COLUMBUS STATE UNIVERSITY
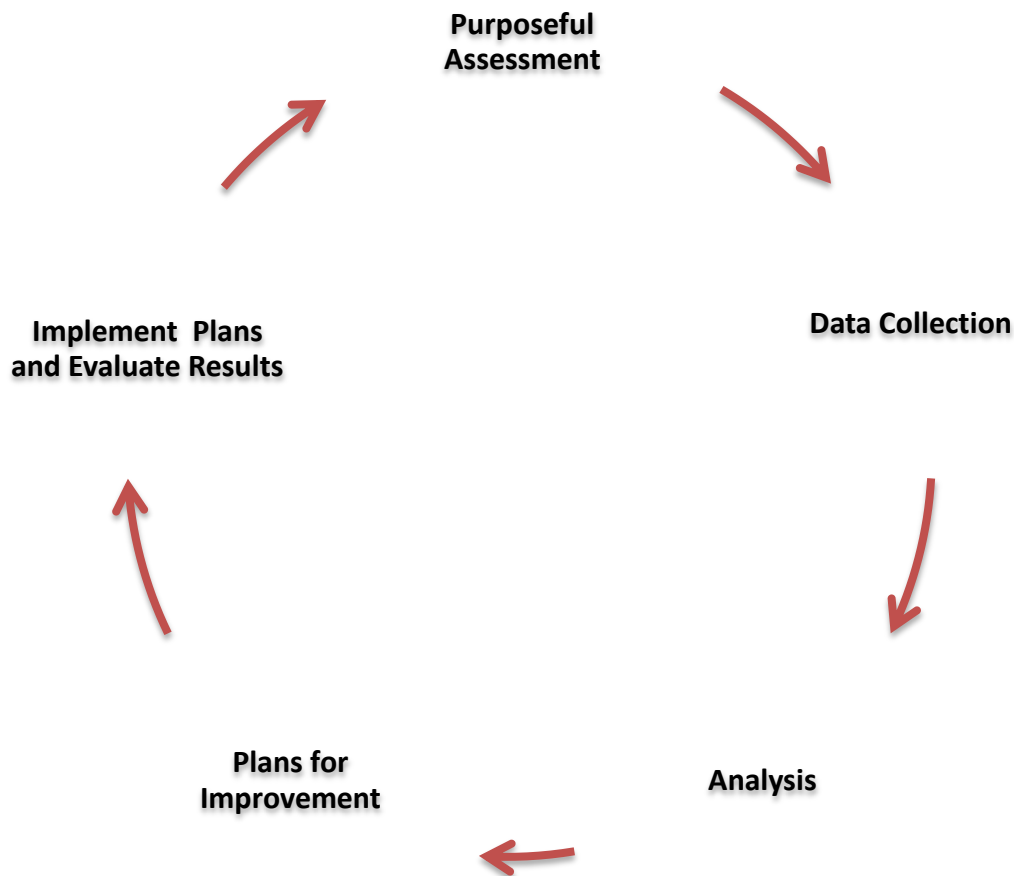
College of Education and Health Professions
Assessment Council Fact Books

Counseling, Foundations, Leadership, and Graduate Studies
2012-2013 Academic Year

Purposeful Assessment

Data Collection

Analysis

Plans for Improvement

Implement Plans and Evaluate Results

Council Members
Dr. Barbara C. Buckner, Dean
Dr. Sallie Averitt Miller, Associate Dean and Council Chair
Dr. Andrea Dawn Frazier, Department of Counseling, Foundations, Leadership, and Graduate Studies
Dr. Ellen H. Martin, Department of Health, Physical Education, and Exercise Science
Professor Lisa O'Steen, School of Nursing
Dr. Deniz Peker, Department of Teacher Education and Assistant CAEP Coordinator
Ms. Nancy Harris, Graduate Assistant and Council Secretary

Mission

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, departmental fact books that include college, department, and program data. In addition, trend analyses are documented.

The online fact books are designed to provide data for national, state, and local reporting. Other uses include promoting programs, providing a quick data reference guide, writing grants, and using data to make informed program improvement plans.

Fact Books

To capture the data specific to each of the departments, the Dean and the Associate Dean for Assessment and Accreditation facilitate the work for the following four fact books:

1. Department of Counseling, Foundations, Leadership, and Graduate Studies Fact Book

   Dr. Andrea Dawn Frazier

2. Department of Health, Physical Education, and Exercise Science Fact Book

   Dr. Ellen H. Martin

3. School of Nursing Fact Book

   Professor Lisa O'Steen

4. Department of Teacher Education Fact Book

   Dr. Deniz Peker

The Fact Book Introduction was authored by Dr. Barbara C. Buckner, Dr. Sallie A. Miller, and Ms. Nancy Harris.

Introduction

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

The College offers numerous educator preparation programs. However, the COEHP also houses programs in Exercise Science, School Library Media, Community Counseling, Health Science, and Nursing.

In addition, the COEHP collaborates with the College of Letters and Sciences and the College of the Arts to provide content courses for some of its educator preparation programs.

Specifically, the College of Letters and Sciences offers English as a Second Language (ESOL), French, and Spanish, as well as courses in English, History, Biology, Chemistry, Earth Science, and Mathematics that support secondary education.

The College of the Arts offers courses in Music, Art, and Theatre Education.

Accrediting Organizations for the College of Education and Health Professions

1. Council for the Accreditation of Educator Preparation (National Council for the Accreditation for Teacher Education)
2. Commission on Colleges of the Southern Association of Colleges and Schools
3. Georgia Board of Nursing
4. Commission on Collegiate Nursing Education
5. Georgia Professional Standards Commission
6. Council for the Accreditation of Counseling and Related Educational Programs (CACREP)
7. National Association of Schools of Art and Design (NASAD)
8. National Association of Schools of Theatre (NAST)
9. National Association of Schools of Music (NASM)
10. Régistre International des Conservatoires de Musique

Selected Aggregate Data

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

Grants Awarded

Academic Year	Counseling, Foundations, and Leadership	Teacher Education	Health, Physical Education, and Exercise Science	School of Nursing	Outreach Centers	College of Education and Health Professions
2012-2013	$77,500	$720,675	$91,052	$132,676	$145,781	**$1,167,684**

In addition to the totals reported above, the Department of Teacher Education reported the UTEACH Columbus Grant for $1.4 million last year. This grant is in effect through 2016. Furthermore, the Columbus Regional Academy of Future Teachers of STEM (CRAFT-STEM) Grant for $1.2 million reported last year is active through 2015.

