

**Evaluation of Enrollment, the Student Experience
and the Finance of the Curriculum
in the College of Education and Human Ecology**

**By The College of Education and Human Ecology
Task Force on Enrollment and the Student Experience**



THE OHIO STATE UNIVERSITY

COLLEGE OF
EDUCATION AND HUMAN ECOLOGY

Evaluation of Enrollment, the Student Experience and the Finance of the Curriculum in the College of Education and Human Ecology

Contents

Executive Summary	4
Section 1: Enrollment	13
Recruitment	13
Admissions	14
Undergraduate Admissions	14
Graduate Admissions	18
Pathways to Undergraduate Matriculation	19
New First-Year and Transfer Undergraduate Student - Head Count by Department	20
New First-Year and Transfer Graduate Student - Head Count by Department.....	21
New First-Year Student and Transfer Student - Head Count by Department, Program and Matriculation Pathway.....	21
Characteristics of Matriculated Students	31
Race.....	31
Age.....	33
Academic Characteristics	34
Academic Achievement of Students.....	35
Enrollment – Credit Hour Generation and Course Enrollments	36
Credit Hour Generation	36
Department of Educational Studies	37
Department of Human Sciences	39
Department of Teaching and Learning.....	40
Course Enrollment Patterns and Trends	42
Department of Educational Studies	42
Department of Human Sciences	42
Department of Teaching and Learning.....	43
Section 2: The Student Experience	45
Admissions	45
Average Age of Students.....	45
The College’s NFYS Admits, Yields and Competitors	45
The College’s Transfer Admits, Yields and Competitors	46
Summary.....	47
Curriculum Structure and Flexibility	50
Unused Undergraduate Transfer Credits	50
Summary.....	51
Undergraduate: Satisfaction Responses.....	59
Undergraduate: Curriculum Responses.....	60
Graduate: Satisfaction Responses	63
Graduate: Curriculum Responses.....	64
Summary.....	64
Alumni Experience	64
Undergraduate.....	64
Graduate.....	65
Summary.....	65
Retention and Student Support	66
Academic Action	66
Advising	67

Summary	67
Section 3: Finance	68
Objectives	68
Financial Data and Analysis	68
Faculty Investments	68
Graduate Student and Lecturer Investments	70
Distribution of Support	70
Instructional Expense	71
Credit Hour Generation	73
Summary Data	76
Decision-Making Resources	83
College-Level Processes, Models and Tools	83
Department-Level Processes, Models and Tools	84
Challenges	85

Executive Summary

During the 2019-20 academic year, Dean Don Pope-Davis composed a Task Force to Enhance Enrollment and the Student Experience in the College of Education and Human Ecology. This committee was composed to represent the diversity of faculty and staff and the academic units within the college (see Table 1). The committee was organized into workgroups that were led by Kelly Crawford (Finance), Arpana Inman and Andy Zircher (Student Experience) and Erik Porfeli (Enrollment). Ms. Crawford and Professors Porfeli and Inman served as co-chairs of the task force.

Table 1. Composition of the College Task Force to Enhance Enrollment and the Student Experience

Name	Group Assignment
Dorr, Stacey	Enrollment
Locascio, Pete	Enrollment
Porfeli, Erik	Enrollment
Radliff, Kisha	Enrollment
Sanchez Loza, Dinorah	Enrollment
Thompson, Winston	Enrollment
Wild, Tiffany	Enrollment
Wong, Jen	Enrollment
Blount, Jackie	Finance
Brosnan, Patti	Finance
Crawford, Kelly	Finance
Daniel, Philip T.K.	Finance
Dollarhide, Colette	Finance
Kerr, Mary	Finance
Penn, Carlotta	Finance
Sutherland, Sue	Finance
Agyemang, Kwame	Student Experience
Blackburn, Mollie	Student Experience
Correia, Ana-Paula	Student Experience
Hodge, Samuel	Student Experience
Inman, Arpana	Student Experience
Luthy, Nicole	Student Experience
Zircher, Andy	Student Experience

The Enrollment Workgroup examined the continuum spanning recruitment, admissions, matriculation, enrollment, persistence, and degree completion across the full breadth of the college’s curriculum. In general, degree programs in the college are trending toward flat to slightly decreased enrollment since AY 2013-14. This trend exhibits variability at the program level, with some programs enjoying marked increases in the number of students and the credit hours delivered and others demonstrating the opposite trend.

The general and specific enrollments trends within the college are a function of a longitudinal process beginning with recruitment, admissions, seat offers and matriculation decisions. Our

analysis of current recruitment practices suggests that the university plays the dominant role in recruiting new freshman, given university policies and practices.

Newly admitted freshmen constitute a modest share of the college's majors (19.6% of all majors in 2019), and this pattern has been stable over time. Variability exists within departments. The Department of Teaching and Learning (TL) shows a greater percentage of its enrollments sourcing from new freshman and transfer students as compared to the Department of Human Sciences (HS). Analysis of recruitment data demonstrated that the percentage of accepted undergraduate applicants and the percentage of admitted students accepting an Ohio State seat offer is lower for the majors of the college as compared to university averages. **These findings suggest that the college should enhance efforts to increase the yield percentage and increase the number of applicants seeking college majors who are qualified to receive a seat offer. Generally, these findings also underscore that admissions is a decision-making process involving two parties, and they are the University Admissions Committee and the applicant.**

Efforts to influence the decisions of undergraduate applicants should be as central to our approach as efforts to attract applicants. While new freshmen and transfer students could be a source of more enrollment, major changers continue to be the dominant source of the college's undergraduate majors (47% of all majors in 2019). Academic advisors and faculty within degree programs play an influential role in attracting Ohio State students to the college's courses, certificates, minors and majors. Among them, faculty teaching courses, peers, family members and Exploration advisors are likely to play an influential role in the decisions of major changers.

Within the arena of graduate student recruitment, the college's departments and programs play a more influential role than the university. Analysis of recruitment practices within the college demonstrated marked variability and limited systematic evaluation of these practices in their effectiveness to yield applicants and matriculates.

These observations suggest that the college and departments should continue to (a) enhance our engagement with more existing Ohio State undergraduate students in our course offerings as a way of increasing enrollments in the short term, (b) enhance our engagement with prospective major changers and those who influence them through the intermediate term and (c) focus efforts, through the longer term, on increasing the yield percentage and the number of qualified applicants to the college's degree programs with a special focus on graduate admissions given Ohio State policy limiting engagement in undergraduate recruitment. **These efforts may be more effective to the extent that the college's personnel engage in a concerted, systematic approach to recruitment supported by a systematic evaluation that informs a continuous quality improvement process directed toward increased enrollment.**

Matriculating students entering the college's degree programs demonstrate variability in their age, racial and academic characteristics of the students they serve. The percent of domestic graduate students on the Columbus campus who identify as people of color increased from 19.4% in autumn 2015 to 25.1% in autumn 2020.

At the undergraduate level on the Columbus campus, in autumn 2015, 16.8% of domestic students identified as people of color, and that figure increased to 24.9% by autumn 2020. Combining domestic undergraduate and graduate enrollment, HS demonstrates the highest percentage of students of color followed by TL and the Department of Educational Studies (ES).

The college's degree programs are also demonstrating changes in the age of graduate students, with degrees in ES and TL showing an increase in the average age and those in HS seeing a

decrease.

The academic preparation of incoming students demonstrates a trend toward new freshmen and transfer students bringing a larger number of college credits into Ohio State. The trend toward transferring more college credits into the university may reduce enrollments in the college's introductory and general education courses over time. Across the three departments, the academic achievement of the college's students at Ohio State, as defined by GPA, demonstrates that they compare favorably to other Ohio State students on the Columbus campus, but they tend to have performed more poorly on the ACT. **The college could explore with the leadership of Ohio State Office of Admissions the relative weighting of GPA and ACT performance as a function of performance in our degree programs.**

The overall college enrollment trend from 2013-2020 has been flat to slight declines (about -.85% per year), but year-to-year fluctuation has occurred and demonstrated a peak of 128,846 credit hours in 2014-15 and the deepest valley of 115,630 credit hours in 2020-21. Across the three departments, HS earns most of credit hours for the college, amounting to about 50% of all credit hours. The greatest declines were suffered during the pandemic year of 2020-21. During AY 2020-21, TL (-3,681 credit hours or -13.8%) demonstrated the greatest declines in credit hours, followed by ES (-2,603 credit hours or -9.5%) and HS (-1,519 credit hours or -2.2%) relative to AY 2019-20.

The trajectory of enrollment demonstrates appreciable variability across degree programs.

The ES programs showing the greatest gains in enrollment are the Dennis Learning Center, Learning Technologies and Quantitative Research, Evaluation and Measurement. Philosophy and History of Education and Special Education have suffered the greatest losses. HS programs showing the greatest gains in enrollment are Fashion and Retail Studies and Sports Coaching. Programs suffering from the greatest declines in that department are Human Nutrition and Hospitality Management. Within TL, the greatest increases in enrollment occurred in Language, Education and Society and Literature for Children and Young Adults. The greatest declines in enrollment occurred in Reading and Literacy in Early and Middle Childhood and field experiences and placements.

These changes in enrollment yielded uneven patterns in how departments deliver their curriculum in terms of sections and enrollment in sections. From a financial vantage, the efficient pattern is to decrease sections and increase enrollments per course; however, doing so may have an adverse effect on the student experience if students seek smaller classes. Over time, ES has increased the number of sections and decreased enrollments per section (less financially efficient). HS has demonstrated the opposite trend (more financially efficient), and TL has held the number of sections steady but decreased enrollments per section (less financially efficient).

The Student Experience Workgroup identified four overarching domains with multiple indicators reflecting student success and experience:

- A. Trends in students admitted to the college's programs as reflected in:
 1. the yield of new first year students (NYFS) and transfer students, as well as college competitors
 2. direct admission to undergraduate programs versus competitive admissions to majors after admission to Ohio State
- B. Curricular access and enrollment in the college's curricula impacted by varying curriculum structure and flexibility. In particular:
 1. unused undergraduate transfer credits
 2. undergraduate curriculum petitions

3. degrees conferred and total hours to degree
 4. high-impact experiences for undergraduate and graduate students
- C. Student satisfaction, which included data from undergraduate and graduate student satisfaction surveys and alumni surveys reflecting student debt, workforce outcomes
- D. Retention and student support as reflected in:
1. academic success
 2. advising

Executive takeaways of the Student Experience Workgroup were:

A. Admissions

Average age of students seems consistent with national trends. The college attracts more Ohio resident students (NYFS and transfer) but also loses a significant number to other Ohio institutes. A greater shift to direct admission into undergraduate majors within the college will likely reduce barriers and increase yield of admitted students into our majors and programs.

Whereas both ES and TL have moved to direct admits (i.e., automatically admitted to a major of choice), HS has a blend of direct admits versus competitive majors (i.e., students must apply and be accepted). The choice to employ direct admission or major admissions may have a meaningful impact on enrollment.

B. Curriculum

There are systemic and departmental barriers to the structure and flexibility of curriculum and programming within the college. These include:

1. More difficulty in transferring credit from outside Ohio State
2. Informal course substitution processes
3. Large cumulative credit hours at graduation, lengthening the time to degree completion and higher debt ratio
4. Declining degree conferrals with low-enrollment programs that may not be mission-centric

The college's strength is its large number of high-impact course offerings and experiences. At the undergraduate level, high-impact experiences include the first-year undergraduate survey, Honors, the Advocates for Communities and Education Scholars (ACES) Program, GoEHE (the college's study abroad program) and internships.

At the graduate level, high-impact experiences include conference presentations, published scholarly works and internships. However, a clearer connection needs to be made to workforce development and career outcomes.

C. Student Satisfaction

Student satisfaction is impacted by several factors. These include students' overall academic experience, cost of attending Ohio State, knowledge gained, interaction with faculty, course satisfaction and instructor quality.

A review of the Graduation Survey results suggests that both undergraduate and graduate students who graduated from Ohio State reported being satisfied or somewhat satisfied with their experience at the university. These data are consistent across the last three years. However, benefits of attending Ohio State versus the cost of attending seemed to decrease in the last year.

While undergraduate students noted that they gained knowledge expected of their program, a lower percentage of students reported sufficient interaction with their faculty in 2020-21. Students evaluate instruction in individual courses every term through the Student Evaluation of Instruction survey. Large variations were not observed when comparing AY 2018-2019 through 2020-2021.

The college's graduating PhD students reported that their overall experience with the university was "Excellent" or "Very Good" (67.3% in 2019-2020, 71.0% in 2017-2018 and 64.9% in 2016-2017). The college's graduating PhD students reported that their academic experience with the university was "Excellent" or "Very Good" (81.8% in 2019-2020, 78.3% in 2017-2018 and 70.2% in 2016-2017).

D. Retention and Student Support

As a metric for student progress and persistence toward degree completion, student retention may be impacted by several factors, among them academic success, advising, academic and social engagement, financial support and student satisfaction. **The overall retention rate for first-year undergraduate students within the college is between 74.8% and 82.5% for the past six years.**

While most first-year students persist through degree completion, data for transfer students, students of color and first-generation students reveal some areas of concern. These students are more likely to leave their programs, experience academic action or not graduate. Moreover, our ratios for advisors to student is considerably impacted by the high case rosters. This prevents our advisors from providing intensive advising to our students.

The Student Experience Workgroup also identified the following gaps, recommendations, and action steps:

A. Gaps in Overall Data Collection

1. Gather data on reasons why students entering the college's majors choose other institutions over Ohio State.
2. Disaggregate data by race and gender, since these demographics are solicited in the survey and there is reason to believe that experiences are impacted by racism and sexism at any predominantly white institution, including Ohio State.
3. Further examine data from the Doctoral Exit survey and Academic Analytics.
4. Collect more systematic data on the outcomes of our graduates. We recommend conducting exit interviews with selected graduates in the different college programs to inform recruitment and retention.

B. Curriculum Organization

1. Address flexibility, breadth and depth
 - a. Reduce barriers to transferring credits from other institutions by review factors (e.g., flexible curricular requirements, centralized criteria for approval of transfer credits) that contribute to how much of a students' previous credit can be utilized in their

- program within the college.
 - b. Review coursework for its redundancy/repetition, number of prerequisites for majors, and coherent and cohesive course sequence aligned with major.
 - c. Increase the ratio of required to optional courses for the major by building specificity and depth around coursework, especially to reduce loss of students to other colleges.
 - d. Create more challenging learning experiences that incite creativity and stimulate critical thinking. For example, the one-credit classes should be more challenging.
 - e. Enhance our focus on the use of theories and pedagogies to meet students' needs and have a greater focus on cultural and societal perspectives as well as on diversity and equity in the classroom.
 - f. Offer hybrid classes that enhance access to our courses and be more inclusive of a broader array of students.
2. Connect curriculum and high-impact experiences to practical needs in professional world and career outcomes
 - a. Match students' career interests with program requirements. For example, go beyond teaching in classroom settings in programs such as Child and Youth Studies where students' career goals may go beyond a career in K-12 education.
 - b. Build more opportunities to acquire practical knowledge during the program that is required in the field of study/career.
 - c. Include more real-world applications of the subjects explored in class.
 - d. Introduce hands-on experiences and skill development earlier in the program.
 - e. Offer more independence to students as they establish themselves in professional settings.
 - f. Make a better connection between students' teaching experiences and the field placements.
 - g. Focus more on paid internships with reputable industries, companies and organizations.
 - h. Target internships to students' career plans instead of making internships merely a program requirement.
 - i. Support students in seeking and successfully obtaining meaningful internships.
 3. Role of faculty, advisors and staff in students' experiences
 - a. Increase communication between students and faculty/advisors. For example, return emails within a reasonable timeframe. Connect students on academic probation with faculty mentors.
 - b. More support from faculty during the program. For example, while taking a required internship.

C. Greater Involvement of Alumni

1. Engage undergraduate students/alumni in improving the student experience that is created for them.
2. Offer focus groups with alumni to receive more extensive feedback.
3. Program chairs and coordinators should meet regularly with alumni.

D. Student Retention and Support

1. To attract students to teacher education majors:
 - a. Provide financial support to reduce student debt.
 - b. Connect students with summer opportunities for professional development (e.g., Columbus Area Writing Project and the Summer Institute).
 - c. Host guest speakers on topics that apply to pre-K-12 teachers and make the talks available face-to-face, via zoom and via recordings.

2. Collect additional data related to advising to reflect a complete and accurate account of how often and to whom services are being delivered. Data should be organized by various student demographics and by department and program.
3. Collect and report more robust data related to academic action to identify trends and track student success in returning to good academic standing. To the extent possible, disaggregate racial/ethnic data to identify groups within broader categories. For example, within Hispanic/Latinx, provide more granular cultural identity information to track trends within groups.
4. Conduct focus group interviews with students once they have regained good academic standing in order to understand more about factors contributing to their academic struggles and the resources they accessed to support their efforts to improve their GPAs.
5. Provide regular reports to share data and brief summaries with department and college leaders.

The Finance Workgroup examined data related to the college's investments into its programs and students, including models and resources used to create funding decisions. The data focused on the three fiscal years prior to the COVID pandemic.

Faculty Investment

During FY 2021, the college invested about \$24 million of PBA (now called General Funds Allocation [GFA]) into the three departments. The Department of Educational Studies (ES) received about \$9.1 million (38.2% of the total share), followed by the Department of Human Sciences (HS) at \$8.6 million (35.9% of the total share) and the Department of Teaching and Learning (TL) at \$6.2 million (26% of the total share).

The workgroup also documented the college's investments at the program level, showing its variations. ES received the greatest investment of college GFA, followed by HS and TL. At the program level, HDFS received the greatest investment of college GFA, followed by Kinesiology, Human Nutrition and Higher Education and Student Affairs.

Distribution of Support

The workgroup showed how the college's FY 2020 Graduate Teaching Assistant (GTA)/Specials Allocation model determines the allocation of roughly \$8 million to the academic departments to support instruction beyond faculty investments. The model uses both credit hour generation and the undergraduate and graduate unweighted fee rates as key variables to determine allocations.

The workgroup also showed how the college receives a revenue ratio of 2.63 for every graduate credit hour versus undergraduate credit hours. This multiplier is used to adjust for the revenue variance between undergraduate and graduate tuition rates. Note that this multiplier changes from year to year.

Data demonstrate how to apply the multiplier, including how to address a drop in a department budget by achieving the cut over several years rather than in the given year.

Instructional Expense

On average the college invests about \$11 million to support GTAs and Specials (i.e., associated/lecturing faculty) in the three departments. TL and HS programs tended to expend a greater amount of GTA/Specials funds compared to programs in ES. This is likely because English as a Second Language in TL and the Sports, Health and Fitness Program in HS serve students university-wide but have no faculty lines.

Overall, TL incurred the largest amount of GTA/Specials funds of the three departments, followed by HS and ES.

Credit Hour Generation

In terms of credit hours, from 2018 to 2020, the college generated an average of 123k credit hours, with Human Sciences generating about 55%, followed by TL with 23% and ES with 22% of the total generation. However, credit hours do not correlate with revenue generation. Graduate credit hours generate about \$784 each and undergraduate credit hours generate about \$297 each for the previously mentioned revenue ratio of 2.63. The workgroup depicted data showing how the credit hours can be adjusted to account for the revenue differences. Note that this multiplier changes from year to year as it is based on the updated tuition rates for that given academic period.

For the year discussed, the adjustment was made by multiplying the graduate credit hours by 2.63 and adding this product to the undergraduate credit hours. Further, the workgroup showed how, if a department experienced drop in GTA/Specials Allocation, the college could ease the decrease over three years rather than implementing it in the year when the drop occurred.

Summary

The data show how, as the college and its departments increasingly align PBA/GFA investment with credit hour generation, analysis can aid in assuring that programs with sufficient enrollments and that also suffer from less college investment per credit hour are considered for more PBA/GFA investment.

Thus, students in these relatively under-resourced programs may enjoy more engagement with more PBA/GFA-funded faculty. These programs also would benefit from having more PBA/GFA-funded faculty to deliver courses and innovate courses and degree programs.

Decision-Making Resources

To help facilitate the college's decisions for allocating resources, the workgroup described the processes, models and tools used at both the college and department levels. These include the GTA/Specials Allocation Model, the Break-Even Analysis Tool, the process for allocating faculty hires and the college's Principles to Guide Teaching Load and GTA/Specials Expenditures. A deeper analysis of how each department uses these models and tools is included.

Challenges

The data provides insights into a number of challenges. They center on four areas, elaborated upon in the report. **First, credit hour generation and investment of resources across the college do not align, even after adjustment, due to misalignment of GFA investments in GFA-funded employees.** Further exploration of the issue is recommended, including development of a long-term investment strategy hinging on enrollment and workforce turnover.

Second, the recent decisions regarding allocation of faculty lines are less correlated with revenue generation and more aligned with the mission and priorities of the current college administration. The college may explore ways to balance revenue generation with mission in the allocation of GFA/PBA-funded positions.

Third, each academic department is unique and has different criteria and strategies to support program areas. The principles to guide teaching load and GTA/Specials expenditures are helpful but need revisions. The Breakeven Analysis Tool could be revised to account for the different amounts of revenue and expenses incurred at the college and department levels.

Fourth, the cost to support GTAs is rising, and funding for them is decreasing, largely due to decreases in enrollment. Programs and departments are actively exploring ways to sustain their programs by increasing enrollments and decreasing expenses, but some programs may be unable to make needed adjustments in the short run to financially support their graduate students. Longer-term solutions should be examined.

Section 1: Enrollment

Recruitment

Recruitment efforts by the College of Education and Human Ecology at both the undergraduate and graduate levels are aided by efforts at the college level and in each of the departments. The following section of the report highlights some college recruitment initiatives and then discusses departmental efforts individually.

The college's Office of Academic Affairs provides information about the graduate school in its newsletters to undergraduate students. Our advisors, plus advisors across the university, consult with current and prospective students about college majors. Our faculty members who mentor students in the Second-Year Transformational Experience Program (STEP) refer students to our majors when they express an interest in changing their major.

Academic Affairs also partners with the college's Marketing and Communications team to conduct an annual email yield campaign to all admitted students to get them pay their fees, apply for scholarships and overall take steps the result in their attending Ohio State. Similarly, our summer melt campaign encourages students who have paid their fees to attend the college in the fall.

The college's Marketing and Communications team wrote a story for the university's parent enewsletter about four of the Department of Human Sciences' (HS) most popular General Education courses. The college's main Instagram account promotes our college and major choices to current and prospective students.

The Academic Affairs recruitment staff attend off-campus recruitment events, host online information sessions, and schedule prospective student appointments with their advisors.

