COMING INTO FOCUS:
LEVERAGING DATA TO UNDERSTAND OUR STUDENTS

Krista Scott || Focusing on the First Year Conference 2020
Learning Outcomes

- Describe different available data sources relevant to student characteristics.
- Discuss ways to synthesize data to create a more comprehensive understanding.
- Explain ways to apply an increased understanding of students in the context of a given academic unit, department, or campus.

Session Overview

- Who is Today’s Student?
- Let’s See an Enrollment Snapshot!
- What Else is Valuable?
- Taking a Student Picture
- How Can This Be Applied?
<table>
<thead>
<tr>
<th>Data Source</th>
<th>Description</th>
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<tbody>
<tr>
<td>The College Student Inventory</td>
<td>CSI</td>
</tr>
<tr>
<td>The Ohio State University Institutional Data</td>
<td>OESAR</td>
</tr>
<tr>
<td>The CFAES New First Year Student Survey</td>
<td>NFQF</td>
</tr>
<tr>
<td>State and National Data Sources</td>
<td>Various</td>
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</tbody>
</table>
WHO IS TODAY’S STUDENT?
65% of all jobs will require postsecondary education by 2020.

35% will require ≥Bachelor’s, up from 16% in 1973.

35% will require ≤Associate’s, up from 12% in 1973.

Based on the current production rate, the US will fall short by 5 MILLION workers by 2020.

Why is this relevant?
19.9 million
57% female
70% 4-year institutions
74% public institutions
3.0 M degrees

Higher Education Today
63% ≤25 years old
61% full time
60% 6-year graduation rate
13% distance education exclusively
56% ≤50 miles from home

WHAT ELSE DO WE KNOW?
The average tuition is $10,116.
Many campuses are serving returning learners and older students.
The average ACT score is 20.7.
Six out of ten students are full-time students.
Most students take classes close to home, though an increasing number engage in distance education.

95,000+ degrees are awarded annually.
26.8% of enrolling students require remediation.
75% of first year students retain year-to-year.
There is an increased focus on and use of competency-based education.
Ohio is one of four states where nearly all graduates took the ACT had a composite above 20.

OSU has 10,500+ freshmen with 71% in Columbus.
67.7% of new students are Ohio residents.
94.1% of first year students retain year-to-year.
CFAES represents 5% of total enrollment.
The average ACT score is 29.5.
23.7% are first-generation, 25.4% are from under-represented racial/ethnic groups, and 18.2% are Pell eligible.

How Do We Stack Up?
• Their context has been shaped by technology, violence, a volatile economy, and social and cultural movements.

• They have a “we-centered” mentality and “digitally infused social DNA.”

• They are enriched by diversity, but this also creates opportunities for conflict and challenge.

• They are multitaskers who are accustomed to being busy.

• They are more likely to report being depressed, anxious, lonely, and plagued by stress (namely economic).

• They are more prudent than other generations and are conscious of rising costs.

What About Gen Z?
Risks with rewards
Hands-on learning with application
Interpersonal learning + community engagement
Entrepreneurial world changers
Fulfillment over finances
Diverse learning approaches
Fix systems and structures

WHAT ABOUT GEN Z?
LET’S SEE AN ENROLLMENT SNAPSHOT
CFAES Over Time
An average of 78 of our students annually are semi-rural or rural compared to 129 that are suburban or urban.
A larger share of our students are low- or middle-income compared to upper middle- or high-income.

CFAES Over Time
### Female Students

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<th>AU16</th>
<th>AU17</th>
<th>AU18</th>
<th>AU19</th>
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</thead>
<tbody>
<tr>
<td>FAES</td>
<td>68%</td>
<td>68%</td>
<td>69%</td>
<td>78%</td>
</tr>
<tr>
<td>NFYS</td>
<td>52%</td>
<td>51%</td>
<td>52%</td>
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FAES has a higher share of female students.

### First-Generation Students

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<tr>
<td>FAES</td>
<td>20%</td>
<td>29%</td>
<td>24%</td>
<td>30%</td>
</tr>
<tr>
<td>NFYS</td>
<td>19%</td>
<td>21%</td>
<td>21%</td>
<td>24%</td>
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FAES has a higher share of first-generation students.

### Academically Competitive Students

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<td>61%</td>
<td>51%</td>
<td>50%</td>
<td>56%</td>
</tr>
<tr>
<td>NFYS</td>
<td>70%</td>
<td>64%</td>
<td>62%</td>
<td>69%</td>
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FAES has a lower share of competitive students.

### In-State Students

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<tbody>
<tr>
<td>FAES</td>
<td>72%</td>
<td>81%</td>
<td>78%</td>
<td>70%</td>
</tr>
<tr>
<td>NFYS</td>
<td>66%</td>
<td>69%</td>
<td>66%</td>
<td>67%</td>
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FAES has a higher share of in-state students.