Source: COEHP Faculty and the Office of Sponsored Programs (Grants Manager)

Degrees Awarded

CSU Facts & Figures 2012: Degrees Awarded
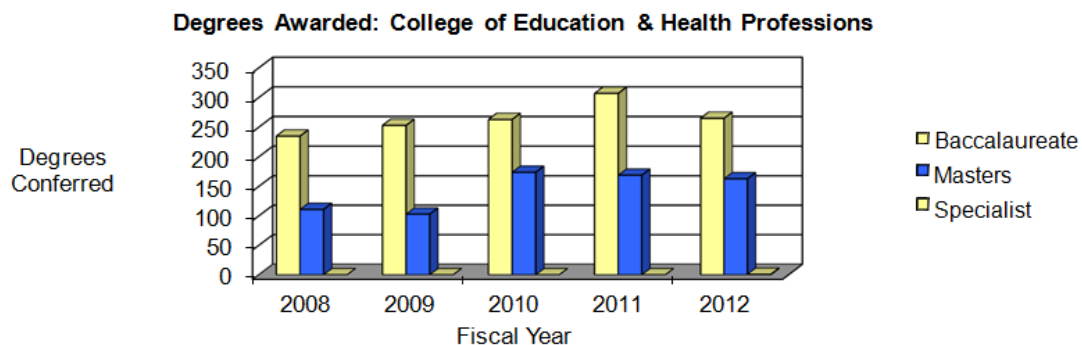
Degrees Awarded: College of Education & Health Professions

Degrees Awarded: College of Education and Health Professions							
	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	4- Year Change	
Baccalaureate	235	253	263	307	265	30	12.8%
Masters	111	103	174	169	163	52	46.8%
Specialist	41	159	46	59	53	12	29.3%
Doctorate	-	-	-	-	1	1	-
College Total	387	515	483	535	**482**	95	24.5%

Enrollment by Degree

Enrollment: College of Education and Health Professions							
	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	4- Year Change	
Baccalaureate	1677	1823	1875	1978	2018	341	20.3%
Masters	380	475	478	472	391	11	2.9%
Specialist	140	159	127	155	141	1	.7%
Doctorate	-	-	32	35	38	-	-
College Total	2197	2457	2512	2640	**2588**	391	17.8%

Data Source: CSU Facts and Figures 2012 – 2013

Assessment for Teacher Certification

Georgia Assessment for the Certification of Educators (GACE)

GACE content test scores are used to provide an external 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) in order to be recommended to the Georgia Professional Standards Commission for a clear renewable teaching certificate. Test results are reviewed annually by program faculty and advisory committees to guide decisions and make program and unit improvements.

Columbus State University	TAKERS	PASSERS	PASSRATE (%)	State Average Pass Rate (%)
Program completers 2011 - 12	181	165	**91**	**93**
Program completers 2010 - 11	185	172	93	95
Program completers 2009 - 10	129	121	94	96

Data Source: Pearson Education, Inc.

Educator Preparation Unit Evaluations Common 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).

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. InTASC's primary constituency is state education agencies responsible for teacher licensing, program approval, and professional development. Its work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that all students learn and perform at high levels.

Pass Rate
95% of student teachers passed the MAP evaluation during the 2012-2013 AY

Data Source: Office for Student Advising and Field Experience

Undergraduate Dispositions

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

Pass Rate
97% of student teachers passed the Dispositions evaluation during the 2012-2013 AY

Data Source: Office for Student Advising and Field Experience

Undergraduate Documenting Student Performance Rubric

Assessing student performance is an integral component in the teaching and learning process. Assessment provides student teachers with data that are used for improving their teaching practices and for guiding and motivating their students throughout the learning process.

Pass Rate
93% of the students evaluated by the undergraduate documenting student performance rubric during Fall 2012 and Spring 2013 Year scored acceptable or target

Data Source: Office for Student Advising and Field Experience

Graduate Model of Accomplished 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 Member in Learning Communities.

The evaluation is administered multiple times throughout the teachers' programs to monitor progress. *Note: This evaluation is aligned with the National Board for Professional Teaching Standards.*

Pass Rate
98% of the students evaluated by GMAP during Fall 2012 and Spring 2013 scored meets or exceeds expectations on all criteria

Data Source: LiveText Exhibit Center

Graduate Dispositions

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

Pass Rate
97% of the students evaluated by the graduate dispositions evaluation during Fall 2012 and Spring 2013 scored meets expectations or exemplary

Data Source: LiveText Exhibit Center

Health, Physical Education, and Exercise Science Assessments

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

Counseling, Foundations, Leadership, and Graduate Studies Assessments

The School Counseling and Educational Leadership Program data are included in the preceding Unit GACE data.

Assessment for Nursing Licensure

Yearly NCLEX RN Passage Rate

	2009	2010	2011	2012	2013
NCLEX RN Passage Rate	93	96	88	91	95
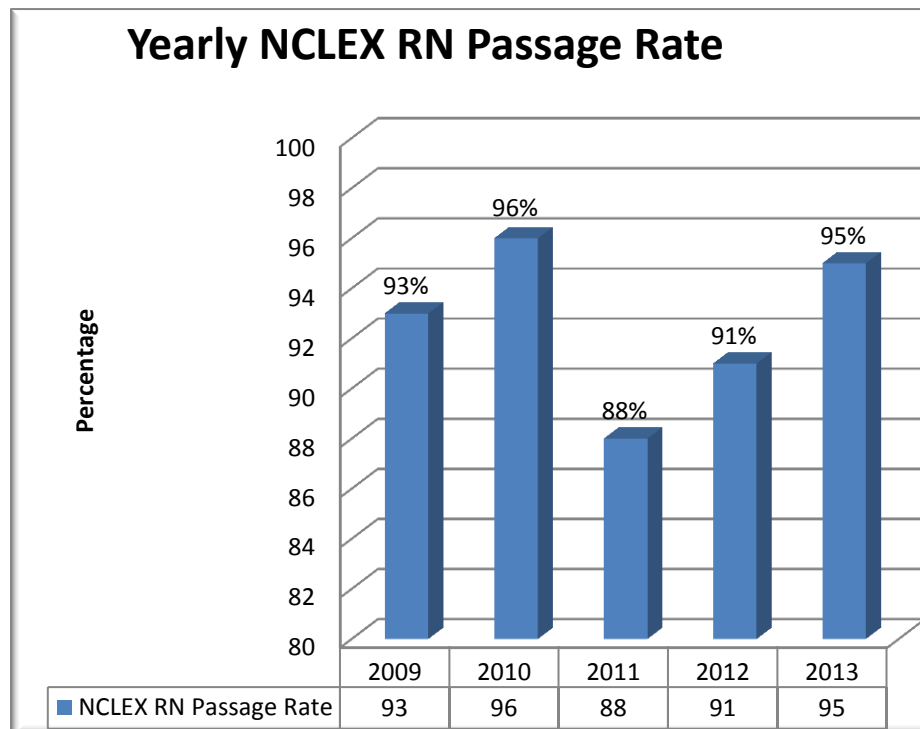
95% Pass Rate 2012-2013

To ensure public protection, the *National Council of State Boards of Nursing* (*NCSBN*) member board jurisdictions require a candidate for licensure to pass an examination that measures the competencies needed to perform safely and effectively as a newly licensed, entry-level nurse. NCSBN develops the licensure examinations, the National Council Licensure Examination for Registered Nurses (NCLEX-RN) that are used by boards of nursing to assist in making licensure decisions. Taking the NCLEX-RN is a capstone experience for nursing students. Passing the exam demonstrates competency to begin a nursing career.

Summary

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

The Council publishes departmental fact books each year. These fact books provide college, department, and program data to be used for data-driven decision making. The four fact books are authored by each department's designated Assessment Council member. The fact book introduction is authored by the College Dean, Associate Dean for Assessment and Accrediation, and the Associate Dean's Graduate Assistant.

The selected aggregate data are intended to provide a *quick reference* for the college. In contrast, the departmental fact books offer a more in-depth view of each department and its data.

