

Columbus State University
College of Education and Health Professions
Assessment Council Facts and Figures Books I-V



2014 - 2015 Academic Year

Introduction Fact Book I

2014 - 2105 Academic Year

Introduction Fact Book I

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

Dr. Sallie Averitt Miller, Associate Dean
Assessment and Accreditation
College of Education and Health Professions

Department Fact Books II-V

Dr. Andrea Dawn Frazier
Counseling, Foundations, and Leadership

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

Professor Lisa O'Steen
School of Nursing

Dr. Ekaterina Strekalova-Hughes
Teacher Education

PURPOSE

COEHP Assessment Council

The College of Education and Health Professions (COEHP) Assessment Council was established to manage, maintain, and formally document meaningful data. In addition, the Council is charged with providing annual, departmental books that include college, department, and program data.

The Council works closely with the following entities (as needed):

- 1) The Council for the Accreditation of Educator Preparation (CAEP) Steering Committee Lead Team: To make certain that the reported data are aligned with the accreditation requirements.
- 2) Data retrieval: Office of Institutional Research and Effectiveness, University of Information and Technology Services, College Retention Committee, and LiveText Coordinator
- 3) Department Chairs, Program Coordinators, and Program Faculty:
 - a. Key assessments and student performance data
 - b. Critical assessments and student performance data

Each course critical assessment should have a detailed rationale statement explaining its construction (how it was developed), applicable standards, intent, scoring, and use. These assessments should be approved by all full-time program faculty, endorsed by the program coordinator, and *signed-off on* by the department chair.

COEHP Assessment Council Members

Dr. Toni Franklin

Department of Teacher Education

Dr. Andrea Dawn Frazier

Counseling, Foundations, and Leadership

Dr. Sallie Averitt Miller

Chair and Associate Dean for Assessment and Accreditation

Professor Lisa O'Steen

School of Nursing

Dr. Ekaterina Strekalova-Hughes

Department of Teacher Education

Dr. Joy Thomas

Health, Physical Education, and Exercise Science

Ms. Jackie Adamczyk

Council Secretary

Assessment Council Fact Books

The Assessment Council is charged with providing fact books annually that will include college and program data as well as documented trend analyses and retention. The fact books are designed to provide the College with a mechanism for data-driven decision making.

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

Counseling, Foundations, and Leadership
[*Facts and Figures Book II*](#)

Health, Physical Education, and Exercise Science
[*Facts and Figures Book III*](#)

School of Nursing
[*Facts and Figures Book IV*](#)

Teacher Education
[*Facts and Figures Book V*](#)

College of Education and Health Professions

Fact Book Introduction

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

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 the Arts offers courses in Music, Art, and Theatre Education. The College of Letters and Sciences offers courses to support secondary education in English as a Second Language (ESOL), French, Spanish, as well as courses in English, History, Biology, Chemistry, Earth Science, and Mathematics.



Accrediting Organizations

Columbus State University is accredited by the Southern Association of Colleges and Schools (SACS) Commission on Colleges to award associate, baccalaureate, master, education specialist, and doctoral degrees. <http://sacs.org/>

Educator Preparation at Columbus State University is accredited by the National Council for Accreditation of Teacher Education (NCATE).



With the July 1, 2013 de facto consolidation of NCATE and Teacher Education Accreditation Council (TEAC) into the Council for the Accreditation of Educator Preparation (CAEP) as the new accrediting body for educator preparation. <http://caepnet.org>

The Special Education Programs, both undergraduate and graduate, are accredited by the Council for Exceptional Children (CEC). <http://www.cec.sped.org/>

The baccalaureate degree program in nursing is approved by the Georgia Board of Nursing and accredited by the Commission on Collegiate Nursing Education.