The college's First Education Experience Program (FEED) is offered to students from across the university, and some students choose education as a major after taking it. We have shared news items about programs, courses and events in *onCampus Weekly*, the email to students, and last year we produced a story about four of our most popular General Education courses and shared it with undergraduate students via *onCampus Weekly* and via Ohio State's parent enewsletter.

The Department of Teaching and Learning (TL) is using its Twitter account to create more of a social media presence for the Foreign, Second and Multilingual Language Education Program using a hashtag. The department also promotes its licensure programs through FEED. Faculty members from TL routinely volunteer at Buckeye Bound, the university's programming for accepted students, to discuss the programs offered in the department.

The programs in visual impairment education sends out flyers created about the program to all state-support teams and several teacher organizations yearly. Our marketing and communications staff in the college have sent out information about the program to alumni. The program in visual impairment attends twice yearly meetings of teachers, administrators and department of education officials to discuss their programs and share recruitment information.

The college has a contract with Columbus City Schools to teach professional development courses requested by the district. The majority of these courses are taught by the college's faculty, which promotes our programs. This has resulted in some teachers coming back for degrees, endorsements and now, certificates.

The Department of Human Sciences (HS) partners with academic advisors, reaches out using word of mouth and social networking through Twitter and Facebook and shares opportunities during entry-level or general education courses.

In terms of social networking at the undergraduate level, the department leverages major websites, social media (e.g., ads on Twitter/Facebook) and outreach to alumni, advisory boards and community colleges. Several of the undergraduate programs participate in engagement events as well, such as involvement fairs, tours and Buckeye Bound. These are the most utilized strategies at the undergraduate level.

For the graduate programs, word of mouth via social networks and partnerships with other departments or college are the main tools. In addition, alumni network and tables at conferences are used. In 2020, several programs eliminated the GRE requirements and saw an increase in applications.

The Department of Educational Studies (ES) uses Mailchimp to send recruitment emails. This includes information about incomplete applications, information sessions, deadlines and more. The department utilizes social media in outreach for recruitment.

The Higher Education and Student Affairs Program conducts information sessions with prospective students. Recruitment videos were made by current students aimed at prospective students for the Learning Technologies Program.

Recommendation: The college and its departments should engage in enhanced collaboration toward a more unified approach to recruitment that capitalizes on the assets of the college and the effective innovations enacted by the departments. Flexibility should be granted within this harmonized approach to the extent that customized recruitment approaches are (a) empirically determined to be effective and (b) are sustainable with existing or newly acquired assets.

Admissions

Undergraduate Admissions

From 2017 to 2020, the college has received 893 (39%) more new first-year students (NFYS) applications but 166 (39%) fewer transfer applications for undergraduate admissions. The total enrolled NFYS and transfer students in 2020 was 571, which represented an increase of 74 (15%) students (see Table 2).

The yield percentages who those admitted who also paid acceptance fees (PAF) hovered around 30% during this period for NFYS applicants and 80% for transfer applicants.

The yield percentages for NFYS applicants to Ohio State as a whole tend to be a few percentage points higher (about 33%) and a few percentage points lower (about 75%) for transfer students.

In comparing admitted students for Ohio State and the college, it's especially interesting to note that the college, as the third largest in the university in terms of enrollment, had only about 4% (2,815 admits in 2021) of the overall admitted Ohio State students (33,235 admits in 2021) enrolling in the college as freshmen. This finding is affirmed by the very large number of undergraduate major changers who enter the college after being at Ohio State for a time. This pattern is especially true among those who become HS majors.

These patterns may signal that a meaningful number of newly matriculating Ohio State students may not be fully aware of Education and Human Ecology majors that may suit them and come to discover them after having pursued less suitable Ohio State majors. This pattern may be contributing to appreciable student debt to the point that this circuitous major-changing pattern increases the number of credits and time students consume to complete their undergraduate degree.

Table 2. Ohio State and the College - Admissions Funnel Results: 2017-2021

The Ohio State University Admissions Funnel

NFYS								
Year	Applicants	Admits	ACPT	PAF	Yield	Enrolled	PtoE	Incoming
AU 2021	58,178	33,235	57%	9,240	28%		0%	
AU 2020	49,068	33,598	68%	9,941	30%	8,602	87%	81%
AU 2019	47,675	25,606	54%	8,408	33%	7,630	91%	77%
AU 2018	48,033	24,943	52%	8,517	34%	7,851	92%	77%
AU 2017	47,758	22,939	48%	7,794	34%	7,136	92%	74%
FOUR-YEAR AVERAGE							NFYS	77%

Transfers								
Year	Applicants	Admits	ACPT	PAF	Yield	Enrolled	PtoE	Incoming
AU 2021	3,210	2,815	88%	1,861	66%			
AU 2020	4,109	2,623	64%	2,623	100%	2,064	79%	19%
AU 2019	4,324	3,759	87%	2,837	75%	2,287	81%	23%
AU 2018	4,487	3,794	85%	2,812	74%	2,285	81%	23%
AU 2017	4,855	4,295	88%	3,219	75%	2,567	80%	26%
FOUR-YEAR AVERAGE							Transfer	23%

Education and Human Ecology Admissions Funnel

NFYS								
Year	Applicants	Admits	ACPT	PAF	Yield	Enrolled	PtoE	Incoming
AU 2021	3,203	1,326	41%	342	26%			
AU 2020	2,348	1,286	55%	389	30%	339	87%	59%
AU 2019	2,381	929	39%	274	29%	243	89%	54%
AU 2018	2,170	889	41%	257	29%	238	93%	49%
AU 2017	2,310	802	35%	244	30%	217	89%	44%
FOUR-YEAR AVERAGE							NFYS	51%

Transfers								
Year	Applicants	Admits	ACPT	PAF	Yield	Enrolled	PtoE	Incoming
AU 2021	270	242	90%	176	73%			
AU 2020	367	337	92%	272	81%	232	85%	41%

AU 2019	355	320	90%	261	82%	210	80%	46%	
AU 2018	382	342	90%	280	82%	251	90%	51%	
AU 2017	436	406	93%	331	82%	280	85%	56%	
FOUR-YEAR AVERAGE								Transfer	49%

Notes

PtoE – This stands for Paid Acceptance Fee (PAF) to Enroll, which is the percentage of PAFs that ended up enrolled by the 15th day.

Total ENR – This is the total enrollment number from NFYS and transfer students combined.

The AU 21 PAF number is misleading because, unlike NFYS who have to commit by May 1, transfers can continue to commit through the summer so this number will grow.

Next, the college’s admissions funnel is disaggregated into the three departments, as shown in Table 3. These results underscore that most undergraduate students are admitted into HS, followed by TL and ES. The relatively modest number of admitted students also underscores that all three departments receive a heavy share of their students from other Ohio State departments who pursue our college’s coursework to fulfill their non-Education and Human Ecology major, change to a major in our college, or pursue a minor or certificate in our college.

Table 3. Admissions Funnel Results for the College’s Departments: 2017-2021

ES

NFYS									
Year	Applicants	Admits	ACPT	PAF	Yield	Enrolled	PtoE	Incoming	
AU 2021	160	60	38%	10	17%				
AU 2020	146	87	60%	22	25%	17	77%	68%	
AU 2019	148	47	32%	10	21%	9	90%	35%	
AU 2018	103	45	44%	10	22%	10	100%	32%	
AU 2017	130	35	27%	15	43%	13	87%	38%	
FOUR-YEAR AVERAGE								NFYS	43%

Transfers									
Year	Applicants	Admits	ACPT	PAF	Yield	Enrolled	PtoE	Incoming	Total ENR
AU 2021	15	14	93%	8	57%				
AU 2020	15	12	80%	8	67%	8	100%	32%	25
AU 2019	24	22	92%	21	95%	17	81%	65%	26
AU 2018	30	27	90%	23	85%	21	91%	68%	31
AU 2017	35	34	97%	23	68%	21	91%	62%	34
FOUR-YEAR AVERAGE								Transfer	57%

HS

NFYS									
Year	Applicants	Admits	ACPT	PAF	Yield	Enrolled	PtoE	Incoming	
AU 2021	2028	801	39%	184	23%				
AU 2020	1421	754	53%	248	33%	214	86%	61%	
AU 2019	1365	535	39%	162	30%	144	89%	54%	
AU 2018	1250	485	39%	143	29%	134	94%	49%	
AU 2017	1328	440	33%	134	30%	117	87%	42%	
FOUR-YEAR AVERAGE								NFYS	51%

Transfers									
Year	Applicants	Admits	ACPT	PAF	Yield	Enrolled	PtoE	Incoming	Total ENR
AU 2021	162	144	89%	101	70%				
AU 2020	205	188	92%	160	85%	137	86%	39%	351
AU 2019	207	183	88%	153	84%	125	82%	46%	269
AU 2018	216	188	87%	163	87%	142	87%	51%	276
AU 2017	264	239	91%	187	78%	159	85%	58%	276
FOUR-YEAR AVERAGE								Transfer	49%

TL

NYFS									
Year	Applicants	Admits	ACPT	PAF	Yield	Enrolled	PtoE	Incoming	
AU 2021	1016	465	46%	146	31%				
AU 2020	781	445	57%	119	27%	108	91%	55%	
AU 2019	868	347	40%	102	29%	90	88%	57%	
AU 2018	817	359	44%	104	29%	94	90%	52%	
AU 2017	852	327	38%	95	29%	87	92%	47%	
FOUR-YEAR AVERAGE								NFYS	53%

Transfers									
Year	Applicants	Admits	ACPT	PAF	Yield	Enrolled	PtoE	Incoming	Total ENR
AU 2021	106	144	136%	78	54%				
AU 2020	147	188	128%	104	55%	87	84%	45%	195
AU 2019	124	183	148%	87	48%	68	78%	43%	158
AU 2018	136	188	138%	94	50%	88	94%	48%	182
AU 2017	137	133	97%	121	91%	100	83%	53%	187

FOUR-
YEAR
AVERAGE

Transfer

47%

Notes

PtoE – This stands for Paid Acceptance Fee to Enroll, which is the percentage of PAFs that ended up enrolled by the 15th day.

Total ENR – This is the total enrollment number from NFYS and transfer students combined.

The AU 21 PAF number is misleading because, unlike NFYS who have to commit by May 1, transfers can continue to commit through the summer so this number will grow.

Recommendation: Continue to identify and deploy strategies to increase the numbers of applicants across the admissions funnel with a focus on increasing the number of admits and the yield percentages. The college should explore with the three departments targeted efforts to (a) engage with high school students through pathway/pipeline programs with a special focus on underrepresented and disadvantaged students to enhance the diversity of the college’s student body, (b) enhance communications with prospective applicants about the college’s undergraduate majors to encourage more applicants to choose our majors at the point of matriculation (reduce the incidence of Ohio State students moving through other majors before entering Education and Human Ecology majors) and (c) enhance efforts to convert admitted students into matriculated students (i.e., increase yield and PtoE percentages).

Graduate Admissions

From 2016 to 2019, graduate student applications totaled 4,735, which is represented in Table 4. The college accepted 51% of applications (2,417). Of those accepted, 62% enrolled in their program (1,498). The majority of applications and enrollments were at the master’s level — 3,098 total applications, whereas 1,425 applications were at the doctoral level.

Table 4. Applications per College Department: Graduate Programs

Department	2016	2017	2018	2019
HS	246	282	261	240
TL	346	321	353	299
ES	545	595	594	653
Total	1,137	1,198	1,208	1,192

HS and ES saw consistent percentages of admitted students who enrolled in their program. HS remained at 57% for three of the four years. ES ranged from 60% to 54%. However, TL experienced a drop from 2016 (75%) to 2019 (59%).

Recommendation: Identify and enact strategies to increase the percentage of admitted graduate students who matriculate into Education and Human Ecology graduate degrees. These may include adopting a holistic enrollment management strategy that aligns recruitment, admissions and matriculation efforts with a special focus on recognizing that applicants make the first (application or not) and last decision (matriculation or not) in the admissions funnel. The college could explore the factors that applicants to graduate degree programs consider in their choices and

aim to enhance those factors.

Pathways to Undergraduate Matriculation

More undergraduate students enter the college's programs as major changers compared to new first-year students (NFYS) or transfer students. A transfer student is defined in this context as a student who attended another institution before being admitted to The Ohio State University. A major changer is a student who attended Ohio State and pursued a major outside of the college before changing to a major offered by a degree program in the college.

From 2015 to 2019, all three of the college's departments received more undergraduate students in an Education and Human Ecology degree from major changers (47.7%) than any other source. This trend is most pronounced in HS programs, although it is still true in TL and ES. For instance, in 2019, 465 students changed their major to a HS program, whereas only 144 NFYS and 125 transfers entered those programs.

Campus-changing students, those who began on a regional campus before changing to the Columbus Campus, serve as the fourth and smallest source of undergraduate students pursuing the college's majors.

It should be noted that these sources of students to the college's undergraduate programs do not account for the large credit hour generation that sources from undergraduate students pursuing majors outside of the college but who enroll in the college's coursework to fulfill general education and elective requirements or pursue certificates or minors.

Table 5. Source of Students to the College's Undergraduate Programs, 2019

New First-Year Students	243	19.6%
Transfer Students	210	17.0%
Major Changers	591	47.7%
Campus Changers	194	15.7%
Total	1,238	

The two primary sources of major changers are students assigned to Exploration in the College of Arts and Sciences and other majors in Arts and Sciences. From 2015 to 2019, 43% of major changers into the college's programs came from Exploration and 26% from Arts and Sciences. Exploration does not offer degree programs and sets caps on the amount of time students can remain there; hence they must change their major.

Arts and Sciences has by far the most undergraduate students on campus, which is why other majors in this college are a significant source of the major changers pursuing majors in Education and Human Ecology.

After Exploration and the College of Arts and Sciences as a whole, Health and Rehabilitation Sciences and the Fisher College of Business are the next greatest sources of major changers

pursuing the college’s majors. In terms of campus change students pursuing degrees in the college, a strong, majority source is from the Newark Regional Campus, roughly 60-70%.

These undergraduate pathways leading to the college’s majors remained consistent year over year from 2015 to 2019. A total of 226 NFYS started in the college in 2015 compared to the 243 that is shown in Table 5 for 2019. Similarly, 185 students changed campuses in 2015, and Table 5 shows 194 in 2019. The source with the most deviation in that timespan was transfer students, ranging from 309 in 2015 to the 210 shown in Table 5 for 2019.

Recommendation: The college’s undergraduate programs should take measures to appeal to existing Ohio State students through (a) robust communications to Ohio State students devoted to our gateway courses, minors and majors, (b) active partnerships with leadership and advisors in Exploration to ensure that our curricula is top of mind in their advising of students, (c) offering compelling general education and introductory courses, especially those serving as gateways into minors and majors, (d) enhancing the accessibility of minors and majors through access points (e.g., General Education and introductory courses), (e) positioning faculty with strong teaching skills in gateway courses and (f) offering rewards for faculty engaged in gateway courses, especially those that generate higher enrollments and Student Evaluation of Instruction scores.

New First-Year and Transfer Undergraduate Student - Head Count by Department

At the college level, the total number of new first-year and transfer undergraduate students remained relatively flat from AY 2015-16 to AY 2020-21, with a low of 1,326 in 2016-17 and a high of 1,501 in 2020-21, as is shown in Table 6. The same general pattern is observed in the three departments. Of the three departments, TL demonstrates the largest number of new first-year and transfer undergraduate students directly entering their degree programs as compared to the three departments. ES demonstrates the lowest numbers. These data do not include major changers.

Table 6. New First-Year and Transfer Undergraduate Students (excludes major changers)

Department/Major	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ES	62	54	61	51	55	44
HS	484	401	437	437	429	484
TL	951	871	970	934	945	973
Total	1,497	1,326	1,468	1,422	1,429	1,501

Recommendation: All undergraduate degree programs should continue to develop strategies for engaging with prospective undergraduate students in a way that harmonizes with Ohio State’s admissions programs, policies and practices. These efforts may include outreach and pipeline/pathway programs to engage prospective students in our degree programs.

Considering the strong presence of the college’s programs and personnel in the K-12 context and our strong community-engaged educational and research programs, we are well positioned to partner with high schools to offer their students compelling experiences aligned with our degree programs.

New First-Year and Transfer Graduate Student - Head Count by Department

As Table 7 illustrates, at the college level, the total number of new first-year and transfer graduate students remained relative flat from AY 2015-16 to AY 2020-21, with a low of 546 in AY 2015-16 and a high of 627 in AY 2016-17. The same general pattern is observed in the three departments. Of the three departments, TL demonstrates the largest number of new first-year and transfer graduate students directly entering their degree programs as compared to the three departments. HS demonstrates the lowest numbers.

Table 7. New First-Year and Transfer Graduate Students (excludes major changers)

Department/Major	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ES	134	161	150	177	160	167
HS	58	84	67	65	75	74
TL	354	382	361	380	342	343
Total	546	627	578	622	577	584

New First-Year Student and Transfer Student - Head Count by Department, Program and Matriculation Pathway

Tables 8 through 11 offer detailed data on the head counts and average age of new first-year and transfer students, as well as head count by department, program, and matriculation pathway, for both undergraduates and graduate students. These data do not include major changers.

Department of Educational Studies

Table 8. Undergraduate Enrollment (Head Counts and Average Age)

AU16-AU19: Number of undergraduates spanned from 205 to 248 across the four autumn semesters.

Department/Major	2015-16	2016-17	2017-18	2018-19	2019-20	2020-2021
ES						
Special Education						
New First-Year Students -						
Count of New Students	28	25	25	20	30	27
Average Age of New Admits	18.1	18.2	18.0	18.0	18.3	18.2
New Transfer Students -						
Count of New Students	33	22	30	29	22	15
Average Age of New Admits	20.2	21.7	21.7	21.7	19.9	21.9
Special Education - Count of New Students	61	47	55	49	52	42

Special Education Average Age of New Admits	19.2	19.8	20.0	20.2	19.0	19.5
Technical Education and Training						
New First-Year Students -						
Count of New Students	1	4	3	1	2	2
Average Age of New Admits	18.0	17.8	18.0	18.0	18.0	18.0
New Transfer Students -						
Count of New Students		3	3	1	1	
Average Age of New Admits		32.0	26.7	28.0	21.0	
Technical Education and Training -						
Count of New Students	1	7	6	2	3	2
Technical Education and Training						
Average Age of New Admits	18.0	23.9	22.3	23.0	19.0	18.0
ES - Count of New Students	62	54	61	51	55	44
ES - Average Age of New Admits	19.2	20.4	20.2	20.3	19.0	19.5

Table 9. Graduate Enrollment (Head Counts and Average Age)

AU16-AU19: Across the four autumn semesters, graduate enrollment ranged from 499 to 538.

Department/ Major	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
ES						
PhD ES						
Count of New Students	19	36	31	26	35	33
Average Age of New Admits	31.2	28.3	29.6	27.6	28.9	31.3
EdD ES						
Count of New Students	1	9	6	12	4	16
Average Age of New Admits	37.0	33.9	35.7	34.8	31.0	37.9
EdS ES						
Count of New Students	10	6	14	12	8	8
Average Age of New Admits	27.6	28.0	24.5	23.1	24.8	22.0
MA ES						
Count of New Students	104	98	86	118	103	99
Average Age of New Admits	26.4	27.2	29.2	27.5	27.8	29.4
Master of Learning Technologies						
Count of New Students		12	13	9	10	11
Average Age of New Admits		37.7	38.5	37.7	34.8	36.4
ES - Count of New Students	134	161	150	177	160	167
ES - Average Age of New Admits	27.3	28.6	29.9	28.2	28.4	30.7

The Department of ES offers programs at all degree levels but is primarily a graduate degree-granting department. The department's program areas are referred to as specializations, and all degree-seeking graduate students receive a degree in ES with a specialization in one of the following areas:

- Counselor Education
- Cultural Foundations
- Educational Administration
- Educational Philosophy
- Educational Psychology
- Educational Policy
- Educational Technology
- Higher Education and Student Affairs
- Qualitative Methods
- Quantitative Research, Evaluation, and Measurement
- School Psychology
- Special Education
- Teacher Education Policy and Leadership
- Workforce Development and Education

Students may obtain a PhD or an MA in any of these specializations. An EdD is also available in the Educational Administration and in the Higher Education and Student Affairs programs, and an EdS is available in School Psychology (the master's degree is no longer conferred in School Psychology).

The department offers the bachelor's degree in the areas of Special Education and Technical Education and Training. The department also offers nondegree licensure, endorsement and certificate programs in the following areas:

- Computer Technology Endorsement
- Teacher Leader Endorsement
- Principal Licensure
- Superintendent Licensure
- Vocational Education Licensure and Career and Technical Education Licensure
- Special Education Intervention Specialist (Mild/Moderate, Moderate/Intensive and Early Childhood) Licensure

Programs in the department are accredited by NCATE/CAEP (Educational Administration, Special Education; Counselor Education); NASP (School Psychology); ABAI and BACB (Special Education – Applied Behavior Analysis), and the Ohio Counselor, Social Worker and Marriage and Family Board (Counselor Education).

Department of Human Sciences

Table 10. Undergraduate Enrollment (Head Counts)

AU16-AU19: Number of undergraduates spanned from 2,097 to 2,260 across the four autumn semesters.

