



**BOARD OF TRUSTEES
ACADEMIC EXCELLENCE AND STUDENT SUCCESS COMMITTEE**

**Molly S. Seals, Chair
Joseph J. Kerola, Vice Chair
All Trustees are Members**

**Wednesday, June 22, 2022
2:00 p.m., or immediately following previous meeting**

**1st Floor, Board Room
Tod Hall**

AGENDA

- A. Disposition of Minutes for Meetings Held March 2, 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 Student Complaint Process Policy, 3356-8-06**
Jennifer Pintar, Associate Provost for Academic Administration, and Nicole Kent-Strollo, Dean of Students and Ombudsperson, will report.

2. Academic Excellence and Student Success Action Items

- C.2.a. = Tab 2**
- a. Resolution to Authorize Recommendation of Candidates for Honorary Degrees**
Brien N. Smith, Provost and Vice President of Academic Affairs, and Chester Cooper, Chairperson, Academic Senate, will report.
Policy Number 3356-10-05, Honorary degrees and commencement speakers, is attached for your information.
- C.2.b. = Tab 3**
- b. Higher Learning Commission Report**
Brien N. Smith, Provost and Vice President of Academic Affairs, Amy Cossentino, Associate Provost for Strategy and Engagement and Dean of Sokolov Honors College, and Kevin Ball, Associate Provost for Academic Programs and Planning, will report.
The Board will be familiarized with and asked to endorse the institution's Four-year Assurance Review.

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

- C.2.c. = Tab 4** **c. Ohio Revised Code 3345.81 Requirement: YSU Retention and Completion Plan**
Brien N. Smith, Provost and Vice President of Academic Affairs, and Claire Berardini, Associate Provost for Student Success, will report.
The Board by Resolution will be asked to approve the YSU Retention and Completion Plan required to be updated and submitted to the chancellor every two years.

3. Academic Excellence and Student Success Discussion Items

- C.3.a. = Tab 5** **a. Academic Senate Update**
Chester Cooper, Chairperson, Academic Senate, will report.

- C.3.b. = Tab 6** **b. Academic Program Enhancement and Effectiveness (Academic Program Review) Including ORC 3345.35 Duplicative Program & Low Enrollment Courses**
Brien N. Smith, Provost and Vice President of Academic Affairs, Sal Sanders, Associate Provost and Dean of Graduate Studies, and Kevin Ball, Associate Provost for Academic Programs and Planning, will report.
Overview of the status of the Academic Program Enhancement and Effectiveness Initiative that is converging with the legislatively required five-year review of duplicative programs and low enrolled courses, the results of which will be provided for endorsement at the September meeting of the Board.

- C.3.c. = Tab 7** **c. Academic Program Transformation: University-Wide Learning Outcomes**
Brien N. Smith, Provost and Vice President of Academic Affairs, and Jennifer Pintar, Associate Provost for Academic Administration, will report.

D. New Business

E. Adjournment



**YOUNGSTOWN
STATE
UNIVERSITY**

**RESOLUTION TO MODIFY
STUDENT COMPLAINT PROCESS POLICY, 3356-8-06**

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 Student Complaint Process 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 Student Complaint Process, policy number 3356-8-06, shown as Exhibit __ attached hereto. A copy of the policy indicating changes to be made is also attached.

**Board of Trustees Meeting
June 23, 2022
YR 2022-**

3356-8-06 Student complaint process.

Responsible Division/Office: Academic Affairs and Office of the Dean of Students
Responsible Officer: Associate Provost for Academic Administration and Dean of Students
Revision History: June 23, 2022
Board Committee: Academic Excellence and Student Success
Effective Date: June 23, 2022
Next Review: 2027

- (A) Policy statement. Youngstown state university (“university”) is committed to the continuous improvement of the services it provides to its students. Students who have complaints regarding the fairness or quality of service they have received from the university are encouraged to share their concerns pursuant to this policy so that the university may address these concerns in a timely and professional manner.
- (B) Purpose. The purpose of this policy is to establish an effective complaint resolution process for general student complaints and to allow the university to collect and track these complaints.
- (C) Scope. This policy applies to all university divisions, colleges, departments, and units. This policy does not apply to student complaints regarding academic (grading) grievances, disability accommodations, harassment or discrimination, university admission decisions, or complaints or disciplinary action pursuant to the student code of conduct.
- (D) Definitions.
 - (1) “Student.” Any person enrolled at the university in a course offered for credit.
 - (2) “Student complaint.” A written and/or clearly documented verbal statement alleging improper, unfair, or arbitrary action relating to the university’s delivery of academic, administrative, and support services. A student complaint must be based on a claimed violation of university policy, regulation, or established practice.