Acknowledgements

Columbus State University
College of Education and Health Professions
Counseling, Foundations, and Leadership Fact Book

Table of Contents

Figure 1: Current Candidates in Counseling and Leadership Programs, 2012-2013

Data source – Office of Institutional Research

Table 1: Current Enrollment in Counseling and Leadership Programs

Academic Year	EDD Curriculum & Leadership	EdS Educational Leadership	EdS School Counseling	Med/MAT Educational Leadership Seated	Med/MAT Educational Leadership Online	Med/MAT School Counseling	MS Community Counseling	Total
2012-2013	46	99	3	13	15	39	61	276
2011-2012	36	82	6	8	42	49	61	284
2010-2011	33	75	4	10	51	33		
2009-2010			4			39		

Data source – Office of Institutional Research

There was a 2.8% decrease in students enrolled in counseling and leadership programs in the 2012-2013 academic year.

Table 2: Male and Female Candidates in Counseling and Leadership Programs

Program	Male Students Admitted 2012-2013	Male Program Candidates			Female Students Admitted 2012-2013	Female Program Candidates		
		2012-2013	2011-2012	2010-2011		2012-2013	2011-2012	2010-2011
EdD Curriculum & Leadership	4	12	9	1	5	34	27	7
EdS Educational Leadership	14	28	23	11	21	71	59	19
EdS School Counseling	0	0	0	0	1	3	6	1
Med/MAT Educational Leadership (Seated)	4	4	1	0	4	9	7	1
Med/MAT Educational Leadership (Online)	0	8	16	6	0	7	26	22
Med/MAT School Counseling	1	4	5	1	5	35	44	12
MS Community Counseling	6	14	14		15	47	47	
Total	29	70	68		51	206	216	

Data source – Office of Institutional Research

There was a 2.9% increase in male program candidates and a 4.6% decrease in female program candidates in the 2012-2013 academic year.

Figure 2: Male and Female Admittants and Program Candidates in Counseling and Leadership Programs, 2012-2013
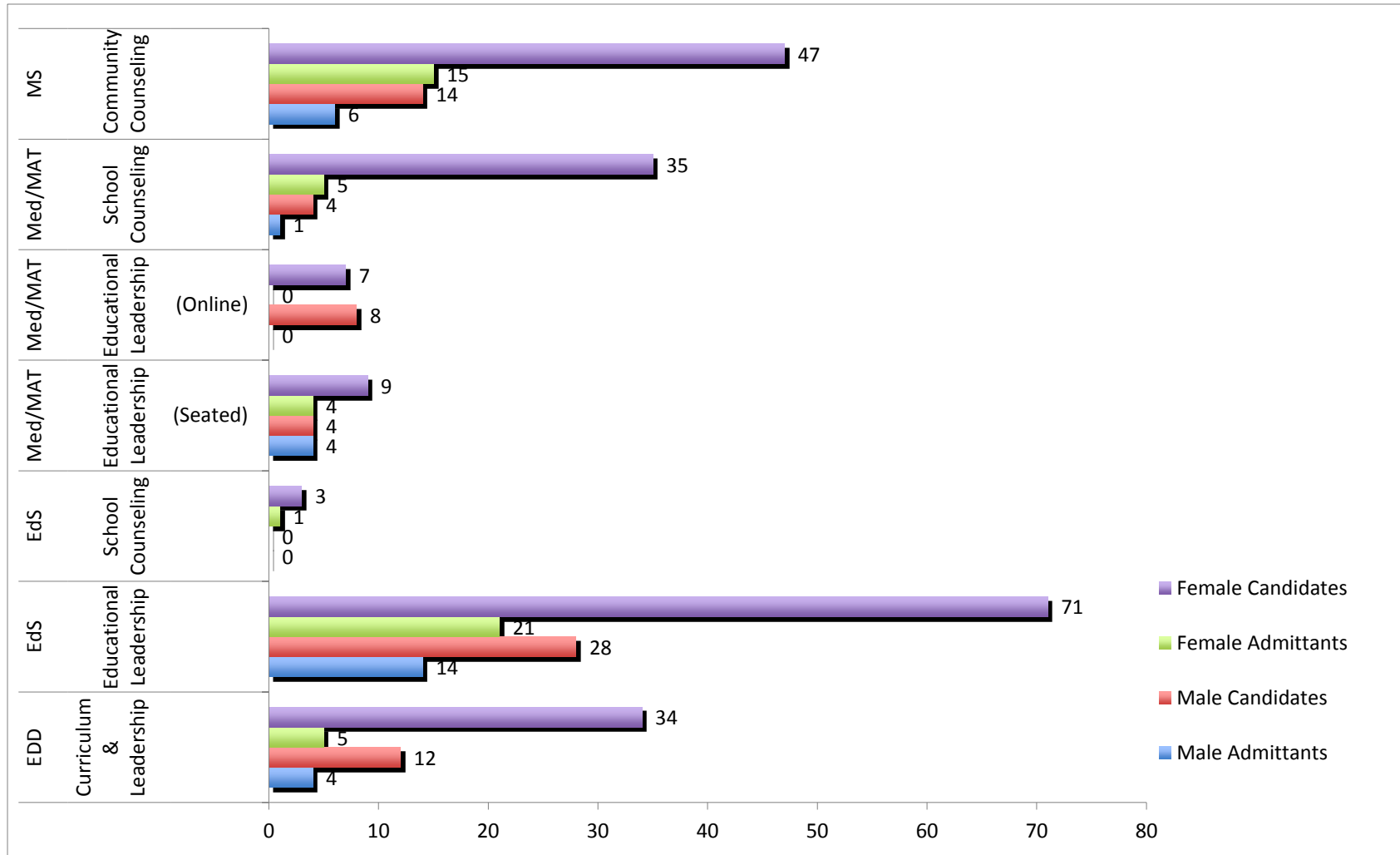
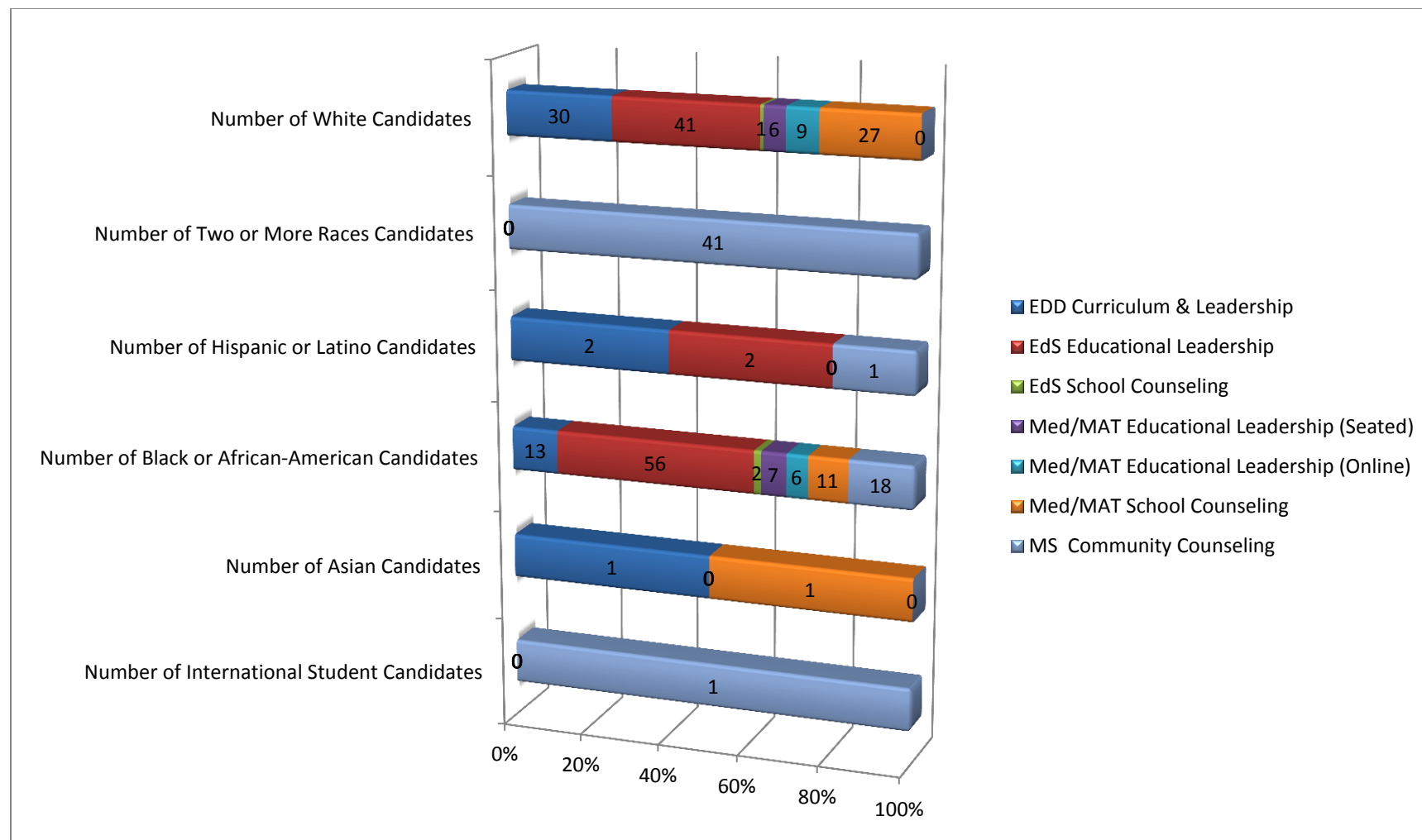Data Source - Office of Institutional Research

