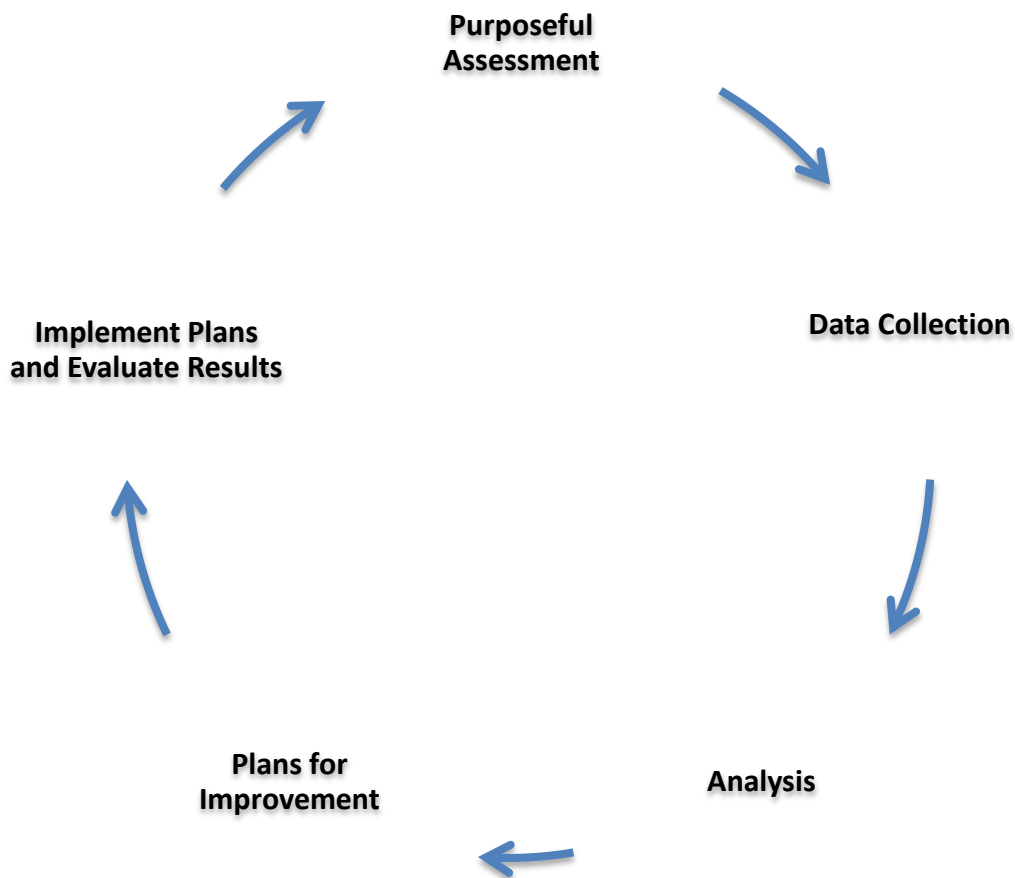




**COLUMBUS STATE  
UNIVERSITY**

**College of Education and Health Professions  
Assessment Council Fact Books**

**Department of Health, Physical Education, and Exercise Science  
2012-2013 Academic Year**



**Assessment Council Members**

Dr. Barbara C. Buckner, Dean

Dr. Sallie Averitt Miller, Associate Dean and Council Chair

Dr. Andrea Dawn Frazier, Department of Counseling, Foundations, Leadership, and Graduate Studies

Dr. Ellen H. Martin, Department of Health, Physical Education, and Exercise Science

Professor Lisa O'Steen, School of Nursing

Dr. Deniz Peker, Department of Teacher Education and Assistant CAEP Coordinator

Ms. Nancy Harris, Graduate Assistant and Council Secretary

## Mission

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

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, writing grants, and using data to make informed program improvement plans.

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## Fact Books

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

1. Department of Counseling, Foundations, Leadership, and Graduate Studies Fact Book  
*Dr. Andrea Dawn Frazier*
2. Department of Health, Physical Education, and Exercise Science Fact Book  
*Dr. Ellen H. Martin*
3. School of Nursing Fact Book  
*Professor Lisa O'Steen*
4. Department of Teacher Education Fact Book  
*Dr. Deniz Peker*

The Fact Book Introduction was authored by Dr. Barbara C. Buckner, Dr. Sallie A. Miller, and Ms. Nancy Harris.

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## Introduction

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

The College offers numerous educator preparation programs. However, the COEHP also houses programs in Exercise Science, School Library Media, Community Counseling, Health Science, and Nursing.

