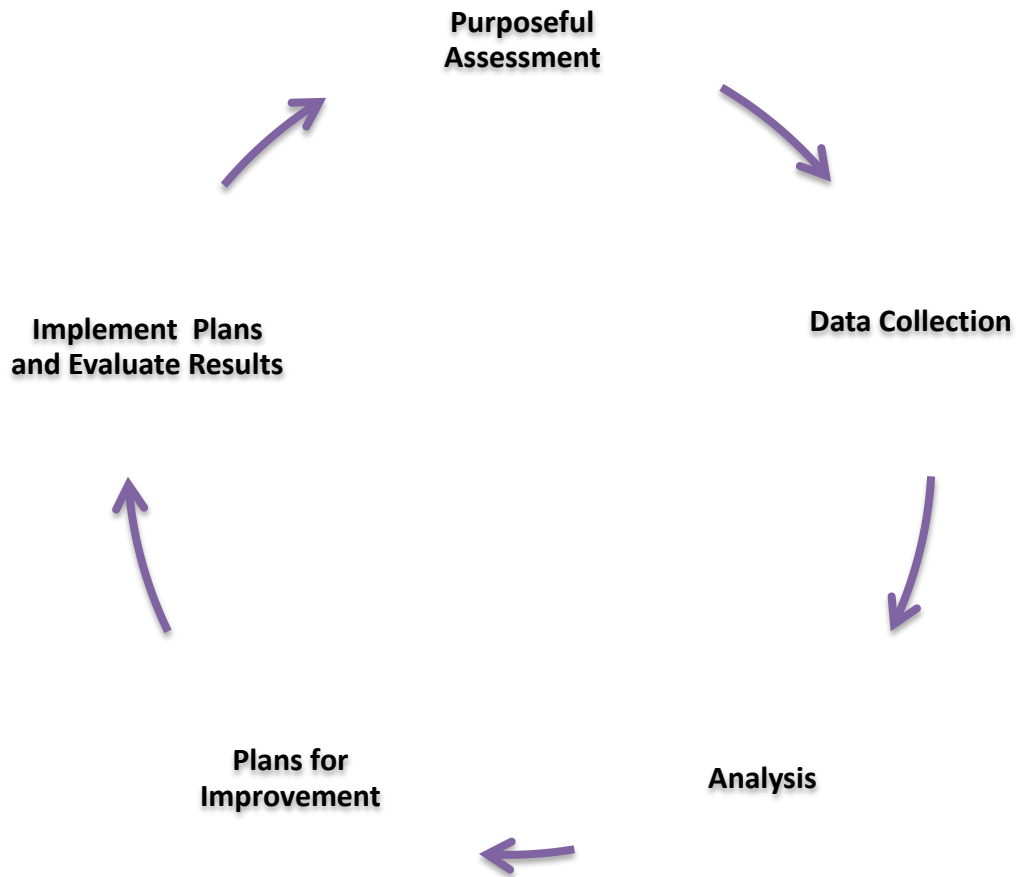




COLUMBUS STATE
UNIVERSITY

**College of Education and Health Professions
Assessment Council Fact Books**

**School of Nursing
2012-2013 Academic Year**



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 |

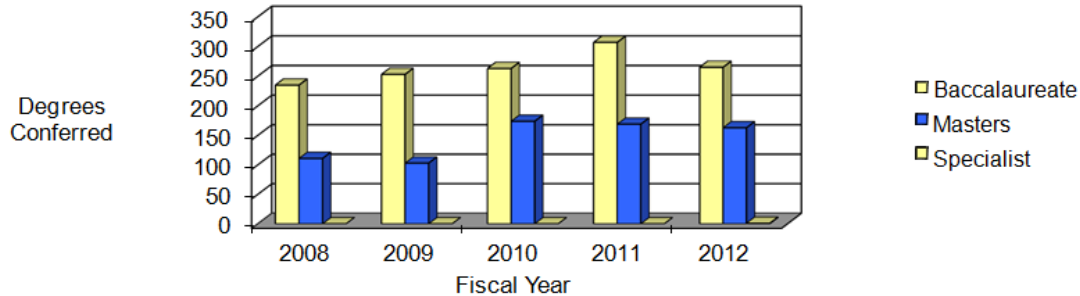
In addition to the totals reported above, the Department of Teacher Education reported the UTEACH Columbus Grant for \$1.4 million last year. This grant is in effect through 2016. Furthermore, the Columbus Regional Academy of Future Teachers of STEM (CRAFT-STEM) Grant for \$1.2 million reported last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

