College of Education and Health Professions
Facts and Figures Reference Data Publication I
2016 – 2017 Academic Year

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Introduction

Message from the College of Education and Health Professions Dean

Welcome to the College of Education and Health Professions. We offer programs in Teacher Education, Educational Leadership, Counseling, Nursing, Health Science, and Exercise Science.

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 Quality Teaching and Learning, the Coca-Cola Space Science Center, the Columbus Regional Mathematics Collaborative, the 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.

Data Source: 09/23/2017 https://coehp.columbusstate.edu/about-us/about-us.php

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 (COEHP) 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 serving the community by providing quality education and care. COEHP faculty guide individuals in this developmental process.

Data Source: 09/23/2017 https://coehp.columbusstate.edu/about-us/about-us.php

Overview of Selected College Facts

<u>Location</u>

Frank D. Brown Hall (2017), located on the RiverPark campus, houses the College of Education and Health Professions Dean's office, three academic departments (Nursing, Teacher Education and Counseling, Foundations, and Leadership), Graduate Studies, Columbus Regional Mathematics Collaborative, and Center for Quality Teaching and Learning. The Frank G. Lumpkin Jr. Center and the Health and Wellness Center provide additional facilities for programs in Health, Physical Education, and Exercise Science. The college outreach centers (located off the main campus) are the Columbus State University Coca-Cola Space Science Center and the Oxbow Meadows Environmental Learning Center.

<u>Enrollment</u>

The total College of Education and Health Professions student enrollment for Fall Semester 2016 is 2,767 with 1,798 undergraduate students and 969 graduate students.

Source: Online CSU Facts and Figures 11-1-17

<u>Programs</u>

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), 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. In addition to educator preparation programs, the College of Education and Health Professions houses programs in Exercise Science, Clinical Mental Health Counseling, Health Science, and Nursing.

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 ….

Data Source: 09/23/2017 https://coehp.columbusstate.edu/about-us/strategic-plan.php

College Strategic Initiatives

1. Strengthen Community Partnerships

2. Support Professional Commitment and Investment

3. Increase Collaboration within the College of Education and Health Professions and with other Colleges

4. Growth in Programs

5. Increase and Track Student Success

Data Source: 09/23/2017 https://coehp.columbusstate.edu/about-us/strategic-plan.php

Strategic Initiative 1
Strengthen Community Partnerships

Goal # 1: Increase collaboration with existing partners
Strategies

- Share information and gather input from partner group meetings (e.g. Principal's Roundtable, Program Advisory Committees, Nursing Advisory Committee, Region Educational Service Agency, Health Care Organizations, etc.)
- Develop innovative initiatives in conjunction with community partners
- Participate in health fairs
- Utilize technology as a tool for innovative collaborative models

Goal # 2: Enhance the reciprocal nature of partnerships
Strategies

- Maintain the collaborative nature of partner groups (e.g. Hospitals, Principal's Roundtable, Program Advisory Committees, etc.)
- Seek opportunities for engaging partners in collaborative work

Goal # 3: Have a positive impact on more members of the community through active partnerships
Strategies

- Actively engage in the partnership and provide support and assistance whenever feasible
- Engage in research to target the specific needs of community partners
- Seek opportunities to get involved in the work of community partners

Goal # 4: Improve name recognition and academic reputation of College of Education and Health Professions
Strategies

- Engage in quality research, presentation, and publication in the fields of education and health
- Maintain high-quality programs for undergraduate and graduate students

Strategic Initiative 2
Professional Commitment and Investment

Goal # 1: Infuse core values throughout programs and incorporate into annual evaluations
Strategies

- Post core values throughout college buildings
- Regularly recognize faculty who exhibit core values
- Incorporate core values throughout department and college Standards of Excellence

Goal # 2: Increase faculty research productivity
Strategies

- Review Policy regarding teaching and research
- Develop a feasible plan to allocate resources, including technology, for increasing faculty engagement in teaching and research

Strategic Initiative 3

Increase Collaboration within the College of Education and Health Professions and other Colleges

Goal # 1: Increase collaboration with centers
Strategies

- Increase opportunities for College of Education and Health Professions students to engage in public informal education activities at the Coca-Cola Space Science Center
- Increase use of Oxbow Meadows Environmental Learning Center facility, grounds and resources
- Collaborate with Center for Quality Teaching and Learning to establish a Professional Development School
- Collaborate with Columbus Regional Mathematics Collaborative to foster the teaching and learning of meaningful mathematics for all students, grades P-16

Goal # 2: Increase collaboration between departments
Strategies

- Engage in collaborative research with colleagues from other departments
- All departments collaborate to establish a Professional Development School with education and health services

Goal # 3: Increase collaboration with other colleges
Strategies

- Seek opportunities and initiatives to increase collaboration with other colleges across campus to improve existing programs and/or develop new programs (e.g. UTeach Columbus, Woodrow Wilson Teaching Fellows Program, etc.)
- Develop collaborative partnerships with other colleges across campus to support other goals of the strategic plan (e.g., increase Retention, Progression, and Graduation (RPG), support recruitment, etc.)

