Thursday, December 8, 2022
12:30 p.m. or immediately following previous meeting

AGENDA

A. Disposition of Minutes for Meeting Held September 21, 2022

B. Old Business

C. Committee Items

1. Academic Excellence and Student Success Consent Agenda Item*

   C.1.a. = Tab 1
   a. Resolution to Modify Teaching by Staff Policy, 3356-10-12
   Brien N. Smith, Provost and Vice President for Academic Affairs, will report.

2. Academic Excellence and Student Success Action Items

   C.2.a. = Tab 2
   a. Resolution to Modify and Retitle Adjunct Faculty Policy, 3356-10-09
   Brien N. Smith, Provost and Vice President for Academic Affairs, will report.

   C.2.b. = Tab 3
   b. Resolution related to O.R.C. 3345.062 Remediation Report
   Brien N. Smith, Provost and Vice President for Academic Affairs, and Kevin Ball,
   Associate Provost for Academic Programs and Planning, will report.

3. Academic Excellence and Student Success Discussion Items

   C.3.a. = Tab 4
   a. Academic Program Enhancement and Effectiveness Initiative, Increasing
      Effectiveness – Gaining Efficiencies, and Optimizing the Academic Portfolio
      Brien N. Smith, Provost and Vice President for Academic Affairs, and Jennifer Pintar,
      Associate Provost for Academic Administration, will report.

*Items listed under the Consent Agenda require Board approval; however, they may be presented without
discussion as these items include only non-substantive changes.
C.3.b. = Tab 5 

b. Academic Senate Update
Chester Cooper, Chairperson, Academic Senate, will report.

D. New Business

E. Adjournment
RESOLUTION TO MODIFY
TEACHING BY STAFF POLICY, 3356-10-12

WHEREAS, University Policies are reviewed and reconceptualized on an ongoing basis; and

WHEREAS, this process can result in the modification of existing policies, the creation of new policies, or the deletion of policies no longer needed; and

WHEREAS, action is required by the Board of Trustees prior to replacing and/or implementing modified or newly created policies, or to rescind existing policies; and

WHEREAS, the Teaching by staff policy has been reviewed and formatted in accordance with Policy 3356-1-09, Development and Issuance of University Policies.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the modification of the University Policy Teaching by staff, policy number 3356-10-12, shown as Exhibit ___ attached hereto. A copy of the policy indicating changes to be made is also attached.

Board of Trustees Meeting
December 9, 2022
YR 2023-
HLC Criterion 3.C.3.
3356-10-12  Teaching by staff.

Responsible Division/Office:  Office of Academic Affairs
Responsible Officer:  Provost and Vice President for Academic Affairs
Revision History:  June 1999; March 2007; March 2011; March 2017; December 2022
Board Committee:  Academic Excellence and Student Success
Effective Date:  December 9, 2022
Next Review:  2027

(A)  Policy statement. On occasion it is necessary and appropriate to have employees perform services above and beyond their normal scope of duties and to pay employees for these additional services.

(B)  Definition. For purposes of this policy, a “staff member” is defined as any full-time employee who is not a member of the faculty bargaining unit.

(C)  Parameters.

(1)  Assignment of a staff member to teach shall be based solely upon the academic needs of the university and the appropriateness of the individual's academic credentials.

(2)  Staff members may not receive payment for any course taught during their paid work schedule. Staff members may teach only during the lunch hour, approved leave time, or at times other than their paid work schedule.

(3)  Prior to the assignment, the staff member’s supervisor shall certify in writing that any teaching assignment will not interfere with the staff member’s regular responsibilities.

(4)  Non-exempt staff members that complete a forty-hour workweek and engage in teaching activities in addition to, and outside of, the primary duty of their position will be paid 1.5 times the established teaching rate for part-time faculty instructors, as per Fair Labor Standards Act (FLSA) requirements.
(5) A staff member may teach no more than one course per term (normally considered to be equivalent to three teaching hours) without approval of the provost/vice president for academic affairs.

(D) Procedures.

(1) A staff member having appropriate academic credentials may request or be requested by an academic chairperson to teach in a department. Appropriate academic credentials must be documented.

(2) The credentials will be collected by the chair of the department for departmental review. The credentials must be forwarded to the dean and provost for certification following higher learning commission expectations. Staff desiring to teach a graduate level course must also have graduate faculty status. Once approval is granted, the staff member becomes eligible to teach in the department.

(3) A department chairperson wishing to have an eligible staff member teach a class will initiate the appropriate part-time teaching assignment agreement, secure written approval of the staff member’s supervisor, and then forward the materials to the dean and provost for final approval.
3356-10-12 Teaching by staff.

Policy statement. On occasion it is necessary and appropriate to have employees perform services above and beyond their normal scope of duties and to pay employees for these additional services.

Definition. For purposes of this policy, a “staff member” is defined as any full-time employee who is not a member of the faculty bargaining unit.

Parameters.

1. Assignment of a staff member to teach shall be based solely upon the academic needs of the university and the appropriateness of the individual’s academic credentials.

2. Staff members may not receive payment for any course taught during their paid work schedule. Staff members may teach only during the lunch hour, approved leave time, or at times other than their paid work schedule.

3. Prior to the assignment, the staff member’s supervisor shall certify in writing that any teaching assignment will not interfere with the staff member’s regular responsibilities.

4. Non-exempt staff members that complete a forty-hour workweek and engage in teaching activities in addition to, and outside of, the primary duty of their position will be paid 1.5 times the established teaching rate for part-time faculty instructors, as per Fair Labor Standards Act (FLSA) requirements.
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(D) Procedures.

(1) A staff member having appropriate academic credentials may request or be requested by an academic chairperson to teach in a department. Appropriate academic credentials must be documented.

(2) The credentials will be collected by the chair of the department for departmental review. The credentials must be forwarded to the dean and provost for certification following higher learning commission expectations. Staff desiring to teach a graduate level course must also have graduate faculty status. Once approval is granted, the staff member becomes eligible to teach in the department.

