

PSC Academic Program Review Report 2022
Curriculum & Instruction

1. Section One: Overview of Program Offerings

Major	Option, Concentration, Focus Area or Endorsement	Graduate	Credit Hours
Curriculum & Instruction	Curriculum & Instruction	MSED	36
Curriculum & Instruction	Supplemental Endorsement - ESL		15
Curriculum & Instruction	Certificate of Advanced Studies – Classroom Behavior & Management		9
Curriculum & Instruction	Certificate of Advanced Studies – Inclusionary Practices & Policies		9
Curriculum & Instruction	Certificate of Advanced Studies – Instructional Mastery		9
Curriculum & Instruction	Certificate of Advanced Studies – Instructional Technology		9

Externally Accredited by: Nebraska State Department of Education (NDE)
National Council for Accreditation of Teacher Education (NCATE)

2. Section Two (Option B): External Accreditation Findings

NOTE: Documentation of external accreditation findings is provided at the end of the report.

In 2015, the School of Education (SOE) at Peru State College went through national accreditation through the National Council for Accreditation of Teacher Education (NCATE). This process was a joint visit with the Nebraska Department of Education (NDE) to ensure that the Peru State College Education Preparation Program (EPP) met an appropriate standard in creating quality teacher candidates. The 2015 review of the program is the most current, but the EPP has a scheduled visit to renew its national certification in the fall of 2022.

The primary findings from the 2015 NCATE visit center around six primary standards that include: 1) Candidate Knowledge, Skills, and Professional Disposition; 2) Assessment System and Unit Evaluation; 3) Field Experiences and Clinical Practice; 4) Diversity; 5) Faculty Qualifications, Performance, and Development; and, 6) Unit Governance and Resources. At the conclusion of the visit, the accrediting body recommended that the EPP “MET” all NCATE standards. There were no conditions or areas for improvement cited. This report provides a brief summary of findings from the visit surrounding each standard.

Standard 1: Candidate Knowledge, Skills, and Professional Disposition

Candidates from the institution preparing to work in schools as teachers know and demonstrate the content knowledge, pedagogical skills, and professional dispositions necessary to help all students learn. Assessments indicate that Peru State College teacher candidates meet professional, state, and institutional standards.

Seven courses within the MSED program include required assessments that are aligned to standards and document candidates' knowledge, skills, and professional dispositions. The Advanced MSED Program Folio identifies these courses and provides greater detail in relation to the standards alignment tables, the actual assessment projects and rubrics, and the data tables for each assessment. Also included are the comparative data analysis that was completed during the annual summer retreats.

While many of these courses can be taken at any time in the program, the capstone course, EDUC 623 Assessment of Instruction, is one of the final courses completed in the MSED program. This course includes the program field experience, which a majority of candidates complete in their own classrooms. The combination of the Analysis of Classroom Instruction (ACI) project and two MSED field experience evaluations (one that addresses the conceptual framework standards and one that addresses dispositions) provide summative data on each candidate's knowledge, skills, and professional dispositions.

Standard 2: Assessment System and Unit Evaluation

It was determined that the EPP's conceptual framework is clearly aligned with appropriate national standards (InTASC, NBPTS). In conversations with the Educational Service Unit 4 Advisory Committee, the frequent interaction that occurs between P-12 partners and the EPP was positively noted. Members stated their input is encouraged, and indicated reoccurring opportunities to connect with EPP faculty and staff to provide input regarding assessment practices when they believed it was warranted.

The accrediting body indicated that the EPP faculty collaborates with each other and the broader professional community to ensure that key assessments functioned as intended. It also noted that the EPP had made particular efforts to improve the collection of employer data. It was referenced that the EPP regularly collects, aggregates, disseminates, and analyzes data collected from multiple sources.

Standard 3: Field Experiences and Clinical Practice

At the advanced level, the required field experience provides candidates with a classroom setting in which to apply the knowledge and skills acquired through their program coursework. The building principal or cooperating teacher completes the field experience evaluation and MSED disposition evaluation.

Advanced candidates, who are already practicing teachers, generally complete their field experiences in their own school classrooms as part of EDUC 623 Assessment of Instruction. Those who are not currently teaching request placement through the DOFE, who confirms the proposed placement by contacting the building level principal and gives final approval.