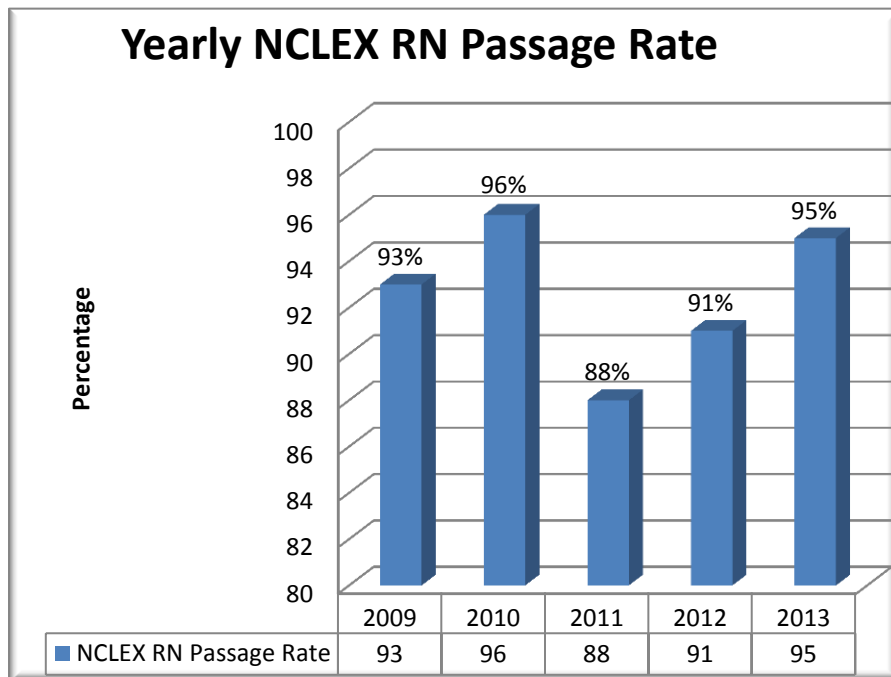
Health, Physical Education, and Exercise Science Assessments

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



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 Accreditation, 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

A special thanks to the Council's ex officio members (Dr. Ron Linton, Dr. Margie Yates, and Ms. Saoussan Maarouf) for serving on this council and to the COEHP faculty and staff for their support and contributions.

The Council also thanks those faculty, staff, and graduate assistants who reviewed the fact books.

Dr. Ekaterina Strekalova-Hughes
Dr. Dell Miller
Dr. Tara Underwood
Dr. Deirdre Greer
Ms. Lindsey Awtrey
Ms. LaQuita Daniel

