

COLUMBUS STATE UNIVERSITY
COLLEGE OF EDUCATION AND HEALTH PROFESSIONS (COEHP)
FACTS AND FIGURES REFERENCE DATA PUBLICATIONS, I



THE COEHP ASSESSMENT COUNCIL

Dr. Sallie Averitt Miller, Chair

Dr. Kate Early, Kinesiology and Health Sciences

Dr. Toni Franklin, Teacher Education

Dr. Andrea Dawn Frazier, Counseling, Foundations, and Leadership

Professor Brittany Grissette, School of Nursing

Ms. Jackie Adamczyk, Council Secretary

**MESSAGE FROM THE COLLEGE OF EDUCATION AND HEALTH PROFESSIONS DEAN
DR. DEIRDRE GREER**



Welcome to the College of Education and Health Professions! We offer programs in Teacher Education; Educational Leadership, Counseling; Nursing; Kinesiology and Health Sciences.

The faculty of the College of Education and Health Professions strongly believe that what we do on a daily basis can have a tremendous impact on the lives of our students and the community. Overwhelmingly, we see the fields for which we prepare our candidates as service fields in which our graduates have the ability to be catalysts for change in their communities.

We also believe in the importance of being leaders in our fields. Faculty in the College of Education and Health Professions are engaged in the community through partnerships with school districts, hospitals, clinics, and other organizations. Our education faculty are often invited to speak across the state and nationwide about our success with new teacher preparation assessments and our effective partnerships with school districts. Our nursing faculty are being invited to speak at national conferences about preparing nurses in continuing to offer a high quality patient care in a health care system under strain due to workforce shortages. Exercise science and health science faculty are conducting research to gain insight into the obesity problem that plagues our nation in an effort to prevent diseases.

Several outreach centers support our efforts to have an impact on the community. These centers include the Center for Health Disparities and Community-Based Research; Center for Quality Teaching and Learning; Center for Reading Instruction, Support, and Education; Coca-Cola Space Science Center; Columbus Regional Mathematics Collaborative; Ivey Center for the Cultural Approach to History, and Oxbow Meadows Environmental Learning Center, . Each of these centers provides invaluable service to the region and opportunities for students in our programs to enhance their professional skills as they engage with the community.

Our graduates are widely recruited due to the reputation of our programs. We are excited that you are interested in the College of Education and Health Professions and look forward to working with you.

<https://coehp.columbusstate.edu/about-us/about-us.php>

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VISION STATEMENT

The vision of the College of Education and Health Professions is to prepare highly qualified professionals and leaders who possess the knowledge, skills, and dispositions needed to increase the quality of life in the community by improving P-12 student learning and professional health care.

MISSION STATEMENT

The mission of the College of Education and Health Professions is congruent with and complements that of Columbus State University. The College of Education and Health Professions has adopted the guiding principle, *Creating Opportunities for Excellence*, to support its mission...to achieve excellence by guiding individuals as they develop the proficiency, expertise, and leadership consistent with their professional roles. By creating opportunities for excellence, the College of Education and Health Professions prepares highly qualified teachers, counselors, nurses, health professionals and leaders who promote high levels of learning by demonstrating excellence in teaching, scholarship, and professionalism. Candidates continually acquire, integrate, refine, and model these qualities as they develop proficiency, expertise, and leadership. Ultimately, candidates believe in the serving the community by providing quality education and care. COEHP faculty guide individuals in this developmental process.

<https://coeHP.columbusstate.edu/about-us/about-us.php>

SELECTED QUICK FACTS

ENROLLMENT

The total student enrollment for the College of Education and Health Professions during Fall Semester 2018 was **2,593**; i.e., 1,762 (68%) undergraduate and 831 (32%) graduate students.

The total student enrollment for the College of Education and Health Professions during Fall Semester 2018 **as a percentage of total Columbus State University (CSU)** enrollment is **32.1%** (CSU 8076, COEHP 2,593); Undergraduate **26.53%** (CSU 6640, COEHP 1762); Graduate **57.86%** (CSU 1436, COEHP 831).

PROGRAMS

Educator preparation programs are housed in the College of Education and Health Professions, the College of Letters and Sciences, and the College of the Arts. English as a Second Language (ESOL), Spanish education as well as initial secondary education programs in English, History, Biology, Chemistry, Earth Science, and Mathematics are offered through the College of Letters and Sciences. The College of the Arts houses programs in Music, Art, and Theatre education. Other educator preparation programs as well as Exercise Science, Clinical Mental Health Counseling, Health Sciences, and Nursing are housed in the College of Education and Health Professions.

LOCATIONS

The College of Education and Health Professions is located on Main Campus, RiverPark Campus, and other Outreach Centers.

MAIN CAMPUS

—The Frank G. Lumpkin Jr. Center and the Health and Wellness Center
Kinesiology and Health Sciences

UPTOWN LOCATION

—Frank D. Brown Hall, RiverPark Campus
Deans Office
School of Nursing
Department of Teacher Education
Department of Counseling, Foundations and Leadership
Graduate Studies
Center for Health Disparities and Community-Based Research
Center for Quality Teaching and Learning
Center for Reading Instruction, Support, and Education
Columbus Regional Mathematics Collaborative
The Ivey Center for the Cultural Approach to History

OTHER OUTREACH CENTERS LOCATED

Coca-Cola Space Science Center
Oxbow Meadows Environmental Learning Center

CORE VALUES

QUALITY

The highest standard of value used to evaluate academic and professional initiatives, programs, and outcomes.

RESPECT

Positive regard for the work, devotion, and professional character of others as possessing inherent value toward the College of Education and Health Professions' mission.

INTEGRITY

The consistent presentation of moral, ethical, and character traits reflective of authentic interactions.

COMPASSION

Awareness, understanding, and an interest in the correction or resolution of another's distress.

COMMUNICATION

The process of sharing relevant information in a timely, transparent, and effective manner to ensure mutual understanding.

COLLABORATION

The intentional act of working together with other professionals for the purpose of achieving an academically or professionally relevant outcome.

INNOVATION

The constructive improvement and development of a concept, practice, or production that can be considered new or comparatively significant in its difference from relative precedence.