- (3) “Academically-related complaint.” A student complaint related to the services and responsibilities provided by the departments within academic affairs, including but not limited to academic colleges, academic departments, student success, distance education, library, mathematics assistance center, reading and study skills, and writing center.
 - (4) “Nonacademically-related complaint.” A student complaint related to the services and responsibilities provided by the departments and divisions of budget and finance, enrollment management and planning, equal opportunity and diversity, facilities, human resources, multicultural affairs, and student experience.
- (E) Procedures.
- (1) Informal resolution. Students are encouraged, but are not required, to resolve complaints on an informal basis. In seeking informal resolution, a student will speak directly with the staff, faculty, or administrator with whom the student has an issue. This process allows the individual to have an opportunity to hear the student’s concerns and work with the student to resolve the issue in a mutually constructive manner. If the student’s complaint or concern is not resolved to the student’s satisfaction, the student may utilize the formal complaint process.
 - (2) Formal resolution.
 - (a) Complaint format. A student complaint page and submission form is available on the Office of the Dean of Students’ webpage for students to submit their complaints in writing to the university. The university will respond to the student within ten business days of the alleged issue. Complaints may also be sent in writing to deans, directors and unit heads, division heads, and the president. Students should describe the nature of the complaint, the remedy sought, and a description of all previous attempts to informally resolve the issue. Students will receive a receipt of complaint and notification of resolution within a timely manner. Students have the right to withdraw a complaint at

any time during the process. In which case, the complaint will be registered as concluded and noted as withdrawn in the online repository. The withdrawal should be submitted in writing, include the student's reasons for the withdrawal, and be directed to the person handling the complaint.

- (b) **Complaints via web submission.** All academically related complaints will be sent to the associate provost for academic administration. All nonacademically related complaints will be sent to the Office of the Dean of Students. Both parties will ensure that a timely written acknowledgement is sent to the student within five business days from receipt of the complaint and that the complaint is forwarded to the appropriate department/ division for review and resolution.
- (c) **Complaints to deans, directors, and unit heads.** All written complaints will be addressed at the appropriate level at which the complaint was filed. If the complaint is filed with a dean or chair within the colleges or with a director in the divisions of student experience, student success, enrollment management and planning, multicultural affairs, and/or a unit head in business and financial services, they must acknowledge the complaint in writing to the student and identify the staff member handling the complaint within ten business days of the complaint being filed. All responses to the complaint will be in writing. The complaint will be documented using the online student complaint repository. If the issue is resolved at the departmental level, then documentation using the online portal is sufficient. If the issue is not resolved at departmental level, then it will be forwarded to the appropriate division head. The division head making the referral will indicate in the online repository that the complaint has been referred.
- (d) **Complaints to division heads.** All written complaints forwarded to the vice president's and/or associate vice president's office will be addressed within the division in which the complaint was filed. The division head must acknowledge a complaint in writing to the student and

identify the staff member handling the complaint within five business days of the complaint being filed. Complaints may come directly to the division head or they can be forwarded from an office within the division. All responses to the complaints must be in writing. The complaint will then be documented using the online student complaint repository. If the issue is resolved at the divisional level, then documentation using the online portal is sufficient. If the issue is not resolved at the divisional level or requires presidential approval, then it will be forwarded to the president's office for resolution. The division head making the referral will indicate in the online repository that the complaint has been referred.

- (e) Complaints to the president. All written complaints forwarded to the president's office may be addressed by the president or referred to the appropriate division head for resolution. If the complaint is referred to the division head, the division head will follow the same process as outlined in the section above. If the complaint is addressed by the president, the president's office must acknowledge the complaint in writing to the student and identify the staff member handling the complaint within five business days of the complaint being filed. All responses to the complaints should be in writing. The complaint will be documented using the online student complaint repository.
- (3) Complaint resolution. The university will treat complaints seriously and ensure all processes are clear, prompt, confidential to the extent permitted by law, and fair to all parties and will endeavor to ensure an acceptable resolution.
- (4) Complaint log. An online student complaint repository will be used to document and track the date the complaint was received, the student's name, and contact information, the type of complaint, the date of response, the referral source (if necessary), and the resolution. Designated units receiving complaints under this policy will note the complaint in the online repository whether the complaint is received directly or whether the complaint is referred by or to another designated unit. If a complaint is referred to another designated unit, the receiving designated unit will notify

the original unit when the matter is resolved. The online student complaint repository will securely maintain the student complaint logs with records of resolution for a minimum of ten years.