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BSN Degrees Conferred

Figure 1: BSN Degrees Conferred

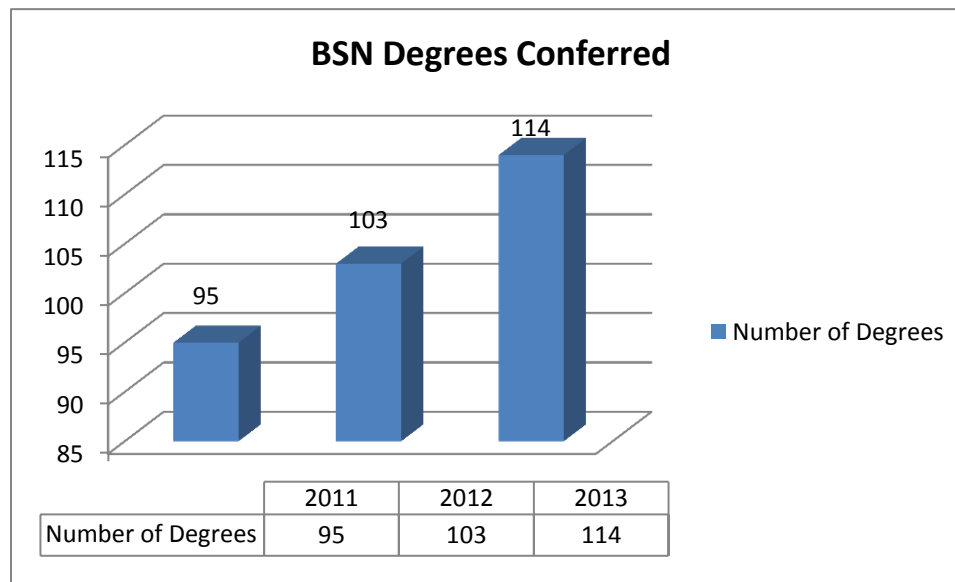


Figure 1 represents the number of Bachelor's degrees conferred for undergraduate and RN to BSN graduates. A 20% increase is shown in the Bachelors of Science in Nursing from 2011 to 2013.

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Undergraduate Bachelors of Science Nursing Program

Enrollment Data for Undergraduate Program by Race/Ethnicity

2012-2013

The total enrollment for undergraduate nursing students was 218. The student ethnicity population consist of **32% black**, 0.5% American Indian/Alaska Native, 2% Asian, 5% Hispanic, **58% white**, 2% two or more races and 0.5% Native Hawaiian/Pacific Islanders.

2011-2012

The total enrollment for undergraduate nursing students was 201. The student ethnicity population consist of **31% black**, 1% American Indian/Alaska Native, 3% Asian, 4% Hispanic, **58% white**, 2% two or more races and 0.5% Native Hawaiian/Pacific Islanders.

2010-2011

The total enrollment for undergraduate nursing students was 236. The student ethnicity population consist of **32% black**, 2% American Indian/Alaska Native, 2% Asian, 5% Hispanic, **55% white**, 4% two or more races and 1% Native Hawaiian/Pacific Islanders.

2009-2010

The total enrollment for undergraduate nursing students was 299. The student ethnicity population consist of **36% black**, <.05% American Indian/Alaska Native, 1% Asian, 5% Hispanic, **54% white**, and 4% two or more races.

Table 1: Undergraduate Students by Race/Ethnicity

| Year | International | Black | American Indian/ Alaska Native | Asian | Hispanic | White | Two or More Races | Native Hawaiian / Pacific Islander | Total |
|------|---------------|-----------|-----------------------------------|--------|----------|-----------|-------------------|---------------------------------------|-------|
| 2012 | 0 (0%) | 70 (32%) | 1 (<1%) | 5 (2%) | 11 (5%) | 126 (58%) | 4 (2%) | 1 (<1%) | 218 |
| 2011 | 0 (0%) | 62 (31%) | 2 (1%) | 6 (3%) | 9 (4%) | 116 (58%) | 5 (2%) | 1 (<1%) | 201 |
| 2010 | 0 (0%) | 75 (32%) | 4 (2%) | 4 (2%) | 12 (5%) | 129 (55%) | 10 (4%) | 2 (1%) | 236 |
| 2009 | 0 (0%) | 107 (36%) | 1 (<1%) | 4 (1%) | 14 (5%) | 161 (54%) | 12 (4%) | 0 (0%) | 299 |

Data Source: Office of Institutional Research, 2012; 2013

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Figure 2: Undergraduate Male to Female Ratio