Standard 4: Diversity

Proficiencies related to diversity were identified in the EPP's conceptual framework. The dispositions supporting diversity are contained in course syllabi and other materials distributed to candidates, and purposeful field experiences prior to the clinical practice semester are required at designated school buildings in the geographical area that meet the EPP's requirements for diversity. Interviews

with initial candidates confirmed required coursework has provided a strong foundation to understanding the complexities of diversity. Diversity proficiencies are infused into the curriculum and aligned with professional education courses in the initial program.

Although improvement was noted, it was also shared that candidates in the SOE have had limited opportunities to interact with diverse faculty. The EPP acknowledges that due to its geographic location and the demographics of the area served by the institution, along with eleven other four-year institutions in the state located within 100 miles of the institution (and seven of those institutions located in the two metropolitan areas of the state), it is extremely difficult to attract minority faculty candidates.

Standard 5: Faculty Qualifications, Performance, and Development

EPP faculty are qualified for their assignments. All faculty assigned to teach advanced coursework must also meet standards established by NDE. Faculty who teach 500-level courses have a Masters +30 or are able to demonstrate exceptional expertise in the area(s) in which they teach. Those who teach 600-level courses have a terminal degree.

EPP faculty model best professional practices in teaching. Interviews with faculty confirmed the use of strategies that reflect an understanding of differentiated teaching and learning. A faculty member described the art of not only modeling best practices during a methods class, but also explicitly guiding candidates through an analysis of the ways that differentiated learner needs are being addressed. Classroom observations revealed extensive use of technology as a teaching tool. Professional education faculty noted the EPP's high level of commitment to technology, both in terms of financial resources and in terms of technical support.

Standard 6: Unit Governance and Resources

It was deemed, by the accrediting body, that statements made in the EPP's Institutional Report provided evidence that the EPP is continuing to meet this standard. Specifically, it was noted that the EPP has the leadership and authority to plan, deliver, and operate coherent programs.

3. Section 3: Evidence of Demand and Efficiency (per established CCPE standards)

		16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)		SCH/FTE not required for stand-alone graduate programs					
Faculty Full-time Equivalency (FTE)							
SCH/Faculty FTE							
Number of Degrees and Awards <i>(list degrees/ awards separately)</i>	MSED	157	115	119	96	111	119.6



Peru State College
Peru, Nebraska

May 2016

ACCREDITATION DECISION

Accreditation is continued at the initial teacher preparation and advanced preparation levels. The next onsite visit will take place in Fall 2022.

Please refer to the on-site report for strengths of the EPP and for additional information on findings.

STANDARDS SUMMARY

Standards	Initial Teacher Preparation (ITP)	Advanced Preparation (ADV)
★ 1 Candidate Knowledge, Skills, and Professional Dispositions	Met	Met
★ 2 Assessment System and Unit Evaluation	Met	Met
★ 3 Field Experiences and Clinical Practice	Met	Met
★ 4 Diversity	Met	Met
★ 5 Faculty Qualifications, Performance, and Development	Met	Met
★ 6 Unit Governance and Resources	Met	Met

AREAS FOR IMPROVEMENT

NONE

NOTE: Neither CAEP staff, team members, nor other agents of CAEP are empowered to make or modify Commission decisions. These remain the sole responsibility of the Commission itself. This Accreditation Action Report is available to members of the public upon receipt of a request in writing.

May 17, 2016

Dr. Daniel H. Hanson
President of Peru State College Peru State College
600 Hoyt Street
Peru, NE 68421

Dear Dr. Hanson:

I am pleased to inform you that the Selected Improvement Commission of the Council for the Accreditation of Educator Preparation (CAEP) at its Apr 30, 2016-May 3, 2016 meeting in Bethesda, Maryland, decided to continue the NCATE accreditation of the School of Education at Peru State College at the initial teacher preparation and advanced preparation levels. This accreditation decision indicates that the education preparation provider (EPP) and its programs meet rigorous standards set forth by the professional education community. A certificate that acknowledges the educator preparation provider's (EPP's) accomplishment is enclosed with the copy of this letter that has been sent to the head of your EPP. The Commission also made a distinct decision to recognize that the EPP is moving toward target on Standard 2.

Special congratulations are in order because the Commission cited no areas for improvement relative to any of the standards. You are welcome to use the information provided in the Board of Examiners' report as you see fit.

