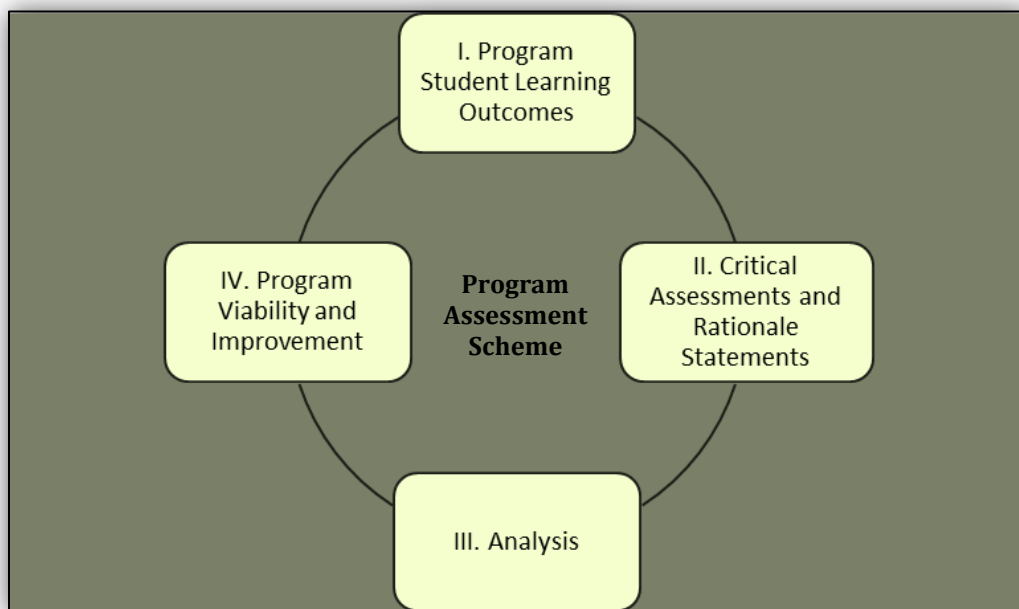




**College of Education and Health Professions
COEHP Assessment Council
Departmental Fact Book**

**Department of Counseling, Foundations, and Leadership
2013 – 2014 Academic Year**



Council Members

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

Dr. Sallie Averitt Miller, Associate Dean and Council Chair

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

Professor Lisa O'Steen, School of Nursing

Dr. Deniz Peker, Department of Teacher Education

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

Ms. Kim Coryell, Council Administrative Assistant

Mission

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

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, and writing grants to make informed program improvement plans.

Fact Books

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

Department of Counseling, Foundations, and Leadership Fact Book

Dr. Andrea Dawn Frazier

School of Nursing Fact Book

Professor Lisa O'Steen

Department of Teacher Education Fact Book

Dr. Deniz Peker

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

Dr. Joy Thomas

The fact book introduction was authored by Dr. Deidre Greer, Dr. Sallie Averitt Miller, and Ms. Kimberly Coryell.

Introduction

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

The College offers programs in Exercise Science, Community Counseling, Health Science, Nursing, and numerous programs in educator preparation.

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

Council for the Accreditation of Educator Preparation (CAEP)

A National Council for the Accreditation for Teacher Education

Commission on Colleges of the Southern Association of Colleges and Schools (SACS)

Georgia Board of Nursing

Commission on Collegiate Nursing Education

Georgia Professional Standards Commission

Council for the Accreditation of Counseling and Related Educational Programs (CACREP)

National Association of Schools of Art and Design (NASAD)

National Association of Schools of Theatre (NAST)

National Association of Schools of Music (NASM)

Régistre International des Conservatoires de Musique

Selected Aggregate Data

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

COEHP Grants Awarded

Academic Year	Counseling, Foundations, and Leadership	Teacher Education**	Health, Physical Education, and Exercise Science*	School of Nursing	Outreach Centers	Dean's Office	College of Education and Health Professions
2013-2014	\$30,000.00	\$98,470.00	\$85,000.00	\$4,500.00	\$126,574.00	\$204,900.00	\$549,444.00

Grants Awarded Notes

*Health, Physical Education, and Exercise Science

Funds Applied for 2014-2015

\$60,000 Georgia Department of Public Health

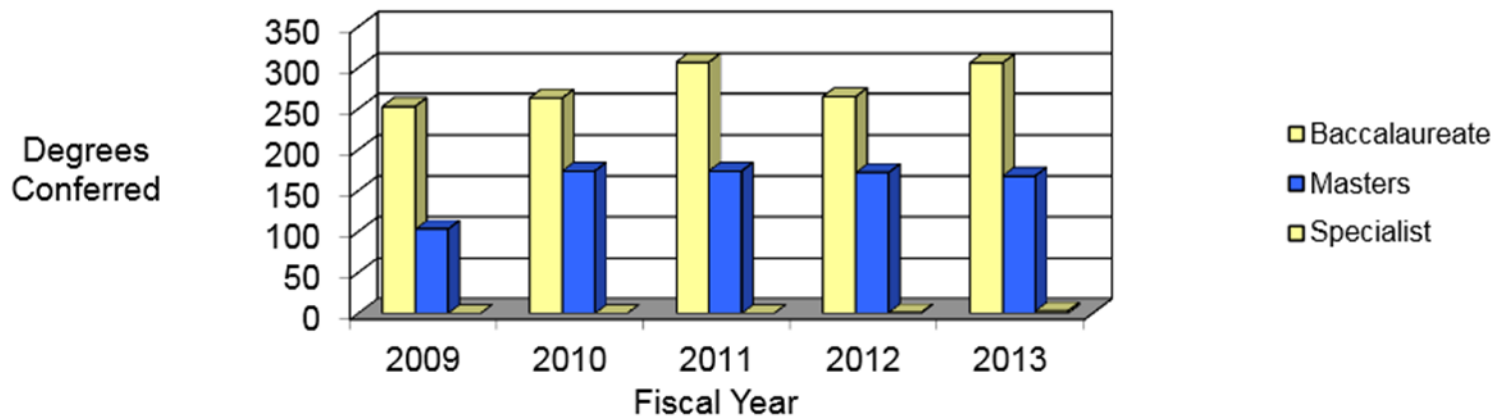
\$1,100,000.00 Research Grant: Department of Health and Human Resources

**Department of Teacher Education

The Columbus Regional Academy of Future Teachers of STEM (CRAFT-STEM) Grant for \$1.2 million reported in 2012 is active through 2015.

CSU Facts & Figures 2013: Degrees Awarded

Degrees Awarded: College of Education & Health Professions



Fiscal Year

Degrees Awarded: College of Education & Health Professions							
Degree Program	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	4-Year # Change	4-Year % Change
<i>Baccalaureate</i>							
BSEd Early Childhood Education	77	49	69	72	52	-25	-32.5%
BS Exercise Science	22	39	38	25	38	16	72.7%
BSEd Health & Physical Education	4	15	12	4	7	3	75.0%
BS Health Sciences	53	40	48	54	58	5	9.4%
BSEd Middle Grades Education	16	13	20	8	13	-3	-18.8%
BSN Nursing	59	95	103	90	120	61	103.4%
BSEd Secondary Education	5	2	NA	NA	NA		
BSEd Sp Ed - General Curriculum	17	10	17	12	18	1	5.9%
<i>Total</i>	<i>253</i>	<i>263</i>	<i>307</i>	<i>265</i>	<i>306</i>	<i>53</i>	<i>20.9%</i>

COEHP Degrees Awarded Table is continued on the next page.

<i>Masters</i>							
MEd Curr & Instr in Accom Teaching	NA	2	7	14	16		
MS Community Counseling	15	15	14	20	22	7	46.7%
MEd Educational Leadership	10	25	23	14	13	3	30.0%
MEd/MAT Early Childhood Education	15	31	24	22	16	1	6.7%
MEd/MAT Health & Physical Education	3	16	10	12	10	7	233.3%
MS Instructional Technology	4	2	2	NA	NA		
MEd/MAT Middle Grades Education	12	12	20	19	15	3	25.0%
MEd School Counseling	8	17	7	8	11	3	37.5%
MEd/MAT School Library Media	3	5	8	3	3	0	0.0%
MATC Secondary Education	NA	4	9	4	13		
MEd/MAT Sec Ed - English	9	13	16	14	14	5	55.6%
MEd/MAT Sec Ed - Math	3	2	5	9	6	3	
MEd/MAT Sec Ed - Science	3	6	6	1	4	1	33.3%
MEd/MAT Sec Ed - Social Science	4	6	5	9	6	2	
MEd/MAT Sp Ed - General Curriculum	14	18	18	23	19	5	35.7%
<i>Total</i>	<i>103</i>	<i>174</i>	<i>174</i>	<i>172</i>	<i>168</i>	<i>65</i>	<i>63.1%</i>
<i>Specialist</i>							
EdS Educational Leadership	139	33	32	30	41	-98	-70.5%
EdS Early Childhood Education	2	6	5	7	7	5	
EdS Middle Grades Education	8	3	12	6	11	3	37.5%
EdS School Counseling	0	0	0	4	2	2	
EdS Secondary Education	10	4	10	6	6	-4	-40.0%
EdS Special Education	NA	NA	NA	NA	3		
<i>Total</i>	<i>159</i>	<i>46</i>	<i>59</i>	<i>53</i>	<i>70</i>	<i>-89</i>	<i>-56.0%</i>

COEHP Degrees Awarded Table is continued on the next page.