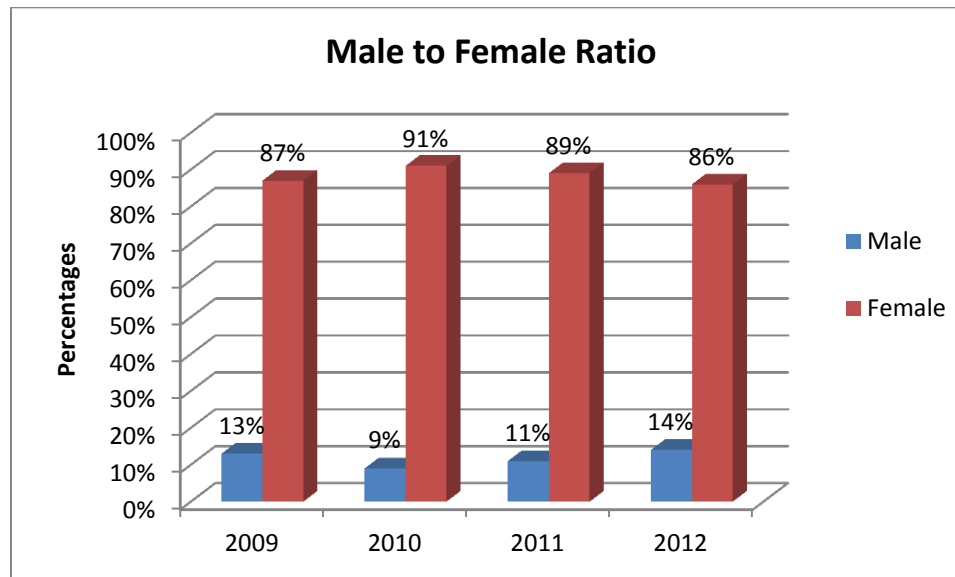


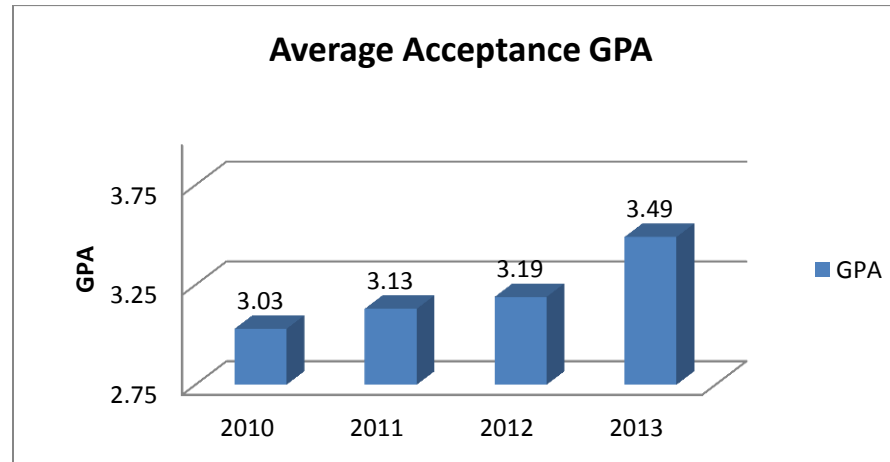
Figure 2 represents the gender enrollment ratio for the undergraduate School of Nursing Bachelors of Science Program.

Table 2: Undergraduate Students by Gender

| Year | Male | Female |
|------|------|--------|
| 2012 | 30 | 189 |
| 2011 | 22 | 179 |
| 2010 | 22 | 214 |
| 2009 | 40 | 259 |

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Figure 3: Average Undergraduate Acceptance GPA



The minimum Grade Point Average (GPA) for acceptance into the undergraduate nursing program is 2.75. Figure3 represents the average GPA of each class accepted into the nursing program.

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Figure 4: Undergraduate Average Completion GPA