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

1. Council for the Accreditation of Educator Preparation (National Council for the Accreditation for Teacher Education)
2. Commission on Colleges of the Southern Association of Colleges and Schools
3. Georgia Board of Nursing
4. Commission on Collegiate Nursing Education
5. Georgia Professional Standards Commission
6. Council for the Accreditation of Counseling and Related Educational Programs (CACREP)
7. National Association of Schools of Art and Design (NASAD)
8. National Association of Schools of Theatre (NAST)
9. National Association of Schools of Music (NASM)
10. Régistre International des Conservatoires de Musique

### Selected Aggregate Data

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

#### Grants Awarded

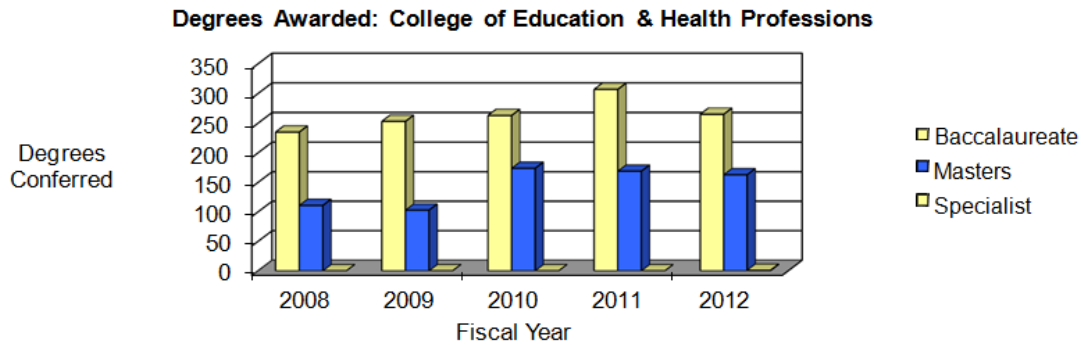
Academic Year	Counseling, Foundations, and Leadership	Teacher Education	Health, Physical Education, and Exercise Science	School of Nursing	Outreach Centers	College of Education and Health Professions
2012-2013	\$77,500	\$720,675	\$91,052	\$132,676	\$145,781	<b>\$1,167,684</b>

In addition to the totals reported above, the Department of Teacher Education reported the UTEACH Columbus Grant for \$1.4 million last year. This grant is in effect through 2016. Furthermore, the Columbus Regional Academy of Future Teachers of STEM (CRAFT-STEM) Grant for \$1.2 million reported last year is active through 2015.

Source: COEHP Faculty and the Office of Sponsored Programs (Grants Manager)

## Degrees Awarded

### CSU Facts & Figures 2012: Degrees Awarded



Degrees Awarded: College of Education and Health Professions							
	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	4- Year Change	
Baccalaureate	235	253	263	307	265	30	12.8%
Masters	111	103	174	169	163	52	46.8%
Specialist	41	159	46	59	53	12	29.3%
Doctorate	-	-	-	-	1	1	-
<b>College Total</b>	<b>387</b>	<b>515</b>	<b>483</b>	<b>535</b>	<b>482</b>	<b>95</b>	<b>24.5%</b>

## Enrollment by Degree

Enrollment: College of Education and Health Professions							
	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	4- Year Change	
Baccalaureate	1677	1823	1875	1978	2018	341	20.3%
Masters	380	475	478	472	391	11	2.9%
Specialist	140	159	127	155	141	1	.7%
Doctorate	-	-	32	35	38	-	-
<b>College Total</b>	<b>2197</b>	<b>2457</b>	<b>2512</b>	<b>2640</b>	<b>2588</b>	<b>391</b>	<b>17.8%</b>

Data Source: CSU Facts and Figures 2012 – 2013

## 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 to the Georgia Professional Standards Commission for a clear renewable teaching certificate. Test results are reviewed annually by program faculty and advisory committees to guide decisions and make program and unit improvements.

<b>Columbus State University</b>	<b>TAKERS</b>	<b>PASSERS</b>	<b>PASSRATE (%)</b>	<b>State Average Pass Rate (%)</b>
Program completers 2011 - 12	181	165	<b>91</b>	<b>93</b>
Program completers 2010 - 11	185	172	93	95
Program completers 2009 - 10	129	121	94	96

Data Source: Pearson Education, Inc.

## Educator Preparation Unit Evaluations Common 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 in-service teacher evaluation and the Interstate Teacher Assessment and Support Consortium (InTASC).

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**

***95% of student teachers passed the MAP evaluation during the 2012-2013 AY***

Data Source: Office for Student Advising and Field Experience

## **Undergraduate Dispositions**

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

### **Pass Rate**

***97% of student teachers passed the Dispositions evaluation during the 2012-2013 AY***

*Data Source: Office for Student Advising and Field Experience*

## **Undergraduate Documenting Student Performance Rubric**

Assessing student performance is an integral component in the teaching and learning process. Assessment provides student teachers with data that are used for improving their teaching practices and for guiding and motivating their students throughout the learning process.