<i>Doctorate</i>							
EdD Curriculum and Leadership	NA	NA	NA	1	3		
<i>Total</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>3</i>		
<i>College Total</i>							
Baccalaureate	253	263	307	265	306	53	20.9%
Masters	103	174	174	172	168	65	63.1%
Specialist	159	46	59	53	70	-89	-56.0%
Doctorate	0	0	0	1	3	3	
<i>Total</i>	<i>515</i>	<i>483</i>	<i>540</i>	<i>491</i>	<i>547</i>	<i>32</i>	<i>6.2%</i>

COEHP Enrollment by Degree

Enrollment: College of Education and Health Professions							
	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	4- Year Change	
Baccalaureate	1823	1875	1978	2018	2052	229	12.6%
Masters	475	478	472	391	367	-108	-22.7%
Specialist	159	127	155	141	122	-37	-23.3%
Doctorate	-	32	35	38	40	-	-
College Total	2457	2512	2640	2588	2581	124	5%

Data Source: CSU Facts and Figures 2013 – 2014

Assessment for Teacher Certification

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 as eligible for certification to the Georgia Professional Standards Commission. Test results are reviewed annually by program faculty and advisory committees to guide decisions and make program and unit improvements. www.gace.ets.org www.gace.ets.org/program_providers

Columbus State University	Testing Company	TAKERS	PASSERS	PASSRATE (%)	State Average Pass Rate (%)
Program completers 2013 – 14	ETS	248	227	92	89
Program completers 2011 – 12	Pearson	181	165	91	93
Program completers 2010 - 11	Pearson	185	172	93	95
Program completers 2009 - 10	Pearson	129	121	94	96

September 2013 – August 2014 Test Year for New ETS GACE

Data Source: GACE Admin Coordinator

Educator Preparation Unit Evaluations: Critical 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 Evaluation System for in-service teacher evaluation and the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards.

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

99% of student teachers scored *meets or exceeds expectations* on the MAP evaluation during the 2013-2014 academic year

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

Undergraduate Dispositions

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

Pass Rate

98% of student teachers scored *meets or exceeds expectations* on the Dispositions evaluation during the 2012-2013 academic year

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

Education Performance Assessment (edTPA)

The edTPA is a teacher performance assessment tool developed by Stanford University to evaluate pre-service teachers. Starting Fall 2015 teacher candidates in Georgia universities must pass the assessment in order to obtain certification in Georgia. At this time edTPA will become consequential for Georgia candidates and institutions 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 plan, teach, and assess teaching and learning of subject matter for all students; thus, edTPA measures both teaching skills and content knowledge.

The *edTPA pass rate* will be published in the AY 2015 – 2016 Fact Books.

Data Source: edTPA Coordinator and Office of Assessment and Accreditation

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.

Rubric: Proposition 1: Commitment to Students and Learning

	Below Expectations (1 pts)	Meets Expectations (2 pts)	Exceeds Expectations (3 pts)	Mean	Mode	Stdev
Recognizes individual differences in students and adjusts teaching	0	64	62	2.492	2.000	0.500
Treats all students equitably	0	24	101	2.808	3.000	0.394
Designs lesson to match student abilities and foster interest	1	53	73	2.567	3.000	0.511
Provides evidence of teaching to develop multiple domains	1	62	66	2.504	3.000	0.515
Understands how students develop and learn	2	64	62	2.469	2.000	0.529

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

	Below Expectations (1 pts)	Meets Expectations (2 pts)	Exceeds Expectations (3 pts)	Mean	Mode	Stdev
Demonstrates depth of knowledge of subject matter	0	55	73	2.570	3.000	0.495
Presents lesson and content so that students learn in a variety of ways	0	64	64	2.500	2.000	0.500
Links content, when appropriate, to other disciplines	2	71	55	2.414	2.000	0.523

Rubric: Proposition 3: Managing and Monitoring Student Learning

	Below Expectations (1 pts)	Meets Expectations (2 pts)	Exceeds Expectations (3 pts)	Mean	Mode	Stdev
Clearly articulates goals for students	0	51	76	2.598	3.000	0.490
Uses multiple methods/ strategies to meet goals	0	75	53	2.414	2.000	0.493
Motivates students to be engaged in learning	1	59	68	2.523	3.000	0.515
Creates a disciplined learning environment	1	57	69	2.535	3.000	0.514
Regularly assesses student progress	1	65	62	2.477	2.000	0.515

Rubric: Proposition 4: Thinking Systematically about Practice

	Below Expectations (1 pts)	Meets Expectations (2 pts)	Exceeds Expectations (3 pts)	Mean	Mode	Stdev
Reflects on practice and makes difficult choices	1	65	61	2.472	2.000	0.515
Seeks the advice of others to improve practice	0	47	80	2.630	3.000	0.483
Uses research and scholarship to improve practice	0	65	60	2.480	2.000	0.500

Rubric: Proposition 5: Membership in Learning Communities

	Below Expectations (1 pts)	Meets Expectations (2 pts)	Exceeds Expectations (3 pts)	Mean	Mode	Stdev
Collaborates with other professionals	1	73	52	2.405	2.000	0.507
Collaborates with families	1	55	59	2.504	3.000	0.517
Uses community resources	1	77	46	2.363	2.000	0.497

Data Source: LiveText Coordinator

Graduate Dispositions

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

Rubric: Graduate Evaluation of Dispositions

	Below Expectations (1 pts)	Meets Expectations (2 pts)	Exemplary (3 pts)	Mean	Mode	Stdev
Displays maturity when seeking solutions to problems and implementing suggestions (Profession-alism)	0	11	53	2.828	3.000	0.377
Demonstrates professional responsibility in carrying out his/her assigned duties (Profession-alism)	0	11	53	2.828	3.000	0.377
Demonstrates acceptable professional appearance and maintains appropriate cleanliness (Profession-alism)	0	6	63	2.913	3.000	0.282
Refelcts sound judgment and appropriate self-control, especially in relating to and safe-guarding students (Profession-alism, Teaching)	0	6	65	2.915	3.000	0.278
Interacts appropriately and positively with others, while appreciating and valuing human diversity (Profession-alism, Teaching)	0	12	59	2.831	3.000	0.375
Demonstrates the belief that all students can learn (Profession-alism, Teaching)	0	5	65	2.929	3.000	0.258
Displays enthusiasm for the discipline(s) he or she teaches and understands the importance of developing relevant connections to everyday life (Profession-alism, Teaching)	0	11	60	2.845	3.000	0.362
Demonstrates interest and involvement in professional organizations (Profession-alism, Scholarship)	3	19	48	2.643	3.000	0.562
Demonstrates a belief in the value of using research- based strategies in teaching (Profession-alism, and Scholarship)	0	20	51	2.718	3.000	0.450
Engages in reflection and self assessment and demonstrates a commitment to life long learning (Profession-alism, Teaching, and Scholarship)	0	13	57	2.814	3.000	0.389