Department/Major	2015-16	2016-17	2017-18	2018-19	2019-20
Human Sciences					
Consumer and Family Financial Services					
New First-Year Students -					
Count of New Students	1	1	3	1	2
Average Age of New Admits	17.0	17.0	18.0	18.0	19.5
New Transfer Students -					
Count of New Students	2	4	4	5	4
Average Age of New Admits	22.5	24.8	30.8	23.8	20.5
Consumer and Family Financial Services - Count of New Students					
	3	5	7	6	6
Consumer and Family Financial Services - Average Age of New Admits					
	20.7	23.2	25.3	22.8	20.2
Exercise Science Education					
New First-Year Students -					
Count of New Students	54	50	52	54	67
Average Age of New Admits	18.0	18.2	18.2	18.3	18.1
New Transfer Students -					
Count of New Students	54	45	44	34	30
Average Age of New Admits	20.9	20.0	20.9	20.8	21.4
Exercise Science Education - Count of New Students					
	108	95	96	88	97
Exercise Science Education - Average Age of New Admits					
	19.5	19.0	19.4	19.3	19.1
Fashion and Retail Studies					
New First-Year Students -					
Count of New Students	30	24	28	17	21
Average Age of New Admits	17.9	18.1	18.0	17.9	18.3
New Transfer Students -					
Count of New Students	38	31	35	24	28
Average Age of New Admits	20.1	19.6	20.4	20.0	20.8
Fashion and Retail Studies - Count of New Students					
	68	55	63	41	49
Fashion and Retail Studies - Average Age of New Admits					
	19.1	18.9	19.3	19.1	19.7
Health Promotion, Nutrition and Exercise Science					
New First-Year Students -					
Count of New Students	23	21	19	30	23
Average Age of New Admits	18.1	18.4	18.1	18.4	18.0
New Transfer Students -					
Count of New Students	15	12	15	14	10
Average Age of New Admits	21.7	21.1	20.7	20.4	25.0
Health Promotion, Nutrition and Exercise Science - Count of New Students					
	38	33	34	44	33
Health Promotion, Nutrition and Exercise Science - Average Age of New Admits					
	19.5	19.4	19.2	19.0	20.2
Hospitality Management					
New First-Year Students -					
Count of New Students	16	8	6	13	15
Average Age of New Admits	18.1	18.0	18.8	18.0	18.4
New Transfer Students -					

Human Development and Family Science						
New First-Year Students						
Count of New Students	6	3	5	6	7	8
Average Age of New Admits	18.0	18.0	18.0	18.2	17.7	18.1
New Transfer Students						
Count of New Students	21	17	24	34	22	25
Average Age of New Admits	22.0	20.5	21.8	24.0	23.7	22.5
Human Development and Family Science -						
Count of New Students	27	20	29	40	29	33
Human Development and Family Science -						
Average Age of New Admits	21.1	20.2	21.1	23.1	22.2	21.4
Human Nutrition						
New First-Year Students -						
Count of New Students	23	25	24	22	34	27
Average Age of New Admits	18.0	18.1	17.9	18.1	18.6	18.1
New Transfer Students -						
Count of New Students	29	21	32	26	26	38
Average Age of New Admits	22.1	21.8	22.8	21.9	23.0	22.7
Human Nutrition - Count of New Students						
	52	46	56	48	60	65
Human Nutrition - Average Age of New						
Admits	20.3	19.8	20.7	20.1	20.5	20.8
Sports Coaching, Recreation and Physical						
Education						
New First-Year Students -						
Count of New Students	5	5	8	6	7	12
Average Age of New Admits	18.2	18.4	18.4	17.7	19.1	18.7
New Transfer Students -						
Count of New Students	8	14	5	7	17	6
Average Age of New Admits	23.1	22.5	20.0	22.4	24.9	23.5
Sports Coaching, Recreation and Physical						
Education - Count of New Students	13	19	13	13	24	18
Sports Coaching, Recreation and Physical						
Education - Average Age of New Admits	21.2	21.4	19.0	20.2	23.2	20.3
Sport Industry						
New First-Year Students -						
Count of New Students	71	56	64	84	63	76
Average Age of New Admits	18.1	18.2	18.1	18.3	18.1	18.3
New Transfer Students -						
Count of New Students	60	53	52	47	38	51
Average Age of New Admits	20.6	20.9	21.6	20.2	20.3	21.1
Sport Industry - Count of New Students						
	131	109	116	131	101	127
Sport Industry - Average Age of New Admits						
	19.2	19.5	19.7	19.0	18.9	19.4
Human Sciences - Count of New Students						
	484	401	437	437	429	484
Human Sciences - Average Age of New Admits						
	19.7	19.5	19.9	19.7	20.0	19.6

Table 11. Graduate Enrollment (Head Counts)

AU16-AU19: Across the four autumn semesters, graduate enrollment ranged from 191 to 197.

Department/ Major	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
HS						
PHD Consumer Science						
Count of New Students	2	3	6	4	2	2
Average Age of New Admits	25.0	36.3	26.0	28.0	28.0	33.5
PhD Human Development and Family Science						
Count of New Students	8	7	2	4	8	1
Average Age of New Admits	26.8	24.7	27.5	23.0	25.8	24.0
PhD Kinesiology						
Count of New Students	8	5		6	4	8
Average Age of New Admits	28.3	29.4		26.0	35.3	30.1
PhD OSU Interdisciplinary Nutrition						
Count of New Students	4	5	4	1	8	5
Average Age of New Admits	31.0	26.6	24.3	23.0	25.6	32.0
EdD Kinesiology						
Count of New Students		1	1			1
Average Age of New Admits		26.0	36.0			36.0
MS Human Nutrition						
Count of New Students	8	5	4	4	5	1
Average Age of New Admits	24.4	23.0	27.8	22.8	26.4	22.0
MS Consumer Science						
Count of New Students	2	1	14	1	3	4
Average Age of New Admits	22.5	23.0	27.3	22.0	28.7	24.3
MS Human Development and Family Science						
Count of New Students					2	4
Average Age of New Admits					22.5	21.8
MS Kinesiology						
Count of New Students	26	42	21	30	27	34
Average Age of New Admits	23.4	23.4	23.8	23.1	23.8	22.2
Master of Sports Coaching						
Count of New Students		15	15	15	16	14
Average Age of New Admits		26.3	24.5	25.8	25.7	23.8
HS - Count of New Students	58	84	67	65	75	74
HS - Average Age of New Admits	25.2	25.0	25.4	24.2	25.7	24.6

HS offers programs at all degree levels, although we primarily serve undergraduate students. These degree programs are located within our four program areas. At the graduate level, students earn their degree in one of the four program areas, and in some cases, the degree includes a specialization. At the undergraduate level, students earn their degree in a program area or in a subprogram. Below is an outline of our degrees at the undergraduate and graduate levels.

1. Consumer Sciences – MS and PhD
 - a. Consumer and Family Financial Services – BS
 - b. Hospitality and Retail Management – MS and PhD
 - c. Hospitality Management – BS
 - d. Fashion and Retail Studies – BS
2. Human Development and Family Science - BS, MS and PhD
 - a. Couple and Family Therapy – MS and PhD
3. Human Nutrition – BS, MS, MDN and PhD
 - a. Nutritional Sciences – BS specialization, MS, PhD (interdisciplinary OSUN program)
 - b. Nutrition in Industry – BS specialization
 - c. Dietetics – MS, BS specialization
 - d. Health Promotion, Nutrition and Exercise Science – BS (joint program with Kinesiology)
4. Kinesiology
 - a. Kinesiology – MS, PhD – specializations in:
 - Health and Exercise Science – MS, PhD
 - Sport Management – MS, PhD
 - Physical Education – MS, PhD
 - b. Master of Sports Coaching
 - c. Exercise Science Education – BS
 - d. Sport Coaching, Recreation and Physical Education – BS – specialization in:
 - Physical Education Teacher Education
 - Physical Activity and Coaching Specialist
 - e. Sport Industry – BS
 - f. Health Promotion, Nutrition and Exercise Sciences – BS (joint program with Human Nutrition)
 - g. Sport Fitness and Health Program – non-degree bearing

HS also offers a host of minors and certificates that in some cases (e.g., minor in Fashion and Retail Studies) generates appreciable enrollments.

Graduate students may obtain a PhD or an MS in one of the program areas, and in Kinesiology and Consumer Sciences, they also earn a specialization designated on their diploma.

Undergraduate students earn a BS in one of the program areas for Human Development and Family Science and Human Nutrition and in one of the subprograms within Consumer Sciences and Kinesiology. The department also offers courses in Sport, Fitness and Health (basic activity program) that are generally one-credit and practically oriented (e.g., tennis, strength training, horseback riding, etc.) as well as select, three-credit academic content courses such as wellness. This program does not offer a major or minor to students.

Department of Teaching and Learning

Table 12. Undergraduate Enrollment (Head Counts)

Department/Major	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
TL						
Child and Youth Studies						
New First-Year Students -						
Count of New Students			1	1	1	2
Average Age of New Admits			18.0	18.0	18.0	18.0

New Transfer Students -						
Count of New Students	11	11	7	11	9	
Average Age of New Admits	31.3	37.5	32.7	27.5	25.8	
Child and Youth Studies –						
Count of New Students	12	12	7	12	11	
Child and Youth Studies –						
Average Age of New Admits	30.2	35.8	32.7	26.8	24.4	
Early and Middle Childhood Studies						
New First-Year Students						
Count of New Students	2					
Average Age of New Admits	18.5					
New Transfer Students						
Count of New Students	8					
Average Age of New Admits	20.9					
Early and Middle Childhood Studies - Count of New Students						
	10					
Early and Middle Childhood Studies - Average Age of New Admits						
	20.4					
Early Childhood Education						
New First-Year Students						
Count of New Students	110	129	143	148	166	137
Average Age of New Admits	18.2	18.2	18.1	18.2	18.3	18.2
New Transfer Students						
Count of New Students	102	84	87	95	87	102
Average Age of New Admits	21.2	21.3	22.3	22.7	21.9	23.3
Early Childhood Education - Count of New Students						
	212	213	230	243	253	239
Early Childhood Education - Average Age of New Admits						
	19.6	19.4	19.7	20.0	19.5	20.4
Foreign Language Education						
New First-Year Students						
Count of New Students	4	6	5	10	8	3
Average Age of New Admits	18.3	18.0	18.0	18.2	18.6	18.0
New Transfer Students						
Count of New Students	4	5	5	5	1	
Average Age of New Admits	19.8	22.4	23.0	21.2	25.0	
Foreign Language Education - Count of New Students						
	8	11	10	15	9	3
Foreign Language Education - Average Age of New Admits						
	19.0	20.0	20.5	19.2	19.3	18.0
Integrated Language Arts/English Education						
New First-Year Students						
Count of New Students	21	19	24	20	24	24
Average Age of New Admits	18.7	17.9	18.1	18.0	18.5	18.3
New Transfer Students						

Count of New Students	18	21	30	21	10	16
Average Age of New Admits	20.4	20.8	22.8	19.6	22.1	21.6
Integrated Language Arts/English Education - Count of New Students	39	40	54	41	34	40
Integrated Language Arts/ English Education - Average Age of New Admits	19.5	19.4	20.7	18.8	19.5	19.6
Middle Childhood Education						
New First-Year Students						
Count of New Students	46	40	56	49	66	60
Average Age of New Admits	18.8	18.8	18.6	18.6	18.5	18.1
New Transfer Students						
Count of New Students	39	40	54	39	37	35
Average Age of New Admits	22.3	21.8	23.1	21.8	20.9	20.3
Middle Childhood Education - Count of New Students	85	80	110	88	103	95
Middle Childhood Education - Average Age of New Admits	20.4	20.3	20.8	20.0	19.4	18.9
Science and Mathematics Education						
New First-Year Students						
Count of New Students	22	29	27	31	29	35
Average Age of New Admits	18.9	18.1	18.0	18.2	18.0	18.2
New Transfer Students						
Count of New Students	16	12	15	7	7	10
Average Age of New Admits	21.0	21.4	21.1	20.4	22.0	20.8
Science and Mathematics Education - Count of New Students	38	41	42	38	36	45
Science and Mathematics Education - Average Age of New Admits	19.8	19.1	19.1	18.6	18.8	18.8
Teaching English to Speakers of Other Languages						
New First-Year Students						
Count of New Students	5	10	7	8	9	9
Average Age of New Admits	17.6	18.1	18.0	17.9	18.0	18.1
New Transfer Students						
Count of New Students	8	9	7	6	5	3
Average Age of New Admits	20.4	24.0	21.6	20.5	23.2	25.0
Teaching English to Speakers of Other Languages - Count of New Students	13	19	14	14	14	12
Teaching English to Speakers of Other Languages - Average Age of New Admits	19.3	20.9	19.8	19.0	19.9	19.8
TL - Count of New Students	405	416	472	446	461	445
TL - Average Age of New Admits	19.8	19.9	20.4	19.9	19.6	19.9
Total Count of New Students	951	871	970	934	945	973
Total Average Age of New Admits	19.7	19.8	20.2	19.8	19.8	19.7

TL offers eight BSEd programs and eight MEd programs that lead to a degree and teacher licensure. There is one minor, Education, currently offered by ES that is a partnership with TL.

There are six endorsement programs that lead to additional credentials to be added to a teacher licensure. There are two licensure-only programs. Currently the department has two certificates approved but has yet to have any enrollment in either program as they were just approved in the last year. **Please note that additional teacher licensure programs, minors and certificates are being planned by the department in the 2020-21 academic year.**

TL has one MA degree program, one EdS and one PhD program. However, within each major program are areas of study or specialty areas. For instance, in the PhD program, the department has eight areas: Adolescent and Postsecondary Literacies; Dramatic and Arts-Based TL; Foreign, Secondary and Multilingual Language Education; Language Education and Society; Literature for Young Adults; Reading and Literacy in Early and Middle Childhood; Multicultural and Equity Studies in Education; and Science, Technology and Mathematics.

Within the MA, there are eight specialty areas: Adolescent, Postsecondary and Community Literacies; Foreign, Second and Multilingual Education; Integrated Teaching and Learning; Literature for Children and Young Adults; Reading and Literacy in Early and Middle Childhood; Rethinking Early Childhood and Elementary Education; Science Technology, Engineering and Mathematics Education; and Sensory Impairments and Inclusion. Table 13 shows the trend in admissions, acceptances and matriculations for these programs overall compared to the MEd.

Table 13. Trend in MA and MEd Admits, Acceptances and Enrollment, 2019 and 2020

Degree	Admits 2019	Admits 2020	Accepted 2019	Accepted 2020	Matriculated 2019	Matriculated 2020	Change of Matriculation between 2019-2020
MA	38	38	16	7	15	7	Decrease 15 - 7
Med	374	399	184	189	173	182	Increase 173 - 182

Due to the nature of having only one departmental PhD program and one MA program, data can only be reported across the entire department, as shown in Table 14. It can be disaggregated by specialization if needed. This past year, 2020, fewer MA students admitted to the program than there are program areas. Only seven students were admitted across eight specialty areas. However, the number of students admitted into the PhD program over the previous year increased by nine students.

Table 14. Graduate Enrollment (Head Counts and Average Age)

Department/ Major	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	
TL							
PhD TL							
Count of New Students		32	26	20	21	15	22
Average Age of New Admits		32.9	30.6	29.0	29.6	32.8	34.4
MA TL							
Count of New Students		42	30	37	29	29	26
Average Age of New Admits		26.5	28.8	27.2	29.6	28.8	28.7
MEd TL							
Count of New Students		88	81	87	88	63	54

Average Age of New Admits	23.5	24.3	25.0	24.5	24.5	23.8
TL - Count of New Students	162	137	144	138	107	102
TL - Average Age of New Admits	26.1	26.5	26.1	26.4	26.8	27.4
Total Count of New Students	354	382	361	380	342	343
Total Average Age of New Admits	26.4	27.1	27.6	26.9	27.3	28.4

Characteristics of Matriculated Students

Race

As documented in Tables 15, 16 and 17, the racialized patterns of degree-seeking students within the college generally follow national trends. Across all departments, the group of domestic students identifying as white account for the largest racial grouping (roughly 73% of all Columbus students in autumn 2021). Similarly, across all departments, the groupings with the smallest number of students are American Indian/Alaska Native and Native Hawaiian/Pacific Islander (less than 1% of all students).

Patterns

Although each subgroup of graduate or undergraduate students across the departments exhibits some variation and yearly change, several interesting patterns are present in the data. Changes in the racial composition manifest quite differently across departments and level of study.

For example, the percentage of Black or African American students in ES seems to be experiencing an upward trend, averaging 14.3% across the most recent three years. There exists a similar upward trend among Black or African American graduate students in HS, but this population accounts for only 9.5% of graduate students (and 12% of undergraduates) within HS.

HS and TL are demonstrating trends toward a more racially diverse undergraduate student body. Conversely and when undergraduate and graduate students are combined, HS demonstrates the lowest percentage of white students, followed by TL and ES.

Despite national trends, the college does not seem to be experiencing obvious trends of increasing enrollment among students who identify as Hispanic. Conversely, despite their relatively small numbers, the number of students identifying as being of two or more races seem to be increasing.

Outliers

As a function of overall students within their department/degree level, Asian students are most concentrated in undergraduate HS majors. These numbers seem relatively stable.

Recommendation: The college should explore developing goals toward advancing diversity in its degree programs to reflect the demographic composition of Ohio and the communities and employers served by our students. This could be advanced by pathway programs and partnerships with school districts that have a disproportionate share of high-achieving, economically and racially underrepresented high school students to advance diversity in the undergraduate programs, and with HBCUs and universities/colleges graduating high-achieving, underrepresented students.

Table 15. Educational Studies - Columbus Campus Enrollment Head Count by Race/Ethnicity

	AU15	AU16	AU17	AU18	AU19	AU20
Graduate Students						
Domestic Students						
American Indian/Alaska Native	0%	0%	0%	0%	0%	0%
Asian	3%	4%	3%	2%	3%	3%
Black or African American	12%	12%	14%	17%	16%	16%
Hispanic	5%	4%	4%	4%	3%	5%
None Given/Race Unknown	3%	3%	3%	2%	1%	2%
Two or More Races	2%	2%	3%	4%	4%	3%
White	76%	74%	73%	71%	72%	71%
Domestic Students Total	90%	90%	90%	90%	90%	91%
International Students	10%	10%	10%	10%	10%	9%
Graduate Students Total	444	499	501	538	536	563
Undergraduate Students						
Domestic Students						
American Indian/Alaska Native	0%	0%	0%	0%	0%	0%
Asian	1%	0%	1%	0%	1%	0%
Black or African American	7%	10%	6%	9%	10%	7%
Hispanic	2%	2%	2%	3%	4%	6%
None Given/Race Unknown	4%	3%	4%	2%	2%	2%
Two or More Races	2%	2%	2%	2%	2%	3%
White	84%	83%	84%	83%	82%	83%
Domestic Students Total	100%	100%	100%	98%	97%	98%
International Students	0%	0%	0%	2%	3%	2%
Undergraduate Students Total	290	248	230	221	205	182
Total Student Head Counts	734	747	731	759	741	745

Table 16. Human Sciences - Columbus Campus Enrollment Head Count by Race/Ethnicity

	AU15	AU16	AU17	AU18	AU19	AU20
Graduate Students						
Domestic Students						
American Indian/Alaska Native	1%	1%	1%	1%	1%	0%
Asian	2%	3%	4%	6%	5%	4%
Black or African American	7%	6%	9%	9%	9%	11%
Hispanic	8%	7%	3%	6%	6%	5%
None Given/Race Unknown	3%	1%	1%	1%	1%	1%
Two or More Races	3%	4%	5%	6%	5%	5%
White	75%	78%	77%	71%	73%	75%
Domestic Students Total	76%	79%	75%	75%	76%	77%
International Students	24%	21%	25%	25%	24%	23%
Graduate Students Total	160	191	196	194	197	203
Undergraduate Students						
Domestic Students						
American Indian/Alaska Native	0%	0%	0%	0%	0%	0%
Asian	4%	3%	3%	4%	4%	4%
Black or African American	9%	10%	11%	11%	12%	12%
Hispanic	4%	3%	4%	5%	5%	6%
Native Hawaiian/Pacific Island	0%	0%	0%	0%	0%	0%
None Given/Race Unknown	3%	3%	3%	3%	2%	2%

Two or More Races	3%	4%	4%	5%	5%	5%
White	78%	76%	74%	72%	70%	70%
Domestic Students Total	96%	97%	97%	97%	96%	96%
International Students	4%	3%	3%	3%	4%	4%
Undergraduate Students Total	2,424	2,260	2,162	2,118	2,097	2,124
Total Student Head Counts	2,584	2,451	2,358	2,312	2,294	2,327

Table 17. Teaching and Learning - Columbus Campus Enrollment Head Count by Race/Ethnicity

	AU15	AU16	AU17	AU18	AU19	AU20
Graduate Students						
Domestic Students						
American Indian/Alaska Native	0%	0%	0%	0%	0%	1%
Asian	3%	3%	4%	4%	2%	3%
Black or African American	6%	7%	6%	7%	7%	9%
Hispanic	4%	3%	3%	4%	3%	6%
None Given/Race Unknown	4%	4%	5%	4%	5%	4%
Two or More Races	2%	2%	2%	3%	3%	3%
White	80%	80%	80%	78%	79%	76%
Domestic Students Total	67%	69%	75%	77%	77%	77%
International Students	33%	31%	25%	23%	23%	23%
Graduate Students Total	365	359	342	332	279	259
Undergraduate Students						
Domestic Students						
American Indian/Alaska Native	0%	0%	0%	0%	0%	0%
Asian	2%	2%	2%	2%	2%	3%
Black or African American	5%	5%	6%	7%	6%	7%
Hispanic	3%	4%	4%	4%	3%	5%
Native Hawaiian/Pacific Island	0%	0%	0%	0%	0%	0%
None Given/Race Unknown	3%	4%	4%	3%	2%	2%
Two or More Races	2%	3%	3%	4%	5%	5%
White	85%	82%	81%	79%	81%	78%
Domestic Students Total	98%	98%	98%	96%	97%	98%
International Students	2%	2%	2%	4%	3%	2%
Undergraduate Students Total	927	935	922	863	809	785
Total Student Head Counts	1,292	1,294	1,264	1,195	1,088	1,044

Age

Summary

While average undergraduate age continues to hover between 19 and 20, on the graduate level, the range is from 24 to 31 years of age and has fluctuated since numbers from 2015.

Trends

On the graduate level, the average age for new admits in ES has continually increased since 2015, with a new average age of 30.7. For HS on the graduate level, the average age of new admits has gone down from 25.2 in 2015 to 24.6 for 2020-21. For TL on the graduate level, the average age of new admits has risen from 26.4 in 2015 to 28.4 in 2020-21.

On the undergraduate side, the average age of new admits in the Child and Youth Studies Program has fallen from 30.2 in 2015 to 24.4 in 2020-21. The average age of undergraduate students in the Middle Childhood Education Program has fallen from 20.4 in 2015 to 18.9 in 2020-21. A similar trend has been happening for undergraduates in Science and Mathematics Education, with the average age of new admits being 19.8 in 2015 and 18.8 in 2020-21.

Outliers

EdD students in ES had a dip in average age in 2018-2020 but have come up to age 37.9 for 2020-21. The average age of new admit EdS students in ES has gone down to 22 for 2020-21.

On the HS undergraduate level, the average age for students in the Consumer and Family Financial Services Program spiked to 25.3 in 2018 and is now back at 20.1 in 2020-21.

Undergraduate students in the Exercise Science Education Program seem to make their decision to enter sooner, with an average age in 2020-21 of 18.7. The average age of undergraduate students in the Sports Coaching, Recreation and Physical Education Program dipped from 21.2 in 2015 to 20.3 in 2020-21.

[Recommendation: The college should explore the underlying causes of these age changes and whether those causes and changes have an impact on enrollment and the student experience.](#)

Academic Characteristics

Credits Earned by Students Prior to Entering an Education and Human Ecology Major

Increasingly, undergraduate students earn college credit before entering The Ohio State University as new first-year students (NFYS) or transfer students. From 2016 to 2021, the NFYS students across the three college departments matriculated to Ohio State with average credit totals between 7.5 and 19.2, with maximum totals of up to 84 credits (just shy of senior standing at Ohio State).