<https://www.ncsbn.org/Georgia.htm>

<http://www.aacn.nche.edu/ccne-accreditation>

The Georgia Professional Standards Commission (GaPSC) approves all Columbus State University educator preparation programs that lead to certification in teaching, counseling, and educational leadership. <http://www.gapsc.com/>

The Master of Education in school counseling and the Master of Science in community counseling degree programs are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). <http://www.cacrep.org/>

The Department of Art is an accredited institutional member of the National Association of Schools of Art and Design NASAD). <http://nasad.arts-accredit.org/>

The Department of Theatre is an accredited associate member of the National Association of Schools of Theatre (NAST). <http://nast.arts-accredit.org/>

The Schwob School of Music is an accredited institutional member of the National Association of Schools of Music (NASM). <http://nasm.arts-accredit.org/>

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

External Funding

2015 AWARDS							
DATE RECEIVED	GRANT TITLE	GRANTING AGENCY	NAME OF COLLEGE/ DEPARTMENT	AWARD AMOUNT	AWARD PERIOD	PRINCIPAL INVESTIGATOR	BRIEF DESCRIPTION OF PROJECT
02/10/2014	Improving TQ-Number Sense	University of GA	COEHP/Teacher Education	\$51,510.00	02/15/14 05/31/15	Ms. Denise Peppers	Developing Number Sense & Conceptual Understanding
02/10/2014	Improving TQ-Math Curriculum	University of GA	COEHP/Teacher Education	\$49,795.56	02/15/14 05/31/15	Ms. Denise Peppers	Transitions Across the Mathematics Curriculum for CCGPS
08/26/2014	GA NTEP Planning Award	Race to the Top thru GA Standards Com	COEHP/CQTL	\$11,518.80	08/21/14 06/30/15	Mr. Roger Hatcher	GA Network for transforming educator preparation
08/08/2014	GDPH-Breathe Easy II	GA Dept. Public Health	COEHP/Dept. Health Physical Ed & Exercise Science	\$ 59,402.00	08/08/14 02/28/15	Dr. Tara Underwood and Dr. Joy Thomas	Increase the awareness of secondhand smoke
09/02/2014	Woodrow Wilson Fellowship Program	Woodrow Wilson National Fellowship Foundation	COEHP/Teacher Education	\$400,000.00	01/01/14 07/31/15	Dr. Debbie Gober	Georgia Teacher Fellowship program using STEM teaching
06/23/2014	Academic Partnership	Academic Partnership TX	School of Nursing	\$4,500.00	06/06/14 03/02/15	Ms. Amanda Hawkins	How to help Minority Students succeed in RN-BSN and retention
01/01/2014	New Horizons Behavioral Health	New Horizons Behavioral Health	COEHP/Dept. Health Physical Ed & Exercise Science	\$7,500.00	01/01/15 11/01/15	Dr. Joy Thomas	Research and evaluate data related to changes in behavior from social media

Grants are continued on next page.

External Funding (Continued)

2015 AWARDS							
DATE RECEIVED	GRANT TITLE	GRANTING AGENCY	NAME OF COLLEGE/ DEPARTMENT	AWARD AMOUNT	AWARD PERIOD	PRINCIPAL INVESTIGATOR	BRIEF DESCRIPTION OF PROJECT
02/17/15	The GOALs Program	BOR USG	COEHP/Teacher Education	\$36,380.00	11/12/14 07/31/15	Dr. Gregory Blalock	To Implement the GOALs program
02/15/15	CSU2 - Functions Modeling	UGA	COEHP/Teacher Education	\$46,007.00	02/15/15 05/31/16	Ms. Denise Peppers	Provide teachers with hands-on training in technology to support learners' understanding of functions and modeling in CCGPS
02/15/15	CSU3 - Enhancing Math Practices	UGA	COEHP/Teacher Education	\$44,567.00	02/15/15 05/31/16	Ms. Denise Peppers	Improve teachers' abilities to attend to Standards of Mathematical Practice by enhancing their math teaching practices as they teach the standards of Number & Operations domain
02/15/15	CSU4 - Developing Math Literacy	UGA	COEHP/Teacher Education	\$45,703.00	02/15/15 05/31/16	Ms. Denise Peppers	Provide teachers with hands-on training to increase their mathematical content knowledge and to facilitate use of literacy strategies
06/01/15	BOR Graduate Program Grant	BOR USG	COEHP/School of Nursing	\$257,000.00	06/01/15 05/01/17	Dr. Aimee Vael	SON is adding simulation into the graduate nursing programs
06/30/15	UTeach Columbus	Race to the Top	COEHP/Earth and Space Science	\$706,021.00	14/15 Distribution	Dr. Kimberly Shaw	Increase number of secondary teachers entering STEM
09/02/11	Robert Noyce Program	NSF	COEHP/Math & Science Learning Center	-	09/01/11 08/31/16	Dr. Tim Howard	To assist CSU students financially to become STEM teachers in high needs schools
08/01/14	From Cougars to the GOALs Program	Georgia State University Leadership in Disability	COEHP/Teacher Education	\$39,960.00	08/01/14 07/31/15	Dr. Gregory Blalock	Initial implementation funding for the GOALs Program at CSU, an inclusive post-secondary education program for students with developmental disabilities