(3) A department chairperson wishing to have an eligible staff member teach a class will initiate the appropriate part-time teaching assignment agreement, secure written approval of the staff member’s supervisor, and then forward the materials to the dean and provost for final approval.
Explanation of Modifications and Retitling to University Policy:

3356-10-09 Voluntary services adjunct faculty.

This policy is being recommended for modification to provide a restructured process to request voluntary services adjunct faculty status. By creating a Voluntary Services Adjunct Faculty Request Form, the Office of Academic Affairs and Human Resources have reduced the number of forms the prospective voluntary services adjunct faculty member will need to complete. The procedure on how to request voluntary services adjunct faculty status, the department’s responsibilities, and the voluntary services adjunct faculty member’s responsibilities have been added to the policy to offer additional guidance through the process. The recommended modifications further provide for all prospective voluntary services adjunct faculty to successfully pass background checks before any onsite assistance can commence.

In addition, “Adjunct faculty” has been retitled to eliminate any misperception with part-time faculty who receive payment for teaching. The policy statement was rewritten with no major changes to content.
RESOLUTION TO MODIFY AND RETITLE
ADJUNCT FACULTY POLICY, 3356-10-09

WHEREAS, University Policies are being reviewed and re-conceptualized on an ongoing basis; and

WHEREAS, this process can result in the modification of existing policies, the creation of new policies, or the deletion of policies no longer needed; and

WHEREAS, action is required by the Board of Trustees prior to replacing and/or implementing modified or newly created policies, or to rescind existing policies;

WHEREAS, the Adjunct Faculty policy has been reviewed pursuant to the five-year review cycle, and formatted in accordance with Policy 3356-1-09, Development and Issuance of University Policies.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the modification of the University Policy governing Adjunct Faculty, policy number 3356-10-09, to be retitled as Voluntary Services Adjunct Faculty, shown as Exhibit __ attached hereto. A copy of the policy indicating changes to be made is also attached.
Policy statement. Youngstown State University (YSU) encourages the affiliation of non-university individuals engaged in appropriate professional activity as voluntary services adjunct faculty.

Definition. "Voluntary services adjunct faculty" are professionals employed by cooperating organizations or agencies who provide onsite assistance for the various university programs that require students to gain experience in clinical research or field settings.

Parameters.

1. Designation as voluntary services adjunct faculty includes no regular teaching assignments in the university nor compensation by the university.

2. Prospective voluntary services adjunct faculty must have adequate experience, qualifications, and training for the task(s) they will be performing.

3. Prospective voluntary services adjunct faculty must successfully complete all applicable background checks.

4. The chair of the department in which the appointment is requested, or designee, in cooperation with the dean of the college, are responsible for the review of credentials and the nomination of voluntary services adjunct faculty to the provost. Offers of appointment as voluntary services adjunct faculty are the responsibility of the provost/vice-president for academic affairs. While appointment is normally for a term of one year, the
provost/vice president for academic affairs may extend an appointment to three years when appropriate justification is provided.

(5) Suitable recognition may be given to voluntary services adjunct faculty and the agency in which they are employed.

(6) Voluntary services adjunct faculty will have access to university facilities and, at the request of the appropriate chair and/or dean, be provided with a YSU ID card, parking pass, and YSU e-mail address. At the request of the appropriate department chair and/or dean and approval from the executive director of facilities, the voluntary services adjunct faculty will be provided with building/office keys. Usual and customary charges for the use of university facilities and services may apply; and if so, are the responsibility of voluntary services adjunct faculty.

(D) Procedures. Voluntary services adjunct faculty cannot provide onsite assistance until the “Voluntary Services Adjunct Faculty Request Form” has been fully executed, all necessary documentation has been provided and all necessary reviews and approvals have been completed.

(1) An individual seeking to provide onsite assistance for the university as voluntary services adjunct faculty will be required to complete the “Voluntary Services Adjunct Faculty Request Form.” The individual will forward the completed form, along with a current resume or curriculum vita to the appropriate department chair, or designee. The form will also be forwarded to the appropriate college dean. The individual will also be required to complete a “Release for Background Information” and submit to the human resources secure e-mail.

(2) The dean will review and approve or deny in writing the “Voluntary Services Adjunct Faculty Request Form.” Prior to approval, the dean may return the form for modification and/or clarification. Once approved, the dean will forward the form to the office of academic affairs. Once approved, the provost/vice president for academic affairs will forward the form to human resources. If the form is denied by the dean or provost/vice president for academic affairs, it will be returned to the department chair, or designee.
(3) Human resources will complete an independent background investigation and review the submitted documents for completion and accuracy.

(4) Review of the “Voluntary Services Adjunct Faculty Request Form” may require the review and approval of the chief human resources officer (CHRO), or designee. The CHRO, or designee, will approve or deny voluntary services adjunct faculty status based on the independent background investigation results and/or mandatory background question results.

(E) Voluntary services adjunct faculty responsibilities. Voluntary services adjunct faculty must comply with all applicable university policies, procedures and all regulations governing their actions, including but not limited to those relating to standards of conduct, safety, confidentiality, protected health and student information, the use of university computers and resources, financial responsibility, substance abuse, discrimination/harassment, and sexual misconduct.

(F) Department responsibilities.

(1) Assess the services and individual to ensure the individual has adequate experience, qualifications, and training for the services to be provided.

(2) Ensure the services to be provided are directly related to the business of the university.

(3) Assist the individual with retrieving YSU ID card, parking pass, building/office keys, etc.

(4) Ensure the completion and approval/non-approval of all required forms and checks prior to the beginning of onsite assistance.

(5) Appropriately supervise the individual.

(6) Enforce compliance with university policies and procedures.
(7) Maintain relevant forms and documentation in a central location for a period of three years from the date the relationship with the voluntary services adjunct faculty ends.

(G) Termination of voluntary services adjunct faculty.