Data Source: LiveText Coordinator

Health, Physical Education, and Exercise Science Assessments

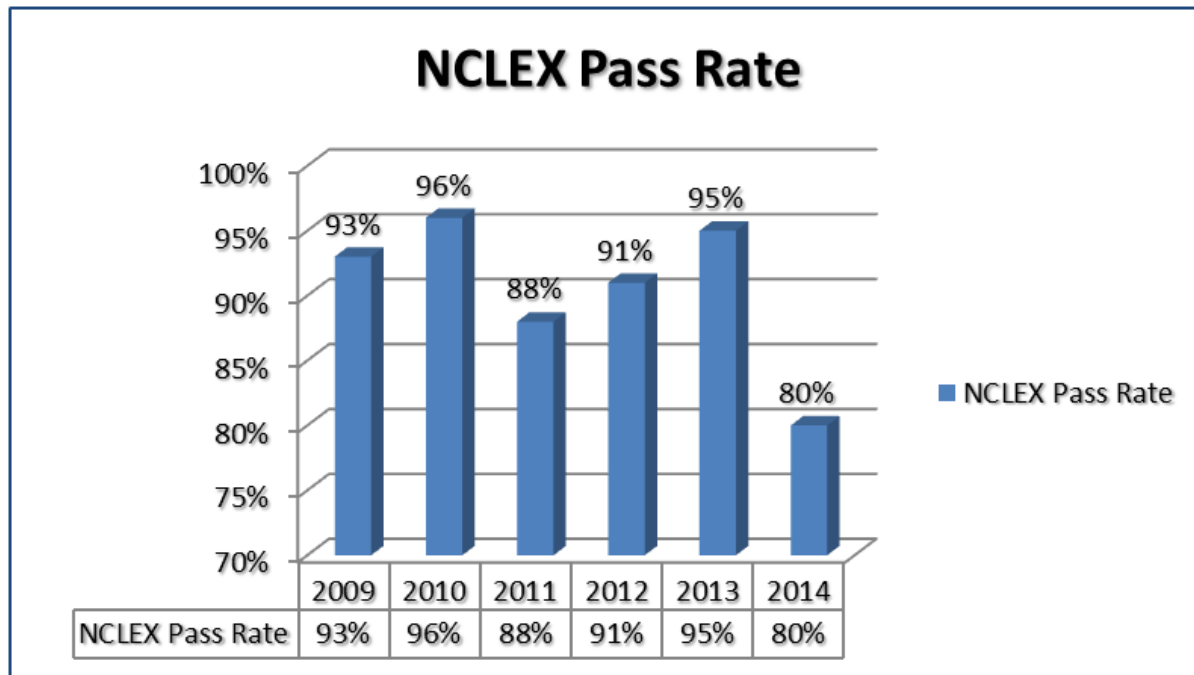
The Physical Education Program data are included in the preceding Unit GACE and Critical Assessment data.

Counseling, Foundations, Leadership, and Graduate Studies Assessment

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

Assessment for Nursing Licensure

The National Council of State Boards of Nursing is the 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.



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. The college established the COEHP Assessment Council to monitor and report departmental data and to serve as an advising body for assessment and accreditation.

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 Accreditation, and the Administrative Assistant for Assessment and Accreditation.

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

Acknowledgements

A special thanks to those faculty, staff, and graduate assistants who reviewed the fact books.

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Dr. Eddie Obleton, Counseling, Foundations, and Leadership

Dr. Michael Richardson, Counseling, Foundations, and Leadership (Director of Doctoral Program)

**College of Education and Health Professions
Counseling, Foundations, and Leadership Fact Book**

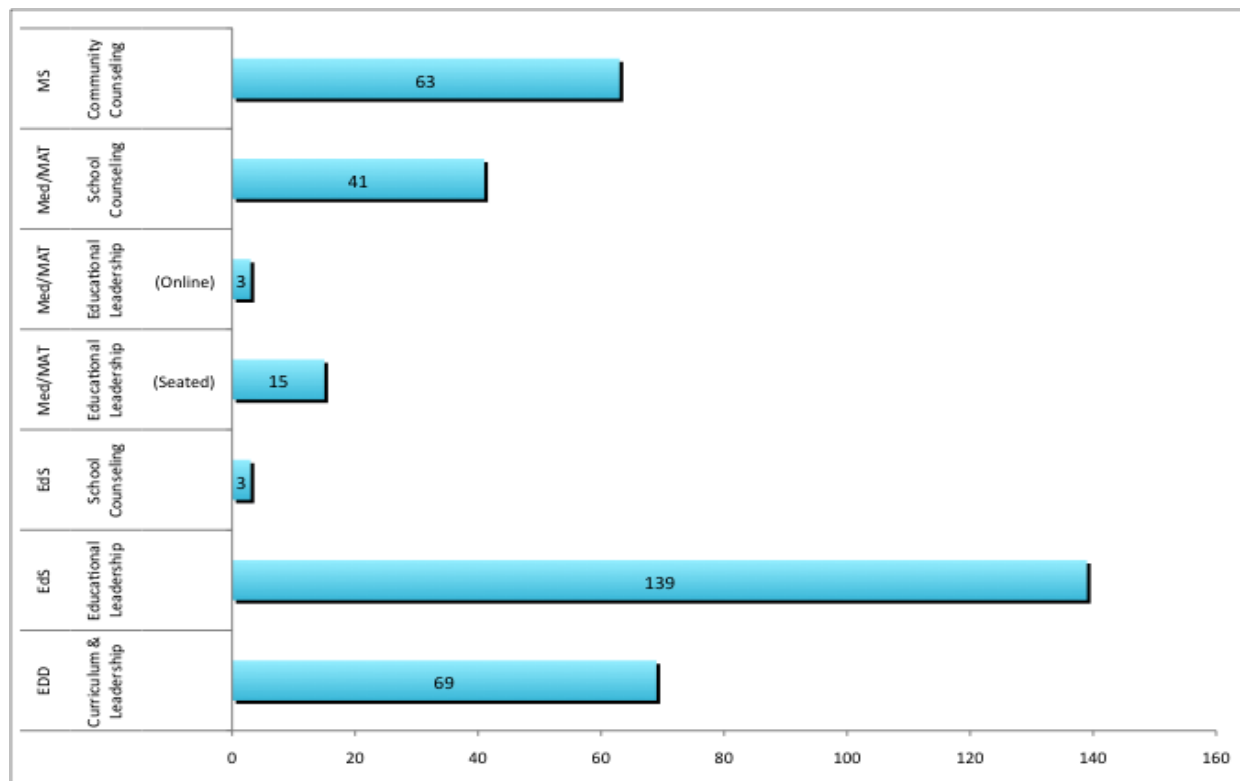
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Due to the Georgia Professional Standards Commission's change in the reporting period, the data reported for departmental fact books are for Fall 2013, Spring 2014, and Summer 2014.

Note: The actual State Report will include data for Summer 2013, Fall 2013, Spring 2014, and Summer 2014. This time frame only applies to the 2014 academic year.

Figure 1: Current Candidates in Counseling and Leadership Programs (2013-2014)



Data source – Office of Institutional Research

Table 1: Current Enrolled in Counseling and Leadership Programs

	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
2013-2014	69	139	3	15	3	41	63		333
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 20.7% increase in students enrolled in counseling and leadership programs in the 2013-2014 academic year.

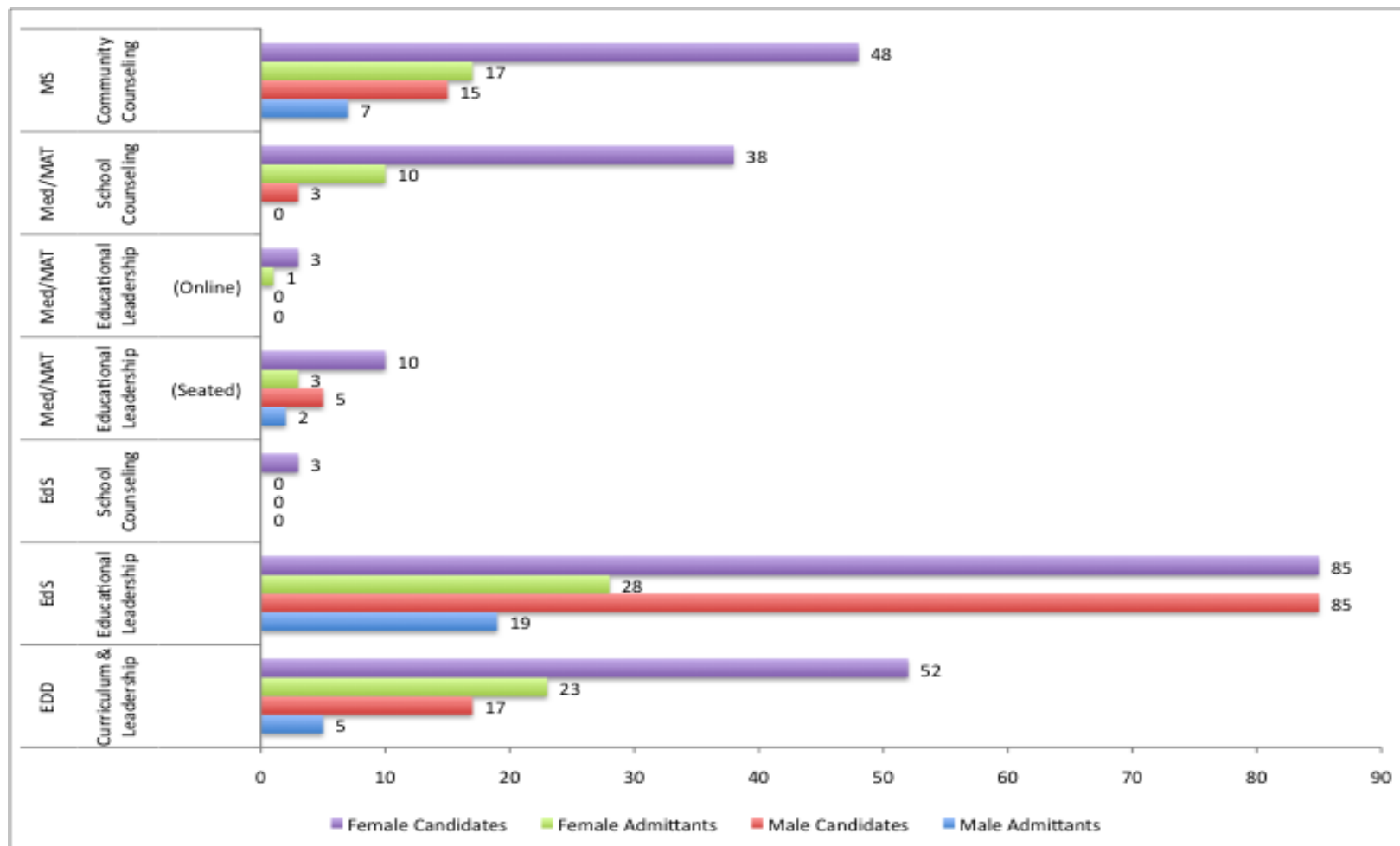
Table 2: Male and Female Candidates in Counseling and Leadership Programs