Table 3: Ethnic Breakdown of Counseling and Leadership Candidates by Program, 2012-2013

Program	International Candidates	Asian Candidates	Black/African American Candidates	Hispanic/Latino Candidates	Candidates of Two or More Races	White Candidates	Total
EdD Curriculum & Leadership	0	1	13	2	0	30	46
EdS Educational Leadership	0	0	56	2	0	41	99
EdS School Counseling	0	0	2	0	0	1	3
Med/MAT Educational Leadership (Seated)	0	0	7	0	0	6	13
Med/MAT Educational Leadership (Online)	0	0	6	0	0	9	15
Med/MAT School Counseling	0	1	11	0	0	27	39
MS Community Counseling	1	0	18	1	41	0	61
Total	1 (0.36%)	2 (0.72%)	113 (40.9%)	5 (1.81%)	41 (14.9%)	114 (41.3%)	276

Data Source – Office of Institutional Research

Percentages do not total 100% due to rounding.

Figure 3: Ethnic Breakdown of Counseling and Leadership Candidates by Program, 2012-2013

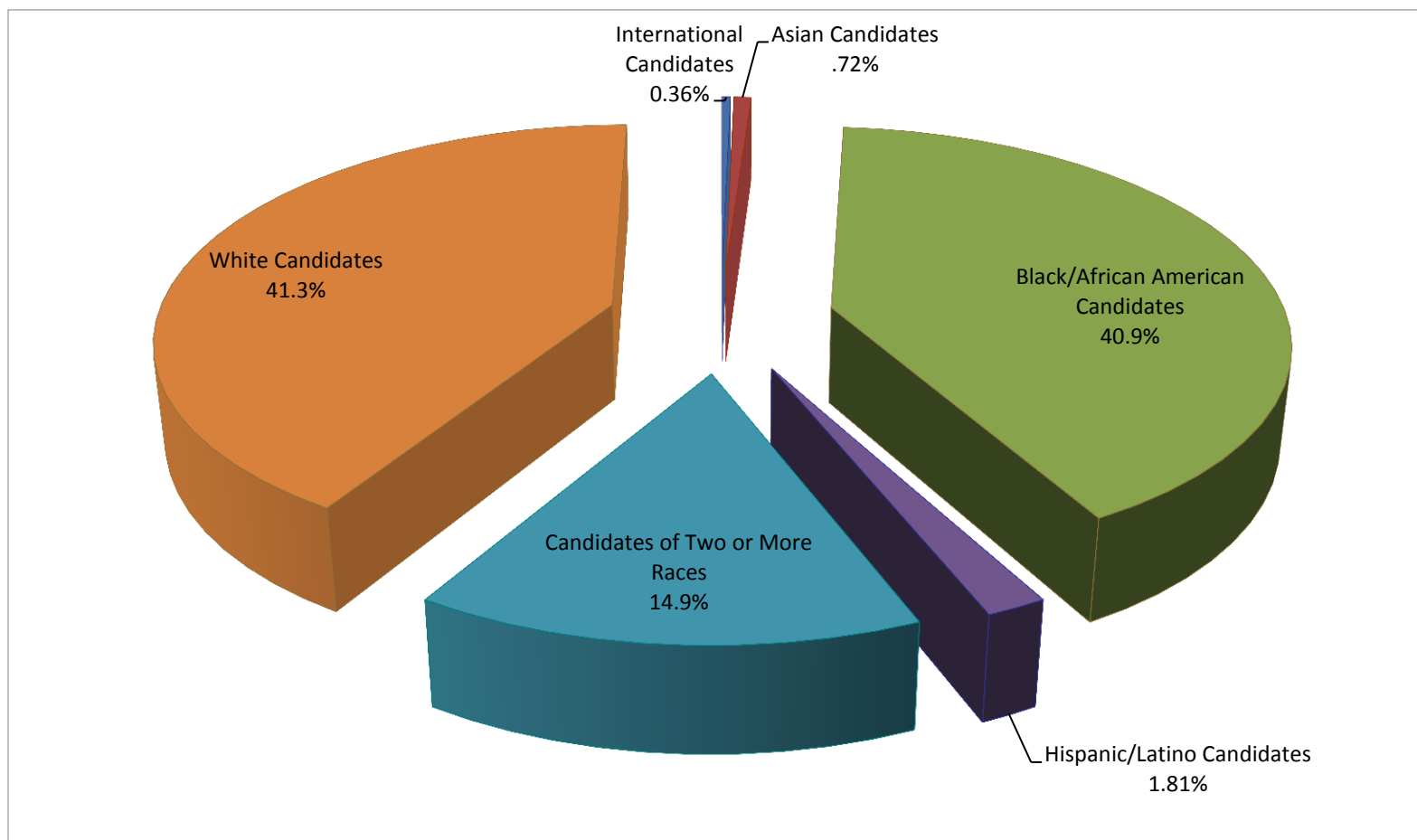Data source – Office of Institutional Research

Table 4: Ethnic Breakdown of Program Candidates in Counseling and Leadership Programs

Year	International Candidates	Asian Candidates	Black/African American Candidates	Hispanic/Latino Candidates	Candidates of Two or More Races	White Candidates
2012-2013	1	2	113	5	41	114
2011-2012	0	2	114	5	43	119

Data Source: Office of Institutional Research

The ethnic breakdown remained relatively the same from the 2011-2012 AY to the 2012-2013 AY.