(1) If the coordinating department terminates the voluntary services adjunct faculty before the appointment end date, such coordinating department is responsible for providing notice to the individual and such notice shall be kept with the “Voluntary Services Adjunct Faculty Request Form.”

(2) If the voluntary services adjunct faculty terminates voluntary onsite services before the appointment end date, such coordinating department must keep a record of notice with the “Voluntary Services Adjunct Faculty Request Form.”

FORMS:
Voluntary Services Adjunct Faculty Request Form
Release for Background Information
3356-10-09 Adjunct Voluntary services adjunct faculty.

Responsible Division/Office: Office of Academic Affairs
Responsible Officer: Provost and Vice President for Academic Affairs
Revision History: June 1999; March 2007; December 2011;
September 2017; December 2022
Board Committee: Academic Excellence and Student Success
Effective Date: September 7, 2017 December 9, 2022
Next Review: 2022027

(A) Policy statement. The university Youngstown state university (YSU) encourages the affiliation of non-university individuals engaged in appropriate professional activity as voluntary services adjunct faculty.

(B) Definition. "Adjunct Voluntary services adjunct faculty" are professionals employed by cooperating organizations or agencies who provide onsite assistance for the various university programs that require students to gain experience in clinical research or field settings.

(C) Parameters.

(1) Designation as voluntary services adjunct faculty includes no regular teaching assignments in the university nor compensation by the university.

(2) Prospective voluntary services adjunct faculty must have adequate experience, qualifications, and training for the task(s) they will be performing.

(3) Prospective voluntary services adjunct faculty must successfully complete all applicable background checks.

(2)(4) The chair of the department in which the appointment is requested, or designee, in cooperation with the dean of the college, are responsible for the review of credentials and the nomination of voluntary services adjunct faculty to the provost. Offers of appointment as voluntary services adjunct faculty are the responsibility of the provost/vice-president for academic affairs. While appointment is normally for a term of one year, the
provost/vice president for academic affairs may extend an appointment to three years when appropriate justification is provided.

(S) Suitable recognition may be given to voluntary services adjunct faculty and the agency in which they are employed.

(4) Adjunct Voluntary services adjunct faculty will have access to university facilities and services as defined by, at the request of the appropriate chair and/or dean, be provided with a YSU ID card, parking pass, and YSU e-mail address. At the request of the appropriate department chair and/or dean and approval from the executive director of facilities, the voluntary services adjunct faculty will be provided with building/office keys. Usual and customary charges for the use of university facilities and services may apply; and if so, are the responsibility of the voluntary services adjunct faculty member.

(D) Procedures. Voluntary services adjunct faculty cannot provide onsite assistance until the “Voluntary Services Adjunct Faculty Request Form” has been fully executed, all necessary documentation has been provided and all necessary reviews and approvals have been completed.

(1) An individual seeking to provide onsite assistance for the university as voluntary services adjunct faculty will be required to complete the “Voluntary Services Adjunct Faculty Request Form.” The individual will forward the completed form, along with a current resume or curriculum vita to the appropriate department chair, or designee. The form will also be forwarded to the appropriate college dean. The individual will also be required to complete a “Release for Background Information” and submit to the human resources secure e-mail.

(2) The dean will review and approve or deny in writing the “Voluntary Services Adjunct Faculty Request Form.” Prior to approval, the dean may return the form for modification and/or clarification. Once approved, the dean will forward the form to the office of academic affairs. Once approved, the provost/vice president for academic affairs will forward the form to human resources. If the form is denied by the dean or provost/vice
president for academic affairs, it will be returned to the department chair, or designee.

(3) Human resources will complete an independent background investigation and review the submitted documents for completion and accuracy.

(4) Review of the “Voluntary Services Adjunct Faculty Request Form” may require the review and approval of the chief human resources officer (CHRO), or designee. The CHRO, or designee, will approve or deny voluntary services adjunct faculty status based on the independent background investigation results and/or mandatory background question results.

(E) Voluntary services adjunct faculty responsibilities. Voluntary services adjunct faculty must comply with all applicable university policies, procedures and all regulations governing their actions, including but not limited to those relating to standards of conduct, safety, confidentiality, protected health and student information, the use of university computers and resources, financial responsibility, substance abuse, discrimination/harassment, and sexual misconduct.

(F) Department responsibilities.

(1) Assess the services and individual to ensure the individual has adequate experience, qualifications, and training for the services to be provided.

(2) Ensure the services to be provided are directly related to the business of the university.

(3) Assist the individual with retrieving YSU ID card, parking pass, building/office keys, etc.

(4) Ensure the completion and approval/non-approval of all required forms and checks prior to the beginning of onsite assistance.

(5) Appropriately supervise the individual.

(6) Enforce compliance with university policies and procedures.
(7) Maintain relevant forms and documentation in a central location for a period of three years from the date the relationship with the voluntary services adjunct faculty ends.

(G) Termination of voluntary services adjunct faculty.

(1) If the coordinating department terminates the voluntary services adjunct faculty before the appointment end date, such coordinating department is responsible for providing notice to the individual and such notice shall be kept with the "Voluntary Services Adjunct Faculty Request Form."

(2) If the voluntary services adjunct faculty terminates voluntary onsite services before the appointment end date, such coordinating department must keep a record of notice with the "Voluntary Services Adjunct Faculty Request Form."

FORMS:
Voluntary Services Adjunct Faculty Request Form
Release for Background Information
Voluntary Services Adjunct Faculty Request Form

This form should be used when the affiliation of non-university individuals engages in appropriate professional activity as voluntary services adjunct faculty, which includes no regular teaching assignments in the university nor compensation by the university. See Voluntary Services Adjunct Faculty Policy 3356-10-09 for additional information.

Directions for Prospective Voluntary Services Adjunct Faculty:

1. Complete Part 1 A, B, and C of this form.
2. Submit this form and a current resume or curriculum vita (c.v.) to the Department Chairperson.
3. Complete the RELEASE FOR BACKGROUND CHECK INFORMATION form and submit to the Office of Human Resources at HR@ysu.edu.

