

FUTURE STATE CONVERSATION #3

APRIL 23, 2021



December 2020
Board of Trustees Meeting



YSU Value Proposition: *The Future* University of Opportunity

Create a multi-year plan to achieve enrollment that respects YSU's mission, vision, and values and provides a pathway to fiscal sustainability, academic vibrancy, and regional vitality.
Develop an integrated marketing and communication strategy.

Envision the Future

Academic Program Enhancement & Effectiveness

Current-and Future-state marketing communication alignment

EAB (Enrollment/Scholarships)

Gray (Market/Programs)

EAB/Gray

Citizen of the World
Engaged in Work
Engaged in the Community



Y I am Proud
Y and Proud
Y makes Me Proud



Future Student Profile

Jon Wyel & Tom Taylor
EAB





Youngstown State University

Future State Conversation
April 23, 2021

Marketing to Generation Z Is a Challenging Endeavor



"...you're just another student to them, no individuality, they're just trying to make money."

-Sophomore, New York

"...I just wish that they had a better understanding of how teens felt about college."

-Junior, South Carolina

Students Must Be at the Center of Every Enrollment Decision

They are doing self-directed research on your website

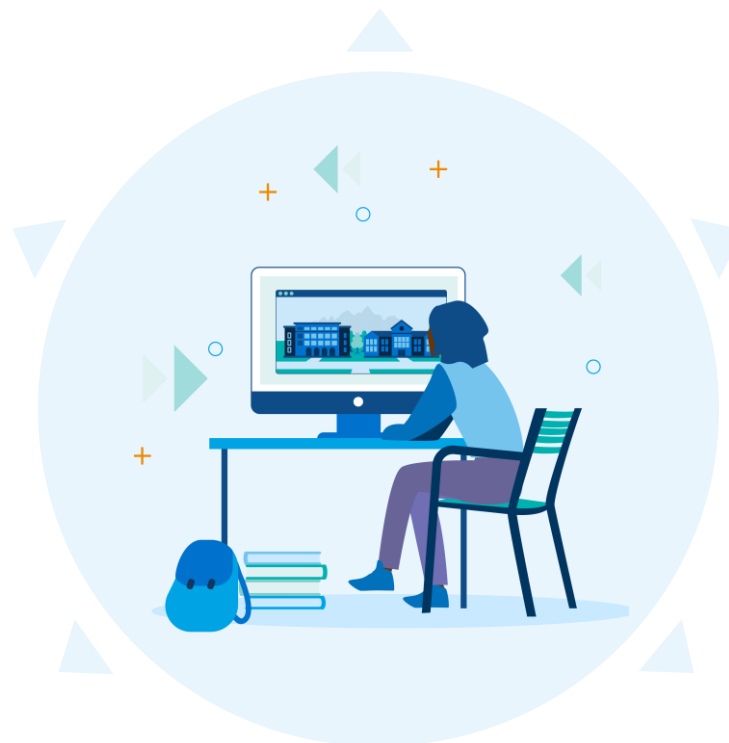
79% of students ranked the college website as a top information source

They are ignoring inauthentic college communications

50% higher response rate when student-centered copy is used

They are using virtual tours to evaluate your campus

3X increase in virtual tour traffic in 2020



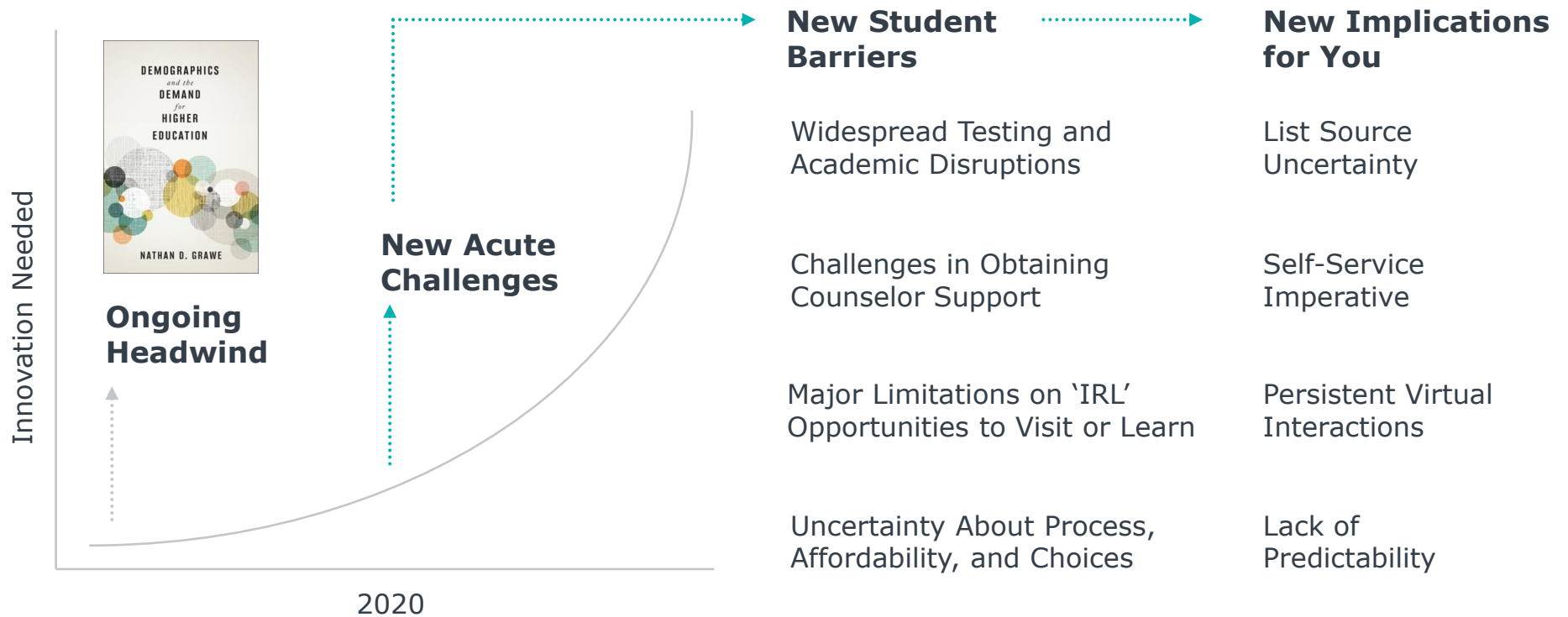
They are extremely concerned about the cost of college

62% of students say their top concern is fear of drowning in debt

They are using voice search more than ever before

55% of Gen Z used voice search in 2020

A Demography Challenge Only Exacerbated in the Years Ahead

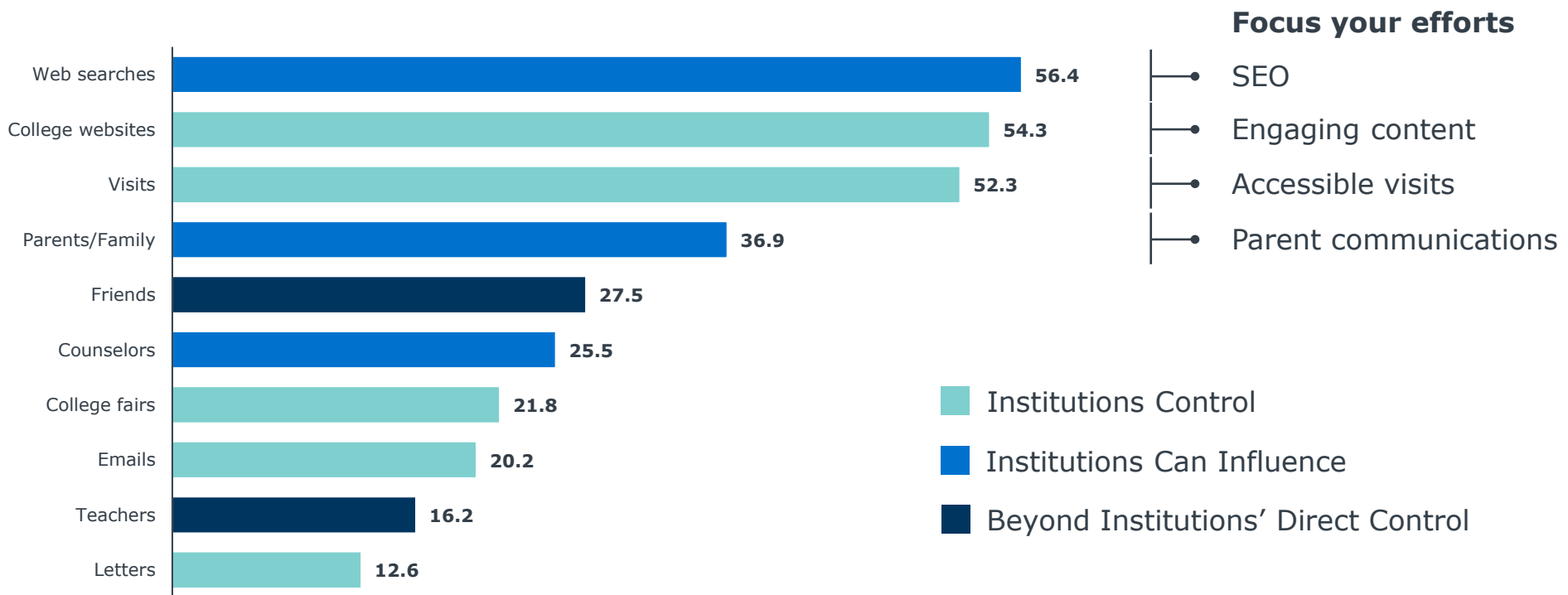


Students Are Using a Variety of Sources

Students Are Using Sources Mainly Within Your Control or Influence

Q. What sources of information did you rely on most to make your enrollment decision?

(Top-ten sources from a list of 27; participants could select up to five sources)



Institutional Action

Web searches and websites continue to be the sources students find most helpful when making their enrollment decision. A strong website and SEO plan will help the students you know about, and the ones you don't.