2011 Total UTeach Amount Awarded \$1,400,000.00

Total Grants \$1,759,864.36

2011 Total Robert Noyce Amount Awarded \$1,196,790.00

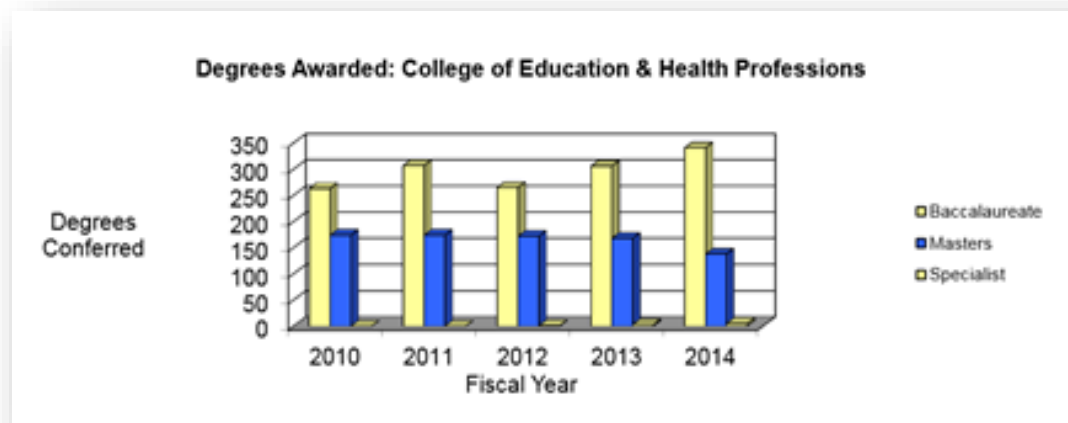
COEHP Enrollment by Degree Level

ENROLLMENT: COLLEGE OF EDUCATION & HEALTH PROFESSIONS							
Degree Programs	FY2010	FY2011	FY2012	FY2013	FY2014	4-Year Change	
Baccalaureate	1875	1978	2018	2025	1961	86	4.58%
Masters	478	472	391	367	394	-84	-17.57%
Specialist	127	155	141	122	207	80	62.99%
Doctorate	32	35	38	40	77	45	141%
College Total	2512	2640	2588	2554	2639	127	5.05%

Data Source: CSU Facts and Figures 2014 – 2015

COEHP Degrees Awarded

5 – Year Totals for Degrees Awarded



Doctorate Curriculum and Leadership
5 Degrees Awarded (2014)