The next accreditation visit – using the CAEP standards – is scheduled for **Fall 2022**. As the transition to CAEP progresses, you will receive more information. I encourage your institution to begin now to plan for the CAEP standards and processes, and to take advantage of CAEP's capacity-building opportunities.

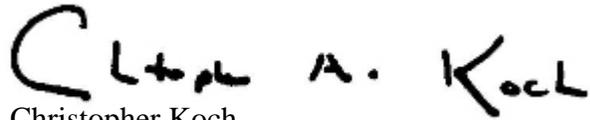
Resources, such as the CAEP Accreditation Handbook and Evidence Guide as well as the opportunity to sign up for the CAEP Accreditation Weekly Updates (bit.ly/CAEP-Connections) are available on CAEP's website (caepnet.org).

In the meantime, institutions are asked to complete the CAEP annual report each year during the accreditation period. We ask that you keep us informed of your provider's efforts to assure that you continue to meet expectations of the standards through the annual report.

Enclosed is a copy of our Policies on Dissemination of Information, which describe the terms and dates by which your current accreditation action becomes a matter of public record. This document also indicates organizations that will be notified of accreditation action. If your state has a partnership agreement, the state agency with program approval authority has access to these documents online through CAEP's Accreditation Information Management System (AIMS).

Congratulations again on this accomplishment. Should you have any questions regarding Commission's action or the items reported herein, please do not hesitate to contact Dr. Tatiana Rivadeneyra (tatiana.rivadenevra@caepnet.org), Direction of Accreditation, Selected Improvement and Transformation Initiative Pathways.

Sincerely,

Handwritten signature of Christopher A. Koch in black ink.

Christopher Koch
President

Enclosures

cc: Dr. Ellie Kunkel, School of Education
Dr. Jodi L. Kupper, School of Education
Ms. Sharon K. Katt; Nebraska Department of Education Board of Examiners Team

PSC Academic Program Review Report 2022
Education

1. Section One: Overview of Program Offerings

Major	Option, Concentration, Focus Area or Endorsement	Minor	Undergraduate	Credit Hours
Education	Early Childhood Education Inclusive B-3 (Field)		BA, BS	86
Education	Elementary Education (Field)		BA, BS	106
Education	Middle Level Education (Subject)		BA, BS	73-77
Education	K-12 Special Education (Field)		BA, BS	85
Education	K-6 Special Education (Subject)		BA, BS	79
Education	7-12 Special Education (Subject)		BA, BS	86
Education	Education Studies		BA, BS	51
Education	PK-3 Early Childhood (Supplemental)			19
Education	English as a Second Language (Supplemental)			16

Externally Accredited by: Nebraska State Department of Education (NDE)
National Council for Accreditation of Teacher Education (NCATE)

2. Section Two (Option B): External Accreditation Findings

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The primary findings from the 2015 NCATE visit center around six primary standards that include: 1) Candidate Knowledge, Skills, and Professional Disposition; 2) Assessment System and Unit Evaluation; 3) Field Experiences and Clinical Practice; 4) Diversity; 5) Faculty Qualifications, Performance, and Development; and, 6) Unit Governance and Resources. At the conclusion of the visit, the accrediting body recommended that the EPP “MET” all NCATE standards. There were no conditions or areas for improvement cited. This report provides a brief summary of findings from the visit surrounding each standard.

Standard 1: Candidate Knowledge, Skills, and Professional Disposition

Candidates from the institution preparing to work in schools as teachers know and demonstrate the content knowledge, pedagogical skills, and professional dispositions necessary to help all students learn. Assessments indicate that Peru State College teacher candidates meet professional, state, and institutional standards.

Each of the 16 initial programs had seven identical key assessments including Content GPA; Praxis II; Nebraska Clinical Experience Evaluation (used to measure content knowledge); Nebraska Clinical Experience Evaluation (used to measure unit planning skills); Instructional Analysis Project (IAP); Nebraska Clinical Experience Evaluation (used to measure teaching skills); Nebraska Department of Education Employer Survey (collects the perceptions of employers of first year graduates). The candidates in every program demonstrated competence in each of the measures. On assessments with 5-point rubrics, the candidates scored between 4 and 5. On the Praxis II, the EPP had a pass rate exceeding 97%. The graduates from the initial program completed an exit survey. The ratings from this survey revealed perceptions between 3 and 5, demonstrating strong support for the preparation they received from the institution.