	Male Students Admitted 2013-2014	Male Program Candidates					Female Students Admitted 2013-2014	Female Program Candidates			
		2013- 2014	2012- 2013	2011- 2012	2010- 2011			2013- 2014	2012- 2013	2011- 2012	2010- 2011
EdD Curriculum & Leadership	5	17	12	9	1		23	52	34	27	7
EdS Educational Leadership	19	54	28	23	11		28	85	71	59	19
EdS School Counseling	0	0	0	0	0		0	3	3	6	1
Med/MAT Educational Leadership (Seated)	2	5	4	1	0		3	10	9	7	1
Med/MAT Educational Leadership (Online)	0	0	8	16	6		1	3	7	26	22
Med/MAT School Counseling	0	3	4	5	1		10	38	35	44	12
MS Community Counseling	7	15	14	14			17	48	47	47	
Total	33	94	70	68			82	239	206	216	

Data source – Office of Institutional Research

There was a 34.3% increase in male program candidates and a 16% increase in female program candidates in the 2013-2014 academic year.

Figure 2: Male and Female Admittants and Program Candidates in Counseling and Leadership Programs (2013-2014)



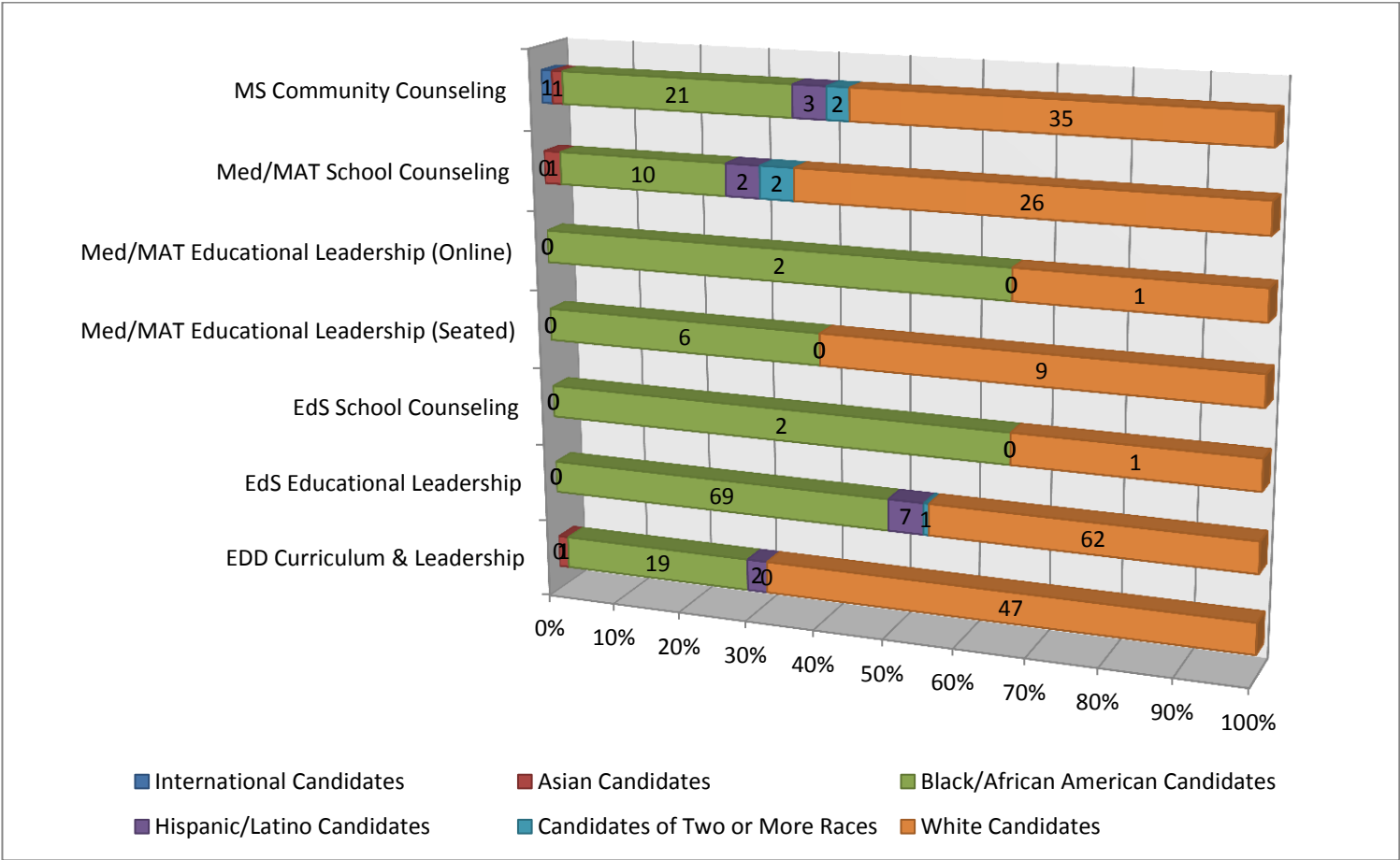
Data Source - Office of Institutional Research

Table 3: Ethnic Breakdown of Counseling and Leadership Candidates by Program (2013-2014)

	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	19	2	0	47		69
EdS Educational Leadership	0	0	69	7	1	62		139
EdS School Counseling	0	0	2	0	0	1		3
Med/MAT Educational Leadership (Seated)	0	0	6	0	0	9		15
Med/MAT Educational Leadership (Online)	0	0	2	0	0	1		3
Med/MAT School Counseling	0	1	10	2	2	26		41
MS Community Counseling	1	1	21	3	2	35		63
Total	1	3	129	14	5	181		333

Data Source – Office of Institutional Research

Figure 3: Ethnic Breakdown of Counseling and Leadership Candidates by Program (2013-2014)