Strategic Initiative 4
Growth in Programs

Counseling, Foundations, and Leadership
- Goal # 1: Counseling faculty members will reestablish traditional cross- disciplinary connections with undergraduate departments and student organizations affiliated with mental and systemic health service
- Goal # 2: Key persons will continue to communicate with the online program management provider. Currently, Academic Partnerships is contractually responsible for recruitment and some internship coordination
- Goal # 3: The establishment of 2-3 off-campus centers within 75-100 mile radius of CSU with sufficient population to support programs

Teacher Education, HPEX, & Nursing
Goal # 1: Utilize available recruitment tools
Strategies

- Participate in Discovery Days
- Ensure all brochures, documents, etc. are up-to-date
- Utilize available recruiters
- Participate in Graduate Fairs
- Keep the website updated

Goal # 2: Develop new recruitment initiatives
Strategies

- Develop new COEHP Ambassadors Student Organization to participate in recruiting events
- Explore future program options for fully online implementation in conjunction with Academic Partnerships
- Identify and participate in recruitment opportunities for graduate programs
- Partner with area high schools that have health occupation programs (e.g. HOSA)
- Identify and utilize technology resources as tools for recruitment

Strategic Initiative 5

Increase and Track Student Success

Goal # 1: Increase Student Retention
Strategies
- Analyze RPG data (campus-wide and college-wide)
- Implement programs in collaboration with the advising offices

Goal # 2: Increase Graduation Rates
Strategies
- Implement new programs to address RPG data
- Improve communication with program faculty and directors

Goal # 3: Grow Scholarships
Strategies
- Publicize and award all currently available scholarships
- Collect comprehensive data on scholarship applicants, awardees, and the successful utilization of funds in order to create a more compelling argument to prospective donors

Goal # 4: Increase Travel Funds for Students
Strategies
- Publicize and award currently available student travel funds
- Collect comprehensive data on student travel applicants, awardees, and the successful utilization of funds in order to create a more compelling argument to prospective donors

Data Source: 09/23/2017 https://coehp.columbusstate.edu/about-us/strategic-plan.php

Facts and Figures Reference Data Publications
Co-Authors and Authors

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
College of Education and Health Professions

Department Facts and Figures Reference Data Publication II – V

Dr. Andrea Dawn Frazier (Author Publication II)
Counseling, Foundations, and Leadership

Dr. Joy Thomas (Author Publication III)
Health, Physical Education, and Exercise Science

Professor Lisa O'Steen (Author Publication IV)
School of Nursing

Dr. Mary Beth Hendricks (Co-Author Publication V)
Dr. Toni Franklin (Co-Author Publication V)
Teacher Education

Purpose
College of Education and Health Professions Assessment Council

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

The Council works closely with the following entities:

1. The *Council for the Accreditation of Educator Preparation* (CAEP) Coordinator:
   To make certain that the reported data are aligned with the accreditation requirements.

2. The Office of Institutional Research, University Information and Technology Services, Retention Committee, Advising Centers, and Tk20 Coordinator: Data Retrieval

3. Department Chairs, Program Coordinators, and Program Faculty: To document Key Assessments and student performance. **Each critical course-based assessment should begin with a documented rationale statement that creates a thread of consistency with the same course over the years regardless of who teaches the course and what venue is used.**

   Data Source: 09/23/2017 https://coehp.columbusstate.edu/about-us/assessment-council.php

Transparency of Data

The program, department, and unit data are shared during the following meetings as scheduled, requested, needed, and/or appropriate.