### **Pass Rate**

***93% of the students evaluated by the undergraduate documenting student performance rubric during Fall 2012 and Spring 2013 Year scored acceptable or target***

*Data Source: Office for Student Advising and Field Experience*

## **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.*

### **Pass Rate**

***98% of the students evaluated by GMAP during Fall 2012 and Spring 2013 scored meets or exceeds expectations on all criteria***

*Data Source: LiveText Exhibit Center*

## Graduate Dispositions

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

### Pass Rate

***97% of the students evaluated by the graduate dispositions evaluation during Fall 2012 and Spring 2013 scored meets expectations or exemplary***

*Data Source: LiveText Exhibit Center*

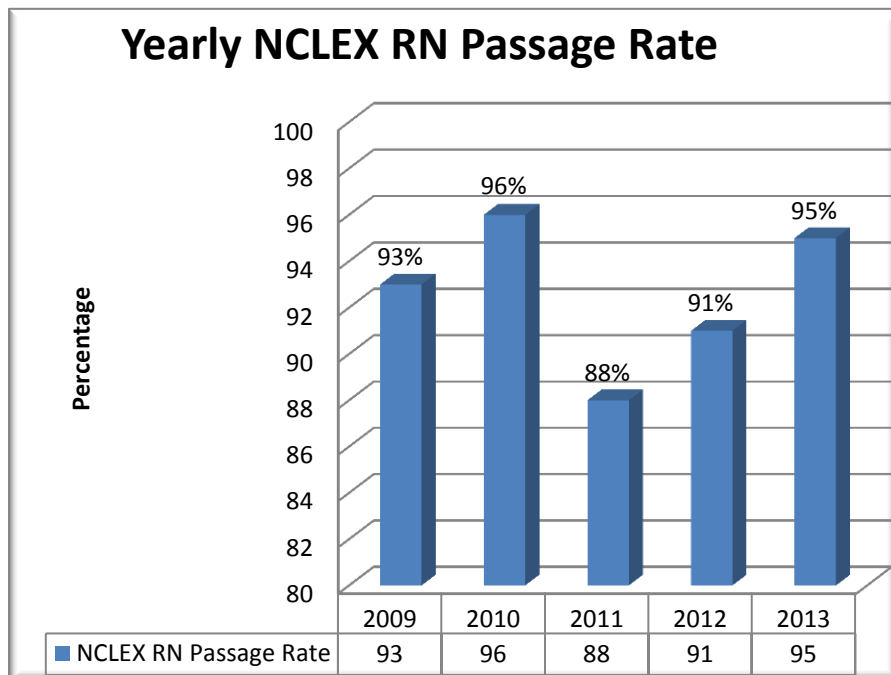
## Health, Physical Education, and Exercise Science Assessments

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

## Counseling, Foundations, Leadership, and Graduate Studies Assessments

The School Counseling and Educational Leadership Program data are included in the preceding Unit GACE data.

## Assessment for Nursing Licensure



95% Pass Rate 2012-2013

To ensure public protection, the *National Council of State Boards of Nursing (NCSBN)* member board jurisdictions require a candidate for licensure to pass an examination that measures the competencies needed to perform safely and effectively as a newly licensed, entry-level nurse. NCSBN develops the licensure examinations, the National Council Licensure Examination for Registered Nurses (NCLEX-RN) that are used by boards of nursing to assist in making licensure decisions.

Taking the NCLEX-RN is a capstone experience for nursing students. Passing the exam demonstrates competency to begin a nursing career.

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## 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. Thus to assist in the assessment process, the college established the COEHP Assessment Council.

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 Associate Dean's Graduate Assistant.

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

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## Acknowledgements

A special thanks to the Council's ex officio members (Dr. Ron Linton, Dr. Margie Yates, and Ms. Saoussan Maarouf) for serving on this council and to the COEHP faculty and staff for their support and contributions.

The Council also thanks those faculty, staff, and graduate assistants who reviewed the fact books.

Dr. Ekaterina Strekalova-Hughes  
Dr. Dell Miller  
Dr. Tara Underwood  
Dr. Deirdre Greer  
Ms. Lindsey Awtrey  
Ms. LaQuita Daniel



**College of Education and Health Professions  
Department of Health, Physical Education, and Exercise Science  
2012-2013 Fact Book**

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**2012-2013 Health, Physical Education, and Exercise Science Program Data  
Undergraduate Student by Program**

**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	211	77%	274	46%
	Part-Time	63	23%		
Health & Physical Education	Full-Time	45	67%	67	11%
	Part-Time	22	33%		
Health Science	Full-Time	184	73%	253	43%
	Part-Time	69	27%		
Department TOTAL	Full-Time	440	74%	594	100%
	Part-Time	154	26%		