Standard 2: Assessment System and Unit Evaluation

It was determined that the EPP's conceptual framework is clearly aligned with appropriate national standards (InTASC, NBPTS). In conversations with the Educational Service Unit 4 Advisory Committee, the frequent interaction that occurs between P-12 partners and the EPP was positively noted. Members stated their input is encouraged, and indicated reoccurring opportunities to connect with EPP faculty and staff to provide input regarding assessment practices when they believed it was warranted.

The accrediting body indicated that the EPP faculty collaborates with each other and the broader professional community to ensure that key assessments functioned as intended. It also noted that the EPP had made particular efforts to improve the collection of employer data. It was referenced that the EPP regularly collects, aggregates, disseminates, and analyzes data collected from multiple sources.

Standard 3: Field Experiences and Clinical Practice

The EPP successfully provided evidence of a continuing effort to design, implement, and evaluate field experiences and clinical practice. The director of field experiences conducts meetings with supervisors each semester and communicates regularly via email or telephone. Interviews confirmed that attendance is expected at these meetings and the business conducted is worthwhile to candidates and supervisors alike.

Supervisors report that the EPP is open to allowing additional visits when additional support for a candidate is deemed to be necessary. In interviews, administrators attested to the responsiveness of the director of field experiences. According to candidates and supervisors, candidates reflect on field experiences throughout the semester. Student teaching and practicum supervisors reported that the quality of candidates' reflections had improved. In interviews, supervisors said that the EPP is responsive to their feedback and as a result candidates are doing more reflective activities in courses.

Standard 4: Diversity

Proficiencies related to diversity were identified in the EPP's conceptual framework. The dispositions supporting diversity are contained in course syllabi and other materials distributed to candidates, and purposeful field experiences prior to the clinical practice semester are required at designated school buildings in the geographical area that meet the EPP's requirements for diversity. Interviews

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Although improvement was noted, it was also shared that candidates in the SOE have had limited opportunities to interact with diverse faculty. The EPP acknowledges that due to its geographic location and the demographics of the area served by the institution, along with eleven other four-year institutions in the state located within 100 miles of the institution (and seven of those institutions located in the two metropolitan areas of the state), it is extremely difficult to attract minority faculty candidates.

Standard 5: Faculty Qualifications, Performance, and Development

EPP faculty are qualified for their assignments. School faculty who serve as cooperating teachers are licensed in their professional fields, hold current certification in the endorsement area, and have at least three years of teaching experience. All clinical faculty hold a master's degree and have contemporary professional experience in a school setting at the levels they supervise.

EPP faculty model best professional practices in teaching. Interviews with faculty confirmed the use of strategies that reflect an understanding of differentiated teaching and learning. A faculty member described the art of not only modeling best practices during a methods class, but also explicitly guiding candidates through an analysis of the ways that differentiated learner needs are being addressed. Classroom observations revealed extensive use of technology as a teaching tool. Professional education faculty noted the EPP's high level of commitment to technology, both in terms of financial resources and in terms of technical support.

Standard 6: Unit Governance and Resources

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3. Section 3: Evidence of Demand and Efficiency (per established CCPE standards)

		16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)		4,549	4,778	3,708	3,521	3,644	4,040
Faculty Full-time Equivalency (FTE)		10	10	10	11	12	11
SCH/Faculty FTE		455	478	390	319	298	379
Number of Degrees and Awards <i>(list degrees/ awards separately)</i>	BA/BS	52	39	34	32	35	38



Peru State College
Peru, Nebraska

May 2016

ACCREDITATION DECISION

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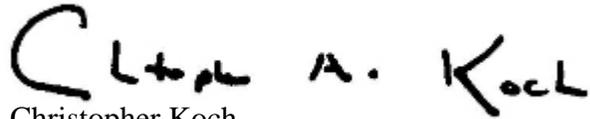
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Sincerely,

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Christopher Koch
President

Enclosures

cc: Dr. Ellie Kunkel, School of Education
Dr. Jodi L. Kupper, School of Education
Ms. Sharon K. Katt; Nebraska Department of Education Board of Examiners Team

**PSC Academic Program Review Report 2022
Health, Physical Education, & Recreation**

1. Section One: Overview of Program Offerings

Major	Option, Concentration, Focus Area or Endorsement	Minor	Undergraduate	Credit Hours
HPER	Health & Physical Education PK-12 (Field)		BA, BS	95
HPER	Kinesiology		BA, BS	49
HPER		Kinesiology		20
HPER	Coaching (Supplemental)			14