Transfer students during the same period matriculated to Ohio State with average credit totals from 45.1 to 69.8, with maximum totals of up to 203 credits. Students, through the college’s Office of Academic Affairs, work with their academic advisors to assess past credit for potential use in degree requirement areas. However, “unused” credit that is not directly applied to major or General Education areas can lead to increased credit totals at graduation.

These trends are consistent with overall trends for the College Credit Plus program in Ohio ([link](#)). From 2015-16 to 2019-20 statewide enrollment increased from 54k to 79k students, which constitutes a 42% growth rate during that period ([link](#)). Moreover, Franklin County joins with Cuyahoga County as producing the highest county-based enrollments in the state. Being an urban-serving university in Franklin County may offer distinct advantages, should the college find fruitful ways of enrolling more students into its courses through College Credit Plus.

Table 18. Total Credit Hours by Department AY2017-18 to 2020-21

Department	Entering Student Type	Mean Credit Hour Range 2016-2020	Maximum Credit Hours 2016-2020	2020-21 Mean Credit Hours	2020-21 Maximum Credit Hours
ES	New First-Year Students	7.5-18.5	20-47	20.7	38

HS	Transfer Students	45.1-69.8	73-146	53.8	76
	New First-Year Students	13-14.5	51-84	14.3	78
TL	Transfer Students	54-58.5	123-203	58.7	167
	New First-Year Students	15.7-19	62-77	19.2	73
	Transfer Students	56.3-61.7	115-236	63	162

Recommendation: The college should explore the possibility of increasing engagement in the College Credit Plus program through the Ohio State Academy ([link](#)). The college's degree programs should explore ways of adjusting their curricula to maximize the use of transfer credit as a way of recruiting high-achieving students and decreasing the time to graduation and associated student debt.

Note: GPA and ACT data based on autumn information spanning 2016 to 2020.

Academic Achievement of Students

The academic performance of the college's students compares favorably to the university's student performance in term of GPA. However, the college's students do not compare as favorably relative to ACT data for the university's student body.

Because academic performance by the college's students remains on a par with the university's student performance, revision of the weighting of these metrics might be considered. Details follow.

University

The GPA and ACT performance for all students on the Columbus Campus is reported next. These data show slight trends toward increasing academic achievement as measured by ACT and GPA.

Table 19. GPA and ACT performance for all students on the Columbus Campus

	Average Undergraduate ACT	Average Undergraduate GPA	Average Graduate GPA
AU16	27.3	3.2	3.76
AU17	27.4	3.24	3.77
AU18	27.5	3.26	3.78
AU19	27.6	3.27	3.78
AU20	27.6	3.4	3.8

College

Across the three departments, the academic achievement of the college's students, as defined by GPA, demonstrates that they compare favorably to Ohio State students on the Columbus Campus,

but tend to perform more poorly on the ACT.

Table 20. Academic Achievement of Matriculating Students from AU16 to AU20

	Year by Student Type	Mean GPA	Mean ACT Score
ES	AU16-AU19 UG Majors	3.3-3.7	23.8-25.2
	AU16-AU19 UG Pre-majors	2.9-3.5	
	AU20 UG Majors	3.4-3.6	24.6-25.6
	AU20 UG Pre-majors	3.2-3.3	
	AU16-AU19 Graduate Students	3.8-4.0	
	AU20 Graduate Students	3.9	
HS	AU16-AU19 UG Majors	2.7-3.6	22.5-26.9
	AU16-AU19 UG Pre-majors	1.8-3.8	
	AU20 UG Majors	2.8-3.5	21.5-26.5
	AU20 UG Pre-majors	2.3-3.4	
	AU16-AU19 Graduate Students	3.4-4.0	
	AU20 Graduate Students	3.5-4.0	
TL	AU16-AU19 UG Majors	2.7-3.9	22.2-28.4
	AU16-AU19 UG Pre-majors	1.7-3.7	
	AU20 UG Majors	3.1-3.7	22.1-28.3
	AU20 UG Pre-majors	3.3-3.6	
	AU16-AU19 Graduate Students	3.9-4.0	
	AU20 Graduate Students	3.6-4.0	

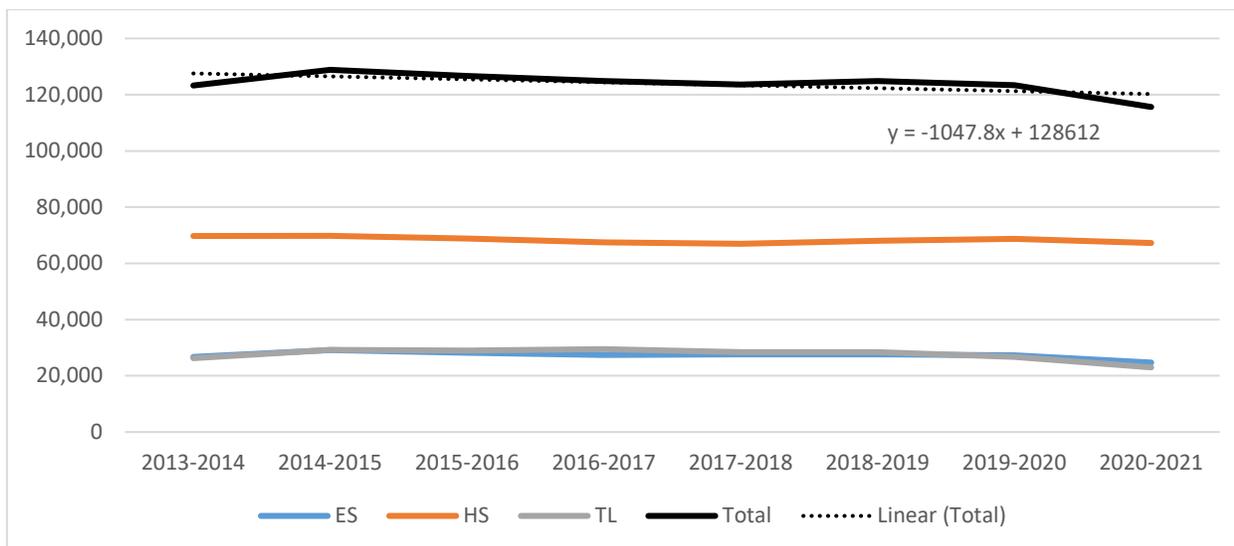
Recommendation: The college should explore with the leadership of Ohio State’s Office of Undergraduate Admissions and the Graduate School about the relative weighting of GPA and ACT performance as a function of performance in our degree programs. Such a study could be used to adjust how these academic metrics are used in determining seat offers to applicants and may prompt less weighting of these metrics given that the performance of Education and Human Ecology students tends to be on par with Ohio State students, despite the college’s students having lower ACT scores.

Enrollment – Credit Hour Generation and Course Enrollments

Credit Hour Generation

Since 2013-14, the college has generated an average of 123,897 credit hours per year. The overall trend during this period has been flat, but year-to-year fluctuation has occurred and demonstrated a peak of 128,846 credit hours in 2014-15 and the deepest valley of 115,630 credit hours in 2020-21. The trend line in Figure 1 demonstrates a loss of about -1,048 credit hours each year, which is about a -.85% decline each year yielding a total decline of about -6% from 2013-14 to 2020-21. These trends are illustrated next.

Figure 1. Total Credit Hours by Department AY 2013-14 to 2020-21



From AY 2013-14 to AY 2020-21, HS continues to generate about half of all the credit hours earned by the college, and TL and ES contribute about an equal share approximating 25% of the college’s total each year.

The total credit hour generation of the three departments has been fairly flat to slight declines over time. The pandemic brought an appreciable decline in the college’s enrollments. During AY 2020-21, TL (-3,681 credit hours or -13.8%) demonstrated the greatest decline in credit hours, followed by ES (-2,603 credit hours or -9.5%) and HS (-1,519 credit hours or -2.2%) relative to AY 2019-20.

Department of Educational Studies

As shown in Table 21, the programs in the ES generate an average of 1,846 total credit hours per program across 15 programs of study that range from 96 - 4,504 credit hours per program. The programs in Counselor Education, Special Education, the Dennis Learning Center and Higher Education and Student Affairs are the highest credit hour generating programs, on average, for the department.

Overall, seven programs (Dennis Learning Center, Counselor Education, Educational Policy, Educational Studies, Learning Technologies, School Psychology and Quantitative Research Evaluation and Measurement) have seen an increase in the credit hour generation over the course of the past seven academic years, while three program (Philosophy and History of Education, Special Education and Workforce Development and Education) have experienced a decrease. All other programs remain steady

Table 21. ES Credit Hour Statistics by Program Area Per Academic Years Beginning 2013-14 and Ending 2019-20

Program	Average Total Credit Hours	Average Minimum Credit Hours	Average Maximum Credit Hours	Average Credit Hours	Overall Credit Hour Change Across Seven Years (Min. and Max. Reported)
Counselor Education	4,484	1	731	49	Steady 4,504 – 4,504
Dennis Learning Center	3,456	11	75	69	Increase 2,841 - 4,070
Educational Administration	1,854	1	102	25	Steady 1,559 – 1,812
Educational Policy *data begins 2014-15	166	3	36.5	13	Increase 96 – 244
Educational Psychology	2,203	1	100	38	Steady 1,998 – 2,499
ES	688	1	154	11	Increase 564 – 840
Higher Education and Student Affairs	3,389	1	145	33	Steady 3,186 – 3,639
Learning Technologies	758	1	58	19	Increase 364 – 1,135
Philosophy and History of Education	2,813	3	96	46	Decrease 2,030 – 3,360
Qualitative Research	269	11.2	64	39	Steady 342 – 240 *remained in 240s for five years
Quantitative Research, Evaluation and Measurement	1,546	1	154	45	Increase 1,007 – 1,743
School Psychology	750	1	52	19	Increase 582 - 884
Special Education	3,668	1	393	30	Decrease 4,177 – 3,291
Teacher Education Policy and Leadership *214-2015 – 2019-20	47	1	19	30	Increase 18 - 75
Workforce Development and Education	1,593	1	101	19	Decrease 1,783 – 1,334
OVERALL	1,846	3	152	485	Range

Department Data					96-4,504
------------------------	--	--	--	--	-----------------

Department of Human Sciences

The programs in the Department of HS generate an average of 5,531 total credit hours across 12 programs of study that range from 8 – 17,069 per program, as shown in Table 22. The programs in Fashion and Retail Studies, Human Development and Family Science, Human Nutrition and Sport Fitness and Health are the highest credit hour generating programs, on average, for the department and the college. Overall, two programs (Fashion and Retail Science and Sports Coaching) have seen an increase in the credit hour generation over the course of the past seven academic years, while nine programs have decreased. Only one program, Consumer and Family Financial Services, has remained steady.

Table 22. HS Credit Hour Statistics by Program Area per Academic Years Beginning 2013-14 and Ending 2019-20

Program	Average Total Credit Hours	Average Minimum Credit Hours	Average Maximum Credit Hours	Average Credit Hours	Overall Credit Hour Change Across Seven Years (Min. and Max. Reported)
Consumer and Family Financial Services	4,933	1	698	126	Steady 5,127-6,292
Consumer Sciences	692	1	68	10	Decrease 1,269 - 236
Fashion and Retail Studies	7,888	3	923	230	Increase 5,926 – 10,864
Health and Exercise Science	3,107	1	486	57	Decrease 3,533 – 2,605
Hospitality Management	3,732	2	374	77	Decrease 4,739 – 2,800
Human Development and Family Science	16,297	1	828	90	Decrease 17,069 - 15,809
Human Nutrition	10,679	1	1,596	83	Decrease 12,244 – 9,669* *Overall numbers are trending up last two years after an overall decrease
Kinesiology	110	3	41	17	Decrease 367 - 8
Physical Education	2,188	1	204	33	Decrease 2,677 – 1,747
Sport Fitness & Health Program	8,417	1	117	17	Decrease 10,499 – 9,263

Sport Management/Sport Industry	8,060	2	335	84	Decrease 9,410 – 6,339* *Last two years credits hours have been over 8,000 but still declining
Sports Coaching* Data from 2016-17 to 2019-20	279	3	78	47	Increase 159 - 393
Overall Department Data	5,531	1	479	73	Range 8 – 17,069

Department of Teaching and Learning

As shown in Table 23, the programs in TL generate an average of 2,539 total credit hours across 11 programs of study that range from 219 – 6,097 credits per program. The collection of courses composing Field Experiences and Seminars and the programs in (a) Literature for Children and Young Adults and (b) Language, Education and Society are the highest credit hour generating programs, on average, for the department.

Overall, two programs (Language, Education and Society and Literature for Children and Young Adults) have seen an increase in credit hour generation over the course of the past seven academic years, while five programs have seen decreases.

Four programs have remained steady (Science, Technology, Engineering and Mathematics; Foreign, Second and Multilingual Education, English as a Second Language and Multicultural and Equity Studies in Education).

Note that TL has an additional program in Sensory Impairments and Inclusion for which data were not available from 2017-18 through present and therefore is not included in the table above. Furthermore, with only one official program sheet for the department at the graduate level, it is difficult to determine the accuracy of the classification of courses by program area in the department.

For example, EDUTL 5001: Inclusion, has an enrollment of over 100 students per semester. While the course should be included in the Sensory Impairments and Inclusion Program, that data is not present and upon further investigation, the class is listed under Language, Education and Society.

Note that the Department of TL is currently restructuring, which should allow for more transparency and ease of data analysis in the future.

Table 23. Teaching and Learning Credit Hour Statistics by Program Area per Academic Years Beginning 2013-14 and Ending 2019-20

Program	Average Total Credit Hours	Average Minimum Credit Hours	Average Maximum Credit Hours	Average Credit Hours	Overall Credit Hour Change Across Seven Years (Min. and Max. Reported)
Adolescent and Postsecondary Community Literacies,	1,064	3	88	35	Decrease 1,155 - 939
Dramatic and Arts-Based Research, Teaching and Learning	338	8	63	37	Decrease 600 - 219
EDUTL Core	1,930	1	136	12	Decrease 2504 - 1724
English as a Second Language	6,029	0	71	36	Steady 7,002 - 5,982* Of the seven years, six were steady around 5,900. One year appears to be an anomaly.
Field Experiences and Seminars	5,624	1	483	27	Decrease 6,097 - 4,474
Foreign, Second and Multilingual Language Education	903	6	75	36	Steady 834 - 1143
Language, Education and Society	2,557	3	126	51	Increase 1,573 - 3,498
Literature for Children and Young Adults	4,308	3	96	70	Increase 3,573 - 4,815
Multicultural and Equity Studies in Education	1,368	3	284	57	Steady 1,178 - 1, 533
Reading and Literacy in Early and Middle Childhood	2,550	3	102	44	Decrease 3,006 - 1,686
Science, Technology, Engineering and Math	1,266	2	95	28	Steady 1,144 - 1,306
Overall Department Data	2,539	3	147	39	Range 219 - 6,097

Course Enrollment Patterns and Trends

Department of Educational Studies

Table 24 illustrates that, excluding independent study and research enrollment, ES increased the number of sections taught by about 100 sections ($688/581 = 18\%$ increase) while decreasing average enrollment per section from 15 to about 13 students per section ($13.2/15 = 14\%$ decrease) during the seven-year period. Total enrollment during the same period saw some degree of variability upward and downward, with no persistent trend in either direction; however, the past three years remained steady at around 9,100, which is down from the all-time high of 9,642 students. Credit hours generated demonstrate a similar pattern to total enrollment, with variability up and down during the seven-year period. They were at their highest in 2014-15 with 27,902 and down to 26,307 by 2019-20.

Table 24. Educational Studies Course Examination by Sections, Enrollment and Credit Hours Generated - excluding independent study and research/thesis/dissertation enrollment

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	Overall Trend
Number of Sections	581	615	633	640	646	678	688	Increase 581-688
Total Enrollment	8,723	9,642	9,253	8,975	9,170	9,159	9,096	Decrease 9.6K-9.1K
Average Enrollment/Section	15.0	15.7	14.6	14.0	14.2	13.5	13.2	Decrease 15.7-13.2
Maximum Section Enrollment	247	331	282	200	181	227	238	Decrease 331 - 238
Total Credit Hours	25,422	27,902	27,074	26,252.5	26,535	26,612	26,307.5	Decrease 28K-26K

Department of Human Sciences

Excluding independent study and research enrollment, HS slightly decreased the number of sections of classes taught ($1,003/1,056 = 5\%$ decrease), and total enrollment has similarly decreased ($26,949/28,402 = 5\%$ decrease) during the last seven years, as shown in Table 25. Average enrollment per section has remained steady at about 25-27 students per section. The maximum section enrollment was fairly stable from 2013-14 to 2017-18, but it appreciably increased by about 20% in 2018-19 and 2019-20. Credit hours generated in 2013-14 were 68,342, and they decreased through 2017-18 to a low of 65,681. In 2018-19 and 2019-20, credit hours increased by about 700-1,000 credit hours each year.

Table 25. Human Sciences Course Examination by Sections, Enrollment and Credit Hours Generated - excluding independent study and research/thesis/dissertation enrollment

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	Overall Trend
Number of Sections	1,056	1,108	1,043	997	1,027	1,044	1,003	Decrease 1.1K-1.0K
Total Enrollment	28,402	28,311	27,685	26,743	26,399	27,193	26,949	Decrease 28.4K- 27.0K
Average Enrollment/ Section	26.9	25.6	26.5	26.8	25.7	26.0	26.9	Even
Maximum Section Enrollment	493	499	503	498	493	631	606	Increase 493-606
Total Credit Hours	68,342	68,373	67,613	66,195	65,681.5	66,719	67,413	Decrease 68.3K- 67.4K

Department of Teaching and Learning

Excluding independent study and research enrollment, Table 26 shows that TL has remained steady in terms of the number of sections, total enrollment and average enrollment per section. The maximum section enrollment has demonstrated some variability up and down across the seven years. Total credit hours demonstrated a peak in 2016-17, with an increasing trend leading up to that year and a decreasing trend by about 10% thereafter (25,432/28,111). Generally, total credit hours were about 26,000 per year across the seven-year period.

Table 26. Teaching and Learning Course Examination by Sections, Enrollment and Credit Hours Generated - excluding independent study and research/thesis/dissertation enrollment

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	Overall Trend
Number of Sections	591	626	637	607	578	606	607	Decrease 637-607
Total Enrollment	8,587	9,616	9,547	9,491	9,222	9,348	8,912	Decrease 9.5K-8.9K
Average Enrollment/ Section	14.5	15.4	15.0	15.6	16.0	15.4	14.7	Decrease 15.6-14.7
Maximum Section Enrollment	94	118	118	108	138	113	102	Decrease 118-102
Total Credit Hours	24,622	27,448	27,443.5	28,111	26,932	27,262	25,432	Decrease 27.4K- 25.4K

Recommendation: The college should support departments to ensure that per section enrollments are optimized to deliver (a) a strong positive experience for students leading to important student outcomes and (b) a financially thriving curriculum for each department and the entire college. The general trend should be toward increasing the average enrollment per section. This trend should be especially advanced in degree programs and departments that have seen decreases in enrollments per section and those that can readily accept more enrollments per section without adversely affecting student success. The college should also explore load inequities, as defined by enrollments in courses, to ensure faculty, programs and departments have reasonably equitable teaching loads.

Section 2: The Student Experience

Admissions

Average Age of Students

A review of the data, as shown in Table 27, revealed that the average age of new undergraduate students admitted to the three departments is 19.7 years of age, whereas for new graduate students admitted to the three departments, the age range is between 26.4 to 28.4 years of age.

Table 27. Average Age of Students

Average Age of New Admits – Graduate	Average Age of New Admits - Undergraduate
ES: 27.3 to 30.7 HS: 25.2 to 24.6 TL: 26.1 to 27.4 Average age across all three: 26.4 to 28.4	ES Studies: 19.2-19.5 HS: 19.7-19.6 TL: 19.8-19.9 Average age across three depts:19.7 to 19.7

The College’s NFYS Admits, Yields and Competitors

As part of our analysis, we sought to examine patterns for new first-year student admissions. This included students who indicated an Education and Human Ecology major as their program of choice and were offered admission to Ohio State, the admits who were yielded to Ohio State and our top competitors. The college’s IR data revealed that in autumn 2019, the college had a total of 929 admits but an overall yield of 30.8% (286) students. Of these, 54.2% were Ohio residents and 17.9% were non-Ohio residents.

Our largest competitors that year were Miami University of Ohio (24), University of Cincinnati (13), Ohio University (13), Kent State University (13), Bowling Green University (10) and University of Dayton (8).

Based on the data in the prior table, we yield in-state students roughly 36.3% more than out-of-state students.

In autumn 2020, the college had a total of 1,286 admits with an overall yield rate of 26.4% (Ohio residents, 44.4%; non-Ohio residents, 15.3%). Our competitors gained at the rate of Miami University of Ohio (41), University of Cincinnati (27), Ohio University (24), Kent State University (20), Bowling Green State University (16) and University of Dayton (13).

The autumn 2020 admission numbers are larger (+357 admits) due to the university’s COVID-19 admissions protocols. The university expected lower yield rates but increased admits so that the total numbers of enrollees would stay on trend for the previous year. The college dropped 10% in in-state yield rate, perhaps due to COVID-19.

The College's Transfer Admits, Yields and Competitors

The National Student Clearinghouse (NSC) data reveal that in autumn 2020, 125 transfer students were admitted to the college. Of these 17 (13.6%) stayed with the college. Our competitors received: Unknown (22), Columbus State Community College (6), University of Cincinnati (4), Ohio University and Kent State University each received 3 students, Cleveland State, John Carroll, Shawnee State University of Illinois at Urbana, Purdue University-West Lafayette, University of Oregon, University of Maryland-College Park, Western Governors University, Wittenberg University, University of Wisconsin-Madison each received 2 students; The remaining 50 students each chose a university both within Ohio as well as across the East Coast and the South (N=1).

Table 28 shows data related to students admitted to the university, and Table 29 shows data related to students admitted to the college.

