



ANNUAL REPORT FORM

EXISTING GRADUATE DEGREE PROGRAMS REVIEWED IN THE PREVIOUS YEAR

Use this form to notify the Chancellor and the members of the Chancellor's Council on Graduate Studies (CCGS) of your institution's existing graduate degree programs that have been reviewed in the previous year.

Please submit your annual report electronically to Dr. Stephanie McCann, Associate Vice Chancellor for Program Development and Approval, Ohio Department of Higher Education at: smccann@highered.ohio.gov and upload your report to the CCGS OneDrive (in the 'Archived Information' folder, under 'Annual Reports').

Date of submission: 08/31/22

(Due September 1 of each year)

Name of institution:

Youngstown State University

CCGS Representative:

Name: Sal Sanders

Title: Dean of Graduate Studies & Assistant Provost for Cyberlearning

Phone Number: (330) 941-2324

E-mail: sasanders@ysu.edu

Requirements for the report:

- Provide a link to the institution's policies and procedures for conducting graduate program reviews, including the institutional process for graduate degree program review and the cycle under which such reviews are conducted.
- Provide a list of graduate programs reviewed and, for each program, a summary of the findings related to program quality, student demand and the extent to which the program meets regional, state, national and societal needs.
- Provide a list of graduate programs that have not been reviewed in the past 10 years with an explanation for the lack of review.
- Provide a list of graduate programs for which admissions have been suspended during the past year.

Institutional policies for graduate degree program review, and the cycle for review:

Provide a link to the campus site where the policies, procedures and review cycle are described.

<https://ysu.edu/strategic-planning>

<https://ysu.edu/strategic-planning/apeei>

List of graduate degree programs reviewed, with a summary of findings related to program quality (i.e., student enrollment and completion, and the extent to which the program meets regional, state, national and societal needs):

Please see the program review results that follow.

List of graduate degree programs that have not been reviewed in the last ten years, with an explanation for the lack of review:

The Doctor of Nursing Practice is a relatively new degree program. This program will be reviewed in the next appropriate review cycle.

List of graduate programs for which admissions have been suspended during the past year

Admission has been suspended or is in the process of being suspended as an outcome of program review for the following programs:

Master of Accountancy
 Master of Arts in American Studies
 Master of Arts in Art Education
 Master of Fine Arts in Creative Writing
 Master of Arts in Gerontology
 Master of Fine Arts in Interdisciplinary Visual Arts
 Master of Music in Music History and Literature
 Master of Science in Nursing – Nurse Anesthetist option
 Master of Science in Applied Behavior Analysis

Dual Credit Programs

Youngstown State University - Summary of Dual Credit Programs Enrollment and Performance									
Dual Credit Program	Max Hours Double Counted	Min Required Undergrad Hours	Min. Total Hours to Earn Both Degrees	Students Enrolled in Dual Credit Course(s)	GPA Range	GPA Mean	Credit Hour Range	Credit Hour Mean	
									Athletic Training (MAT)
Economics (MA)	9	111	141	0					
Financial Economics (MA)	9	111	141	0					
Mathematics (MS)	9	111	141	7	3.42-4.00	3.84	3-9	5.00	
Public Health (MPH)	12	108	150	1	4	3.45	9	9.00	
Respiratory Care (MRC)	9	114	144	15	3.06-4.00	3.49	3-6	3.86	
Report Period:	Summer, Fall and Spring 2022 as of 8/11/22								

Accountancy (Master's)

Program Fit: State/Regional/National Needs

The Accountancy program meets regional, state, and national needs through the creation of a diverse talent pipeline for both the profit- and non-profit sectors. Additionally, the faculty, students, and staff of the department help organizations to grow as well as becoming more efficient. This is accomplished through relevant research, faculty consulting and training, faculty supervised student consulting projects, grant administration, participation in various local, regional, and national boards and organization as well as fund raising for community organizations.

Category: Adjust

Metric	'18	'19	'20	'21	Change
# of Majors	37	36	22	22	0%
# of Diverse Majors*	6	5	7	10	43%↑
# Pre-Majors	0	0	0	0	NA
% JR/SR Majors	0%	0%	0%	0%	NA
SCH Taught	604	585	342	453	32%↑
% SCH Related to Online	4%	6%	13%	37%	197%↑
% SCH Taught by FT Faculty	86%	89%	94%	98%	4%↑
Part-Time Faculty FTE	0.1	0.1	0.1	0.0	-39%↓
# Students Enrolled 2+ Terms	24	28	15	18	20%↑
# Students Return from Prior Yr	13	21	12	7	-42%↓
# Terms Students Enroll 15+ CH	17	14	9	8	-11%↓
% Complete 15+ CH	94%	100%	100%	100%	0%
Course Passage Rate	96%	99%	98%	96%	-3%↓
Primary Degrees Awarded In-Yr	15	19	12	14	17%↑
Median Years to Degree	0.7	1.3	1.2	0.7	-43%↓
NSSE Q: Diversity**	N/A	N/A	N/A	N/A	N/A
NSSE Q: Program Quality**	N/A	N/A	N/A	N/A	N/A

Adult/Gerontology Acute Care Nurse Practitioner (Master's)

Program Fit: State/Regional/National Needs

To meet the health care needs of our community, nursing graduate students have the opportunity to become employed within 6-12 months after graduation in a nursing role. With a local and national shortage of primary care providers, our nurse practitioner graduates seek to meet that need. Our students and graduates volunteer for community health needs including health assessments and examinations, blood pressure screenings, providing vaccines and testing, school health and mental health screenings. Our nurse anesthesia and family nurse practitioner graduates seek employment in healthcare provider shortage areas (HPSAs).

Category: Grow

Category	Metric	'18	'19	'20	'21	Change
Program Profile	# of Majors	2	6	6	25	317%↑
	# of Diverse Majors*	0	0	0	6	NA
	# Pre-Majors	0	0	0	0	NA
	% JR/SR Majors	0%	0%	0%	0%	NA
	SCH Taught	84	522	233	584	151%↑

	% SCH Related to Online	0%	0%	0%	67%	NA
	% SCH Taught by FT Faculty	50%	69%	70%	91%	31%↑
	Part-Time Faculty FTE	0.0	0.0	0.0	0.0	NA
	# Students Enrolled 2+ Terms	0	6	5	13	160%↑
	# Students Return from Prior Yr	0	2	4	4	0%
Student Progress	# Terms Students Enroll 15+ CH	0	0	0	0	NA
	% Complete 15+ CH	NA	NA	NA	NA	NA
	Course Passage Rate	100%	100%	100%	100%	0%
	Primary Degrees Awarded In-Yr	0	2	1	3	200%↑
Outcomes	Median Years to Degree	NA	2.7	1.7	2.7	60%↑
	NSSE Q: Diversity**	N/A	N/A	N/A	N/A	N/A
	NSSE Q: Program Quality**	N/A	N/A	N/A	N/A	N/A

Applied Behavior Analysis (Master's)

Program Fit: State/Regional/National Needs

Not Updated

Category: Adjust

Category	Metric	'18	'19	'20	'21	Change
	# of Majors	0	0	6	14	133%↑
	# of Diverse Majors*	0	0	1	5	400%↑
	# Pre-Majors	0	0	0	0	NA
Program Profile	% JR/SR Majors	NA	NA	0%	0%	NA
	SCH Taught	0	0	90	267	197%↑
	% SCH Related to Online	NA	NA	0%	56%	NA
	% SCH Taught by FT Faculty	NA	NA	33%	33%	-2%↓
	Part-Time Faculty FTE	0.0	0.0	0.4	0.7	83%↑
	# Students Enrolled 2+ Terms	0	0	4	13	225%↑
	# Students Return from Prior Yr	0	0	0	4	NA
Student Progress	# Terms Students Enroll 15+ CH	0	0	0	0	NA
	% Complete 15+ CH	NA	NA	NA	NA	NA
	Course Passage Rate	NA	NA	77%	90%	17%↑
	Primary Degrees Awarded In-Yr	0	0	0	4	NA
Outcomes	Median Years to Degree	NA	NA	NA	1.7	NA
	NSSE Q: Diversity**	N/A	N/A	N/A	N/A	N/A
	NSSE Q: Program Quality**	N/A	N/A	N/A	N/A	N/A

Athletic Training (Master's)

Program Fit: State/Regional/National Needs

The AT field is continuing to rapidly grow. Projected to grow 16% from 2019-2029, much higher than the average for all occupations. The demand for athletic trainers is growing because athletic trainers are working beyond just the sports setting and have moved into many other settings as well including the industrial setting. As people get older and still remain active, athletic trainers will continue to be needed to take care of this patients who get injured.

Category: Sustain

Category	Metric	'18	'19	'20	'21	Change
	# of Majors	15	13	10	8	-20%↓
	# of Diverse Majors*	0	1	1	2	100%↑
	# Pre-Majors	0	0	0	0	NA

Program Profile	% JR/SR Majors	0%	0%	0%	0%	NA
	SCH Taught	516	456	323	327	1% ↑
	% SCH Related to Online	3%	23%	20%	40%	101% ↑
	% SCH Taught by FT Faculty	81%	85%	80%	82%	2% ↑
	Part-Time Faculty FTE	0.4	0.3	0.4	0.4	20% ↑
	# Students Enrolled 2+ Terms	15	13	9	7	-22% ↓
Student Progress	# Students Return from Prior Yr	5	7	5	3	-40% ↓
	# Terms Students Enroll 15+ CH	7	10	1	0	-100% ↓
	% Complete 15+ CH	100%	100%	100%	NA	NA
	Course Passage Rate	100%	100%	98%	98%	0% ↑
Outcomes	Primary Degrees Awarded In-Yr	8	9	6	4	-33% ↓
	Median Years to Degree	1.7	1.7	1.7	2.0	20% ↑
	NSSE Q: Diversity**	N/A	N/A	N/A	N/A	N/A
	NSSE Q: Program Quality**	N/A	N/A	N/A	N/A	N/A

Biological Sciences (Master's)

Program Fit: State/Regional/National Needs

The MS Biological Sciences program prepares students for work in all professions requiring biological knowledge and perspectives, such as R&D careers in molecular biology, ecology, the environment, biotechnology, and much more.

Category: Grow

Category	Metric	'18	'19	'20	'21	Change
Program Profile	# of Majors	31	28	26	26	0%
	Adjust+A90:G10	11	9	10	9	-10% ↓
	# Pre-Majors	0	0	0	0	NA
	% JR/SR Majors	0%	0%	0%	0%	NA
	SCH Taught	542	402	440	640	45% ↑
	% SCH Related to Online	1%	0%	0%	39%	17,156% ↑
	% SCH Taught by FT Faculty	100%	99%	99%	100%	0% ↑
	Part-Time Faculty FTE	0.0	0.0	0.0	0.0	11% ↑
	# Students Enrolled 2+ Terms	26	16	18	19	6% ↑
Student Progress	# Students Return from Prior Yr	19	17	13	19	46% ↑
	# Terms Students Enroll 15+ CH	0	0	0	0	NA
	% Complete 15+ CH	NA	NA	NA	NA	NA
	Course Passage Rate	97%	99%	98%	99%	1% ↑
Outcomes	Primary Degrees Awarded In-Yr	10	10	4	8	100% ↑
	Median Years to Degree	1.7	2.0	1.7	2.0	20% ↑
	NSSE Q: Diversity**	N/A	N/A	N/A	N/A	N/A
	NSSE Q: Program Quality**	N/A	N/A	N/A	N/A	N/A

Business Administration (Master's)

Program Fit: State/Regional/National Needs

The university signed an eight-year agreement with Academic Partners to market high-demand program in the region and beyond. Academic Partners required the MBA program to be part of the agreement due to the demand in the marketplace. The level of need is also supported by data provided by Gray & Associates.