Data Source: CSU Office of Institutional Research, 2013

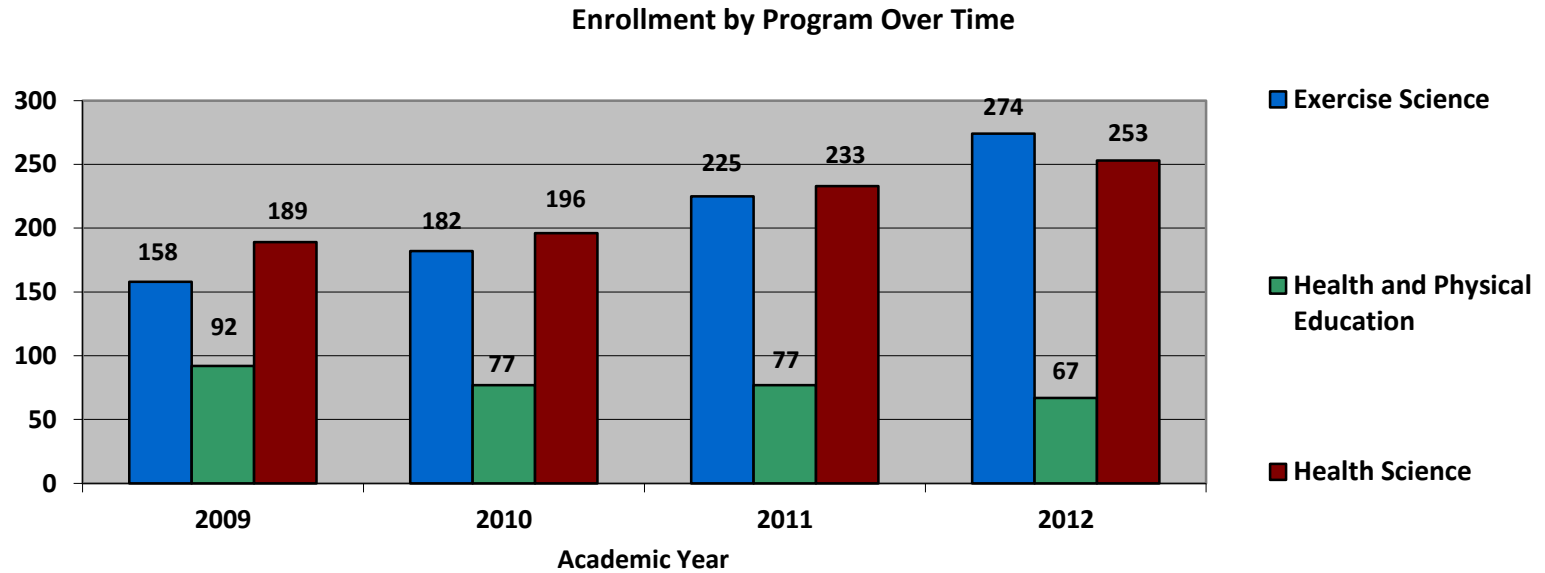
Notes

Full-Time students comprise approximately 74% of total enrollment in all three programs.

Of the 594 students in the department, 11% of the total enrollment is in Health and Physical Education, with the remaining number split closely between Exercise Science and Health Science.

**2012-2013 Health, Physical Education, and Exercise Science Program Data  
Undergraduate Student by Program**

**Figure 1: Enrollment Trend by Program**



Notes

Enrollment in Exercise Science steadily increased 73% from 2009 to 2012.

Enrollment in Health and Physical Education decreased 27% from 2009 to 2012.

Enrollment in Health Science steadily increased 34% from 2009 to 2012.

**2012-2013 Health, Physical Education, and Exercise Science Program Data  
Undergraduate Student by Program**

**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
2012	31	10
2011	20	11
2010	22	3
2009	34	9

Data Source: CSU Office of Institutional Research, 2013

Note

For years 2009 through 2012, the number of HPE students in Teacher Education decreased by 9%, while the number of candidates admitted to Health and Physical Education increased by 11%.

**2012-2013 Health, Physical Education, and Exercise Science Program Data  
Undergraduate Student by Program**

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

<b>Ethnicity</b>	<b>Exercise Science</b>	<b>Program %</b>	<b>Health &amp; Physical Ed</b>	<b>Program %</b>	<b>Health Science</b>	<b>Program %</b>
American Indian or Alaska Native	1		1		1	
Asian	5				4	
Black or African-American	91	33%	23	34%	140	55%
Hispanic or Latino	14	5%	1		9	4%
International	1		2		1	
Native Hawaiian or Pacific Islander	2				0	
Two or More Races	5	2%	1		6	2%
White or Caucasian	155	57%	39	58%	92	36%
<b>TOTAL</b>	<b>274</b>		<b>67</b>		<b>253</b>	

Data Source: CSU Office of Institutional Research, 2013

Notes

Percentage not included for categories with less than five students.

All programs in HPEX have diverse student populations

Over half of the students enrolled in Exercise Science and Health and Physical Education are White.

Over half of the students enrolled in Health Science are African American.