Data source – Office of Institutional Research

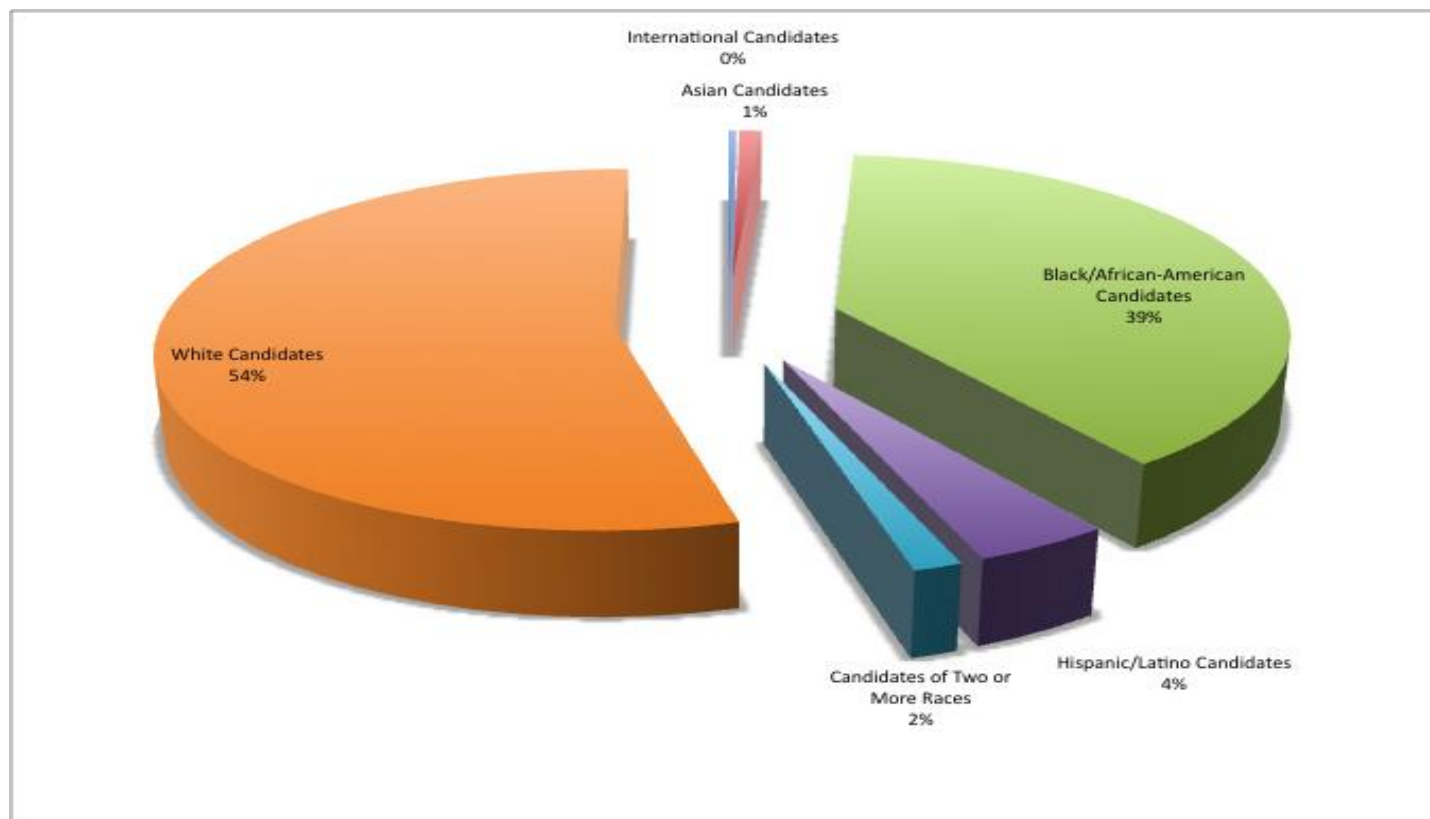
Table 4: Ethnic Breakdown of Program Candidates in Counseling and Leadership Programs

	International Candidates	Asian Candidates	Black/African American Candidates	Hispanic/Latino Candidates	Candidates of Two or More Races	White Candidates
2013-2014	1	3	129	14	5	181
2012-2013	1	2	113	5	41	114
2011-2012	0	2	114	5	43	119

Data Source: Office of Institutional Research

There was a 50% increase in Asian candidates, a 14.2% increase in Black/African American candidates, a 180% increase in Hispanic/Latin candidates, an 88% decrease in candidates of two or more races, and a 58.8% increase in White candidates in Counseling and Leadership programs in the 2013-2014 academic year.

Figure 4: Ethnic Breakdown (by overall percentage) of Program Candidates in Counseling and Leadership Programs (2013-2014)



Data source - Office of Institutional Research.

Percentages do not total 100% due to rounding.

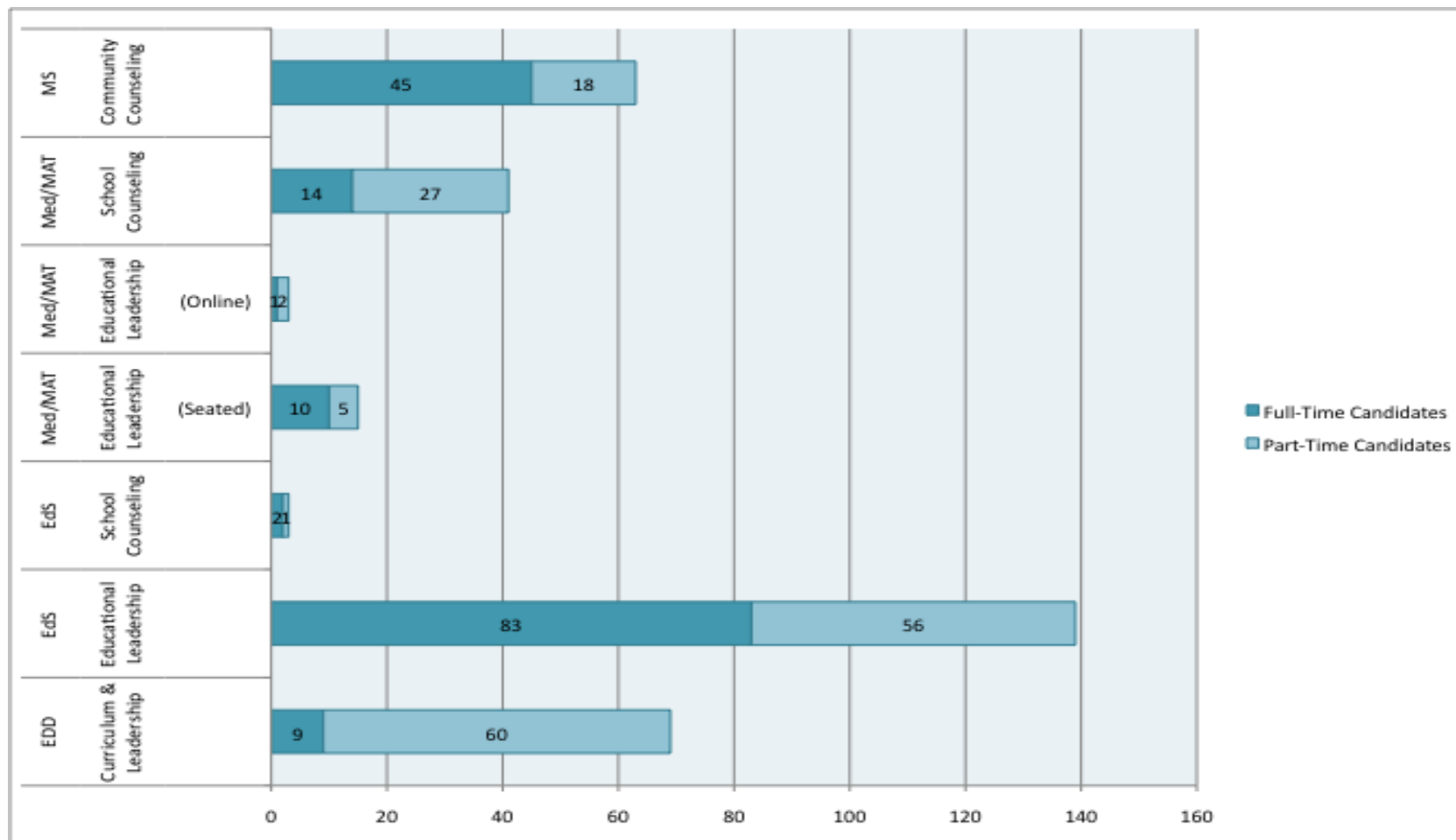
Table 5: Full and Part-Time Candidates in the Counseling and Leadership Programs

	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								
2013-2014	9	83	2	10	1	14	45	164
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								
2013-2014	60	56	1	5	2	27	18	169
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