Scheduled Meetings	Data Sharing
COEHP Faculty and Staff	Monthly
COEHP Leadership Council	Monthly
Educator Preparation Department Meetings	Monthly
Educator Preparation Program Meetings	Monthly
Principals' Roundtable	Bi-Monthly
Educator Preparation Program Council –Superintendents and Human Resource Directors	Semester
Program Advisory Councils	Annually
COEHP Assessment Meetings	Annually

Data Use

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

COEHP Assessment Council Membership

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

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

Dr. Mary Beth Hendricks
Dr. Toni Franklin
Department of Teacher Education

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

Professor Lisa O'Steen
School of Nursing

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

Ms. Jackie Adamczyk
Council Secretary
Administrative Assistant for the Associate Dean for Assessment and Accreditation

Department Facts and Figures Reference Data Publication Links

The Assessment Council is charged with providing the Facts and Figures Reference Data Publications annually that include college, department, and program data as well as documented trend analyses and retention. The Facts and Figures Reference Data Publications 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 disaggregated Facts and Figures Reference Data Publications. Click on the hyperlinks below to access each department's program data.

Publication Book II:

Counseling, Foundations, and Leadership CFL

Publication Book III:

Health, Physical Education, and Exercise Science HPEX

Publication Book IV:

School of Nursing SON

Publication Book V:

Teacher Education TE

COEHP Organization Chart

Columbus State University
College of Education and Health Professions

Dean
College of Education and
Health Professions

Leadership Council — Educator Preparation Network — Advisory Council — Centers — COEHP Committees and Councils

Associate Dean
Assessment and Accreditation

Administrative Assistant
Assessment and Accreditation

Tk20 Coordinator

Associate Dean
Curriculum and Faculty Development

Teacher Education — edTPA Coordinator / SAFE Office

Counseling, Foundations, and Leadership

Health, Physical Education, and Exercise Science*

School of Nursing — PACE Office/Advisory Council

Development Officer

Director of Graduate Studies — Graduate Council

Director of Doctoral Program — Doctoral Advising Committee

Director, Center for Quality Teaching and Learning

Research Assistant Professor

Oxbow Meadows — Advisory Council

Center for Quality Teaching and Learning — Partner School Network

Coca-Cola Space Science Center — Advisory Council

Columbus Regional Math Collaborative

Center for Assessment and Reading Education

Ivey Center for the Cultural Approach to History — Advisory Council

Center for Health Disparities

Assessment Council

Awards Committee

Curriculum Committee

Graduate Council

Personnel Committee

Post-Tenure Review Committee

Retention, Progression, and Graduate Committee

University Grants Committee

*The Health and Physical Education Program is associated with Teacher Education.

2017 Office of Associate Dean for Assessment and Accreditation

Accrediting Organizations

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

Educator Preparation at Columbus State University is accredited by the <u>National Council for Accreditation of Teacher Education (NCATE).</u> *http://caepnet.org.*

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

The baccalaureate degree program in nursing is approved by the <u>Georgia Board of Nursing</u> and accredited by the <u>Commission on Collegiate Nursing Education</u>. <u>https://www.ncsbn.org/Georgia.htm</u> , <u>http://www.aacn.nche.edu/ccne-accreditation</u>

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

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

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

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

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

Selected data that are representative of the College of Education and Health Professions are included in the following tables and text.
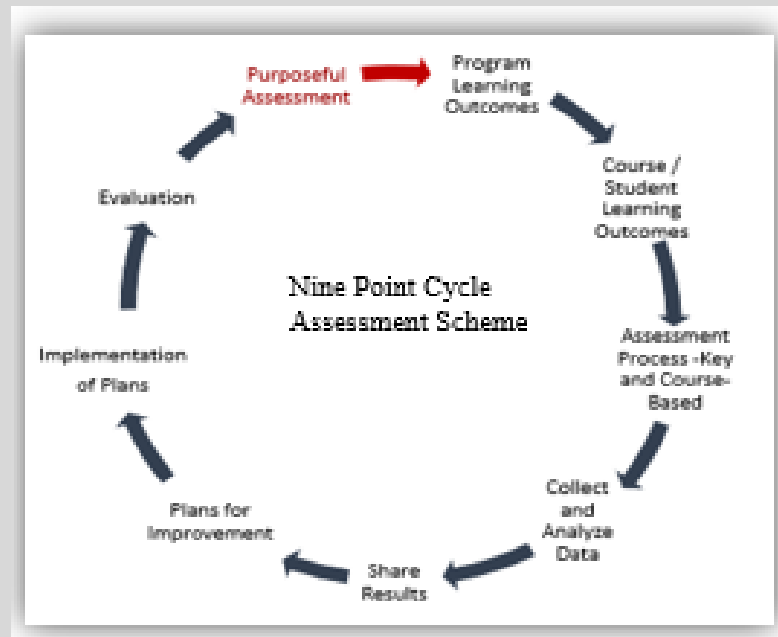
Source: 2017 Facts and Figures Reference Data
Publications –COEHP Assessment Committee