- (5) **Complaint review.** A student complaint review committee comprised of the Dean of Students and/or their designee, the associate provost for academic administration, one faculty member (appointed by the university's academic senate), at least one staff member appointed by the Dean of Students, and one student appointed by the student government association will meet once per semester, excluding summer term, to review all submitted complaints and records in the online student complaint repository from the previous semester. The committee will review all complaints and resolutions for potential themes/trends. All theme-based complaints will be forwarded to the appropriate department or division for policy and procedure review. A report of aggregate data will be provided to the board of trustees annually.

- (F) **Retaliation.** Retaliation against a student who makes a complaint in good faith is prohibited and may result in further action up to and including termination for employees and expulsion for students.

3356-8-06 Student complaint process.

Responsible Division/Office: Academic Affairs and ~~Student Experience Office~~
~~of the Dean of~~ Students

Responsible Officer: Associate Provost for Academic Administration
and ~~VP for Student Experience~~ Dean of Students

Revision History: ~~June 2017~~ June 23, 2022

Board Committee: Academic ~~and Student Affairs~~ Excellence and
Student Success

Effective Date: ~~June 14, 2017~~ June 23, 2022

Next Review: ~~2022~~ 2027

- (A) Policy statement. Youngstown state university (“university”) is committed to the continuous improvement of the services it provides to its students. Students who have complaints regarding the fairness or quality of service they have received from the university are encouraged to share their concerns pursuant to this policy so that the university may address these concerns in a timely and professional manner.
- (B) Purpose. The purpose of this policy is to establish an effective complaint resolution process for general student complaints and to allow the university to collect and track these complaints.
- (C) Scope. This policy applies to all university divisions, colleges, departments, and units. This policy does not apply to student complaints regarding academic (grading) grievances, disability accommodations, harassment or discrimination, university admission decisions, or complaints or disciplinary action pursuant to the student code of conduct.
- (D) Definitions.
- (1) “Student.” Any person enrolled at the university in a course offered for credit.
 - (2) “Student complaint.” A written and/or clearly documented verbal statement alleging improper, unfair, or arbitrary action relating to the university’s delivery of academic, administrative, and support services. A student complaint must be based on a claimed violation of university policy, regulation, or established practice.

- (3) “Academically-related complaint.” A student complaint related to the services and responsibilities provided by the departments within academic affairs, including but not limited to academic colleges, academic departments, student success, distance education, library, mathematics assistance center, reading and study skills, and writing center.
- (4) “Nonacademically-related complaint.” A student complaint related to the services and responsibilities provided by the departments and divisions of budget and finance, enrollment management and planning, equal opportunity and diversity, facilities, human resources, multicultural affairs, and student experience.

(E) Procedures.

- (1) Informal resolution. Students are encouraged, but are not required, to resolve complaints on an informal basis. In seeking informal resolution, a student will speak directly with the staff, faculty, or administrator with whom the student has an issue. This process allows the individual to have an opportunity to hear the student’s concerns and work with the student to resolve the issue in a mutually constructive manner. If the student’s complaint or concern is not resolved to the student’s satisfaction, the student may utilize the formal complaint process.
- (2) Formal resolution.
 - (a) Complaint format. A student complaint page and submission form is available on the [website \(*link to follow\)Office of the Dean of Students’ webpage](#) for students to submit their complaints in writing to the university. The university will respond to the student within ten business days of the alleged issue. Complaints may also be sent in writing to deans, directors and unit heads, division heads, and the president. Students should describe the nature of the complaint, the remedy sought, and a description of all previous attempts to informally resolve the issue. Students will receive a receipt of complaint and notification of resolution within a timely

manner. Students have the right to withdraw a complaint at any time during the process. In which case, the complaint will be registered as concluded and noted as withdrawn in the online repository. The withdrawal should be submitted in writing, include the student's reasons for the withdrawal, and be directed to the person handling the complaint.

