2012	N/A	8	N/A	8
	2011	N/A	9	N/A	9
	2010	N/A	8	N/A	8
MED	2013	N/A	5	N/A	5
	2012	N/A	2	N/A	2
	2011	N/A	3	N/A	3
	2010	N/A	4	N/A	4

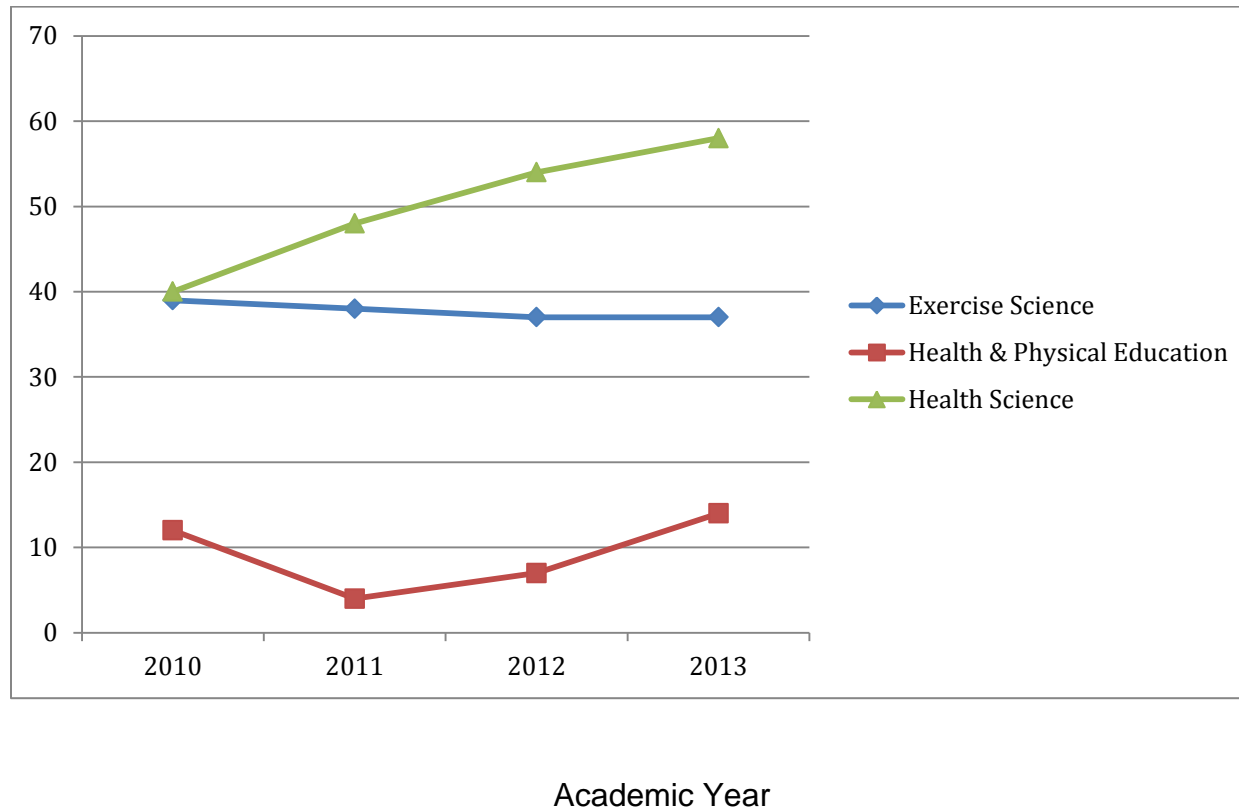
Data Source: CSU Office of Institutional Research, 2014; Completed Exit Exams

