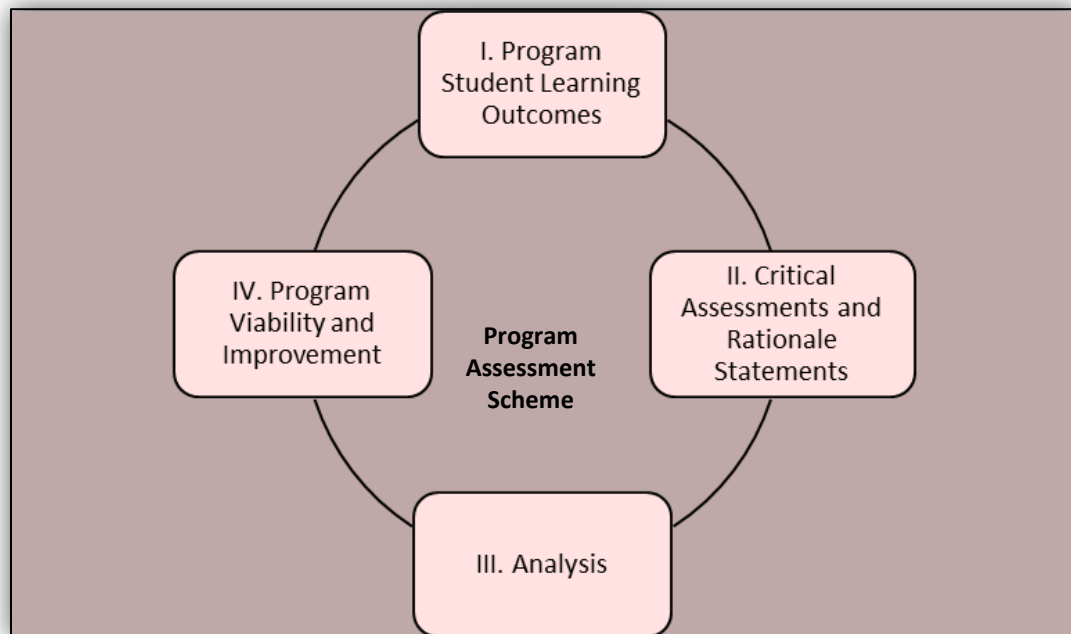




**College of Education and Health Professions
COEHP Assessment Council
Departmental Fact Book**

**School of Nursing
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

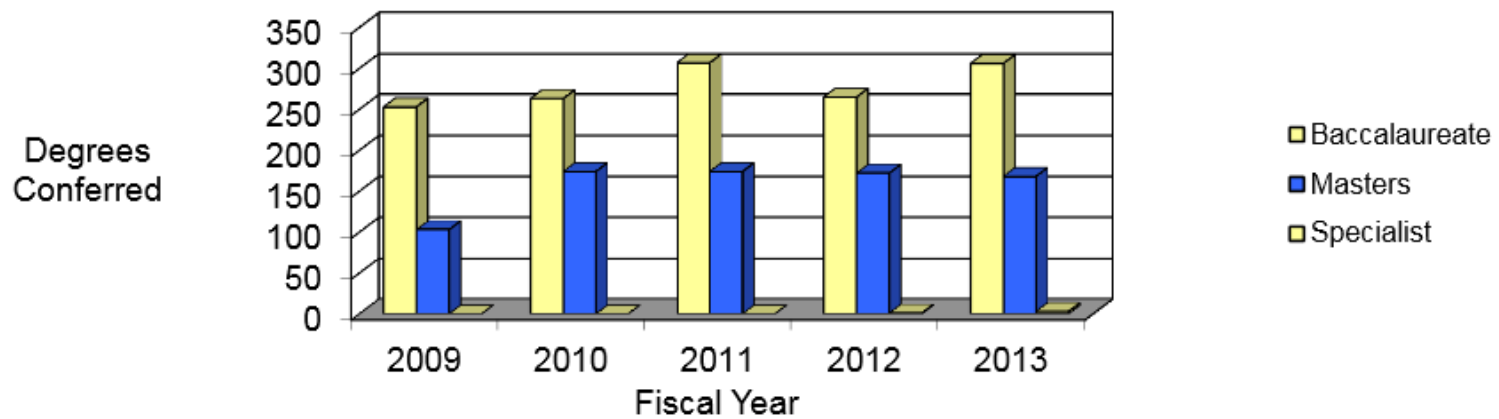
\$1,100,000.00 Research Grant: Department of Health and Human Resources

**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%
Total	253	263	307	265	306	53	20.9%

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>	103	174	174	172	168	65	63.1%
<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>	159	46	59	53	70	-89	-56.0%

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

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 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.

