

Page 2, paragraph 9: “Notable examples include hiring a student retention specialist”

The exact title of the position is Student Support Coordinator.

Page 2, paragraph 9: “and implementing direct admissions for undergraduate education students”

The College of Education admits freshmen into Elementary Education and some Secondary or K-12 Education programs with multiple reviews throughout a student’s progression to a licensure recommendation, and admits freshmen into Education Studies and Human Relations, and Counseling and Behavioral Health Services.

Students interested in some Secondary Education teacher preparation programs are admitted as freshmen to the College of Liberal Arts and Sciences and then apply to the Teacher Preparation Program after completing 30 credit hours and other required activities.

Page 5, paragraphs 2, 4, 7: “\$1.5 million annual operating budget” for the Scanlan Center for School Mental Health

The term ‘budget’ is not clear here and implies that is their annual operating expense. The SCSMH has annual recurring funding of \$1.3M.

Page 5, letter d: “the COE has a \$2 million bridge fund.”

The actual value of the bridge fund is \$1.4M

Page 8, paragraph 6: “Some research faculty reported...”

The College of Education did recently approve the creation of research-track faculty; however, we don’t currently have any. This likely should be attributed to tenured and tenure-track faculty.

There were a few additional items that may be perceptions of the college but are not necessarily backed by data:

Page 4, paragraph 5: “Additionally, the COE’s reliance on faculty with one-year or two-year contracts since the last review period has grown.”

While we currently have most visiting faculty on 1- or 2-year contracts than we’ve had in previous years, there has not been significant growth overall. There are currently only 8 visiting faculty members total for the college. Since the last review, the pattern of hiring of visiting faculty has been inconsistent and has been done in response to program needs.

There has been growth in clinical track faculty positions compared to tenure track faculty positions, but changes have also been inconsistent.

Year	Percent T/TT	Percent Clin Trk	Percent Visitor
23-24	51.87%	14.87%	7.06%
22-23	54.76%	15.44%	5.68%
21-22	55.72%	16.93%	4.31%

20-21	59.26%	16.51%	1.09%
19-20	61.92%	13.91%	3.01%
18-19	57.70%	13.25%	6.67%
17-18	60.32%	13.15%	3.75%

Page 6, paragraph 4: “They described increased workloads associated with supervising and advising students”

Average advising loads of Masters and EdS students peaked in fall 2021 but has fallen to its lowest level for faculty in 8 years.

During and immediately following the COVID-19 pandemic, graduate enrollment was high for the college, but as those students completed their degrees in Fall 2022 and later we’ve seen enrollment growth (and therefore advising loads) return to pre-pandemic levels.

	FA16	FA17	FA18	FA19	FA20	FA21	FA22	FA23	FA24
Master's & EdS Enrollment	203	238	239	292	337	353	285	253	239
Advisors	46	47	43	43	38	36	38	42	47
Master's & EdS Enrollment/Advisors	4.4	5.1	5.6	6.8	8.9	9.8	7.5	6.0	5.1
Average Advisee Load (excluding staff)	4.4	5.1	5.6	6.8	8.9	9.8	7.5	6.1	4.3

There has been no increase in the average number of PhD and EdD students advised by faculty members in the college since Fall of 2016.

	FA16	FA17	FA18	FA19	FA20	FA21	FA22	FA23	FA24
PhD & EdD Enrollment (Primary POS)	355	338	309	279	273	302	297	301	312
Advisors	66	65	62	61	57	58	62	63	67
PhD & EdD Enrollment/Advisors	5.4	5.2	5.0	4.6	4.8	5.2	4.8	4.8	4.7