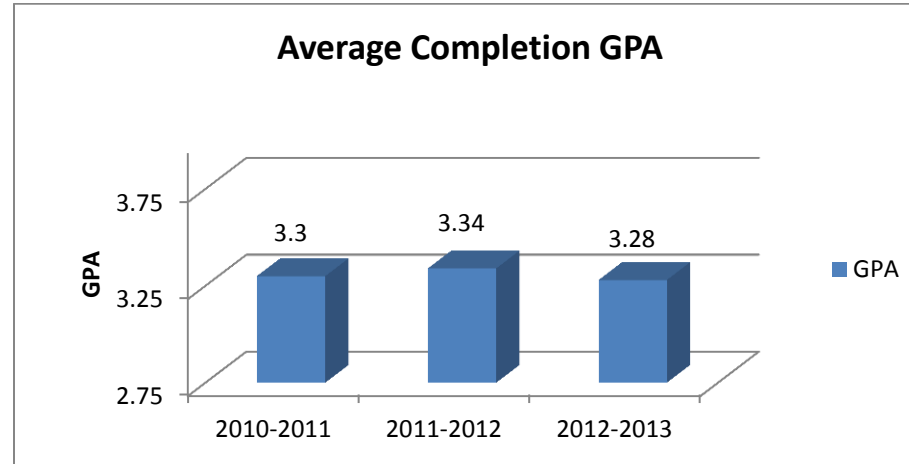


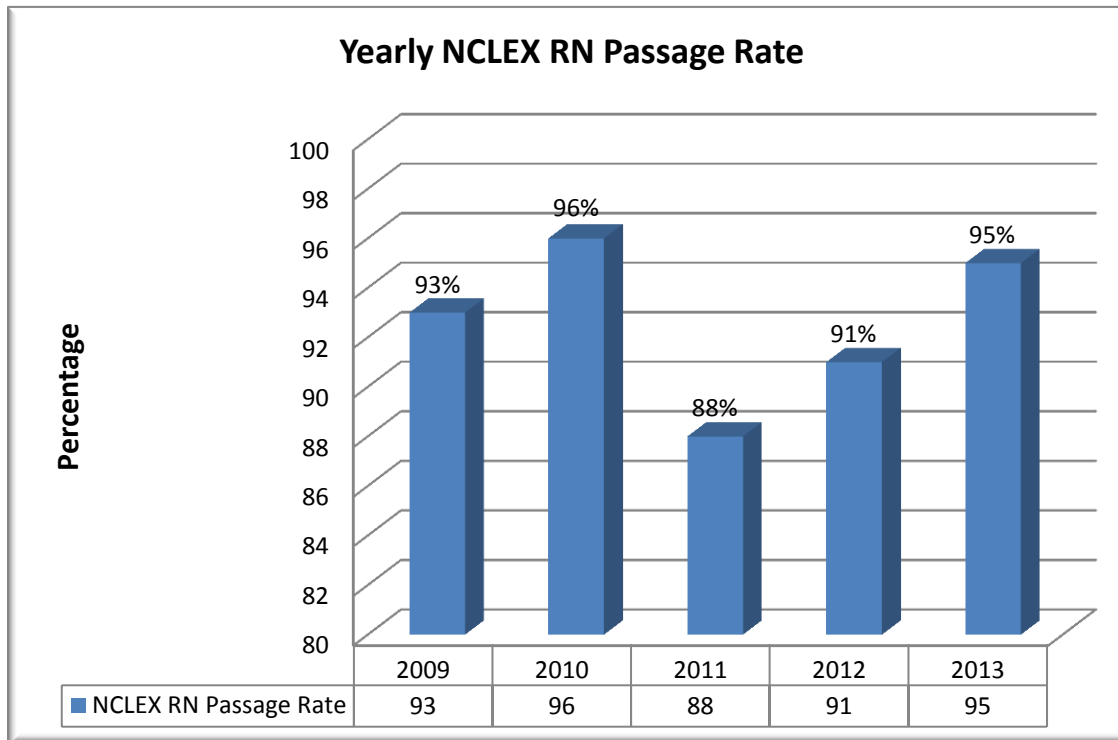
Figure 4 represents the average GPA of each class at the completion of the nursing program.

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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 results in Figure 5 indicate the performance of graduates from the School of Nursing on their first attempt during the 12 month period from April to March as reported by the National Council of State Boards: Annual Program Report.

Figure 5: National NCLEX-RN Passage Rate



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RN to BSN Nursing Program

Enrollment Data for RN to BSN Program by Race/Ethnicity.

The following data represents RN to BSN data since the initiation of a fully online curriculum.

2012-2013

The total enrollment for RN to BSN students was 99. The student ethnicity population consist of **41% black**, 2% American Indian/Alaska Native, **47% white**, 1% two or more races and 2% Native Hawaiian/Pacific Islanders.

2011-2012

The total enrollment for RN to BSN students was 56. The student ethnicity population consist of **34% black**, 4% American Indian/Alaska Native, 4% Asian, 2% Hispanic, **55% white**, and 2% two or more races.

2010-2011

The total enrollment for RN to BSN students was 84. The student ethnicity population consist of **30% black**, 4% American Indian/Alaska Native, 4% Asian, 1% Hispanic, **61% white**, and 1% two or more races.

