Columbus State University
College of Education and Health Professions (COEHP)
Facts and Figures Reference Data Publications

The COEHP Assessment Council
Dr. Sallie Averitt Miller, Chair
Dr. Kate Early, Kinesiology and Health Sciences
Dr. Toni Franklin, Teacher Education
Dr. Dawn Frazier, Counseling, Foundations, and Leadership
Professor Brittany Grissette, School of Nursing

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, and 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. Kinesiology and Health Sciences 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.

Table of Contents –2017-2018 Academic Year
Facts and Figures Reference Data Publication Book I

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.

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

Selected Facts

Location

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 Kinesiology and Health Sciences. The college also has outreach centers located off the main campus: the CSU Coca-Cola Space Science Center and the Oxbow Meadows Environmental Learning Center.

Enrollment

The total College of Education and Health Professions student enrollment for Fall Semester 2017 is 2,901 with 1,816 undergraduate students and 1,085 graduate students.

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), 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 and Physical Education, 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 from relative precedence.

Data Source: 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

For more detail click on the textbox link to Strategic Initiatives: https://coehp.columbusstate.edu/about-us/strategic-plan.php

Facts and Figures Reference Data Publications
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 and Professor College of Education and Health Professions
Department Facts and Figures Reference Data Publication 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

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

The council works closely with 1) the four CSU-COEHP Council for the Accreditation of Educator Preparation (CAEP) coordinators, 2) the Office of Institutional Research, 3) University Information and Technology Services, 4) Retention Committee, and 5) Watermark Data Retrieval.

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

Transparency of Data

The COEHP data are shared during meetings as scheduled, requested, or needed.

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 state, regional, and national reporting, accreditation, program improvement, trend analysis, data transparency, impact on student learning, retention, and unit operation decisions.

COEHP Assessment Council Membership

Council Members	Department
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
Dr. Sallie Averitt Miller	Council Chair Associate Dean for Assessment and Accreditation and Professor
Ms. Jackie Adamczyk	Council Secretary

Department Facts and Figures Reverence Publication –Departmental Hyperlinks

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 departmental *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

Publication Book IV
School of Nursing

Publication Book III
Kinesiology and Health Sciences
Formerly: Health, Physical Education, and Exercise Science

Publication Book V
Teacher Education

Organization Chart

Columbus State University, College of Education and Health Professions — Fall 2018

Dean

Leadership Council
- Associate Dean Assessment and Accreditation — Admin Assistant
- Associate Dean Health Professions
- Associate Dean Teacher Education
- Watermark Coordinator
- Counseling, Foundations, and Leadership
- Kinesiology and Health Sciences
- School of Nursing — PACE Office/Advisory Council
- Teacher Educator — edTPA Coordinator / SAFE Office
- Director of Center for Quality, Teaching, and Learning
- Director of Doctoral Program — Doctoral Advising Committee
- Director of Graduate Studies

Educator Preparation Network

Advisory Council

Centers
- Center for Assessment and Reading Education
- Center for Health Disparities
- Center for Quality, Teaching, and Learning — Partner School Network
- Coca-Cola Space Science Center — Advisory Council
- Columbus Regional Mathematics Collaborative
- Ivey Center for the Cultural Approach to History — Advisory Council
- Oxbow Meadows — Advisory Council

COEHP Committees and Councils
- Assessment Council
- Awards Committee
- Curriculum Committee
- Graduate Council
- Personnel Committee
- Post-Tenure Review Committee
- Retention, Progression, and Graduation Committee
- University Grants Committee

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. http://sacs.org/

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

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

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

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> https://www.ncsbn.org/Georgia.htm http://www.aacn.nche.edu/ccne-accreditation