Source: CSU Facts and Figures 2014: Degrees Awarded

Undergraduate Degrees Awarded

DEGREES AWARDED: COLLEGE OF EDUCATION & HEALTH PROFESSIONS							
Degree Programs	FY2010	FY2011	FY2012	FY2013	FY2014	4-Year # Change	4-Year % Change
<i>Baccalaureate</i>							
BSEd Early Childhood Education	49	69	72	52	54	5	10.2
BS Exercise Science	39	38	25	38	40	1	2.6
BSEd Health & Physical Education	15	12	4	7	16	1	6.7
BS Health Sciences	40	48	54	58	56	16	40.0
BSEd Middle Grades Education	13	20	8	13	9	-4	-30.8
BSN Nursing	95	103	90	120	149	54	56.8
BSEd Secondary Education*	2	NA	NA	NA	NA		
BSEd Sp Ed - General Curriculum	10	17	12	18	17	7	70.0
<i>Total</i>	<i>263</i>	<i>307</i>	<i>265</i>	<i>306</i>	<i>341</i>	<i>78</i>	<i>29.7</i>

Degrees Awarded Table is continued on the next page.

**BSEd Secondary Education Tracks –Degrees counted in College of Letters and Sciences (see Teacher Education Fact Book for degree track completers)*

Masters Degrees Awarded

DEGREES AWARDED: COLLEGE OF EDUCATION & HEALTH PROFESSIONS							
Degree Programs	FY2010	FY2011	FY2012	FY2013	FY2014	4-Year # Change	4-Year % Change
<i>Masters</i>							
MEd Curr & Instr in Accom Teaching	2	7	14	16	8		
MS Community Counseling	15	14	20	22	17	2	13.3
MEd Educational Leadership	25	23	14	13	5	-20	-80.0
MEd/MAT Early Childhood Education	31	24	22	16	27	-4	-12.9
MEd/MAT Health & Physical Education	16	10	12	10	16	0	0.0
MS Instructional Technology	2	2	NA	NA	NA		
MEd/MAT Middle Grades Education	12	20	19	15	9	-3	-25.0
MEd School Counseling	17	7	8	11	17	0	0.0
MEd/MAT School Library Media	5	8	3	3	4	-1	-20.0
MATC Secondary Education	4	9	4	13	8		
MEd/MAT Sec Ed - English	13	16	14	14	5	-8	-61.5
MEd/MAT Sec Ed - Math	2	5	9	6	3		
MEd/MAT Sec Ed - Science	6	6	1	4	3	-3	-50.0
MEd/MAT Sec Ed - Social Science	6	5	9	6	1	-5	
MSN Nursing					1		
MEd/MAT SP Ed - General Curriculum	18	18	23	19	14	-4	-22.2
<i>Total</i>	<i>174</i>	<i>174</i>	<i>172</i>	<i>168</i>	<i>138</i>	<i>-36</i>	<i>-20.7</i>

Degrees Awarded Table is continued on the next page.

Data Source: CSU Facts and Figures 2014 – 2015

Specialists Degrees Awarded

DEGREES AWARDED: COLLEGE OF EDUCATION & HEALTH PROFESSIONS							
Degree Programs	FY2010	FY2011	FY2012	FY2013	FY2014	4-Year # Change	4-Year % Change
<i>Specialist</i>							
EdS Educational Leadership	33	32	30	41	23	-10	-30.3
EdS Early Childhood Education	6	5	7	7	7	1	
EdS Middle Grades Education	3	12	6	11	3	0	0.0
EdS School Counseling	0	0	4	2	1	1	
EdS Secondary Education	4	10	6	6	7	3	75.0
EdS Special Education	NA	NA	NA	3	2		
<i>Total</i>	<i>46</i>	<i>59</i>	<i>53</i>	<i>70</i>	<i>43</i>	<i>-3</i>	<i>-6.5</i>

Doctorate Degrees Awarded

DEGREES AWARDED: COLLEGE OF EDUCATION & HEALTH PROFESSIONS							
Degree Programs	FY2010	FY2011	FY2012	FY2013	FY2014	4-Year # Change	4-Year % Change
<i>Doctorate</i>							
EDD Curriculum and Leadership	NA	NA	1	3	5	--	--
<i>Total</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>3</i>	<i>5</i>	--	--

Degrees Awarded Table is continued on the next page.
Data Source: CSU Facts and Figures 2014 – 2015