Data Source: <https://coehp.columbusstate.edu/about-us/strategic-plan.php>

STRATEGIC INITIATIVES

1. Strengthen Community Partnerships
2. Professional Commitment & Investment
3. Increase Collaboration within COEHP and with other Colleges
4. Growth in Programs
5. Increase and Track Student Success



For more detail click on the textbox link below to Strategic Initiatives:

<https://coehp.columbusstate.edu/about-us/strategic-plan.php>

AUTHORS FOR FACTS AND FIGURES REFERENCE DATA PUBLICATIONS

College Facts and Figures Reference Data Publication I	Dr. Sallie Averitt Miller (Author Publication I) COEHP Assessment Council Chair Associate Dean for Assessment and Accreditation and Professor of Reading Education
Department Facts and Figures Reference Data Publications II-V	Dr. Andrea Dawn Frazier (Author Publication II) Associate Professor Counseling, Foundations, and Leadership Dr. Kate Early (Author Publication III) Assistant Professor Kinesiology and Health Sciences Professor Brittany Grissette (Author Publication IV) Assistant Professor School of Nursing Dr. Toni Franklin (Author Publication V) Assistant Professor Teacher Education

PURPOSE: COLLEGE OF EDUCATION AND HEALTH PROFESSIONS ASSESSMENT COUNCIL

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 facts and figures that include college, department, and program data. In addition, trend analyses and retention are documented.

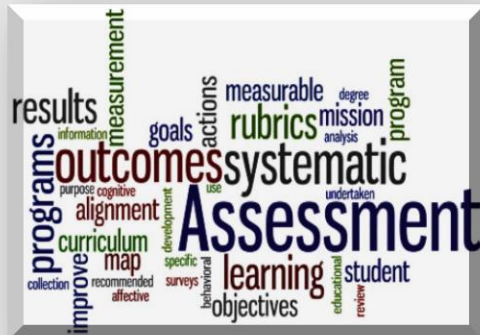
The **Facts and Figures Reference Data Publications** provide an important component to the College of Education and Health Professions' (COEHP) Quality Assurance System for both the unit and its departments.

The purpose of the Quality Assurance System (QAS) is to 1) demonstrate alignment to overarching standards and learning outcomes, and 2) develop an efficient, sustainable process for systematic review of assessment instruments and data for continuous improvement of programs and unit. Ultimately, the QAS is designed to positively impact P-12 student learning and development.



The facts and figures publications provide a venue for the systematic review of assessment instruments and data.

The council members work closely with the following entities: 1) Council for the Accreditation of Educator Preparation (CAEP) COEHP Committees, 2) the Office of Institutional Research, 3) University Information and Technology Services, 4) Retention Committee, 5) Watermark Data Retrieval, and others as needed.



Academic Excellence: COEHP Course Critical Assessment Initiative

Faculty are continuing to build *quality* course critical assessments that provide evidence for consistency, and to support course and program continuous improvement.

These assessments are 1) reviewed by the departments' program faculty, program coordinators, and chairs in building course validity, and 2) they provide a thread of consistency with the same course over the years regardless of who teaches the course or what venue is used.

TRANSPARENCY OF DATA

—Data are shared during the following meetings (as appropriate):

MEETINGS	DATA COLLABORATION
Faculty and Staff	Monthly
Leadership Councils	Monthly; As Scheduled
Department Meetings	Annually; As Scheduled
Program Meetings	As Scheduled
Data Day Meeting	Annually; As Scheduled
Educator Preparation Program Council	Semester; As Scheduled
Program Advisory Councils	Annually; As Scheduled
Other Meetings	As Scheduled

Data Source: <https://coeHP.columbusstate.edu/about-us/assessment-council.php>

DATA USE

Data are used for local, state, regional, and national reporting; accreditation; program approval; program improvement; trend analyses; data transparency; impact on student learning; retention; unit operation decisions, etc.

COUNCIL MEMBERSHIP

Dr. Sallie Averitt Miller, Council Chair and Associate Dean for Assessment and Accreditation

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

Dr. Kate Early, Department of Kinesiology and Health Sciences

Professor Brittany Grissette, School of Nursing

Dr. Toni Franklin, Department of Teacher Education

Ms. Jackie Adamczyk, Council Secretary

Data Source: <https://coehp.columbusstate.edu/about-us/assessment-council.php>

DEPARTMENTAL FACTS AND FIGURES REFERENCE DATA PUBLICATIONS [[HYPERLINKS](#)]

PUBLICATION BOOK II



[Counseling, Foundations, and Leadership](#)

PUBLICATION BOOK IV



[School of Nursing](#)

PUBLICATION BOOK III



[Kinesiology and Health Sciences](#)

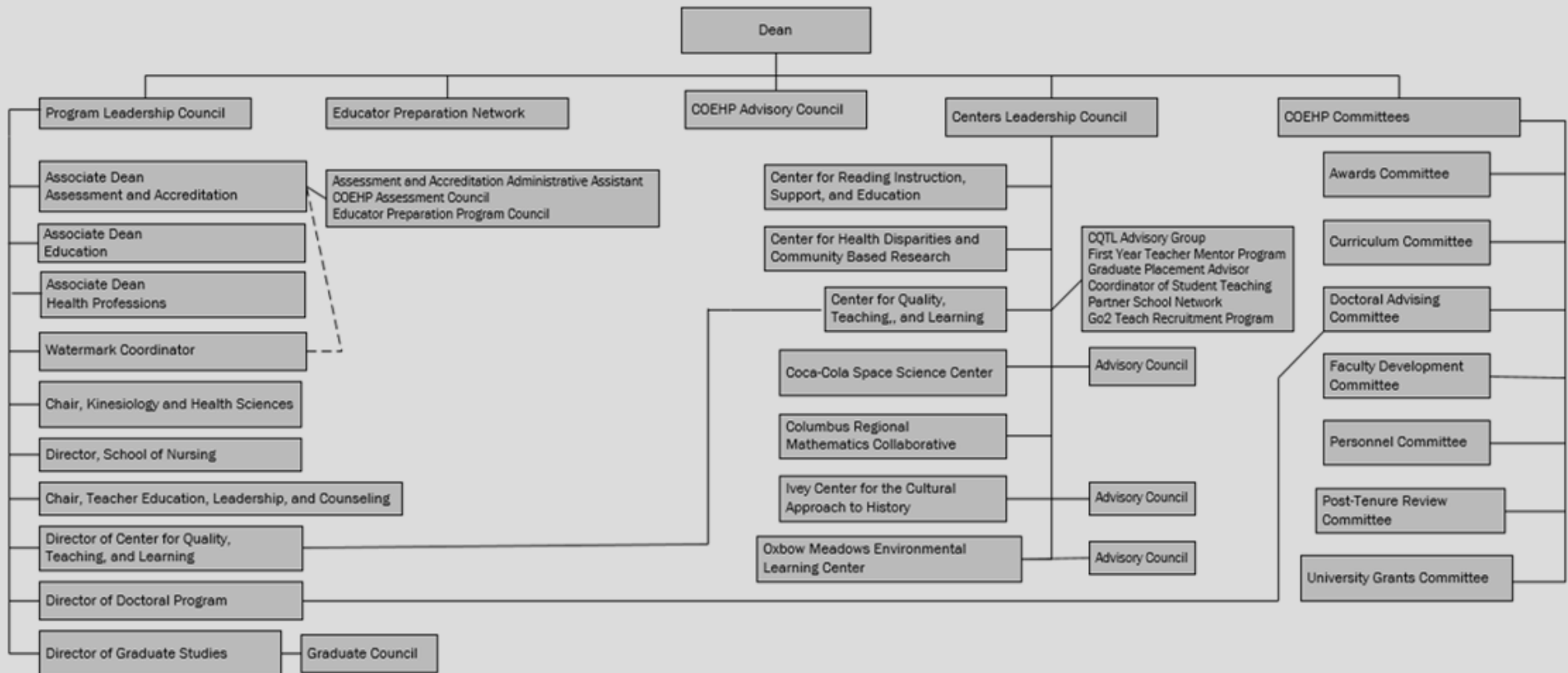
PUBLICATION BOOK V



[Teacher Education](#)