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 Teacher 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
Reflects 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

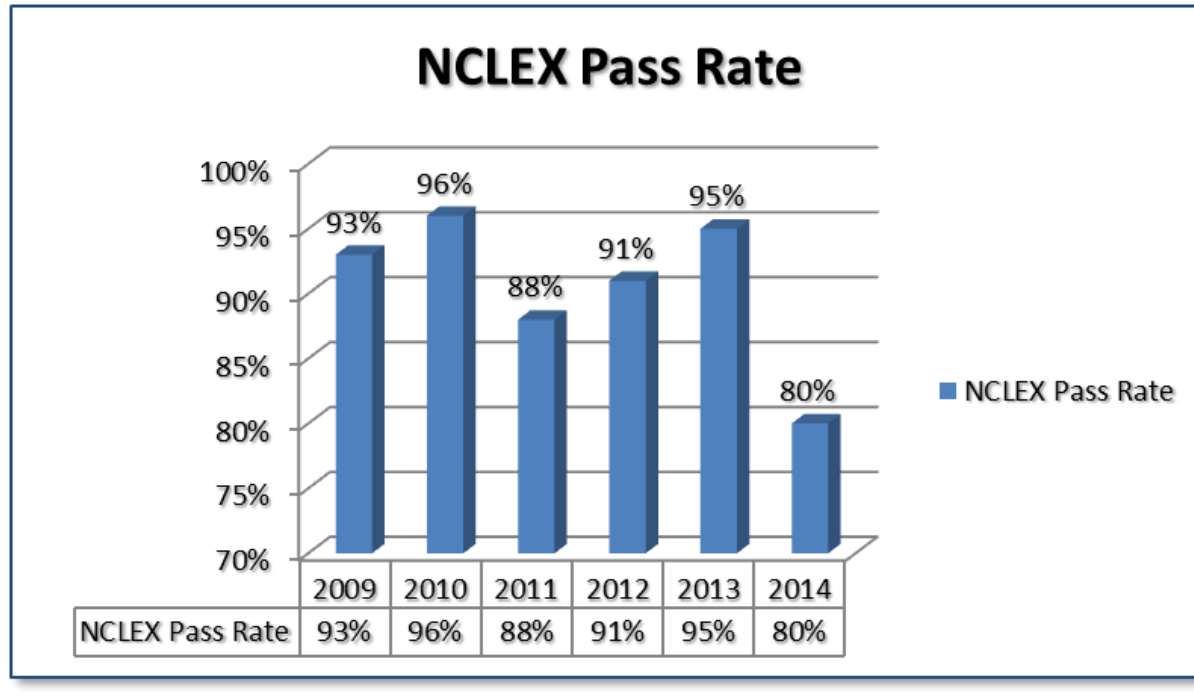
The Physical Education Program data are included in the preceding Unit GACE and Critical Assessment data.

Counseling, Foundations, and Leadership Assessments

The School 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.

Editors

Ms. Kelsey Parsons, Lead Editor and Graduate Assistant for Assessment and Accreditation

Ms. Kimberly Coryell, Admin Assistant for Assessment and Accreditation

Dr. Sallie Miller, Associate Dean for Assessment and Accreditation

Dr. Deidre Greer, Interim Den College of Education and Health Professions

Ms. Shamonique Hassell, Graduate Assistant and Associate Editor for the COEHP *Innovation*

Ms. Brittany Grissette, School of Nursing Fact Book (Instructor)

Dr. Iris Saltiel, Counseling, Foundations, and Leadership Face Book

Dr. Eddie Obleton, Counseling, Foundations, and Leadership Fact Book

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

Dr. Tara Underwood, Health, Physical Education, and Exercise Science (Department Chair)

**Columbus State University
College of Education and Health Professions
School of Nursing Fact Book**

Table of Contents

Figure 1

BSN Degrees Conferred

Table 1

Undergraduate Students by Race/Ethnicity

Figure 2

Undergraduate Male to Female Percentage

Table 2

Gender Undergraduate Students

Figure 3

Average Undergraduate Acceptance GPA

Figure 4

Undergraduate Average Completion GPA

Figure 5

Yearly Retention Rate

Figure 6

National NCLEX-RN Percentage Passage Rate

Table 3

RN to BSN Students by Race/Ethnicity

Figure 7

RN to BSN Male to Female Percentage

Table 4

RN to BSN Students by Gender

Figure 8

Overall GPA average RN to BSN Nursing Students

Figure 9

Completion GPA RN to BSN

Figure 10

RN to Bachelors of Science Yearly Retention Rate

Table 5

MSN Students by Race/Ethnicity (CSU Cohort)

Table 6

MSN Male to Female Ratio (CSU Cohort)

Table 7

MSN Average GPA (CSU Cohort)

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.