Figure 4: Ethnic Breakdown (by overall percentage) of Program Candidates in Counseling and Leadership Programs, 2012-2013

Data source - Office of Institutional Research
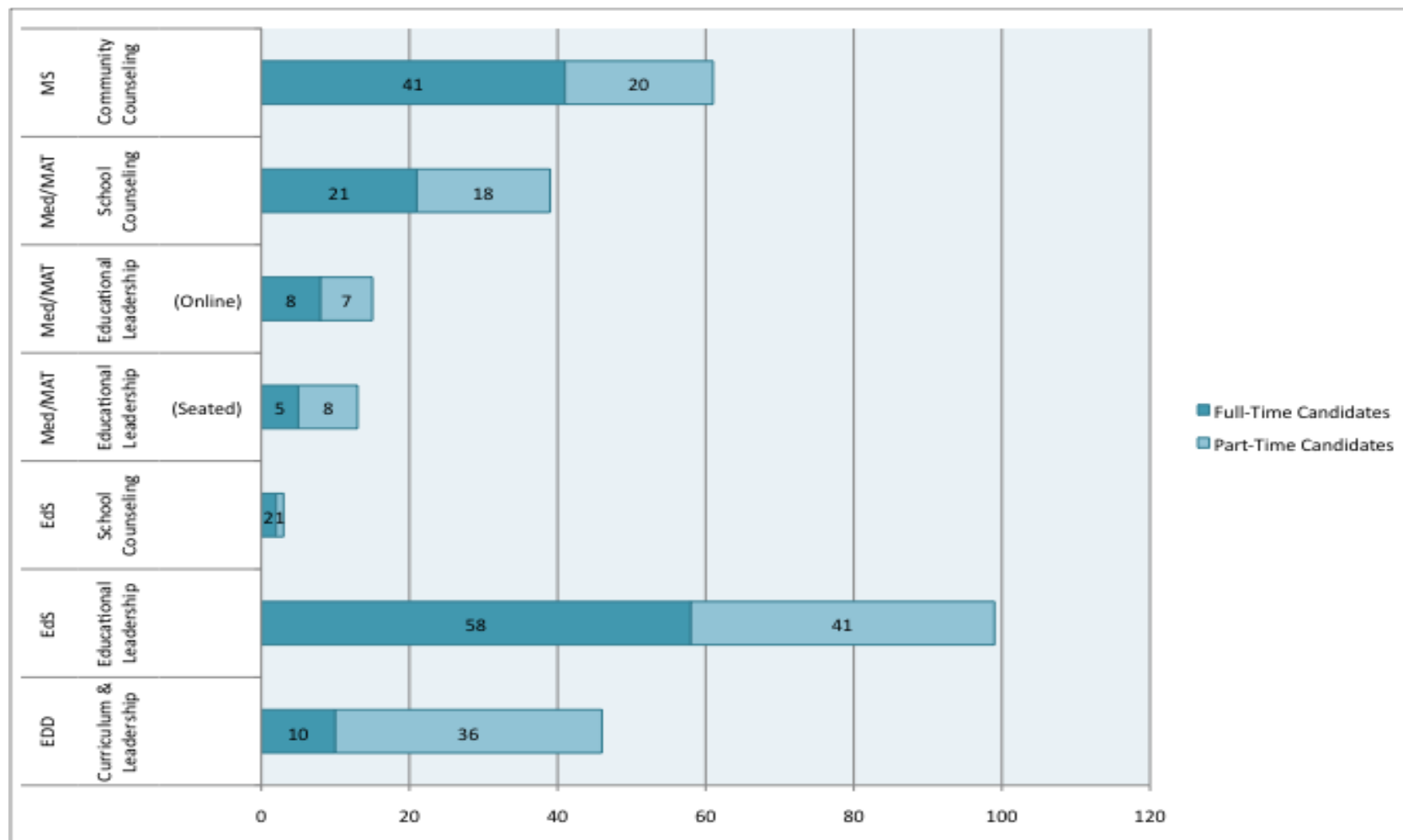Percentages do not total 100% due to rounding.

Table 5: Full- and Part-Time Candidates in the Counseling and Leadership Programs

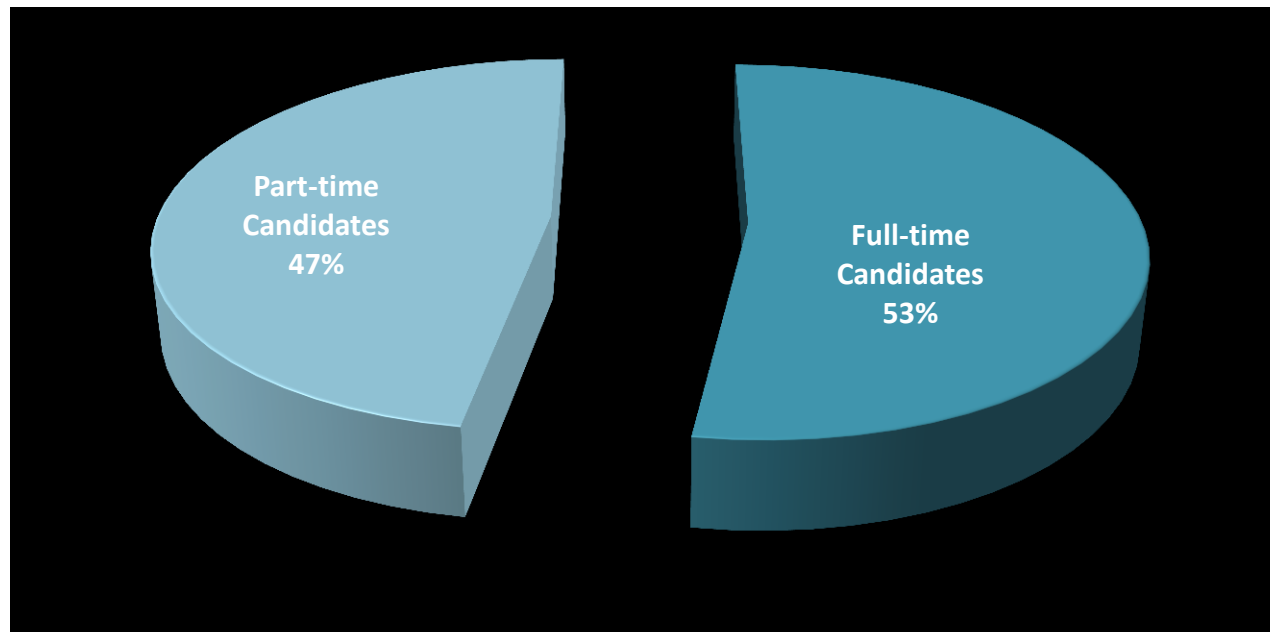| Year	EDD Curriculum & Leadership	EdS Educational Leadership	EdS School Counseling	Med/MAT Educational Leadership Seated	Med/MAT Educational Leadership Online	Med/MAT School Counseling	MS Community Counseling	Total
Full-Time Candidates								
2012-2013	10	58	2	5	8	21	41	145
2011-2012	7	52	3	3	29	25	41	160
2010-2011	9	56	1	6	29	18		
Part-Time Candidates								
2012-2013	36	41	1	8	7	18	20	131
2011-2012	29	30	3	5	13	24	20	124
2010-2011	24	19	3	4	22	15		

Data source – Office of Institutional Research

There was 9.4% decrease in full–time candidates and a 5.6% increase in part–time candidates in Counseling and Leadership programs in the 2012-2013 academic year.