ORGANIZATION CHART

Columbus State University
College of Education and Health Professions



Dr. Sallie Averitt Miller, Associate Dean for Assessment and Accreditation
Reviewed and Approved by Dr. Deirdre Greer, Dean

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.

Educator Preparation “Initial Certification” at Columbus State University is accredited by the National Council for Accreditation of the Teacher Education (NCATE) and the Georgia Professional Standards Commission (GaPSC).

The Special Education Programs, both undergraduate and graduate, are accredited by the Council for Exceptional Children (CEC).

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

The Georgia Professional Standards Commission (GaPSC) approves all Columbus State University educator preparation programs that lead to certification in teaching, counseling, and educational leadership.

The Master of Education in School Counseling and the Master of Science in Clinical Mental Health Counseling degree programs are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

The Department of Art is an accredited institutional member of the National Association of Schools of Art and Design (NASAD).

The Department of Theatre is an accredited associate member of the National Association of Schools of Theatre (NAST).

The Schwob School of Music is an accredited institutional member of the National Association of Schools of Music (NASM).

Data Source: <https://coehp.columbusstate.edu/about-us/accreditation.php>

EXTERNAL GRANT FUNDING – FY 2019 Awards

DATE RECEIVED	GRANT TITLE	GRANTING AGENCY	FUNDING SOURCE	AWARD TYPE	NAME OF COLLEGE/DEPARTMENT	AWARD AMOUNT	AWARD PERIOD	INDIRECT	MATCHING	PRINCIPAL INVESTIGATOR (PI)	BRIEF DESCRIPTION OF PROJECT
1/16/2019	GA Council on Developmental Disabilities	GA Council on Developmental Disabilities	S	I	College of Education - Teacher Education	\$34,750	10/01/2018 through 06/30/2019			Dr. Gregory Blalock	Developmental disabilities
01/25/2019	GOALS II – TPSID	US Department of Education through Georgia State University	F	I	College of Education and Health Professions / Teacher Education	\$40,000	10/01/2018 through 09/30/2019	\$14,698	\$53,099	Dr. Gregory Blalock	Building a network of sustainable TPSIDS in Georgia (Transition & Postsecondary Programs for Students with Intellectual Disabilities)
05/10/2019	Interdisciplinary Initiative Grant	Columbus State University	L	I	College of Education and Health Professions / Teacher Education	\$1,000 (+ travel)	AY 2019 – 2020			Dr. Bryan A. Banks Dr. Mark D. McCarthy	Critical literacy in history education
05/10/2019	2019 Teaching and Learning External Development Grant	Columbus State University	L		College of Education and Health Professions / Teacher Education	\$1,000	Fall 2019			Dr. Anna Hart	Travel to Disney Institute to participate in Disney’s Approach to Leadership Excellence program
05/15/2019	Summer 2019 Online Course Accessibility Champions Cohort Program	Center of Online Learning, Columbus State University	L	I	College of Education and Health Professions / Teacher Education	\$2,000	Summer 2019			Dr. Jan Burcham	Improve Online Course Accessibility
05/20/2019	Course Improvement Grant (Quality Matters Certification)	Center of Online Learning, Columbus State University	L	I	College of Education and Health Professions / Teacher Education	\$1,500	Fall 2019			Dr. Jan Burcham	Obtain Quality Matters Certification
06/19/2019	A Collaborative Network to Increase the Number of High-Quality Secondary School STEM Teachers in Georgia	National Science Foundation Noyce Grant	F	I and R	UTeach	\$1,181,913	08/01/2019 Through 07/31/2024	\$52,868		Dr. Michael Dentzau	Recruiting STEM teachers into high needs schools

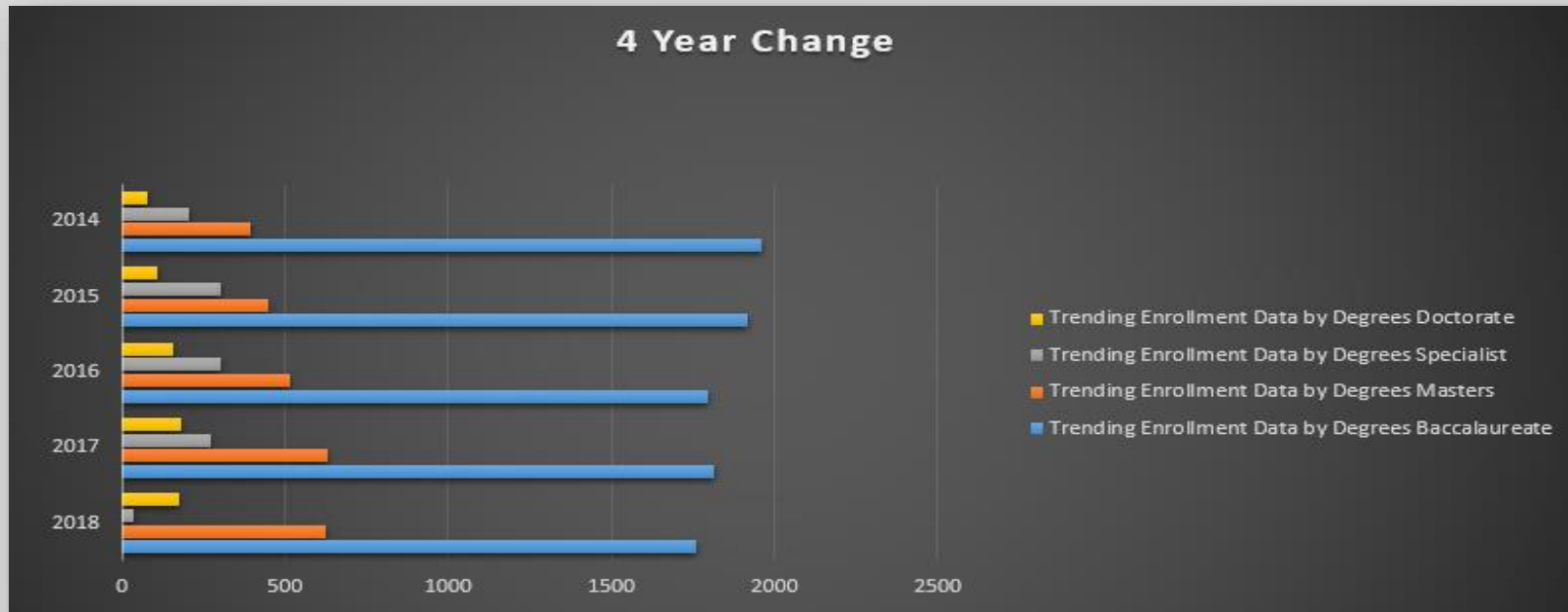
DATE RECEIVED	GRANT TITLE	GRANTING AGENCY	FUNDING SOURCE	AWARD TYPE	NAME OF COLLEGE/DEPARTMENT	AWARD AMOUNT	AWARD PERIOD	INDIRECT	MATCHING	PRINCIPAL INVESTIGATOR (PI)	BRIEF DESCRIPTION OF PROJECT
August 2018	Woodrow Wilson Teaching Fellowship Induction Grant	Woodrow Wilson National Fellowship Foundation	P	Service	College of Education and Health Professions / Teacher Education	\$60,000	07/01/2018 Through 06/30/2019			Dr. Deborah Gober	Supporting Woodrow Wilson Teaching Fellows during their first three years of teaching
2019	An Exploration of Indonesian	Fulbright Scholarship J. William Fulbright Foreign Scholarship Board	F	R	COEHP Faculty Award	\$33,000				Dr. Patricia Patrick (PI)	An Exploration of Indonesian (Bengkulu) Traditional Healer (Batra) Knowledge and Biology Education, Student Knowledge and Their Sense of Conservation
Total \$1,355,163											