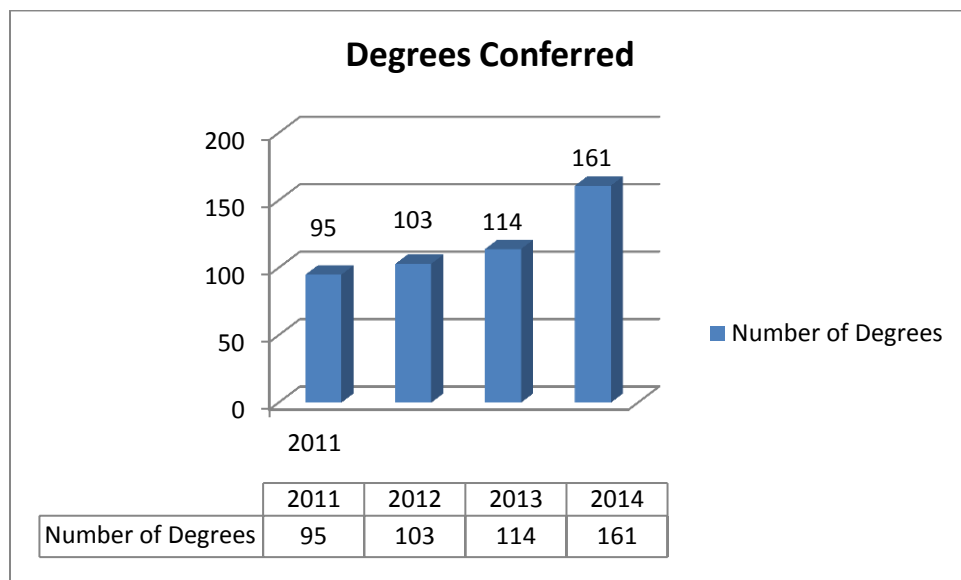
**Columbus State University
College of Education and Health Professions
School of Nursing Fact Book**

The Columbus State University School of Nursing has demonstrated growth in the nursing program in degrees conferred. The School of Nursing implemented an online RN to BSN program in 2010. In 2012, the School of Nursing joined the Georgia Intercollegiate Consortium for Graduate Nursing Education (GICGNE), a partnership between Columbus State University and Georgia Southwestern University. This has resulted in an increase in Bachelors of Science in Nursing graduates and Masters in Nursing graduates to meet demands in the nursing profession. The School of Nursing has exhibited a growth in 2013-2014 of 7.7% in the undergraduate bachelor of nursing program, an increase of 110% in the RN to BSN nursing program and 62% in the Columbus State cohort of MSN students.

Overall BSN Degrees Conferred

Figure 1 represents the number of Bachelor's degrees conferred for undergraduate and RN to BSN graduates.

Figure 1: BSN Degrees Conferred



(CSU Academic Affairs Office, 2014)

An increase of 41.2% occurred in degrees conferred in the Bachelors of Science in Nursing from 2013 to 2014.

**Columbus State University
College of Education and Health Professions
School of Nursing Fact Book**

Undergraduate Bachelors of Science Nursing Program

Enrollment Data for Undergraduate Program by Race/Ethnicity

2013-2014

The total enrollment for undergraduate nursing students was 230. The student ethnicity population consisted of 31% black, 0.4% American Indian/Alaska Native, 4% Asian, 5.2% Hispanic, 57% white, 2% two or more races, and 0.4% Native Hawaiian/Pacific Islanders.

2012-2013

The total enrollment for undergraduate nursing students was 219. The student ethnicity population consisted 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 consisted of 31% black, 1% American Indian/Alaska Native, 3% Asian, 4% Hispanic, 58% white, 2% two or more races, and 1% Native Hawaiian/Pacific Islanders.