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. http://www.gapsc.com

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> http://www.cacrep.org

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

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

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

External Grant Funding - FY2018 Awards

Date Received	Grant Title	Granting Agency	Source of Funding: S-State L-Local P-Private O-Other	Type of Award I-Instruction R-Research P-Public Service	College/ Department	Award Amount	Award Period	Indirect	Matching	Principal Investigator	Brief Description of Project	CSU Grant #
5/17/2017	Linking Multiple Representation	US DOE thru BOR USG	F - 84.367B	I	COEHP - Teacher Education	46,682	2/20/2017 5/31/2018	2,590	-	Dr. Denise Peppers	Improving teacher quality	30471
5/17/2017	Making Meaning of Representations	US DOE thru BOR USG	F - 84.367B	I	COEHP - Teacher Education	42,811	2/20/2017 5/31/2018	2,499	-	Dr. Denise Peppers	Improving teacher quality	30473
6/16/2017	DNC Parks & Resorts	Kennedy Space Center	F - 43.008	I	CCSSC	150,000	4/24/2017 8/30/2019	-	-	Ms. Tina Cross	Develop high quality education materials	30495
8/23/2017	Connecting Math Representations	US DOE thru BOR UGA	F - 84.367	I	COEHP - Teacher Education	42,943	2/20/2017 5/31/2018	2,508	-	Dr. Tim Howard and Ms. Janet Knight	Improving teacher quality	30476
11/17/2017	GOALS II - TPSID	US DOE thru GSU	F - 84.407	I	COEHP/ Teacher Education	49,999	10/1/15 9/30/18	33,496	37,377	Dr. Gregory Blalock	Building a network of sustainable TPSIDS in Georgia (Transition and Postsecondary Programs for Students with Intellectual Disabilities)	30463
5/9/2018	University of FLA CEEDAR	US DOE thru University of Fla	F - 84.325	I	COEHP - Teacher Education	10,000	4/13/18 12/31/19	-	-	Dr. Pam Wetherington	Collaboration for Effective Educator Development Accountability and Reform	30486
Total						$342,435		$41,093	$37,377			

Data Source: Office of Sponsor

COEHP Enrollment by Degree Level

Degree Programs	AY2013	AY2014	AY2015	AY2016	AY2017	4 Year Change	4 Year Change %
Baccalaureate	2025	1961	1918	1798	1816	-209	-10.32
Masters	367	394	446	514	632	265	72.21
Specialist	122	207	300	301	272	150	122.95
Doctorate	40	77	108	154	181	141	352.5
Unit Total	**2554**	**2639**	**2772**	**2767**	**2901**	**347**	**13.59**

Degree Programs	AY2016	AY2017	1 Year Change	1 Year Change %
Baccalaureate	1798	1816	18	1.0
Masters	514	632	118	22.96
Specialist	301	272	-29	-9.63
Doctorate	154	181	27	17.53
Unit Total	**2767**	**2901**	**134**	**4.84**