Data Source: Office of Sponsored Programs

External Grant Funding – FY 2019 Awards

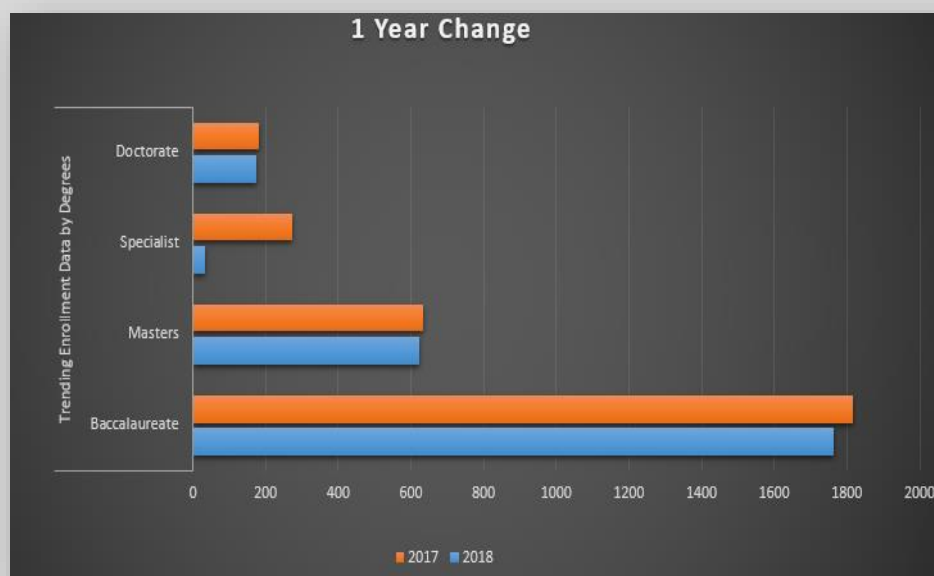
Source of Funding Legend	Type of Award Legend
F - Federal	I - Instruction
S - State	R - Research
L - Local	P - Public Service
P - Private	
O - Other	

ENROLLMENT BY DEGREE LEVEL



DEGREE PROGRAMS	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	4 YEAR CHANGE	4 YEAR CHANGE %
Baccalaureate	1961	1918	1798	1816	1762	-199	-10.15
Masters	394	446	514	632	622	228	57.87
Specialist	207	300	301	272	34	-173	-83.57
Doctorate	77	108	154	181	175	98	127.27
Unit Total	2639	2772	2767	2901	2593	-46	-1.74

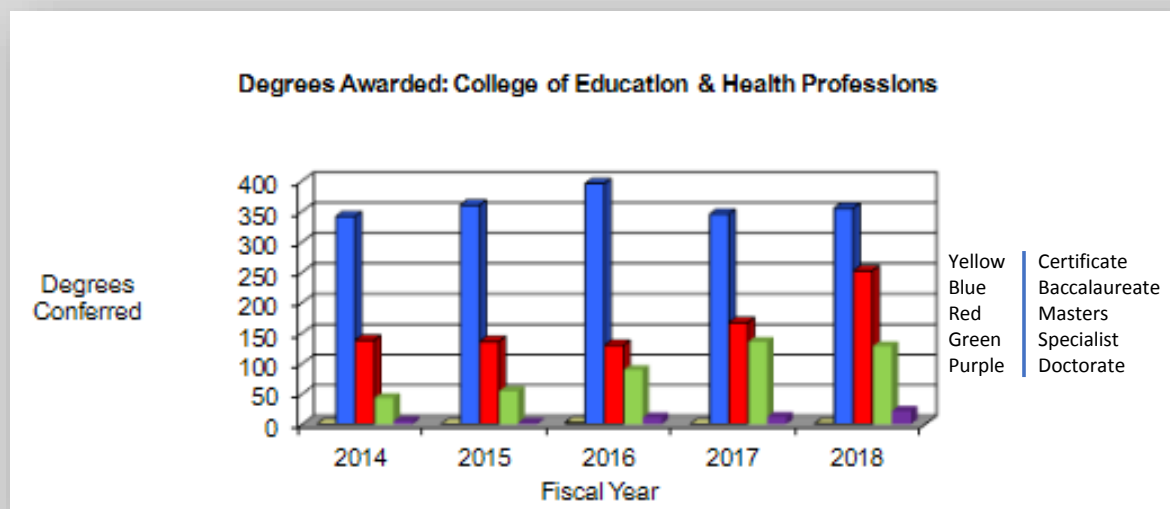
ENROLLMENT BY DEGREE LEVEL



DEGREE PROGRAMS	FALL 2017	FALL 2018	1 YEAR CHANGE	1 YEAR CHANGE %
Baccalaureate	1816	1762	-54	-2.97
Masters	632	622	-10	-1.58
Specialist	272	34	-238	-87.5
Doctorate	181	175	-6	-3.31
Unit Total	2901	2593	-308	-10.62