2010-2011

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

Table 1: Undergraduate Students by Race/Ethnicity

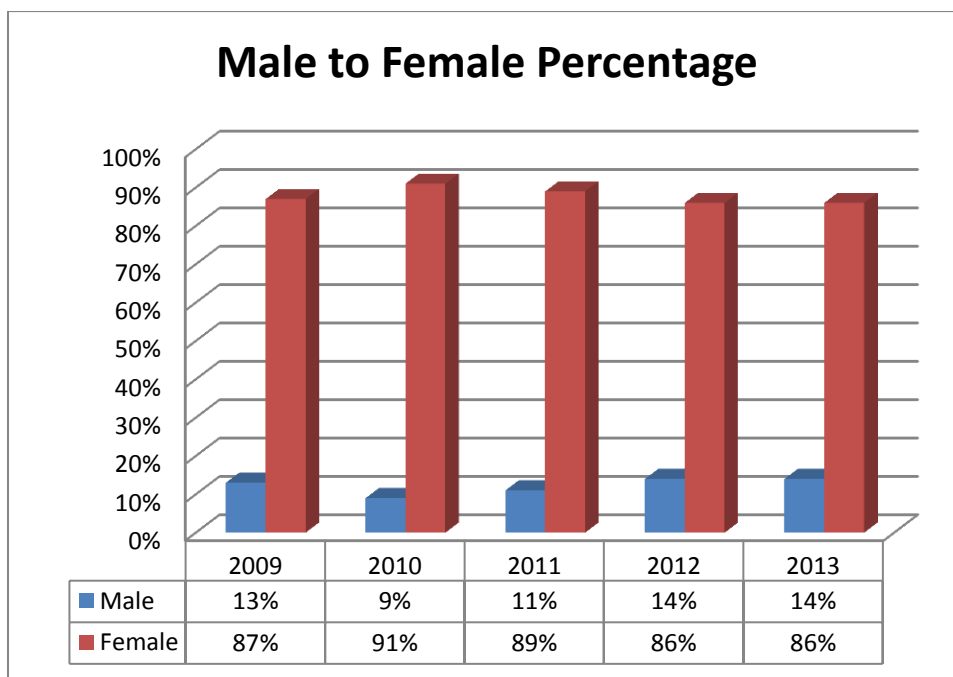
Year	Inter-national	Black	American Indian/ Alaska Native	Asian	Hispanic	White	Two or More Races	Native Hawaiian / Pacific Islander	Total
2013	1	72(31%)	1(0.4%)	9(3%)	12(5%)	130(57%)	4(2%)	1(0.4%)	230
2012	1	70 (32%)	1 (0.5%)	5 (2%)	11 (5%)	126(58%)	4 (2%)	1(0.5%)	219
2011	0	62 (31%)	2 (1%)	6 (3%)	9 (4%)	116 (58%)	5 (2%)	1 (1%)	201
2010	0	75 (32%)	4 (2%)	4 (2%)	12 (5%)	129 (55%)	10 (4%)	2 (2%)	236

(CSU Academic Affairs Office, 2014)

Columbus State University
College of Education and Health Professions
School of Nursing Fact Book

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

Figure 2: Undergraduate Male to Female Percentage



(CSU Academic Affairs Office, 2014)

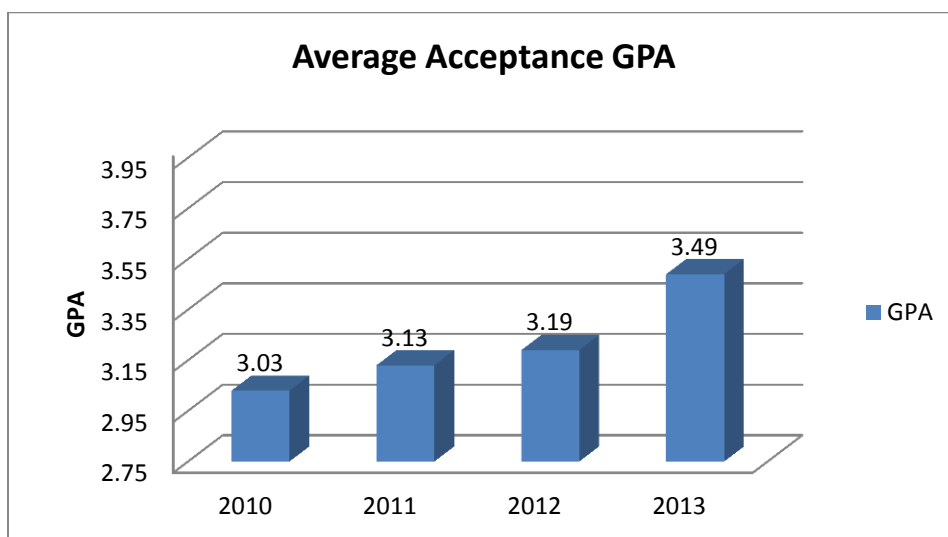
Table 2: Gender Undergraduate Students

Year	Male	Female
2013	33	197
2012	30	189
2011	22	179
2010	22	214

**Columbus State University
College of Education and Health Professions
School of Nursing Fact Book**

The minimum Grade Point Average (GPA) for acceptance into the undergraduate nursing program is 2.75. Figure 3 represents the average GPA of each class accepted into the nursing program.