Table 28. Ohio State Admissions Funnel

FYS								
Year	Applicants	Admits	ACPT	PAF	Yield	Enrolled	PtoE	Incoming
AU 2021	58,178	33,235	57%	9,240	28%		0%	
AU 2020	49,068	33,598	68%	9,941	30%	8,602	87%	81%
AU 2019	47,675	25,606	54%	8,408	33%	7,630	91%	77%
AU 2018	48,033	24,943	52%	8,517	34%	7,851	92%	77%
AU 2017	47,758	22,939	48%	7,794	34%	7,136	92%	74%
FOUR-YEAR AVERAGE							NFYS	77%

Transfers								
Year	Applicants	Admits	ACPT	PAF	Yield	Enrolled	PtoE	Incoming
AU 2021	3,210	2,815	88%	1,861	66%			
AU 2020	4,109	2,623	64%	2,623	100%	2,064	79%	19%
AU 2019	4,324	3,759	87%	2,837	75%	2,287	81%	23%
AU 2018	4,487	3,794	85%	2,812	74%	2,285	81%	23%
AU 2017	4,855	4,295	88%	3,219	75%	2,567	80%	26%
FOUR-YEAR AVERAGE							Transfer	23%

Table 29. College of Education and Human Ecology Admissions Funnel

NFYS								
Year	Applicants	Admits	ACPT	PAF	Yield	Enrolled	PtoE	Incoming
AU 21	3,203	1,326	41%	342	26%			
AU 20	2,348	1,286	55%	389	30%	339	87%	59%
AU 19	2,381	929	39%	274	29%	243	89%	54%
AU 18	2,170	889	41%	257	29%	238	93%	49%
AU 17	2,310	802	35%	244	30%	217	89%	44%
FOUR-YEAR AVERAGE							NFYS	51%

Transfers								
Year	Applicants	Admits	ACPT	PAF	Yield	Enrolled	PtoE	Incoming

AU 21	270	242	90%	176	73%				
AU 20	367	337	92%	272	81%	232	85%	41%	
AU 19	355	320	90%	261	82%	210	80%	46%	
AU 18	382	342	90%	280	82%	251	90%	51%	
AU 17	436	406	93%	331	82%	280	85%	56%	
FOUR-YEAR AVERAGE								Transfer	49%

Notes:

PtoE - This stands for Paid Admission Fee (PFA) to Enroll, which is the percentage of PAFs that ended up enrolled by the 15th day of the semester.

Total ENR - This is the total enrollment number from NFYS and transfer students combined.

The AU 21 PAF number is misleading because, unlike NFYS who have to commit by May 1, transfers can continue to commit through the summer, so this number will grow.

Summary

For NFYS, the college's competitors are other Ohio institutions, whereas for transfer students, while a majority go to other in-state universities or colleges, we also experience competition from the Big Ten and out-of-state universities. A limitation of the data is that there is no information on the reasons why students accepted to the college's majors choose other institutions over Ohio State. Moreover, 2019-2020 trends reveal that the college received more Ohio residents (54.2%-44.4%) than non-Ohio residents (17.9%-15.3%). In 2020, the college yielded 26.4% NFYS as compared to 13.6% transfer students. In 2020, the college's competitors gained 141 NFYS students and 106 transfer students.

Entering a Major

Direct Admits Versus Competitive Majors

After undergraduate students are admitted and enrolled to Ohio State, in some cases enrollment in a major is automatic; students can essentially declare their major of choice. The college also has some undergraduate majors where students must apply to be accepted. This is a competitive major admissions process. Students who have not yet matriculated to a competitive major can be pre-majors for their respective program, or students can apply to a competitive program from another major or unit on campus.

Table 30 summarizes the college's undergraduate majors programs by competitive admissions or direct admit status.

Table 30. College Undergraduate Majors by Status as Competitive or Direct Admissions

Human Sciences

Competitive Majors

Exercise Science
 Health Promotion, Nutrition and Exercise Science
 Human Nutrition – Dietetics
 Sport Coaching, Recreation and Physical Education

Direct Admit Majors

Consumer and Family Financial Services
 Fashion and Retail Studies

 Hospitality Management
 Human Development and Family Science

 Human Nutrition - Nutrition in Industry
 Human Nutrition - Nutrition Science
 Sport Coaching, Recreation and Physical - Sport Coaching
 Sport Industry

Educational Studies

Direct Admit Majors

Special Education
 Technical Education and Training

Teaching and Learning

Direct Admit Majors

Child and Youth Studies
 Integrated Language Arts
 Middle Childhood Education
 STEM Education
 TESOL Education
 World Language Education

Status of Direct Admits Versus Competitive Majors

Table 31 illustrates data discussed in the next three brief sections about each of the three departments.

Department of Teaching and Learning

Between 2016 and 2020, TL had a minimum of 199 and a maximum of 255 students apply to its competitive admissions undergraduate programs. In 2020, when 199 students applied, 168 applications were accepted and 31 declined. Over the period examined, the largest number of denied applications was 77 in 2018. Many programs in TL have moved to direct admissions where students do not need to compete with others for admission but do need to maintain minimum academic standards.

Department of Educational Studies

Special Education in ES also changed its admissions policy to direct admit for NFYS and transfer students.

Department of Human Sciences

Students must apply and be admitted to Exercise Science Education. In 2020, the program received the highest number of applications compared to the four prior years, with 89 applications. Three students were denied admission.

The number of applications to the Dietetics specialization in the Human Nutrition undergraduate major declined from 2017 to 2020. In 2020, 48 students applied to Dietetics, and 36 were admitted. Health Promotion, Nutrition and Exercise Science has students apply to be admitted, but students are admitted as long as they have met minimum requirements. Students do not compete against each other for spots in the program.

Table 31. Competitive Admissions Statistics

TL Undergraduate Admissions:

Total Applicants, Count Admitted, Count Denied

	Total	Admit	Deny
2016	223	161	62
2017	214	146	68
2018	255	178	77
2019	235	183	52
2020	199	168	31
2021	65	63	2

Special Education Undergraduate Admissions:

Total Applicants, Count Admitted, Count Denied

	Total	Admit	Deny
2016	62	45	17
2017	45	39	6
2018	49	41	8
2019	52	44	8
2020	43	37	6
2021	18	18	0

Exercise Science Undergraduate Admissions:

Total Applicants, Count Admitted, Count Denied

	Total	Admit	Deny
2016	82	59	23
2017	55	54	1
2018	62	61	1
2019	84	76	8
2020	89	86	3
2021	89	86	3

Dietetics Undergraduate Admissions:

Total Applicants, Count Admitted, Count Denied

	Total	Admit	Deny
2016	35	20	15
2017	62	39	23
2018	59	43	16
2019	52	39	13
2020	48	36	12
2021	15	10	5

**Health Promotion, Nutrition and Exercise Science
Undergraduate Admissions: Total Applicants, Count Admitted,
Count Denied**

	Total	Admit	Deny
2016	18	18	0
2017	38	37	1
2018	29	29	0
2019	28	28	0
2020	30	29	1
2021	17	17	0

Summary

Whereas both ES and TL have moved to direct admits (i.e., automatically admitted to a major of choice upon matriculation to Ohio State), HS has a blend of direct versus competitive admits (i.e., students have to apply and be accepted). Direct admits versus competitive major admissions have an impact on enrollment. The latter includes Exercise Science; Health Promotion, Nutrition and Exercise Science; Human Nutrition – Dietetics; and Sport Coaching, Recreation and Physical Education.

For instance, in 2020 when TL had competitive admissions for its undergraduate programs, of the 199 applications, 31 were declined. Between 2016-2020, the largest number of denied applications was 77 in 2018. The number of applications to the Dietetics specialization in the Human Nutrition undergraduate major declined from 2017 to 2020. In 2020, 48 students applied to Dietetics and 36 were admitted.

Curriculum Structure and Flexibility

Unused Undergraduate Transfer Credits

By addressing curriculum structure and flexibility, our intention is to determine whether our programs are built to allow students to navigate the requirements without undue challenge. Programs have learning goals and objectives that should be met to ensure our graduates are prepared for life after college, but we want to be mindful of programs that students should be able to complete in a reasonable amount of time. Factors that could impact the structure and flexibility of a program are the number of requirements, prerequisites and sequencing, availability of required courses and the flexibility of the curriculum.

One metric to examine when considering the flexibility of our undergraduate curriculum is unused transfer credit. For students who transfer from other academic institutions to Ohio State and graduate from one of the college's undergraduate majors, a challenge can be getting the academic credit they completed to apply to their program. Data were obtained about the amount of unused credit for the college's students who applied to graduate in spring 2021, summer 2021 or autumn 2021.

We found that, on average, students had 6.8 hours of transfer credit that was unusable as part of their program. Of the students who applied for graduation, 103 (21.0%) had 10 or more hours of unused transfer credit, and four had more than 40 unused transfer credit hours.

Many factors can contribute to how many of a students' previous credits can be utilized in their Education and Human Ecology program: (a) whether the previous coursework was related to the current program, (b) how amenable faculty members are to approving petitions to use credit to complete program requirements and (c) rigid requirements for some majors that do not allow extraneous course credit to be used.

Summary

Unused transfer credits are a major challenge for the college's students. A lack of ease in transferring external credit at both the university and college level impacts students' ability to transfer credit. It also increases debt and time to graduation.

Undergraduate Curriculum Petitions

Another way to examine the flexibility of the college's curriculum is to review the number of curriculum petitions. There are two primary areas of concern: (a) substitutions due to a course not being offered, an unofficial change to the curriculum or a time conflict suggesting lack of attention to course scheduling and (b) requests for courses outside of the college when a college course is an option, or taking coursework outside of the college (e.g., Fisher College of Business), resulting in loss of revenue to the college.

From 2018 to 2020, the number of curriculum petitions processed by the college's Office of Academic Affairs has decreased across all three departments. From 2018 to 2020, curriculum petitions for ES majors decreased from 26 to 2, for HS from 360 to 244 and from TL from 141 to 64.

In 2020, for HS, the primary reason for petitioning of course substitutions was related to transfer course substitution (66) and requirement for major electives (67). Blanket substitutions accounted for 72 of the petitions, which are department-approved substitutions due to a course not being offered or an unofficial change to the curriculum processed internally by the Office of Academic Affairs without sending individual petitions to faculty. An additional 24 graduating senior students required substitutions to courses in the Fashion and Retail Studies major in spring 2021.

Finally, 51 petition requests were for courses outside of the college when a college course was an option, and 26 students in the Fashion and Retail Studies minor needed to take coursework not listed on the minor curriculum, most of which were from the Fisher College of Business.

For TL in 2020, reasons for petitions included transfer course substitution, choice, time conflict with a typical required course, minimum grade requirement exception and campus change.

Summary

While the trends toward petitions seem to decline, it would be important to assess the reason for the decline. In addition, we seem to be losing credits to the Fisher College of Business. How do we account for this loss of enrollment? Moreover, despite a college course being an option, having 51 petitions suggests a significant loss in enrollment within our college. Better tracking of curricular offerings is needed.

Degrees Conferred and Total Hours to Degree

Data over the past five years (2015-2020) reveals number of doctoral degrees conferred increased from 22 to 45 for ES in comparison to HS, 27 to 24, and TL, 23 to 18, with all three showing a decrease in the mean number of credit hours (cumulative hours).

In total during AY 2019-2020, the college conferred 87 doctoral degrees, both PhD and EdD, with 51.7% in ES, 27.6% in HS and 20.7% in TL.

For each of the past four years, TL doctoral degree completers had the highest mean cumulative credit hours at graduation, followed by ES and HS. In 2019-2020, the mean cumulative credit hours for a doctoral degree in TL was 126.1, compared to 118.9 in ES and 107.8 in HS.

Meanwhile, the number of master's and educational specialist degrees conferred increased in both ES (113 to 127 for master's; 7 to 11 for educational specialists) and HS (35 to 51 for master's). TL showed a slight increase in educational specialist degrees (1 to 2) but a decrease in master's degrees (133 to 79) awarded.

In total, the college conferred 270 educational specialist (19, 7.0%) and master's (251, 93.0%) degrees. For the past three years, ES conferred the greatest number of educational specialist or master's degrees (138 in 2019-2020), followed by TL (81 in 2019-2020) and HS (51 in 2019-2020). In 2015-2016 and 2016-2017, TL was the leader in master's degrees conferred, but their numbers declined while ES numbers increased.

At the master's level, ES has the highest mean cumulative hours at graduation for each of the past five years (47.7 in 2019-2020), followed by TL (40.4 in 2019-2020) and HS (34.2 in 2019-2020).

At the bachelors' level, ES (49-42) and HS (758-724) observed a decrease in annual degrees conferred. TL's annual degrees increased from 197 in 2015-2016 to 253 in 2017-2018 and then declined to 201 in 2019-2020.

On the Columbus Campus in 2019-2020, the college awarded 967 undergraduate degrees. Most undergraduate degrees are awarded to HS majors (724, 74.9% in 2019-2020), followed by TL (201, 20.8% in 2019-2020) and ES (42, 4.3% in 2019-2020).

Table 32. College Degrees Conferred by Department and Program

Count of Degrees Conferred, Mean Cumulative Hours and Median Cumulative Hours

			2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Educational Studies	Doctoral Degree	Degrees Conferred	22	41	40	40	45
		Mean Cumulative Hours	130.1	127.1	120.1	121.5	118.9
		Median Cumulative Hours	125.9	125.5	116.7	117.0	118.0
	Education Specialist	Degrees Conferred	7	1	10	6	11
		Mean Cumulative Hours	76.4	72.0	73.0	74.3	72.8
		Median Cumulative Hours	71.0	72.0	73.0	74.0	72.0
	Masters Degree	Degrees Conferred	113	116	130	124	127
		Mean Cumulative Hours	47.6	47.0	52.2	49.0	47.7
		Median Cumulative Hours	44.4	45.5	46.0	45.0	43.0
Bachelor of Science	Degrees Conferred	49	49	46	38	42	
	Mean Cumulative Hours	148.7	150.6	142.7	146.3	141.9	
	Median Cumulative Hours	145.0	142.0	141.0	139.4	137.0	
Human Sciences	Doctoral Degree	Degrees Conferred	27	20	20	17	24
		Mean Cumulative Hours	119.1	115.9	109.6	114.7	107.8
		Median Cumulative Hours	102.6	110.5	105.5	111.0	99.8
	Masters Degree	Degrees Conferred	35	37	62	51	51
		Mean Cumulative Hours	48.8	38.0	37.7	39.3	34.2
		Median Cumulative Hours	39.5	34.5	34.0	35.0	33.0
	Bachelor of Science	Degrees Conferred	758	769	760	753	724
		Mean Cumulative Hours	142.5	140.5	140.1	137.9	136.5
		Median Cumulative Hours	138.1	136.0	136.0	131.0	130.5
Teaching & Learning	Doctoral Degree	Degrees Conferred	23	30	36	33	18
		Mean Cumulative Hours	129.8	129.2	127.1	122.0	126.1
		Median Cumulative Hours	128.7	123.6	127.4	122.1	121.0
	Education Specialist	Degrees Conferred		1	3	1	2
		Mean Cumulative Hours		121.9	104.4	150.5	205.3
		Median Cumulative Hours		121.9	106.0	150.5	205.3
	Masters Degree	Degrees Conferred	133	129	123	119	79
		Mean Cumulative Hours	42.1	44.2	43.6	40.9	40.4
		Median Cumulative Hours	38.4	39.0	39.0	38.0	37.0
	Bachelor of Science	Degrees Conferred	197	248	253	196	201
		Mean Cumulative Hours	146.2	145.0	143.9	143.1	149.8

Summary

In total during AY 2019-20, ES conferred the most doctoral and master's degrees in comparison to TL and HS. At the bachelor's level, HS had the most degree conferrals.

At the doctoral level, TL doctoral degree completers had the highest mean cumulative hours at graduation. This increase in cumulative credit hours indicates extended length to completion of a degree and higher debt ratios.

Specific programs that have seen a decline in degree conferrals include Fashion and Retail Studies, Human Nutrition, Hospitality Management, Special Education, Sports Industry, master's degrees in TL, MEds in TL and PhDs in Interdisciplinary Nutrition.

Specific programs that have seen an increase in degrees conferred include Early Childhood Education; Exercise Science Education; Health Promotion, Nutrition and Exercise Science; and Human Development and Family Studies. Despite the declines, the programs show strength in enrollment, with over 70 in Human Development and Family Science, Human Nutrition, Sports

Industry, Fashion Retail, MEd in TL and over 50 in Early Childhood Education and Exercise Science Education.

Low enrollment programs include Educational Specialist in TL; master's in TL; Special Education; Health Promotion, Nutrition and Exercise Science; and PhD in Interdisciplinary Nutrition.

High-Impact Experiences: Undergraduate Students

Ohio State participates in the National Survey of Student Engagement, which is administered to first-year and senior students every three years. This survey was last administered in 2019. One of the questions asks respondents about the number of high-impact experiences they have had.

For the first-year students who responded to the survey, 38-39 provided information regarding their engagement in high-impact experiences (HIE) or practices. These included internships and field experiences, formal leadership roles, learning communities, study abroad, research with faculty, culminating senior experience and community-based projects. Of the 39 students, 30.8% engaged in zero HIE, 59% engaged in one, 10.3% engaged in two, and 0.0% in three, in comparison to 45.2%, 39.8%, 14.2%, and .8% respectively at other colleges.

Differences between Education and Human Ecology and other colleges seem significant in the areas of internships and field placements (.005), working with faculty research (.011) and culminating senior experience (.047).

For the senior year students who responded to the survey, 132 provided information regarding HIE. Respondents indicated engaging in 0-6 HIEs, with 11.4% (13.4% other colleges) engaging in zero HIE's, 21.2% (24.3% other colleges) in one HIE, 22.7% (25.2% in other colleges) in two HIEs, 22% (18.7% in other colleges) in three HIEs, 15.2% (11.3% in other colleges) in 4, 4.5% (5.5% in other colleges) in five, and 3% (1.7% in other colleges) in six HIEs.

Differences between Education and Human Ecology and other colleges seem significant in the areas of working with faculty research (.001), culminating senior experience (.005) and community-based project (.000).

The college offers the following high-impact experiences to undergraduate students: first-year undergraduate survey, Honors Program, ACES, GoEHE and internships. Below is a brief description of each.

First-Year Undergraduate Survey

Survey (EHE 1100) consists of a number of success series comprised of workshops and classes to promote academic success and help shape decision making for students. Between the autumn 2020 and spring 2021 academic semesters, the college's Office of Academic Affairs offered 19 total sections of EHE 1100. Of those 19 sections, nine were provided in an online synchronous format, and two sections were provided in an online asynchronous format for NFYS. Transfer students were provided two hybrid sections, two online synchronous sections and four asynchronous online sections across the same semesters. Academic Affairs served 661 total Education and Human Ecology students, 405 of which were NFYS, and 255 of which were transfer students. For the first time this past year, a component of racial, sexual and gender diversity was added to the curriculum.

Honors

The Honors Program seeks to assist motivated and well-prepared students to engage in a rigorous curriculum that includes research and other high-impact experiences. Currently, the college's program has a total of 37 students (5 graduating seniors, 3 of whom have Honors Research Distinction; 6 third-year students; 14 second-year students; and 12 first-year students). Three of the seniors were awarded research scholarships. One participant also took second place in the education category at the Denman Research Forum.

This year, the Honors group worked to propose changes to the program in order to provide students with more options as a way to keep more participants engaged in the Honors Program. Moving from a traditional thesis option only to four capstone options that will allow students to individualize their culminating experiences will increase initial enrollment and sustain involvement. The plan is to involve more faculty across the college in the administration of the academic and research portions of the program.

Advocates for Communities and Education Scholars (ACES)

The mission of this scholars program is to create an academic and social environment built around a living-learning community. Through community- and educational-themed discourse, The program supports a successful transition from high school to college.

In the first year, students engage in 20 hours of independent community service per semester, attend eight events (service, academic, social), have monthly community meetings, engage in a living-learning community, enroll in the SCHOLAR 1100.01 Seminar in autumn and maintain a 3.0 GPA.

In the second year, they also complete a capstone project. Each SCHOLAR course is designed by themes, and the college's theme is Advocates for Community and Education Scholars. In the past three years, the program has enrolled anywhere from 81-100 students. In 2020-21, the total enrollment was 100 with 33 Education and Human Ecology students and 67 non-Education and Human Ecology students.

GoEHE

For the past 14 months, the college's GoEHE has been at a standstill because of the pandemic. Students were unable to complete the education abroad experience, and hence, no new students were added to or graduated from the program. Effective summer 2021, ISA created and will be offering a six-credit hour virtual internship that will fulfill the education abroad experience requirement. The college has gained two new GoEHE students, increasing from four to six total students (the two new student applications are pending approval).

Moving forward, there have been conversations about GoEHE being paired with the Education minor. This means, if students are pursuing an Education minor, they will also be eligible to participate in the GoEHE option. Even if students do not pursue the Education minor but they are interested in GoEHE, they can still pursue the program. This new initiative has not been approved and is still at the early stages of the conversation.

Internships

Internships can be labeled an internship, a part-time job or a summer job. The internship courses

are set up to meet the students where they are in their experience. Some students have had no experience in the field and start at a low/entry-level position, while others who have years of experience usually complete jobs labeled as internships.

The most important focus of the internship courses is for students to expand their experience so they can walk into an entry-level job when they graduate and be career ready. Internships vary from one credit to 12 credits, with the average internship course being three credits. The hour requirements to be completed on the job are set by the curriculum committee (one credit equals 60 hours of work per semester, i.e., three credits equals 180 hours of work during the semester at a minimum).

Each instructor creates assignments to document the internship, such as research, networking, work projects, documentation of hours and evaluation. The enrollment process has been streamlined so each student has the same experience and same results. Each student must complete a student learning agreement, and once it is approved by our office, the student is enrolled, and the faculty is contacted.

With the approval of the internship, our office works with the faculty on the requirements and what would be acceptable for an internship per major, thus streamlining the process for students and faculty. This has helped to alleviate late adds and exceptions in the enrollment. Our office also helps coordinate the university registrar’s requirements for the location of each internship per section.

Depending on the program, there are either required (Fashion and Retail Studies 3191, Hospitality Management 3189, Sport Industry 3189, Coaching (minor KNPE 4191) or elective internships (Consumer and Family Financial Services 3191, Human Development and Family Sciences 2189/3189, Human Nutrition 4189, Exercise Science 5191, Sport Industry 4191 and EHE 3191) within the college.

In the last three years, as shown in Table 33, internships have declined from 483 (2018-19) to 285 (2020-21) due to transitions from required to elective internships (Consumer and Family Financial Services, ESE), decreasing enrollments in the college and more recently, the pandemic. During 2020-21, the number of required and elective internships further declined (285) due to the pandemic. Internship industries hardest hit by the pandemic included: Fashion and Retail Studies, Hospitality Management, Sport Industry and Coaching. A nontraditional option was introduced to facilitate graduation and included students researching their industry and COVID-19 and writing a research paper, students working with mentors and networking within the field and completing related assignments or papers. Sophomores and juniors were encouraged to wait to take their internships when industries opened after COVID-19.