Figure 5: Full-Time and Part-Time Candidates in the Counseling and Leadership Programs, 2012-2013

Data source – Office of Institutional Research

**Figure 6: Percentage of Full-Time and Part-Time
Candidates in Counseling and Leadership Programs, 2012-2013**

Part-time
Candidates
47%

Full-time
Candidates
53%

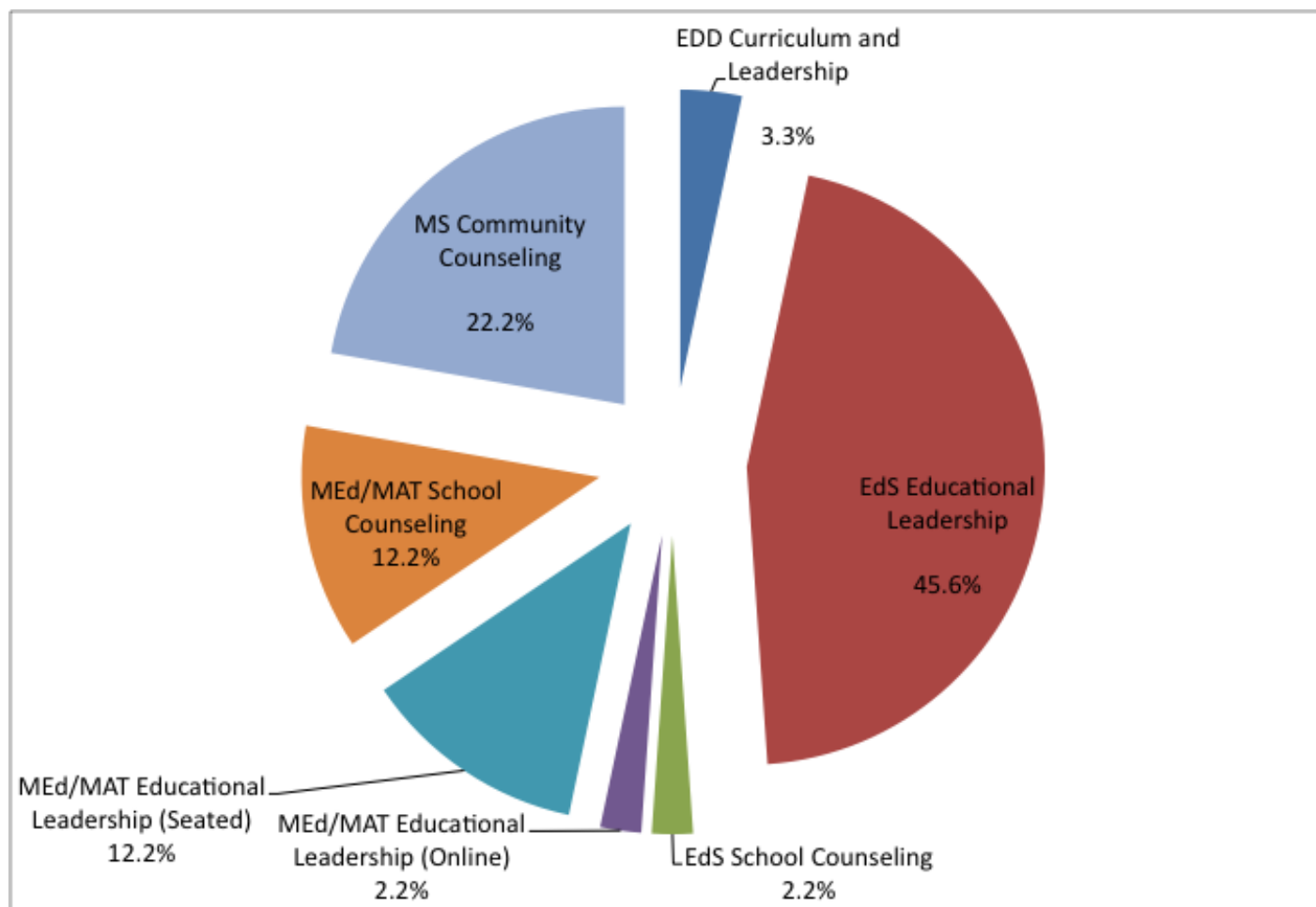Data source - Office of Institutional Research

Table 6: Degrees Awarded to Counseling and Leadership Candidates, 2012

Year	EDD Curriculum & Leadership	EdS Educational Leadership	EdS School Counseling	Med/MAT Educational Leadership (Seated)	Med/MAT Educational Leadership (Online)	Med/MAT School Counseling	MS Community Counseling	Total
Number of Degrees Awarded								
FY 2012	3	41	2	2	11	11	20	90
FY 2011	1	30	4	13	1	8	20	77

Data source – Office of Institutional Research

There was a 16.9% increase in degrees awarded in FY 2012.

Figure 7: Percentage of Degrees Awarded to Counseling and Leadership Graduates by Program 2012-2013

EDD Curriculum and Leadership
3.3%

MS Community Counseling
22.2%

MEd/MAT School Counseling
12.2%

EdS Educational Leadership
45.6%

MEd/MAT Educational Leadership (Seated)
12.2%

MEd/MAT Educational Leadership (Online)
2.2%

EdS School Counseling
2.2%

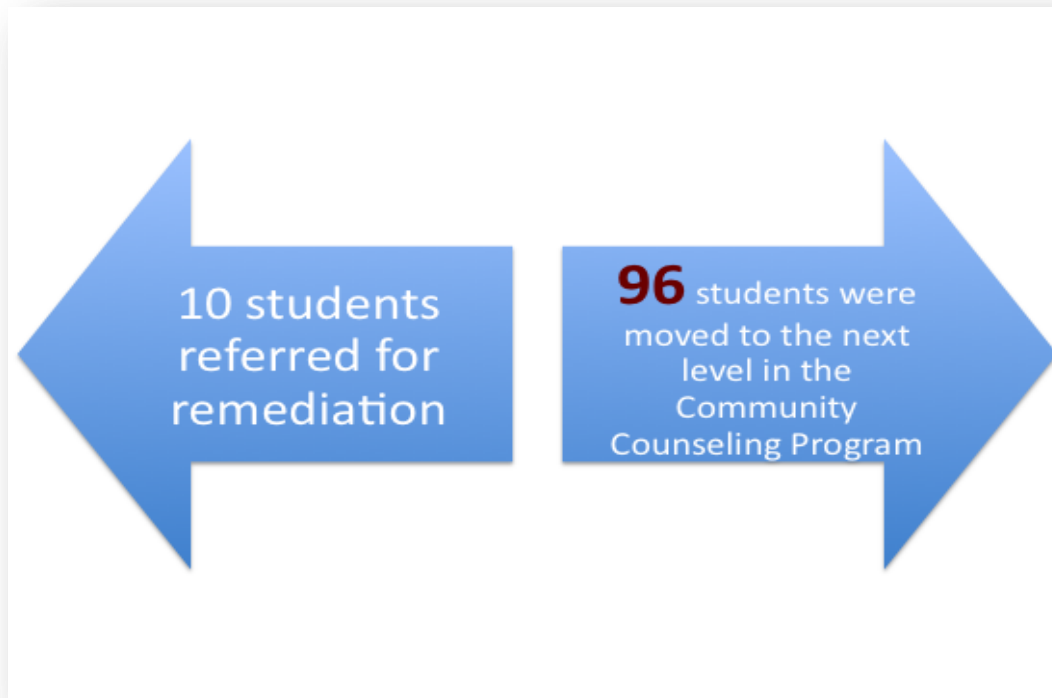Data source – Office of Institutional Research

Percentages do not total 100% due to rounding.