2. Section Two (Option A): Analysis of Program, Including Adequacy of Resources and Related Concerns

In 2015, the HPER program in the School of Education at Peru State College took part in the program review process. During, and since this time, several changes have taken place to enhance the program and support a continuous improvement cycle. One such example is the approval, in 2015, of a new degree option title change from Sports & Exercise Science to Kinesiology. This title change created alignment with similar programs across the country, and speaks to the program's continued focus on the specific content areas: Exercise Physiology, Biomechanics, and Neuromechanics. Additionally, moving to the Kinesiology title met the varied needs of students enrolled at Peru State College with career paths in physical therapy, occupational therapy, athletic training, strength & conditioning, and personal training.

Faculty are currently proposing that Kinesiology become a stand-alone program, splitting the program from the Health and Physical Education endorsement option. If approved, this change could go through yet in Spring 2022. This proposed change is an effort to assist with assessment and further enhance the program's marketability.

The Kinesiology program has been approved for the National Strength and Conditioning Association (NSCA) Education Recognition Program (ERP). This status recognizes and distinguishes schools with standardized, approved strength and conditioning or personal training curricula in undergraduate and graduate settings. NSCA recognition at PSC is specifically designed to prepare students for the NSCA-Certified Personal Trainer® (NSCA-CPT®) and NSCA Certified Strength and Conditioning Specialist® (CSCS®) certifications. The course HPER 219 – Techniques of the Olympic Lifts was created based upon standards introduced by the NSCA asking that college graduates be able to perform and instruct the Olympic lifts effectively (clean & jerk and snatch). The Kinesiology program has further established clinical agreements with Madonna Rehabilitation Hospital in Lincoln, NE, and Makovicka Physical Therapy at various locations.

Reflecting on the past seven years of student learning, based on assessment results, the Kinesiology program continues to create action plans and implement changes to enhance students' present and future learning. Based on the assessment of student learning, the following changes were made:

- Goals and outcomes have been reviewed, and the program now has a final set of outcomes that will be presented for approval with the program changes.
- The program has recently focused on external standards from the NSCA to better prepare students for nationalized exams and certification, as well as proposed accreditation from the NSCA by 2030. With this proposed accreditation, eligibility to sit for the NSCA CSCS exam will require that the student has graduated from an accredited program.
- In 2014-15, it was noted students had difficulties with writing. New courses have been developed or writing assignments have been integrated into HPER 199 – First Year Seminar (article critiques with an emphasis on APA format), HPER 290 – Research Opportunities in Kinesiology (article critiques in APA format as well as IRB-approved studies to be presented at the Peru State College Research & Creativity Expo), and HPER 433 – Applied Exercise Science (research project suitable for publication in peer-reviewed journals).
- Students have been encouraged to declare minors to complete elective credits to reach 120 credits. Students are required to take BUS 201 – Organizational Communication and PSYC 250 – Human Growth & Development as these courses are included in the Business Management and Psychology minors, respectively. It should be noted that courses such as Chemistry and Physics are not required of the Kinesiology major as these courses are necessary for graduate programs in Physical Therapy, Occupational Therapy, and Athletic Training specifically. They are not required for graduate programs or careers in strength & conditioning or personal training.
- Student Engagement Enhancement (SEE) Funding has been received to support student engagement in external organizations, including travel to conferences as well as certification as both an NSCA Certified Personal Training and as a USW Weightlifting Sports Performance Coach.

Recent enrollment trends within the Kinesiology program show that graduate numbers have been fairly stable over the past several years. The aforementioned fact means the program will meet Coordinating Commission for Postsecondary Education (CPPE) thresholds. The strong enrollment of this program is attributed to several factors, one of which is the intentional outreach and collaborations formed with various agencies. For example, new agreements have been created with University of Nebraska Omaha Athletic Training graduate program and the College of St. Mary graduate Kinesiology program. These programs were created with the specific intent of a seamless transfer. The Kinesiology program has also played an active part in the Children's Health, Activity & Nutrition Community Engagement (CHANCE) Initiative. This Initiative has produced 13 AmeriCorps Scholars and four Newman Civic Fellows. While no longer active, the CHANCE Initiative was recently presented as evidence of student engagement for the Higher Learning Commission accreditation self-study report.