Degrees Awarded: College of Education & Health Professions

Data Source: https://ir.columbusstate.edu/reports/facts17/Degrees_COEHP.pdf
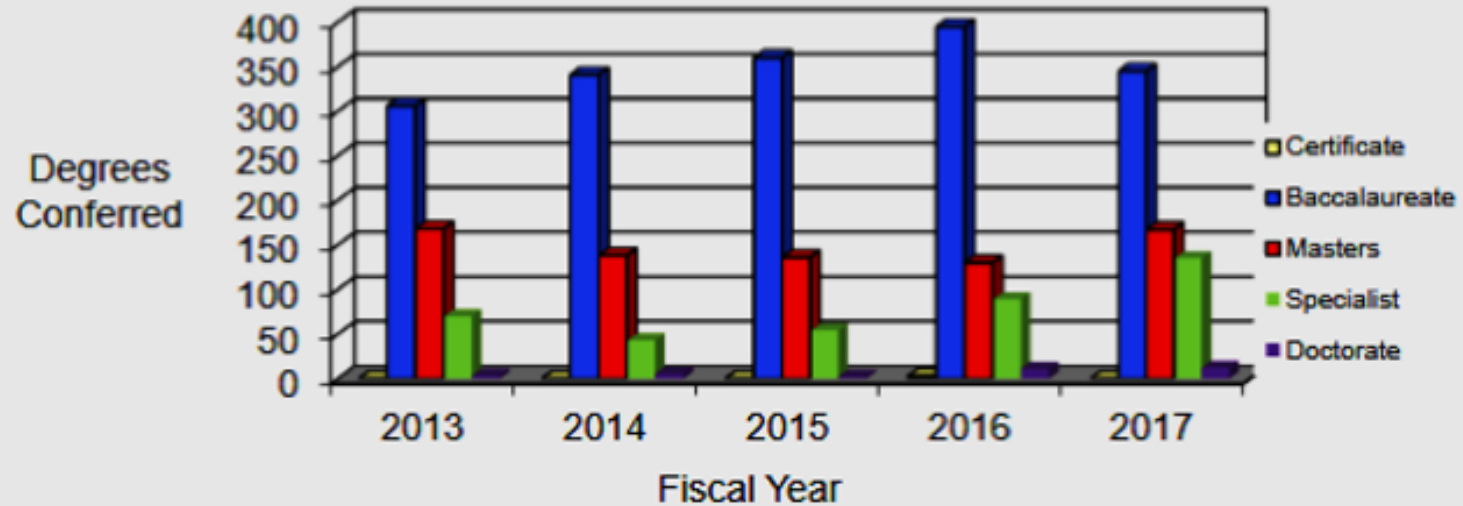
Data Source: https://ir.columbusstate.edu/reports/facts17/Degrees_COEHP.pdf

Undergraduate Degrees Awarded – 4 Year Change

Degree Program	2013	2014	2015	2016	2017	4 Year Change	4 Year Change %
Baccalaureate							
BSEd Early Childhood Education	52	54	38	54	36	-16	-30.77
BS Exercise Science	38	40	50	42	39	1	2.63
BSEd Kinesiology and Health Sciences (Formerly Health and Physical Education)	7	16	9	8	5	-2	-28.57
BS Health Sciences	58	56	58	70	59	1	1.72
BSEd Middle Grades Education	13	9	9	12	8	-5	-38.46
BSN Nursing	120	149	181	200	188	68	56.67
BSEd Special Education – General Curriculum	18	17	15	9	10	-8	-44.44
Total	**306**	**341**	**360**	**395**	**345**	**39**	**12.75**

Undergraduate Degrees Awarded – 1 Year Change

Degree Program	2016	2017	1 Year Change	1 Year Change %
Baccalaureate				
BSEd Early Childhood Education	54	36	-18	-33.33
BS Exercise Science	42	39	-3	-7.14
BSEd Kinesiology and Health Sciences (Formerly Health and Physical Education)	8	5	-3	-37.50
BS Health Sciences	70	59	-11	-15.71
BSEd Middle Grades Education	12	8	-4	-33.33
BSN Nursing	200	188	-12	-6.00
BSEd Special Education – General Curriculum	9	10	1	11.11
Total	**395**	**345**	**-50**	**-12.66**

Masters Degrees Awarded – 4 Year Change

Degree Program	2013	2014	2015	2016	2017	4 Year Change	4 Year Change %
Masters							
MED Curr and Instr in Accomplished Teaching	16	8	20	9	16	--	--
MS Clinical Mental Health Counseling	22	17	23	8	6	-16	-72.73
MED Educational Leadership	13	5	8	4	2	-11	-84.62
MED/MAT Early Childhood Education	16	27	22	14	13	-3	-18.75
MS Exercise Science	NA	NA	3	6	5	--	--
MSN Family Nurse Practitioner	NA	NA	NA	NA	26	--	--
MED/MAT Kinesiology and Health Sciences (Formerly Health and Physical Education)	10	16	6	8	7	-3	-30.00
MED/MAT Middle Grades Education	15	9	8	6	1	-14	-93.33
MSN Nursing	NA	1	5	10	7	--	--
MED School Counseling	11	17	3	14	5	-6	-54.55
MED/MAT School Library Media	3	4	3	0	NA	--	--
MATC Secondary Education	13	8	9	0	7	-6	-46.15
MED/MAT Secondary Education – English	*14*	5	4	1	--	--	--
MEDMAT Secondary Education – Math	*6*	3	1	2	--	--	--
MED/MAT Secondary Education – Science	*4*	3	2	0	--	--	--
MED/MAT Secondary Education – Social Science	*6*	1	4	0	--	--	--
MED/MAT Secondary Education	NA	NA	NA	7	*22*	-8	--
MED/MAT Special Education – General Curriculum	19	14	14	22	37	18	94.74
MED Teacher Leadership	NA	NA	1	19	13	--	--
Total	**168**	**138**	**136**	**130**	**167**	**-1**	**99.40**