Data Source: <https://ir.columbusstate.edu/reports/facts18/Student2018-Enrollment-by-MajorProgram-Undergraduate.pdf>

DEGREES AWARDED: COLLEGE OF EDUCATION AND HEALTH PROFESSIONS



Data Source: <https://ir.columbusstate.edu/reports/facts18/Degrees-All-Academic.pdf>

BACCALAUREATE (UNDERGRADUATE) DEGREES AWARDED – 4 YEAR CHANGE

DEGREE PROGRAM	FISCAL YEAR	FISCAL YEAR	FISCAL YEAR	FISCAL YEAR	FISCAL YEAR		
Baccalaureate	2014	2015	2016	2017	2018	4 Year Change	4 Year Change %
BSEd Early Childhood Education	54	38	54	36	32	-22	-40.7
BS Exercise Science	40	50	42	39	44	4	10.0
Kinesiology and Health Sciences (Formerly Health & Physical Education)	16	9	8	5	7	-9	-56.3
BS Health Sciences	56	58	70	59	80	24	42.9
BSEd Middle Grades Education	9	9	12	8	7	-2	-22.2
BSN Nursing	149	181	200	188	172	23	15.4
BSEd Sp Ed – General Curriculum	17	15	9	10	13	-4	-23.5
Total	341	360	395	345	355	14	4.1

BACCALAUREATE (UNDERGRADUATE) DEGREES AWARDED – 1 YEAR CHANGE

DEGREE PROGRAM	FISCAL YEAR	FISCAL YEAR		
Baccalaureate	2017	2018	1 Year Change	1 Year Change %
BSEd Early Childhood Education	36	32	-4	-11.1
BS Exercise Science	39	44	5	12.8
Kinesiology and Health Sciences (Formerly Health & Physical Education)	5	7	2	40.0
BS Health Sciences	59	80	21	35.5
BSEd Middle Grades Education	8	7	-1	-12.5
BSN Nursing	188	172	-16	-8.51
BSEd Sp Ed – General Curriculum	10	13	3	30.0
Total	345	355	10	2.90

Data Source: <https://ir.columbusstate.edu/reports/facts18/Degrees-COEHP.pdf>

MASTERS DEGREES AWARDED – 4 YEAR CHANGE

DEGREE PROGRAM	FISCAL YEAR	FISCAL YEAR	FISCAL YEAR	FISCAL YEAR	FISCAL YEAR		
Masters	2014	2015	2016	2017	2018	4 Year Change	4 Year Change %
MEd Curr & Instr in Accomplished Teaching	8	20	9	16	23	15	187.5
MS Clinical Mental Health Counseling	17	23	8	6	22	5	29.4
MEd Educational Leadership	5	8	4	2	18	13	260.0
MEd/MAT Early Childhood Education	27	22	14	13	10	-17	-63.0
MS Exercise Science	--	3	6	5	8	--	--
MSN Family Nurse Practitioner	--	--	--	26	39	--	--
MEd/MAT Kinesiology and Health Sciences	16	6	8	7	8	-8	-50.0
MEd/MAT Middle Grades Education	9	8	6	1	5	-4	-44.4
MSN Nursing	1	5	10	7	15		
MEd School Counseling	17	3	14	5	9	-8	-47.1
MEd/MAT School Library Media	4	3	--	--	--	--	--
MATC Secondary Education	8	9	--	7	9	1	12.5
MEd/MAT Secondary Education	12	11	10	22	22	--	--
MEd/MAT Sp Ed – General Curriculum	14	14	22	37	53	39	278.6
MEd Teacher Leadership	--	1	19	13	11	--	--
Total	138	136	130	167	252	114	82.6

Data Source: <https://ir.columbusstate.edu/reports/facts18/Degrees-COEHP.pdf>

MASTERS DEGREES AWARDED – 1 YEAR CHANGE

DEGREE PROGRAM	FISCAL YEAR	FISCAL YEAR		
MASTERS	2017	2018	1 YEAR CHANGE	1 YEAR CHANGE %
MED CURR & INSTR IN ACCOMPLISHED TEACHING	16	23	7	43.7
MS CLINICAL MENTAL HEALTH COUNSELING	6	22	16	266.6
MED EDUCATIONAL LEADERSHIP	2	18	16	800.0
MED/MAT EARLY CHILDHOOD EDUCATION	13	10	-3	-23.0
MS EXERCISE SCIENCE	5	8	3	60.0
MSN FAMILY NURSE PRACTITIONER	26	39	13	50.0
MED/MAT KINESIOLOGY AND HEALTH SCIENCES	7	8	1	14.2
MED/MAT MIDDLE GRADES EDUCATION	1	5	4	400.0
MSN NURSING	7	15	8	114.2
MED SCHOOL COUNSELING	5	9	4	80.0
MED/MAT SCHOOL LIBRARY MEDIA	--	--	--	--
MATC SECONDARY EDUCATION	7	9	2	28.5
MED/MAT SECONDARY EDUCATION	22	22	0	0
MED/MAT Sp Ed – GENERAL CURRICULUM	37	53	16	43.2
MED TEACHER LEADERSHIP	13	11	-2	-15.3
TOTAL	167	252	85	50.9

Data Source: <https://ir.columbusstate.edu/reports/facts18/Degrees-COEHP.pdf>

SPECIALIST DEGREES AWARDED – 4 YEAR CHANGE

DEGREE PROGRAM	FISCAL YEAR	FISCAL YEAR	FISCAL YEAR	FISCAL YEAR	FISCAL YEAR		
Specialist	2014	2015	2016	2017	2018	4 Year Change	4 Year Change %
EdS Educational Leadership	23	34	77	121	118	95	413.0
EdS Early Childhood Education	7	9	6	1	4	-3	-42.9
EdS Middle Grades Education	3	1	2	1	0	-3	-100.0
EdS School Counseling	1	2	--	--	--	--	--
EdS Secondary Education	7	5	3	9	4	-3	-42.9
EdS Special Education	2	3	1	3	2	0	0
Total	43	54	89	135	128	85	197.7

SPECIALIST DEGREES AWARDED – 1 YEAR CHANGE

DEGREE PROGRAM	FISCAL YEAR	FISCAL YEAR		
SPECIALIST	2017	2018	1 YEAR CHANGE	1 YEAR CHANGE %
EDS EDUCATIONAL LEADERSHIP	121	118	-3	-2.48
EDS EARLY CHILDHOOD EDUCATION	1	4	3	300.0
EDS MIDDLE GRADES EDUCATION	1	0	-1	-100.0
EDS SCHOOL COUNSELING	--	--	--	--
EDS SECONDARY EDUCATION	9	4	-5	-55.5
EDS SPECIAL EDUCATION	3	2	-1	-33.3
TOTAL	135	128	-7	-5.19