Category: Grow+

Category	Metric	'18	'19	'20	'21	Change
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	# of Majors	198	161	158	445	182% ↑
	# of Diverse Majors*	45	37	30	74	147% ↑
	# Pre-Majors	0	0	0	0	NA
	% JR/SR Majors	0%	0%	0%	0%	NA
Program Profile	SCH Taught	2,648	2,227	1,761	4,901	178% ↑
	% SCH Related to Online	62%	66%	83%	100%	20% ↑
	% SCH Taught by FT Faculty	82%	71%	70%	93%	34% ↑
	Part-Time Faculty FTE	1.0	1.0	1.1	0.5	-49% ↓
	# Students Enrolled 2+ Terms	139	116	103	258	150% ↑
	# Students Return from Prior Yr	129	106	93	81	-13% ↓
Student Progress	# Terms Students Enroll 15+ CH	1	3	1	1	0%
	% Complete 15+ CH	0%	100%	100%	100%	0%
	Course Passage Rate	95%	98%	96%	98%	2% ↑
	Primary Degrees Awarded In-Yr	57	50	50	56	12% ↑
Outcomes	Median Years to Degree	2.0	2.3	2.3	1.7	-29% ↓
	NSSE Q: Diversity**	N/A	N/A	N/A	N/A	N/A
	NSSE Q: Program Quality**	N/A	N/A	N/A	N/A	N/A

Chemical Engineering (Master's)

Program Fit: State/Regional/National Needs

The fast advancing technologies demand additional training of an engineer with advanced knowledge in the engineering fields. More employers are sending engineers back to school for an advanced degree with tuition reimbursements. The lifelong learning nature of an engineering career also appeals to the recently graduated Bachelor's degree students to come back for more advanced graduate classes.

Category: Adjust

Category	Metric	'18	'19	'20	'21	Change
	# of Majors	5	5	4	7	75% ↑
	# of Diverse Majors*	1	2	1	3	200% ↑
	# Pre-Majors	0	0	0	0	NA
	% JR/SR Majors	0%	0%	0%	0%	NA
Program Profile	SCH Taught	62	107	66	125	89% ↑
	% SCH Related to Online	0%	0%	9%	70%	666% ↑
	% SCH Taught by FT Faculty	100%	95%	100%	100%	0%
	Part-Time Faculty FTE	0.0	0.0	0.0	0.0	NA
	# Students Enrolled 2+ Terms	4	4	3	5	67% ↑
	# Students Return from Prior Yr	3	2	2	2	0%
Student Progress	# Terms Students Enroll 15+ CH	0	1	1	0	-100% ↓
	% Complete 15+ CH	NA	100%	100%	NA	NA
	Course Passage Rate	100%	100%	100%	93%	-7% ↓
	Primary Degrees Awarded In-Yr	3	2	0	1	NA
Outcomes	Median Years to Degree	1.8	1.7	NA	1.7	NA
	NSSE Q: Diversity**	N/A	N/A	N/A	N/A	N/A
	NSSE Q: Program Quality**	N/A	N/A	N/A	N/A	N/A

Chemistry (Master's)

Program Fit: State/Regional/National Needs

The MS Chemistry program provides the local region and beyond with professional graduate-level chemists filling R&D positions in companies such as Lubrizol, Merck and GlaxoSmithKline.

Category: Adjust

Category	Metric	'18	'19	'20	'21	Change
Program Profile	# of Majors	21	18	17	15	-12% ↓
	# of Diverse Majors*	14	13	12	10	-17% ↓
	# Pre-Majors	0	0	0	0	NA
	% JR/SR Majors	0%	0%	0%	0%	NA
	SCH Taught	380	317	322	212	-34% ↓
	% SCH Related to Online	0%	0%	0%	41%	NA
	% SCH Taught by FT Faculty	96%	96%	97%	97%	0% ↑
	Part-Time Faculty FTE	0.2	0.1	0.1	0.1	0%
Student Progress	# Students Enrolled 2+ Terms	17	13	14	9	-36% ↓
	# Students Return from Prior Yr	16	8	12	10	-17% ↓
	# Terms Students Enroll 15+ CH	3	0	0	0	NA
	% Complete 15+ CH	100%	NA	NA	NA	NA
Outcomes	Course Passage Rate	97%	99%	100%	100%	0%
	Primary Degrees Awarded In-Yr	3	3	3	6	100% ↑
	Median Years to Degree	1.7	2.0	1.8	2.0	9% ↑
	NSSE Q: Diversity**	N/A	N/A	N/A	N/A	N/A
	NSSE Q: Program Quality**	N/A	N/A	N/A	N/A	N/A

Civil and Environmental Engineering (Master's)

Program Fit: State/Regional/National Needs

The fast advancing technologies demand additional training of an engineer with advanced knowledge in the engineering fields. More employers are sending engineers back to school for an advanced degree with tuition reimbursements. The lifelong learning nature of an engineering career also appeals to the recently graduated Bachelor's degree students to come back for more advanced graduate classes.

Category: Sustain

Category	Metric	'18	'19	'20	'21	Change
Program Profile	# of Majors	13	15	8	8	0%
	# of Diverse Majors*	12	12	7	7	0%
	# Pre-Majors	0	0	0	0	NA
	% JR/SR Majors	0%	0%	0%	0%	NA
	SCH Taught	175	166	108	58	-46% ↓
	% SCH Related to Online	0%	0%	10%	62%	509% ↑
	% SCH Taught by FT Faculty	100%	98%	92%	100%	9% ↑
	Part-Time Faculty FTE	0.0	0.0	0.0	0.0	-100% ↓
Student Progress	# Students Enrolled 2+ Terms	8	9	8	3	-63% ↓
	# Students Return from Prior Yr	8	7	7	7	0%
	# Terms Students Enroll 15+ CH	0	0	0	0	NA
	% Complete 15+ CH	NA	NA	NA	NA	NA
Outcomes	Course Passage Rate	98%	91%	100%	100%	0%
	Primary Degrees Awarded In-Yr	3	6	0	6	NA
	Median Years to Degree	2.2	2.0	NA	2.0	NA
	NSSE Q: Diversity**	N/A	N/A	N/A	N/A	N/A
NSSE Q: Program Quality**	N/A	N/A	N/A	N/A	N/A	

Computing and Information Systems (Master's)

Program Fit: State/Regional/National Needs

Our program meets the needs of local and regional students looking for a broader academic experience than a traditional Computer Science course of study can provide. Graduates with degrees in Computer Information Systems are in high demand and not surprisingly they receive high salaries too. Our students have diverse undergraduate backgrounds. Students with no Computer Information Systems or Computer Science background are required to take up to six undergraduate courses before they can start the program. Our program is diverse, with more than half of our students being international students.

Category: Adjust

Category	Metric	'18	'19	'20	'21	Change
Program Profile	# of Majors	28	31	25	20	-20% ↓
	# of Diverse Majors*	17	19	17	12	-29% ↓
	# Pre-Majors	0	0	0	0	NA
	% JR/SR Majors	0%	0%	0%	0%	NA
	SCH Taught	396	439	387	276	-29% ↓
	% SCH Related to Online	32%	14%	19%	72%	284% ↑
	% SCH Taught by FT Faculty	99%	99%	99%	99%	-0% ↓
	Part-Time Faculty FTE	0.0	0.0	0.0	0.0	NA
Student Progress	# Students Enrolled 2+ Terms	18	21	18	12	-33% ↓
	# Students Return from Prior Yr	17	13	15	11	-27% ↓
	# Terms Students Enroll 15+ CH	0	0	1	1	0%
	% Complete 15+ CH	NA	NA	100%	100%	0%
Outcomes	Course Passage Rate	86%	97%	100%	96%	-4% ↓
	Primary Degrees Awarded In-Yr	9	7	11	6	-45% ↓
	Median Years to Degree	1.7	1.7	1.7	1.7	0%
	NSSE Q: Diversity**	N/A	N/A	N/A	N/A	N/A
	NSSE Q: Program Quality**	N/A	N/A	N/A	N/A	N/A

Counseling (Master's)

Program Fit: State/Regional/National Needs

There is a strong market demand for counselors as evidenced by approx. 100% hiring rate of our Counseling Program graduates by community mental health centers, addiction counseling agencies, private practices, schools, and colleges. Within the tristate area, YSU is the only Counseling Program that offers four CACREP accredited program tracks (i.e., Addiction Counseling, Clinical Mental Health Counseling, School Counseling, College Counseling & Student Affairs). Remarkably, many of our Counseling Program interns are hired by their agency before they graduate. According to the Bureau of Labor Statistics (BLS), there continues to be and strong need for licensed professional clinical counselors, licensed school counselors, licensed/certified chemical dependency counselors, student affairs professionals, and workers in community and social service organizations. The Counseling field is expected to grow “much faster than average” for all occupations.

Category: Grow

Category	Metric	'18	'19	'20	'21	Change
Program Profile	# of Majors	162	157	153	157	3% ↑
	# of Diverse Majors*	40	34	38	34	-11% ↓
	# Pre-Majors	0	0	0	0	NA
	% JR/SR Majors	0%	0%	0%	0%	NA
	SCH Taught	7,130	5,063	5,367	10,024	87% ↑
	% SCH Related to Online	0%	0%	25%	94%	274% ↑

	% SCH Taught by FT Faculty	49%	54%	51%	67%	31%↑
	Part-Time Faculty FTE	6.0	2.9	3.0	4.1	36%↑
	# Students Enrolled 2+ Terms	118	122	113	108	-4%↓
	# Students Return from Prior Yr	104	105	111	102	-8%↓
Student Progress	# Terms Students Enroll 15+ CH	7	7	8	3	-63%↓
	% Complete 15+ CH	100%	86%	100%	100%	0%
	Course Passage Rate	98%	99%	99%	99%	1%↑
	Primary Degrees Awarded In-Yr	46	42	44	47	7%↑
Outcomes	Median Years to Degree	2.3	2.3	2.3	2.3	0%
	NSSE Q: Diversity**	N/A	N/A	N/A	N/A	N/A
	NSSE Q: Program Quality**	N/A	N/A	N/A	N/A	N/A

Criminal Justice (Master's)

Program Fit: State/Regional/National Needs

A large portion of our graduates become civil servants upon graduation meeting local, regional, and national dire needs.