Table 33. Count of Internships by Major

Major	2018-19	2019-20	2020-21
Unaffiliated Internship	13	4	5
Con and Fam Fin Serv	13	29	17
Exercise Science	7	8	2
Fashion and Retail Studies	94	80	88
Hospitality Management	70	52	45
Hm Dev and Fam Sci	6	8	4
Human Nutrition	24	33	19

Sports Coaching	17	31	21
Sport Industry	150	168	164
Total	429	413	365

High-Impact Experiences: Graduate Students

At the graduate level, the available data points that we found applicable to high-impact experiences come from two university-level surveys: the Doctoral Exit Survey and the Graduation survey. The Doctoral Exit survey goes to PhD-completing students around the time of their graduation. Applicable survey items to the topic of high-impact practices include those asking students about the number of presentations they gave on and off campus as a doctoral student, and the number of published and in-review articles the student had.

Our review of the data from the past five years, as shown in Table 34, revealed that 62.8% of the college’s PhD respondents reported that they made five or more presentations off campus as a student (73.8% among HS, 59.2% among ES, 53.3% among TL). Conversely, 5.0% of the college’s PhD completers indicated that they had zero off-campus presentations as a student.

In addition, 40.9% of the college’s PhD respondents indicated that they had three or more published scholarly works (52.4% among HS, 40.8% among ES, 37.2% among TL). Conversely, 21.2% of the college’s PhD completers indicated that they had zero published scholarly works as a student (14.3% among HS, 18.3% among ES, 30.0% among TL).

Table 34. Summaries from the Doctoral Exit Survey Covering 2015-16 through 2019-20

Respondents Reporting Number of Presentations on Campus				
	0	1 to 2	3 to 4	5 or more
ES	26.8%	32.4%	22.5%	18.3%
HS	7.1%	31.0%	33.3%	28.6%
TL	32.9%	34.3%	14.3%	18.6%
Grand Total	24.6%	32.8%	21.9%	20.8%

Respondents Reporting Number of Presentations off Campus				
	0	1 to 2	3 to 4	5 or more
ES	8.5%	12.7%	19.7%	59.2%
HS	4.8%	2.4%	19.0%	73.8%
PAES	6.7%	13.3%	26.7%	53.3%
TL	1.4%	16.9%	19.7%	62.0%
Grand Total	5.0%	12.1%	20.1%	62.8%

Respondents Reporting Number of Published Scholarly Works				
	0	1 to 2	3 to 4	5 or more
ES	18.3%	40.8%	23.9%	16.9%
HS	14.3%	33.3%	23.8%	28.6%
PAES	13.3%	60.0%	6.7%	20.0%
TL	30.0%	32.9%	24.3%	12.9%

Grand Total	21.2%	37.9%	22.7%	18.2%
Respondents Reporting Number of Scholarly Works in Review				
	0	1 to 2	3 to 4	5 or more
ES	47.9%	36.6%	12.7%	2.8%
HS	40.5%	42.9%	14.3%	2.4%
PAES	42.9%	42.9%	7.1%	7.1%
TL	50.7%	39.1%	8.7%	1.4%
Grand Total	46.9%	39.3%	11.2%	2.6%

The Graduation survey is directed to undergraduate- and master’s-level prospective graduates three weeks prior to their graduation. The only applicable question to the topic of high-impact experiences on that survey for master’s-level students asks whether students had an internship as part of their student experience. From responses for the past five years of the college’s master’s degree completers, 70.3% indicated that they had an internship.

Licensure: Undergraduate and Graduate Levels

Consistent with the college’s pillar focused on urban education, a three-year trend for field placements data shows that the largest number of placements have been in urban school settings (51.3%), followed by suburban schools (31.1%). Unfortunately, we have not had a good placement rate in our rural areas (0.1%). However, placements in high-need districts (i.e., in areas experiencing high rates of poverty) reflect a range from 48.2-55.8%. Placement types included student teaching, internship/practicum and observations/participation.

A three-year trend for completion rates for initial licensure programs shows that for overall completion rates, we were at 90%. However, timely completion was 86.9%. Those who did not complete their initial licensure (10%) may have changed majors, graduated with another degree, chosen a nonlicensure track, taken indefinite leave of absence or withdrawn from the university.

Over a three-year period, there have been varying program areas where noncompletion rates were high. Specific areas of concern include Physical Education (22%), STEM Math (29.2%), and World Languages (73.3%). Of particular salience is the rate at which males seems to not complete their degrees (20%).

At the MEd level, in 2017-18, 20% of students did not complete their initial licensure program in the area of STEM Math. In 2018-19, 20% did not complete their initial licensure program in the area of World Languages. In 2019-20, 26.7% of students did not complete their initial licensure programs in the area of English Language Arts.

At the undergraduate level, these percentages increased across multiple areas — 2016-2018: Business/Family Consumer Science (25%), STEM Math (25%). Males accounted for 22.6%, and other races accounted for 29.6% of the population. From 2017-2019: Physical Education (31.2%), STEM Math (42.9%), World Languages (75%). Males accounted for 25% of noncompleters. From 2018-2020: STEM Math (22.2%), World Languages (25%).

A recent preservice teacher survey that aligns with the Ohio Standards for the Teaching Profession (OSTP), Ohio licensure requirements and elements of national accreditation conducted by the

Ohio Department of Higher Education reveals that The Ohio State University's preservice teachers were within a range of .01-.16 points to the overall Ohio State preservice teachers with regard to knowledge and application of educational theory; informed instructional decision making (identifying strategies, aligning instructional goals, using assessment data, clearly communicating learning goals and creating learning situations); cultural competency (understanding and integrating diversity-related subject matter); instruction for diverse group of students (plan and deliver instructions to students who are gifted, have disabilities, are at-risk); classroom management (using effective strategies); use of technology (to enhance teaching, facilitate teaching and learning); knowledge of standards/measures (licensure standards, school operating protocols); and diversity (variety of field placement settings, work with diverse teachers and peers, and interact with diverse faculty).

While the college has improved in the diverse placements offered to our students, we are still lagging in increasing our pipeline for diverse teachers. In addition, areas that are opportunities for us in the college include developing endorsements for teaching gifted students and using technology to facilitate and enhance teaching and learning. More importantly, another challenge is translating research and theory into practice.

Summary

While high-impact experiences are a strength for the college, further development is needed in some areas, including Honors and GoEHE. Moreover, more data are needed to assess the relationship between high-impact experiences and workforce outcomes.

Student Satisfaction

The following section highlights data from student satisfaction surveys conducted for undergraduate and graduate students between 2018-19 and 2019-20, unless indicated otherwise.

Undergraduate: Satisfaction Responses

The university has administered a graduation survey since 2011. We focus on the most recent of these, both before and during the pandemic. As illustrated in Figure 2, among Columbus Campus college BS survey respondents in 2020-21, 87% responded positively when asked about their overall experience with the university compared to 92% in 2019-20, 90% in 2018-19 and 93% in 2017-18. As illustrated in Figure 3, when asked if the financial expenditure of attending Ohio State was worth the cost, in 2020-21, 64% responded positively compared to 74% in 2019-20, 68% in 2018-19 and 71% in 2017-18.

For undergraduate students in the college graduating in 2018-19, the response rate was 47.6%. Among the undergraduate college respondents, breaking out their responses, 68% were satisfied, and 22% were somewhat satisfied with their experience at Ohio State. Twenty-seven percent of respondents strongly agreed, and 41% agreed that the benefits outweighed the costs of attending Ohio State.

The graduation survey was administered again the following year, 2019-20. These data represent, in part, the year that the pandemic started. The response rate was slightly higher (48.9%) than in

the previous academic year. Referring to Figure 2, 66% of responding undergraduate students in the college indicated that they were satisfied with their experience at Ohio State, and 26% said they were somewhat satisfied. Twenty-seven percent of these respondents said that they strongly agreed that the benefits outweighed the costs of attending Ohio State, and another 47% said they agreed.

Figure 2. Satisfaction with Ohio State Experience Overall

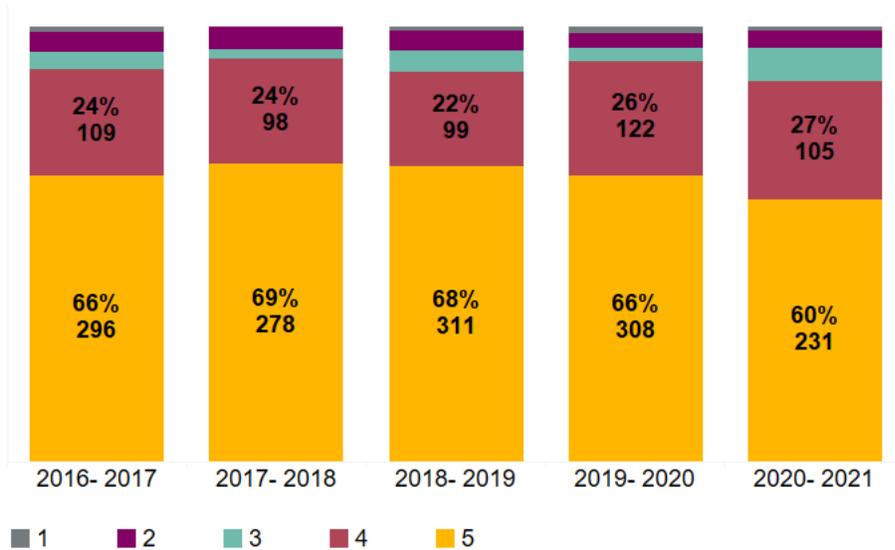
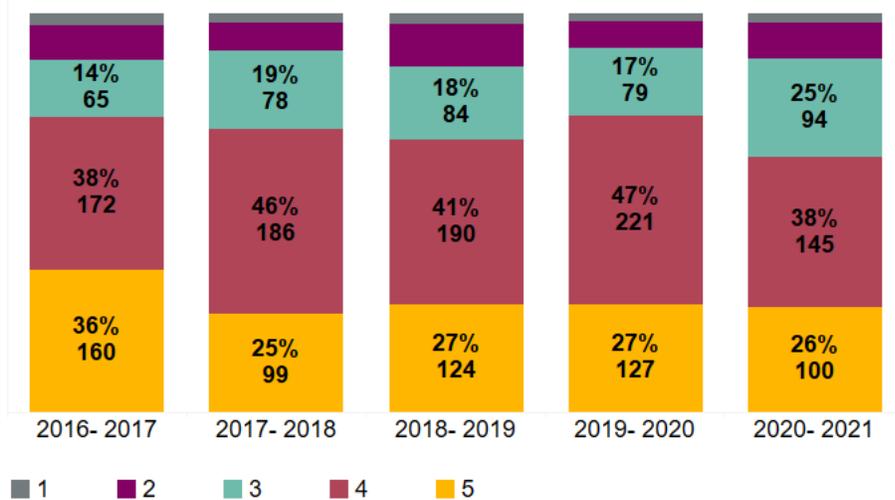


Figure 3. Benefits Received from Attending Were Worth the Financial Costs



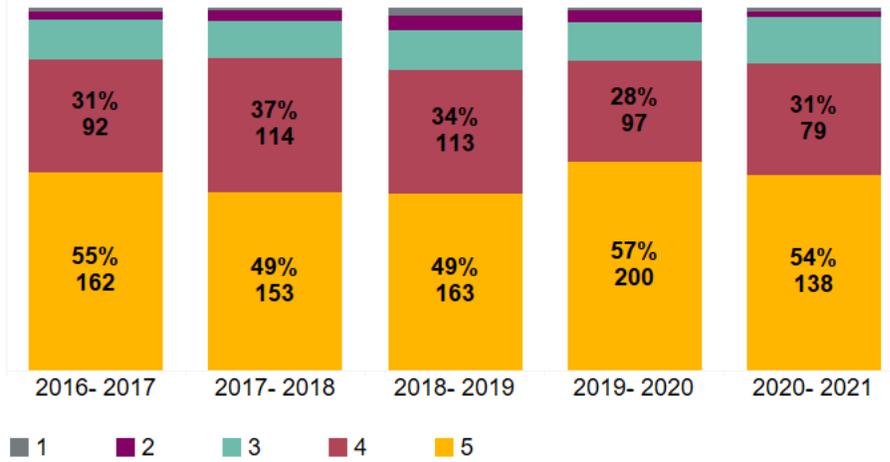
Undergraduate: Curriculum Responses

. Prospective graduates were asked if they gained the knowledge expected of their major, with results illustrated in Figure 4. In 2020-21, 85% responded positively, and 85% responded positively in 2019-20, 83% in 2018-19 and 86% in 2017-18. When asked if they had sufficient interaction with faculty, as illustrated in Figure 5, in 2020-21, 75% of the college’s respondents responded

positively, compared to 86% in 2019-20, 79% in 2018-19 and 82% in 2017-18.

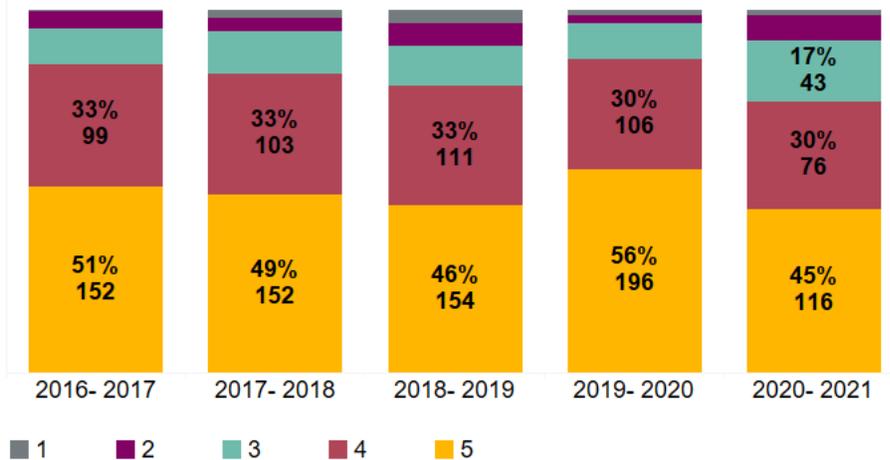
In the 2018-19 survey, undergraduate students in the college were asked to what extent they had gained knowledge about key areas of study, such as the arts and the sciences. Figure 6 shows that 33.7% indicated to a great extent by ranking their gains a 5 out of 5, and another 41.9% ranked their gains a 4 out of 5. In the 2019-20 survey, 36.6% of the undergraduate students in the college said they gained to a great extent, ranking their gains at a 5 out of 5. Another 45% ranked their gains at a 4 out of 5.

Figure 4. Agreement with Statements about Major – Overall I learned the body of knowledge and skills expected in my major.*



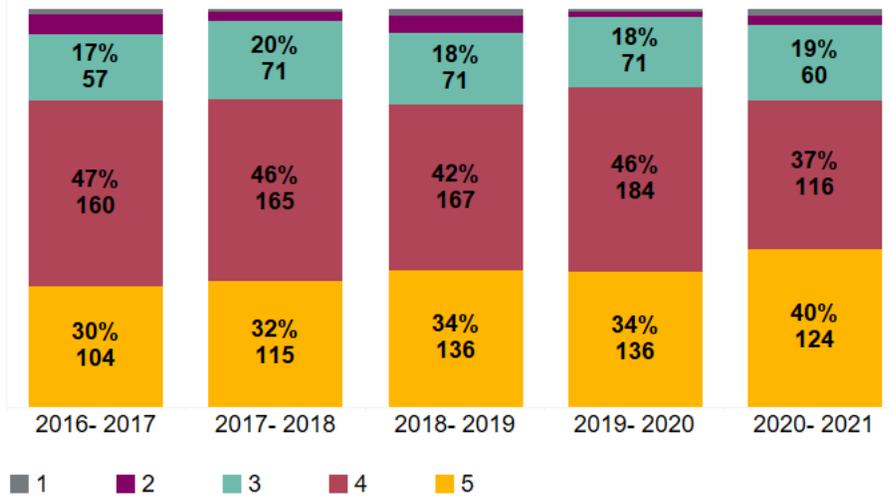
*Percent of responses based on a 5-Point Likert Scale

Figure 5. Agreement with Statements About Major – I had sufficient opportunities for interaction with faculty in my major.*



*Percent of responses based on a 5-point Likert Scale

Figure 6. Gained Knowledge about Key Areas of Study (the arts, the sciences, your major)



*Percent of responses based on a 5-point Likert Scale

Undergraduate: Open-Ended Question Responses Analysis

Emergent themes

- Curriculum Breadth versus Depth and Curriculum Organization
- Usefulness of Internship/Field Placements
- Helping Prepare Students for Future Careers
- Practicality in Professional World Through Hands-on Experiences and Skill Development
- The Role of Faculty, Advisors and Staff in Students' Experiences
- Helping Prepare Students for a Healthy Lifestyle
- Using Theories and Pedagogies to Meet Students' Needs
- Developing Students Holistically
- Cultural and Societal Perspectives
- Diversity and Equity in the Classroom

Opportunities for improvement in some of these areas as suggested by the undergraduate students:

- Curriculum Breadth versus Depth and Curriculum Organization
 - Reduce redundancy/repetition in coursework.
 - Increase the number of required courses for the major.
 - Create more challenging learning experiences that incite creativity and stimulate critical thinking. For example, the one-credit classes should be more challenging.
 - Decrease the number of prerequisites for the courses in the major.
 - Reorganize (remove some courses and add new ones) coursework so that programs offer a coherent and cohesive course sequence aligned with the major.
 - Build specificity and depth around coursework so that it is not too vague or general.
 - Offer hybrid classes that allow for flexibility.

- Usefulness of Internship/Field Placements
 - Offer more independence to students as they establish themselves in professional settings.
 - Make a better connection between students' teaching experiences and the field placements.
 - Focus more on paid internships with reputable industries, companies and organizations.
 - Target internships to students' career plans instead of making internships merely a program requirement.
 - Support students in seeking and successfully getting meaningful internships.

- Helping to Prepare Students for Future Career
 - Match students' career interests with program requirements. For example, go beyond teaching in classroom settings in programs such as Child and Youth Studies where students' career goals may not be to become a teacher.
 - Build more opportunities to acquire practical knowledge during the program that is required in the field of study/career.

- Practicality in Professional World through Hands-on Experiences and Skill Development
 - Include more real-world applications of the subjects explored in class.
 - Introduce hands-on experiences and skill development earlier in the program.

- The Role of Faculty, Advisors and Staff in Students' Experiences
 - Increase communication between students and faculty/advisors. For example, return emails within a reasonable timeframe.
 - More support from faculty during the program. For example, while taking a required internship.

Graduate: Satisfaction Responses

The university has administered a graduation survey since 2011. We focus on the most recent of these, both before and during the pandemic. For master's students graduating from the college in 2018-19, the response rate was 40.2%. Among those respondents, 63.8% said they were satisfied, and 28.3% said they were somewhat satisfied with their experience at Ohio State. A total of 35.4% of respondents strongly agreed and 34.5% agreed that the benefits outweighed the costs of attending Ohio State. There were no data representing doctoral students in the college.

The graduation survey was administered again the following year, 2019-20. These data represent, in part, the year that the pandemic started. The response rate was higher (52.7%) than in the previous academic year. Among the master's students graduating from the college in 2019-20, 57.7% said that they were satisfied with their experience at Ohio State, and another 28.8% indicated that they were somewhat satisfied.

In terms of weighing the benefits and costs of attending Ohio State, 34.2% of these respondents strongly agreed and 41.3% agreed that the benefits outweighed the costs. Again, there were no data representing doctoral students in the college.

For master's, EdS and EdD students graduating from the college in 2020-21, the response rate was 39%. Among those respondents, 88% said they were satisfied or somewhat satisfied with their

experience at Ohio State, while 70% strongly agreed or agreed that the benefits outweighed the costs of attending Ohio State.

The percentage of students who were satisfied with their overall experience was down compared to 2016-17 (91%) and 2018-19 (92%). The percentage of students who indicated that the costs of attending were worth the financial costs was also down compared to 2016-17 (79%) and 2017-18 (76%).

For 2019-20, 67% of PhD students graduating from the college who responded to the Doctoral Exit survey indicated excellent or very good when asked about their overall satisfaction with Ohio State.

Graduate: Curriculum Responses

No responses to open-ended questions have been recorded for graduate students in the college.

Summary

Overall, undergraduate students seem to be satisfied with the programs offered, but they offer extensive suggestions that need to be attended to in the following areas: Curriculum Breadth versus Depth and Curriculum, Usefulness of Internship/Field Placements, Helping Prepare Students for Future Career, Practicality in Professional World through Hands-on Experiences and Skill Development and the Role of Faculty, Advisors and Staff in Students' Experiences.

It would be valuable for the data collected to be disaggregated by race and gender, since these demographics are solicited in the survey, and there is reason to believe that experiences are impacted by racism and sexism at any predominantly white institution, including Ohio State. Collecting qualitative data from graduate students by including open-ended question in the exit questionnaire would be helpful. Moreover, it would be worthwhile to collect data representing doctoral students.

Alumni Experience

Undergraduate

The following results and more are depicted in Table 34. At Ohio State, on a 2019-20 survey, 33.1% of responding students reported that they were \$20,000 or more in debt when they graduated. For our college, the percentage was 39.9%.

Hospitality Management had the lowest percentage of graduates with this kind of debt, at 30.4%. It was the only area with a percentage lower than the university's.

The highest percentage was in Integrated Language Arts/English Education, at 69.2%. Aside from Integrated Language Arts/English Education, the percentages were in the 30s and 40s.

Majors with large percentages of students planning to attend graduate school after graduation include Exercise Science Education and Health Promotion, Nutrition and Exercise Science (54.5%), Human Nutrition (52.4%) and Child and Youth Studies (47.7%).

A high percentage of teacher education majors indicated that the job they secured after graduation

was related to their major (Early Childhood Education, 98.7%; Integrated Language Arts/English Education, 90.0%; Middle Childhood Education, 97.2%; and Special Education, 88.9%). That said, based on a 2017 National Association of Colleges and Employers' First Destination Survey, their starting salaries were lower (less than \$40,000) compared to the national average (\$50,253).

Table 35. Post-Graduation Outcome Statistics for the College

	Percent indicating they owed \$20,000 or more in educational debt at graduation.*	Of those who obtained a job by graduation, percent indicating the position is related to their field of study.*	Percent indicating attending graduate school is their intended primary activity after graduation.**
All Ohio State	33.1%	84.6%	23.8%
All EHE	39.9%	79.0%	25.6%
Child & Youth Studies	43.9%	83.3%	47.7%
Consumer and Family Financial Services	34.6%	66.7%	7.1%
Early Childhood Education	34.5%	98.7%	0.0%
Exercise Science Education and Health Promotion	37.5%	50.0%	54.5%
Fashion and Retail Studies	47.1%	88.2%	5.1%
Hospitality Management	30.4%	70.0%	6.3%
Human Development and Family Science	41.9%	67.3%	32.1%
Human Nutrition	35.5%	87.5%	52.4%
Integrated Language Arts/ English Education	69.2%	90.9%	0.0%
Middle Childhood Education	43.2%	97.2%	3.8%
Special Education	35.0%	88.9%	21.4%
Sport Industry	38.2%	76.1%	25.3%

Class of 2017 Bachelor's Degree First Position Mean Starting Salary by Job Field***

National 2017 Bachelor's Degree Class	\$50,253
Consumer and Family Financial Services	\$34,539
Education majors	\$37,820
Exercise Science and Health Promotion	\$35,094
Fashion & Retail Studies	\$39,718
Hospitality Management	\$38,776
Human Development and Family Science	\$31,590
Human Nutrition	\$36,762

Graduate

Students who graduate from our graduate programs before entering the workforce are employed in a wide variety of jobs, such as fitness instructor, health and wellness coach, dietitian, nutrition scientist, therapist, academic advisor, financial planner, account examiner, human resources specialist, media relations specialist, center director and professor.