External Funding

Date Received	Grant Title	Granting Agency	Name of College/ Department	Award $ Amount	Award Period	Principal Investigator	Brief Description of Project
02/18/16	Understanding High School Math	U.S. D.O.E. thru U.GA.	COEHP – Teacher Education	51,920.00	02/15/16 - 05/31/17	Dr. Denise Peppers Dr. Tim Howard	To provide professional development to at least 15 high school teachers in order to increase teachers' content knowledge, etc.
02/18/16	Developing Algebra Readiness	U.S. D.O.E. thru U. GA.	COEHP – Teacher Education	46,336.00	02/15/16 - 05/31/17	Dr. Denise Peppers Dr. Houbin Fang	To engage teachers in hands-on training to increase their math content knowledge and provide them with student-centered instructional strategies.
05/2/16	Developing Algebraic Thinking	U.S. D.O.E. thru U. GA.	COEHP – Teacher Education	47,524.00	02/15/16 - 05/31/17	Dr. Denise Peppers Dr. Deirdre Greer	To improve teachers' ability to guide their students in developing algebraic thinking.
06/01/16	CEEDAR	GA. D.O.E.	COEHP – Teacher Education	29, 921.00	03/21/16 - 12/31/17	Dr. Gregory Blalock	To provide assistance to teachers and leader candidates to ensure that all P-12 students succeed and transition into post-secondary education.
06/28/16	STEM Education Improvement Plan	U.S.G. B.O.R.	COEHP – Teacher Education	44,444.00	07/01/16 - 06/30/17	Dr. Tom Hackett	To provide support to CSU STEM courses and to in-service STEM teachers.
07/12/16	Child Care Symposium	U.S.G. B.O.R.	COEHP – Centers of Excellence	6,000.00	07/01/16 - 12/31/16	Dr. Dustin Worsley	Childcare collaborative symposium for institutions with parent students.
08/15/16	Woodrow Wilson Induction Plan	Woodrow Wilson Foundation	COEHP – Teacher Education	216,000.00	07/01/16 - 06/30/21	Dr. Debbie Gober	Induction Funds
08/16/16	Pastoral Institute Evaluation Plan	Pastoral Institute	COEHP – Pastoral Institute	30,000.00	07/01/16 - 07/31/17	Dr. Joy Thomas	To develop and implement an evaluation plan.
05/24/17	N.S.A. M.E.P.P. Grant	National Security Agency	COEHP – Teacher Education	49,999.83	04/28/17 - 04/30/18	Dr. Tom Hackett	To provide cybersecurity learning to middle school students at Rothschild
TOTAL				522,144.83			

Data Source: Office of Sponsored Programs

COEHP Enrollment by Degree Level

Degree Programs	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016	4 Year Change	4 Year Change
Baccalaureate	2018	2025	1961	1918	1798	-220	-10.09%
Masters	391	367	394	446	514	123	31.45%
Specialist	141	122	207	300	301	160	1.13%
Doctorate	38	40	77	108	154	116	3.05%
College Total	2588	2554	2639	2772	2767	156	6.91%

Degree Programs	AY 2015	AY 2016	1 Year Change	1 Year Change
Baccalaureate	1918	1798	-120	-6.25%
Masters	446	514	68	15.25%
Specialist	300	301	1	--
Doctorate	**108**	**154**	**46**	**42.59%**
College Total	2772	2767	-5	- .18%

Overall Enrollment for 1-Year Change: Less than 1% Decrease

Data Source: CSU Facts and Figures 2016 (11-3-2017)

Degrees Awarded
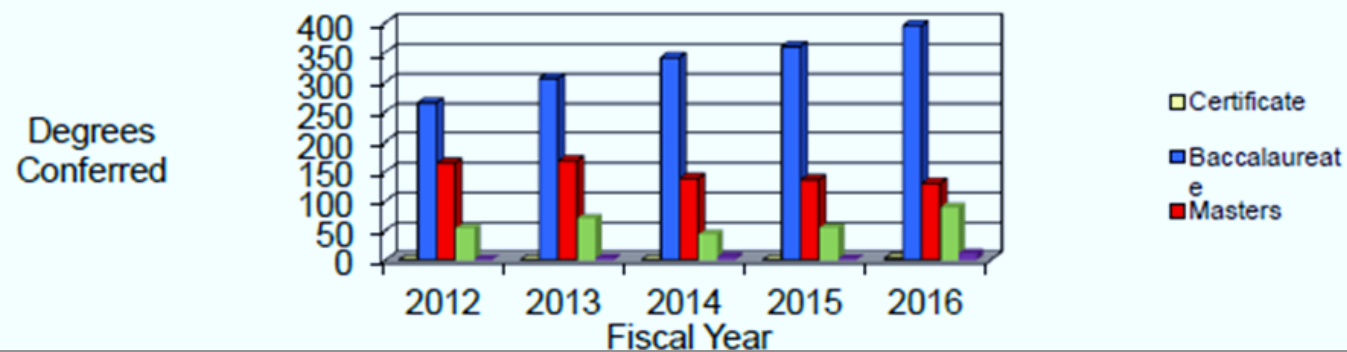
Data Source: CSU Facts and Figures 2016 Degrees Awarded (01/23/2017)