Degrees Awarded By Degree Level

DEGREES AWARDED: COLLEGE OF EDUCATION & HEALTH PROFESSIONS							
Degree Programs	FY2010	FY2011	FY2012	FY2013	FY2014	4-Year # Change	4-Year % Change
<i>Doctorate</i>							
EDD Curriculum and Leadership	NA	NA	1	3	5	--	--
<i>Total</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>3</i>	<i>5</i>	--	--
<i>College Total</i>							
Baccalaureate	263	307	265	306	341	78	29.7
Masters	174	174	172	168	138	-36	-20.7
Specialist	46	59	53	70	43	-3	-6.5
Doctorate	0	0	1	3	5	5	
<i>Total</i>	<i>483</i>	<i>540</i>	<i>491</i>	<i>547</i>	<i>527</i>	<i>44</i>	<i>9.1</i>

Data Source: CSU Facts and Figures 2014 – 2015

Assessment for Teacher Certification

Georgia Assessment for the Certification of Educators (GACE)

GACE content test scores are used to provide an Independent Third Party Evaluator (I3PE) 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 if they are to be recommended as eligible for certification to the Georgia Professional Standards Commission. Test results are reviewed at least annually by program faculty, program coordinators, administrators, department chairs, advisory committees, COEHP Assessment Council, and school district partnerships to make recommendations, guide decisions, and make program, department, and college improvements. www.gace.ets.org www.gace.ets.org/program_providers

COLUMBUS STATE UNIVERSITY		TESTING COMPANY	TAKERS	PASSERS	PASS RATE (%)	STATE AVERAGE PASS RATE (%)
Program completers	2014-2015	ETS	In Progress	In Progress	In Progress	In Progress
Program completers	2013-2014	ETS	131	128	98	97
Program completers	2012-2013	ETS	187	180	96	96
Program completers	2011-2012	Pearson	206	197	96	96
Program completers	2010-2011	Pearson	185	172	93	95

Data Source: Associate Dean for Assessment and Accreditation

Education Preparation Key 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)
http://www.ccsso.org/Resources/Programs/Interstate_Teacher_Assessment_Consortium_%28InTASC%29.html.

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. Its primary constituency is state education agencies responsible for teacher licensing, program approval, and professional development. The InTASC 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

97% of student teachers passed the MAP evaluation during the 2014-2015 AY

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.

97% of student teachers passed the Dispositions evaluation during the 2014-2015 AY

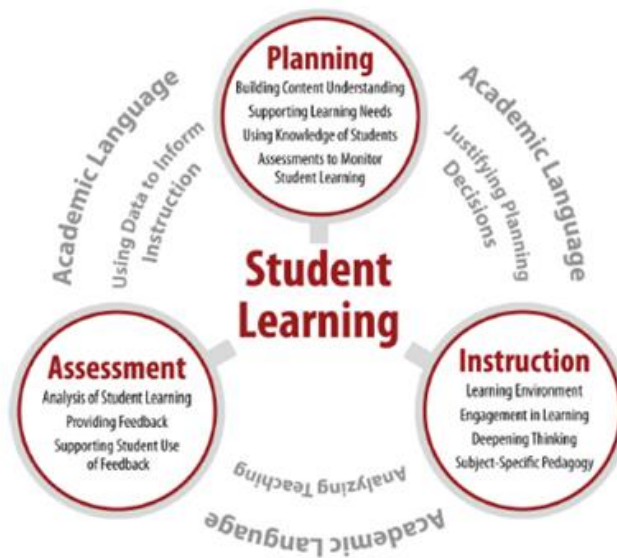
Data Source: Office for Student Advising and Field Experience, Coordinator of Student Teaching

Teacher Performance Assessment (edTPA)

The edTPA is a teacher performance assessment tool developed by Stanford University. Starting Fall 2015 teacher candidates in Georgia universities must pass the assessment. At this time edTPA will become consequential for Georgia 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 teach subject matter to all students. edTPA is a measure of both teaching skills and content knowledge. The edTPA pass rate will be published in the AY 2015 – 2016 Fact Books.