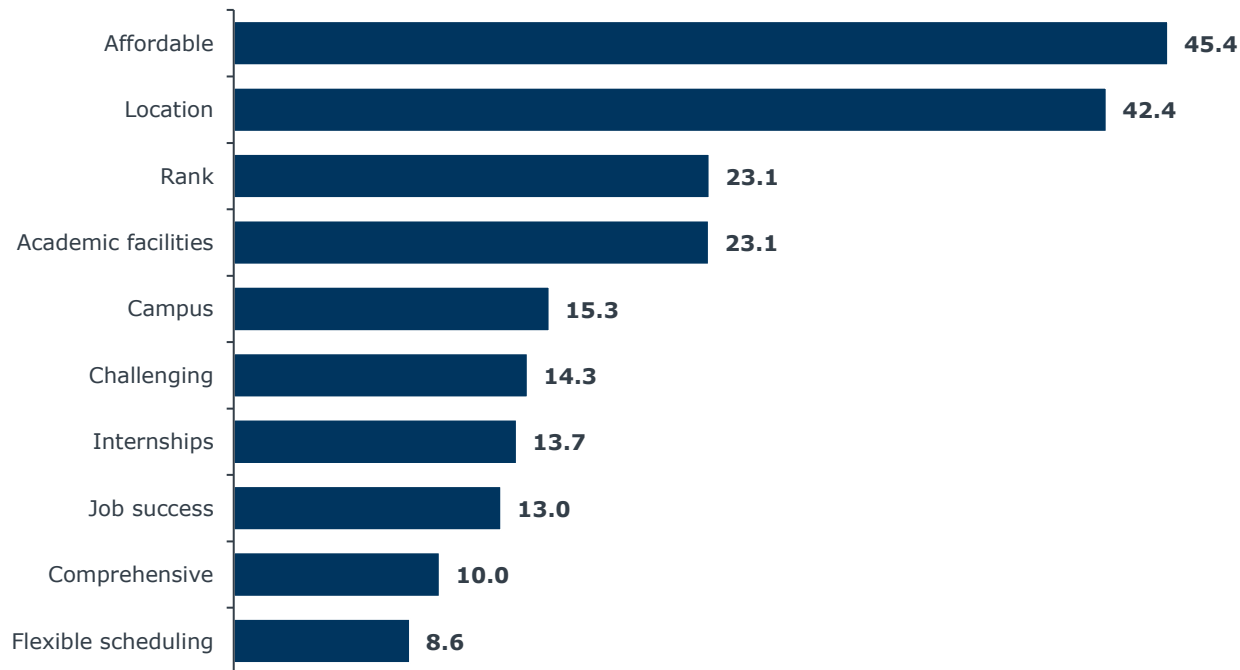


Affordability and Location are Drivers for Enrollment

Why Students Selected the School Where They are Enrolled

Q. Why did you select the school where you are enrolled?

(Top-ten sources from a list of 20; participants could select up to three reasons)



Institutional Action

Proactively address what is most important to students:

- (1) communicate affordability early, frequently, and consistently
- (2) emphasize location benefits, especially for students in your backyard



Preparing for a Post-Covid Recruitment Era

Key Expectations for the Go-Forward Environment

1 List Source Turbulence and Uncertainty Will Continue

2 The Digitization of Student Recruitment will Persist

3 Stealth Shopping and Self-Guided Exploration Are Here To Stay

4 Students will expect Authentic and Personal Connection More than Ever

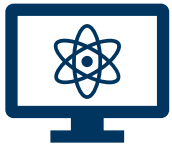
World Class Recruitment Campaigns Will:



Win the **Channel** War



Pursue Advantaged **Audience Selection** Strategy



Embrace Increased **Digitization**



Expand **Timing** Advantages (Ongoing & Responsive)



Build **Authentic & Personal** Connections

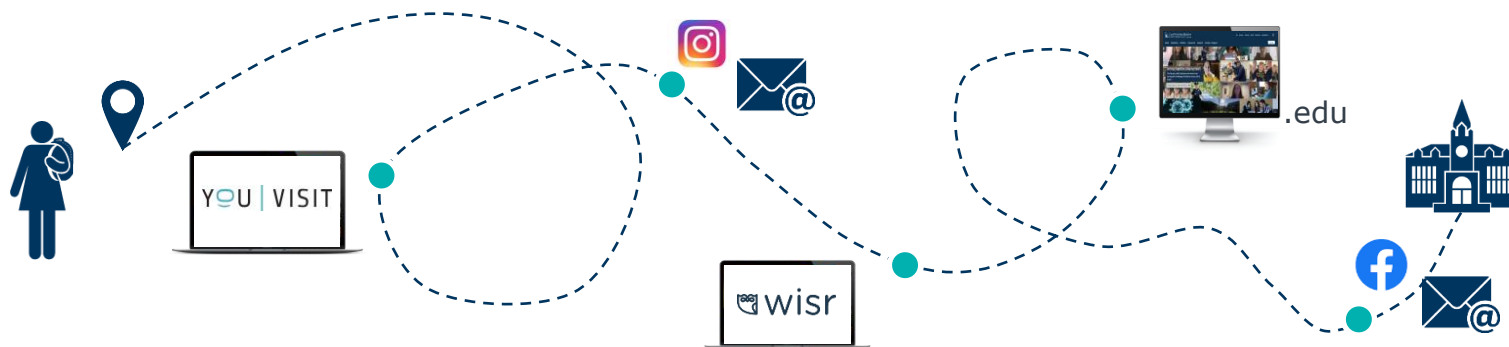
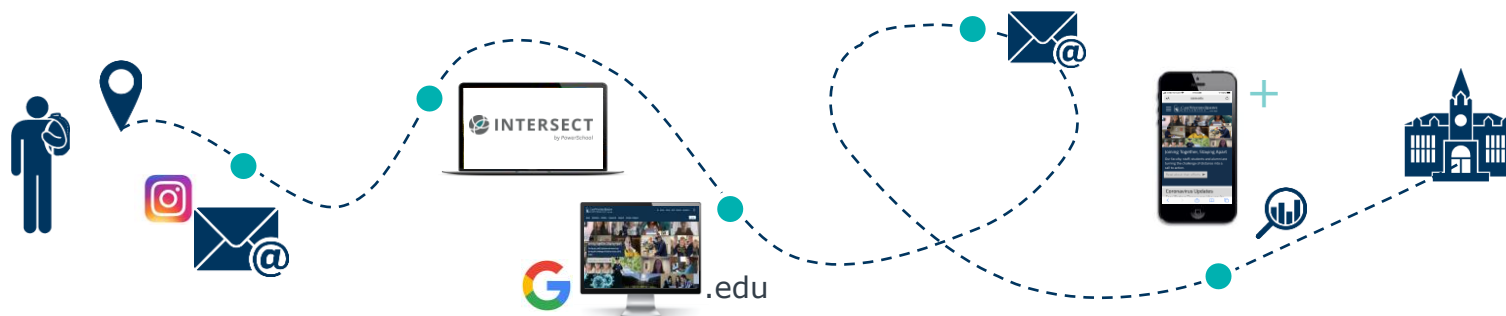


Optimize the **Stealth** Shopping Experience

The College Search is No Longer Linear, and Every Student Takes A Unique Path To Enrollment



The Future of Search is Non-Linear



EAB Is Working to Bring You Even Greater Advantages

We Are Building the Enrollment Engine of Tomorrow

Audience-Generation Capabilities

*Exclusive Access to
Proprietary List Sources*

*De-anonymization of
Stealth Website Traffic*

Omnichannel Touchpoints

*Marketing Channel
Expansion and Innovation*

*Behaviorally Responsive
Marketing Campaigns*

Compelling Virtual Experiences

*Improvements to
Immersive Technology*

*Individualized
Student Content*

New Analytical Approaches

*Enhanced Predictive
Modeling Capabilities*

*Comprehensive
Student Data Profiles*



Washington DC | Richmond | Birmingham | Minneapolis | New York

202-747-1000 | eab.com

YSU Future State Conversation #3
First-Time Full-Time Undergraduate Students

**Elaine Ruse, Associate Vice President
for Student Enrollment and Business Services**

April 23, 2021



Description of **New First-Time Full-Time Undergraduate Degree Seeking Students**

- This population consists of all first-time undergraduates with a high school diploma or GED equivalent that enter YSU seeking a degree or certificate.
 - First-time full-time undergraduate students typically enroll for the first time in Fall (or prior summer and return fall).
 - This population of learners does not include transfer students.
 - A small number of first-time students begin Spring semester-not included in cohort.



Educational Environment is enhanced via **New First-Time Full-Time Undergraduate Degree Seeking Students**

- Value proposition to YSU and the educational environment as a population of learners.
 - New undergraduates are fundamental to the diversity of our campus, finances, and long term survival
 - 20% were multicultural, 55% female, and 45% male (Fall 2020)
 - New first-time undergraduates made up 16% of YSU's total headcount (Fall 2020) so our attentiveness to the academic and experiential needs they have is important to retention
 - We are co-designing a net revenue (minus scholarship costs) projection model for YSU with EAB



Attributes of New First-Time Full-Time Undergraduate Degree Seeking Students

- What must be considered in serving this population of learners to support their success?
 - Gen Zers have grown up with the internet and portable technology
 - They enroll with different levels of preparation from high school
 - Financial needs vary but are substantial with 44% Pell eligible (IPEDS Fall 2019)
 - 65% of YSU's new undergraduate students graduated from Mahoning, Trumbull and Columbiana county high schools (Fall 2020)



Scope and Scale Opportunities for the recruitment of **First-Time Full-Time Undergraduate Students**

- Due to the declining number of high school graduates in our local and primary markets and region.
- Recruitment post COVID will require more personal connections and engagement communications to stimulate interest in what we offer
- Virtual and in person recruitment program options, campus tours, housing tours, and appointments
- More financial aid outreach and one-to-one counseling about aid options
- Greater investment in marketing campaigns that touch students where they are



Scope and Scale Opportunities for **New First-Time Full-Time Degree Seeking Students**

- Students select YSU for location, degree programs, affordability, great professors, research opportunities, and the personalized attention we provide.
- More devotion to informational campaigns to parents of prospective undergraduate students – especially alumni with children as possible
- Greater investment in the degree programs being sought so more students can be admitted into them
- Enhanced services to support students before and after they enroll with resources dedicated to in person and virtual orientation, advisement, and career exploration



Collective Impact of Serving **New First-Time Full-Time Degree Seeking Undergraduate Students**

- The reasons new high school graduates enroll vary but receiving a degree from YSU makes it easier to get a job
- The return on investment for a YSU degree is realized by employers when we retain distinguished YSU graduates in our region
- Completing an undergraduate degree increases job prospects and improves lives with the lifetime earnings they accrue post graduation



Enrollment Opportunities

- Admitted 70.22% of applicants (Fall 2020)
- 31% of admitted applicants attended Orientation (Fall 2020)
- 93.8% of the new undergraduates who attended Orientation were enrolled on 14th day of classes (Fall 2020)

THE OPPORTUNITIES

- Increase number of applicants likely to “attend” YSU
 - Use **new** EAB proprietary candidate lists sources (Cappex and Greenlight Network)
 - Take advantage of EAB research, benchmarking, and decision IQ survey responses (provides visibility into student behavior & likelihood to yield) for intentional outreach
 - Direct marketing to parents by Undergraduate Admissions utilizing Recruit
 - Create more opportunities to connect with admitted students throughout recruitment cycle
 - Consider the benefits of EAB’s You Visit and Wisr systems
- Work to grow the 70.22% from admitted that applied by 3% to 73.22%
- Strive to increase the 93.8% of orientation attendees still registered on 14th day of Fall by 2% to 95.8%



YSU Future State Conversation #3

Transfer Students

**Christine Hubert,
Director of Undergraduate Admissions**

April 23, 2021



Description of **Transfer Student**

A transfer student is someone who was enrolled in another regionally accredited college or university during the fall semester or subsequent semesters following high school graduation/earning of GED.