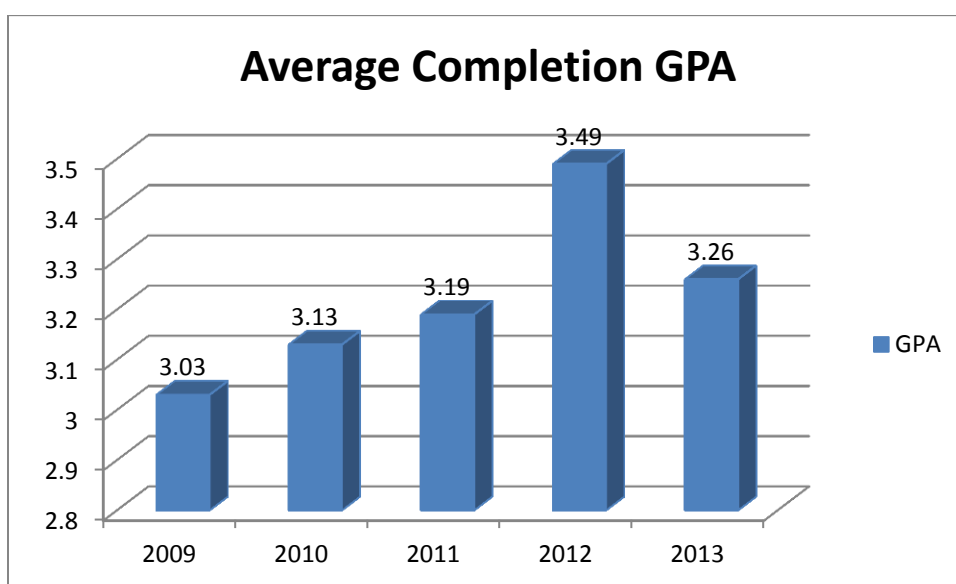
Figure 3: Average Undergraduate Acceptance GPA



(CSU Academic Affairs Office, 2014)

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

Figure 4: Undergraduate Average Completion GPA

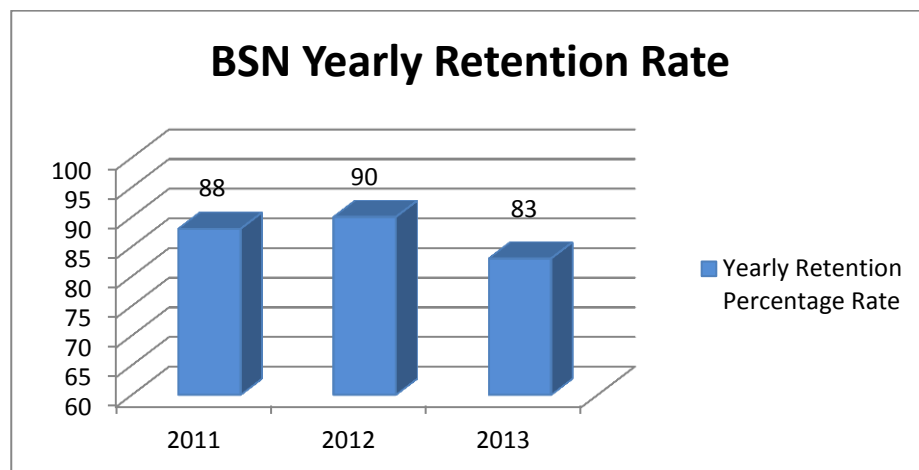


(CSU Academic Affairs Office, 2014)

Columbus State University
College of Education and Health Professions
School of Nursing Fact Book

Retention rate is reported yearly for Columbus State University. The yearly retention rate for the Bachelor of Science Nursing Program is reported in Figure 5.