Data Source: <https://ir.columbusstate.edu/reports/facts18/Degrees-COEHP.pdf>

DOCTORATE DEGREES AWARDED – 4 YEAR CHANGE

DEGREE PROGRAM	FISCAL YEAR	FISCAL YEAR	FISCAL YEAR	FISCAL YEAR	FISCAL YEAR		
DOCTORATE	2014	2015	2016	2017	2018	4 Year Change	4 Year Change %
EdD CURRICULUM AND LEADERSHIP	5	2	11	12	22	17	340.0
TOTAL	5	2	11	12	22	17	340.0

DOCTORATE DEGREES AWARDED – 1 YEAR CHANGE

DEGREE PROGRAM	FISCAL YEAR	FISCAL YEAR		
Specialist	2017	2018	1 Year Change	1 Year Change %
EdD Curriculum and Leadership	12	22	10	83.3
Total	12	22	10	83.3

Data Source: <https://ir.columbusstate.edu/reports/facts18/Degrees-COEHP.pdf>

DEGREES AWARDED BY DEGREE LEVEL – 4 YEAR CHANGE

DEGREE PROGRAM	FISCAL YEAR 2014	FISCAL YEAR 2015	FISCAL YEAR 2016	FISCAL YEAR 2017	FISCAL YEAR 2018	4 YEAR CHANGE	4 YEAR CHANGE %
CERTIFICATE	0	0	3	0	1	1	--
BACCALAUREATE	341	360	395	345	355	14	4.1
MASTERS	138	136	130	167	252	114	82.6
SPECIALIST	43	54	89	135	128	85	197.7
DOCTORATE	5	2	11	12	22	17	340.0
COLLEGE TOTAL	527	552	628	659	758	231	43.8

DEGREES AWARDED BY DEGREE LEVEL – 1 YEAR CHANGE

DEGREE PROGRAM	FISCAL YEAR 2017	FISCAL YEAR 2018	1 YEAR CHANGE	1 YEAR CHANGE %
CERTIFICATE	0	1	1	100.0
BACCALAUREATE	345	355	10	2.90
MASTERS	167	252	85	50.9
SPECIALIST	135	128	-7	-5.19
DOCTORATE	12	22	10	83.3
COLLEGE TOTAL	659	758	99	15.0

Data Source: <https://ir.columbusstate.edu/reports/facts18/Degrees-COEHP.pdf>

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 [curriculum] decisions, and make program, department, and college improvements.

Data Source: ETS Title II Reporting Services

ASSESSMENT FOR TEACHER CERTIFICATION
Georgia Assessment for the Certification of Educators (GACE) *continued*



**HEOA - Title II
2017 - 2018 Academic Year**

The 99% pass rate is a combination of GACE and edTPA scores. GACE Content pass rate is 100%.

Group	Number Taking Assessment ¹	Number Passing Assessment ²	Institutional Pass Rate	Statewide		
				Number Taking Assessment ¹	Number Passing Assessment ²	Statewide Pass Rate
All program completers, 2017-18	112	111	99%	3171	3091	97%
All program completers, 2016-17	126	126	100%	3276	3233	99%
All program completers, 2015-16	140	140	100%	3466	3456	100%

Note: In cases where there are less than ten students taking the assessment or license/certificate, the number passing and pass rate are not reported.

¹ Number of completers taking one or more assessments within their area of specialization.

² Summary level "Number Taking Assessment" may differ from assessment level "Number Taking Assessment" because each student is counted once at the summary level but may be counted in multiple assessments at the assessment level.

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Number of completers taking one or more assessments within their area of specialization.

Note: In cases where there are less than ten students taking the assessment or license/certificate, the number passing and pass rate are not reported.

Data Source: ETS Title II Reporting Services

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.

Data Source: Center for Quality Teaching and Learning, Coordinator of Student Teaching

EDUCATION PREPARATION KEY ASSESSMENTS

Model of Appropriate Practice (MAP)

Undergraduate MAP Evaluation

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.

96 % of student teachers who passed the MAP evaluation during Fall Semester 2018

98 % of student teachers who passed the MAP evaluation during Spring Semester 2019

Data Source: Center for Quality Teaching and Learning, Coordinator of Student Teaching

EDUCATION PREPARATION KEY ASSESSMENTS

DISPOSITIONS EVALUATION

Undergraduate Dispositions Evaluation

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

96 % of student teachers who passed the Dispositions evaluation during Fall Semester 2018.

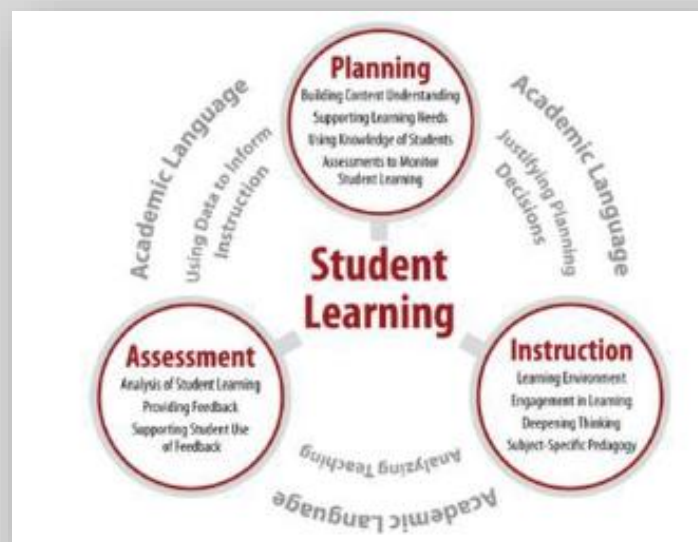
98 % of student teachers who passed the Dispositions evaluation during Spring Semester 2019.

Data Source: Center for Quality Teaching and Learning, Coordinator of Student Teaching

Teacher Performance Assessment (edTPA)

The edTPA is a teacher performance assessment tool developed by Stanford University. Teacher candidates in Georgia universities must pass the assessment. At this time, edTPA is 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.