Undergraduate Degrees Awarded

Degree Program	Academic Year					4-Year Change	4-Year % Change
	2012	2013	2014	2015	2016		
Baccalaureate							
BSEd Early Childhood Education	72	52	54	38	54	-18	-25.00%
BS Exercise Science	25	38	40	50	42	17	68.00%
BSEd Health and Physical Education	4	7	16	9	8	4	100.00%
BS Health Sciences	54	58	56	58	70	16	29.62%
BSED Middle Grades Education	8	13	9	9	12	4	50.00%
BSN Nursing	90	120	149	181	200	110	122.22%
BSEd Special Ed – General Curriculum	12	18	17	15	9	-3	-25.00%
Total	265	306	341	360	**395**	130	**49.05%**

Data Source: CSU Facts and Figures 2016: Degrees Awarded (11-2-2017)

Masters Degrees Awarded

Degree Program	Academic Year					4-Year Change	4-Year % Change
	2012	2013	2014	2015	2016		
Masters							
MED Curr and Instr in Accomplished Teaching	14	16	8	20	9	-5	-35.71%
MS Clinical Mental Health Counseling	20	22	17	23	8	-12	-60.00%
MED Educational Leadership	15	13	5	8	4	-11	-73.33%
MED /MAT Early Childhood Education	22	16	27	22	14	-8	-36.36%
MED Exercise Science	NA	NA	NA	3	6	--	--
MED /MAT Health and Physical Education	12	10	16	6	8	-4	-33.33%
MED /MAT Middle Grades Education	19	15	9	8	6	-13	-68.42%
MSN Nursing	NA	NA	1	5	10	--	--
MED School Counseling	8	11	17	3	14	6	75.00%
MED /MAT School Library Media	3	3	4	3	0	--	--
MATC Secondary Education	4	13	8	9	0	--	--
MED /MAT Sec Ed - English	14	14	5	4	1	-13	-92.85%
MED /MAT Sec Ed - Math	9	6	3	1	2	-7	-77.77%
MED /MAT Sec Ed – Science	1	4	3	2	0	--	--
MED /MAT Sec Ed – Social Science	10	6	1	4	0	--	--
MED /MAT Secondary Education	NA	NA	NA	NA	7	--	--
MED /MAT Sp Ed – General Curriculum	13	19	14	14	22	9	-69.23%
MED Teacher Leadership	NA	NA	NA	1	19	--	--
Total	164	168	138	136	130	-34	**-20.73%**

Data Source: CSU Facts and Figures 2016: Degrees Awarded (11-3-2017)

Specialists Degrees Awarded

Degree Program	Academic Year					4-Year Change	4-Year % Change
	2012	2013	2014	2015	2016		
Specialist							
EdS Educational Leadership	30	41	23	34	77	47	156.66%
EdS Early Childhood Education	7	7	7	9	6	-1	-14.28%
EdS Middle Grades Education	6	11	3	1	2	-4	-66.66%
EdS School Counseling	4	2	1	2	0	--	---
EdS Secondary Education	6	6	7	5	3	-3	-50.00%
EdS Special Education	NA	3	2	3	1	--	--
Total	53	70	43	54	**89**	36	**67.92%**

Data Source: CSU Facts and Figures 2016: Degrees Awarded (11-3-2017)

Doctorate Degrees Awarded

Degree Program	Academic Year					4-Year Change	4-Year % Change
	2012	2013	2014	2015	2016		
Doctorate							
EdD Curriculum and Leadership	1	3	5	2	11	10	1000.00%
Change is from 1 degree awarded to 10 degrees awarded.							
Total	1	3	5	2	11	10	1000.00%

Data Source: CSU Facts and Figures 2016 (1-24-2017)

Degrees Awarded By Degree Level

Degree Program	Academic Year					4-Year Change	4-Year % Change
	2012	2013	2014	2015	2016		
College Total							
Certificate	0	0	0	0	3	3	--
Baccalaureate	265	306	341	360	395	130	49.05%
Masters	172	168	138	136	130	-42	-24.41%
Specialist	53	70	43	54	89	36	67.92%
Doctorate	1	3	5	2	11	10	1000.00%
Total	491	547	527	552	**628**	137	**27.90%**