Category: Grow

Category	Metric	'18	'19	'20	'21	Change
	# of Majors	35	44	46	39	-15%↓
	# of Diverse Majors*	11	12	15	11	-27%↓
	# Pre-Majors	0	0	0	0	NA
Program Profile	% JR/SR Majors	0%	0%	0%	0%	NA
	SCH Taught	443	497	626	485	-23%↓
	% SCH Related to Online	46%	52%	48%	83%	75%↑
	% SCH Taught by FT Faculty	90%	70%	82%	76%	-7%↓
	Part-Time Faculty FTE	0.3	0.5	0.3	0.3	-20%↓
	# Students Enrolled 2+ Terms	19	27	32	27	-16%↓
	# Students Return from Prior Yr	19	12	28	26	-7%↓
Student Progress	# Terms Students Enroll 15+ CH	0	0	0	1	NA
	% Complete 15+ CH	NA	NA	NA	100%	NA
	Course Passage Rate	87%	97%	94%	97%	3%↑
	Primary Degrees Awarded In-Yr	5	5	6	7	17%↑
Outcomes	Median Years to Degree	1.7	2.3	1.5	2.0	33%↑
	NSSE Q: Diversity**	N/A	N/A	N/A	N/A	N/A
	NSSE Q: Program Quality**	N/A	N/A	N/A	N/A	N/A

Economics (Master's)

Program Fit: State/Regional/National Needs

The Economics program meets regional, state, and national needs through the creation of a diverse talent pipeline for both the profit- and non-profit sectors. Additionally, the faculty, students, and staff of the department help organizations to grow as well as becoming more efficient. This is accomplished through managerially relevant research, faculty consulting and training, faculty supervised student consulting projects, grant administration, participation in various local, regional, and national boards and organization as well as fund raising for community organizations. Economics faculty and students have worked on or currently are working on applied projects for local organizations like the Economic Action Group, Mahoning County Land Bank, and CityScope.

Category: Adjust

Category	Metric	'18	'19	'20	'21	Change
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Program Profile	# of Majors	12	8	11	6	-45% ↓
	# of Diverse Majors*	5	3	5	3	-40% ↓
	# Pre-Majors	0	0	0	0	NA
	% JR/SR Majors	0%	0%	0%	0%	NA
	SCH Taught	138	107	202	70	-65% ↓
	% SCH Related to Online	26%	30%	14%	83%	498% ↑
	% SCH Taught by FT Faculty	99%	93%	91%	100%	10% ↑
	Part-Time Faculty FTE	0.0	0.0	0.0	0.0	-100% ↓
Student Progress	# Students Enrolled 2+ Terms	8	6	7	3	-57% ↓
	# Students Return from Prior Yr	4	5	3	4	33% ↑
	# Terms Students Enroll 15+ CH	0	0	1	0	-100% ↓
	% Complete 15+ CH	NA	NA	0%	NA	NA
Outcomes	Course Passage Rate	92%	100%	84%	74%	-12% ↓
	Primary Degrees Awarded In-Yr	4	4	6	3	-50% ↓
	Median Years to Degree	1.7	1.7	1.0	1.3	33% ↑
	NSSE Q: Diversity**	N/A	N/A	N/A	N/A	N/A
	NSSE Q: Program Quality**	N/A	N/A	N/A	N/A	N/A

Educational Administration and Educational Administration - Principal (Master's)

Program Fit: State/Regional/National Needs

According to the program evaluation data provided by Gray Associates, during the 2019 period, student demand was at the 97th percentile with 421 completions with 247 at 58.6% being online statewide. Google search volume decreased by 1%, but there were 1,800 google searches in a three-month period, indicating substantial interest in the program. In terms of national employment, this program area was at the 96th percentile in terms of employment. The percentile rankings for job posting was 92nd, annual job openings at 91st with 623 job openings posted. This is an average of 2.2 jobs posted per graduate. National average wages are in the 88th percentile around \$54,000 for individuals under the age of 30 and at \$80,000 for individuals between the ages of 30 and 60. There is substantial competition for our program with 201 institutions with online programs in our market and 259 institutions with online programs nationally.

Category: Sustain

Category	Metric	'18	'19	'20	'21	Change
Program Profile	# of Majors	44	28	55	123	124% ↑
	# of Diverse Majors*	3	1	6	14	133% ↑
	# Pre-Majors	0	0	0	0	NA
	% JR/SR Majors	0%	0%	0%	0%	NA
	SCH Taught	594	321	552	1,840	233% ↑
	% SCH Related to Online	72%	49%	88%	100%	13% ↑
	% SCH Taught by FT Faculty	49%	83%	63%	67%	7% ↑
	Part-Time Faculty FTE	0.5	0.1	0.4	1.3	249% ↑
Student Progress	# Students Enrolled 2+ Terms	29	20	28	87	211% ↑
	# Students Return from Prior Yr	32	16	17	39	129% ↑
	# Terms Students Enroll 15+ CH	0	0	1	8	700% ↑
	% Complete 15+ CH	NA	NA	100%	100%	0%
Outcomes	Course Passage Rate	98%	97%	95%	98%	3% ↑
	Primary Degrees Awarded In-Yr	17	7	11	18	64% ↑
	Median Years to Degree	2.3	7.7	1.7	1.3	-20% ↓
	NSSE Q: Diversity**	N/A	N/A	N/A	N/A	N/A

NSSE Q: Program Quality**	N/A	N/A	N/A	N/A	N/A
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Educational Leadership (Doctoral)

Program Fit: State/Regional/National Needs

According to the program evaluation data provided by Gray Associates, during the 2019 period, student demand was at the 99th percentile with 149 completions with 145 on-ground at 97.3% and 14 at 9.4% being online statewide. Google search volume decreased by 1%, but there were 1,845 google searches in a three month period, indicating substantial interest in the program. In terms of national employment, this program area was at the 96th percentile in terms of employment. The percentile rankings for job posting was 92nd, annual job openings at 91st with 623 job openings posted. This is an average of 2.2 jobs posted per graduate. National average wages are in the 71st percentile around \$52,000 for individuals under the age of 30 and at \$80,000 for individuals between the ages of 30 and 60. There is substantial competition for our program with 61 institutions with online programs in our market and 71 institutions with online programs nationally.

Category: Grow

Category	Metric	'18	'19	'20	'21	Change
Program Profile	# of Majors	63	69	62	49	-21%↓
	# of Diverse Majors*	12	12	14	13	-7%↓
	# Pre-Majors	0	0	0	0	NA
	% JR/SR Majors	0%	0%	0%	0%	NA
	SCH Taught	1,324	1,645	1,086	1,688	55%↑
	% SCH Related to Online	54%	84%	78%	60%	-23%↓
	% SCH Taught by FT Faculty	97%	93%	94%	98%	4%↑
	Part-Time Faculty FTE	0.1	0.4	0.1	0.1	-1%↓
Student Progress	# Students Enrolled 2+ Terms	55	59	54	41	-24%↓
	# Students Return from Prior Yr	51	44	48	49	2%↑
	# Terms Students Enroll 15+ CH	0	0	0	0	NA
	% Complete 15+ CH	NA	NA	NA	NA	NA
Outcomes	Course Passage Rate	99%	99%	97%	99%	2%↑
	Primary Degrees Awarded In-Yr	11	18	8	16	100%↑
	Median Years to Degree	2.7	3.7	2.7	2.7	0%
	NSSE Q: Diversity**	N/A	N/A	N/A	N/A	N/A
	NSSE Q: Program Quality**	N/A	N/A	N/A	N/A	N/A

Electrical Engineering (Master's)

Program Fit: State/Regional/National Needs

The fast advancing technologies demand additional training of an engineer with advanced

Category: Adjust

Category	Metric	'18	'19	'20	'21	Change
Program Profile	# of Majors	21	16	15	13	-13%↓
	# of Diverse Majors*	14	11	10	6	-40%↓
	# Pre-Majors	0	0	0	0	NA
	% JR/SR Majors	0%	0%	0%	0%	NA
	SCH Taught	241	239	234	269	15%↑
	% SCH Related to Online	2%	0%	2%	95%	4,354%↑
	% SCH Taught by FT Faculty	87%	100%	85%	71%	-17%↓
	Part-Time Faculty FTE	0.1	0.0	0.0	0.5	1,267%↑
	# Students Enrolled 2+ Terms	12	11	9	9	0%
	# Students Return from Prior Yr	16	8	10	4	-60%↓

Student Progress	# Terms Students Enroll 15+ CH	0	0	0	2	NA
	% Complete 15+ CH	NA	NA	NA	100%	NA
Outcomes	Course Passage Rate	98%	92%	99%	99%	0% ↑
	Primary Degrees Awarded In-Yr	9	4	9	5	-44% ↓
	Median Years to Degree	2.3	2.0	1.7	1.7	0%
	NSSE Q: Diversity**	N/A	N/A	N/A	N/A	N/A
	NSSE Q: Program Quality**	N/A	N/A	N/A	N/A	N/A

Engineering Management (Master's)

Program Fit: State/Regional/National Needs

The fast advancing technologies demand additional training of an engineer with advanced knowledge in the engineering fields. More employers are sending engineers back to school for an advanced degree with tuition reimbursements. The lifelong learning nature of an engineering career also appeals to the recently graduated Bachelor's degree students to come back for more advanced graduate classes.

Category: Sustain

Category	Metric	'18	'19	'20	'21	Change
Program Profile	# of Majors	9	7	13	13	0%
	# of Diverse Majors*	1	2	5	7	40% ↑
	# Pre-Majors	0	0	0	0	NA
	% JR/SR Majors	0%	0%	0%	0%	NA
	SCH Taught	91	39	155	147	-5% ↓
	% SCH Related to Online	74%	85%	98%	98%	-0% ↓
	% SCH Taught by FT Faculty	92%	95%	94%	90%	-4% ↓
	Part-Time Faculty FTE	0.0	0.0	0.0	0.0	356% ↑
Student Progress	# Students Enrolled 2+ Terms	5	0	9	10	11% ↑
	# Students Return from Prior Yr	5	2	4	9	125% ↑
	# Terms Students Enroll 15+ CH	0	0	0	0	NA
	% Complete 15+ CH	NA	NA	NA	NA	NA
	Course Passage Rate	85%	87%	91%	94%	3% ↑
Outcomes	Primary Degrees Awarded In-Yr	3	1	1	6	500% ↑
	Median Years to Degree	2.5	2.3	1.7	1.7	0%
	NSSE Q: Diversity**	N/A	N/A	N/A	N/A	N/A
	NSSE Q: Program Quality**	N/A	N/A	N/A	N/A	N/A

English (Master's)

Program Fit: State/Regional/National Needs

• English M.A. and certificate students teach in public and private K-12 schools across northeast

Category: Adjust

Category	Metric	'18	'19	'20	'21	Change
Program Profile	# of Majors	31	20	23	24	4% ↑
	# of Diverse Majors*	2	3	4	6	50% ↑
	# Pre-Majors	0	0	0	0	NA
	% JR/SR Majors	0%	0%	0%	0%	NA
	SCH Taught	387	288	345	294	-15% ↓
	% SCH Related to Online	21%	9%	16%	77%	389% ↑
	% SCH Taught by FT Faculty	99%	99%	93%	100%	7% ↑
	Part-Time Faculty FTE	0.0	0.0	0.1	0.0	-100% ↓
	# Students Enrolled 2+ Terms	23	14	18	17	-6% ↓

Student Progress	# Students Return from Prior Yr	20	8	14	13	-7%↓
	# Terms Students Enroll 15+ CH	0	1	0	0	NA
	% Complete 15+ CH	NA	100%	NA	NA	NA
	Course Passage Rate	95%	96%	92%	92%	0%↑
Outcomes	Primary Degrees Awarded In-Yr	17	3	6	8	33%↑
	Median Years to Degree	1.7	2.0	1.7	1.7	0%
	NSSE Q: Diversity**	N/A	N/A	N/A	N/A	N/A
	NSSE Q: Program Quality**	N/A	N/A	N/A	N/A	N/A

Environmental Science (Master's)

Program Fit: State/Regional/National Needs

Narrative to be added.