TEACHER PERFORMANCE ASSESSMENT (edTPA)

Academic Year Fall 2018

Academic Year Spring 2019

FALL 2018 COLUMBUS STATE UNIVERSITY'S edTPA Data (N=52)	SPRING 2019 COLUMBUS STATE UNIVERSITY'S edTPA Data (N=77)
All handbooks with 15 rubrics (N=37) Cut Score of 38: 92% first attempt pass rate	All handbooks with 15 rubrics (N=62) Cut Score of 38: 89% first attempt pass rate
World Language handbook with 13 rubrics (N= N/A) Cut Score of 32: N/A	World Language handbook with 13 rubrics (N= N/A) Cut Score of 32: N/A
Elementary handbook with 18 rubrics (N= 15) Cut Score of 45: 100% first attempt pass rate	Elementary handbook with 18 rubrics (N= 15) Cut Score of 45: 93% first attempt pass rate

Data Source: Deborah Korytoski, edTPA Coordinator

GRADUATE MODEL OF APPROPRIATE PRACTICE (GMAP)

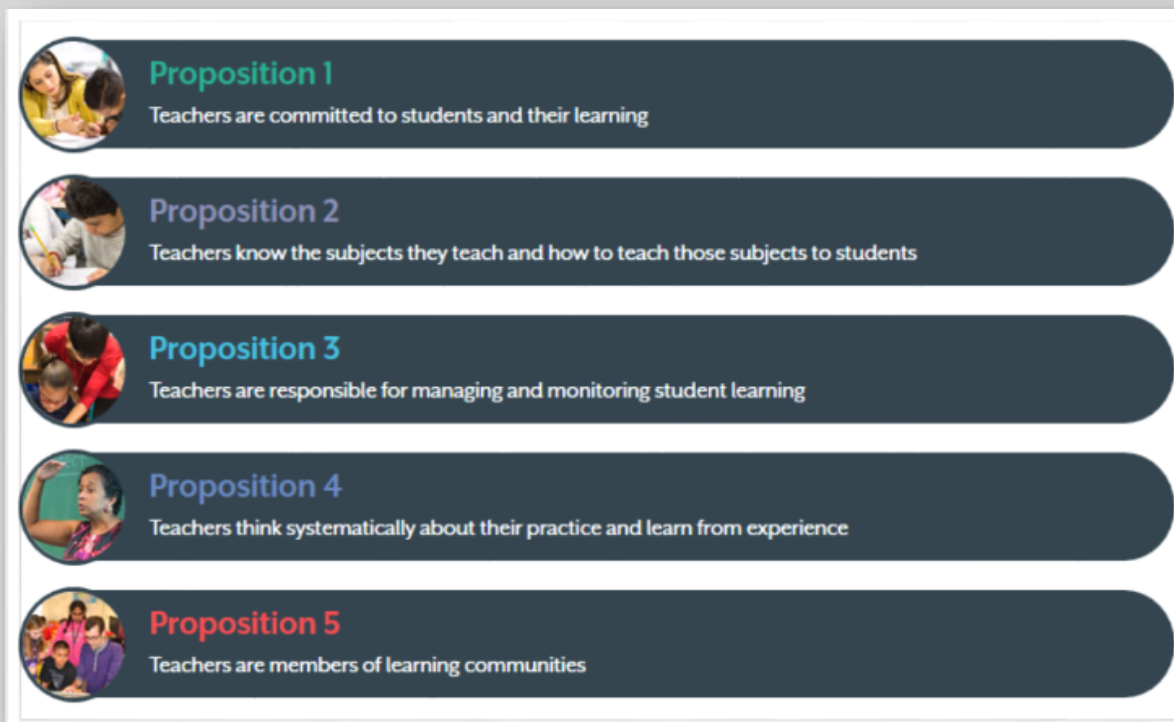
The Graduate Model of Accomplished Practice (GMAP) is an evaluation that outlines the skills in-service teachers should demonstrate. These skills are categorized into five propositions: 1) Commitment to Students and Learning, 2) Knowledge of Subjects and How to Teach Them, 3) Managing and Monitoring Student Learning, 4) Thinking Systematically about Practice, and 5) 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.

Education Preparation Key Assessments

Graduate Model of Appropriate Practice (GMAP)



Summary for Proposition 1
97.7 % of graduate students
Met or exceeded expectations

Summary for Proposition 2
94.9 % of graduate students
Met or exceeded expectations

Summary for Proposition 3
96.4 % of graduate students
Met or exceeded expectations

Summary for Proposition 4
98.6 % of graduate students
Met or exceeded expectations

Summary for Proposition 5
100 % of graduate students
Met or exceeded expectations

Education Preparation Key Assessments

Graduate Dispositions Assessment

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

Summary Dispositions Data

97.4 % of graduate students met or exceeded expectations

PERFORMANCE INDICATORS OF COLUMBUS STATE UNIVERSITY FIRST YEAR TEACHERS –Academic Year 2019

The following Georgia Professional Standards Commission’s performance evaluation of Columbus State University First Year Teachers is outlined below. The rating is based on a complete average performance scale of 1 to 4 (4 being the highest level).

Columbus State University Performance Overall Rating: Level 3

EDTPA is a nationally developed performance-based assessment of teacher candidates. Columbus State University candidates’ average **3.07** (Assessment Level 3); state average 3.04 and similar educator preparation provider average 3.2

GACE is Georgia’s standardized content assessment, required for teacher certification in most fields. Columbus State University candidates’ average 262 (Assessment Level 3); state average 263 and similar educator preparation provider average 262.

TAPS is a system of classroom teacher observations performed by administrators, collected by GaDOE and used in Georgia’s teacher evaluations. Columbus State University candidates’ average 19.8 (Assessment Level 3); state average 20.1 and similar educator preparation provider average 20.0

RESPONSE 31% EMPLOYER SURVEY is a 31-item survey administered to employers about new teachers’ capability and preparedness, based on the ten InTASC Standards, which form the basis of the teacher preparation program curricula. Columbus State University received average ratings of 3.01 from candidates in their first year of teaching (Assessment Level 2); state average 3.20 and similar educator preparation provider average 3.16

RESPONSE 23% INDUCTEE SURVEY is a 43-item survey of program completers administered near the end of the new teacher’s first year in the classroom, based on the ten InTASC Standards. Columbus State University candidates’ average 3.19 (Assessment Level 3); state average 3.31 and similar educator preparation provider average 3.31

STUDENT GROWTH PERCENTILES are indicators of teaching effectiveness. **81%** of CSU completers scored at Level 3 or above after their first year for Academic Year 2019

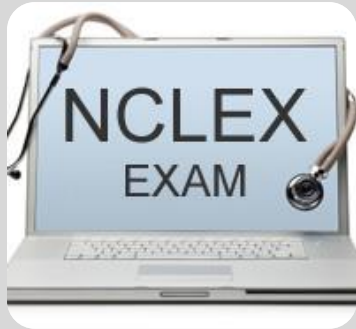
Data Source: <https://coehp.columbusstate.edu/about-us/2019430PPEM2018AYfinal.pdf>

*For more information on Preparation Program Effectiveness Measures (PPEM)
<https://coehp.columbusstate.edu/about-us/20190501ppemgapscprhandout.pdf>*

ASSESSMENT FOR NURSING LICENSURE

SUMMARY DATA

85.25 % NCLEX PASS RATE



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.