Data Source: CSU Facts and Figures 2016: Degrees Awarded (11-3-2017)

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/ program_providers

Assessment for Teacher Certification

Georgia Assessment for the Certification of Educators (GACE) *continued*

100% Pass Rate GACE Content

Title II Reporting Services	Number Taking Assessment[1]	Number Passing Assessment[2]	Institutional Pass Rate	Number Taking Assessment[1]	Number Passing Assessment[2]	Statewide Pass Rate
All program completers, 2015-16	140	140	100%	3444	3426	99%
All program completers, 2014-15	125	125	100%	4126	4090	99%
All program completers, 2013-14	137	137	100%	4408	4345	99%

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.

Education Preparation Key Assessments
Model of Appropriate Practice (MAP*) continued*

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

Pass Rate

98% of student teachers passed the MAP evaluation during Fall 2016.

97% of student teachers passed the MAP evaluation during Spring 2017.

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.

Pass Rate

98% of student teachers passed the Dispositions evaluation during Fall Semester 2016.

97% of student teachers passed the Dispositions evaluation during Spring Semester 2017.

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.
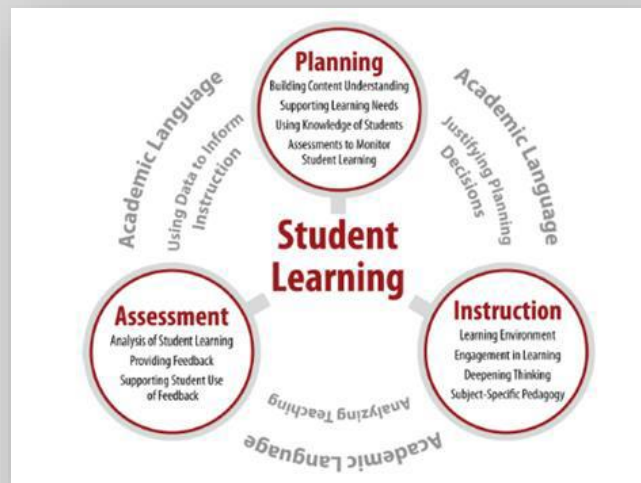
Teacher Performance Assessment (edTPA)
Academic Year 2017 Unit edTPA Report (CONTINUED)

Fall 2016 Columbus State University's edTPA Data (N = 56)	Spring 2017 Columbus State University's edTPA Data (N = 84)
For the Elementary Handbook- 18 Rubrics (n = 16) ➕ Cut score of 42: **100% pass rate**	For the Elementary Handbook- 18 Rubrics (n = 19) ➕ Cut score of 42: **100% pass rate**
For World Language Handbook- 13 Rubrics (n = 1) ➕ Cut score of 29: **100% pass rate**	For World Language Handbook- 13 Rubrics (n = 0)
All Other Handbooks with 15 Rubrics (n = 39) ➕ Cut score of 35: **100% pass rate**	All Other Handbooks with 15 Rubrics (n = 65) ➕ Cut score of 35 **98% pass rate**

Data Source: Dr. Pam Wetherington, Assistant Department Chair, Teacher Education, Early Childhood Education, Assistant Professor

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.

Education Preparation Key Assessments (continued)

Graduate Model of Appropriate Practice (GMAP)

Summary for Propositions 1 and 2

100% of graduate students met or exceeded expectations.

THE TABLES BELOW CONTAIN AGGREGATE DATA FOR : TE Key: Unit Eval GMAP Rubric: Unit Eval GMAP Rubric Final Assessment (Context : Assessment Tool)

Columbus State University/College of Education
Rubric for Evaluating Graduate Students

On NBPTS Propositions

Proposition 1: Commitment to Students and Learning	# Below Expectations	% Below Expectations	# Meets Expectations	% Meets Expectations	# Exceeds Expectations	% Exceeds Expectations	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
a. Recognizes individual differences in students and adjusts teaching	0	0%	10	62.5%	6	37.5%	0	0%	16	0	0	0	0
b. Treats all students equitably	0	0%	4	26.67%	11	73.33%	1	6.25%	15	0	0	0	0
c. Designs lesson to match student abilities and foster interest	0	0%	9	60%	6	40%	1	6.25%	15	0	0	0	0
d. Provides evidence of teaching to develop multiple domains	0	0%	8	53.33%	7	46.67%	1	6.25%	15	0	0	0	0
e. Understands how students develop and learn.	0	0%	9	60%	6	40%	1	6.25%	15	0	0	0	0
Total/Percentage	0	0%	40	52.63%	36	47.37%	4	5%	76				