Data Source: https://ir.columbusstate.edu/reports/facts17/academic_2017-2018.php

Notes Secondary Education
Secondary Education for AY 2013 is disaggregated by subject area.
Masters Degrees Awarded AY 2013 total 30 – AY 2017 22 = - 8 Four Year Change

Masters Degrees Awarded 1 Year Change *(continued)*

Degree Program	2016	2017	1 Year Change	1 Year Change %
Masters				
MED Curr and Instr in Accomplished Teaching	9	16	7	77.78
MS Clinical Mental Health Counseling	8	6	-2	-25.00
MED Educational Leadership	4	2	-2	-50.00
MED/MAT Early Childhood Education	14	13	-1	-7.14
MS Exercise Science	6	5	-1	-16.67
MSN Family Nurse Practitioner	NA	26	--	--
MED/MAT Kinesiology and Health Sciences (Formerly Health and Physical Education)	8	7	-1	12.50
MED/MAT Middle Grades Education	6	1	-5	-83.33
MSN Nursing	10	7	-3	-30.00
MED School Counseling	14	5	-9	-64.29
MED/MAT School Library Media	NA	NA	NA	--
MATC Secondary Education	--	7	7	--
MED/MAT Secondary Education – English	*1*	--	--	--
MEDMAT Secondary Education – Math	*2*	--	--	--
MED/MAT Secondary Education – Science	0	0	--	--
MED/MAT Secondary Education – Social Science	0	0	--	--
MED/MAT Secondary Education	*7*	22	*12*	1.71
MED/MAT Special Education – General Curriculum	22	37	15	68.18
MED Teacher Leadership	19	13	-6	31.58
Total	**130**	**167**	**37**	**28.46**

Data Source: https://ir.columbusstate.edu/reports/facts17/academic_2017-2018.php

<u>*Notes Secondary Education*</u>
Secondary Education for AY 2016 is disaggregated by subject area.
Masters Degrees Awarded AY 2016 total 10 – AY 2017 22 = 12 Four Year Change

Specialist Degrees Awarded

Degree Program	2013	2014	2015	2016	2017	4 Year Change	4 Year Change %
Specialist							
EdS Educational Leadership	41	23	34	77	121	80	195.12
EdS Early Childhood Education	7	7	9	6	1	-6	-85.71
EdS Middle Grades Education	11	3	1	2	1	-10	-90.91
EdS School Counseling	2	1	2	NA	NA	--	--
EdS Secondary Education	6	7	5	3	9	3	50.00
EdS Special Education	3	2	3	1	3	0	--
Total	**70**	**43**	**54**	**89**	**135**	**65**	**92.85**

Data Source: https://ir.columbusstate.edu/reports/facts17/academic_2017-2018.php

Degree Program	2016	2017	1 Year Change	1 Year Change %
Specialist				
EdS Educational Leadership	77	121	44	57.14
EdS Early Childhood Education	6	1	-5	-83.33
EdS Middle Grades Education	2	1	-1	-50.00
EdS School Counseling	NA	NA	NA	NA
EdS Secondary Education	3	9	6	200.00
EdS Special Education	1	3	2	200.00
Total	**89**	**135**	**46**	**51.69**