Category: Adjust

Category	Metric	'18	'19	'20	'21	Change
Program Profile	# of Majors	9	7	8	10	25%↑
	# of Diverse Majors*	3	1	4	4	0%
	# Pre-Majors	0	0	0	0	NA
	% JR/SR Majors	0%	0%	0%	0%	NA
	SCH Taught	102	66	128	262	105%↑
	% SCH Related to Online	0%	5%	5%	32%	592%↑
	% SCH Taught by FT Faculty	91%	86%	66%	72%	8%↑
	Part-Time Faculty FTE	0.1	0.0	0.3	0.1	-60%↓
Student Progress	# Students Enrolled 2+ Terms	6	2	6	6	0%
	# Students Return from Prior Yr	7	3	4	7	75%↑
	# Terms Students Enroll 15+ CH	0	0	0	0	NA
	% Complete 15+ CH	NA	NA	NA	NA	NA
Outcomes	Course Passage Rate	100%	100%	98%	98%	-0%↓
	Primary Degrees Awarded In-Yr	3	1	1	1	0%
	Median Years to Degree	2.7	10.0	2.3	2.3	0%
	NSSE Q: Diversity**	N/A	N/A	N/A	N/A	N/A
	NSSE Q: Program Quality**	N/A	N/A	N/A	N/A	N/A

Financial Economics (Master's)

Program Fit: State/Regional/National Needs

The Financial Economics program meets regional, state, and national needs through the creation of a diverse talent pipeline for both the profit- and non-profit sectors. Additionally, the faculty, students, and staff of the department help organizations to grow as well as becoming more efficient. This is accomplished through managerially relevant research, faculty consulting and training, faculty supervised student consulting projects, grant administration, participation in various local, regional, and national boards and organization as well as fund raising for community organizations. Economics faculty and students have worked on or currently are

Category: Adjust

Category	Metric	'18	'19	'20	'21	Change
Program Profile	# of Majors	34	36	34	29	-15%↓
	# of Diverse Majors*	15	21	23	20	-13%↓
	# Pre-Majors	0	0	0	0	NA
	% JR/SR Majors	0%	0%	0%	0%	NA
	SCH Taught	433	411	420	315	-25%↓
	% SCH Related to Online	49%	57%	50%	88%	74%↑

	% SCH Taught by FT Faculty	92%	77%	80%	95%	20%↑
	Part-Time Faculty FTE	0.0	0.2	0.2	0.0	-79%↓
	# Students Enrolled 2+ Terms	25	22	23	15	-35%↓
	# Students Return from Prior Yr	17	19	19	22	16%↑
Student Progress	# Terms Students Enroll 15+ CH	1	2	0	2	NA
	% Complete 15+ CH	100%	50%	NA	100%	NA
	Course Passage Rate	96%	95%	91%	97%	7%↑
	Primary Degrees Awarded In-Yr	11	14	6	17	183%↑
Outcomes	Median Years to Degree	1.3	1.3	1.8	1.7	-9%↓
	NSSE Q: Diversity**	N/A	N/A	N/A	N/A	N/A
	NSSE Q: Program Quality**	N/A	N/A	N/A	N/A	N/A

Health and Human Services (Master's)

Program Fit: State/Regional/National Needs

The US Bureau of Labor Statistics (BLS) expects the American economy to create 11.5 million jobs from 2016-2026. Four million of those jobs will be in the health care field. Degrees in healthcare administration, health informatics and health promotion are in demand. Areas of employment may include hospitals, clinics, nonprofit organizations, and community-based organizations like community health centers and rape-response organizations. Government agencies at the local, state and federal levels employ health promotion specialists to fill health department positions.

Category: Grow

Category	Metric	'18	'19	'20	'21	Change
	# of Majors	53	55	50	35	-30%↓
	# of Diverse Majors*	13	16	13	9	-31%↓
	# Pre-Majors	0	0	0	0	NA
Program Profile	% JR/SR Majors	0%	0%	0%	0%	NA
	SCH Taught	809	831	661	547	-17%↓
	% SCH Related to Online	94%	94%	92%	97%	5%↑
	% SCH Taught by FT Faculty	75%	82%	80%	74%	-8%↓
	Part-Time Faculty FTE	0.2	0.2	0.2	0.2	-2%↓
	# Students Enrolled 2+ Terms	38	41	38	26	-32%↓
	# Students Return from Prior Yr	31	32	36	18	-50%↓
Student Progress	# Terms Students Enroll 15+ CH	0	2	0	2	NA
	% Complete 15+ CH	NA	100%	NA	100%	NA
	Course Passage Rate	94%	95%	94%	99%	6%↑
	Primary Degrees Awarded In-Yr	12	10	20	9	-55%↓
Outcomes	Median Years to Degree	1.7	2.8	2.7	2.3	-13%↓
	NSSE Q: Diversity**	N/A	N/A	N/A	N/A	N/A
	NSSE Q: Program Quality**	N/A	N/A	N/A	N/A	N/A

Health Sciences (Doctoral)

Program Fit: State/Regional/National Needs

Narrative to be added.

Category: Sustain

Category	Metric	'18	'19	'20	'21	Change
	# of Majors	0	0	9	18	100%↑
	# of Diverse Majors*	0	0	0	1	NA
	# Pre-Majors	0	0	0	0	NA

Program Profile	% JR/SR Majors	NA	NA	0%	0%	NA
	SCH Taught	0	0	145	721	397% ↑
	% SCH Related to Online	NA	NA	34%	45%	35% ↑
	% SCH Taught by FT Faculty	NA	NA	94%	93%	-1% ↓
	Part-Time Faculty FTE	0.0	0.0	0.0	0.1	406% ↑
	# Students Enrolled 2+ Terms	0	0	9	16	78% ↑
Student Progress	# Students Return from Prior Yr	0	0	0	9	NA
	# Terms Students Enroll 15+ CH	0	0	0	0	NA
	% Complete 15+ CH	NA	NA	NA	NA	NA
	Course Passage Rate	NA	NA	100%	100%	0%
Outcomes	Primary Degrees Awarded In-Yr	0	0	0	0	NA
	Median Years to Degree	NA	NA	NA	NA	NA
	NSSE Q: Diversity**	N/A	N/A	N/A	N/A	N/A
	NSSE Q: Program Quality**	N/A	N/A	N/A	N/A	N/A

History (Master's)

Program Fit: State/Regional/National Needs

1.College Credit Plus (CCP) We provide training, certification, and ongoing oversight for High School CCP teachers around the Valley. These tuition-paying students generally do not show in our enrollment statistics because they are usually non-degree. Four of our recent graduates currently are teaching locally. Currently an underserved area in K-12 curriculum. Everyone currently teaching in our catchment came through our program. 2.Training and Certification for Cultural Resource Management Professionals

Category: Adjust

Category	Metric	'18	'19	'20	'21	Change
Program Profile	# of Majors	14	13	14	15	7% ↑
	# of Diverse Majors*	1	2	1	0	-100% ↓
	# Pre-Majors	0	0	0	0	NA
	% JR/SR Majors	0%	0%	0%	0%	NA
	SCH Taught	198	198	313	210	-33% ↓
	% SCH Related to Online	0%	0%	9%	46%	430% ↑
	% SCH Taught by FT Faculty	100%	100%	100%	96%	-4% ↓
	Part-Time Faculty FTE	0.0	0.0	0.0	0.0	NA
	# Students Enrolled 2+ Terms	8	8	12	10	-17% ↓
Student Progress	# Students Return from Prior Yr	8	6	8	8	0%
	# Terms Students Enroll 15+ CH	0	0	0	0	NA
	% Complete 15+ CH	NA	NA	NA	NA	NA
	Course Passage Rate	95%	100%	95%	88%	-7% ↓
Outcomes	Primary Degrees Awarded In-Yr	6	3	5	4	-20% ↓
	Median Years to Degree	1.7	1.7	1.7	2.0	20% ↑
	NSSE Q: Diversity**	N/A	N/A	N/A	N/A	N/A
	NSSE Q: Program Quality**	N/A	N/A	N/A	N/A	N/A

Industrial and Systems Engineering (Master's)

Program Fit: State/Regional/National Needs

The fast advancing technologies demand additional training of an engineer with advanced knowledge in the engineering fields. More employers are sending engineers back to school for an advanced degree with tuition reimbursements. The lifelong learning nature of an engineering career also appeals to the recently graduated Bachelor's degree students to come back for more advanced graduate classes.

Category: Sustain

Category	Metric	'18	'19	'20	'21	Change
Program Profile	# of Majors	11	12	13	5	-62% ↓
	# of Diverse Majors*	7	9	9	3	-67% ↓
	# Pre-Majors	0	0	0	0	NA
	% JR/SR Majors	0%	0%	0%	0%	NA
	SCH Taught	136	193	185	66	-64% ↓
	% SCH Related to Online	35%	34%	44%	68%	54% ↑
	% SCH Taught by FT Faculty	77%	96%	99%	100%	1% ↑
	Part-Time Faculty FTE	0.0	0.0	0.0	0.0	-100% ↓
Student Progress	# Students Enrolled 2+ Terms	7	9	9	5	-44% ↓
	# Students Return from Prior Yr	4	5	8	5	-38% ↓
	# Terms Students Enroll 15+ CH	0	0	0	0	NA
	% Complete 15+ CH	NA	NA	NA	NA	NA
Outcomes	Course Passage Rate	92%	93%	100%	100%	0%
	Primary Degrees Awarded In-Yr	4	2	7	3	-57% ↓
	Median Years to Degree	1.7	1.0	2.2	1.7	-23% ↓
	NSSE Q: Diversity**	N/A	N/A	N/A	N/A	N/A
	NSSE Q: Program Quality**	N/A	N/A	N/A	N/A	N/A

Intervention Services (Master's)

Program Fit: State/Regional/National Needs

Program required for students pursuing the EdS in School Psychology.