Data Source: edTPA Coordinator



Education Preparation Key Assessments

Graduate Model of Appropriate 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 *Membership in Learning Communities*.

The evaluation is administered multiple times throughout the teachers' programs to monitor progress. GMAP 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...	2	28	31	2.475	3.000	0.561
Treats all students equitably...	1	16	37	2.667	3.000	0.509
Designs lesson to match student abilities and foster interest...	2	27	32	2.492	3.000	0.562
Provides evidence of teaching to develop multiple domains...	2	27	32	2.492	3.000	0.562
Understands how students develop and learn...	2	26	32	2.500	3.000	0.563

Education Preparation Key Assessments (continued)

Graduate Model of Appropriate Practice (GMAP)

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

	Below Expectations <i>(1 pts)</i>	Meets Expectations <i>(2 pts)</i>	Exceeds Expectations <i>(3 pts)</i>	<i>Mean</i>	<i>Mode</i>	<i>Stdev</i>
Demonstrates depth of knowledge of subject matter...	2	30	29	2.443	2.000	0.559
Presents lesson and content so that students learn in a variety of ways...	2	29	26	2.421	2.000	0.560
Links content, when appropriate, to other disciplines...	2	36	20	2.310	2.000	0.532

Education Preparation Key Assessments *(continued)*

Graduate Model of Appropriate Practice (GMAP)

Rubric: Proposition 3: Managing and Monitoring Student Learning

	Below Expectations (1 pts)	Meets Expectations (2 pts)	Exceeds Expectations (3 pts)	<i>Mean</i>	<i>Mode</i>	<i>Stdev</i>
Clearly articulates goals for students...	1	30	30	2.475	2.000	0.531
Uses multiple methods/ strategies to meet goals...	2	34	24	2.367	2.000	0.547
Motivates students to be engaged in learning...	2	33	23	2.362	2.000	0.548
Creates a disciplined learning environment...	3	31	20	2.315	2.000	0.572
Regularly assesses student progress...	1	39	21	2.328	2.000	0.503

Education Preparation Key Assessments (continued)

Graduate Model of Appropriate Practice (GMAP)

Rubric: Proposition 4: Thinking Systematically about Practice

	Below Expectations <i>(1 pts)</i>	Meets Expectations <i>(2 pts)</i>	Exceeds Expectations <i>(3 pts)</i>	<i>Mean</i>	<i>Mode</i>	<i>Stdev</i>
Reflects on practice and makes difficult choices...	2	41	19	2.274	2.000	0.513
Seeks the advice of others to improve practice...	2	23	35	2.550	3.000	0.561
Uses research and scholarship to improve practice...	0	36	16	2.308	2.000	0.462

Education Preparation Key Assessments (continued)

Graduate Model of Appropriate Practice (GMAP)

Rubric: Proposition 5: Membership in Learning Communities

	Below Expectations <i>(1 pts)</i>	Meets Expectations <i>(2 pts)</i>	Exceeds Expectations <i>(3 pts)</i>	<i>Mean</i>	<i>Mode</i>	<i>Stdev</i>
Collaborates with other professionals...	2	40	17	2.254	2.000	0.507
Collaborates with families...	0	16	21	2.568	3.000	0.495
Uses community resources...	0	29	18	2.383	2.000	0.486