Data Source: https://ir.columbusstate.edu/reports/facts17/academic_2017-2018.php

Doctorate Degrees Awarded

Degree Program	2013	2014	2015	2016	2017	4 Year Change	4 Year Change %
Doctorate							
EdD Curriculum and Leadership	3	5	2	11	12	9	300.00
Total	**3**	**5**	**2**	**11**	**12**	**9**	**300.00**

Data Source: https://ir.columbusstate.edu/reports/facts17/academic_2017-2018.php

Degree Program	2016	2017	1 Year Change	1 Year Change %
Doctorate				
EdD Curriculum and Leadership	11	12	1	9.09
Total	**11**	**12**	**1**	**9.09**

Overall Doctorate Degrees Awarded for 1 Year Change: Increase 9.09 %
Data Source: https://ir.columbusstate.edu/reports/facts17/academic_2017-2018.php

Degrees Awarded by Degree Level

Degree Program	2013	2014	2015	2016	2017	4 Year Change	4 Year Change %
College Total							
Certificate	0	0	0	3	0	--	--
Baccalaureate	306	341	360	395	345	39	12.75
Masters	168	138	136	130	167	-1	-00.60
Specialist	70	43	54	89	135	65	92.86
Doctorate	3	5	2	11	12	9	300.00
Total	**547**	**527**	**552**	**628**	**659**	**112**	**20.48**

Data Source: https://ir.columbusstate.edu/reports/facts17/academic_2017-2018.php

Degree Program	2016	2017	1 Year Change	1 Year Change %
College Total				
Certificate	3	0	-3	-100.00
Baccalaureate	395	345	-50	-12.66
Masters	130	167	37	28.46
Specialist	89	135	46	51.69
Doctorate	11	12	1	9.09
Total	**628**	**659**	**31**	**4.94**

Overall College Total Degrees Awarded for 1 Year Change: Increase 4.94 %
Data Source: https://ir.columbusstate.edu/reports/facts17/academic_2017-2018.php

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*

ETS 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, 2016-17	126	126	100%	3275	3226	99%
All program completers, 2015-16	140	140	100%	3465	3454	100%
All program completers, 2014-15	125	125	100%	4131	4102	99%

100% Pass Rate GACE Content

Education Preparation Key Assessments
Model of Appropriate Practice

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

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.

100% of student teachers passed the MAP evaluation during Fall Semester 2017

98% of student teachers passed the MAP evaluation during Spring Semester 2018

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

Education Preparation Key Assessments
Dispositions Evaluation

<u>Undergraduate Dispositions Evaluation</u>
The dispositions instrument evaluates whether the teacher candidates' values, commitments, and professional ethics meet or exceed expectations.

**100%** of student teachers passed the Dispositions evaluation during Fall Semester 2017.

98% of student teachers passed the Dispositions evaluation during Spring Semester 2018.

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. 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.
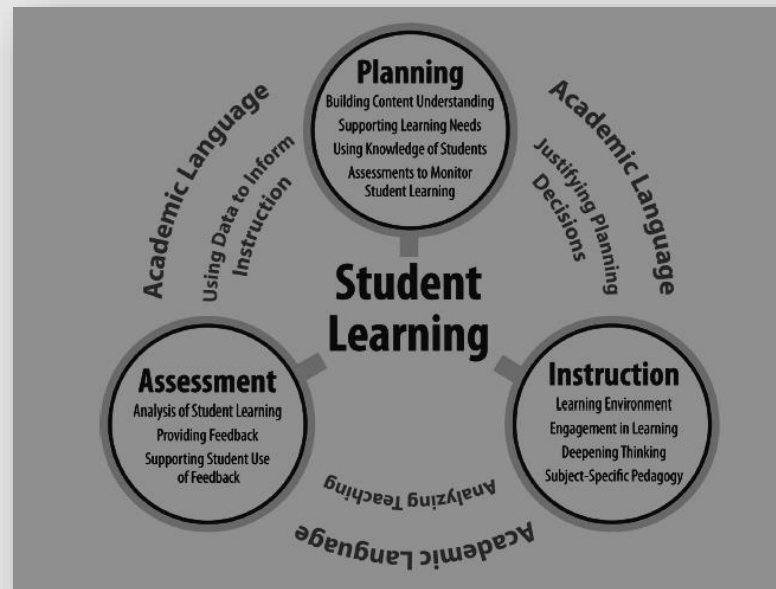
Teacher Performance Assessment (edTPA)