Category: Sustain

Category	Metric	'18	'19	'20	'21	Change
Program Profile	# of Majors	23	21	23	25	9% ↑
	# of Diverse Majors*	1	2	2	2	0%
	# Pre-Majors	0	0	0	0	NA
	% JR/SR Majors	0%	0%	0%	0%	NA
	SCH Taught	489	613	569	889	56% ↑
	% SCH Related to Online	7%	5%	9%	75%	689% ↑
	% SCH Taught by FT Faculty	73%	78%	67%	70%	4% ↑
	Part-Time Faculty FTE	0.4	0.3	0.4	0.6	63% ↑
Student Progress	# Students Enrolled 2+ Terms	10	19	13	25	92% ↑
	# Students Return from Prior Yr	12	10	11	13	18% ↑
	# Terms Students Enroll 15+ CH	1	0	7	0	-100% ↓
	% Complete 15+ CH	100%	NA	86%	NA	NA
	Course Passage Rate	98%	100%	100%	100%	0% ↑
Primary Degrees Awarded In-Yr	12	10	10	12	20% ↑	

Outcomes	Median Years to Degree	1.3	1.3	1.3	1.3	0%
	NSSE Q: Diversity**	N/A	N/A	N/A	N/A	N/A
	NSSE Q: Program Quality**	N/A	N/A	N/A	N/A	N/A

Materials Science and Engineering (Doctoral)

Program Fit: State/Regional/National Needs

The YSU program in Materials Science and Engineering provides the local region and beyond

Category: Sustain

Category	Metric	'18	'19	'20	'21	Change
Program Profile	# of Majors	14	16	18	16	-11% ↓
	# of Diverse Majors*	7	8	9	8	-11% ↓
	# Pre-Majors	0	0	0	0	NA
	% JR/SR Majors	0%	0%	0%	0%	NA
	SCH Taught	265	294	357	328	-8% ↓
	% SCH Related to Online	2%	2%	0%	13%	NA
	% SCH Taught by FT Faculty	98%	100%	100%	97%	-3% ↓
	Part-Time Faculty FTE	0.0	0.0	0.0	0.0	NA
Student Progress	# Students Enrolled 2+ Terms	14	15	17	15	-12% ↓
	# Students Return from Prior Yr	6	11	15	16	7% ↑
	# Terms Students Enroll 15+ CH	0	0	0	0	NA
	% Complete 15+ CH	NA	NA	NA	NA	NA
	Course Passage Rate	95%	100%	97%	95%	-2% ↓
Outcomes	Primary Degrees Awarded In-Yr	3	0	2	1	-50% ↓
	Median Years to Degree	3.7	NA	5.5	6.0	9% ↑
	NSSE Q: Diversity**	N/A	N/A	N/A	N/A	N/A
	NSSE Q: Program Quality**	N/A	N/A	N/A	N/A	N/A

Mathematics (Master's)

Program Fit: State/Regional/National Needs

Regional, state, and national reports indicate the need for a highly trained workforce, particularly in the STEM disciplines. The Occupational Outlook Handbook cites faster than average growth in employment of mathematicians and statisticians (33% between 2016-2026) and actuaries (22%). According to LinkedIn, machine learning engineers, data scientists, and big data engineers rank among the top emerging jobs (growing over 650% since 2012). The Department reaches beyond the boundaries of Youngstown. Our varied course offerings and mathematics pathways give students the ability to take courses relevant to their future goals. We continue to develop and modify our programming to meet the needs of the region, including enhancing our actuarial science, data analytics, and applied statistics offerings. Our faculty are active participants in the Ohio Mathematics Initiative (OMI) and provide input on the direction of higher education in mathematics in Ohio. Faculty serve on state committees. One faculty member served on the Ohio Department of Education's working group revising the K-12 Mathematics Standards, and the Ohio Model Curriculum writing team. We are a frontrunner in the State of Ohio initiatives to streamline mathematics pathways and improve student success and retention. We continue to lead in the implementation of Ohio Mathematics Initiatives (a recent poll of faculty indicated involvement in or committee service on 31 different state and local math initiatives within the last 5 years). The Statistical Consulting Center serves the region through assistance in statistical studies by area physicians and non-profits and provides statistical assistance to YSU faculty and others in need of such assistance. Since its establishment in 2015, approximately 200 consultations have been logged. CURMath, the Center for Undergraduate Research in Mathematics, sponsors student engagement in the larger mathematical community, regionally and beyond. We have exploited the growth in awareness and student interest in actuarial science to attract students from the Northeastern Ohio region and beyond (international recognition for actuarial science has the potential to attract a diverse population of international graduate students) Faculty serve on national committees and executive boards of the Mathematical Association of America, American Mathematical Society, and Pi Mu Epsilon, the national mathematics honors society. The Department also contains nationally recognized faculty who participate and lead in other national, state, and local mathematical organizations (ASA, AWM, IATTS, NCTM, OCTM, ODE, OMAA, OMC, OMI, OTM, PMMAF, SIAM, SOA). The Department has hosted regional, national, and international conferences (including FACT October 2018) and was recently selected to host the Summer Conference on Topology and Its Applications. We consistently send students to Ph.D. programs around the country (Kent State, University of Virginia, University of Louisiana, University of Kentucky, etc.) Through the Academic Partnership collaboration, we have a Master's in Education program that is open to students across the nation. One faculty member was awarded a Fulbright Research Fellowship at Wigner Research Centre for Physics, Hungarian Academy of Sciences, Budapest, Hungary.

Category: Grow

Category	Metric	'18	'19	'20	'21	Change
Program Profile	# of Majors	24	22	25	21	-16%↓
	# of Diverse Majors*	10	14	14	13	-7%↓
	# Pre-Majors	0	0	0	0	NA
	% JR/SR Majors	0%	0%	0%	0%	NA
	SCH Taught	336	352	391	294	-25%↓
	% SCH Related to Online	11%	9%	5%	55%	1,097%↑
	% SCH Taught by FT Faculty	100%	100%	100%	98%	-2%↓
	Part-Time Faculty FTE	0.0	0.0	0.0	0.0	NA
Student Progress	# Students Enrolled 2+ Terms	16	16	19	11	-42%↓
	# Students Return from Prior Yr	15	10	15	10	-33%↓
	# Terms Students Enroll 15+ CH	0	0	0	0	NA
	% Complete 15+ CH	NA	NA	NA	NA	NA
Outcomes	Course Passage Rate	98%	96%	99%	100%	1%↑
	Primary Degrees Awarded In-Yr	10	3	12	8	-33%↓
	Median Years to Degree	1.7	0.8	1.7	1.7	0%
	NSSE Q: Diversity**	N/A	N/A	N/A	N/A	N/A
	NSSE Q: Program Quality**	N/A	N/A	N/A	N/A	N/A

Mechanical Engineering (Master's)

Program Fit: State/Regional/National Needs

The fast advancing technologies demand additional training of an engineer with advanced knowledge in the engineering fields. More employers are sending engineers back to school for an advanced degree with tuition reimbursements. The lifelong learning nature of an engineering career also appeals to the recently graduated Bachelor's degree students to come back for more advanced graduate classes.

Category: Sustain

Category	Metric	'18	'19	'20	'21	Change
Program Profile	# of Majors	23	22	20	16	-20% ↓
	# of Diverse Majors*	8	8	8	7	-13% ↓
	# Pre-Majors	0	0	0	0	NA
	% JR/SR Majors	0%	0%	0%	0%	NA
	SCH Taught	327	358	283	170	-40% ↓
	% SCH Related to Online	0%	1%	0%	79%	NA
	% SCH Taught by FT Faculty	92%	97%	93%	96%	4% ↑
Student Progress	Part-Time Faculty FTE	0.0	0.0	0.0	0.0	-81% ↓
	# Students Enrolled 2+ Terms	18	21	14	7	-50% ↓
	# Students Return from Prior Yr	11	13	14	7	-50% ↓
	# Terms Students Enroll 15+ CH	0	0	0	0	NA
	% Complete 15+ CH	NA	NA	NA	NA	NA
Outcomes	Course Passage Rate	96%	98%	97%	82%	-15% ↓
	Primary Degrees Awarded In-Yr	6	5	9	5	-44% ↓
	Median Years to Degree	1.7	1.7	1.7	1.7	0%
	NSSE Q: Diversity**	N/A	N/A	N/A	N/A	N/A
	NSSE Q: Program Quality**	N/A	N/A	N/A	N/A	N/A

Music Composition (Master's)

Program Fit: State/Regional/National Needs

According to a recent report offered by Ohio Citizens for the Arts, Ohio creative industries account for \$41 billion in economic activity; support nearly 300,000 jobs, and generate over \$4.5 billion in federal, state, and local tax revenue each year. Although COVID has hindered the activities of many performing artists, quality musicians are essential to the well-being of any community. Our communities need great arts experiences to enrich the lives of all members. The cultural life of the greater Youngstown area strives through institutions such as the Butler Institute, Ballet Western Reserve, Opera Western Reserve, the programs offered in Cliffe College, the many great organists and choir directors who staff the churches, and all the terrific musicians who perform at the many venues cited below. Our students and graduates play an essential role in their communities and have an enormous impact on the quality of life. Many performers support their income with teaching, building large private studios, or contracting their services at public and private schools. This work is also essential for sustaining school and community music programs (including marching and concert band, musical theater, choir, etc.). These programs provide important childhood experiences for the young people in our communities, giving them a sense of place and instilling confidence, which is beneficial to their educational and social development. In addition, musical instruction for children, and adults, helps build audiences for the arts as well strengthens communities by developing an ethical and empathetic citizenry - all of which enrich the lives of the people who live and work in our region.

Category: Adjust

Category	Metric	'17	'18	'19	'20	Change
Program Profile	# of Majors	1	3	2	0	-100% ↓
	# of Diverse Majors*	0	1	1	0	-100% ↓
	# Pre-Majors	0	0	0	0	NA
	% JR/SR Majors	0%	0%	0%	NA	NA
	SCH Taught	13	103	109	0	-100% ↓
	% SCH Related to Online	0%	0%	0%	NA	NA
	% SCH Taught by FT Faculty	100%	91%	66%	NA	NA
	Part-Time Faculty FTE	0.0	0.2	0.1	0.0	-100% ↓
Student Progress	# Students Enrolled 2+ Terms	0	2	2	0	-100% ↓
	# Students Return from Prior Yr	0	1	2	0	-100% ↓
	# Terms Students Enroll 15+ CH	0	0	0	0	NA
	% Complete 15+ CH	NA	NA	NA	NA	NA
Outcomes	Course Passage Rate	100%	76%	100%	NA	NA
	Primary Degrees Awarded In-Yr	0	1	2	0	-100% ↓
	Median Years to Degree	NA	2.7	1.7	NA	NA
	NSSE Q: Diversity**	N/A	N/A	N/A	N/A	N/A
	NSSE Q: Program Quality**	N/A	N/A	N/A	N/A	N/A

Music Education (Master's)

Program Fit: State/Regional/National Needs

According to a recent report offered by Ohio Citizens for the Arts, Ohio creative industries account for \$41 billion in economic activity; support nearly 300,000 jobs, and generate over \$4.5 billion in federal, state, and local tax revenue each year. Although COVID has hindered the activities of many performing artists, quality musicians are essential to the well-being of any community. Our communities need great arts experiences to enrich the lives of all members. The cultural life of the greater Youngstown area strives through institutions such as the Butler Institute, Ballet Western Reserve, Opera Western Reserve, the programs offered in Cliffe College, the many great organists and choir directors who staff the churches, and all the terrific musicians who perform at the many venues cited below. Our students and graduates play an essential role in their communities and have an enormous impact on the quality of life. Many performers support their income with teaching, building large private studios, or contracting their services at public and private schools. This work is also essential for sustaining school and community music programs (including marching and concert band, musical theater, choir, etc.). These programs provide important childhood experiences for the young people in our communities, giving them a sense of place and instilling confidence, which is beneficial to their educational and social development. In addition, musical instruction for children, and adults, helps build audiences for the arts as well strengthens communities by developing an ethical and empathetic citizenry - all of which enrich the lives of the people who live and work in our region.