In addition to the above collaborative efforts, the NSCA ERP provides national recognition for the program to affirm student choice in attending Peru State. The College is further advertised at NSCA National Conferences. Also, Internship placements and experiences help promote the program. As stated previously, clinical agreements have been established with Madonna Rehabilitation Hospital and Makovicka Physical Therapy. Students have also completed internships in Nebraska City with a licensed physical therapist currently serving as adjunct faculty. These stories of student success can be promoted by adding to the website and marketing materials. To continue to increase enrollment, additional marketing support would provide opportunity for the program to expand its student body.

The naming of NSCA All-Americans have been promoted and this recognition could be leveraged more on the web or in print materials. To date, the Kinesiology program has had two NSCA All-Americans in 2018, three in 2019, five in 2020, and three in 2021 for a total of 13.

Examining the program's resources over the years, it is evident that Kinesiology continues to evolve to better serve students. The new Kinesiology program proposal, if approved, will expand curricular offerings by adding the courses Sports Nutrition and Senior Seminar. Course rotations will help increase class sizes by offering HPER 360 Physiology of Exercise and HPER 433 Applied Exercise Science courses once per year.

Using other peer institutions as a benchmark, it is observed that the Kinesiology program continues to move in a forward direction. Splitting out the Kinesiology major will more closely align the program to offerings at similar institutions. As more institutions align with the NSCA standards, the Kinesiology program at Peru State College will be closely aligned to them. Courses are typical for what one would find in other similar programs. Exercise Science, biomechanics, and neuromechanics are foundational principles upon which the program is based. The program is aligned to entrance requirements for graduate programs, such as Athletic Training, Physical Therapy, and Occupational Therapy. Although forward movement is happening, integration of labs within the Kinesiology courses continues to be a challenge. Plans for improvements include developing additional courses to address such gaps.

Finally, strengths of the curriculum include faculty experiences and relationships with NSCA. Currently, the faculty member that oversees the Kinesiology major is a CSCS with the NSCA, a Registered Strength and Conditioning Specialist with Distinction through the NSCA, a certified Level II Club Coach with USA Weightlifting, and certified in Reflexive Performance Reset. The faculty member is currently requesting certification through Functional Movement Screening (FMS), and has been approached to participate in a beta test offered by the NSCA as that of a Certified Sports Performance Scientist. The faculty member has further applied to join the NSCA Foundation Board.

Faculty and Faculty-Related Resources:

The HPER program is supported by three full-time faculty positions, as well as a number of adjunct faculty. Adjuncts have been vital to the program and provide good applied experience to students. Adjuncts also offer opportunities for internships given their professional positions.

Informational Resources (library, technology, data services, etc.):

One area for resources that will be further explored, is the availability of information resources housed within the PSC library. The library does not have access to NSCA journals (Journal of Strength and Conditioning Research, Strength and Conditioning Journal, NSCA Coach, Personal Trainer Quarterly, and the TSCA Report). Visits will be held with the Director of Library Services to determine the adequacy of resources further, evaluate available resources, and identify potential new resources.

Physical Facilities and Instructional Equipment:

HPER students have access to the following: Human Performance Lab with two treadmills, a ParvoMedics metabolic cart, an iWorx EMG, weight training equipment, a high-definition camera, a Dashr electronic timer, and other equipment to provide hands-on learning. Upcoming needs include velocity-based training equipment and a weight rack.

Fiscal Resources:

Additional dollars, supporting resources not fulfilled by current budgets, would be leveraged to support students in joining national organizations and gaining access to attend related events. Additionally, dollars would be allocated towards certifications for faculty (Functional Movement Screening--\$500). The NSCA further requires Continuing Education Units (CEU's) for maintaining certification. Maintaining certifications and attending conferences has become increasingly expensive, thus the allowance for Professional Development will perhaps need to be adjusted.

3. Section 3: Evidence of Demand and Efficiency (per established CCPE standards)

		16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)		1,849	1,756	1,843	1,757	1,649	1,771
Faculty Full-time Equivalency (FTE)		5	5	5	5.21	5.54	5
SCH/Faculty FTE		370	351	369	337	298	345
Number of Degrees and Awards <i>(list degrees/ awards separately)</i>	BA/BS	21	10	17	16	14	15.6