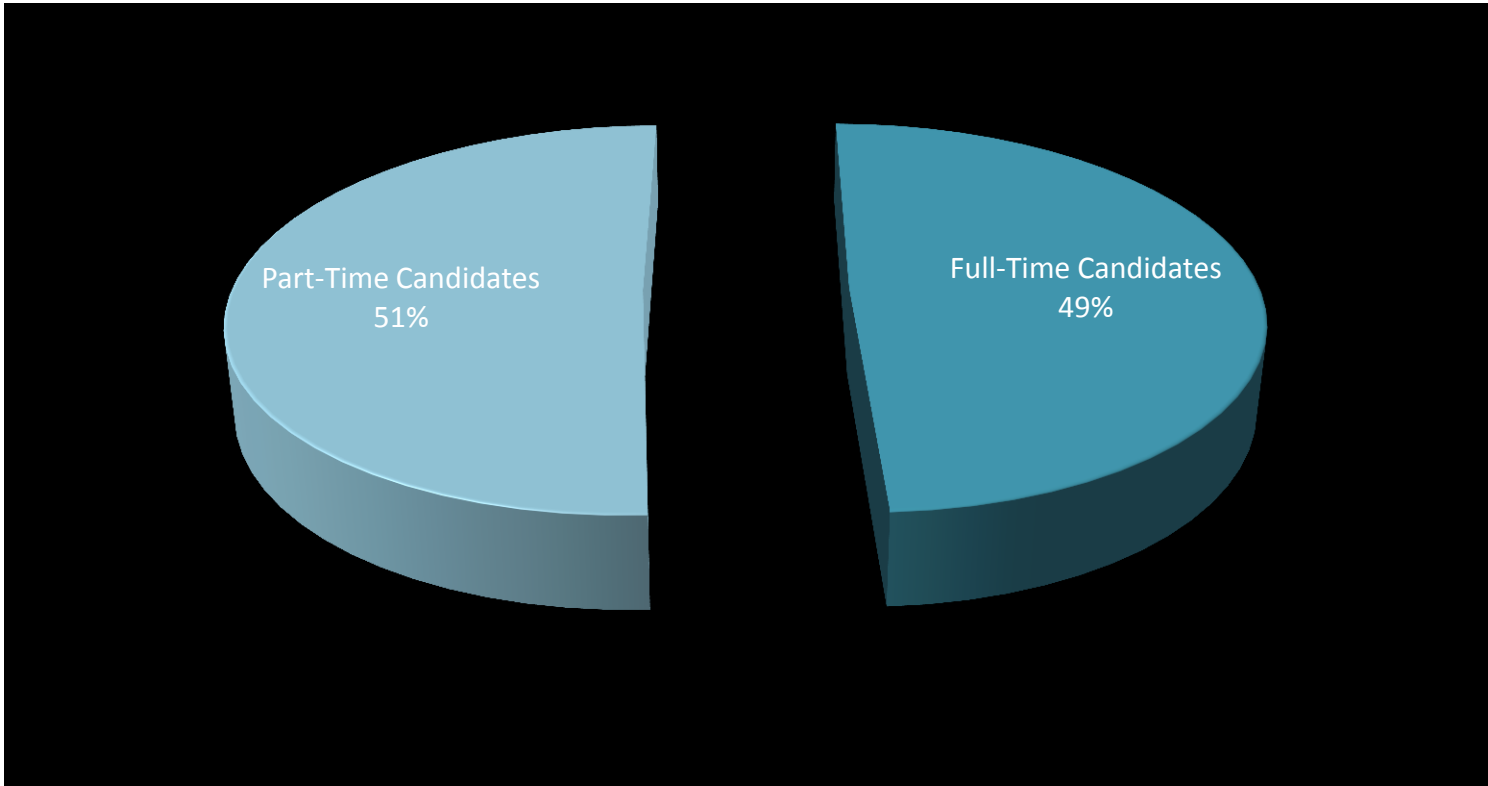
There was 13.1% increase in full-time candidates and a 29% increase in part-time candidates in Counseling and Leadership programs in the 2013-2014 academic year.

Figure 5: Full and Part-Time Candidates in the Counseling and Leadership Programs (2013-2014)



Data source – Office of Institutional Research

Figure 6: Percentage of Full- Time and Part-Time Candidates in Counseling and Leadership Programs (2013-2014)



Data source - Office of Institutional Research

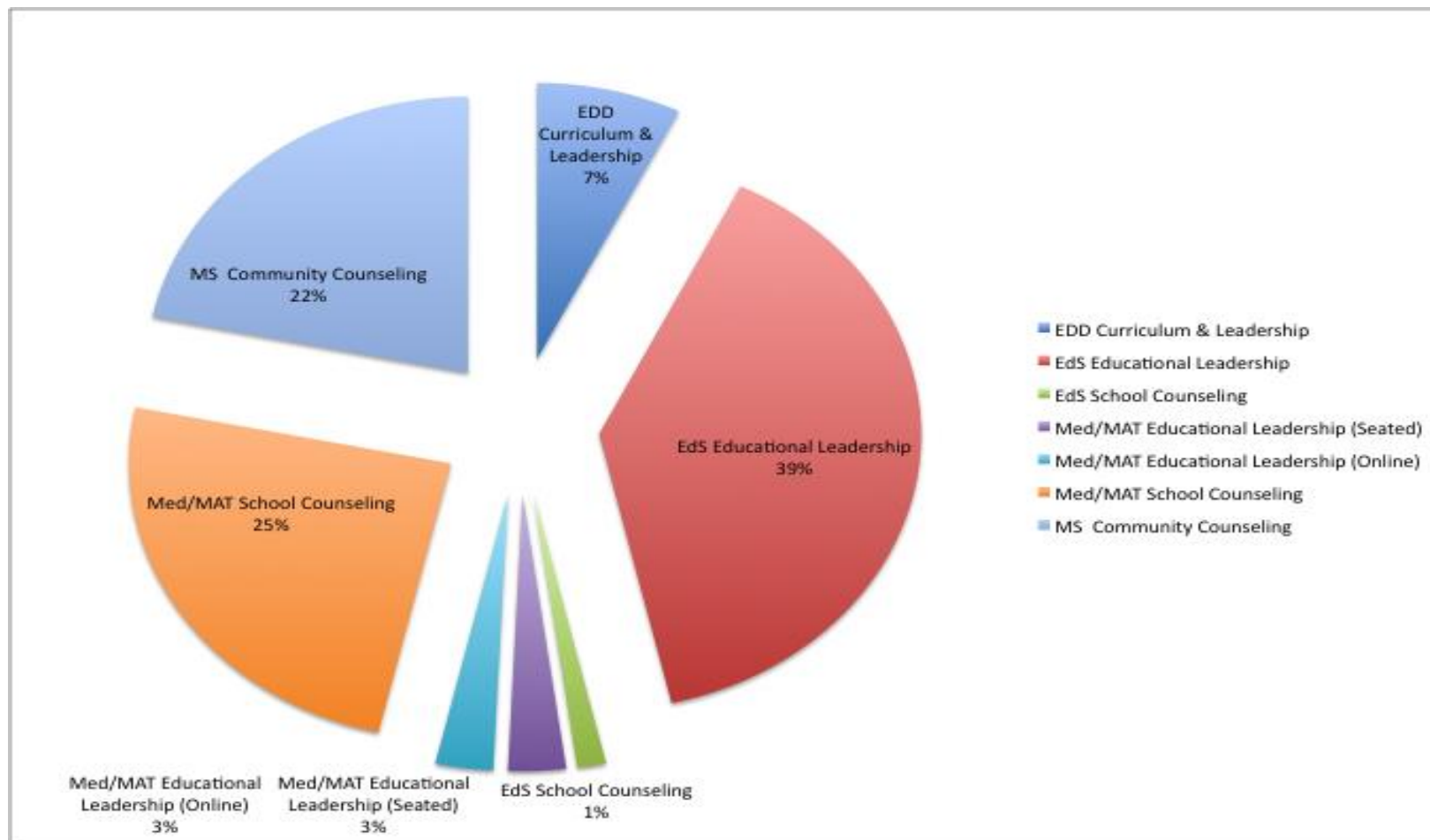
Table 6: Degrees Awarded to Counseling and Leadership Candidates (FY 2013)

	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 2013	5	27	1	2	2	17	15	69
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.