Education Preparation Key Assessments *(continued)*

Graduate Dispositions Assessment

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

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)...	2	14	29	2.600	3.000	0.573
Demonstrates professional responsibility in carrying out his/her assigned duties (Profession-alism)...	0	8	32	2.800	3.000	0.400
Demonstrates acceptable professional appearance and maintains appropriate cleanliness (Profession-alism)...	1	13	38	2.712	3.000	0.494
Refelcts sound judgment and appropriate self-control, especially in relating to and safe-guarding students (Profession-alism, Teaching)...	1	10	40	2.765	3.000	0.468
Interacts appropriately and positively with others, while appreciating and valuing human diversity (Profession-alism, Teaching)...	2	12	38	2.692	3.000	0.538
Demonstrates the belief that all students can learn (Profession-alism, Teaching)...	1	16	29	2.609	3.000	0.531
Displays enthusiasm for the discipline(s) he or she teaches and understands the importance of developing relevant connections to everyday life (Profession-alism, Teaching)...	2	14	36	2.654	3.000	0.551
Demonstrates interest and involvement in professional organizations (Profession-alism, Scholarship)...	4	29	14	2.213	2.000	0.581
Demonstrates a belief in the value of using research- based strategies in teaching (Profession-alism, and Scholarship)...	2	21	29	2.519	3.000	0.571
Engages in reflection and self assessment and demonstrates a commitment to life long learning (Profession-alism, Teaching, and Scholarship)...	2	17	31	2.580	3.000	0.569

Education Preparation Key Assessments (continued)

Graduate Dispositions Assessment

Health, Physical Education, and Exercise Science Assessments

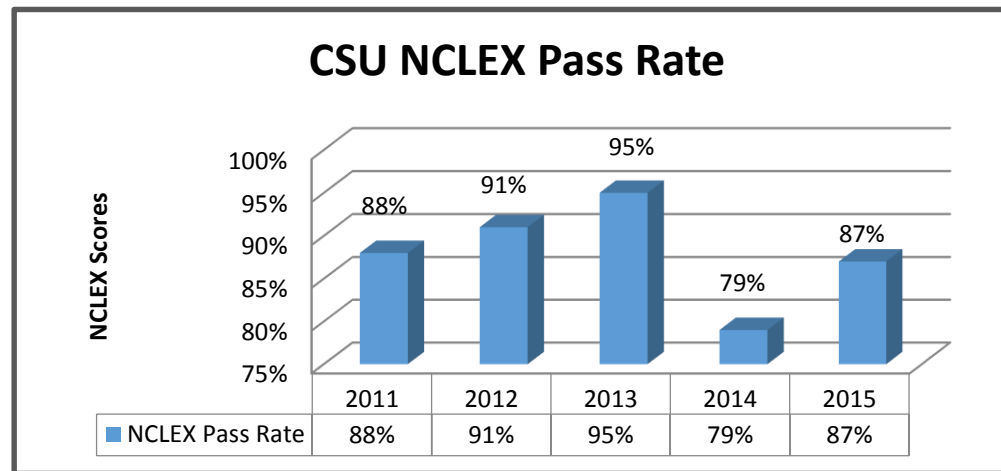
The Physical Education Program data are included in the preceding Unit GACE and Key, Common Assessment data.