**2012-2013 Health, Physical Education, and Exercise Science Program Data  
Undergraduate Student by Program**

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

Program	Gender	Asian	%	Black	%	Hispanic	%	Intern	%	Native Hawaiian / Pacific Islander	%	Unknown / Multiracial	%	White	%	Total	%
Exercise Science	Female	2		37	18%	5		1		1		3		68	32%	117	55%
	Male	2		35	17%	7		1		1		2		46	22%	94	45%
	Total	4		72	35%	12		2		2		4		114	54%	<b>211</b>	100%
Health & Physical Education	Female	0		12	23%	0		2		1		1		11	21%	27	52%
	Male	0		6	12%	0		0		0		0		19	37%	25	48%
	Total	0		18	35%	0		2		1		1		30	58%	<b>52</b>	100%
Health Science	Female	2		82	45%	4		3		0		2		52	28%	145	79%
	Male	2		22	12%	1		0		0		3		11	6%	39	21%
	Total	4		104	57%	5		3		0		5		63	34%	<b>184</b>	100%

Data Source: CSU Office of Institutional Research, 2013

Notes

Percentage not included for ethnicity category totals with seven students or less.

Both Exercise Science and Health & Physical Education have approximately equal numbers of male and female full-time students enrolled.

There are approximately four times as many full-time female students than male students enrolled in Health Science.

**2012-2013 Health, Physical Education, and Exercise Science Program Data  
Undergraduate Student by Program**

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

Program	Gender	American Indian or Alaskan Native		Asian		Black		Hispanic		Native Hawaiian / Pacific Islander		Unknown / Multiracial		White		Total	
			%		%		%		%		%		%		%		%
Exercise Science	Female	0		1		8	13%	1		0		0		20	32%	30	48%
	Male	0		0		11	17%	1		0		0		21	33%	33	52%
	Total	0		1		19	30%	2		0		0		41	65%	<b>63</b>	100%
Health & Physical Education	Female	1		0		1	4%	0		0		0		2	9%	4	18%
	Male	0		0		9	41%	0		0		0		9	41%	18	82%
	Total	1		0		10	45%	0		0		0		11	50%	<b>22</b>	100%
Health Science	Female	0		0		30	43%	4		0		0		17	25%	51	74%
	Male	0		0		6	9%	0		0		0		12	17%	18	26%
	Total	0		0		36	52%	4		0		0		29	42%	<b>69</b>	100%

Data Source: CSU Office of Institutional Research, 2013

Notes

Percentage not included for ethnicity category totals with less than five students.

There are approximately an equal number of female and male part-time students enrolled in Exercise Science.

There are approximately four times as many part-time male students enrolled in Health and Physical Education as females.

There are approximately three times as many part-time female students enrolled in Health Science as males.

**2012-2013 Health, Physical Education, and Exercise Science Program Data  
Undergraduate Student by Program  
Candidate Data by Program**

**Initial and Exit Program Transition Points**

**Table 6: Average GPA at Admission to HPE Program for Bachelor's Degree**

Program Name	Academic Year	Average Admission GPA	Number of Students Admitted
Health and Physical Education	2012	3.11	10
	2011	2.98	11
	2010	3.16	3
	2009	3.23	9

Data Source: CSU Office of Institutional Research, 2013

Note

The average GPA at admission to the HPE program decreased from 2009-2012.



**2012-2013 Health, Physical Education, and Exercise Science Program Data**

**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	2012	3.14	37
	2011	3.00	38
	2010	3.11	39
	2009	2.98	22
Health and Physical Education	2012	3.04	7
	2011	3.17	4
	2010	3.14	12
	2009	3.39	15
Health Science	2012	3.08	54
	2011	3.06	48
	2010	2.96	40
	2009	3.07	53

Data Source: CSU Office of Institutional Research, 2013

Notes

The exit GPA for Exercise Science increased slightly between 2009 and 2012, while the exit GPA for Health Science remained relatively the same over the same period.

The exit GPA for Health and Physical Education decreased between 2009 and 2012.

**2012-2013 Health, Physical Education, and Exercise Science Program Data  
Undergraduate Student by Program  
Candidate Data by Program**

**Initial and Exit Program Transition Points**

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

Program Name	Academic Year	Average Admission GPA	Headcount
Health and Physical Education (Post-Baccalaureate)	2012	4.00	1
	2011	2.63	2
	2010	2.65	3
	2009	3.53	2

Data Source: CSU Office of Institutional Research, 2013

Note

Headcount is less than 5.

**2012-2013 Health, Physical Education, and Exercise Science Program Data  
Undergraduate Student by Program  
Candidate Data by Program**

**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	Institution Pass Rate	Statewide Pass Rate
<b>2011-2012</b>	115-Health	10	BSED	4	3	75%	<b>97%</b>
			MAT	6	6	100%	
	116- Physical Education	10	BSED	4	4	100%	<b>98%</b>
			MAT	6	6	100%	
<b>2010-2011</b>	115-Health	20	BSED	12	10	83%	<b>92%</b>
			MAT	8	8	100%	
	116- Physical Education	20	BSED	12	12	100%	<b>96%</b>
			MAT	8	8	100%	
<b>2009-2010</b>	115-Health	24	BSED	13	12	92%	<b>96%</b>
			MAT	11	11	100%	
	116- Physical Education	24	BSED	13	13	100%	<b>97%</b>
			MAT	11	11	100%	

Data Source: Pearson Education, Inc. GACE Data

Notes

2012-2013 GACE scores are not yet available.