Proposition 2: Knowledge of Subjects and How to Teach Them	# Below Expectations	% Below Expectations	# Meets Expectations	% Meets Expectations	# Exceeds Expectations	% Exceeds Expectations	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
a. Demonstrates depth of knowledge of subject matter	0	0%	6	40%	9	60%	1	6.25%	15	0	0	0	0
b. Presents lesson and content so that students learn in a variety of ways	0	0%	9	60%	6	40%	1	6.25%	15	0	0	0	0
c. Links content, when appropriate, to other disciplines	0	0%	10	66.67%	5	33.33%	1	6.25%	15	0	0	0	0
Total/Percentage	0	0%	25	55.56%	20	44.44%	3	6.25%	45				

Education Preparation Key Assessments *(continued)*

Graduate Model of Appropriate Practice (GMAP)

Summary for Propositions 3, 4, and 5
100% of graduate students met or exceeded expectations.

Proposition 3: Managing and Monitoring Student Learning	# Below Expectations	% Below Expectations	# Meets Expectations	% Meets Expectations	# Exceeds Expectations	% Exceeds Expectations	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
a. Clearly articulates goals for students	0	0%	9	60%	6	40%	1	6.25%	15	0	0	0	0
b. Uses multiple methods/ strategies to meet goals	0	0%	7	46.67%	8	53.33%	1	6.25%	15	0	0	0	0
c. Motivates students to be engaged in learning	0	0%	10	66.67%	5	33.33%	1	6.25%	15	0	0	0	0
d. Creates a disciplined learning environment	0	0%	8	53.33%	7	46.67%	1	6.25%	15	0	0	0	0
e. Regularly assesses student progress	0	0%	11	73.33%	4	26.67%	1	6.25%	15	0	0	0	0
Total/Percentage	0	0%	45	60%	30	40%	5	6.25%	75				

Proposition 4: Thinking Systematically about Practice	# Below Expectations	% Below Expectations	# Meets Expectations	% Meets Expectations	# Exceeds Expectations	% Exceeds Expectations	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
a. Reflects on practice and makes difficult choices	0	0%	6	42.86%	8	57.14%	2	12.5%	14	0	0	0	0
b. Seeks the advice of others to improve practice	0	0%	5	33.33%	10	66.67%	1	6.25%	15	0	0	0	0
c. Uses research and scholarship to improve practice	0	0%	9	64.29%	5	35.71%	2	12.5%	14	0	0	0	0
Total/Percentage	0	0%	20	46.51%	23	53.49%	5	10.42%	43				

Proposition 5: Membership in Learning Communities	# Below Expectations	% Below Expectations	# Meets Expectations	% Meets Expectations	# Exceeds Expectations	% Exceeds Expectations	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
a. Collaborates with other professionals	0	0%	9	60%	6	40%	1	6.25%	15	0	0	0	0
b. Collaborates with families	0	0%	3	33.33%	6	66.67%	7	43.75%	9	0	0	0	0
c. Uses community resources	0	0%	8	53.33%	7	46.67%	1	6.25%	15	0	0	0	0
Total/Percentage	0	0%	20	51.28%	19	48.72%	9	18.75%	39				

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.

Summary
100% of graduate students met or exceeded expectations.

THE TABLES BELOW CONTAIN AGGREGATE DATA FOR : TE Key: Unit Eval Graduate Dispositions Rubric: Unit Eval Graduate Dispositions Rubric Final Assessment (Context : Assessment Tool)