PART 1: To be completed by Prospective Voluntary Services Adjunct Faculty ONLY (Please Print)

A. PERSONAL INFORMATION

<table>
<thead>
<tr>
<th>Last Name:</th>
<th>First Name:</th>
<th>Middle Initial:</th>
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<tbody>
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</tbody>
</table>

Prefix: [ ] Mr.  [ ] Mrs.  [ ] Ms.  [ ] Dr.  [ ] Other: ____________________
Suffix: [ ] Jr.  [ ] II  [ ] III  [ ] Sr.  [ ] PhD  [ ] Other: ____________________
Birth Date (mm/dd/yyyy): ____________________ Email Address: ____________________
Street Address: ____________________ City: ____________________
State: ____________________ Zip Code: ____________________ County of Residence: ____________________
Primary Phone Number: ____________________ Secondary Phone Number: ____________________

Gender: [ ] Male  [ ] Female  Marital Status: [ ] Single  [ ] Married  [ ] Divorced  [ ] Widowed
[ ] US Citizen Birth (Native)  [ ] US Citizen Naturalized  [ ] Permanent Resident
[ ] Non-Resident Alien  Visa Type: ____________________ Expiration Date: ____________________

First Emergency Contact Name: ____________________ Relationship: ____________________
Primary Phone Number: ____________________ Secondary Phone Number: ____________________
Second Emergency Contact Name: ____________________ Relationship: ____________________
Primary Phone Number: ____________________ Secondary Phone Number: ____________________

Voluntary Services Adjunct Faculty services to be provided:

<table>
<thead>
<tr>
<th>Voluntary Services Adjunct Faculty services to be provided:</th>
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Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion or veteran/military status in its programs or activities. Please visit www.ysu.edu/ada-accessibility for contact information for persons designated to handle questions about this policy.
Voluntary Services Adjunct Faculty Request Form

B. MANDATORY QUESTIONS

1. Do you have any criminal charges pending against you?  
   □ Yes  □ No

2. Are you required to register with the sex offender registration of any state, including Ohio, and/or are you subject to sex offender community notifications, residency restrictions, or limitation laws?  
   □ Yes  □ No

3. Are you currently being investigated for sexual harassment, sexual discrimination, or sexual misconduct at any current or past employer?  
   □ Yes  □ No

4. Have you been the subject of any substantiated finding of sexual harassment, sexual discrimination, or sexual misconduct at any current or past employer?  
   □ Yes  □ No

5. Have you ever been disciplined, discharged, nonrenewed, asked to resign from employment, or have resigned from or otherwise separated from any employment while allegations of sexual harassment, sexual discrimination and/or sexual misconduct were pending or under investigation, or due to an adjudication or finding of sexual harassment, sexual discrimination, or sexual misconduct?  
   □ Yes  □ No

If you answered “Yes” to any question above, you may explain below:


C. APPLICANT CERTIFICATION

1. I certify that the information I have provided, including the information contained in my resume or c.v., is true and complete.

2. I agree that as an adjunct faculty I am not considered to be an officer or employee of Youngstown State University with respect to benefits, retirement programs or coverage for claims of professional liability.

3. I agree that as adjunct faculty I am not entitled to civil immunity from suit, even when acting in my capacity as adjunct faculty for Youngstown State University.

4. Through my acceptance of adjunct faculty appointment, I expressly waive the right to claim benefits or immunity under Ohio law and acknowledge that YSU is not responsible to provide a defense or pay a judgment with respect to a professional liability claim filed against me.

5. I acknowledge that when I engage as adjunct faculty in a clinical practice or other service, I must maintain my own separate professional liability coverage and will receive no compensation from Youngstown State University.

Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion or veteran/military status in its programs or activities. Please visit www.ysu.edu/ada-accessibility for contact information for persons designated to handle questions about this policy.  

www.ysu.edu
Voluntary Services Adjunct Faculty Request Form

C. APPLICANT CERTIFICATION CONTINUED:

6. I acknowledge that I have read and agree to abide by applicable Youngstown State University policies, procedures and rules governing my actions, including but not limited to those relating to standards of conduct, safety, confidentiality, protected health and student information, use of computers and resources, substance abuse, discrimination/harassment, and sexual discrimination.

7. I acknowledge that Youngstown State University has the right to release me as adjunct faculty at its sole discretion and with or without notice.

8. I understand that as adjunct faculty I am responsible for completing a hazing education module and I am required to report any hazing incidents.

9. I acknowledge that I have a continuing duty to report any change to the information I have supplied.

10. I understand that as voluntary services adjunct faculty, I am responsible for completing a hazing education module and I am required to report any hazing incidents.

I sign this agreement of my own free will and on behalf of myself, my heirs, and my representatives do hereby release, waive, indemnify, and hold harmless the State of Ohio, YSU or any of its trustees, officers, or employees from any and all liability, damage, or claim of any nature that arises out of or is related to my voluntary onsite activities.

Signature

Date

Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion or veteran/military status in its programs or activities. Please visit www.ysu.edu/ada-accessibility for contact information for persons designated to handle questions about this policy.
Voluntary Services Adjunct Faculty Request Form

PART 2: To be completed by YSU department representative ONLY (Please Print)

Department Name: __________________________ Requesting Start Date: ____________

Describe the full scope of activities to be provided by the individual (attach additional sheet(s) if necessary):

Will the individual be involved in programs/activities designed for participation by minors?  □ Yes*  □ No

*A “Yes” answer requires completion of the on-line course through the Human Resources Organizational
   Department Office Protecting Children: Identifying and Reporting Misconduct.

In order to fulfill their voluntary services adjunct faculty duties and obligations to YSU, please provide the
   individual with the following (check all appropriate):

   □ ID Card   □ Building/Office Keys (Requires approval from the executive director of Facilities)
   □ Parking Pass   □ YSU E-mail Address   □ Other: __________________________

While appointment is normally a term of one year, the provost/vice president for academic affairs may extend an
   appointment to three years when appropriate justification is provided.