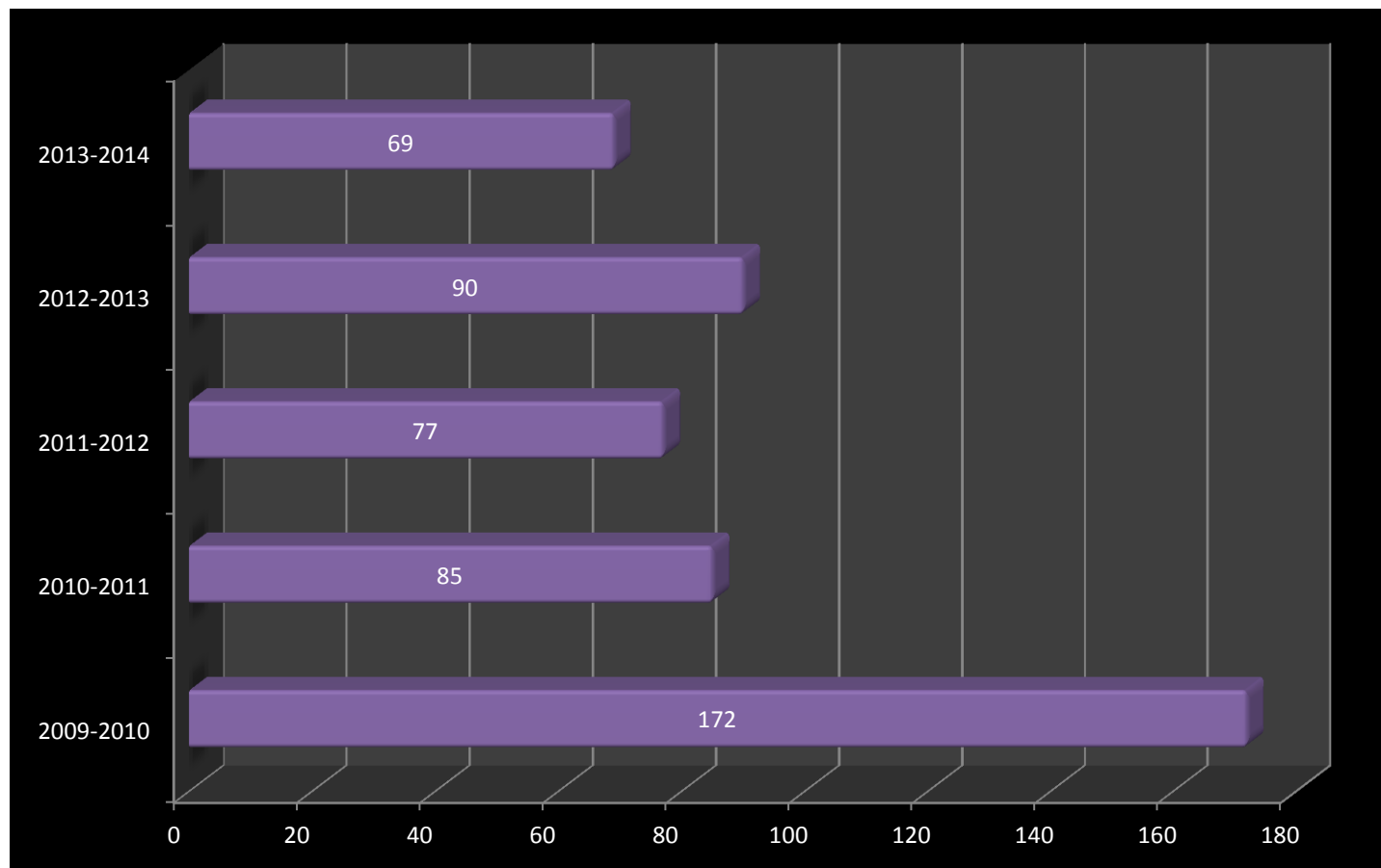
There was a 23.3% decrease in degrees awarded in FY 2013.

Figure 7: Percentage of Degrees Awarded to Counseling and Leadership Graduates (2013-2014) by Program



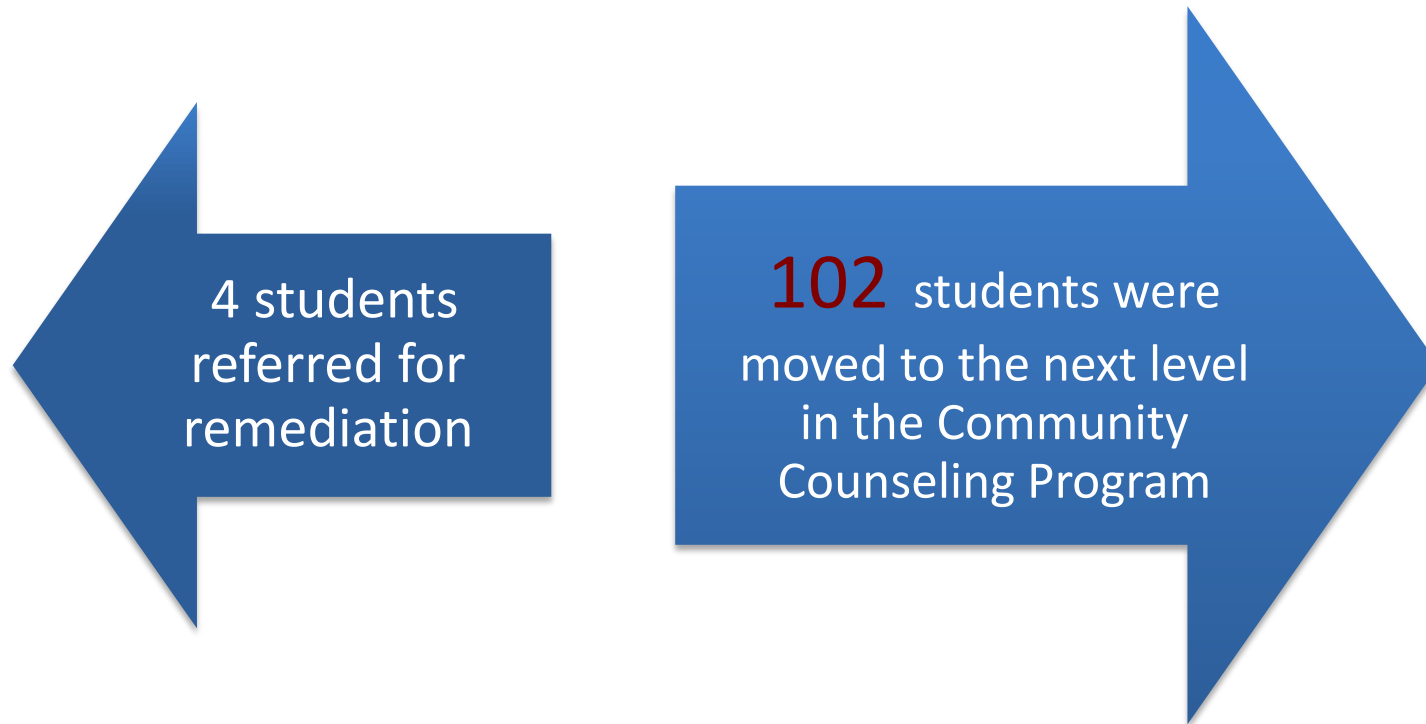
Data source – Office of Institutional Research. Percentages do not total 100% due to rounding.

Figure 8: Degrees Awarded to Candidates in Counseling and Leadership Programs



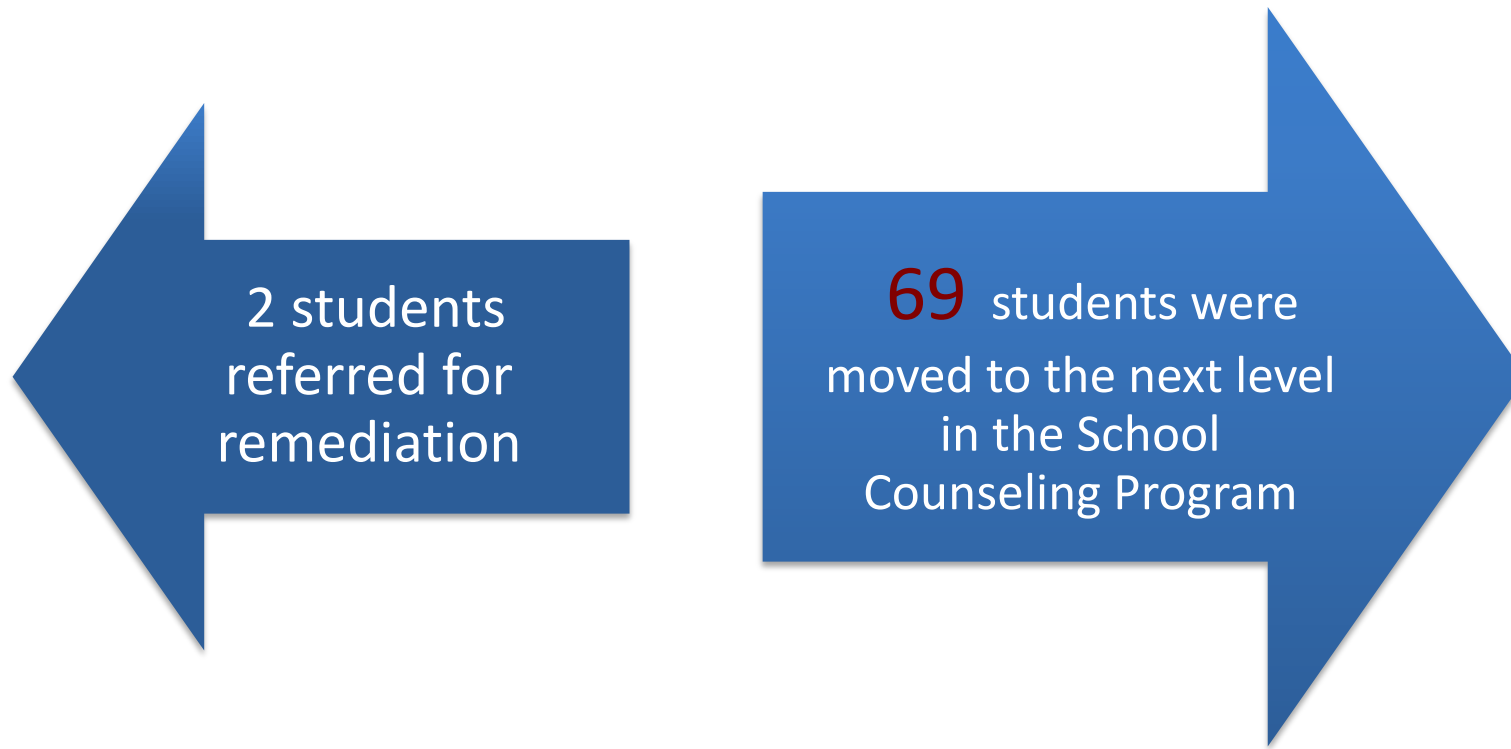
Data source – Office of Institutional Research (yearly data from 2011-2012 onwards) and CSU Facts and Figures (2009-2010/2010-2011 data).