### Students of Color

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<tbody>
<tr>
<td>FAES</td>
<td>6%</td>
<td>13%</td>
<td>12%</td>
<td>13%</td>
</tr>
<tr>
<td>NFYS</td>
<td>11%</td>
<td>14%</td>
<td>13%</td>
<td>16%</td>
</tr>
</tbody>
</table>

FAES has a lower share of students of color.
We convert high ability students at a lower rate than the general pool...
...and this impacts the bottom-line.

Our market share is higher in Ohio than the general pool...
...and we must consider to manage increased representation of out-of-state prospects.

Performance is not created equally...
...and this data differs across departments and majors.

What Else Do We Learn?
An increase in interest has not always translated to increase in enrollment...

...so we must consider how to impact that reality.

Student behavior is not driven by capacity...

...and individual major and departmental data should be used.

Enrollment goals are not monolithic...

...and we must consider how our pools align with institutional direction.

WHAT ELSE DO WE LEARN?
WHAT ELSE IS VALUABLE?
WHAT ARE THE DETAILS?
May they dropout?

How much academic difficulty do they anticipate?

How much educational stress do they anticipate?

Are they willing to receive help?
How do they rate their study habits?

How confident are they in their verbal/written language ability?

How confident are they in their math/science ability?

How committed are they to college?

How positive was their interaction with previous teachers?
How inclined are they to join social activities?  

How satisfied are they with their family dynamics?  

How able are they to accept others regardless of social or political positions?  

How committed are they to their career?  

How comfortable are they with their financial situation?
**Institutional Observations**

Do they wish to receive course-specific support?

**Academic Characteristics**

Do they wish to receive help with personal issues?

Do they wish to meet and engage with other students?

**General Coping**

Do they need help selecting their major?

Do they need help increasing their financial resources for college?

**Receptivity to Help**

AGR ↓

ENR ↑

AGR ↓

ENR ↑

AGR ↑

ENR ↑

AGR ↑

ENR ↑
We have a significant share of underserved students...
...and these students may be more willing to accept our help.

Our students are slightly less committed to college...
...but dropout proneness is decreasing over time.

Students make the decision to apply to Ohio State...
...long before they settle on a major in our College.

Academic assistance is the support our students are least likely to seek...
...and they are more confident in their study habits than previous years.
Our student's behaviors are not uniform...
...and there are significant differences between AGR and ENR students.

While many NFYS indicate needing support in choosing majors and careers...
...AGR students are more concerned with social connections.

9 out of 10 NFYS rate their general academic knowledge in the top 40%
...and this could impact how they experience academic difficulty.
WHAT ARE THE DETAILS?

The CFAES New First Year Student Survey

96

1ST SEMESTER OF College

Four arrows pointing in different directions.
WHAT'S YOUR GUESS?
WITH
CFAES!
I grew up on a farm prior to enrolling at Ohio State.

In 1999... 39%

In 2019... 21%
I grew up in a city of over 50,000 people prior to enrolling at Ohio State.

In 1999... 3%

In 2019... 25%
I participated in FFA.

In 1999... 39%

In 2019... 19%
I participated in 4-H.

In 1999... 57%  

In 2019... 26%
I decided to attend/enroll at Ohio State before 12th grade.

In 1999... 48%
In 2019... 16%
I chose a major in CFAES before 12th grade.

In 1999... 55%
In 2019... 29%
A parent or guardian was extremely influential in my decision to enroll?

In 1999...
41%

In 2019...
78%

Many of our students came from rural communities and farms...

...but an increasing number come from urban environments.

Many of our students participated in leadership programs...

...but fewer participate in our “traditional” activities.

Students made the decision to apply to Ohio State...

...long before they settled on a major in our College.
Most of our students engaged with the College prior to enrolling...

...but their specific engagement was diverse.

Parents and/or guardians are important to student decision making...

...but many people, including current students, influenced their decisions.

More than 50% of students participated in at least five extracurricular activities in high school...

...and they plan to be just as involved at OSU.
WITH ALL OF THIS INFORMATION, HOW MAY WE VIEW OUR STUDENTS?
They are... **high-achieving. apprehensive. pressured.**

They expect... **authenticity. involvement. their dream job.**

They need... **personalization. targeted programs. nuance.**

They want... **to make an impact. connection. limited debt.**

They may... **struggle with failure. have different passions.**
They know... *what they want.* Less “assumed” information.

When they thrive... *they will likely seek to impact “we.”*

When they struggle... *they may try to fix it alone.*

Our students are different today than in the past. They will continue to change. We must begin to anticipate tomorrow’s students, now.
HOW CAN THIS BE APPLIED?
**Faculty**

- Goal Alignment and Setting

**Staff**

- Training and Education

**Students**

- Triage and Student Support

**Future**
**Faculty**
- Enhanced Targeted Services

**Staff**
- FYE Programming and Peer Mentor Matching

**Students**
- Strategic Planning and Forecasting
- Update Orientation Materials (...for guests, too!)

**Future**
Anticipate Needs and Trends
Effective Assessment and Tracking
Recruitment Strategy
Strategic Long-Range Planning

Loveland, E. (n.d.). Instant generation. NACAC.


Enrollment Data/Surveys: College Student Inventory (2019); NFQF Survey (2019); Office of Enrollment Services – Analysis and Reporting