Length of appointment:  □ One Year  □ Three Years*

   *Justification must be attached

Department Account Number:

Name of Immediate Supervisor (Please print):

______________________________

Department Director/Chairperson Signature & Date

Approved  □ Yes  □ No

Dean Signature & Date

Approved  □ Yes  □ No

Provost/Vice President (or designee) Signature & Date

Approved  □ Yes  □ No
PART 3: Human Resources Background Check Review ONLY

HR Staff Initial and Date: HR Review Date EPC Date

☐ Form and Materials Complete ☐ Incomplete/Missing Information

Background Check Completed: Completed By (Initials) Date:

A Yes answer to any MANDATORY QUESTION requires review and approval of the CHRO/Designee.

☐ The individual is approved for the described services.
☐ The individual is not approved for the described services.

CHRO/Designee Signature Date

Approved Start Date: Approved End Date: Banner Number:

Distribution: Department Director/Chairperson, Dean, Provost, Academic Budget Officer
RELEASE FOR BACKGROUND INFORMATION

I, __________________________ hereby authorize Youngstown State University and/or its agents to conduct an independent background investigation.

I release Youngstown State University and/or its agents and any person or entity which provides information pursuant to this authorization from any and all liabilities, claims or lawsuits in regard to the information obtained from any and all of the above referenced sources used.

For an individual under the age of 18, a parent or guardian must sign and agree on behalf of the minor for the release of background information. *

The following is my true and complete legal name, and all information is true and correct to the best of my knowledge:

Full Name: __________________________

Position: __________________________

Maiden Name or Other Names Used: __________________________

Country of Citizenship: __________________________

Present Address: __________________________ How Long: __________________________
City: __________________________ State: __________________________ Zip Code: __________________________

Former Address: __________________________ How Long: __________________________
City: __________________________ State: __________________________ Zip Code: __________________________

Date of Birth: __________________________ Social Security Number: __________________________

Driver’s License Number: __________________________ State: __________________________

Signature: __________________________ Date: __________________________

*Parent/Guardian Signature: On behalf of the minor under the age of 18 listed above, I authorize Youngstown State University to conduct an Independent Background Investigation:

Parent/Guardian Signature: __________________________ Date: __________________________

*11/2020

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www.ysu.edu
RESOLUTION TO APPROVE
THE 2022 O.R.C. 3345.062 REMEDIATION REPORT

WHEREAS, Youngstown State University is a state-funded university in the state of Ohio; and

WHEREAS, Section 3345.062 of the Ohio Revised Code requires the president of each state university to issue a report by December 31, 2017, and each thirty-first day of December thereafter, regarding the remediation of students; and

WHEREAS, each president is also required to submit the remediation report to his or her Board of Trustees for acceptance; and

WHEREAS, the Ohio Department of Higher Education (ODHE) provided a reporting template to collect and submit the necessary information as required by law; and

WHEREAS, Youngstown State University completed the report for 2022.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve Youngstown State University’s Remediation Report to be submitted in final form to the Chancellor of the Ohio Department of Higher Education and the Superintendent of Public Instruction by December 31, 2022.
2022 University Remediation Report (some information is fall 2021 as 2022 is being gathered)

Name of University: YOUNGSTOWN STATE UNIVERSITY

Ohio Revised Code Section 3345.062 requires the president of each state university to issue a report by December 31, 2018, and each thirty first day of December thereafter, regarding the remediation of students. The report must include the following areas:

1. The number of enrolled students that require remedial education, fall 2021

<table>
<thead>
<tr>
<th>Number of students</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>647</td>
<td>Of the Fall undergraduate degree-seeking students who were enrolled at any point during the Summer 2020, Fall 2020, and Spring 2021 terms, a total of 647 students were placed into at least one developmental course in either composition, mathematics, or reading and study skills. Of these students, 647 took at least one remedial course during that period. Therefore, requirements for remedial instruction in math may change for students who change their major.</td>
</tr>
<tr>
<td>360</td>
<td>Of the Fall undergraduate degree-seeking students who were enrolled at any point during the Summer 2020, Fall 2020, and Spring 2021 terms, a total of 360 students were placed into at least one developmental course in either composition, mathematics, or reading and study skills. Of these students, 360 took at least one remedial course during that period. Therefore, requirements for remedial instruction in math may change for students who change their major.</td>
</tr>
</tbody>
</table>

2. The cost of remedial coursework that the state university provides, fall 2021

<table>
<thead>
<tr>
<th>Cost Type</th>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costs to the university</td>
<td>$374,973</td>
<td>Includes fees for remedial coursework for all students taking a course designated as remedial at $443 per student (given F11 F1 cost per student).</td>
</tr>
<tr>
<td>Costs to the student</td>
<td>$697,645</td>
<td>Includes total cost minus state or federal financial aid per credit hour for all students taking a course designated as remedial at $443 per student (given F11 F1 cost per student).</td>
</tr>
<tr>
<td>Costs to the state</td>
<td>$148,689</td>
<td>Sum of all funds for remedial course completion and state financial aid as reported via Ohio Department of Higher Education.</td>
</tr>
</tbody>
</table>
2022 University Remediation Report (some information is fall 2021 as 2022 is being gathered)

Name of University: YOUNGSTOWN STATE UNIVERSITY

Ohio Revised Code Section 3345.062 requires the president of each state university to issue a report by December 31, 2018, and each thirty-first day of December thereafter, regarding the remediation of students. The report must include the following areas:

3. The specific areas of remediation provided by the university, fall 2022

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>The university provides two remedial writing courses that do not count toward the graduation requirement in composition. ENGL 1509A: Academic English for Non-native Speakers is a 5-credit course that helps students develop writing and reading comprehension skills in English. The course is open to students on the basis of the placement process. It must be taken until a grade of C+ or better is earned. ENGL 1509B: Introductory College Writing is a three-credit course that provides intensive remedial instruction in written communication and college-level reading practices. It is open to students based on ACT English score, SAT I score, or performance as demonstrated by the VSU COMP and Reading Placement Test results. Students who place into English 1441 will move on to English 1442, a two-credit version of this class that provides students an additional hour of instructional time to cultivate college-level writing, organizational strategies, revision and editing techniques.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>The University provides one one-hour remedial course in mathematics that does not count toward the degree. MATH 10100: Mathematics Preparation for Algebra Placement is a credit hour course intended to prepare STEM and business majors for college-level mathematics requirement through time spent remedial in the ICM product. However, since fall 2021, WSU has eliminated the student remedial using resources in the Math Learning Assistance Center instead of enrolling in Math 10100. WSU continues to offer Math 10100 as an a la carte course for students who need to withdraw from their college-level mathematics course during the semester. Students who withdrew and the offered course received a satisfactory performance in Math 10100 then they promote skills in the preparation for taking their college-level mathematics course in the subsequent term. Students who plan to remedial math but who are not in their mathematics graduation requirement may enroll in designated sections of college mathematics which specific hours of instruction are added to the placement permit. These sections include: MATH 10115, College Algebra with Co-Req Support; MATH 10132, Quantitative Reasoning with Co-Req Support; MATH 20223, Mathematics for Elementary Teachers 1 with Co-Req Support; and STAT 11203, Statistical Literacy and Critical Reasoning with Co-Req Support.</td>
</tr>
<tr>
<td>Reading and Study Skills</td>
<td>The university provides a three-hour instructional option for students who base upon their high school GPA and their ACT Reading scores as putatively demonstrated by their ACCUPLACER reading test score may require remediation in reading and study skills. RSS 1513A: Advanced College Success Skills is designed to develop students skills essential for college study. The primary focus is improving the comprehension and retention of information in college textbooks and format lecture and laboratory materials. The University provides one three-hour instructional option for students who base upon their high school GPA and their ACT Reading score or proficiency as demonstrated by their ACCUPLACER reading test score may require remediation in reading and study skills. RSS 1513A: Advanced College Success Skills is designed to develop students skills essential for college study. The primary focus is improving the comprehension and retention of information in college textbooks and format lecture and laboratory materials.</td>
</tr>
</tbody>
</table>

4. Courses for remediation

Please insert the full description text for each topic and provide detailed information.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description (as required Fall 2021)</th>
</tr>
</thead>
</table>

- lock of student preparation at the 6-12 level
- Descriptive placement policies (over reliance on a single assessment measure)
- Denied entry into higher education (adult students returning to higher education)
- Other (text other cause identified by the university)

Lock of student preparation

- Consistent with the 2021 report: 15% students enrolled in one or more terms before Summer 2022 and Spring 2022 were 23 years or older. 20% of these students required remediation in at least one subject area. These students account for 5% of all undergraduate students who required remedial instruction during these terms.

Denied entry

- Consistent with the 2021 report: 15% students enrolled in one or more terms before Summer 2022 and Spring 2022 were 23 years or older. 20% of these students required remediation in at least one subject area. These students account for 5% of all undergraduate students who required remedial instruction during these terms.

Fall 2021

<table>
<thead>
<tr>
<th>Lock of student preparation</th>
<th>Denied entry</th>
</tr>
</thead>
</table>

- Lock of student preparation: 15% students enrolled in one or more terms between Summer 2022 and Spring 2022 were 23 years or older. 20% of these students required remediation in at least one subject area. These students account for 5% of all undergraduate students who required remedial instruction during these terms.

Denied entry: 15% students enrolled in one or more terms between Summer 2022 and Spring 2022 were 23 years or older. 20% of these students required remediation in at least one subject area. These students account for 5% of all undergraduate students who required remedial instruction during these terms.
Ohio Revised Code Section 3345.562 requires the president of each state university to issue a report by December 31, 2018, and each thirty-first day of December thereafter, regarding the remediation of students. This report must include the following areas:

Undergraduate Credit Hours of Instruction: Developmental

<table>
<thead>
<tr>
<th>Year</th>
<th>Lower Credit Hours</th>
<th>Upper Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>4500</td>
<td>2400</td>
</tr>
<tr>
<td>2019</td>
<td>4200</td>
<td>2200</td>
</tr>
<tr>
<td>2020</td>
<td>4000</td>
<td>2000</td>
</tr>
</tbody>
</table>

Lower credit hours remain unchanged throughout the years.
The Academic Program Enhancement and Effectiveness Initiative, Increasing Effectiveness – Gaining Efficiencies, and Optimizing the Academic Portfolio will be forthcoming.
Review of the Student Success Seminar for First-time Students (December 2022)

Background

the FYE general education requirement, which was originally conceived of as a retention strategy which, as its name indicates, was targeted at first-year students. The rationale provided in the original proposal is as follows: “This course would serve as a cornerstone for a new student success initiative with goals of improving completion and retention of students at YSU.” By 2018, declining first-year retention rates, along with end of semester student FYE surveys results, indicated that FYE was not serving the purpose for which it was created and that change was needed. Success Seminars – YSU 1500 and Strong Start 1500 – which replaced the FYE requirement as the University’s main strategy to increase first-year retention rates – are substantively different from the courses that had met the FYE general education requirement.

On May 21, 2020, the YSU Academic Senate Executive Committee, acting on behalf of the University Senate, approved a 10-week, 1 s.h. Success Seminar YSU 1500: Success Seminar or implementation in Fall 2020. YSU 1500 is required of all incoming regularly-admitted first-year students, and transfer students having less than 30 earned credits. Individual sections of this course are organized by college or program. YSU 1500 is not for conditionally admitted students or those in the honors program – both take separate first-year success courses.

YSU 1500 was designed as the comprehensive, integrated, and proactive student intervention strategy called for in The Plan for Strategic Actions: Taking Charge of our Future, referenced below. It is proactive in that it anticipates and provides tools and support for students adjusting to the academic demands of college. Students learn the conventions that govern the academic community including what is expected of them and what they are responsible for, skills needed to successfully manage their academic workload, habits of mind that promote openness to challenge and resilience, college study strategies, and how to understand and use degree planning tools. YSU 1500 is comprehensive in that it integrates advising into course content and blends the role of advisor and the role of instructor, leveraging weekly contact between instructors and students to build relationship between advisor and advisee.