Figure 5: Bachelors of Science Yearly Retention Rate

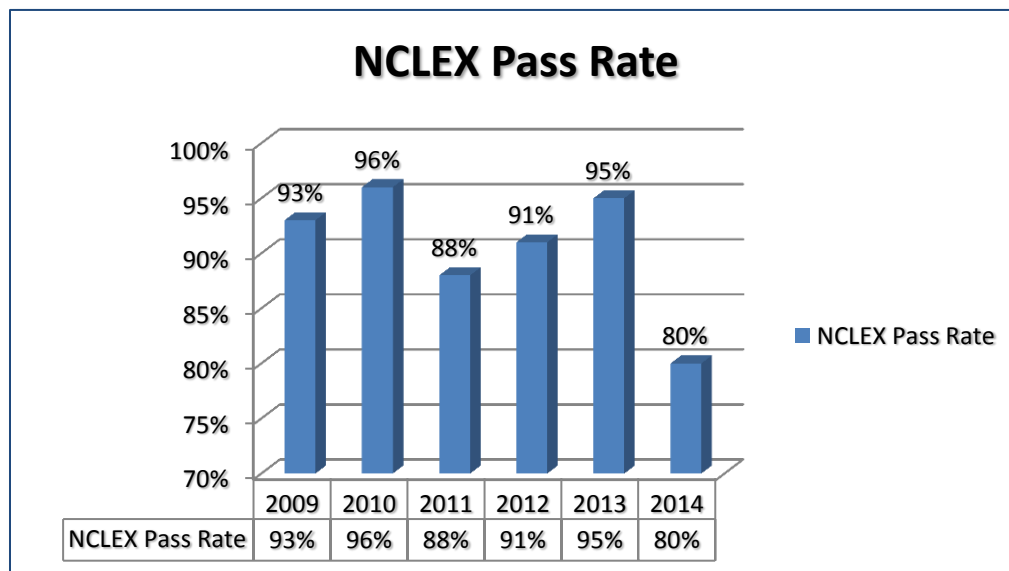


(CSU Oracle Dashboard, 2014)

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 6 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.

Figure 6: National NCLEX-RN Percentage Passage Rate



Columbus State University
College of Education and Health Professions
School of Nursing Fact Book

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.

2013-2014

The total enrollment for RN to BSN students was 234. The student ethnicity population consisted of 38% black, 1% Hispanic, 59% white, and 1% two or more races.

2012-2013

The total enrollment for RN to BSN students was 99. The student ethnicity population consisted of 41% black, 2% American Indian/Alaska Native, 0% Asian, 0% Hispanic, 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 consisted of 34% black, 3% American Indian/Alaska Native, 4% Asian, 2% Hispanic, 55% white, 2% two or more races, and 0% Native Hawaiian/Pacific Islanders.

2010-2011

The total enrollment for RN to BSN students was 84. The student ethnicity population consisted of 30% black, 3% American Indian/Alaska Native, 4% Asian, 1% Hispanic, 61% white, 1% two or more races, and 0% Native Hawaiian/Pacific Islanders.

Table 3: RN to BSN Students by Race/Ethnicity

Year	Black	American Indian/ Alaska Native	Asian	Hispanic	White	Multi Racial	Native Hawaiian / Pacific Islander	Unknown	Total
2014	88(38%)	1(0.4%)	1(0.4%)	3(1.1%)	138(59%)	3(1.1%)	0	0	234
2013	41(41%)	2 (2%)	0	0	47 (48%)	1 (1%)	2 (2%)	6 (6%)	99
2012	19 (34%)	2 (3%)	2 (4%)	1(2%)	31 (55%)	1(2%)	0	0	56
2011 *	25 (30%)	3 (3%)	3(4%)	1 (1%)	51 (61%)	1 (1%)	0	0	84