Summary

Undergraduate students need to be more involved in improving the student experience that is created for them. Several students, in their answers to the open-ended questions, volunteered to be interviewed by the leaders in the program to offer even more extensive feedback.

Program chairs and coordinators should take these offers seriously and meet with these students/alumni. As a result, feasible suggestions should be included in the programs. Students/alumni care deeply about their programs and have especially important insights that can benefit tremendously the next generation of students.

In order to attract students to teacher education majors, we need to provide financial support so that their debt is manageable when starting jobs they are trained to do. We can help them stay connected with summer opportunities for professional development, such as the Columbus Area Writing Project, which is already in place, and the Summer Institute, which seems to be expanding. We could also keep them connected by hosting guest speakers on topics that apply to pre-K-12 teachers and making the talks available in face-to-face settings, via zoom and via recordings.

Our tracking of graduates of our graduate programs seems to be informal. This might be a place where the college would want to collect data more systematically. We recommend conducting exit

interviews with selected graduates in the different college programs to inform recruitment and retention.

Retention and Student Support

As part of its commitment to academic excellence and diversity and equity, the college supports student success through a number of coordinated strategies. One aspect of this commitment is reflected in student retention, which serves as a metric for student progress and persistence toward degree completion. Student retention may be impacted by several factors, among them academic success, advising, academic and social engagement, financial support and student satisfaction. This section reviews a sampling of data related to student retention.

The overall retention rate for the college's undergraduate students is approximately 90%. While the majority of first-year students persist through degree completion, data for transfer students, students of color and first-generation students reveal some areas of concern. These students are more likely to leave their programs, experience academic action or not graduate.

Academic Action

The college's students must earn and maintain a particular GPA standard to remain in good academic standing. Good academic standing is defined by the absence of any of the following academic action indicators: Academic Probation, College Special Action Probation, Academic Dismissal, Reinstatement, Program Dismissal and Academic Warning.

Any student who falls below a 2.0 cumulative GPA is placed on Academic Probation, per Faculty Rule 3335-9-25(A). Any student placed on Academic Probation who does not make satisfactory progress in their next term of enrollment is eligible for Academic Dismissal.

The college's Office of Academic Affairs can activate College Special Action Probation (CSAP) status when a student is not meeting standards of satisfactory progress while maintaining a cumulative GPA of 2.0 or higher. Students on CSAP who do not meet the standards of satisfactory progress specific to their major or pre-major program risk Program Dismissal. The college does not currently utilize Academic Warnings.

1. Academic action, including College Special Action Probation (CSAP), Academic Probation (AP) and Program Dismissal, impacts hundreds of Education and Human Ecology students each year. Following autumn semester 2020, a total of 193 of the college's students faced academic action. Of these, 72 were placed on AP, 119 on CSAP and 2 were dismissed from the university. An additional 18 students were dismissed from their programs and required to change majors. This group included 32% students of color (those identifying as non-white) and 37% first-generation college students.
 - a. Undergraduate students of color and first-generation students face academic action more frequently than white students. Students of color represent 24.5% of the college's student population and are disproportionately impacted by academic action, representing 32% of those on AP or CSAP. Following autumn semester 2020, 39% of AP students were students of color, and 32% of CSAP actions involved students of color. Five were required to change majors, and no students were dismissed from the university.
 - b. Among all students placed on AP in spring 2020, 38% returned to good academic standing by the beginning of spring 2021, and 2% were dismissed from the university. Of CSAP students, 40% returned to good academic standing, while 9 were dismissed

from their program (13%). Twenty-one of the CSAP students decided to change their majors (29%), most electing to transfer to another Education and Human Ecology program (81%).

- c. Students placed on AP or CSAP are required to complete an online self-assessment, focusing on reflection, planning and support resources, and meet with their college academic advisor before they can schedule courses for their next semester. The college places a hold on their registration until the self-assessment and advisor meeting are completed. Students must then make satisfactory progress in their next semester, as defined in their academic action conditions. Students on AP or CSAP must make satisfactory academic progress to avoid being placed on continued academic action and/or dismissal. Resources to support them include advising and an array of academic resources (Dennis Learning Center, Writing Center, tutoring, etc.), the college's Career Services and program/faculty support.

Advising

Advising is a key mechanism for tracking and intervening with students who are not making satisfactory academic progress. The National Academic Advising Association (NACADA) recommends the student-to-advisor ratio at four-year public institutions be between 250:1 and 300:1 (Robbins 2013). Current college ratios average 360:1.

During the 2020-21 academic year, the college's academic advisors, a staff of nine, are projected to complete 9,587 appointments by the end of the semester, reflecting 799 appointments per month per advisor and 89 appointments per week per advisor.

Summary

Retention and student support are key factors to consider in the student experience within the college. While most first-year students persist through degree completion, data for transfer students, students of color and first-generation students reveal some areas of concern. These students are more likely to leave their programs, experience academic action or not graduate. Moreover, our ratio of advisors to students is considerably impacted by the high-case rosters. This prevents our advisors from providing intensive advising to our students.

Given the higher number of underrepresented students experiencing academic probation, stronger interventions are needed to engage with students including more intense advising. Developing a retention specialist position that focuses on retention interventions and increasing the number of advisors who can focus on a more intense advising model can help with retention efforts.

Section 3: Finance

Objectives

The Finance Workgroup was formed to take a deeper dive into the college's investments into its programs and students. The information gathered included both data as well as models and resources used to assist in creating funding decisions to support programs.

Financial Data and Analysis

For the purposes of discussion, the data points gathered were for the prior three non-COVID-19 fiscal years of 2017-2018, 2018-2019 and 2019-2020.

Faculty Investments

During FY 2021, the college invested a total of about \$24 million of PBA (now called General Funds Allocation [GFA]) into the three departments (see Table 36). ES received about \$9.2 million (38.2% of the total share), followed by HS at \$8.6 million (35.9% of the total share) and the Department of TL at \$6.2 million (26% of the total share).

At the program level, the college's investments varied from as low as \$259k (Adolescent, Postsecondary and Community Literacies in TL) to as high as \$2.9 million (Human Development and Family Science in HS). HS programs tended to receive a greater share of the college's investments as compared to programs in ES and TL, and HS also has the fewest number of program areas (4) compared to ES (15) and T&L (11). On the contrary, programs in TL tended to receive the smallest college investments relative to HS and ES.

In sum, ES received the greatest investment of college GFA of the three departments, followed by HS and TL. At the program level, HDFS received the greatest investment of the college's GFA, followed by Kinesiology, Human Nutrition and Higher Education and Student Affairs.

Table 36. College Investment – By Program Area

FACULTY INVESTMENT FY 2021		
Department/Program	Sum of Faculty PBA Investment	Percentage of Total Investment
ES	\$9,195,118	38.18%
Counselor Education	\$872,480	3.62%
Dennis Learning Center	\$-	0.00%
Educational Administration	\$1,036,234	4.30%
Educational Policy	\$401,824	1.67%
Educational Psychology	\$1,139,888	4.73%
Educational Studies*	\$-	0.00%
Higher Education and Student Affairs	\$1,735,917	7.21%
Learning Technologies	\$385,274	1.60%
Philosophy and History of Education	\$665,411	2.76%
Qualitative Research*	\$-	0.00%
Quantitative Research, Evaluation and Measurement	\$676,939	2.81%
School Psychology	\$607,871	2.52%
Special Education	\$1,195,457	4.96%
Teacher Education Policy and Leadership*	\$-	0.00%
Workforce Development and Education	\$477,824	1.98%
HS	\$8,637,744	35.86%
Consumer and Family Financial Services	\$1,036,245	4.30%
Fashion and Retail Studies	\$270,697	1.12%
Health and Exercise Science	\$883,958	3.67%
Hospitality Management	\$104,200	0.43%
Human Development and Family Science	\$2,940,667	12.21%
Human Nutrition	\$2,045,898	8.49%
Sport Fitness and Health Program	\$-	0.00%
Sport Management/Sport Industry	\$526,708	2.19%
Sports Coaching and Physical Education	\$829,371	3.44%
TL	\$6,251,258	25.96%
Adolescent, Postsecondary and Community Literacies	\$258,638	1.07%
Dramatic and Arts-Based Research, Teaching and Learning	\$-	0.00%
EDUTL Core	\$-	0.00%
English as a Second Language	\$-	0.00%
Field Experiences and Seminars	\$-	0.00%
Foreign, Second and Multilingual Language Education	\$488,463	2.03%

Language, Education and Society	\$835,982	3.47%
Literature for Children and Young Adults	\$697,163	2.89%
Multicultural and Equity Studies in Education	\$1,546,808	6.42%
Reading and Literacy in Early and Middle Childhood Education	\$802,260	3.33%
Science, Technology, Engineering and Mathematics**	\$1,621,944	6.73%
Grand Total	\$24,084,120	100.00%

Graduate Student and Lecturer Investments

Distribution of Support

In FY 2019, the college implemented a new Graduate Teaching Assistant (GTA)/Specials Allocation model, which determines the allocation of nearly \$8 million to the academic departments to support instructional costs beyond faculty investments. This model utilizes both credit hour generation and the undergraduate and graduate unweighted fee rates as key variables to determine the allocation levels. This model would determine the allocation beginning FY 2020 (see Table 37).

Table 37. FY 2020 Education and Human Ecology GTA/Specials Budget Model for Distribution of Funds to the Departments

FY20 GA/Specials Allocation Model - FINAL¹

FY19 Faculty Specials Allocation	\$2,709,273
FY19 Graduate Assistant Allocation	\$5,669,215
FY20 Total Allocation	\$8,378,488
5% Strategic Pool Allocation	-\$418,924
FY20 Total Allocation w/ 5% Strategic Pool	\$7,959,564

Unweighted UG Fees ²			
STUDENT	University	EHE	EHE Grad to UG ratio
GRAD	\$1,031	\$784	2.63
UGRAD	\$391	\$297	1

Data updated with SP18 and AU18 credit hour information.

Variance Threshold³

EHE Department	Annual UGrad Credit Hours	Annual Grad Credit Hours	Total Credit Hours	% of Total Credit Hours	EHE Revised Allocation	Current Model	Total Variance	Total % Variance	FY20	FY21
Human Sciences	58,309	4,717	70,738	44.2%	\$ 3,516,262	\$ 3,836,267	\$ (320,005)	-8.3%	-2.8%	-5.6%
Teaching & Learning	12,060	12,474	44,928	28.1%	\$ 2,233,337	\$ 2,179,132	\$ 54,205	2.5%	0.8%	1.7%
Educational Studies	12,289	12,209	44,458	27.8%	\$ 2,209,945	\$ 1,879,612	\$ 330,333	17.6%	5.9%	11.7%
EHE - College Strategic Pool	-	-	-	-	\$ 418,924	\$ 483,458	\$ (64,533)	-13.3%	-4.4%	-8.9%
Total	82,658	29,400	160,124	100.0%	\$ 8,378,488	\$ 8,378,488	\$ (0)			

Notes:

- A. Based on subcommittee meetings to discuss the model, the following changes were made:
 1. The GA and Specials Allocations were combined, departments will cover annual GA and lecturer increases without additional funding from the college.
 2. In order to fund the increases, the departments have agreed to set requirements for teaching workloads

- and minimum credit hour generation, which should reduce costs for specials and GAs.
3. The model is based primarily on undergraduate and graduate credit hours with an adjustment to make graduate credit hours equivalent to undergraduate credit hours.
- B. Data from the FY 2018 Final Schedule A was used to determine fee levels.
- C. To minimize the shift in the funding allocations to the departments, the model will roll out over three years. The model will be reviewed in FY 2022.
1. The model includes an annual variance threshold in Year 1 and Year 2, in which the FY 2019 allocations will serve as the base allocation.
 2. Departments will not realize an increase/decrease in funding beyond the set threshold.

The middle section of Table 37 reports the revenue received by the university and college for each undergraduate and graduate credit hour. The college receives about \$784 for every graduate credit hour and \$297 for every undergraduate credit hour. This amounts to a revenue ratio of 2.63 for each graduate credit relative to each undergraduate credit. This multiplier is used to adjust the graduate credit hour generation to account for the revenue variance between undergraduate and graduate tuition rates. Additionally, this multiplier changes from year to year as it is based on the updated tuition rates for that given academic period.

The bottom section of Table 37 depicts how the credit hours are adjusted. For example, HS generated 58,309 undergraduate credit hours and 4,717 graduate credit hours. The total credit hours for HS are computed as $58,309 + (4,717 \times 2.63) = 70,738$ credit hours, which is the adjusted total accounting for the added revenue for graduate credits. With the 2.63 multiplier, the college generated 160,124 adjusted credit hours.

Of this total, HS generated 44% of the total. HS therefore received 44% (\$3.84 million) of the total pool of funding (\$8.37 million). The HS allocation was further adjusted to account for the fact that the budget model implemented in FY 2020 caused HS to experience a drop in GTA/Specials Allocation (-8.3%); hence, for three years, the college eased the HS budget to achieve the cut rather than realize all the cut in FY 2020. So, in FY 2020, HS was reduced by 2.8% to align with the new model.

Instructional Expense

On average the College of Education and Human Ecology invests about \$11 million to support GTAs and Specials (i.e., associated/lecturing faculty) in the three departments (see Table 38). TL spends about \$3.5 million (37% of the total share), followed by the HS at \$3.5 million (36% of the total share) and ES at \$2.6 million (27% of the total share).

The total investments as shown in Table 38 vary from those in Table 37, and appreciably so for TL and ES. The larger differences for TL and ES are caused by the need to supplement the cost of instruction through department funds.

At the program level, the college's GTA/Specials costs varied from as low as \$48k (Multicultural and Equity Studies in Education in TL) to as high as English as a Second Language with \$1.3 million (in TL). TL and HS programs tended to expend a greater amount of GTA/Specials funds as compared to programs in ES. This is likely due to two main programs: English as a Second Language (ESL) in TL and the Sports, Health and Fitness Program (SHFP) in HS. Both program areas service students university-wide, and neither have faculty lines attributed to them. In sum, TL incurred the largest amount of GTA/Specials funds of the three departments, followed by HS and

ES.

At the program level, Kinesiology expended the greatest amount of GTA/Specials funds, followed by English as a Second Language and General Studies.

Table 38. EHE GTA/Specials Summary Investment by Specialization Area

GTA/SPECIALS THREE-YEAR AVERAGE INVESTMENT		
Department/Program	Instructional Cost GTA/Specials Three-Year Average	Percentage of Total GTA/Special Expenditures
ES	\$2,549,697	26.84%
Counselor Education	\$283,904	2.99%
Dennis Learning Center	\$342,293	3.60%
Educational Administration	\$196,583	2.07%
Educational Policy	\$-	0.00%
Educational Psychology	\$119,577	1.26%
Educational Studies*	\$176,440	1.86%
Higher Education and Student Affairs	\$469,478	4.94%
Learning Technologies	\$135,746	1.43%
Philosophy and History of Education	\$212,532	2.24%
Qualitative Research*	\$-	0.00%
Quantitative Research, Evaluation and Measurement	\$185,260	1.95%
School Psychology	\$90,083	0.95%
Special Education	\$269,752	2.84%
Teacher Education Policy and Leadership*	\$-	0.00%
Workforce Development and Education	\$68,048	0.72%
HS	\$3,445,884	36.28%
Consumer and Family Financial Services	\$228,812	2.41%
Fashion and Retail Studies	\$255,499	2.69%
Health and Exercise Science	\$214,711	2.26%
Hospitality Management	\$425,648	4.48%
Human Development and Family Science	\$606,297	6.38%
Human Nutrition	\$454,240	4.78%
Sport Fitness and Health Program	\$602,480	6.34%
Sport Management/Sport Industry	\$411,898	4.34%
Sports Coaching and Physical Education	\$246,300	2.59%
TL	\$3,503,278	36.88%

Adolescent, Postsecondary and Community Literacies	\$173,685	1.83%
Dramatic and Arts-Based Research, Teaching, and Learning	\$51,915	0.55%
EDUTL Core	\$220,375	2.32%
English as a Second Language	\$1,295,852	13.64%
Field Experiences and Seminars	\$293,170	3.09%
Foreign, Second and Multilingual Language Education	\$100,948	1.06%
Language, Education and Society	\$338,164	3.56%
Literature for Children and Young Adults	\$425,220	4.48%
Multicultural and Equity Studies in Education	\$48,000	0.51%
Reading and Literacy in Early and Middle Childhood Education	\$327,743	3.45%
Science, Technology, Engineering and Mathematics**	\$228,205	2.40%
Grand Total	\$9,498,859	100.00%

Credit Hour Generation

From 2018 to 2020, the college generated an average of 123k credit hours. Of the three departments, HS generated nearly 68k credit hours (55% of the total generation), followed by TL with nearly 28k (23% of the total generation) and ES with nearly 28k (22% of the total generation). These data are depicted in Table 39. The four degrees program with the most credit hour generation are situated within HS (Human Development and Family Science, Human Nutrition, Fashion and Retail Studies and Sport Management/Sport Industry). The four degrees programs generating the fewest credit hours are in TL (Dramatic and Arts-Based Research, Teaching, and Learning) and ES (Teacher Education Policy and Leadership, Educational Psychology and Qualitative Research).

Table 39. Credit Hour Generation by Department and Program

CREDIT HOUR GENERATION THREE-YEAR AVERAGE		
Department/Program	Sum of Credit Hours Three-Year Average (exclude AY21)	Percentage of Credit Hours Three-Year Average (exclude AY21)
Educational Studies	27,553	22.35%
Counselor Education	4,359	3.54%
Dennis Learning Center	3,818	3.10%
Educational Administration	2,054	1.67%
Educational Policy	171	0.14%

Educational Psychology	2,103	1.71%
Educational Studies	753	0.61%
Higher Education and Student Affairs	3,277	2.66%
Learning Technologies	1,047	0.85%
Philosophy and History of Education	2,277	1.85%
Qualitative Research	246	0.20%
Quantitative Research, Evaluation and Measurement	1,688	1.37%
School Psychology	874	0.71%
Special Education	3,414	2.77%
Teacher Education Policy and Leadership	72	0.06%
Workforce Development and Education	1,399	1.13%
Human Sciences	67,900	55.07%
Consumer and Family Financial Services	5,795	4.70%
Fashion and Retail Studies	9,121	7.40%
Health and Exercise Science	2,781	2.26%
Hospitality Management	3,130	2.54%
Human Development and Family Science	15,850	12.86%
Human Nutrition	10,392	8.43%
Sport Fitness and Health Program	9,721	7.89%
Sport Management/Sport Industry	8,818	7.15%
Sports Coaching and Physical Education	2,291	1.86%
Teaching and Learning	27,836	22.58%
Adolescent, Postsecondary and Community Literacies	1,052	0.85%
Dramatic and Arts-Based Research, Teaching, and Learning	276	0.22%
EDUTL Core	1,641	1.33%
English as a Second Language	5,768	4.68%
Field Experiences and Seminars	5,647	4.58%
Foreign, Second and Multilingual Language Education	942	0.76%
Language Education and Society	3,203	2.60%
Literature for Children and Young Adults	4,530	3.67%
Multicultural and Equity Studies in Education	1,417	1.15%
Reading and Literacy in Early and Middle Childhood	2,068	1.68%
Science, Technology, Engineering and Mathematics	1,291	1.05%
Grand Total	123,288	100.00%

However, the results in Table 39 do not perfectly correlate with enrollment revenue generation. During the remodeling of the GTA/Specials allocation, the committee utilized the unsubsidized tuition and fee revenue rates as a base for formula. It was determined that the college receives in tuition and fee revenue only an estimated \$784 for every graduate credit hour and \$297 for every undergraduate credit hour. It's important to note, that these rates do not include additional

assessments or commitments against revenue including student services or space assessments. These rates indicated a revenue ratio of 2.63 for each graduate credit relative to each undergraduate credit. Therefore, Table 37 depicts how the credit hours can be adjusted to account for the revenue differences by multiplying the graduate credit hours by 2.63 and adding this product to the undergraduate credit hours.