YSU 1500 Course Description

YSU 1500: Success Seminar helps students establish a solid foundation for success at YSU. Students learn the conventions that govern the academic community including what is expected of them and what they are responsible for, skills needed to successfully manage their academic workload, habits of mind that promote openness to challenge and resilience, college study strategies, and how to understand and use degree planning tools.

YSU 1500 Learning Outcomes

By the end of the course, students should be able to:

- use information provided on course syllabi to assess their workload and monitor their overall grade performance in each class
- develop and maintain an effective study plan
- apply principles of mindset theory in order to accept challenges and/or overcome setbacks
- know standards for good academic standing and financial aid eligibility, and how to calculate a grade point average
- understand and follow their curriculum sheet, four-year plan, and academic progress requirements for their major.

Student Feedback

Students completed end of the semester surveys in YSU 1500 Fall 2020 and Fall 2021 where asked for feedback about YSU 1500. Over 93% of students agreed or strongly agreed that the course helped them understand the resources available to them at YSU, and over 91% agreed or strongly agreed that the course helped them understand the importance of their syllabi. Over 87% agreed or strongly agreed that the course helped them understand University policies, and over 87% agreed or strongly agreed that they understood how mindset
impacted their responses to certain situations. Over 92% agreed or strongly agreed that the course helped them understand their degree requirements.

Students were also asked what they found most helpful about YSU 1500. The four most common themes that emerged from student comments were appreciation for: advising support, campus information and resources, the supportive relationship with their YSU instructor, and learning academic success strategies. Source: Institute for Teaching and Learning.

Students also provided feedback on their experience with advising. 94% agreed or strongly agreed their advisor cared about them. 91% would reach out to their advisor if they had an issue or problem, and over 95% agreed or strongly agreed that they would respond to emails or texts from their advisor. Over 89% agreed or strongly agreed that their advisor is their primary source of academic advice.

Results of the Spring 2021 NSSE confirm the positive impact YSU 1500 has had on first-year advising. YSU first year student responses to 11 out of 15 questions regarding advising was significantly higher (p < .05) with an effect size at least .3 in magnitude than those of first-year students at peer institutions. YSU first-year students rated their experience higher on all 15 questions compared to YSU seniors. Source: Institute for Teaching and Learning

Impact on first to second year retention

<table>
<thead>
<tr>
<th></th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
<th>Fall 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All Regular Admit</td>
<td>YSU 1500</td>
<td>No YSU 1500</td>
<td>All Regular Admit</td>
<td>YSU 1500</td>
<td>No YSU 1500</td>
</tr>
<tr>
<td>FT, FT Bachelor Regular Admit</td>
<td>1526</td>
<td>1649</td>
<td>1728</td>
<td>1427</td>
<td>1284</td>
<td>1200</td>
</tr>
<tr>
<td>Fall-Spring</td>
<td>1363 (89.5%)</td>
<td>1470 (89.1%)</td>
<td>1513 (87.6%)</td>
<td>1263 (88.5%)</td>
<td>1100 (85.7%)</td>
<td>1036 (86.3%)</td>
</tr>
<tr>
<td>Fall-Fall</td>
<td>1171 (76.7%)</td>
<td>1229 (74.5%)</td>
<td>1280 (74.1%)</td>
<td>1078 (75.5%)</td>
<td>928 (72.3%)</td>
<td>882 (73.5%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
<th>Fall 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All Regular Admit</td>
<td>YSU 1500</td>
<td>No YSU 1500</td>
<td>All Regular Admit</td>
<td>YSU 1500</td>
<td>No YSU 1500</td>
</tr>
<tr>
<td>FT, FT Bachelor Admitted w/ Restrictions</td>
<td>214</td>
<td>163</td>
<td>187</td>
<td>164</td>
<td>128</td>
<td>134</td>
</tr>
<tr>
<td>Fall-Spring</td>
<td>153 (71.5%)</td>
<td>124 (76.1%)</td>
<td>143 (76.5%)</td>
<td>134 (81.75%)</td>
<td>93 (72.7%)</td>
<td>87 (64.9%)</td>
</tr>
<tr>
<td>Fall-Fall</td>
<td>121 (56.5%)</td>
<td>94 (57.7%)</td>
<td>111 (59.4%)</td>
<td>108 (65.9%)</td>
<td>76 (59.4%)</td>
<td>66 (49.4%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
<th>Fall 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All Regular Admit</td>
<td>YSU 1500</td>
<td>No YSU 1500</td>
<td>All Regular Admit</td>
<td>YSU 1500</td>
<td>No YSU 1500</td>
</tr>
<tr>
<td>FT, FT Bachelor Honors Admit</td>
<td>264</td>
<td>329</td>
<td>314</td>
<td>275</td>
<td>336</td>
<td>293</td>
</tr>
<tr>
<td>Fall-Spring</td>
<td>259 (98.1%)</td>
<td>316 (96%)</td>
<td>308 (98.1%)</td>
<td>272 (98.9%)</td>
<td>320 (95.2%)</td>
<td>284 (96.9%)</td>
</tr>
<tr>
<td>Fall-Fall</td>
<td>241 (91.3%)</td>
<td>299 (90.9%)</td>
<td>287 (91.4%)</td>
<td>257 (93.5%)</td>
<td>304 (90.5%)</td>
<td>269 (91.8%)</td>
</tr>
</tbody>
</table>

Source: Initial cohorts created by Jim Hanek – Information and Reporting Services. Subsequent updates created by Becky Geltz – Institutional Research
History

In 2006, YSU started admitting students conditionally (AR attribute) to identify at-risk students for extra support through academic coaching at the Center for Student Progress. The students were limited to taking 14 SH, had a list of approved courses from which they could choose, and were required to meet weekly with an academic coach. In 2019, a proposal to Academic Senate Strong Start was approved by Academic Senate to provide wrap around support to academically underprepared students.