Educational Environment is enhanced via Transfer Students

Transfer students bring diverse backgrounds and experiences to the classroom and campus

- Directly from another institution
- Students take time off between institutions
- Attended one institution
- Attended multiple institutions
- Transferring from community colleges
- Transferring from 4-year colleges
- Military with college credits
- Professionals seeking bachelor degree

National Association for College Admissions Counseling (NACAC)

- Between 38% - 40% of today's students transfer to another institution at least once.
- Some of the common reasons for transferring:
 - Lower cost
 - Right fit
 - Academic programs
 - Restart/return to college after a break

National Student Clearinghouse

80% of community college students seek a bachelor degree; less than 1/3 actually transfer and only 14% earn a bachelor degree in 6 years



Attributes of Transfer Students

COLLEGES	ENROLLED FALL 2020	ENROLLED FALL 2019	ENROLLED FALL 2018
Eastern Gateway Community College	84	84	81
Kent State University	79	83	87
Lorain County Community College	29	36	33
University of Akron	27	20	27
Cuyahoga Community College	24	22	32
Butler County Community College (PA)	20	18	22
Lakeland Community College	20	31	37
Cleveland State University	14	18	20
Community College of Beaver County (PA)	13	4	9
Stark State College	11	10	12

Fall 2020:

- Applicants attended 259 institutions
- Enrolled students previously attended 177 institutions
- 14th Day enrollment – 420 students
- 156 students were from the 3 county area (37%)

Fall 2019:

- Applicants attended 255 institutions
- Enrolled students previously attended 178 institutions
- 14th Day enrollment – 470 students
- 187 students were from the 3 county area (40%)

Fall 2018:

- Applicants attended 298 institutions
- Enrolled students previously attended 226 institutions
- 14th Day enrollment – 495 students
- 170 students were from the 3 county area (34%)



Scope and Scale Opportunities for **Transfer Students**

Recruitment

National Student Clearinghouse (Fall 2020)

- Transfer enrollment declined over 8% in fall 2020 compared to fall 2019
- Transfers to 4-year institutions decreased over 2.5% compared to fall 2019
- Enrollment at 2-year institution decreased over 18%

National Student Clearinghouse (Spring 2021)

- Transfer enrollment decreased almost 8% in spring 2021 compared to spring 2020
- Community colleges saw the largest decrease in over 15% from spring 2020
- Transfer from 2-year to 4-year institutions increased 3%

Additional online programs to attract more transfer students
Community colleges and 4 year institutions
Phi Theta Kappa



Scope and Scale Opportunities for **Transfer Students**

Some of the very first questions a transfer student asks are “will my credits transfer”, “how long will it take me to earn my degree” and “how much will it cost”?

“Seamless transition” and transparency with transfer process, especially with the transfer of credits.

Transferology

TAG (Transfer Assurance Guides)

Ellucian Degree Works

Length of time plays a very important factor in regard to cost of degree

TRANSFER STUDENT SCHOLARSHIPS	
SCHOLARSHIPS	AMOUNT
Transfer Level 2	\$1,000
Transfer Level 1	\$1,500
Phi Theta Kappa (PTK)	\$1,500

Transfer/Adult Student Open House ~ April 30, 2021
Transfer Sessions every Thursday in May
Email and text campaigns along with social media

Currently, YSU has transfer articulation programs with 12 two year institutions and programs pending at 3 additional institutions:

Belmont College

Columbus State Community College

Cuyahoga Community College

Eastern Gateway Community College

Rhodes State College

Lakeland County Community College

Laurel Business Institute/Laurel Technical

Lorain County Community College

North Central State Community College

Owens Community College

Southeast Community College

Stark State College

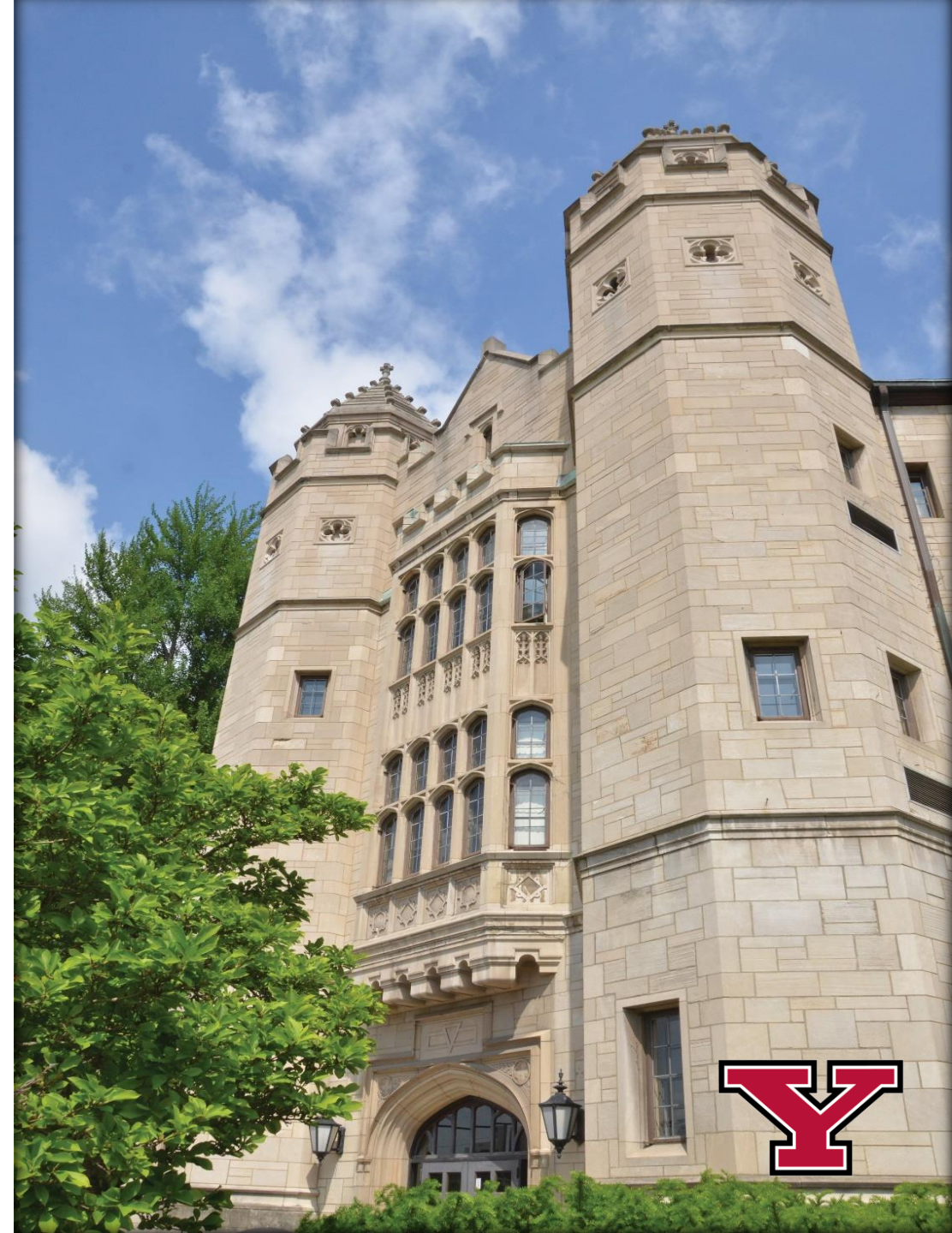
Pending: Sinclair Community College, County College of Morris, Lincoln Land Community College

Current programs ~ Allied Health, Business, Civil and Construction Engineering, Communication Studies, Criminal Justice, Electrical Utilities, General Studies, Long-term Care Administration Nursing, Public Health, Respiratory Care and Social Work



Collective Impact of Serving Transfer Students

- For the past 3 years transfer student enrollment has been between 420-495 students
- This enrollment impacts overall enrollment and enrollment in specific programs whether the student is on campus or online
- Net revenue of transfer students
- As mentioned previously, diverse experience each student brings



YSU Future State Conversation #3

Graduate and Professional Students

Sal Sanders, Dean, College of Graduate Studies

April 23, 2021



Description of Graduate and Professional Students

- Varies greatly depending on the program of study:
- All have an earned a bachelors degree

Spring 2021 All Applicants

- 35% were out of state
 - 33% were former YSU undergrad students
 - 17% were Ohio Public
 - 7% were Readmitted Students
 - 6% were Ohio Private
 - 2% were Non-Matriculated
-
- Minimum cumulative undergraduate GPA of 3.2 - 2.5.
Varies by program - 3.0 is common
 - Applicants/students are people seeking education and skills to advance in their current profession/career, or to change their profession/career

FT	PT	FT	PT	
Male	Male	Female	Female	Total
476	78	806	170	1,530
31%	5%	53%	11%	100.00%



Educational Environment is enhanced via Graduate and Professional Students

- **Diversity of students** - enhances the educational environment of the campus community
- **Research, Scholarly Activity and Creative Works** - challenge professors others who are leaders in their fields and disciplines
- **Contribution of GA's, TA's and PhD Fellows** - help teach and mentor undergraduates, contribute to research and grants
- **Provide significant and lasting impact on the community, region and beyond:**
 - Artists, Engineers, School Psychologists, Counselors, Social Workers, Nurse Practitioners, Economists, Nurse Anesthetists, Scientists, Accountants, Business Leaders, Musicians, Physical Therapists, Researchers, Professors...
- **Contribute to the creation of knowledge, beauty, discovery and innovation**
- **Provide financial contributions to the university** - through tuition, grant dollars and external funds



Support of Graduate and Professional Students

- **Faculty Support** - Need for caring and expert faculty and program directors
- **Facilities and Opportunities** - Need for quality research and learning facilities
- **Financial Support** – Scholarships, Graduate Assistantships/Fellowships
- **Travel opportunities** – Funds to support travel for presentation and learning
- **Effective and Efficient Curriculum** – including skills and credentials that employers are seeking



Scope and Scale Opportunities for Graduate and Professional Students

Take action to help current programs increase their economic contribution to the university as much as possible:

- **Improve Program/Curricular Efficiency** - Assist current programs in becoming efficient while maintaining or enhancing quality
- **Help programs become more competitive/marketable:**
 - Offer appropriate programs online
 - Evaluate and adjust non-resident surcharge and tuition
 - Ensure programs offer skills related to job opportunities
- **Increase availability of micro-credentials and graduate certificate programs**
- **Optimize Graduate Assistantships/Fellowships, Scholarships – which impact the student discount rate**
- **Streamline admission**
- **Support currently growing programs**