Figure 2: HPEX Degrees Conferred



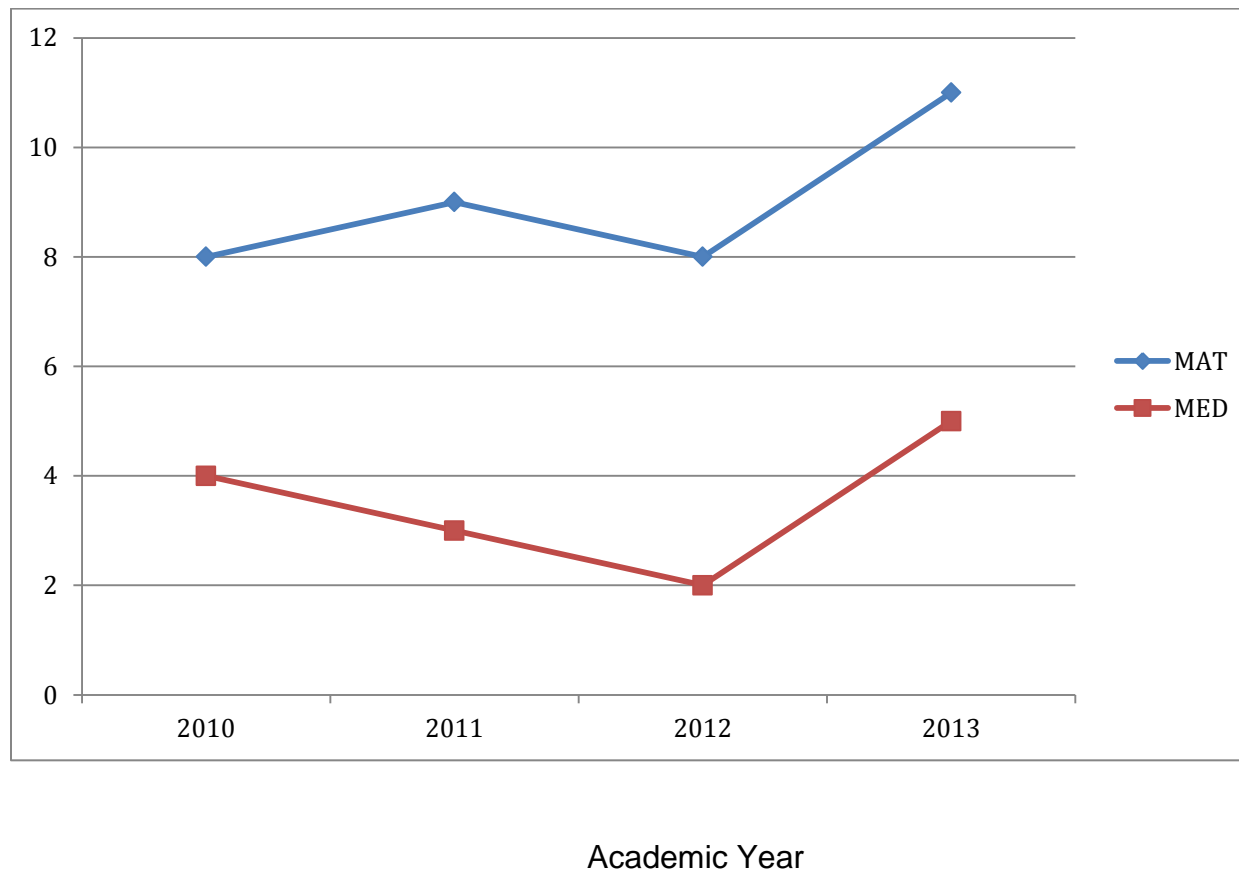
Data Source: CSU Office of Institutional Research PAAR Data, 2014

Figure 3: Bachelor's Degrees Conferred



Data Source: CSU Office of Institutional Research PAAR Data, 2014

Figure 4: Graduate Degrees Conferred



Data Source: CSU Office of Institutional Research PAAR Data, 2014

Table 11: Summary Data for Graduate Student Enrollment by Program and Full-Time / Part-Time Students

Graduate Program (Health & Physical Education)	Academic Year	Status	Enrollment		
			Total	% of Program Enrollment	Total
MAT	2013	Full Time	17	81 %	21
		Part Time	4	19 %	
	2012	Full Time	25	89 %	28
		Part Time	3	11 %	
	2011	Full Time	17	77 %	22
		Part Time	5	23 %	
	2010	Full Time	20	80 %	25
		Part Time	5	20 %	
MED	2013	Full Time	2	18 %	11
		Part Time	9	82 %	
	2012	Full Time	6	55 %	11
		Part Time	5	45 %	
	2011	Full Time	4	50 %	8
		Part Time	4	50%	
	2010	Full Time	5	56 %	9
		Part Time	4	44 %	