Category: Adjust

Category	Metric	'18	'19	'20	'21	Change
Program Profile	# of Majors	2	2	2	2	0%
	# of Diverse Majors*	0	1	0	0	NA
	# Pre-Majors	0	0	0	0	NA
	% JR/SR Majors	0%	0%	0%	0%	NA
	SCH Taught	18	30	48	22	-54% ↓
	% SCH Related to Online	0%	0%	0%	100%	NA
	% SCH Taught by FT Faculty	100%	100%	85%	82%	-4% ↓
	Part-Time Faculty FTE	0.0	0.0	0.0	0.0	NA
Student Progress	# Students Enrolled 2+ Terms	1	1	2	1	-50% ↓
	# Students Return from Prior Yr	1	0	1	1	0%
	# Terms Students Enroll 15+ CH	0	0	0	0	NA
	% Complete 15+ CH	NA	NA	NA	NA	NA
	Course Passage Rate	100%	100%	100%	100%	0%
Outcomes	Primary Degrees Awarded In-Yr	0	0	1	1	0%
	Median Years to Degree	NA	NA	1.7	1.7	0%
	NSSE Q: Diversity**	N/A	N/A	N/A	N/A	N/A
	NSSE Q: Program Quality**	N/A	N/A	N/A	N/A	N/A

Music Jazz Studies (Master's)

Program Fit: State/Regional/National Needs

According to a recent report offered by Ohio Citizens for the Arts, Ohio creative industries

Category: Adjust

Category	Metric	'18	'19	'20	'21	Change
Program Profile	# of Majors	1	1	1	2	100% ↑
	# of Diverse Majors*	1	0	0	1	NA
	# Pre-Majors	0	0	0	0	NA
	% JR/SR Majors	0%	0%	0%	0%	NA

Program Profile						
	SCH Taught	3	21	24	33	38%↑
	% SCH Related to Online	100%	0%	0%	94%	NA
	% SCH Taught by FT Faculty	0%	90%	96%	48%	-49%↓
	Part-Time Faculty FTE	0.0	0.0	0.0	0.5	9,434%↑
	# Students Enrolled 2+ Terms	0	1	1	1	0%
	# Students Return from Prior Yr	0	0	1	0	-100%↓
Student Progress						
	# Terms Students Enroll 15+ CH	0	0	0	0	NA
	% Complete 15+ CH	NA	NA	NA	NA	NA
	Course Passage Rate	0%	100%	100%	67%	-33%↓
	Primary Degrees Awarded In-Yr	0	0	1	0	-100%↓
Outcomes						
	Median Years to Degree	NA	NA	1.7	NA	NA
	NSSE Q: Diversity**	N/A	N/A	N/A	N/A	N/A
	NSSE Q: Program Quality**	N/A	N/A	N/A	N/A	N/A

Music Performance (Master's)

Program Fit: State/Regional/National Needs

According to a recent report offered by Ohio Citizens for the Arts, Ohio creative industries account for \$41 billion in economic activity; support nearly 300,000 jobs, and generate over \$4.5 billion in federal, state, and local tax revenue each year. Although COVID has hindered the activities of many performing artists, quality musicians are essential to the well-being of any community. Our communities need great arts experiences to enrich the lives of all members. The cultural life of the greater Youngstown area strives through institutions such as the Butler Institute, Ballet Western Reserve, Opera Western Reserve, the programs offered in Cliffe College, the many great organists and choir directors who staff the churches, and all the terrific musicians who perform at the many venues cited below. Our students and graduates play an essential role in their communities and have an enormous impact on the quality of life. Many performers support their income with teaching, building large private studios, or contracting their services at public and private schools. This work is also essential for sustaining school and community music programs (including marching and concert band, musical theater, choir, etc.). These programs provide important childhood experiences for the young people in our communities, giving them a sense of place and instilling confidence, which is beneficial to their educational and social development. In addition, musical instruction for children, and adults, helps build audiences for the arts as well strengthens communities by developing an ethical and empathetic citizenry - all of which enrich the lives of the people who live and work in our region.

Category: Adjust

Category	Metric	'18	'19	'20	'21	Change
Program Profile	# of Majors	23	18	17	17	0%
	# of Diverse Majors*	2	1	5	6	20%↑
	# Pre-Majors	0	0	0	0	NA
	% JR/SR Majors	0%	0%	0%	0%	NA
	SCH Taught	791	582	548	483	-12%↓
	% SCH Related to Online	0%	0%	0%	88%	NA
	% SCH Taught by FT Faculty	91%	99%	87%	71%	-18%↓
	Part-Time Faculty FTE	0.5	0.1	0.4	0.6	47%↑
	# Students Enrolled 2+ Terms	19	17	15	14	-7%↓
	# Students Return from Prior Yr	12	11	8	9	13%↑
Student Progress	# Terms Students Enroll 15+ CH	0	0	1	2	100%↑

Outcomes	% Complete 15+ CH	NA	NA	100%	50%	-50%↓
	Course Passage Rate	97%	100%	100%	90%	-10%↓
	Primary Degrees Awarded In-Yr	8	10	7	8	14%↑
	Median Years to Degree	1.7	1.7	1.7	1.7	0%
	NSSE Q: Diversity**	N/A	N/A	N/A	N/A	N/A
	NSSE Q: Program Quality**	N/A	N/A	N/A	N/A	N/A

Nursing MSN (Master's)

Program Fit: State/Regional/National Needs

To meet the health care needs of our community, nursing graduate students have the opportunity to become employed within 6-12 months after graduation in a nursing role. With a local and national shortage of primary care providers, our nurse practitioner graduates seek to meet that need. Our students and graduates volunteer for community health needs including health assessments and examinations, blood pressure screenings, providing vaccines and testing, school health and mental health screenings. Our nurse anesthesia and family nurse practitioner graduates seek employment in healthcare provider shortage areas (HPSAs).

Category: Grow

Category	Metric	'18	'19	'20	'21	Change
Program Profile	# of Majors	69	67	59	108	83%↑
	# of Diverse Majors*	11	9	9	19	111%↑
	# Pre-Majors	0	0	0	0	NA
	% JR/SR Majors	0%	0%	0%	0%	NA
	SCH Taught	4,120	4,552	3,200	3,681	15%↑
	% SCH Related to Online	0%	0%	0%	36%	12,544%↑
	% SCH Taught by FT Faculty	60%	60%	62%	65%	6%↑
	Part-Time Faculty FTE	1.4	0.6	0.2	1.0	400%↑
Student Progress	# Students Enrolled 2+ Terms	68	65	58	69	19%↑
	# Students Return from Prior Yr	40	37	35	30	-14%↓
	# Terms Students Enroll 15+ CH	0	0	0	0	NA
	% Complete 15+ CH	NA	NA	NA	NA	NA
Outcomes	Course Passage Rate	98%	97%	90%	95%	5%↑
	Primary Degrees Awarded In-Yr	16	14	13	14	8%↑
	Median Years to Degree	2.7	1.7	1.7	2.7	60%↑
	NSSE Q: Diversity**	N/A	N/A	N/A	N/A	N/A
	NSSE Q: Program Quality**	N/A	N/A	N/A	N/A	N/A

Nursing School Nurse (Master's)

Program Fit: State/Regional/National Needs

Narrative to be added

Category: Adjust

Category	Metric	'16	'17	'18	'19	Change
Program Profile	# of Majors	3	1	0	0	NA
	# of Diverse Majors*	1	0	0	0	NA
	# Pre-Majors	0	0	0	0	NA
	% JR/SR Majors	0%	0%	NA	NA	NA
	SCH Taught	22	9	0	0	NA
	% SCH Related to Online	0%	0%	NA	NA	NA
	% SCH Taught by FT Faculty	64%	100%	NA	NA	NA
	Part-Time Faculty FTE	0.1	0.0	0.0	0.0	NA

	# Students Enrolled 2+ Terms	1	1	0	0	NA
	# Students Return from Prior Yr	3	1	0	0	NA
Student Progress	# Terms Students Enroll 15+ CH	0	0	0	0	NA
	% Complete 15+ CH	NA	NA	NA	NA	NA
	Course Passage Rate	100%	100%	NA	NA	NA
	Primary Degrees Awarded In-Yr	2	1	0	0	NA
Outcomes	Median Years to Degree	3.2	8.3	NA	NA	NA
	NSSE Q: Diversity**	N/A	N/A	N/A	N/A	N/A
	NSSE Q: Program Quality**	N/A	N/A	N/A	N/A	N/A

Physical Therapy (Doctoral)

Program Fit: State/Regional/National Needs

Remains a growing profession at 18% from 2019-2029, much higher than many other professions. (US Bureau of labor Statistics)This growth produces approx.. 15,200 job openings annually across this decade.Currently there are job openings locally, throughout the State, and in the country.

Category: Grow

Category	Metric	'18	'19	'20	'21	Change
Program Profile	# of Majors	91	91	100	110	10%↑
	# of Diverse Majors*	7	9	12	19	58%↑
	# Pre-Majors	0	0	0	0	NA
	% JR/SR Majors	0%	0%	0%	0%	NA
	SCH Taught	34,476	30,875	47,076	37,309	-21%↓
	% SCH Related to Online	0%	0%	0%	42%	27,888%↑
	% SCH Taught by FT Faculty	100%	100%	100%	99%	-1%↓
	Part-Time Faculty FTE	0.1	0.1	0.1	0.4	317%↑
Student Progress	# Students Enrolled 2+ Terms	91	90	100	110	10%↑
	# Students Return from Prior Yr	61	60	62	68	10%↑
	# Terms Students Enroll 15+ CH	120	91	123	191	55%↑
	% Complete 15+ CH	100%	100%	99%	79%	-21%↓
	Course Passage Rate	100%	100%	99%	99%	0%↑
Outcomes	Primary Degrees Awarded In-Yr	30	29	29	29	0%
	Median Years to Degree	3.0	3.0	3.0	3.0	0%
	NSSE Q: Diversity**	N/A	N/A	N/A	N/A	N/A
	NSSE Q: Program Quality**	N/A	N/A	N/A	N/A	N/A

Professional Communication (Master's)

Program Fit: State/Regional/National Needs

Projected 10-year career opportunity growth for graduate students with MPC training**:•Social media strategist/specialist = up 17%•Non-profit and community service managers = up 17%•Non-profit and for-profit fundraisers = up 14%•Client-side work – healthcare advocates and health communication = up 13%•Training and development specialists = up 9% •Pursue Ph.D. to become postsecondary teachers and researchers = up 9%•Media Management = up 6% •Sales and Sales Managers = up 4% •Academic support services in higher education = up 4% ** data taken from the U.S. Bureau of Labor and Statistics & Burning Glass Technologies (2019).