Academic Year 2018 Unit edTPA Report

Fall 2017 Columbus State University's edTPA Data (N=62)	**Spring 2018 Columbus State University's edTPA Data** (N=67)
All handbooks with 15 rubrics (N=32) Cut Score of 38: **91%** first attempt pass rate	All handbooks with 15 rubrics (N=59) Cut Score of 38: **88%** first attempt pass rate
World Language handbook – 13 rubrics (N=0) Cut Score of 32	World Language Handbook – 13 rubrics (N=1) Cut Score of 32: **100%** first attempt pass rate
Elementary handbook – 18 rubrics (N=30) Cut Score of 45: **100%** first attempt pass rate	Elementary handbook – 18 rubrics (N=7) Cut Score of 45: **86%** first attempt pass rate 100% second attempt pass rate

Data Source: Dr. Pam Wetherington, Assistant Professor/edTPA Coordinator

Graduate Model of Appropriate Practice

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)

Proposition 1
Teachers are committed to students and their learning

Proposition 2
Teachers know the subjects they teach and how to teach those subjects to students

Proposition 3
Teachers are responsible for managing and monitoring student learning

Proposition 4
Teachers think systematically about their practice and learn from experience

Proposition 5
Teachers are members of learning communities

Summary for Proposition 1
100 % of graduate students met or exceeded expectations.

Summary for Proposition 2
99 % of graduate students met or exceeded expectations.

Summary for Proposition 3
98 % of graduate students met or exceeded expectations.

Summary for Proposition 4
99 % of graduate students met or exceeded expectations.

Summary for Proposition 5
94 % of graduate students met or exceeded expectations.
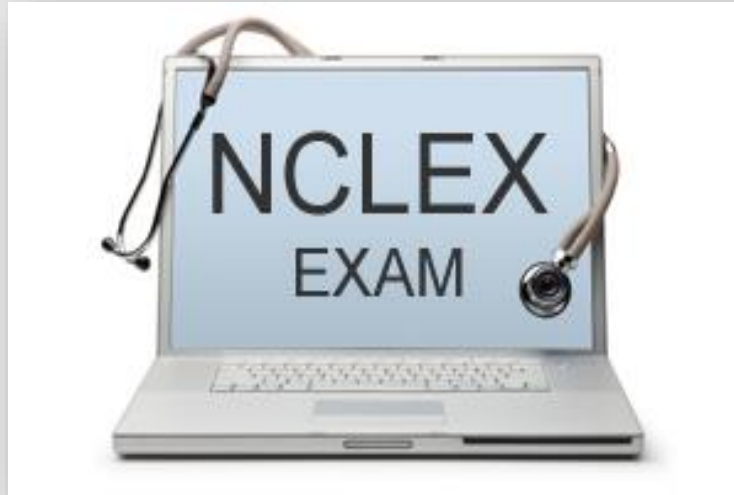
Education Preparation Key Assessments
Graduate Dispositions Assessment

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

Summary Dispositions Data
97 % of graduate students met or exceeded expectations

Assessment for Nursing Licensure

Summary Data
91.4 % 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 (2017-2018)

CPCE

Counseling Exit Exam
Counselor Preparation Comprehensive Exam (CPCE)

This test 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 %
2013-2014	31	31	-	100
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

Students completed the Counselor Preparation Comprehensive Exam as the exit exam from 2017-2018 academic year onward.
A minimum score of 70 is required to pass the exit exam.