Figure 8: Degrees Awarded to Candidates in Counseling and Leadership Programs
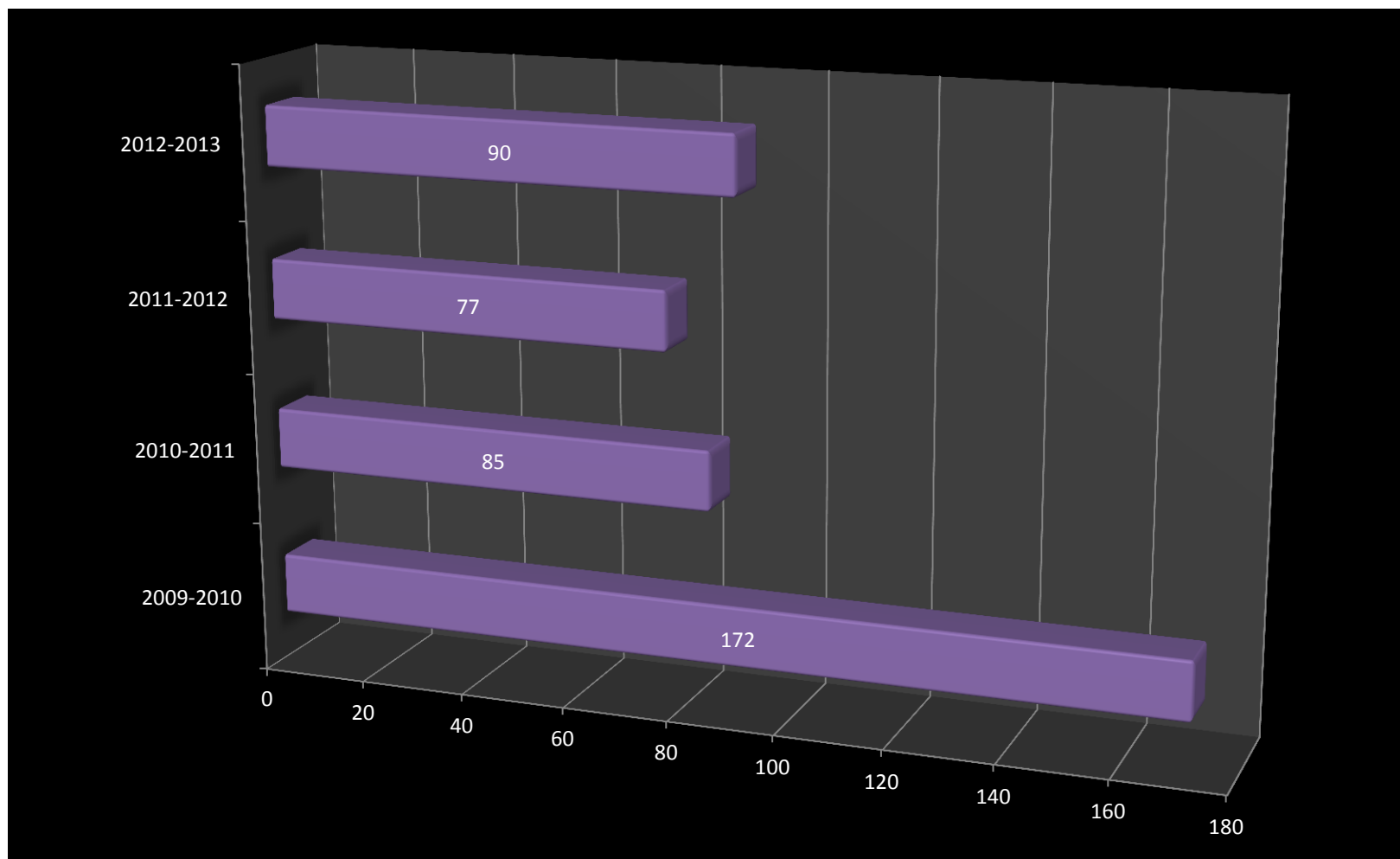
Data source – Office of Institutional Research 2011-2012/ 2012-2013 and CSU Facts and Figures 2009-2010/2010-2011

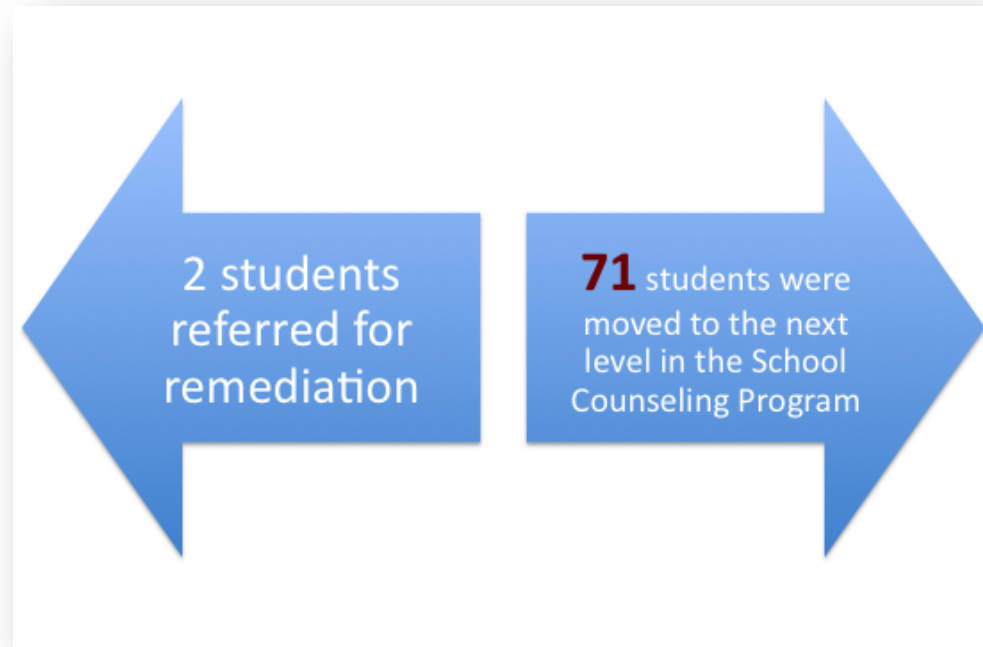**Figure 9: Staffing Results for Community Counseling, 2012-2013**

Data Source: Department of Counseling, Foundations, and Leadership

Counselor Staffing

Counseling faculty members hold student staffing meetings each fall and spring semester to review progress of all candidates. Students are staffed in each semester that they are enrolled (excluding summer); therefore, some students may be counted twice.

Figure 10: Staffing Results for School Counseling, 2012-2013

2 students referred for remediation

71 students were moved to the next level in the School Counseling Program

Data Source: Department of Counseling, Foundations, and Leadership

Counselor Staffing

Counseling faculty members hold student staffing meetings each fall and spring semester to review progress of all candidates. Students are staffed in each semester that they are enrolled (excluding summer); therefore, some students may be counted twice.