Table 40. Credit Hour Generation by Department and Program Adjusted to Account for Graduate Credit Hours Yielding 2.63 Times the Revenue than Undergraduate Credit Hours

THREE-YEAR AVERAGE				
Department/Program	GRAD THREE-YR ADJUSTED W/MULTIPLIER (Excludes AY21)	UGRD THREE-YR ADJUSTED W/MULTIPLIER (Excludes AY21)	COMBINED Grand Total	COMBINED Percentage of Total Credit Hours
Educational Studies	33,544	14,715	48,259	29.0%
Counselor Education	5,299	2,261	7,560	4.5%
Dennis Learning Center	3	3,817	3,820	2.3%
Educational Administration	5,403		5,403	3.2%
Educational Policy	418	12	430	0.3%
Educational Psychology	1,475	1,543	3,017	1.8%
Educational Studies	1,944	14	1,958	1.2%
Higher Education and Student Affairs	4,043	1,740	5,783	3.5%
Learning Technologies	1,896	326	2,222	1.3%
Philosophy and History of Education	1,062	1,873	2,935	1.8%
Qualitative Research	647		647	0.4%
Quantitative Research, Evaluation and Measurement	3,685	287	3,972	2.4%
School Psychology	2,299		2,299	1.4%
Special Education	3,067	2,248	5,314	3.2%
Teacher Education Policy and Leadership	189		189	0.1%
Workforce Development and Education	2,115	595	2,709	1.6%
Human Sciences	9,090	64,462	73,552	44.2%
Consumer and Family Financial Services	292	5,505	5,797	3.5%
Consumer Sciences	470		470	0.3%
Fashion and Retail Studies	37	9,107	9,144	5.5%
Health and Exercise Science	615	2,548	3,164	1.9%
Hospitality Management	199	3,054	3,253	2.0%
Human Development and Family Science	1,284	15,362	16,646	10.0%
Human Nutrition	1,246	9,919	11,164	6.7%
Kinesiology	45		45	0.0%
Sport Fitness and Health Program	785	9,423	10,208	6.1%
Sport Management/Sport Industry	2,612	7,825	10,437	6.3%
Sports Coaching and Physical Education	1,504	1,719	3,223	1.9%

Teaching & Learning	27,238	17,479	44,717	26.9%
Adolescent, Postsecondary and Community Literacies	1,119	627	1,746	1.0%
Dramatic and Arts-Based Research, Teaching and Learning	24	267	291	0.2%
EDUTL Core	4,297	7	4,304	2.6%
English as a Second Language	6,736	3,206	9,943	6.0%
Field Experiences and Seminars	6,164	3,303	9,467	5.7%
Foreign, Second and Multilingual Language Education	1,849	239	2,088	1.3%
Language Education and Society	2,685	2,182	4,868	2.9%
Literature for Children and Young Adults	343	4,400	4,743	2.8%
Multicultural and Equity Studies in Education	1,328	912	2,240	1.3%
Reading and Literacy in Early and Middle Childhood	1,068	1,662	2,730	1.6%
Science, Technology, Engineering and Mathematics	1,625	673	2,299	1.4%
Grand Total	69,872	96,656	166,528	100%

Summary Data

Table 41. Summary of GFA and GTA/Specials Allocation and Expense and Credit Hour Generation by Department

Finance Workgroup Summary Data							
Faculty Data							
College Unit	# of Faculty	Total Investment	% of Total GFA Investment	Grad	UGrad	Three-Year Credit Hour Average	% of Total Credit Hour Generation
ES	58	\$ 9,195,118	38%	12,774	14,806	27,580	22%
HS	53	\$ 8,637,743	36%	3,456	64,461	67,917	55%
TL	49	\$ 6,251,258	26%	10,357	17,479	27,836	23%
Grand Total	160	\$ 24,084,120	100%	26,587	96,746	123,333	100%

GTA/Specials Three-Year Average Expense							
College Unit	Total Cost	% of Total GFA Investment	Grad	UGrad	Three-Year Credit Hour Average	% of Total Credit Hour Generation	
ES	\$ 2,549,697	23%	12,774	14,806	27,580	22%	
HS	\$ 3,814,944	34%	3,456	64,461	67,917	55%	
TL	\$ 4,816,022	43%	10,357	17,479	27,836	23%	
Grand Total	\$ 11,180,663	100%	26,587	96,746	123,333	100%	

GTA/Specials Three-Year Average Allocation

College Unit	Three-Year Average Allocation	% of Total GFA Investment	Grad	UGrad	Three-Year Credit Hour Average	% of Total Credit Hour Generation
ES	\$ 1,857,387	24%	12,774	14,806	27,580	22%
HS	\$ 3,694,320	48%	3,456	64,461	67,917	55%
TL	\$ 2,103,715	27%	10,357	17,479	27,836	23%
Grand Total	\$ 7,655,422	100%	26,587	96,746	123,333	100%

Combined

College Unit	Three-Year Average Allocation	% of Total GFA Investment	Grad	UGrad	Three-Year Credit Hour Average	% of Total Credit Hour Generation
ES	\$ 11,052,505	35%	12,774	14,806	27,580	22%
HS	\$ 12,332,063	39%	3,456	64,461	67,917	55%
TL	\$ 8,354,973	26%	10,357	17,479	27,836	23%
Grand Total	\$ 31,739,542	100%	26,587	96,746	123,333	100%

**Special programs that may have lower enrollment, that have special requirements.

Table 42 provides an overview of the GFA and GTA/Specials Allocation offered by the college and the expenses incurred by the departments. These results depicted in the Faculty Data panel, demonstrate that ES receives about 38% of the GFA investment (\$9.2 million), followed by HS that received 36% of the GFA (\$8.6 million) and TL that received 26% of the GFA (\$6.2 million). This order is exactly inversed in terms of credit hour generation, with HS generating most of the credit hours (55%), followed by TL (23%) and ES (22%). In other words, GFA investment is basically the inverse of credit hour generation for the three years of data depicted.

The panel entitled GTA/Specials Three-Year Average Allocation (third from the top) demonstrates a positive correlation between the college's GTA/Specials Allocation to the departments relative to the credit hour generation for each department.

The panel entitled GTA/Specials Three-Year Average Expense reports the GTA/Specials expenses for each department. This panel demonstrates that ES and TL spend appreciably more on GTAs/Specials than is allocated by the college. These extra funds source from department funding.

The final panel in Table 42 combines the GFA and GTA/Specials expenses in the departments relative to the credit hour generation. This panel demonstrates that HS incurs 39% of the total spend (\$12 million), followed by ES at 35% (\$11 million) and TL at 26% (\$8 million).

Table 42 relates the total investments to the credit hour generation by degree program in all three Departments of the College. This Table demonstrates appreciable variability in all columns. This variability suggests that degree programs vary in terms of enrollment, college investment, and financial return on that investment. In terms of total investment, the college invests the most financial resources into Human Development and Family Science (\$3.5 million) followed by Human Nutrition (\$2.5 million) and Higher Education & Student Affairs (\$2.2 million). Conversely, the College invests the least in Dramatic and Arts-Based Research, Teaching, and Learning (\$51k), Educational Studies (\$176k), EDUTL Core (\$220k), and Dennis Learning Center (\$342k). Of the programs with any PBA investment, the college invests the least in Educational Policy (\$402k), Adolescent, Post-Secondary & Community Literacies (\$432k), and Learning Technologies (\$521k).

Table 42 also depicts the cost per credit hour by degree program. The programs realizing the greatest cost per credit hour include Multicultural and Equity Studies in Education (\$926), Science, Technology, Engineering and Mathematics (\$800), and Educational Policy (\$709). The programs realizing the least cost per credit hour include Field Experiences and Seminars (\$31), EDUTL Core (\$51), Fashion & Retail Studies (\$58), and Sport Fitness & Health Program (\$59). Recall from Table 34 that the college receives about \$297 for every undergraduate credit hour and the data in Table 39 are all adjusted to be in that metric. The programs at the extremes demonstrate programs that vary greatly from that breakeven of \$297 per credit hour.

Table 42 also reports (a) the share of college investment in each degree program relative to the total investment of the college, (b) the relative share of credit hours earned by each degree program relative to the total for the college and (c) combines these data to demonstrate in the final column the variables in the investment of each program relative to the enrollment. Programs that have a positive dollar amount in the column entitled "Variance in Investment" earn more credit hours for the college relative to the funding the college invests. Programs that have a negative dollar amount in this column earn less credit hours relative to the funding the college invests. The programs with the greatest positive investment for the college are Field Experiences and Seminars (\$1.6 million), Sport, Fitness and Health Program (\$1.4 million), Fashion and Retail Studies (\$1.3 million), and Sport Management/Sport Industry (1.2 million). Those programs contributing many fewer credit hours relative to the college investment, as do Science, Technology, Engineering and Mathematics (-\$1.4 million), Multicultural and Equity Studies in Education (\$1.1 million), Higher Education and Student Affairs (\$1 million) and Educational Psychology (\$651k).

Table 42. Credit Hour Generation Relative to Financial Investments by Department and Program

Unit	Specialization	FY 21 Faculty PBA Investment	GA/Specials 3YR Avg Investment	Total Investment by Program	Adjusted Credit Hours 3YR Average (exclude AY21)	Cost Per Credit Hour	Percentage of Investment	Percentage of Credit Hours	Variance in Percentage	Variance in Investment
HS	Consumer and Family Financial Services	\$1,036,245	\$228,812	\$1,265,057	6,267	\$201.86	3.8%	3.8%	0.0%	\$(7,267.19)
	Hospitality Management	\$104,200	\$425,648	\$529,848	3,253	\$162.88	1.6%	1.9%	0.4%	\$123,015.32
	Fashion and Retail Studies	\$270,697	\$255,499	\$526,195	9,144	\$57.55	1.6%	5.5%	3.9%	\$1,308,927.65
	Human Development and Family Science*	\$2,940,667	\$516,784	\$3,457,451	16,646	\$207.70	10.3%	10.0%	-0.3%	\$(116,611.30)
	Human Nutrition	\$2,045,898	\$494,884	\$2,540,782	11,164	\$227.58	7.6%	6.7%	-0.9%	\$(300,135.65)
	Health and Exercise Science	\$883,958	\$214,711	\$1,098,669	3,164	\$347.27	3.3%	1.9%	-1.4%	\$(463,718.13)
	Sports Coaching & Physical Education	\$829,371	\$246,300	\$1,075,671	3,223	\$333.75	3.2%	1.9%	-1.3%	\$(428,824.28)
	Sport Management/Sport Industry	\$526,708	\$411,898	\$938,606	10,437	\$89.93	2.8%	6.2%	3.4%	\$1,156,145.93
	Sport Fitness & Health Program	\$-	\$602,480	\$602,480	10,208	\$59.02	1.8%	6.1%	4.3%	\$1,446,251.70
	ES	Counselor Education	\$872,480	\$283,904	\$1,156,384	7,691	\$150.35	3.4%	4.6%	1.2%
Dennis Learning Center		\$-	\$342,293	\$342,293	3,820	\$89.61	1.0%	2.3%	1.3%	\$424,289.62

	Educational Administration	\$1,036,234	\$196,583	\$1,232,817	5,449	\$226.26	3.7%	3.3%	-0.4%	\$(139,277.59)
	Educational Policy	\$401,824	\$-	\$401,824	434	\$925.97	1.2%	0.3%	-0.9%	\$(314,732.52)
	Educational Psychology	\$1,139,888	\$119,577	\$1,259,465	3,031	\$415.53	3.8%	1.8%	-1.9%	\$(651,159.17)
	Educational Studies*	\$-	\$176,440	\$176,440	1,976	\$89.29	0.5%	1.2%	0.7%	\$220,119.93
	Higher Education & Student Affairs	\$1,735,917	\$469,478	\$2,205,395	5,822	\$378.83	6.6%	3.5%	-3.1%	\$(1,037,040.51)
	Learning Technologies	\$385,274	\$135,746	\$521,020	2,237	\$232.87	1.6%	1.3%	-0.2%	\$(71,989.05)
	Philosophy & History of Education	\$665,411	\$212,532	\$877,943	2,945	\$298.16	2.6%	1.8%	-0.9%	\$(286,993.64)
	Qualitative Research*	\$-	\$-	\$-	653	\$-	0.0%	0.4%	0.4%	\$131,007.97
	Quantitative Research, Evaluation, & Measurement	\$676,939	\$185,260	\$862,199	4,003	\$215.39	2.6%	2.4%	-0.2%	\$(58,823.30)
	School Psychology	\$607,871	\$90,083	\$697,954	2,320	\$300.85	2.1%	1.4%	-0.7%	\$(232,356.71)
	Special Education	\$1,195,457	\$269,752	\$1,465,209	5,341	\$274.34	4.4%	3.2%	-1.2%	\$(393,336.88)
	Teacher Education Policy and Leadership*	\$-	\$-	\$-	191	\$-	0.0%	0.1%	0.1%	\$38,326.81
	Workforce Development & Education	\$477,824	\$68,048	\$545,872	2,728	\$200.08	1.6%	1.6%	0.0%	\$1,687.72
TL	Adolescent, Post-Secondary & Community Literacies	\$258,638	\$173,685	\$432,323	1,754	\$246.42	1.3%	1.0%	-0.2%	\$(80,217.90)

Dramatic and Arts-Based Research, Teaching, and Learning	\$-	\$51,915	\$51,915	291	\$178.47	0.2%	0.2%	0.0%	\$6,465.29
EDUTL Core	\$-	\$220,375	\$220,375	4,344	\$50.73	0.7%	2.6%	1.9%	\$651,493.64
English as a Second Language	\$-	\$1,295,852	\$1,295,852	10,000	\$129.59	3.9%	6.0%	2.1%	\$711,081.27
Field Experiences and Seminars	\$-	\$293,170	\$293,170	9,514	\$30.81	0.9%	5.7%	4.8%	\$1,616,327.86
Foreign, Second, and Multilingual Language Education	\$488,463	\$100,948	\$589,411	2,103	\$280.28	1.8%	1.3%	-0.5%	\$(167,356.50)
Language, Education and Society	\$835,982	\$338,164	\$1,174,147	4,889	\$240.15	3.5%	2.9%	-0.6%	\$(192,882.99)
Literature for Children and Young Adults	\$697,163	\$425,220	\$1,122,383	4,746	\$236.51	3.3%	2.8%	-0.5%	\$(169,961.66)
Multicultural and Equity Studies in Education	\$1,546,808	\$48,000	\$1,594,808	2,251	\$708.49	4.8%	1.3%	-3.4%	\$(1,143,044.45)
Reading & Literacy in Early & Middle Childhood Ed	\$802,260	\$327,743	\$1,130,003	2,738	\$412.66	3.4%	1.6%	-1.7%	\$(580,428.67)
Science, Technology, Engineering and Mathematics**	\$1,621,944	\$228,205	\$1,850,149	2,312	\$800.41	5.5%	1.4%	-4.1%	\$(1,386,239.38)
College	\$24,084,120	\$9,449,990	\$33,534,110	167,090	\$200.70	100.0%	100.0%	0.0%	\$0.00

Table 43. Summary of GFA and GTA/Specials Allocation and Expense and Credit Hour Generation by Department

Unit	Average Cost Per Credit Hour	Total Cost Per Credit Hour	Total Percentage of Investment	Total Percentage of Credit Hours	Total Variance in Percentage	Total Variance in Investment
College	\$251.42	\$200.70	100.0%	100.0%	0.0%	\$0
HS	\$187.50	\$163.72	35.9%	44.0%	8.1%	\$2,717,784
ES	\$253.17	\$241.46	35.0%	29.1%	-5.9%	-\$1,983,021
TL	\$301.32	\$217.04	29.1%	26.9%	-2.2%	-\$734,763

Table 43 is a high-level summary of Table 42. Table 39 demonstrates that the college typically invests \$301 per credit hour in TL followed by \$253 for ES and \$179 for HS. Dividing the total funding by the total credit hours, demonstrates that the college invests about \$241 for every credit hour delivered in ES, followed by \$217 for ES and \$163 for HS. The difference in the two sets of estimates is caused by the cost per credit hour in some degree programs (Multicultural and Equity Studies in Education (\$926), Science, Technology, Engineering and Mathematics (\$800) and Educational Policy (\$709)) being very high; hence, the average is overly inflated by these high values. The final column in Table 42 demonstrates that HS should be allocated about \$2.7 million of the college investment given its credit hour contribution to the college. On the contrary ES should be allocated \$2 million less, and TL should be allocated \$735k less.

Using the 2.63 multiplier appreciably increases the credit hour generation for ES relative to HS and TL. Recall that these adjusted credit hours grant 2.63 times more credit for graduate credit hours, which can be considered not only an adjustment for revenue (2.63 times more revenue for graduate credits), but it can also be considered a proxy for differences in effort (counting each graduate credit as 2.63 times more effort).

If this 2.63 adjustment is a reasonable adjustment for effort differences between graduate and undergraduate credit hours (e.g., the other extra effort of supporting graduate students outside the classroom), then these differences in the college’s investment exist even after accounting for effort differences in educating graduate and undergraduate students.

In other words, educating graduate students would need to be more than 2.63 times the effort of educating undergraduate students inside and outside the classroom to further explain why ES and TL are receiving 36% and 11%, respectively, more adjusted credit hour investment by the college than HS.

As the college and its departments increasingly align PBA/GFA investment with credit hour generation (i.e., revenue generation) in programs, then the level of analysis in Tables 40 and 41 can aid in

assuring that programs with sufficient enrollments and that also suffer from less college investment per credit hour are considered for more PBA/GFA investment.

In so doing, the students in these relatively under-resourced programs may enjoy more engagement with more PBA/GFA-funded faculty (e.g., TT and clinical faculty), and under-resourced programs will benefit from having more PBA/GFA-funded faculty to deliver courses and innovate courses and degree programs.

Decision-Making Resources

To help facilitate the discussion around how the college makes decisions for allocating resources, the workgroup catalogued the current processes, models and tools used at both the college and department levels.

College-Level Processes, Models and Tools

- **GTA/Specials Allocation Model** – Revised in FY 2019, the model was created in collaboration with the department chairs, their finance officers and the chief administrative officer to provide a more equitable division of the GTA/Specials funding to the academic areas. Once distributed to the departments, the chairs are responsible for investing the funds to support the costs for instruction to include supporting the instructor of record when the instructor is not supported by GFA, supplemental instructional costs (e.g., undergraduate and graduate teaching assistants), courses and other investments in the educational enterprise (e.g., special projects to innovate courses and degree programs) in their respective areas. The total funding at the time was \$8.4 million, which was cut by 10% in FY 21 to meet the college's target reduction plan.
- **Breakeven Analysis Tool** – This tool is annually distributed to the department chairs and finance officers to assist them with determining how many students are needed for a course to break even relative to the college's revenue and expenses. This tool depicts the enrollment needed for the college but may not depict the enrollment needed by the departments to break even. Departments receive only a portion of the funding received by the college; hence, the calculations for the departments to break even are different.
- **Faculty Hire Requests** – This process, which was recently revised in FY 22 includes conversations and requests from the department chairs to the Dean, associate dean of the Office of Faculty Affairs and the chief administrative officer determine the faculty needs for the upcoming academic year. The dean makes the final decision on the proposals to support. This process proceeds in various ways to include proposals being developed within programs and departments that are brought to the dean for his consideration or by the dean offering positions to departments based on his priorities or opportunities that arise (e.g., prospective faculty reaching out to seek positions).

This general process is bounded by the following principles:

1. All tenure track faculty lines are owned by the college.
2. Upon resignation or retirement of a faculty member, the college recaptures the funding, and it is up to the departments to request funding for a new faculty hire.
3. Clinical faculty lines that are funded by the department require college-level approval and

must go through the faculty search process.

- **College Principles to Guide Teaching Load and GTA/Specials Expenditures** – These principles were developed in FY 2020 to assist department and program chairs with ensuring strong fiscal stewardship of the curriculum in the face of the pandemic and to preserve and even enhance the student experience. These principles, for example, ensure that our students have a robust engagement with all our faculty by assuring that all faculty are teaching their full teaching load. They also ensure that all faculty are fully meeting their teaching loads to reduce the need for GTA/Specials expenditures that would be consumed if they were not teaching their full load. Finally, but not exhaustively, they ensure consistency in teaching loads so that faculty across programs and departments are held to the same standard.

Department-Level Processes, Models and Tools

Educational Studies

GTA/Specials Allocation decisions use enrollment as their primary factor in hiring a GTA or lecturer. These investments are also determined by the relative expense of a GA and a lecturer given that lecturers are generally paid less per credit than a GA. These decisions are also guided by the level of the course (undergraduate or graduate). Additionally, criteria include:

- Funding the fellowship students for whom the department has made commitments for the intervening years between the fellowship years.
- Funding of graduate students in general, so that we can attract and retain high-performing students that comprise our graduate program.
- In terms of GAs, areas of study with high degree of undergraduate courses tend to receive higher count of GA FTE, since graduate students are eligible to teach undergraduate courses, whereas the higher level graduate courses would require a lecturer. However, ES does have some graduate-level courses where GAs are hired to assist in the labs.

ES does supplement instructional costs of the program with sources outside the GTA/Specials Allocation.

Teaching and Learning

GA/Specials Allocations decisions have generally been made on a historical model; however, the decision-making process is transitioning to focus on allocating funding based on the needs of the program.

- If a request for a new GA/lecturer position is made, TL bases its decision on the funds available to support the request. Other factors that are considered include the need in the area, the expertise of the GTA and enrollment.
- GTA/Specials Allocations made to TL do not cover all of their expenses. TL often needs to supplement funds in order to meet the needs of the program.

Human Sciences

GA Allocations are made to the program areas based on earnings in the same way the college allocates GTA/Specials to the departments. Each program chair is granted discretion in allocating those funds to meet the teaching needs of the program areas. Across program areas, the goal is to allocate a sufficient fraction of the funding to GAs to:

- Meet the teaching needs of the program area

- Continue to enroll enough graduate students to maintain if not grow graduate student enrollment.

This model is moderated as a function of the number of GFA-funded faculty relative to course offerings and enrollment. Those degree programs with relatively high enrollments and more course offerings tend to hire more lecturers, especially when those degree programs have relatively few PBA-funded faculty.

Programs tend to receive more modest investments when they have relatively few enrollments, fewer course offerings and relatively more PBA-funded faculty. The GTA/Specials model is adjusted each year to cover these deficits with the surpluses generated by the other program areas in HS. Programs are encouraged to adjust in spending to achieve balanced budgets (e.g., increasing investments in programs yielding surpluses and decreasing investments or increasing credit hours in programs running deficits). Efforts are underway to achieve these ends.

- HS does not need to supplement instructional costs from other sources.

Challenges

The data has informed us of several challenges. The following describes some of them.

- The data indicated that the credit hour generation and investment of resources across the college do not align, even after granting 2.63 times more credit for graduate credits. This misalignment occurs mainly in GFA investments devoted to GFA-funded employees.

On the contrary, the annual college allocation of GTA/Specials to departments is governed by credit hours with the intent of aligning the department allocations with the revenue earned by the departments.

Given that most GFA-funded employees were hired before the current dean was appointed, and GFA-funded employees enjoy long tenures in the college, aligning GFA investments with the revenue earned by the departments will require a long-term investment strategy.

While the college may make more rapid adjustments to GTA/Specials investments, GFA investments largely hinge on long-term shifts in enrollment (i.e., funding from the university) and turnover of the existing GFA-funded workforce.

The college may explore how to invest GTA/Specials funds differently to mitigate the appreciable differences in GFA investment per credit hour earned over the past three years across programs and departments.

- The historically decisions devoted to the allocation of faculty lines has not been correlated with revenue generation and more aligned with the mission and priorities of the current college administration.

The college may explore ways to enhance the balance revenue generation with mission in the allocation of GFA/PBA-funded positions moving forward.

- There is no consistent method across the departments to allocate resources to program or specialization areas. However, each academic department is unique and has different criteria and strategies to support their program areas.

The principles to guide teaching load and GTA/Specials expenditures are helpful, but they need revisions to account for the revenue and expenses incurred by the college and the departments, recognizing that the revenue and expenditures are different at these two different levels of the college.

In simple terms, the college needs fewer credit hours to break even with expenses than do departments because the college receives more revenue per credit hour than the departments.

The Breakeven Analysis Tool could be revised to account for the different amounts of revenue and expenses incurred at the college and department levels.

- The cost to support GTAs is rising, and the funding to support them is decreasing. The reductions are largely because of decreases in enrollment. These trends continue to decrease the financial sustainability of graduate programs that employ GTAs to recruit and retain graduate students.

Programs and departments are actively exploring ways to sustain their programs by increasing enrollments and decreasing expenses, but some programs may be unable to make needed adjustments in the short run to financially support their graduate students.