Figure 9: Staffing Results for Community Counseling (2013-2014)



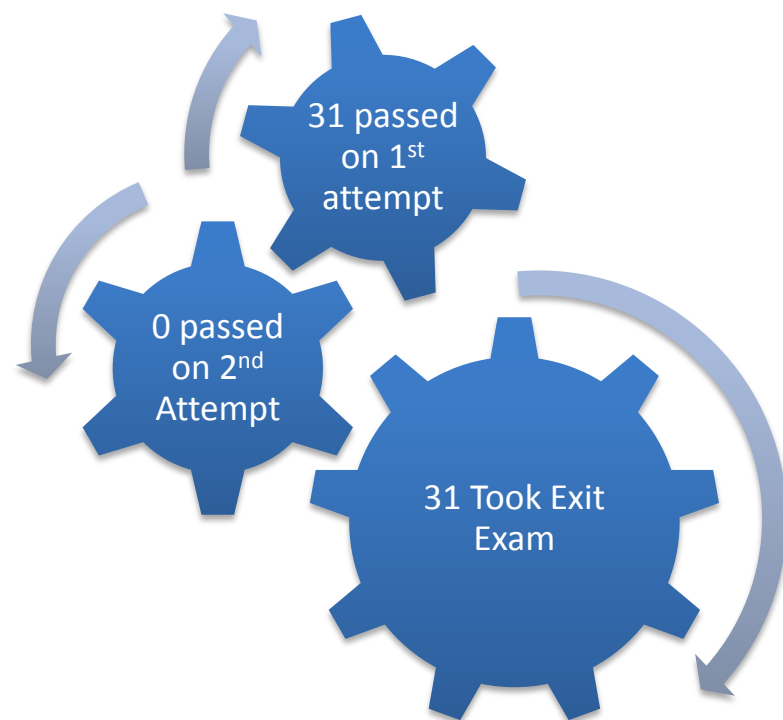
Note: Staffing serves as a gatekeeping and retention tool.
Data Source: Departmental data.

Figure 10: Staffing Results for School Counseling (2013-2014)



Note: Staffing serves as a gatekeeping and retention tool
Data Source: Departmental data.

Figure 11: Passage Rate for Community Counseling Exit Exam/First and Second Attempts (2013-2014)



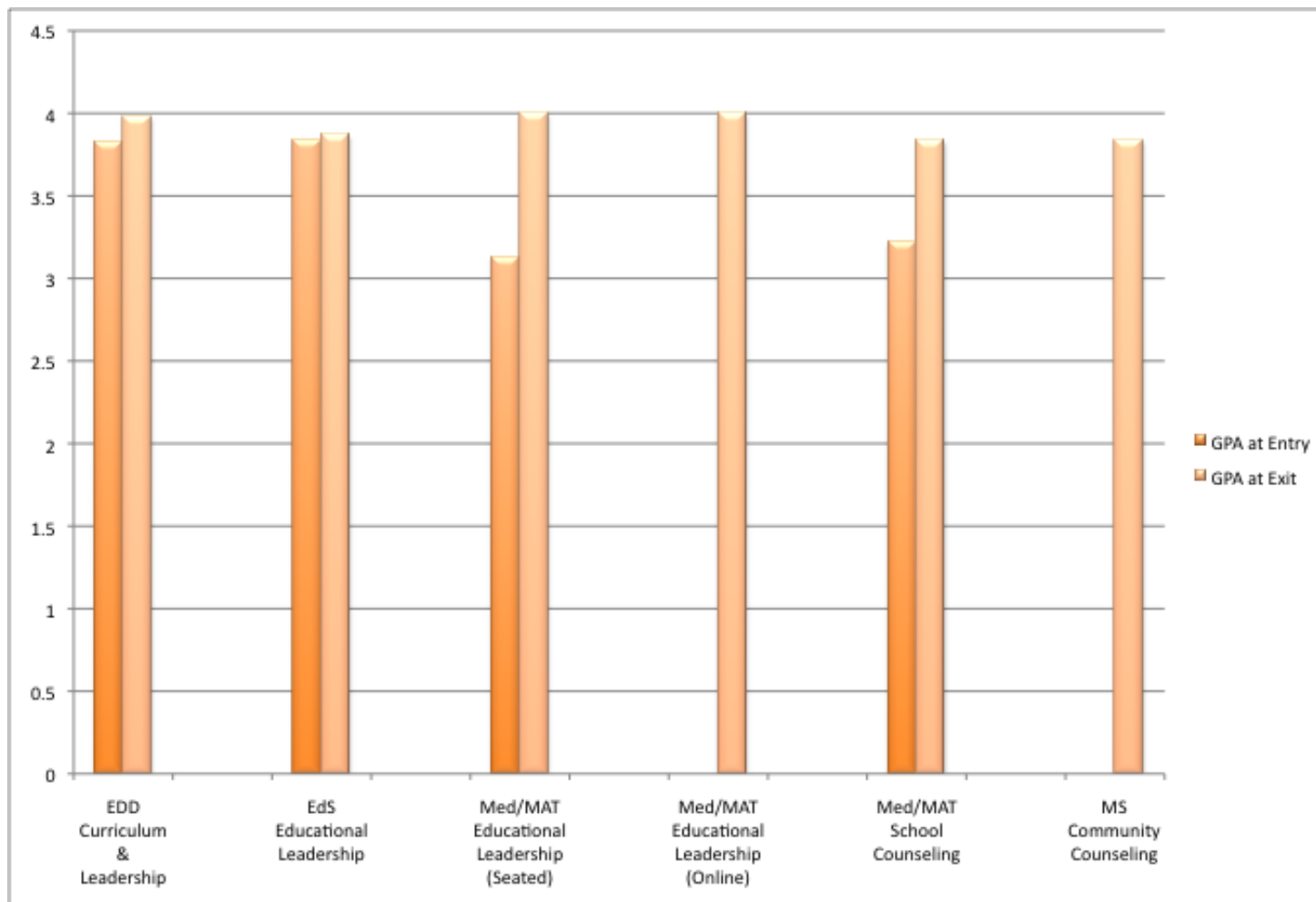
Data Source: Departmental data.

Table 7: GRE Scores, GPA at Entry, and GPA at Exit for Counseling and Leadership Candidates

	GRE Scores					GPA at Entry					GPA at Exit				
	2013 - 2014	2012- 2013	2011- 2012	2010- 2011	2009 - 2010	2013 - 2014	2012 - 2013	2011- 2012	2010- 2011	2009 - 2010	2013 - 2014	2012 - 2013	2011- 2012	2010 - 2011	2009- 2010
EdD Curriculum & Leadership	890	987	1000	1021		3.83	3.81	3.83	3.8		3.98	3.96	4.00	N/A	N/A
EdS Educational Leadership	a	832	860	869		3.84	3.73	3.69	3.78		3.87	3.86	3.85	N/A	N/A
EdS School Counseling		1035	940	850	850		3.71	3.83	3.92	N/A	a	3.82	3.89	N/A	N/A
Med/MAT Educational Leadership (Seated)		760	645	854		3.13	2.98	3.11	3.46		4.00	3.42	3.89	N/A	N/A
Med/MAT Educational Leadership (Online)	a	940	872	842			3.40	3.26	3.1		4.00	3.94	4.00	N/A	N/A
Med/MAT School Counseling		861	858	887	885	3.22	3.10	3.14	3.22	N/A	3.84	3.79	3.82	N/A	3.85
MS Community Counseling		835	936								3.84	3.85	3.85	N/A	N/A

Data source – Office of Institutional Research. ^a Scores for 1 student in this cell.

Figure 12: GPA at Entry and Exit for Counseling and Leadership Candidates (2013-2014)



Data source – Office of Institutional Research

Retention Information

The Dashboard, the information system for accessing retention information, is new for the COEHP. The data are currently in the testing stage but should be ready by the 2014-2015 CFL Fact Book. Contact Dr. Andrea Dawn Frazier if you would like to view preliminary retention data at frazier_andrea@columbusstate.edu