Figure 11: Passage Rate for Community Counseling Exit Exam: First and Second Attempts, 2012-2013
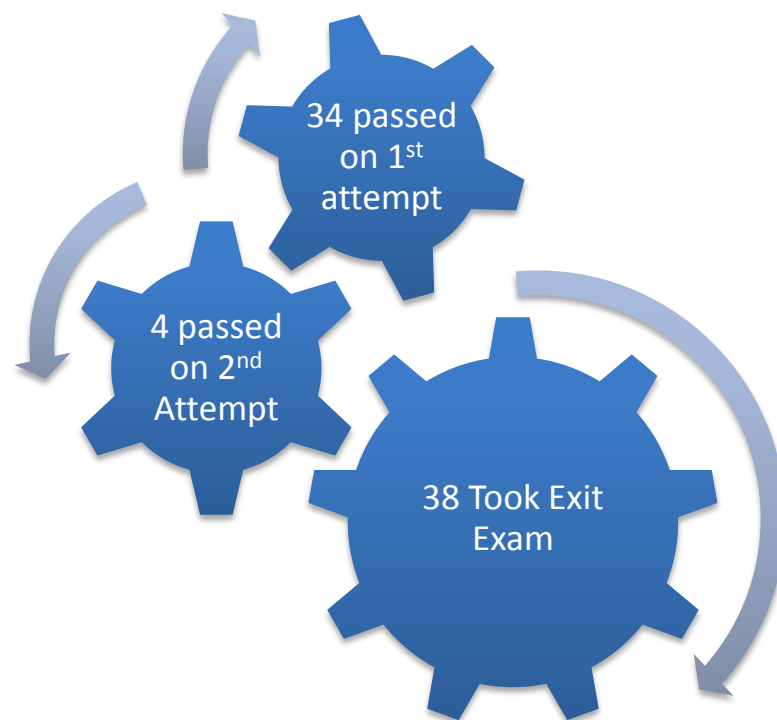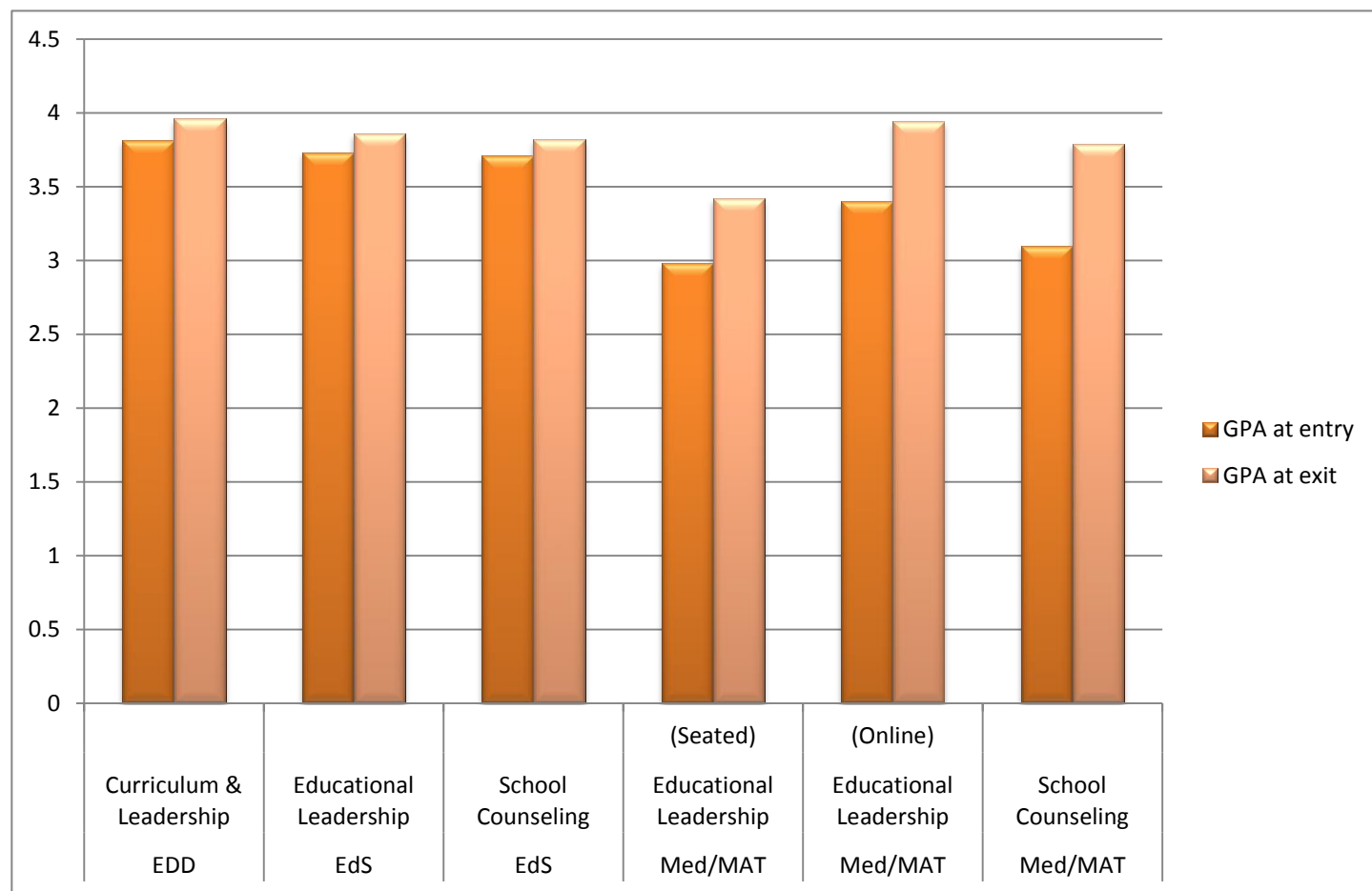
Table 7: GRE Scores, GPA at Entry, and GPA at Exit for Counseling and Leadership Candidates

Program	GRE Scores				GPA at Entry				GPA at Exit			
	2012-2013	2011-2012	2010-2011	2009-2010	2012-2013	2011-2012	2010-2011	2009-2010	2012-2013	2011-2012	2010-2011	2009-2010
EdD Curriculum & Leadership	987	1000	1021		3.81	3.83	3.8		3.96	4.00	N/A	N/A
EdS Educational Leadership	832	860	869		3.73	3.69	3.78		3.86	3.85	N/A	N/A
EdS School Counseling	1035	940	850	850	3.71	3.83	3.92	N/A	3.82	3.89	N/A	N/A
Med/MAT Educational Leadership (Seated)	760	645	854		2.98	3.11	3.46		3.42	3.89	N/A	N/A
Med/MAT Educational Leadership (Online)	940	872	842		3.40	3.26	3.1		3.94	4.00	N/A	N/A
Med/MAT School Counseling	861	858	887	885	3.10	3.14	3.22	N/A	3.79	3.82	N/A	3.85
MS Community Counseling	835	936							3.85	3.85	N/A	N/A

Data source – Office of Institutional Research.

Figure 12: GPA at Entry and Exit for Counseling and Leadership Candidates, 2012-2013

Data source – Office of Institutional Research