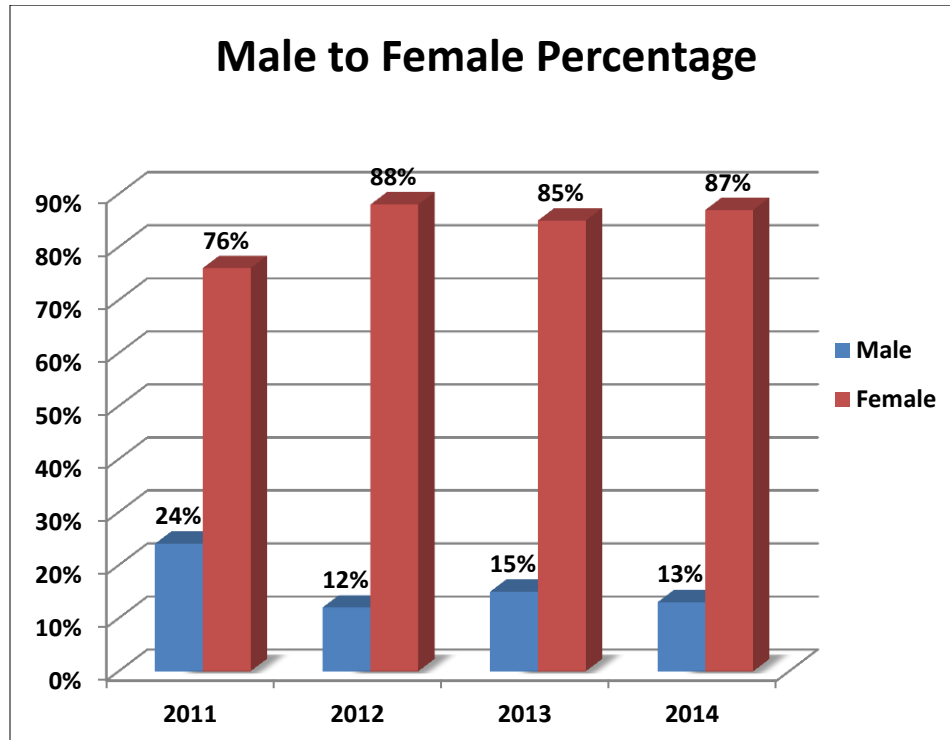
*Includes students not seeking a degree (i.e. taking the Health Assessment course as a requirement for employment)

(CSU Academic Affairs Office, 2014)

**Columbus State University
College of Education and Health Professions
School of Nursing Fact Book**

Figure 7 represents the gender enrollment percentage for the undergraduate School of Nursing Bachelors in Science Program.

Figure 7: RN to BSN Male to Female Percentage



(CSU Academic Affairs Office, 2014)

Table 4: RN to BSN Students by Gender

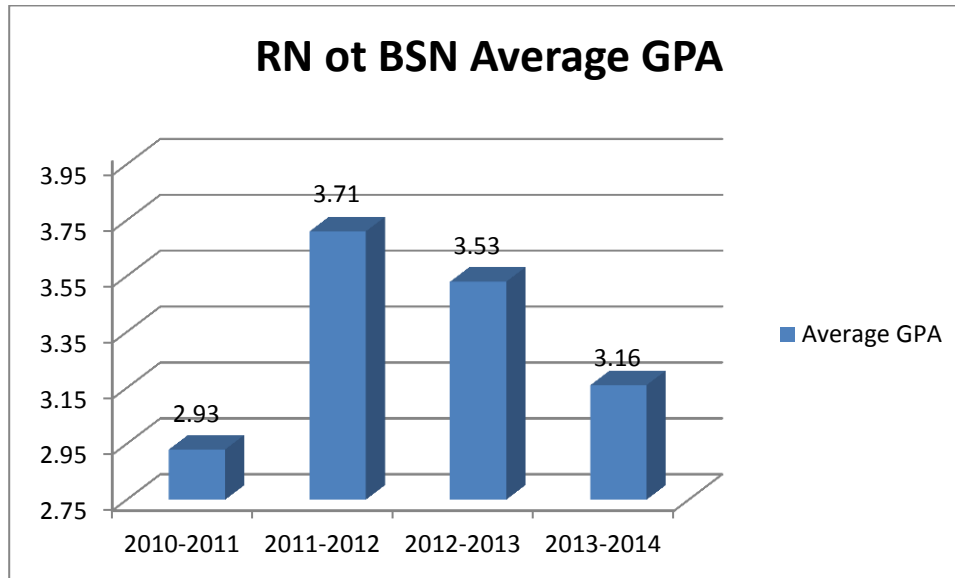
Gender	Male	Female	Total
2014	30	204	234
2013	15	84	99
2012	7	49	56
2011*	5	16	21

*Removed students not seeking a degree (i.e. taking the Health Assessment course as a requirement for employment) from statistics. Includes only Bachelors degree candidates (CSU Academic Affairs Office, 2014)

**Columbus State University
College of Education and Health Professions
School of Nursing Fact Book**

Figure 8 represent the overall GPA of RN to BSN nursing students.