**2012-2013 Health, Physical Education, and Exercise Science Program Data  
Undergraduate and Graduate Student by Program  
Candidate Data by Program**

**Table 10: Number of Degrees Conferred by Program and Year (Source: CSU Academic Affairs, 2013; Completed Exit Exams)**

Degree	Year	Exercise Science	Health & Physical Education	Health Science	Totals
<b>Bachelor's</b>	2012	37	7	54	<b>98</b>
	2011	38	4	48	<b>90</b>
	2010	39	12	40	<b>91</b>
	2009	22	15	53	<b>90</b>
<b>MAT</b>	2012	N/A	8	N/A	<b>8</b>
	2011	N/A	9	N/A	<b>9</b>
	2010	N/A	8	N/A	<b>8</b>
	2009	N/A	10	N/A	<b>10</b>
<b>MED</b>	2012	N/A	2	N/A	<b>2</b>
	2011	N/A	3	N/A	<b>3</b>
	2010	N/A	4	N/A	<b>4</b>
	2009	N/A	5	N/A	<b>5</b>

Data Source: CSU Office of Institutional Research, 2013; Completed Exit Exams

Notes

The total number of Bachelor's degrees conferred for the Department increased 9% from 2009 and 2012.

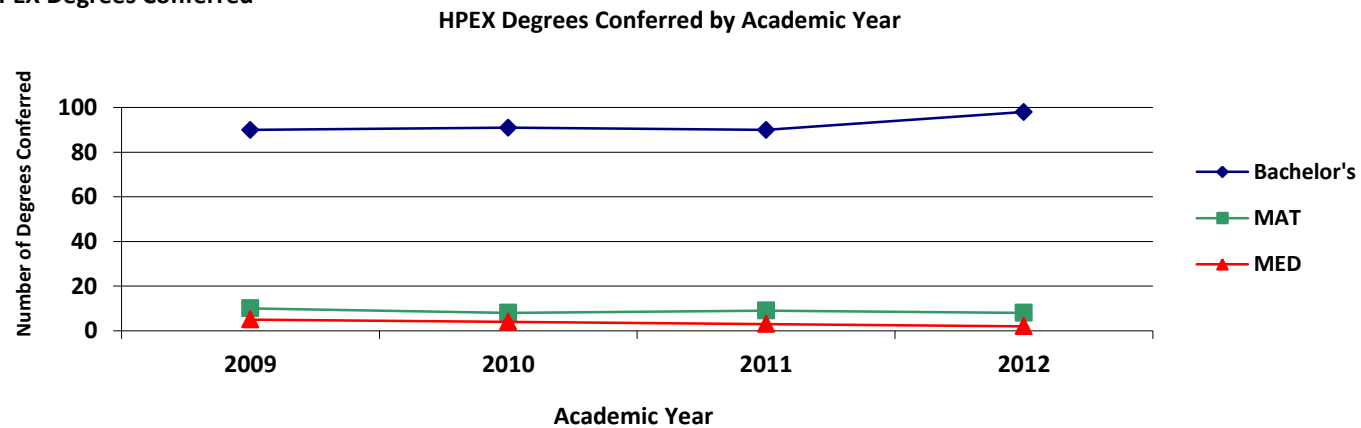
The number of MED degrees conferred decreased by 3 students between 2009 and 2012.

The number of MAT degrees conferred decreased by 2 students from 2009 and 2012.

The number of Bachelor's degrees conferred in Exercise Science increased 68% between 2009 and 2012.

The number of Bachelor's degrees conferred in Health Science increased 2% between 2009 and 2012.

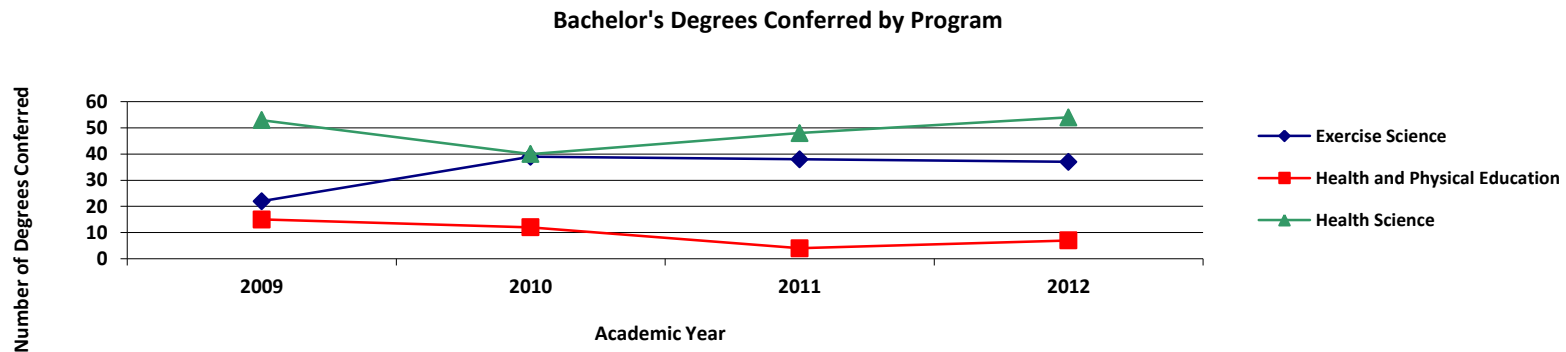
**Figure 2: HPEX Degrees Conferred**



Note

The number of Bachelor's degrees awarded has increase by 9% from 2009 and 2012. The number of MED degrees conferred decreased between 2009 and 2012 but the number of MAT degrees conferred remained the same.