Scope and Scale Opportunities for Graduate and Professional Students

A 98 Percentile 11.0102 Artificial Intelligence [23 Score]												
Student Demand [13 Score]					Employment* [-5 Score]							
C 96 Pctl	D	Category	Pctl	Criterion	Value	Score	B 40 Pctl	Category	Pctl	Criterion	Value	Score
			0	Inquiry Volume (12 Months)	0	0		Size (Direct Prep)	58	Job Postings Total (12 Months)*	42	-4
		0	Int'l Page Views (12 Months)	0	0			38	BLS Current Employment*	63	-2	
			Google Search Volume (3 Months)*	NA	NS			39	BLS Annual Job Openings*	6	-1	
		97	On-ground Completions at In-Market Institutions	103	2			32	BLS Share of Generalist Employment*	0	-2	
		0	Online Completions by In-Market Students	0	0			32	BLS Share of Generalist Openings*	0	-1	
		96	Sum of On-ground and Online Completions	103	6			68	BLS 1-Year Historical Growth*	5%	0	
		95	Inquiry Volume YoY Change (Units)	0	0			80	BLS 3-Year Historic Growth (CAGR)*	7%	1	
			Google Search YoY Change (Units)*	NA	NS			93	BLS 10-Year Future Growth (CAGR)*	1.3%	NS	
		99	Completion Volume YoY Change (Units)	27	3			22	Job Postings per Graduate*	0.3	-1	
			Inquiry Volume YoY Change (%)	NA	NS			12	BLS Job Openings per Graduate*	0.1	-1	
			Google Search YoY Change (%)*	NA	NS			82	BLS 10th-Percentile Wages*	\$48,238	4	
		76	Completion Volume YoY Change (%)	36%	2			84	BLS Mean Wages*	\$80,543	2	
						79	Nat'l ACS Wages (Age < 30)	\$50,758	NS			
						58	Nat'l ACS Wages (Age 30-60)	\$92,377	0			
						16	Nat'l ACS % with Any Graduate Degree	22%	NS			
						33	Nat'l ACS % with Masters	20%	NS			
						8	Nat'l ACS % with Doct/Prof Degree	2%	NS			
						82	Nat'l ACS % Unemp. (Age <30)**	4%	NS			
						65	Nat'l ACS % Unemp. (Age 30-60)**	2%	NS			
						94	Nat'l ACS % in Direct Prep Jobs	33%	NS			
Competitive Intensity [15 Score]												
	Category	Pctl	Criterion	Value	Score							
		86	Campuses with Graduates**	1	0							
		0	National Online Institutions (Units)**	0	NS							
		0	Institutions with Online In-Market Students**	0	2							
		8	Institutions YoY Change (Units)**	-1	1							

Collective Impact of Serving Graduate and Professional Students

How might the region or area served benefit from a YSU educational experience?

The College of Graduate Studies prepares diverse and highly skilled professionals, leaders, collaborators and innovative thinkers through excellence in education, research and creative works.



YSU Future State Conversation #3

Diversity, Equity, and Inclusion Enhances the Experiences of YSU's Populations of Learners

Carol Bennett, Assistant Provost for Diversity, Equity, and Inclusion



April 23, 2021



Diversity, Equity, and Inclusion

YSU has a diverse population of learners that include traditional non-traditional, underrepresented, domestic, and international students.

- Students who are parents.
- Students who are providing care for aging parents and or siblings.
- Students that come from a variety of religious practices.
- Students that come from various cultural backgrounds.
- Students encompassing intersecting identities of gender, race, and sexual orientation that impact their daily experiences.

This population makes up a diverse learning community where individuals can grow and thrive.



Educational Environment is Enhanced via Diversity, Equity, and Inclusion

- Our learning community is enhanced when the principles of DEI are incorporated. We learn from our differences and insuring individuals have access to the resources they need to be successful moves us toward an inclusive learning environment. It provides for a more engaging learning experiences
- This diverse population provides opportunities for interpersonal growth for staff, faculty, and administrators.
- Diverse voices that are included in discussions bring differences that can often challenge our own ways of thinking which provides intellectual growth for all.
- Implementing DEI in the teaching and learning process provides for improved teaching and learning experiences. People learn and enrich their abilities to think critically and creatively as they engage in conversations across difference, especially when all learners' abilities and attributes and embraced.
- Diversity among students in the classroom directly impacts their performance. Studies show that students work better in a diverse environment, enabling them to concentrate and push themselves further when there are people of other backgrounds working alongside them.



Six Attributes Related to Diversity, Equity, and Inclusion

- **Commitment** – DEI work takes a commitment to developing and changing perspectives that relate to a globally inclusive perspective.
- **Courage** – One can not be afraid to challenge what has become norms that are entrenched in attitudes and practices that yield in homogeneity, even if our recommendations are politically or culturally unpopular. Nor should we be afraid to display humility by acknowledging our personal limitations and seeking contributions from others to overcome them.
- **Cognizance of bias**-biases narrow our field of vision and preclude us from making objective decisions. We should exert considerable effort to identify our own biases and learn ways to prevent them from influencing talent decisions.
- **Cultural intelligence.** Knowledge of other cultures is essential for DEI work. This goes beyond “book” knowledge, cultural intelligence connotes our ability to change our styles in response to different cultural norms.
- **Collaborative.** Inclusive leaders understand that, for collaboration to be successful, team members must first be willing to share their perspectives.



Scope and Scale Opportunities for Diversity, Equity, and Inclusion

Reveal relevant opportunities. - The first step is about discovery — not setting an agenda or duplicating diversity initiatives that seemed effective in other organizations. It involves gaining awareness of the types of diversity within and across groups, and the context in which diversity, equity, and inclusion play out for individuals, teams, and the organization as a whole.

Elevate equity - Individuals come to YSU with varying levels of privilege and social capital— so what is “fair opportunity” is not the same for everyone. As campus leaders we have to acknowledge the barriers we face for countering inequity, set clear goals toward greater equity, and then take action, that signals a commitment that becomes the foundation of diversity and inclusion efforts.

Activate diversity - Diversity is the collective of differences and similarities that includes individual and organizational characteristics, values, beliefs, experiences, backgrounds, and behaviors.

Activating that diversity is a process that involves recognizing and engaging differences within the employee and customer base. It equips managers and teams to explore the impact of diversity on perspectives, assumptions, and approaches, and identify ways to enhance the contribution of all. And, it includes defining expectations or metrics and setting clear goals.

Lead inclusively - Inclusion requires active, intentional, and ongoing efforts to promote the full participation and sense of belonging of every employee, customer, and strategic partner. It involves policies and practices, but also the ability to envision and enact new ways of leading



Scope and Scale Opportunities for Diversity, Equity, and Inclusion

- **DEI serves as an important educational function.** Higher education enhances the perspectives of students by exposing them to individuals from different backgrounds and to a variety of disciplines, cultures, and points of view. Given the ways in which our society is changing, it would be hard to conceive of receiving a high quality education without such exposure.
- **Diversity in higher education helps prepare students for the world of work and for participation in a democratic society.** With industries taking on a global perspective there is growing importance to being diverse, equitable, and inclusive. It is a critical aspect to organizational success and competitiveness. The expectation is that higher education will prepare students for a work environment that is characterized by diversity.
- **Diversity, Equity, and Inclusion in colleges and universities enhances the quality of a higher education.** Studies show a diverse faculty and staff are essential for colleges and universities to provide academic excellence in teaching, mentoring, scholarship, and service to the campus community.



Collective Impact of Diversity, Equity, and Inclusion

- A greater sense of belonging exists when we have a diverse, equitable and inclusive campus.
- The learning process is enhanced due to the different ways of understanding the world.
- An increased cultural intelligence can be developed.
- Strengthens the ability to develop, critically analyze, implement, or champion for equitable and inclusive campus and classroom procedures, policies, and practices.
- Impacts societal change by effectively partnering with others to encourage social justice.



YSU Future State Conversation #3

On-line Learners

Jennifer Pintar, Associate Provost for Academic Administration

April 23, 2021



International Enrollment in the context of YSU's Strategic Plan

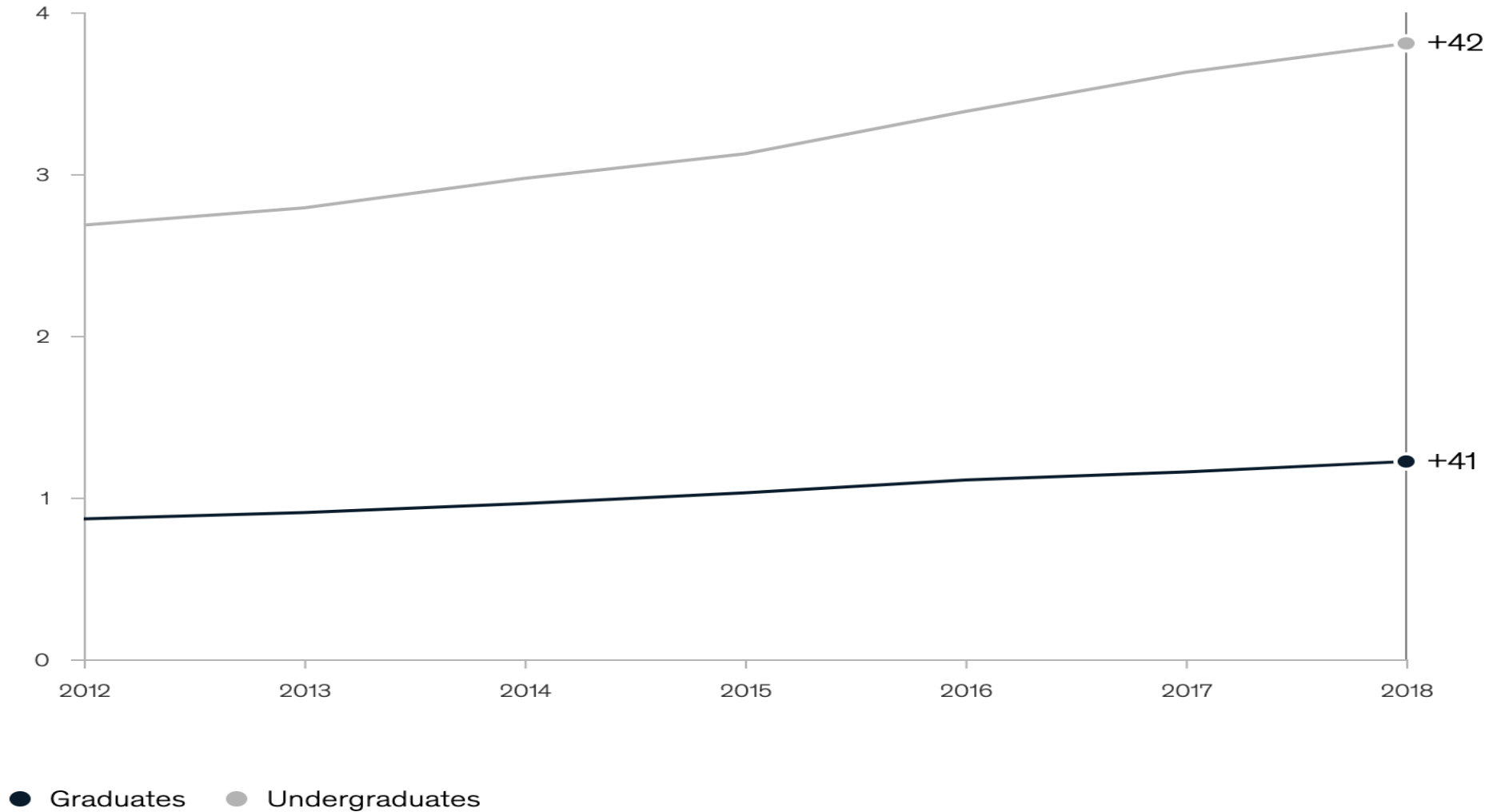
- **GOAL: DEVELOP A RECRUITMENT AND ENROLLMENT STRATEGY THAT ALIGNS WITH A COMPLETION STRATEGY**
 - **Strategy:** Develop innovative approaches to increase enrollment and completion of under-represented students
- **GOAL: : IMPLEMENT BEST PRACTICES THAT ADDRESS STUDENT NEEDS THROUGHOUT THE STUDENT LIFE CYCLE TO INCREASE PERSISTENCE, COMPLETION AND POSTGRADUATE SUCCESS**
 - **Strategy:** Improve support and resources for students facing non-academic challenges