Note: The MS Community Counseling program has transitioned to the MS Clinical Mental Health Counseling program.
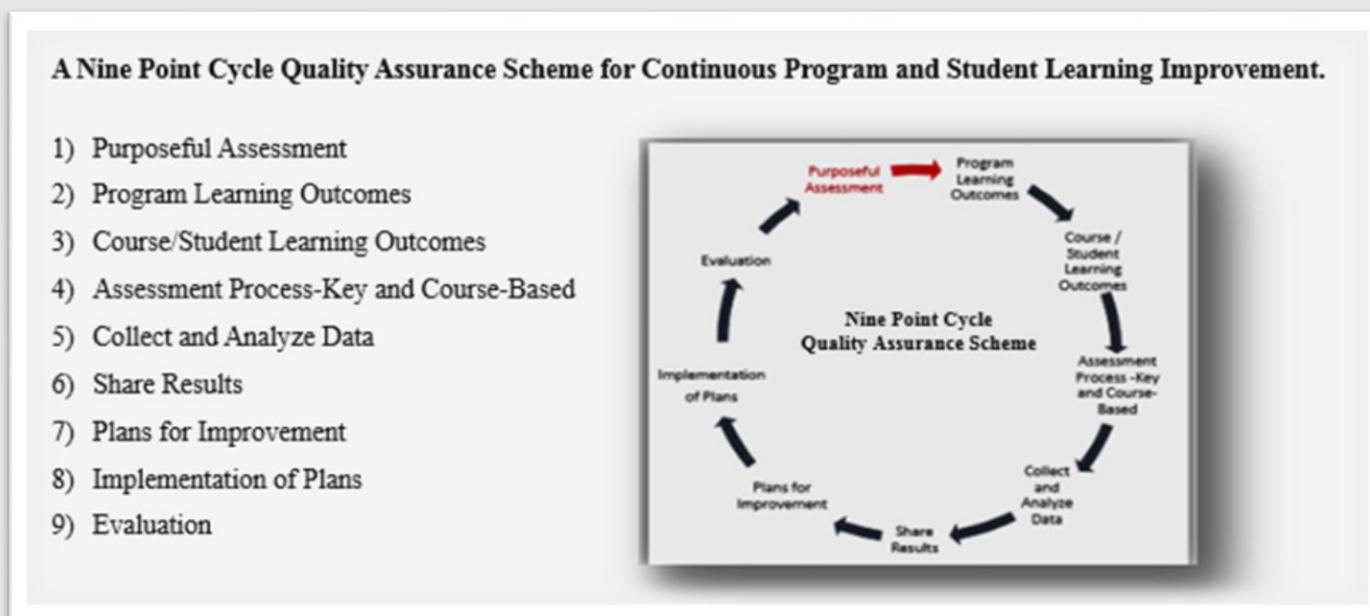
Summary

Data Source: 2017 FFRDP – COEHP Assessment Committee

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 and its data.

A Nine Point Cycle Quality Assurance 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 Plans
9) Evaluation

Acknowledgements

Facts and Figures Reference Data Publication I
College of Education and Health Professions Publication I
Dr. Sallie Averitt Miller, COEHP Professor and Associate Dean for Assessment and Accreditation, Author
Dr. Deirdre Greer, College of Education and Health Professions Dean, Reviewer
Ms. Jackie Adamczyk, COEHP Assessment Council, Administrative Assistant and Reviewer

Facts and Figures Reference Data Publication II
Counseling, Foundations, and Leadership Facts and Figures Reviewers
Dr. Andrea Dawn Frazier, Author
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Dr. Jennifer Brown
Dr. Chris Garretson
Dr. Margie Yates

Facts and Figures Reference Data Publication III
Kinesiology and Health Sciences
Dr. Kate Early, Author
Dr. Clayton Nicks, Department Chair and Reviewer
Dr. Early presented the Facts and Figures Publication to the Department 10-03-18

Facts and Figures Reference Data Publication IV
School of Nursing
Professor Brittany Grissette, Author
Professor Lisa O'Steen, Reviewer

Facts and Figures Reference Data Publication V
Teacher Education
Dr. Toni Franklin, Author
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![Columbus State University logo]

COLLEGE OF EDUCATION AND HEALTH PROFESSIONS

Facts and Figures Reference Data Publication, I
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