Category: Sustain

Category	Metric	'18	'19	'20	'21	Change
	# of Majors	10	24	31	35	13%↑

Program Profile	# of Diverse Majors*	5	5	7	8	14%↑
	# Pre-Majors	0	0	0	0	NA
	% JR/SR Majors	0%	0%	0%	0%	NA
	SCH Taught	120	339	427	557	30%↑
	% SCH Related to Online	3%	17%	15%	76%	422%↑
	% SCH Taught by FT Faculty	79%	76%	88%	82%	-7%↓
	Part-Time Faculty FTE	0.1	0.1	0.1	0.2	53%↑
Student Progress	# Students Enrolled 2+ Terms	5	17	24	25	4%↑
	# Students Return from Prior Yr	0	5	18	18	0%
	# Terms Students Enroll 15+ CH	0	0	0	1	NA
	% Complete 15+ CH	NA	NA	NA	100%	NA
	Course Passage Rate	79%	97%	98%	94%	-4%↓
Outcomes	Primary Degrees Awarded In-Yr	0	3	10	14	40%↑
	Median Years to Degree	NA	1.7	1.3	1.3	0%
	NSSE Q: Diversity**	N/A	N/A	N/A	N/A	N/A
	NSSE Q: Program Quality**	N/A	N/A	N/A	N/A	N/A

Public Health (Master's)

Program Fit: State/Regional/National Needs

Narrative to be added

Category: Adjust

Category	Metric	'18	'19	'20	'21	Change
Program Profile	# of Majors	16	14	13	17	31%↑
	# of Diverse Majors*	9	7	6	6	0%
	# Pre-Majors	0	0	0	0	NA
	% JR/SR Majors	0%	0%	0%	0%	NA
	SCH Taught	356	258	198	295	49%↑
	% SCH Related to Online	77%	71%	91%	96%	6%↑
	% SCH Taught by FT Faculty	91%	91%	82%	84%	2%↑
Student Progress	Part-Time Faculty FTE	0.2	0.0	0.1	0.4	235%↑
	# Students Enrolled 2+ Terms	12	11	8	11	38%↑
	# Students Return from Prior Yr	6	10	7	9	29%↑
	# Terms Students Enroll 15+ CH	12	5	4	2	-50%↓
	% Complete 15+ CH	83%	100%	50%	50%	0%
Outcomes	Course Passage Rate	98%	98%	92%	93%	1%↑
	Primary Degrees Awarded In-Yr	5	7	3	3	0%
	Median Years to Degree	1.7	1.7	1.3	1.7	25%↑
	NSSE Q: Diversity**	N/A	N/A	N/A	N/A	N/A
	NSSE Q: Program Quality**	N/A	N/A	N/A	N/A	N/A

Respiratory Care (Master's)

Program Fit: State/Regional/National Needs

According to the Bureau of labor and Statistics (2020) Employment of respiratory therapists is projected to grow 19 percent from 2020 to 2029, much faster than the average for all healthcare occupations. Growth in the middle-aged and older patient population will lead to an increased incidence of respiratory conditions such as pneumonia, chronic obstructive pulmonary disease (COPD), and other disorders that can permanently damage the heart and lungs or restrict lung function. The aging population will in turn lead to an increased demand for respiratory therapy services and treatments, mostly in hospitals, long term care facilities and outpatient facilities. In addition, a growing emphasis on reducing readmissions in hospitals may result in more demand for respiratory therapists as patient discharge planners and patient and family educators including nursing homes and in doctors' offices. Advances in preventing and detecting disease, improved medications, and more sophisticated treatments will also increase the demand for respiratory therapists. Other conditions affecting the general population, such as respiratory problems due to smoking and air pollution, along with respiratory emergencies, will continue to create demand for respiratory therapists.

Category: Grow

Category	Metric	'18	'19	'20	'21	Change
Program Profile	# of Majors	26	21	25	22	-12% ↓
	# of Diverse Majors*	7	7	6	2	-67% ↓
	# Pre-Majors	0	0	0	0	NA
	% JR/SR Majors	0%	0%	0%	0%	NA
	SCH Taught	260	216	228	206	-10% ↓
	% SCH Related to Online	100%	100%	100%	100%	0%
	% SCH Taught by FT Faculty	70%	90%	82%	71%	-13% ↓
	Part-Time Faculty FTE	0.2	0.1	0.2	0.2	33% ↑
Student Progress	# Students Enrolled 2+ Terms	21	16	19	14	-26% ↓
	# Students Return from Prior Yr	16	17	11	18	64% ↑
	# Terms Students Enroll 15+ CH	0	0	0	0	NA
	% Complete 15+ CH	NA	NA	NA	NA	NA
	Course Passage Rate	98%	99%	97%	99%	1% ↑
Outcomes	Primary Degrees Awarded In-Yr	8	8	6	6	0%
	Median Years to Degree	2.3	2.2	2.5	1.7	-33% ↓
	NSSE Q: Diversity**	N/A	N/A	N/A	N/A	N/A
	NSSE Q: Program Quality**	N/A	N/A	N/A	N/A	N/A

School Psychology (Educational Specialist)

Program Fit: State/Regional/National Needs

The School Psychology Program, since its program inception in 2012, continues to address the severe shortage of school psychologists throughout the state of Ohio and beyond.

Through six graduating cohorts at the Ed.S. level (2015-2020) and the overall granting of one hundred and forty-three M.Ed. and Ed.S. level graduate degrees (2013-2020), program graduates have secured a 100% employment rate in the field of school psychology. All program candidates from each internship cohort (2015-2020) passed the national SPSY Praxis Exam required for state licensure on the first attempt. The Program maintains a 98% graduate student retention rate per respective M.Ed. and Ed.S. Degree levels. Consequently, the Program quickly has developed into one of the most extensive Ed.S. level school psychology programs in Ohio and the national region. The Program is fully nationally recognized through the National Association of School Psychologists (NASP). Program faculty members are active members of the Ohio Inter-University Council of Ohio School Psychology Trainers. Through collaboration and partnership with the Ohio Department of Education, each School Psychology intern receives significant funding for the third and final year of graduate training (the internship year).

Category: Sustain

Category	Metric	'18	'19	'20	'21	Change
Program Profile	# of Majors	31	26	29	19	-34% ↓
	# of Diverse Majors*	0	0	2	2	0%
	# Pre-Majors	0	0	0	0	NA
	% JR/SR Majors	0%	0%	0%	0%	NA
	SCH Taught	845	497	667	424	-36% ↓
	% SCH Related to Online	0%	0%	3%	71%	2,522% ↑
	% SCH Taught by FT Faculty	71%	91%	56%	65%	17% ↑
	Part-Time Faculty FTE	0.2	0.1	0.4	0.2	-46% ↓
Student Progress	# Students Enrolled 2+ Terms	21	10	19	10	-47% ↓
	# Students Return from Prior Yr	19	21	16	19	19% ↑
	# Terms Students Enroll 15+ CH	0	0	6	0	-100% ↓
	% Complete 15+ CH	NA	NA	100%	NA	NA
Outcomes	Course Passage Rate	100%	100%	100%	100%	0%
	Primary Degrees Awarded In-Yr	9	10	10	9	-10% ↓
	Median Years to Degree	3.3	3.3	3.3	3.3	0%
	NSSE Q: Diversity**	N/A	N/A	N/A	N/A	N/A
	NSSE Q: Program Quality**	N/A	N/A	N/A	N/A	N/A

Social Work (Master's)

Program Fit: State/Regional/National Needs

- The U.S. Bureau of Labor Statistics predicts a 16% national growth rate for social workers from 2016-2026
- Ohio is one of the top 5 employers of social workers in the United States along with California and New York
- Social Service Agencies in our area send us weekly job announcements for the need for social workers.
- Most social work students are offered a job at their internship before they graduate
- Largest graduate program on campus
- Courses are offered on evenings and Saturdays to make it more accessible to non-traditional students
- Advanced standing accelerates completion for those who have their BSW
- Partnership locations at the Lakeland & Lorain campuses allow students access to a YSU diploma while staying in their own communities
- Students find partnership locations to be easily accessible and close to home.

Category: Grow+

Category	Metric	'18	'19	'20	'21	Change
Program Profile	# of Majors	119	124	134	156	16%↑
	# of Diverse Majors*	24	31	30	41	37%↑
	# Pre-Majors	0	0	0	0	NA
	% JR/SR Majors	0%	0%	0%	0%	NA
	SCH Taught	3,903	3,747	4,980	4,438	-11%↓
	% SCH Related to Online	27%	22%	25%	71%	185%↑
	% SCH Taught by FT Faculty	46%	35%	31%	36%	16%↑
	Part-Time Faculty FTE	3.6	3.8	3.1	5.0	60%↑
Student Progress	# Students Enrolled 2+ Terms	114	116	127	144	13%↑
	# Students Return from Prior Yr	71	66	62	57	-8%↓
	# Terms Students Enroll 15+ CH	55	74	82	85	4%↑
	% Complete 15+ CH	96%	96%	95%	95%	0%↑
Outcomes	Course Passage Rate	98%	98%	97%	94%	-4%↓
	Primary Degrees Awarded In-Yr	44	50	69	62	-10%↓
	Median Years to Degree	1.7	1.7	1.0	1.7	67%↑
	NSSE Q: Diversity**	N/A	N/A	N/A	N/A	N/A
	NSSE Q: Program Quality**	N/A	N/A	N/A	N/A	N/A

Special Education (Master's)

Program Fit: State/Regional/National Needs

Overall employment of special education teachers is projected to grow 3 percent from 2019 to 2029, about as fast as the average for all occupations. Employment of preschool education teachers is projected to grow 8 percent from 2019 to 2029, much faster than the average for all occupations. However, because it is a small occupation, the fast growth will result in only about 1,900 new jobs over the 10-year period. Demand will be driven by school enrollments and the need for special education services. Demand for special education services and teachers should rise as disabilities are being identified earlier and as children with disabilities are enrolled into special education programs. Federal laws require that every state must maintain the same level of financial support for special education every year. This reduces the threat of employment layoffs due to state or federal budget constraints. However, employment growth may depend on increases in funding.

Occupational Title SOC Code Employment, 2019 Projected Employment, 2029 Change, 2019-29 Employment by Industry Percent Numeric Special education teachers—443,700 458,000 314,300—Special education teachers, preschool 25-205 123,000 24,900 81,900 Get data Special education teachers, kindergarten and elementary school 25-205 2193,000 198,600 35,600 Get data Special education teachers, middle school 25-205 784,700 86,900 32,200 Get data Special education teachers, secondary school 25-205 8143,000 147,600 34,600 Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Special Education Teachers, at <https://www.bls.gov/ooh/education-training-and-library/special-education-teachers.htm> (visited March 06, 2021).