Number of hybrid-learning and distance-learning-only students

4-year students, millions

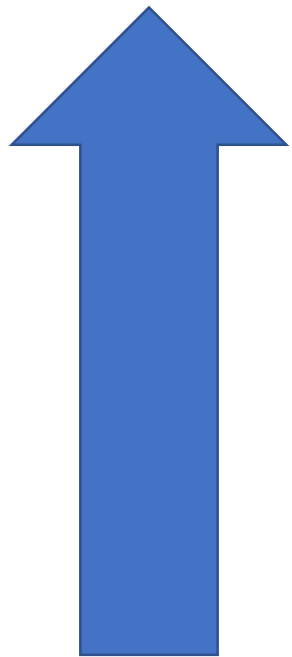
% change from 2012



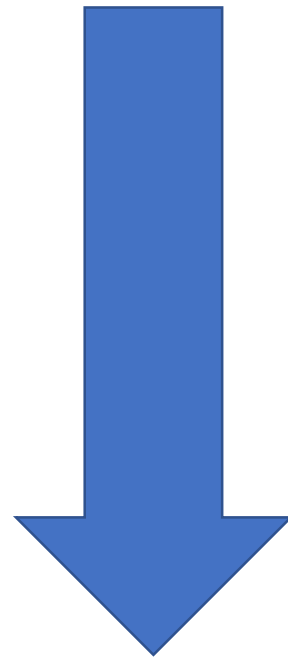
<https://www.mckinsey.com/industries/public-and-social-sector/our-insights/higher-education-enrollment-inevitable-decline-or-online-opportunity#>



Master's Degree Completions - Nationwide



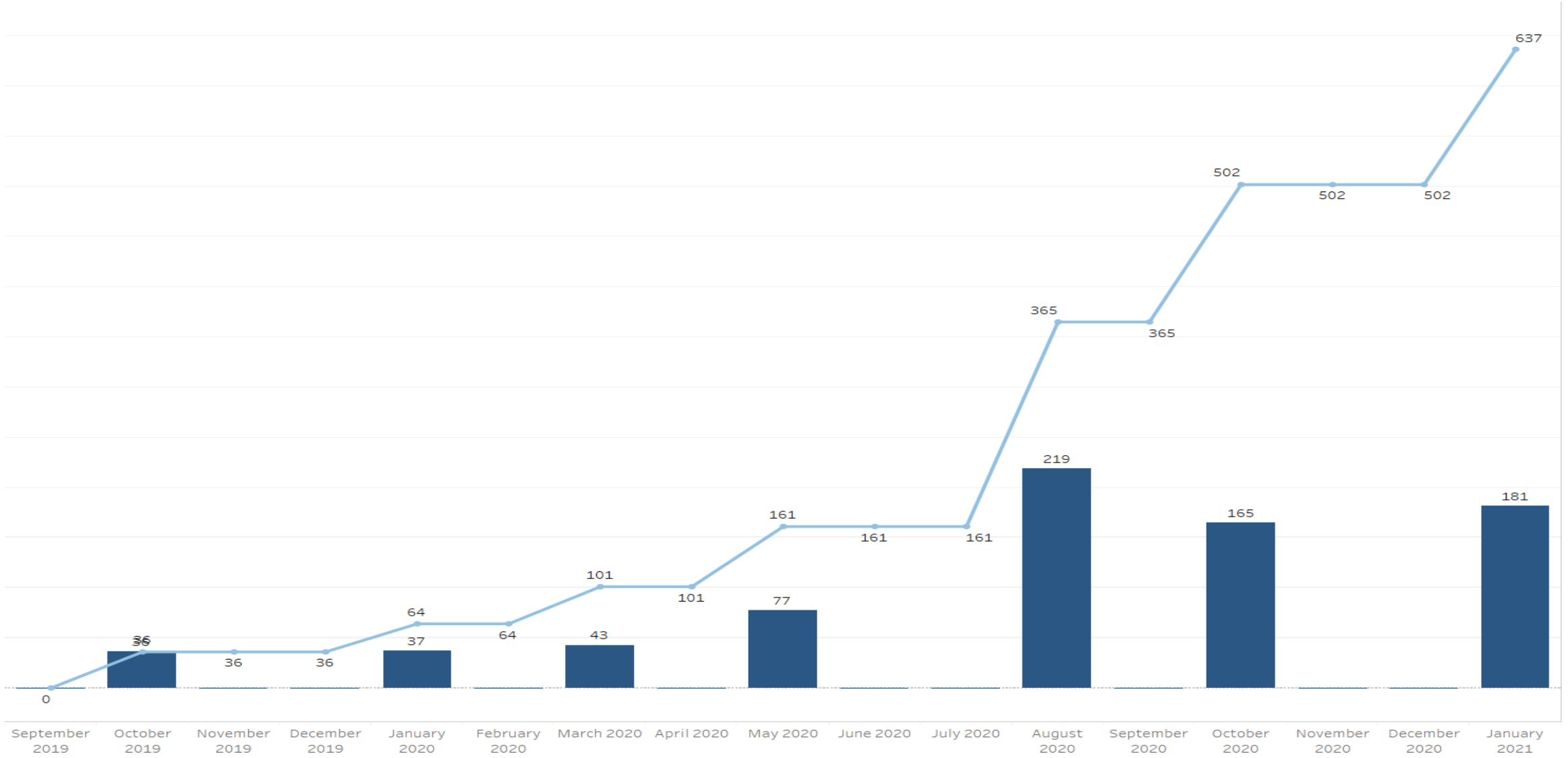
Online
7.39% annually



In-person
2.22% annually



Enrollment Summary - Youngstown State University



The Why and What-if

- Why go online:
 - *To start a new career with higher income (25%)*
 - *To start a new career more aligned with interests (24%)*
 - *To get a promotion within present profession (14%)*
- What if:
 - If the program they wanted to enroll in was not available through online learning, they would find it online at a different university (52%)

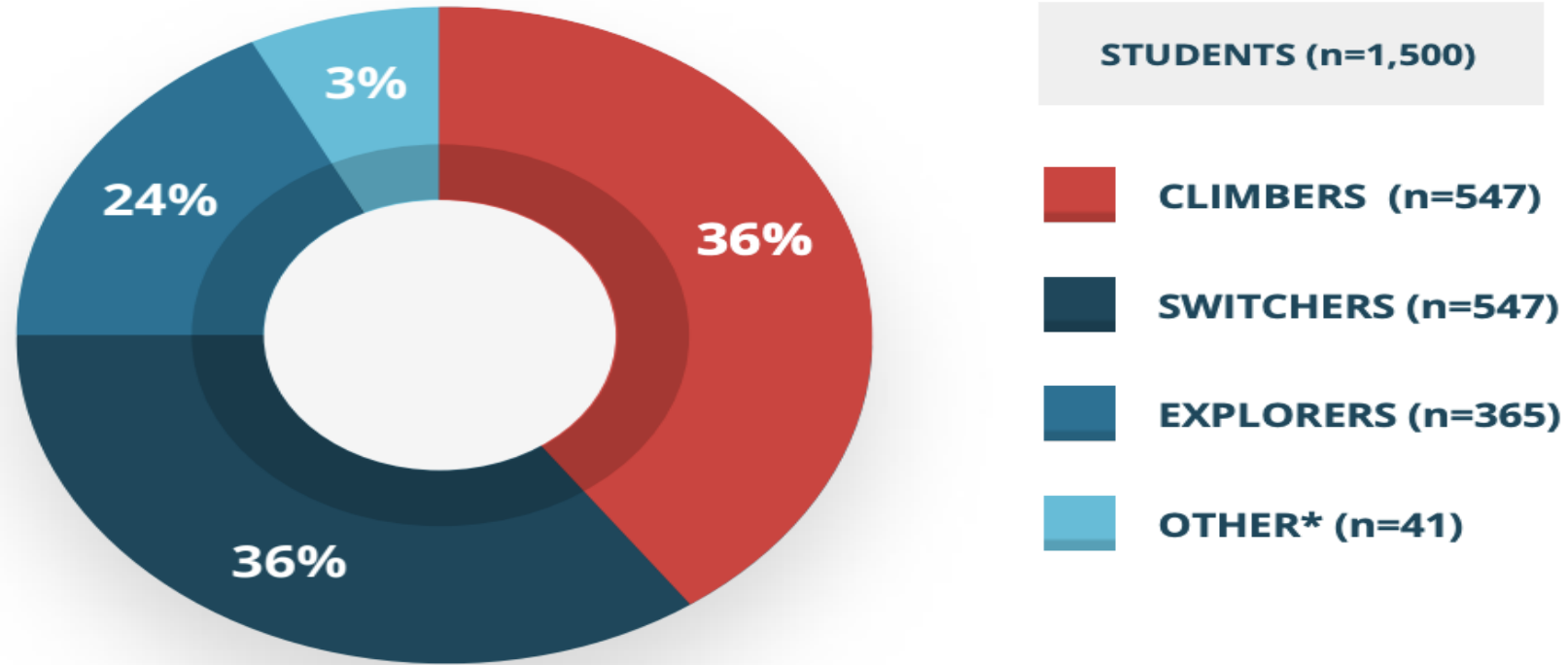


Characteristics of Online Learner

- Intrinsically motivated
- High expectation for grades and degree completion
- Diverse and dynamic
- Competent in communication and collaborative technologies
- Understand, value, and like to engage in social interaction and collaborative learning



Student Types



* Participants whose responses were not aligned with the three defined types



Preliminary 14th Day Enrollment Distributions - Fall 2020

Students in an AOP Program vs Not an AOP Program

		AOP		NOT AOP		Total # Students	Total %
Student Level	# Students	%	# Students	%			
Graduate	316	79.00%	1,002	8.80%	1,318	11.18%	
Undergraduate	84	21.00%	10,386	91.20%	10,470	88.82%	
Grand Total	400	100.00%	11,388	100.00%	11,788	100.00%	

		AOP		NOT AOP		Total # Students	Total %
Academic Load	# Students	%	# Students	%			
Full-Time	268	67.00%	9,063	79.58%	9,331	79.16%	
Part-Time	132	33.00%	2,325	20.42%	2,457	20.84%	
Grand Total	400	100.00%	11,388	100.00%	11,788	100.00%	



Gender	AOP		NOT AOP		Total # Students	Total %
	# Students	%	# Students	%		
Female	273	68.25%	6,339	55.66%	6,612	56.09%
Male	127	31.75%	5,049	44.34%	5,176	43.91%
Grand Total	400	100.00%	11,388	100.00%	11,788	100.00%

Age Group	AOP		NOT AOP		Total # Students	Total %
	# Students	%	# Students	%		
25 YOA or Older	337	84.25%	1,779	15.62%	2,116	17.95%
Less than 25 YOA	63	15.75%	9,609	84.38%	9,672	82.05%
Grand Total	400	100.00%	11,388	100.00%	11,788	100.00%



What are students looking for?