College of Education
Rubric for the Graduate Evaluation of Dispositions

Rubric	# Below Expectations	% Below Expectations	# Meets Expectations	% Meets Expectations	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
Displays maturity when seeking solutions to problems and implementing suggestions (Professionalism)	0	0%	13	25.49%	38	74.51%	0	0%	51	0	0	0	0
Demonstrates professional responsibility in carrying out his/her assigned duties (Professionalism)	0	0%	14	28%	36	72%	1	1.96%	50	0	0	0	0
Demonstrates acceptable professional appearance and maintains appropriate cleanliness (Professionalism)	0	0%	11	22%	39	78%	1	1.96%	50	0	0	0	0
Reflects sound judgment and appropriate self-control, especially in relating to and self-guarding students (Professionalism, Teaching)	0	0%	13	25.49%	38	74.51%	0	0%	51	0	0	0	0
Interacts appropriately and positively with others, while appreciating and valuing human diversity (Professionalism, Teaching)	0	0%	11	21.57%	40	78.43%	0	0%	51	0	0	0	0
Demonstrates the belief that all students can learn (Professionalism, Teaching)	0	0%	10	20.41%	39	79.59%	2	3.92%	49	0	0	0	0
Displays enthusiasm for the discipline(s) he or she teaches and understands the importance of developing relevant connections to everyday life (Professionalism, Teaching)	0	0%	14	27.45%	37	72.55%	0	0%	51	0	0	0	0
Demonstrates interest and involvement in professional organizations (Professionalism, Scholarship)	0	0%	8	20%	32	80%	11	21.57%	40	0	0	0	0
Demonstrate a belief in the value of using research-based strategies in teaching (Professionalism, Teaching, and Scholarship)	0	0%	12	23.53%	39	76.47%	0	0%	51	0	0	0	0
Engages in reflection and self assessment and demonstrates a commitment to life long learning (Professionalism, Teaching, and Scholarship)	0	0%	11	22.45%	38	77.55%	2	3.92%	49	0	0	0	0
Total/Percentage	0	0%	117	23.73%	376	76.27%	17	3.33%	493				

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.

NCLEX Pass Rate

	2014	2015	2016	2017
■ Pass Rate	80	87	83	91

(National Council Board of Nursing 2016)
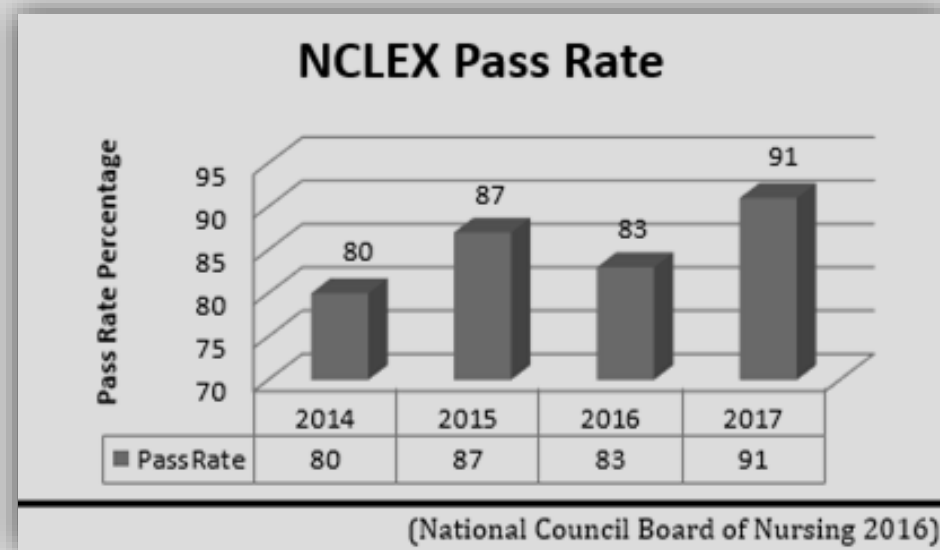
Assessment for Counseling Licensure

Passage Rate for Clinical Mental Health Counseling and School Counseling Exit Exam
First and Second Attempts (2016 – 2017)

Counseling Exit Exam
Counselor Preparation Comprehensive Exam (CPCE)
This test is ordered from, and delivered to CSU each semester by the National Board of Certified

	Number of Students Completing Exit Exam	Number of Students Passing in First Attempt	Number of Students Passing in Second Attempt	Overall Passage Rate
2012-2013	38	34	4	100%
2013-1024	31	31	-	100%
2014-2015	24	23	0	96%
2015-2016	24	19	4	96%
2016-2017	12	10	0	83.3%

Students completed the Counselor Preparation Comprehensive Exam as the exit exam from the 2015-2016 academic year onward. A minimum score of 70 is required to pass the exit exam. The MS Community Counseling program has transitioned to the MS Clinical Mental Health Counseling program.

Counselors (NBCC) in North Carolina. The completed exams are returned to NBCC for grading.

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

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

A Nine Point Cycle Assessment Scheme for Continuous Program and Student Learning Improvement.
1) Purposeful Assessment
2) Program Learning Outcomes
3) Course / Student Learning Outcomes
4) Assessment Process –Key and Course-Based
5) Collect and Analyze Data
6) Share Results
7) Plans for Improvement
8) Implementation of Plan
9) Evaluation

Source: 2017 Facts and Figures Reference Data Publications –COEHP Assessment Committee

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Facts and Figures Reference Data Publication I
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