Table 3: RN to BSN Students by Race/Ethnicity

| Year | International | Black | American Indian/Alaska Native | Asian | Hispanic | White | Multi-Racial | Native Hawaiian / Pacific Islander | Unknown | Total |
|-------|---------------|----------|-------------------------------|--------|----------|----------|--------------|------------------------------------|---------|-------|
| 2013 | 0 (0%) | 41 (41%) | 2 (2%) | 0 (0%) | 0 (0%) | 47 (48%) | 1 (1%) | 2 (2%) | 6 (6%) | 99 |
| 2012 | 0 (0%) | 19 (34%) | 2 (4%) | 2 (4%) | 1 (2%) | 31 (55%) | 1 (2%) | 0 (0%) | 0 (0%) | 56 |
| 2011* | 0 (0%) | 25 (30%) | 3 (4%) | 3 (4%) | 1 (1%) | 51 (61%) | 1 (1%) | 0 (0%) | 0 (0%) | 84 |

*Includes students not seeking a degree (i.e. taking the Health Assessment course as a requirement for employment)

Data Source: Office of Institutional Research, 2012; 2013

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Figure 6: RN to BSN Male to Female Ratio

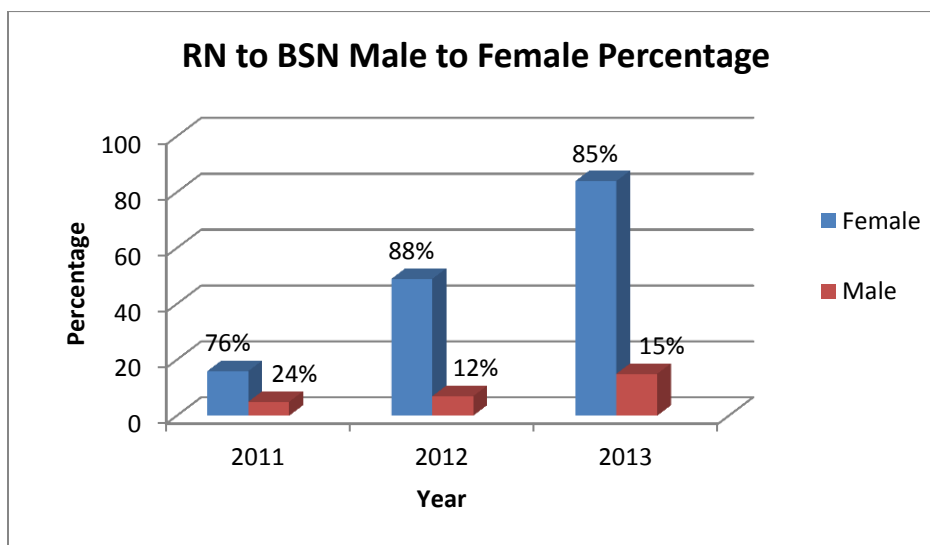


Figure 6 represents the gender enrollment percentage for the undergraduate School of Nursing Bachelors in Science Program.

Table 4: RN to BSN Students by Gender

| Year | Male | Female | Total |
|-------|------|--------|-------|
| 2013 | 15 | 84 | 99 |
| 2012 | 7 | 49 | 56 |
| 2011* | 5 | 16 | 21 |

*Students not seeking a degree (i.e. taking the Health Assessment course as a requirement for employment) were removed from statistics. Data includes only Bachelor degree candidates.

Data Source: Office of Institutional Research, 2012; 2013

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Figure 7: Overall GPA average for RN to BSN Nursing Students