**Figure 3: Bachelor's Degrees Conferred**



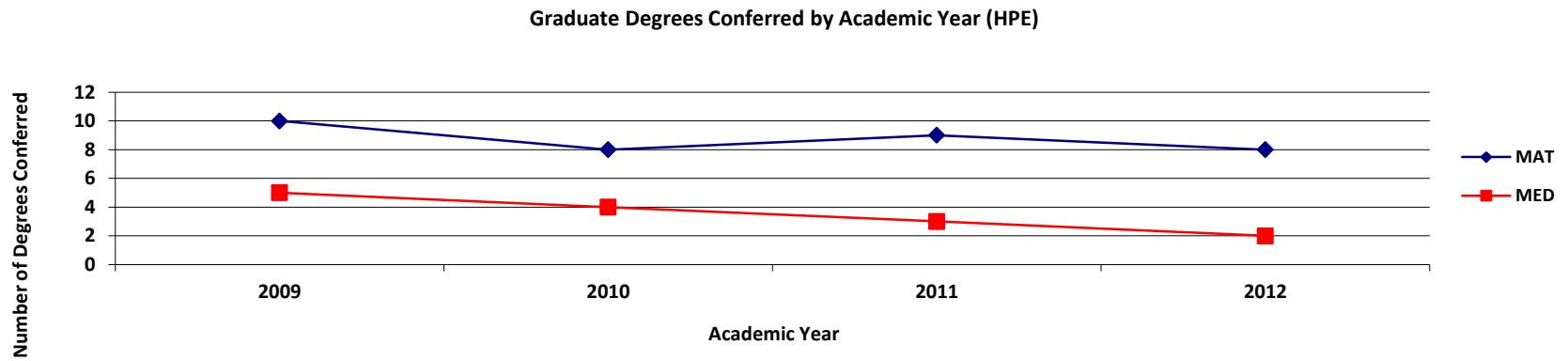
Notes

The number of degrees conferred for Exercise Science has increased 68% from 2009 and 2012.

The number of degrees conferred for Health Science remained relatively the same from 2009 and 2012.

The number of degrees conferred in Health and Physical Education decreased 53% from 2009 and 2012.

Figure 4: Graduate Degrees Conferred



Note

The number of MAT degrees awarded has remained relatively stable between 2009 and 2012 while the number of MED degrees awarded decreased between 2009 and 2012.

**2012-2013 Health, Physical Education, and Exercise Science Program Data  
Graduate Student by Program**

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

Graduate Program (Health and Physical Education)	Academic Year	Status	Enrollment		
			Total	%	Total
MAT	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%	
	2009	Full-Time	19	70%	27
		Part-Time	8	30%	
MED	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%	
	2009	Full-Time	4	31%	13
		Part-Time	9	69%	

Data Source: CSU Office of Institutional Research

Note

The number of students pursuing the MAT or MED degrees increased 12% and 22% respectively between 2010 and 2012. The total number of students pursuing graduate degrees increased 15% between 2010 and 2012.

**2012-2013 Health, Physical Education, and Exercise Science Program Data  
Graduate Student by Program**

**Table 12: Summary Data for Graduate Student Enrollment by Program**

Academic Year	Program	Enrollment	Graduate Program (Health and Physical Education)	Total Enrollment
2012	MAT	28	72%	39
	MED	11	28%	
2011	MAT	22	73%	30
	MED	8	27%	
2010	MAT	25	74%	34
	MED	9	26%	
2009	MAT	27	67%	40
	MED	13	33%	