- Cost
- Brand
- Breadth of portfolio
- Multiple start opportunities
 - Ability to stop in and out
- Convenience
 - One class at a time
- Career-related information and support
 - Alignment of careers with individual degree programs
 - Access to alumni mentors
- Life or past credit considerations



What to students need?

- Support
 - Career planning support
 - Technology skills and computer literacy
 - Time management skills
- Online learning environments that support exploratory and dialogical learning
 - collaboration, communication, social interaction, reflection, evaluation, and self-directed learning
- Immersive pedagogical models

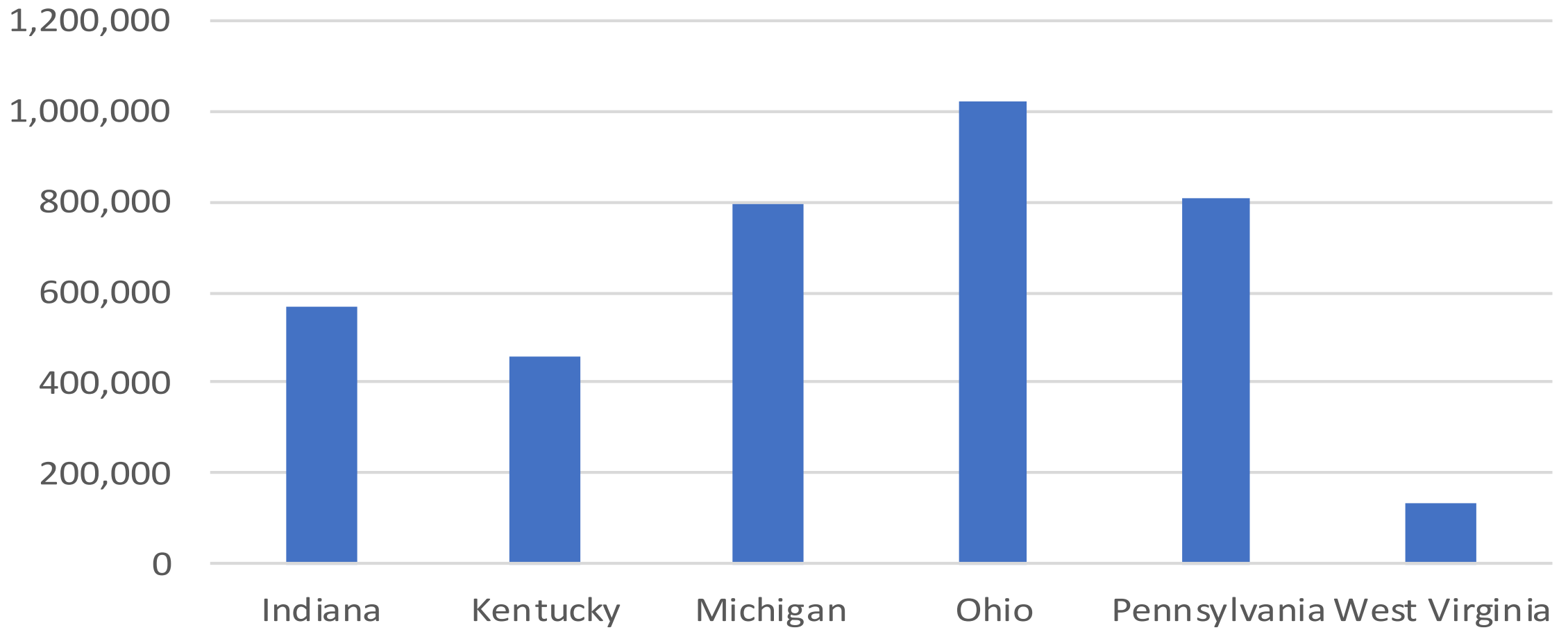


Value Proposition

Online education is the most convenient means of social mobility. YSU online education expands this opportunity by providing access to top quality, affordable higher education.



Some College No Degree Potential Completers (as of Dec 2013)



References

1. Dabbagh, N. (2007). The online learner: Characteristics and pedagogical implications. *Contemporary Issues in Technology and Teacher Education* [Online serial], 7(3). <https://citejournal.org/volume-7/issue-3-07/general/the-online-learner-characteristics-and-pedagogical-implications>
2. <https://educationdata.org/online-education-statistics>



YSU Future State Conversation #3 International Students

**Nathan Myers,
Associate Provost for International and Global Initiatives**



April 23, 2021



Description of International Students – Grad & IIG

	International Students Enrolled at YSU	Students on OPT
Fall 2011	188	32
Fall 2012	236	39
Fall 2013	215	41
Fall 2014	267	69
Fall 2015	317	70
Fall 2016	297	66
Fall 2017	455	97
Fall 2018	472	112
Fall 2019	455	98
Fall 2020	329	97

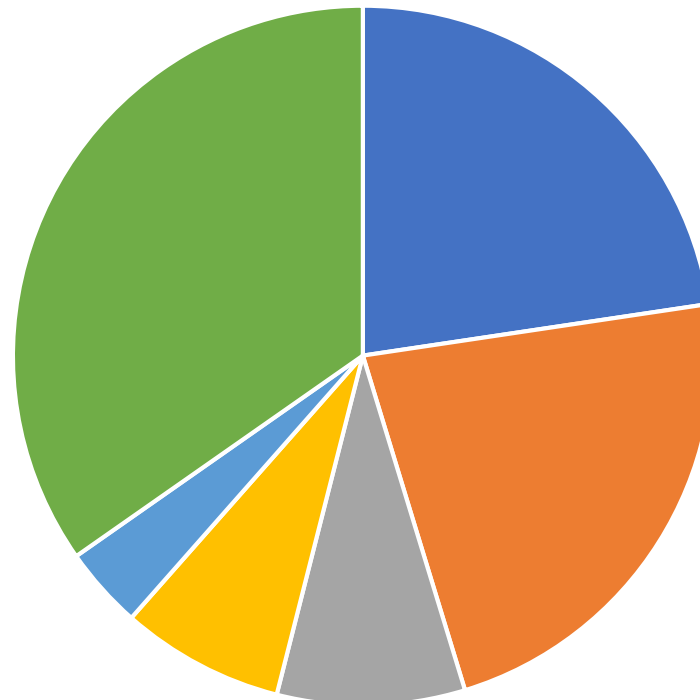
- First record of international students at YSU is from 1959 (22 international students)
- During the 2019-2020 academic year, about 1.1 Million international students were enrolled at US colleges and universities
- YSU students on OPT are a valuable source of skilled labor for local companies
- Challenges include enrollment volatility in the current environment



International UG by Citizenship

F20 Int'l Students - Citizenship

1. Nepal	60
2. Saudi Arabia	60
3. Kuwait	23
4. Vietnam	20
5. India	10
6. All Others	92



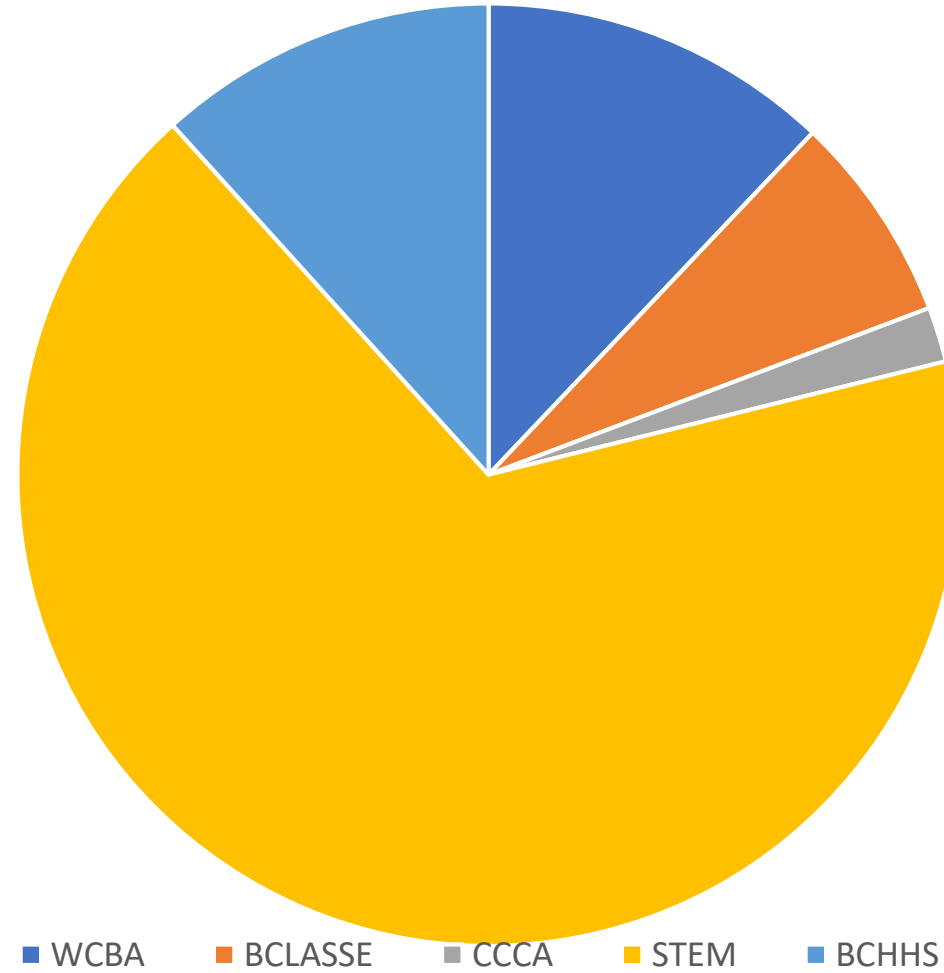
265 International Undergraduate Students

■ Nepal ■ Saudi Arabia ■ Kuwait ■ Vietnam ■ India ■ All other Countries



International UG Enrollment by College

WCBA	32
BCLASSE	19
CCCA	5
STEM	178
BCHHS	31



Educational Environment is enhanced by International Students

- GOAL – Develop a recruitment and enrollment strategy that aligns with a completion strategy
 - STRATEGY - develop and enhance partnerships and collaboration agreements with international universities
- GOAL – Establish universal learning outcomes to enhance the value of a YSU degree
 - STRATEGY - Develop a plan to integrate Diversity, Equity and Inclusion throughout the University
- GOAL – YSU will be recognized as a community engaged campus
 - STRATEGY – Establish community engagement and experiential learning as key components of the YSU educational experience
- International diversity is a prerequisite to global and cross-cultural awareness