Special Population Background

Students who are admitted with restrictions have one commonality: They are all academically underprepared as determined by HSGPA and GPA. Because we are now test optional (as of 2020), the current admission guidelines are:

- Weighted Cumulative GPA of 2.0 or higher from high school
- Unweighted Core GPA between 2.25 – 2.69
- Test scores – if submitted, composite is below 17 on ACT or 920 on SAT or has no scores on file

*Test optional is approved through Spring 2023

A large percentage of the Strong Start population is first generation (64% F22) and minority (43% F22) Nationally, 20% of college students enrolled in 4-year colleges are FGCS. This population faces unique challenges and are 71% more likely to leave college than their peers The differences persist throughout college and result in a much lower graduation rate for FGCS when compared to non-first gen; 13% vs 33%. (Pratt, Harwood, and Ditzfied, Journal of College Student Retention)

Some risk factors of note for FGCS include: financial insecurity, lack of confidence regarding their academic ability, fear of fitting in at college and fear of being disconnected from their families if they do fit in. FGCS have many obstacles to overcome and Strong Start was developed to address these obstacles.

Course Learning Outcomes/Objectives

Students will:
- Describe various motivational strategies and apply them to their success in college.
- Describe vocational interests, values, and personality theory to evaluate appropriate careers and college majors.
- Evaluate learning strategies (memory, reading, note taking, test taking, time management) and demonstrate how to use brain-based strategies to facilitate college success.
- Demonstrate lifelong success skills that facilitate optimal communication, critical and positive thinking.

Course Outcomes:

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall-Spring</td>
<td>214</td>
<td>163</td>
<td>187</td>
<td>164</td>
<td>128</td>
<td>134</td>
</tr>
<tr>
<td>Fall-Spring-Fall</td>
<td>153</td>
<td>124</td>
<td>143</td>
<td>134</td>
<td>93</td>
<td>87</td>
</tr>
<tr>
<td>Fall-Fall</td>
<td>120</td>
<td>93</td>
<td>108</td>
<td>107</td>
<td>72</td>
<td>63</td>
</tr>
<tr>
<td>First Term GPA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financially suspended</td>
<td>0</td>
<td>3</td>
<td>35</td>
<td>21</td>
<td>19</td>
<td>99</td>
</tr>
<tr>
<td>Withdrew</td>
<td>19.8%</td>
<td>9.9%</td>
<td>11.9%</td>
<td>10.7%</td>
<td>(55.9%)</td>
<td></td>
</tr>
<tr>
<td>&lt; 2.0</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2.0-2.49</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2.5-2.99</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.0+</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Year CUM GPA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt; 2.0</td>
<td>17</td>
<td>17</td>
<td>22</td>
<td>32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.0-2.49</td>
<td>12.3%</td>
<td>12.3%</td>
<td>15.9%</td>
<td>15.9%</td>
<td>(59.4%)</td>
<td></td>
</tr>
<tr>
<td>2.5-2.99</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.0+</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advising Outcomes</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Results from NSSE (See Teams, First Year Advising NSEE, FYE F20 assessment folder) Overall, the S21 NSSE results show positive outcomes for the Strong Start Program Advisors in creating a sense of belonging at YSU, supporting student success, and being available to our students. We also scored very high in the inclusiveness section of the NSSE – see results below.
Diversity and Inclusion: The Fall 22 Strong Start cohort is 64% first generation students and 43% minority students. The NSSE results indicate the SS program advisors are excelling in the area of inclusiveness and engagement with our diverse student population.

<table>
<thead>
<tr>
<th>Inclusiveness &amp; Engagement with Diversity Module</th>
<th>First-Year Success Seminar</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not Enrolled</td>
</tr>
<tr>
<td>Mean</td>
<td>N</td>
</tr>
<tr>
<td>Coursework emphasis: Sharing your own perspectives and experiences</td>
<td>2.72</td>
</tr>
<tr>
<td>Coursework emphasis: Discussing issues of equity or privilege</td>
<td>2.37</td>
</tr>
<tr>
<td>Coursework emphasis: Respecting the expression of diverse ideas</td>
<td>2.69</td>
</tr>
<tr>
<td>Institutional emphasis: Demonstrating a commitment to diversity</td>
<td>2.94</td>
</tr>
<tr>
<td>Institutional emphasis: Ensuring that you are not stigmatized because of your identity (racial/ethnic, gender, religious affiliation, sexual orientation, etc.)</td>
<td>3.08</td>
</tr>
<tr>
<td>Institutional emphasis: Providing information about anti-discrimination and harassment policies</td>
<td>2.97</td>
</tr>
</tbody>
</table>

Pre/Post Course Content: We administered a pre- and post-assessment for each chapter topic. There was significant improvement between pre-post in most categories. Areas with largest improvement are noted below.

<table>
<thead>
<tr>
<th>Fall 2020 Strong Start</th>
<th>Pre</th>
<th>Post</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memory</td>
<td>75.6%</td>
<td>86.9%</td>
<td>+ 11.3%</td>
</tr>
<tr>
<td>Study Skills</td>
<td>69.1%</td>
<td>86.0%</td>
<td>+ 16.9%</td>
</tr>
<tr>
<td>Note Taking</td>
<td>64.4%</td>
<td>79.9%</td>
<td>+ 15.5%</td>
</tr>
</tbody>
</table>

Changes implemented in Fall 2022

The Strong Start Team researched and created a new model for fall 2022 which included 8 weeks of class and 8 weeks of academic coaching and advising. The Team is using bookings appointments for ease of scheduling.

We also did a complete overhaul of the SS 1500 syllabus to make it more student centered. See TEAMS, FYE, General, sample syllabi.

Finally, we re-did each content area power point to be much more interactive. We've included activities, polling, etc. to engage our students.