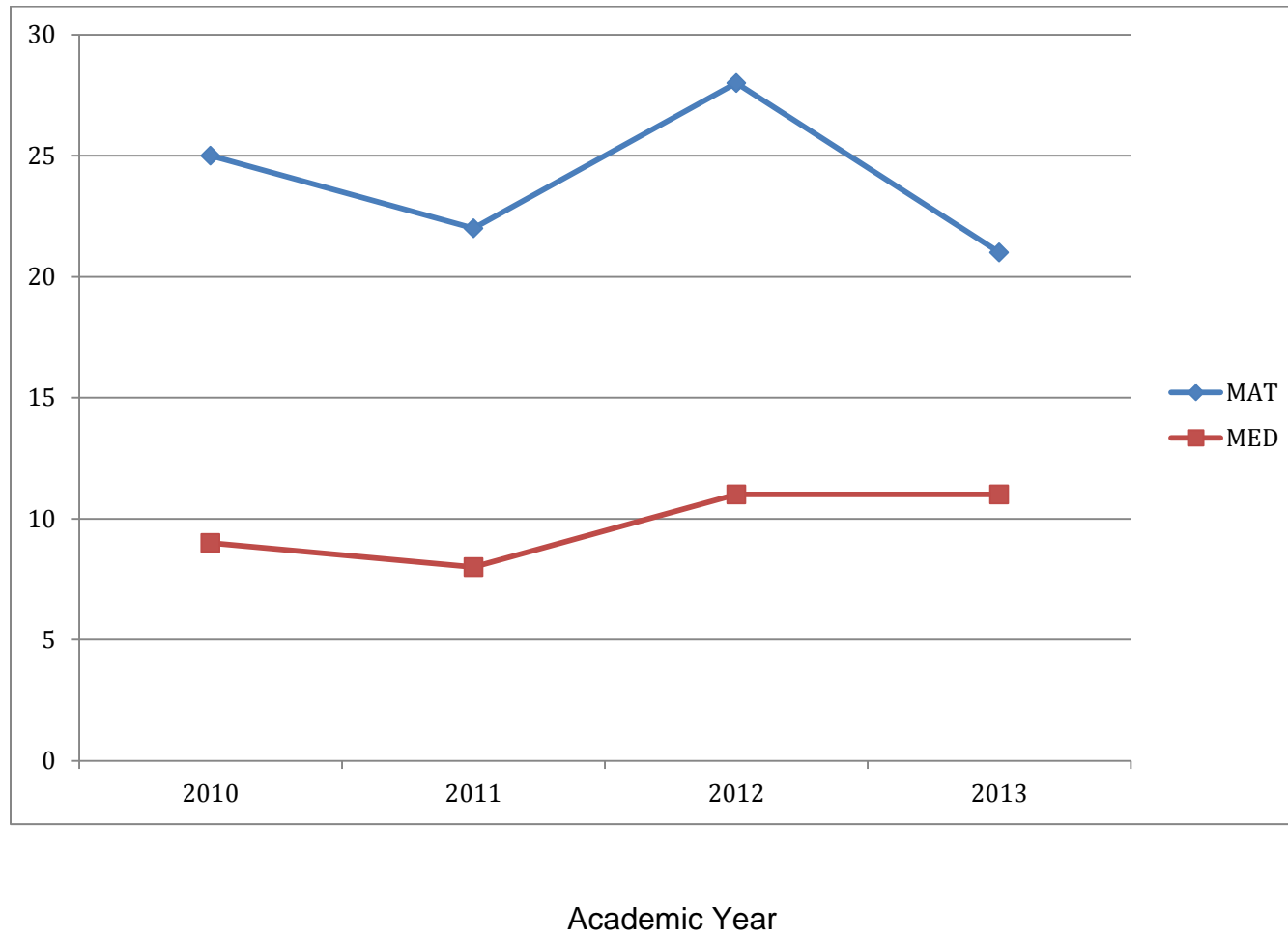
Data Source: CSU Office of Institutional Research PAAR Data, 2014

Table 12: Summary Data for Graduate Student Enrollment by Program

Academic Year	Program	Enrollment	% of Graduate Program Health and Physical Education Enrollment	Total Enrollment
2013	MAT	21	66 %	32
	MED	11	34 %	
2012	MAT	28	72 %	39
	MED	11	28 %	
2011	MAT	22	73 %	30
	MED	8	27 %	
2010	MAT	25	25 %	34
	MED	9	9 %	

Data Source: CSU Office of Institutional Research PAAR Data, 2014

Figure 5: Graduate Student Enrollment



Data Source: CSU Office of Institutional Research PAAR Data, 2014

Table 13: Summary Graduate Program Total Enrollment Data by Race/Ethnicity, Gender, and Status

Program	Gender		Asian	%	African American/ Black	%	Hisp .	%	Intern.	%	Native Hawaiian/ Pacific Islander	%	Two or More Races	%	White /Cauc.	%	Total
Health & Physical Education (MAT)	Female	Full Time	0		2	9%	0		0		0		0		6	29%	8
		Part Time	0		2	9%	0		0		0		0		0	4%	2
	Male	Full Time	0		2	9%	1	4%	1	4%	0		0		5	24%	9
		Part Time	0		2	9%	0		0		0		0		0		2
	Total		0		8	38%	1	4%	1	4%	1	4%	0		11	52%	21
Health & Physical Education (MED)	Female	Full Time	0		0		0		0		0		0		0		0
		Part Time	0		4	36%	0		0		0		0		1	9%	5
	Male	Full Time	0		1	9%	0		0		0		0		1	9%	2
		Part Time	0		2	18%	0		0		0		0		2	18%	4
	Total		0		7	64%	0		0		0		0		4	36%	11

Data Source: CSU Office of Institutional Research PAAR Data, 2014

Table 14: Average GPA at Admission to Program by Degree

Health and Physical Education	Academic Year	Average Admission GPA	Number of Students Admitted
Graduate Initial Certification (MAT)	2013	2.75	5
	2012	3.24	14
	2011	3.15	15
	2010	3.23	11
Graduate Advanced Certification (MEd)	2013	3.00	11
	2012	3.12	6
	2011	3.09	4
	2010	3.15	2

Data Source: CSU Office of Institutional Research, 2014; Completed Exit Exams

Table 15: Average GPA at Exit from Program by Degree

Health and Physical Education	Academic Year	Average Exit GPA	Number of Students Completed
Graduate Initial Certification (MAT)	2013	3.67	11
	2012	3.48	8
	2011	3.64	9
	2010	3.71	8
Graduate Advanced Certification (MEd)	2013	3.47	5
	2012	3.55	2
	2011	3.56	3
	2010	N/A	N/A

Data Source: CSU Office of Institutional Research, 2014; Completed Exit Exams