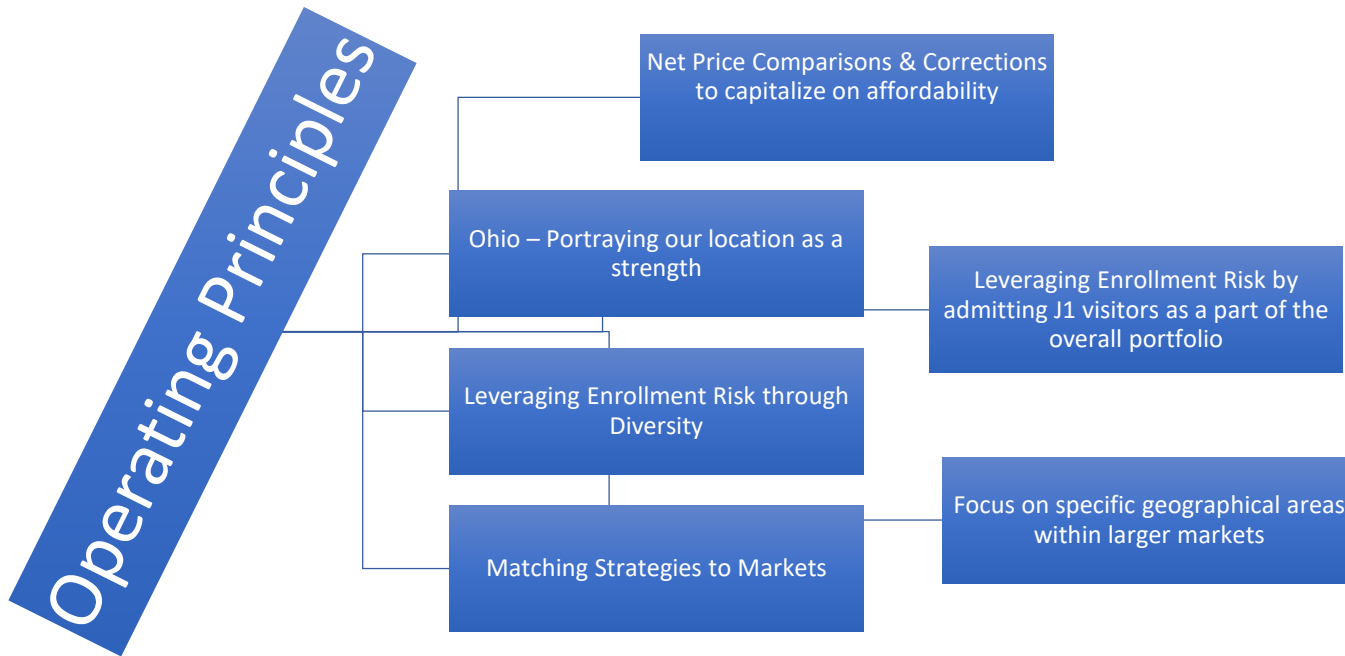


Attributes of International Student Decision-Making

- How do international students make a college choice?
 - Net Price
 - Scholarship
 - Student-Employment
 - Geographic location
 - Institutional ranking
- Considerations for YSU
 - Recognizing our “peer institutions”
 - Scholarships unlock enrollment growth
 - How we allocate scholarships determines who enrolls
 - Retaining and graduating international students



Ability to Capitalize on the Opportunity



Low Aid/High Net Revenue Enrollment Sources	Med. Aid/Med. Net Revenue Enrollment Sources
Government/NGO funded students	Commissioned Agent referrals
Conditional Admits (English Language Institute students)	Partner University (J-1) students
Directly recruited students	Directly recruited students



Collective Impact of Serving International Students

- Diversity, Equity and Inclusion
- Cultural life and events
- Cross-Cultural Educational Opportunity
 - Perspective-Consciousness



Scope and Scale Opportunities for International Enrollment

International Strategy: Factors to Consider

Scholarship: Cost relative to benefit

Overall Enrollment

Community Impact

Diversity

Opportunities for intercultural learning



YSU Future State Conversation #3 CONTINUING STUDENTS

Claire Berardini, Associate Provost for Student Success

April 23, 2021



Six year graduation rate 2014 cohort

Graduation rate by entering and exiting college					
	Total 2014	Earned degree in entering college	Earned degree in different college	Total	No degree
BUS	235	87 (37%)	30 (12.8%)	117 (49.8%)	118 (50.2%)
CCCA	152	42 (27.6%)	11 (7.2%)	53 (34.9%)	99 (65.1%)
BCOE	130	43 (33.1%)	30 (23.1%)	73 (56.2%)	57 (43.8%)
HHS	446	149 (33.4%)	52 (11.7%)	201 (45.1%)	245 (54.9%)
LASS	169	38 (22.5%)	25 (14.8%)	63 (37.3%)	106 (61.7%)
STEM	507	218 (43%)	47 (9.3%)	265 (52.3%)	242 (47.7%)
	1,639	577 (35.2%)	195 (11.9%)	772 (47.1%)	867 (52.9%)

Graduation rate by race	
Black	21.5%
Hispanic	32.2%
Multi racial	33.8%
White	51.5%
Asian	86.4%

Major changes within the same college are not reflected in this information

Degree earned = baccalaureate degree.

Note: Spring 2016 the major of Journalism moved from LA+SS to CA+C. College of Admission has been adjusted for students with this major.



Demographic breakdown of 2018 undergraduate students

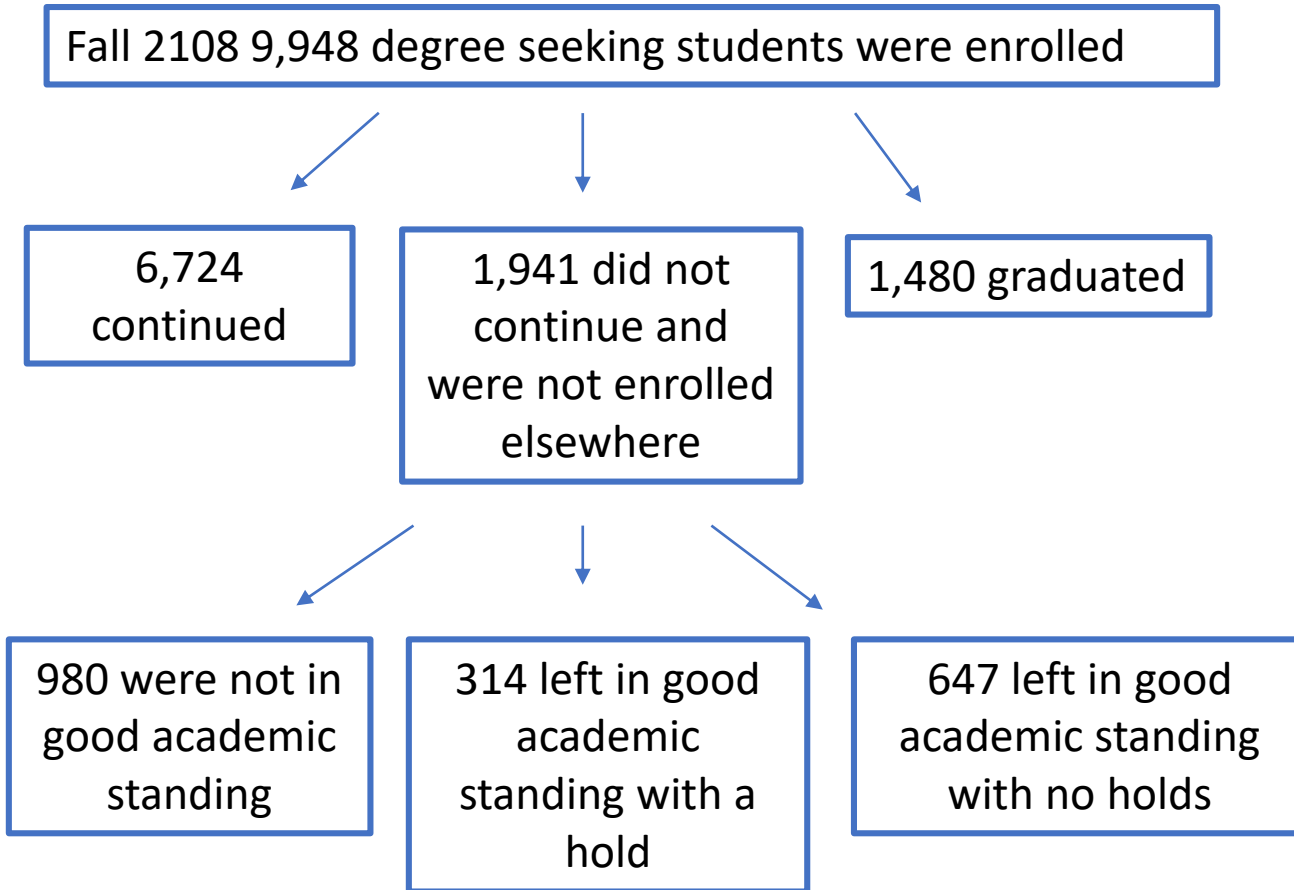
White	74.5%
Black	9.6%
Hispanic	4.2%
Multi	3.4%
Asian	1.2%
American Indian, Hawaiian/Pacific Islander	0.2%
Unspecified	3.8%
International	3.1%
First generation	43%
Low income	17.4%

Attributes that impact retention and completion

- Academic preparedness
- Emotional readiness
- Academic performance
- Commitment to major
- Sense of belonging
- Ability to pay
- Debt tolerance/willingness to pay



Fall 2018 to Fall 2019 Event History Analysis



Students who left in good academic standing with no holds	
0-10 s.h.	21 (3%)
11-30 s.h.	206 (31%)
31-60 s.h.	202 (32%)
61-90 s.h.	116 (18%)
91-120 s.h.	59 (9%)
121 + s.h.	43 (7%)
	647



Plan for Strategic Actions to Take Charge of Our Future

GOAL: IMPLEMENT BEST PRACTICES THAT ADDRESS STUDENT NEEDS THROUGHOUT THE STUDENT LIFE CYCLE TO INCREASE PERSISTENCE, COMPLETION AND POSTGRADUATE SUCCESS

- **Strategy:** Ensure all students benefit from holistic, relational, developmental, and integrated academic advising
- **Strategy:** Develop and deploy comprehensive, integrated and proactive student intervention strategies



Building the Future State for Continuing Students through Strategic Investment

Student-Centered Advising Design (Begun Fall 2020)

Investment allows YSU to bring relationship based, holistic advising to scale.

Caseloads are reduced to require more students to see an advisor for registration and to enable advisors to manage interventions.

CRM Advise (Fall 2021)

Investment ensures advisors have actionable information on students to ensure timely intervention both during and between semesters.

DegreeWorks (Fall 2021)

Investment facilitates timely completion; students know exactly which courses they need to take and when.

Allows advisors spend more time helping students reach their personal goals instead of managing requirements.