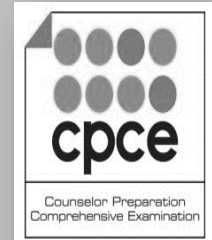
ASSESSMENT FOR COUNSELING LICENSURE
 Passage Rate for Clinical Mental Health Counseling and School Counseling Exit Exam
 First and Second Attempts (2018-2019)

Counseling Exit Exam

Counselor Preparation Comprehensive Exam (CPCE)

The CPCE is ordered from and delivered to Columbus State University each semester by the National Board of Certified Counselors (NBCC) in North Carolina. The completed exams are returned to NBCC for grading.

Year	Number of Students Completing Exit Exam	Number of Students Passing in First Attempt	Number of Students Passing in Second Attempt	Overall Passage Rate %
2014-2015	24	23	0	96
2015-2016	24	19	4	96
2016-2017	12	10	0	83
2017-2018	42	39	2	97.6
2018-2019	24	21	2	95.8



Students completed the Counselor Preparation Comprehensive Exam as the exit exam from 2018-2019 academic year onward. A minimum score of 70 is required to pass the exit exam.

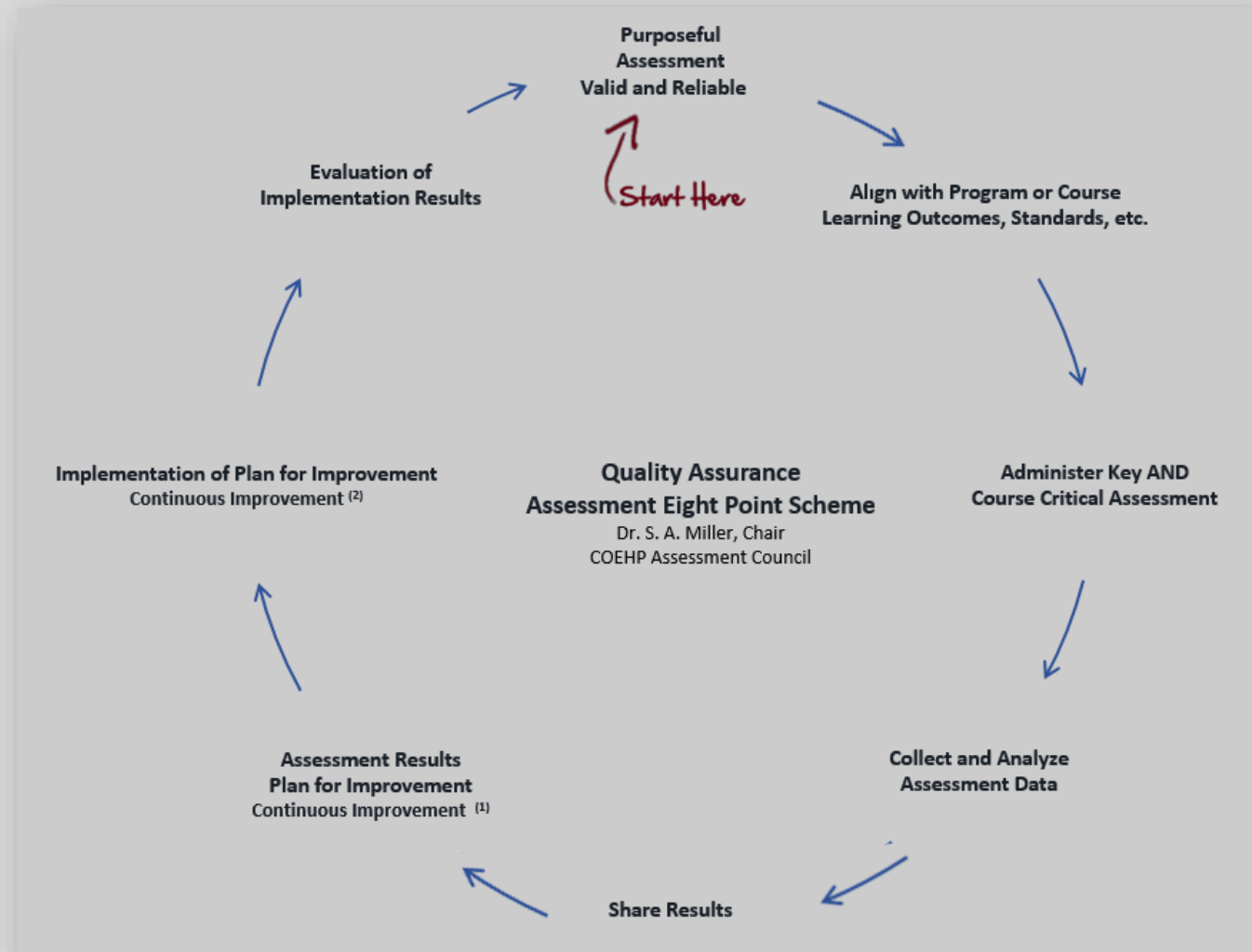
Source: Dr. Stella Michael-Makri, LPC, NCC; Assistant Professor; Program Coordinator for Clinical Mental Health and School Counseling; Department of Counseling, Foundations, and Leadership; College of Education and Health Professions

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 plans for and implementation of program improvement. To assist in the assessment process, the college established the COEHP Assessment Council.

The Council publishes Facts and Figures Reference Data publications annually. These publications provide college, department, and program data to be used for data-driven decision making.

The Facts and Figures Reference Data Publication, Book I, displays selected aggregate data intended to provide a quick reference for the college data. In contrast, the departmental Facts and Figures Reference Data Publications, Books II-V, offer a more in-depth view of each department's data.



ACKNOWLEDGEMENTS

Facts and Figures Reference Data Publication I

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Facts and Figures Reference Data Publication II

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Facts and Figures Reference Data Publication III

Kinesiology and Health Sciences Facts and Figures Author and Reviewers

[Dr. Kate Early, Author](#)

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This publication was presented to the Department of Kinesiology and Health Sciences.

Facts and Figures Reference Data Publication IV

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Facts and Figures Reference Data Publication V

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https://columbusstate.ca1.qualtrics.com/Q/EditSection/Blocks?ContextSurveyID=SV_9MJXA6nDxRLIEXX

This publication was created, reviewed, and approved by the Department of Teacher Education.



COLLEGE OF EDUCATION AND HEALTH PROFESSIONS

FACTS AND FIGURES REFERENCE DATA PUBLICATION, I

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