Counseling, Foundations, Leadership, and Graduate Studies Assessment

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

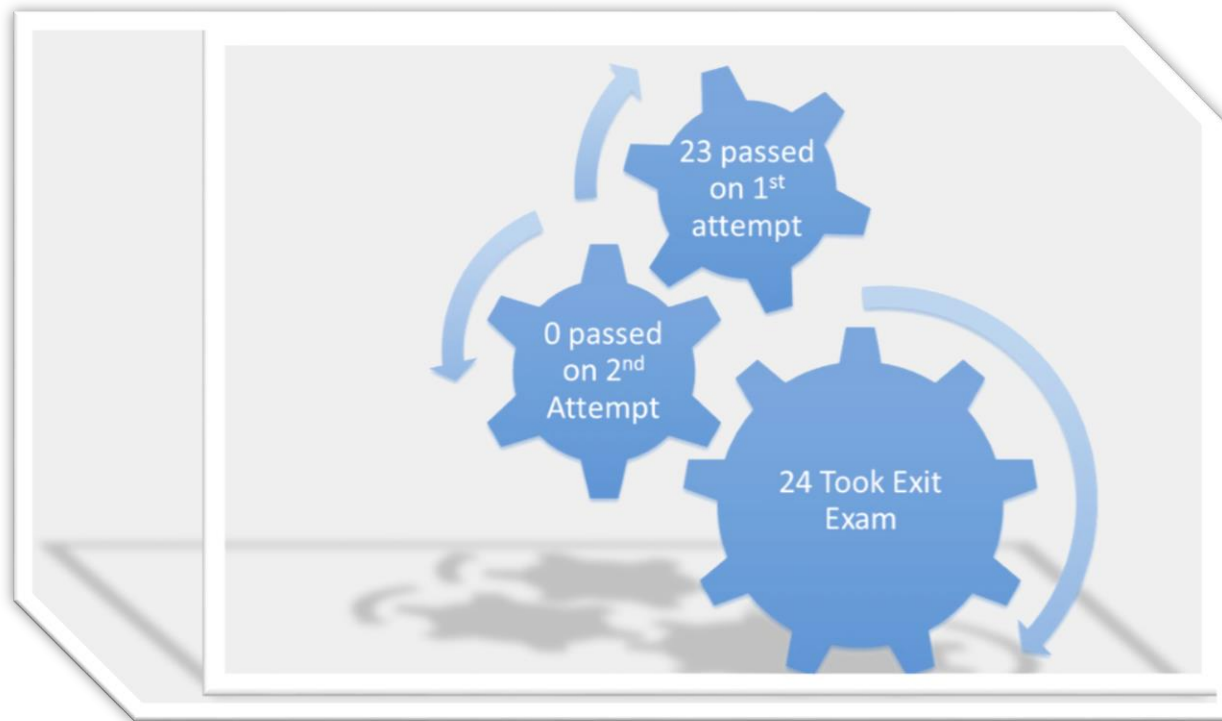
Assessment for Nursing Licensure

The National Council of State Boards of Nursing is the exam 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.



Assessment for Counseling Licensure

Passage Rate for Community Counseling Exit Exam
First and Second Attempts (2014-2015)

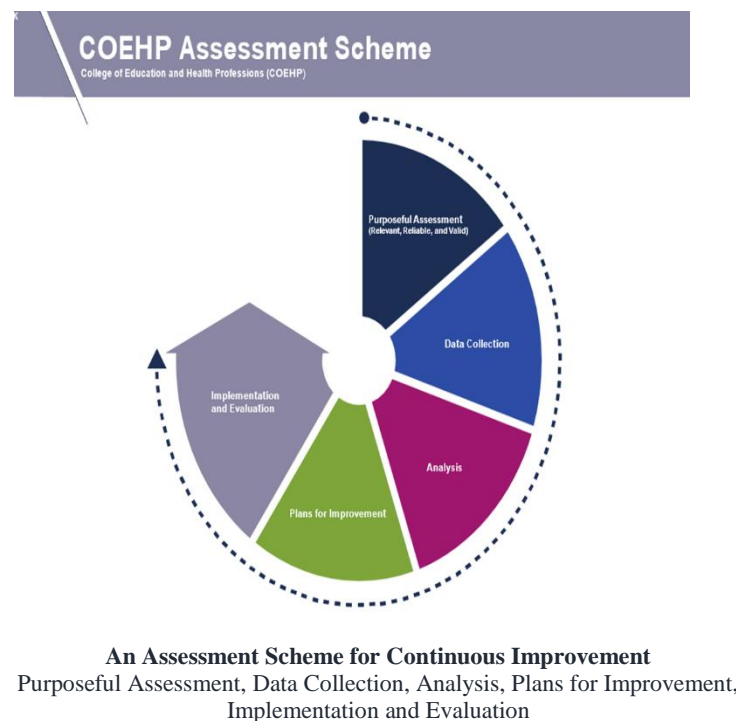


Summary

Columbus State University's College of Education and Health Professions' (COEHP) assessment culture embraces the use of purposeful measurement and useful data to guide its plans for and implementation of program improvement. To assist in the assessment process, the college established the COEHP Assessment Council.

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

The fact book introduction's 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.



Acknowledgements

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Dr. Toni Franklin, COEHP Assessment Council, Lead Editor / Reviewer

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Health, Physical Education, and Exercise Science Fact Book Reviewers

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Department of Teacher Education Fact Book Reviewers

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