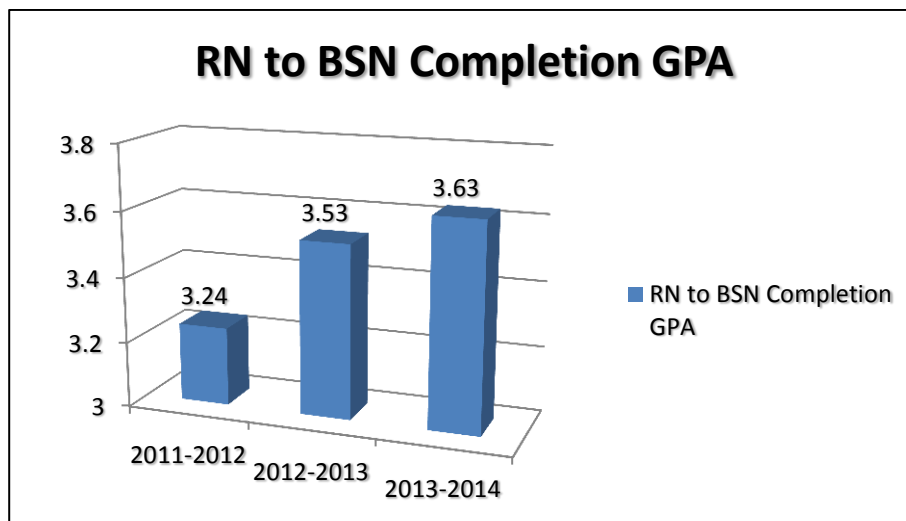
Figure 8: Overall GPA average RN to BSN Nursing Students



(CSU Academic Affairs Office, 2014)

Figure 9 represents the average RN to BSN GPA of each class at the completion of the program.

Figure 9: Completion GPA RN to BSN

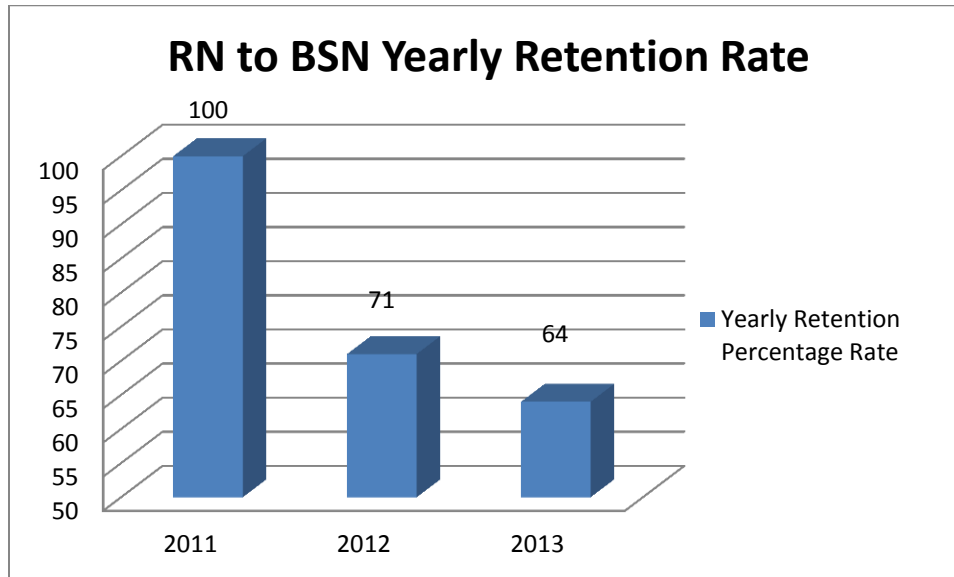


(CSU Academic Affairs Office, 2014)

**Columbus State University
College of Education and Health Professions
School of Nursing Fact Book**

Retention rate is reported yearly for Columbus State University. The yearly retention rate for the RN to Bachelor of Science Nursing Program is reported in Figure 10.

Figure 10: RN to Bachelors of Science Yearly Retention Rate



Data Source: COEHP Dashboard, CSU Institutional Intelligence

Columbus State University
College of Education and Health Professions
School of Nursing Fact Book

Masters of Science in Nursing

The following 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 represents race and ethnicity of the students in the Columbus Cohort.

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

Year	Black	American Indian/ Alaska Native	Asian	Hispanic	White	Multi Racial	Native Hawaiian / Pacific Islander	Total
2013-2014	11 (39%)	0	0	1(3.5%)	15(54%)	1(3.5%)	0	28
2012-2013	4 (36%)	0	0	0	6 (55%)	1 (9%)	0	11

(CSU Academic Affairs Office, 2014)

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

Table 6: Male to Female Ratio (CSU Cohort)

Year	Male	Female	Total
2013-2014	1	27	28
2012-2013	0	11	11

(CSU Academic Affairs Office, 2014)

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

Table 7: Average GPA (CSU Cohort)

Year	Average GPA
2012-2013	3.13

(CSU Academic Affairs Office, 2014)

