STUDENT SUCCESS

From the "Taking Charge of Our Future" Resolution by the Board of Trustees, March, 2019

A focus on student success including optimally locating appropriate areas of the student success organizational structure, an optimized and redesigned First Year Experience, increasing persistence and progress towards completing a degree in four years and closing achievement gaps by developing an integrated advising model with an appropriate capacity of advising, particularly for a successful career, student services, and mental health counseling as well as initiatives to support the success of students from diverse populations that responds to students' needs in innovative and successful ways that includes attention to student progress, adjusted academic policies to improve not only student academic performance but also student understanding of and ability to take and successfully complete gateway courses, enroll in courses to make progress towards graduation, and utilization of all technology-enabled capabilities to support student success as well as an enriched and learner-engaged outside the classroom experience;

What is student success?

For the purposes of strategic planning, student success will be understood as the result of actions, practices, and policies intentionally aimed at increasing the likelihood that students will complete their degree at YSU.   YSU degree completion depends on students' academic success and their desire to graduate from YSU.

How can YSU increase the success of its students?

YSU can increase the success of its students by adopting a student-centered approach to all University operations:

1. Ensure curricula, systems and practices are in place to increase persistence and steady progress to graduation.
2. Ensure faculty, staff, systems, practices, and policies communicate to students that YSU cares about them and their success.
3. Ensure faculty, staff, systems, practices, and policies make students feel they that belong and are valued and conversely, eliminate practices and policies that devalue, depersonalize, or marginalize students.
4. Continually assure students of the return on investment by providing a quality curriculum, co-curriculum, and student-focused teaching practices.

1. Ensure curriculum, systems, policies, and practices are in place to increase persistence and steady progress to graduation

- Course placement criteria and instruments accurately assess students' placement level.
- The institution has a comprehensive intervention strategy that includes early alert and timely , effective intervention (academic, psychological, behavioral, financial), academic recovery, and major change counseling.
- The institution collects and analyzes student-level progression data to identify attrition trends, and progress and persistence barriers, regularly shares data with all constituents, and systematically uses it to inform strategies.
- The institution collects and analyzes course-level data to identify academic progress barriers, regularly shares data with all constituents, and systematically uses it to inform strategies.

- The institution develops a First Year Experience designed to ensure students establish a strong foundation for academic success.
- The curriculum is utilized to provide sustained learning/guidance on major selection
- The institution practices holistic, relational, and developmental academic advising for all students, regardless of major.
- The institution ensures students and advisors have access to accurate and student-friendly degree planning information and a degree audit system.
- The institution ensures tutoring and other modes of academic support are readily available and that the spaces provided for academic support are designed to encourage engaged and focused learning.
- The institution puts high value on student learning and has sufficient qualified faculty with the expertise, ability, and resources necessary to support instructional effectiveness.
- The faculty adopt student-centered teaching methods and pedagogies, participate in academic alert processes, and promote the use of academic support services.
- The curriculum is designed to support and advance the learning of all students admitted to YSU

2. Ensure faculty, staff, systems, practices, and policies communicate to students that YSU cares about them and their success

- The institution's onboarding practices respond to the needs of students and parents at key points along the intake process.
- The institution develops a First Year Experience designed to ensure students establish a strong foundation for academic success.
- Faculty adopt a learner-centered approach to teaching.
- The institution has sufficient qualified faculty with the expertise, ability, and resources necessary to support instructional effectiveness.
- The institution provides sustained guidance on major selection as needed.
- The institution practices holistic, relational, and developmental academic advising for all students, regardless of major or admission profile.
- The institution designs a residential experience for students who live on campus that enlists housing staff at all levels in supporting students' success.
- The institution ensures tutoring and other modes of academic support are readily available and necessary space is provided.
- The institution has a comprehensive intervention strategy that includes early alert and timely, effective intervention (academic, psychological, financial, behavioral), academic recovery, and major change counseling.
- The institution ensures students and advisors have access to accurate degree planning information and reliable degree auditing tools.
- The institution ensures students, faculty, and staff access to modern facilities, equipment, and advanced technologies.
- The institution ensures accurate transfer equates are completed and communicated to students and advisors as soon as possible.
- Curricula are offered in such a way as to ensure students will have the courses they need for progression.

3. Ensure faculty, staff, systems, practices, and policies make students feel they that belong and are valued and, conversely, eliminate practices and policies that devalue students.

- The institution is intentional in design a campus environment that
- The institution is proactive in designing experiences that engage and involve underrepresented students, first generation students, and commuting students.
- The institution is proactive in designing services that meet the needs of veterans and non-traditional students.
- The institution designs a residential experience for students who live on campus that enlists housing staff at all levels in helping students develop a sense of belonging
- The institution insists that staff adopt a student-centered approach to customer service
- The institution's processes and procedures aid rather than obstruct student success
- Build a culture of community and inclusion that engages with, learns about, and respects individual differences, diversity of opinions, and international cultures
- Encourage students to get involved in leadership roles on campus and in the community.
- Encourage students to engage in research and artistic collaboration with faculty.

4. Assure students of the return on investment by providing a quality curriculum, co-curriculum, and student-focused teaching practices

- The institution develops a brand and marketing strategy that focuses on the value and ROI of YSU degree.
- Academic programs excellence is broadly and strategically shared internally and externally.
- The institution should ensure the curriculum (major and general education) is relevant and transformative.
- The institution regularly engages in program review and assessment of student learning outcomes, ensuring that outcomes and the curriculum are aligned with job market opportunities and overarching themes of the profession.
- The institution ensures its curricula are sequenced properly to ensure students have the requisite knowledge and skills to succeed at each level.
- Curricula are offered in such a way as to ensure students will have the courses they need for progression.
- The institution is intentional about creating opportunities for students to engage in co-curricular learning through research or artistic collaboration with faculty, internships and projects with local businesses and organizations, service, and experiential and applied learning projects that provide opportunities for students to further develop and apply their knowledge in real world settings.
- The institution is intentional about creating opportunities for students to study away (in US or abroad) and creates opportunities for as many students to do so as possible.
- The institution ensures ample opportunities for students to develop leadership skills on campus and in the community.