State needs Since 1990 – present day there is a shortage of special education teachers on OH. Two major findings emerged from the Ohio Department of Education's Statewide Survey on Improving the Educational Outcomes for Students with Disabilities. The first finding concerns the impact of staffing shortages and caseload demands for intervention specialists. The second finding pertains to school-level capacity building needs to improve special education service delivery. Staffing Shortages and Caseload Demands The most significant impediment to improving educational outcomes for student with disabilities is the demanding caseload experienced by intervention specialists. Intervention specialists have the knowledge and skills to be effective, however, they are stretched too thin in many schools across Ohio to provide the instructional and behavioral supports students need to be successful in their least restrictive environments. Service demands and scheduling constraints routinely dictate grouping a number of students with disabilities in general education classrooms. Consequently, survey participants report that their general education classrooms have significant proportions of students with complex learning and behavioral needs. Although respondents did not report challenges to providing a continuum of services, nearly six in 10 (58.8 percent) participants identified inadequate staffing and overwhelming caseloads as primary obstacles. For these survey participants, the issue was urgent and dire. Staffing shortages and heavy caseloads contribute to staff burnout and further exacerbate the situation by impeding the school's ability to recruit, hire and retain intervention specialists. Survey results indicate that school districts in rural regions have staff shortages that are particularly severe. Intervention specialists with expertise serving students with complex/multiple disabilities, including autism spectrum disorder, are in the greatest demand. Schools across Ohio need to build their capacities to meet the needs of students with disabilities to offset the impact of high caseloads. Building the Capacity to Meet the Needs of Students with Disabilities Improving educational outcomes for students with disabilities requires schools to build their capacities to provide a continuum of supports. The survey results point to four areas in which the capacity of the school can be strengthened to benefit students with disabilityties. These are: (a) advancing general education teachers' professional knowledge and skills to serve students with disabilities; (b) strengthening schools' implementation of a multi-tiered system of supports framework; (c) securing an adequate number of trained paraprofessionals; and (d) ensuring adequate support from an array of service providers. Survey participants identified a need for general education teachers to advance their instructional practices to meet the needs of students with disabilities. Specifically, general education teachers would be better equipped to support a wide range of learner abilities if they had access to high-quality

Category: Sustain

Category	Metric	'18	'19	'20	'21	Change
Program Profile	# of Majors	42	33	32	74	131% ↑
	# of Diverse Majors*	4	2	4	8	100% ↑
	# Pre-Majors	0	0	0	0	NA
	% JR/SR Majors	0%	0%	0%	0%	NA
	SCH Taught	702	627	363	987	172% ↑
	% SCH Related to Online	22%	9%	43%	100%	134% ↑
	% SCH Taught by FT Faculty	42%	55%	34%	40%	19% ↑
	Part-Time Faculty FTE	1.1	0.9	0.5	1.8	274% ↑
Student Progress	# Students Enrolled 2+ Terms	28	21	10	46	360% ↑
	# Students Return from Prior Yr	26	30	16	15	-6% ↓
	# Terms Students Enroll 15+ CH	0	0	0	5	NA
	% Complete 15+ CH	NA	NA	NA	60%	NA
	Course Passage Rate	96%	97%	81%	94%	15% ↑
Outcomes	Primary Degrees Awarded In-Yr	8	14	14	7	-50% ↓
	Median Years to Degree	2.2	2.0	2.0	1.7	-17% ↓
	NSSE Q: Diversity**	N/A	N/A	N/A	N/A	N/A
	NSSE Q: Program Quality**	N/A	N/A	N/A	N/A	N/A

Teacher Education (Master's)

Program Fit: State/Regional/National Needs

Narrative to be added

Category: Sustain

Category	Metric	'18	'19	'20	'21	Change
Program Profile	# of Majors	29	18	12	7	-42% ↓
	# of Diverse Majors*	7	4	3	1	-67% ↓
	# Pre-Majors	0	0	0	0	NA
	% JR/SR Majors	0%	0%	0%	0%	NA
	SCH Taught	637	613	456	209	-54% ↓
	% SCH Related to Online	16%	13%	21%	38%	78% ↑
	% SCH Taught by FT Faculty	54%	62%	64%	44%	-32% ↓
	Part-Time Faculty FTE	0.5	0.3	0.3	0.1	-71% ↓
Student Progress	# Students Enrolled 2+ Terms	12	14	10	5	-50% ↓
	# Students Return from Prior Yr	23	9	12	7	-42% ↓
	# Terms Students Enroll 15+ CH	2	5	4	2	-50% ↓
	% Complete 15+ CH	50%	80%	100%	100%	0%
	Course Passage Rate	99%	99%	97%	100%	3% ↑
Outcomes	Primary Degrees Awarded In-Yr	13	4	2	1	-50% ↓
	Median Years to Degree	2.3	2.5	2.0	4.0	100% ↑
	NSSE Q: Diversity**	N/A	N/A	N/A	N/A	N/A
	NSSE Q: Program Quality**	N/A	N/A	N/A	N/A	N/A

Curriculum & Instruction (Master's)

Program Fit: State/Regional/National Needs

Not Updated

Category: Sustain

Category	Metric	'18	'19	'20	'21	Change
Program Profile	# of Majors	12	8	6	5	-17%↓
	# of Diverse Majors*	2	2	3	1	-67%↓
	# Pre-Majors	0	0	0	0	NA
	% JR/SR Majors	0%	0%	0%	0%	NA
	SCH Taught	139	82	48	15	-69%↓
	% SCH Related to Online	56%	59%	88%	100%	14%↑
	% SCH Taught by FT Faculty	76%	62%	81%	100%	23%↑
	Part-Time Faculty FTE	0.1	0.2	0.2	0.0	-100%↓
Student Progress	# Students Enrolled 2+ Terms	9	6	3	0	-100%↓
	# Students Return from Prior Yr	5	5	3	2	-33%↓
	# Terms Students Enroll 15+ CH	2	0	0	0	NA
	% Complete 15+ CH	50%	NA	NA	NA	NA
	Course Passage Rate	87%	93%	94%	80%	-15%↓
Outcomes	Primary Degrees Awarded In-Yr	3	2	2	2	0%
	Median Years to Degree	2.5	4.3	1.7	6.3	280%↑
	NSSE Q: Diversity**	N/A	N/A	N/A	N/A	N/A
	NSSE Q: Program Quality**	N/A	N/A	N/A	N/A	N/A

Curriculum & Instruction - Digital Learning (Master's)

Program Fit: State/Regional/National Needs

Not Updated

Category: Grow

Category	Metric	'18	'19	'20	'21	Change
Program Profile	# of Majors	0	0	13	39	200%↑
	# of Diverse Majors*	0	0	2	4	100%↑
	# Pre-Majors	0	0	0	0	NA
	% JR/SR Majors	NA	NA	0%	0%	NA
	SCH Taught	0	0	108	561	419%↑
	% SCH Related to Online	NA	NA	100%	100%	0%
	% SCH Taught by FT Faculty	NA	NA	81%	94%	17%↑
	Part-Time Faculty FTE	0.0	0.0	0.0	0.1	120%↑
Student Progress	# Students Enrolled 2+ Terms	0	0	3	29	867%↑
	# Students Return from Prior Yr	0	0	0	10	NA
	# Terms Students Enroll 15+ CH	0	0	0	0	NA
	% Complete 15+ CH	NA	NA	NA	NA	NA
	Course Passage Rate	NA	NA	100%	100%	0%
Outcomes	Primary Degrees Awarded In-Yr	0	0	0	6	NA
	Median Years to Degree	NA	NA	NA	1.3	NA
	NSSE Q: Diversity**	N/A	N/A	N/A	N/A	N/A
	NSSE Q: Program Quality**	N/A	N/A	N/A	N/A	N/A

Curriculum & Instruction - Literacy (Master's)

Program Fit: State/Regional/National Needs

Not Updated

Category: Grow

Category	Metric	'18	'19	'20	'21	Change
	# of Majors	15	11	17	38	124%↑
	# of Diverse Majors*	0	1	2	1	-50%↓

Program Profile	# Pre-Majors	0	0	0	0	NA
	% JR/SR Majors	0%	0%	0%	0%	NA
	SCH Taught	87	147	165	408	147% ↑
	% SCH Related to Online	41%	67%	84%	100%	20% ↑
	% SCH Taught by FT Faculty	79%	65%	71%	84%	18% ↑
	Part-Time Faculty FTE	0.1	0.4	0.3	0.3	-7% ↓
	# Students Enrolled 2+ Terms	5	9	10	21	110% ↑
Student Progress	# Students Return from Prior Yr	9	6	4	14	250% ↑
	# Terms Students Enroll 15+ CH	0	0	0	0	NA
	% Complete 15+ CH	NA	NA	NA	NA	NA
	Course Passage Rate	100%	100%	100%	95%	-5% ↓
Outcomes	Primary Degrees Awarded In-Yr	7	5	3	6	100% ↑
	Median Years to Degree	2.3	2.0	2.0	1.7	-17% ↓
	NSSE Q: Diversity**	N/A	N/A	N/A	N/A	N/A
	NSSE Q: Program Quality**	N/A	N/A	N/A	N/A	N/A

Curriculum & Instruction - Math (Master's)

Program Fit: State/Regional/National Needs

Not Updated

Category: Adjust

Category	Metric	'18	'19	'20	'21	Change
Program Profile	# of Majors	0	0	0	7	NA
	# of Diverse Majors*	0	0	0	2	NA
	# Pre-Majors	0	0	0	0	NA
	% JR/SR Majors	NA	NA	NA	0%	NA
	SCH Taught	0	0	0	63	NA
	% SCH Related to Online	NA	NA	NA	100%	NA
	% SCH Taught by FT Faculty	NA	NA	NA	86%	NA
	Part-Time Faculty FTE	0.0	0.0	0.0	0.0	NA
Student Progress	# Students Enrolled 2+ Terms	0	0	0	3	NA
	# Students Return from Prior Yr	0	0	0	0	NA
	# Terms Students Enroll 15+ CH	0	0	0	0	NA
	% Complete 15+ CH	NA	NA	NA	NA	NA
Outcomes	Course Passage Rate	NA	NA	NA	100%	NA
	Primary Degrees Awarded In-Yr	0	0	0	0	NA
	Median Years to Degree	NA	NA	NA	NA	NA
	NSSE Q: Diversity**	N/A	N/A	N/A	N/A	N/A
	NSSE Q: Program Quality**	N/A	N/A	N/A	N/A	N/A

Curriculum & Instruction - STEM (Master's)

Program Fit: State/Regional/National Needs

Not Updated

Category: Adjust

Category	Metric	'18	'19	'20	'21	Change
Program Profile	# of Majors	0	0	0	13	NA
	# of Diverse Majors*	0	0	0	5	NA
	# Pre-Majors	0	0	0	0	NA
	% JR/SR Majors	NA	NA	NA	0%	NA
	SCH Taught	0	0	0	141	NA
	% SCH Related to Online	NA	NA	NA	100%	NA

	% SCH Taught by FT Faculty	NA	NA	NA	60%	NA
	Part-Time Faculty FTE	0.0	0.0	0.0	0.6	NA
	# Students Enrolled 2+ Terms	0	0	0	7	NA
	# Students Return from Prior Yr	0	0	0	0	NA
Student Progress	# Terms Students Enroll 15+ CH	0	0	0	0	NA
	% Complete 15+ CH	NA	NA	NA	NA	NA
	Course Passage Rate	NA	NA	NA	98%	NA
	Primary Degrees Awarded In-Yr	0	0	0	2	NA
Outcomes	Median Years to Degree	NA	NA	NA	1.0	NA
	NSSE Q: Diversity**	N/A	N/A	N/A	N/A	N/A
	NSSE Q: Program Quality**	N/A	N/A	N/A	N/A	N/A