Data Source: CSU Office of Institutional Research, 2013; Completed Exit Exams

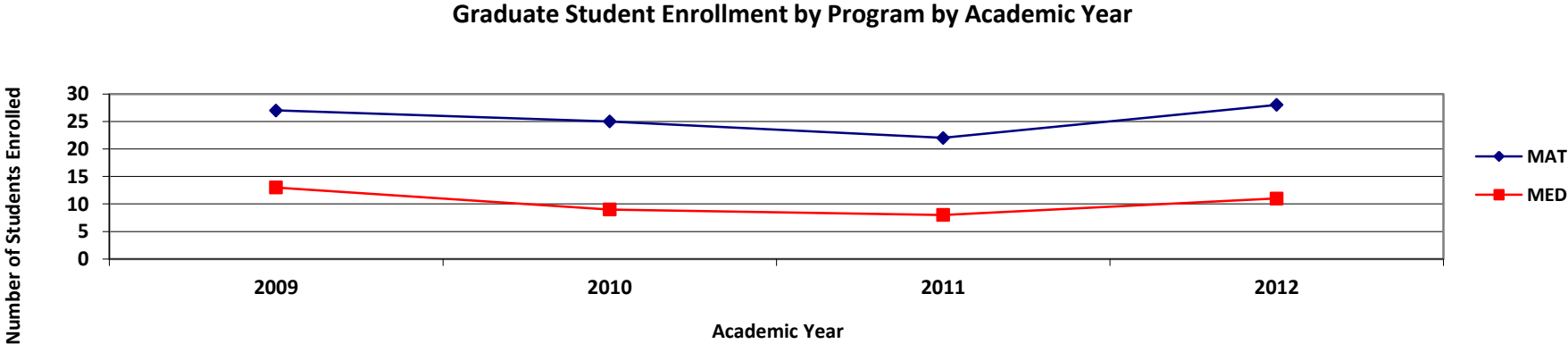
Note

The number of students pursuing the MAT or MED degrees increased 12% and 22% respectively between 2010 and 2012. The total number of students pursuing graduate degrees increased 15% between 2010 and 2012.



2012-2013 Health, Physical Education, and Exercise Science Program Data  
Graduate Student by Program

Figure 5: Graduate Student Enrollment



Note

For both MAT and MED programs, the number of enrolling graduate students trended upward between 2009 and 2012.

**2012-2013 Health, Physical Education, and Exercise Science Program Data**  
**Graduate Student by Program**

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

Program	Gender	Status	Asian	%	Black	%	Hispanic	%	White	%	Unknown/ Multiracial	%	Total	%
Health & Physical Education (MAT) N=22	Females	Full-Time	0		2		1		9		0		12	55%
		Part-Time	0		2		0		0		0		2	9%
		<b>Total</b>	<b>0</b>		<b>4</b>	<b>18%</b>	<b>1</b>	<b>5%</b>	<b>9</b>	<b>41%</b>	<b>0</b>		<b>14</b>	<b>64%</b>
	Males	Full-Time	0		2		0		3		0		5	23%
		Part-Time	0		1		0		2		0		3	13%
		<b>Total</b>	<b>0</b>		<b>3</b>	<b>14%</b>	<b>0</b>		<b>5</b>	<b>23%</b>	<b>0</b>		<b>8</b>	<b>36%</b>
	<b>Total</b>				<b>7</b>	<b>32%</b>	<b>1</b>	<b>5%</b>	<b>14</b>	<b>64%</b>			<b>22</b>	<b>100%</b>
Health & Physical Education (MED) N=8	Females	Full-Time	0		0		1		2		0		3	38%
		Part-Time	0		0		0		1		0		1	12%
		<b>Total</b>	<b>0</b>		<b>0</b>		<b>1</b>	<b>13%</b>	<b>3</b>	<b>38%</b>	<b>0</b>		<b>4</b>	<b>50%</b>
	Males	Full-Time	0		0		0		1		0		1	12%
		Part-Time	0		0		0		3		0		3	38%
		<b>Total</b>	<b>0</b>		<b>0</b>		<b>0</b>		<b>4</b>	<b>50%</b>	<b>0</b>		<b>4</b>	<b>50%</b>
	<b>Total</b>						<b>1</b>	<b>13%</b>	<b>7</b>	<b>88%</b>			<b>8</b>	<b>100%</b>

Data Source: CSU Office of Institutional Research, 2013

Notes

There are approximately twice as many females enrolled in the Health & Physical Education (MAT) program as males.

The number of males and females enrolled in the Health & Physical Education (MED) program are equal.

There are approximately four times as many full-time students than part-time students in the MAT program.

The number of full-time and part-time students in the MED program is equal.

**2012-2013 Health, Physical Education, and Exercise Science Program Data**  
**Graduate Student by Program**  
**Candidate Data by Program**  
 –Initial and Exit Program Transition Points

**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)	2012	3.24	14
	2011	3.15	13
	2010	3.23	11
	2009	3.29	27
Graduate Advanced Certification (MEd)	2012	3.12	6
	2011	3.09	4
	2010	3.15	2
	2009	3.25	6

Data Source: CSU Office of Institutional Research, 2013; Completed Exit Exams

Note

The Admission GPA for Health and Physical Education students (MAT) remained relatively the same from 2009 to 2012, while the admission GPA for MEd students decreased from 2009 to 2012.

**2012-2013 Health, Physical Education, and Exercise Science Program Data**

**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)	2012	3.48	8
	2011	3.64	9
	2010	3.71	8
	2009	3.69	10
Graduate Advanced Certification (MEd)	2012	3.55	2
	2011	3.56	3
	2010	N/A	0
	2009	3.62	4

Data Source: CSU Office of Institutional Research, 2013; Completed Exit Exams

Note

The Exit GPA for graduate students in Health and Physical Education decreased from 2009 to 2012.