Student-Centered Advising Design

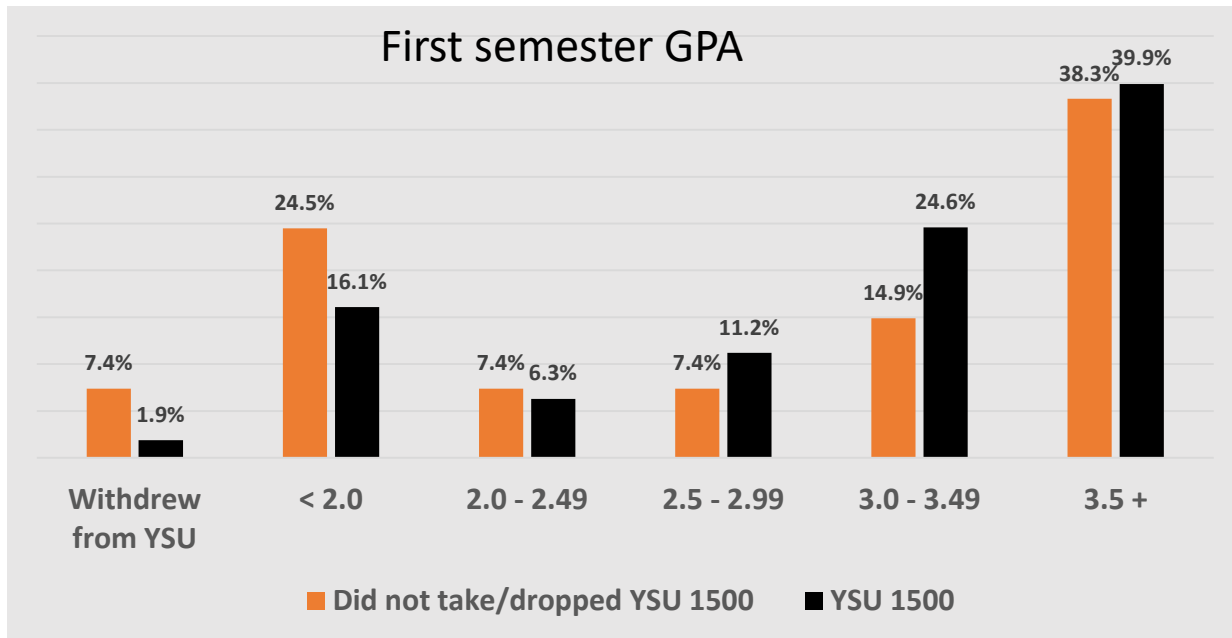
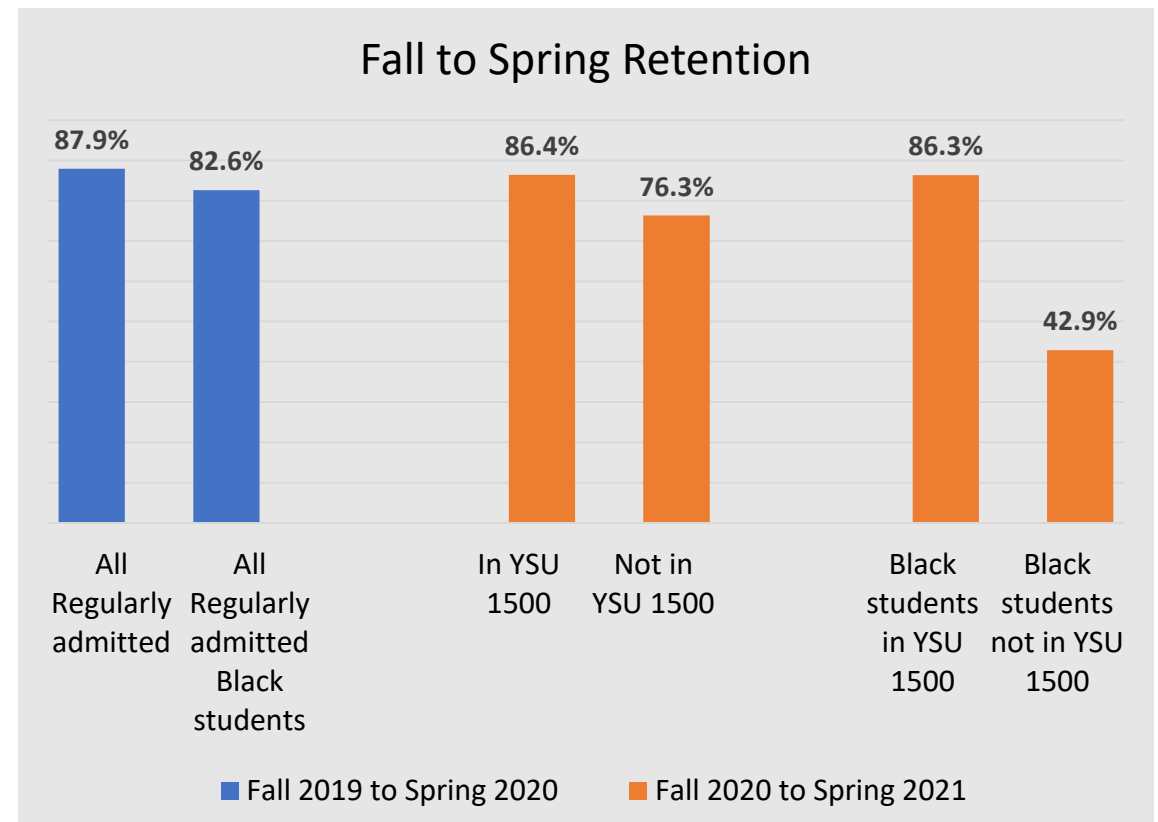
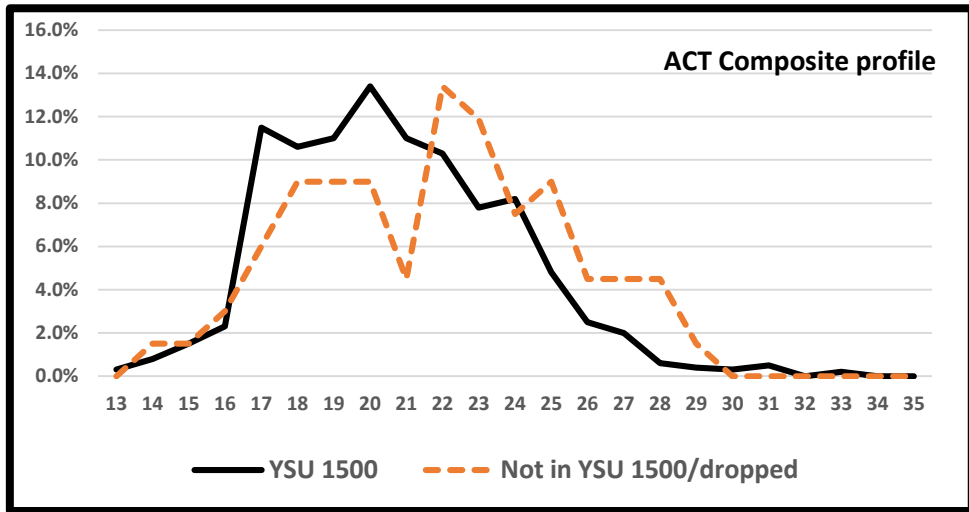
Preliminary Outcomes Fall 2020 - Lead Indicators

FALL 2020 First Year Students in YSU 1500			
	Agree	Strongly agree	Total agree
YSU 1500 helped me get to know my advisor	5.1%	89.2%	94.3%
I know how to contact my academic advisor	3.1%	93.6%	96.7%
My academic advisor cares about me	4.0%	90.7%	94.7%
I consider my academic advisor my primary resource of academic advice	7.1%	83.4%	91.5%
I am likely to reach out to my academic advisor if I have an issue or problem	6.0%	88.3%	94.3%
I am likely to respond to emails and/or text messages from my advisor	4.4%	90.9%	91.3%



FALL 2019 First Year Students in FYE			
	Family or friend	Advisor	Faculty
Two whom are you most likely to turn to for academic advice?	52.0%	35.0%	10.8%

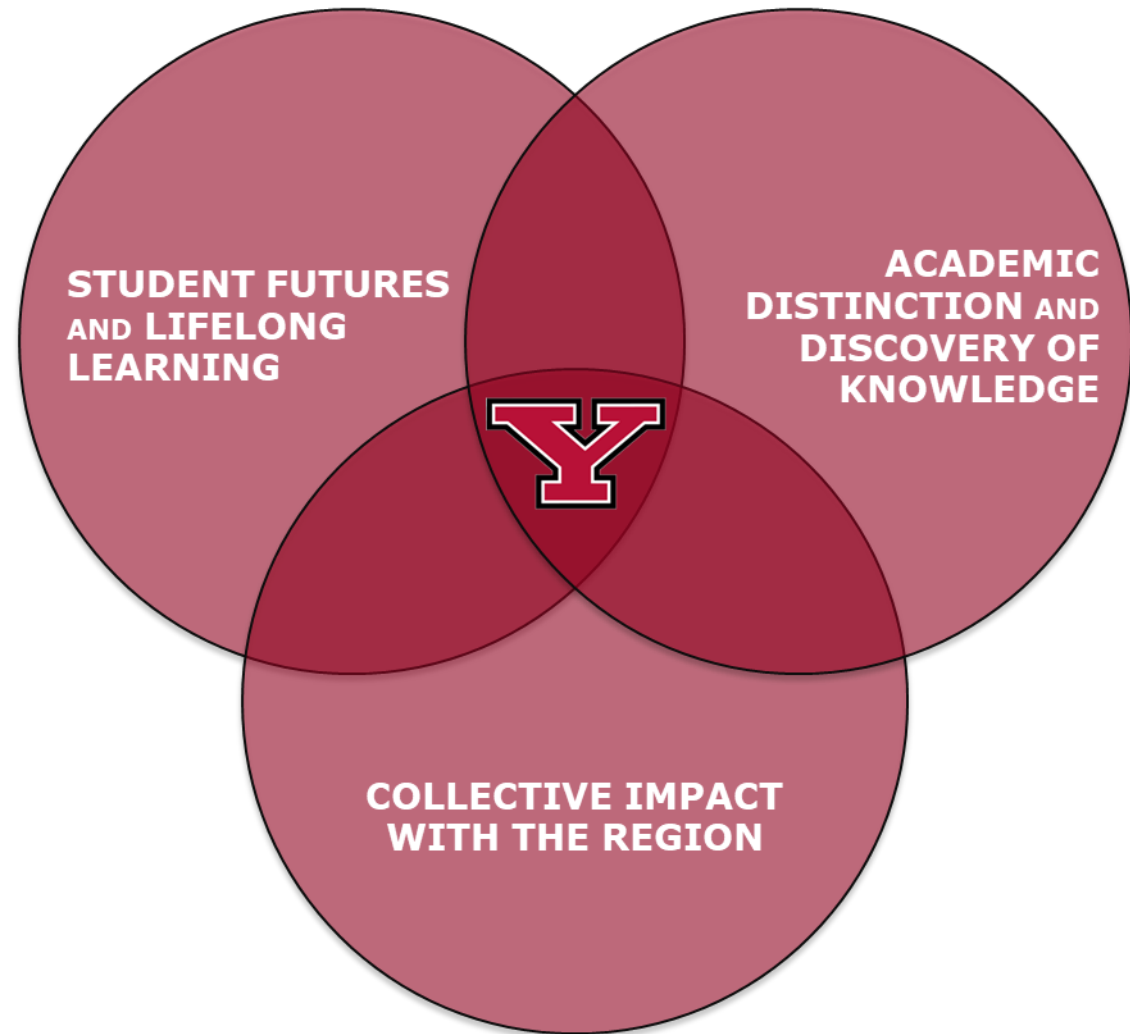




PLAN FOR STRATEGIC ACTIONS TO TAKE CHARGE OF OUR FUTURE

OUR PEOPLE PROGRAMS PLACE

It is incumbent upon us to implement *The Plan* by enabling the success of our students, faculty and staff; stimulating the excellence of our academic programs, and offering an inclusive place and space.



YOUNGSTOWN
STATE
UNIVERSITY