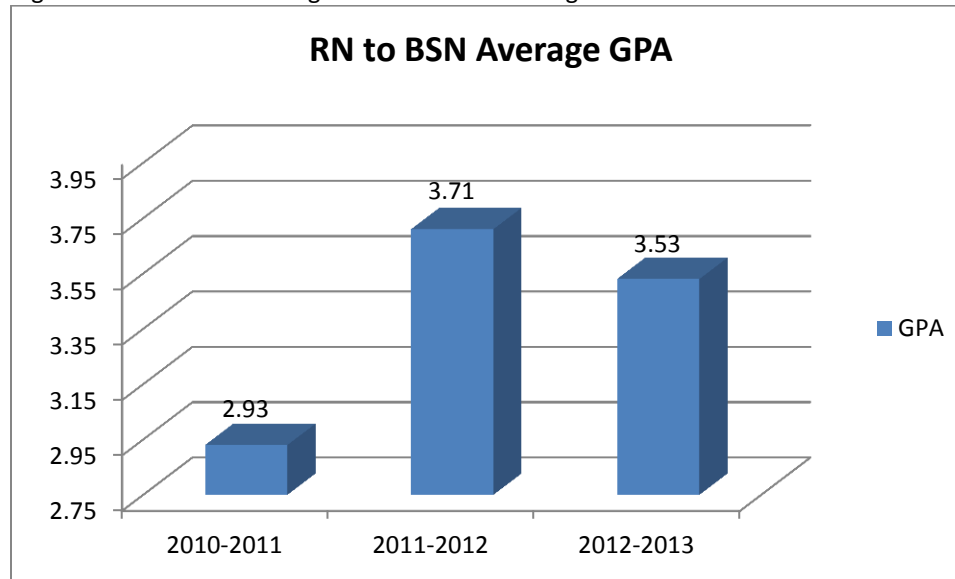


Figure 7 represents the overall GPA of RN to BSN nursing students.

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Figure 8: Completion GPA for RN to BSN Program

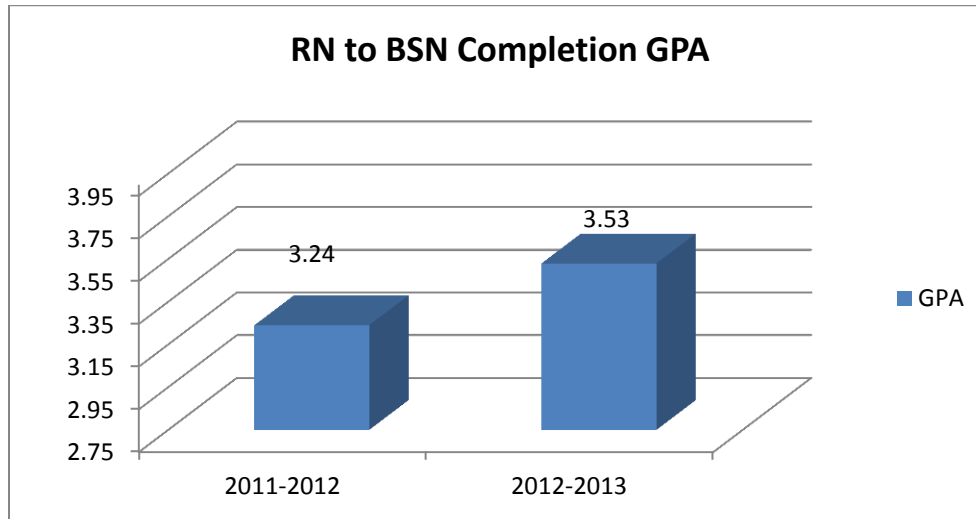


Figure 8 represents the average RN to BSN GPA of each class at the completion of the program.

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Masters of Science in Nursing

The following data represents the Georgia Intercollegiate Consortium for Graduate Nursing Education (GICGNE), a partnership between Columbus State University and Georgia Southwestern University Master in Science Nursing Program. The following data is a representation of the Columbus State cohort since the initiation of the program.

Table 5: MSN Students by Race/Ethnicity (CSU Cohort)

| Year | International | Black | American Indian/ Alaska Native | Asian | Hispanic | White | Multi- Racial | Native Hawaiian / Pacific Islander | Total |
|-----------|---------------|---------|-----------------------------------|--------|----------|---------|---------------|---------------------------------------|-------|
| 2012-2013 | 0 (0%) | 4 (36%) | 0 (0%) | 0 (0%) | 0 (0%) | 6 (55%) | 1 (9%) | 0 (0%) | 11 |

Table 5 represents race and ethnicity of the students in the Columbus Cohort.

Table 6: Male to Female Ratio (CSU Cohort)

| Year | Male | Female | Total |
|-----------|------|--------|-------|
| 2012-2013 | 0 | 11 | 11 |

Table 6 represents the Gender enrollment ratio for the School of Nursing Master of Science Program.

Table 7: Average GPA (CSU Cohort)

| Year | Average GPA |
|-----------|-------------|
| 2012-2013 | 3.13 |

Table 7 represents the average GPA of the class accepted into the Master of Science Nursing program in 2012.

Data Source: Office of Institutional Research, 2012; 2013