- (b) Complaints via web submission. All academically related complaints will be sent to the associate provost for academic administration. All nonacademically related complaints will be sent to the ~~associate vice president for student experience~~ Office of the Dean of Students. Both parties will ensure that a timely written acknowledgement is sent to the student within ~~two~~ five business days from receipt of the complaint and that the complaint is forwarded to the appropriate department/ division for review and resolution.
- (c) Complaints to deans, directors, and unit heads. All written complaints will be addressed at the appropriate level at which the complaint was filed. If the complaint is filed with a dean or chair within the colleges or with a director in the divisions of student experience, student success, enrollment management and planning, multicultural affairs, and/or a unit head in business and financial services, ~~he or she~~ they must acknowledge the complaint in writing to the student and identify the staff member handling the complaint in ten business days of the complaint being filed. All responses to the complaint will be in writing. The complaint will be documented using the online student complaint repository. If the issue is resolved at the departmental level, then documentation using the online portal is sufficient. If the issue is not resolved at departmental level, then it will be forwarded to the appropriate division head. The division head making the referral will indicate in the online repository that the complaint has been referred.
- (d) Complaints to division heads. All written complaints forwarded to the vice president's and/or associate vice president's office will be addressed within the division in

which the complaint was filed. The division head must acknowledge a complaint in writing to the student and identify the staff member handling the complaint within five business days of the complaint being filed. Complaints may come directly to the division head or they can be forwarded from an office within the division. All responses to the complaints must be in writing. The complaint will then be documented using the online student complaint repository. If the issue is resolved at the divisional level, then documentation using the online portal is sufficient. If the issue is not resolved at the divisional level or requires presidential approval, then it will be forwarded to the president's office for resolution. The division head making the referral will indicate in the online repository that the complaint has been referred.

- (e) Complaints to the president. All written complaints forwarded to the president's office may be addressed by the president or referred to the appropriate division head for resolution. If the complaint is referred to the division head, the division head will follow the same process as outlined in the section above. If the complaint is addressed by the president, the president's office must acknowledge the complaint in writing to the student and identify the staff member handling the complaint within five business days of the complaint being filed. All responses to the complaints should be in writing. The complaint will be documented using the online student complaint repository.
- (3) Complaint resolution. The university will treat complaints seriously and ensure all processes are clear, prompt, confidential; to the extent permitted by law, and fair to all parties and will endeavor to ensure an acceptable resolution.
 - (4) Complaint log. An online student complaint repository will be used to document and track the date the complaint was received, the student's name, and contact information, the type of complaint, the date of response, the referral source (if necessary), and the resolution. Designated units receiving complaints under this policy will note the complaint in the online repository whether the complaint is received directly or whether the complaint is referred

by or to another designated unit. If a complaint is referred to another designated unit, the receiving designated unit will notify the original unit when the matter is resolved. The online student complaint repository will securely maintain the student complaint logs with records of resolution for a minimum of ten years.

- (5) Complaint review. A student complaint review committee comprised of the ~~associate vice president for student experience, Dean of Students and/or their designee~~, the associate provost for academic administration, one faculty member (appointed by the university's academic senate), at least one staff member, appointed by the Dean of Students, and one student appointed by the student government association will meet once per semester, excluding summer term, to review all submitted complaints and records in the online student complaint repository from the previous semester. The committee will review all complaints and resolutions for potential themes/trends. All theme-based complaints will be forwarded to the appropriate department or division for policy and procedure review. A report of aggregate data will be provided to the board of trustees annually.
- (F) Retaliation. Retaliation against a student who makes a complaint in good faith is prohibited and may result in further action up to and including termination for employees and expulsion for students.



YOUNGSTOWN
STATE
UNIVERSITY

**RESOLUTION TO AUTHORIZE
RECOMMENDATION OF CANDIDATES
FOR HONORARY DEGREES**

WHEREAS, the *Policies of the Board of Trustees* provide for the recommendation of candidates for honorary degrees for the next academic year who are reviewed and recommended by the Senate Executive Committee, the Provost/Vice President for Academic Affairs, and the President of the University;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby authorize that the selection for honorary degrees in the 2022-2023 academic year be granted from the candidates listed in the roster attached hereto.

**Board of Trustees Meeting
June 3, 2021
YR 2021-**

Academic Senate Events Committee Recommendations

April 28, 2022

Honorary Degree/Commencement Speakers

Sue Thomas, of Boardman, OH, is an author and former FBI agent. Profoundly deaf from the age of 18 months, she used her skills in lip-reading to work as part of an undercover surveillance team. Her career inspired a television show (Sue Thomas: F. B. Eye) and she has published two memoirs on her experiences.

David Lee Morgan, Jr., of Warren, OH and a YSU Alum. Morgan's journalism career spanned 30 years during which he published eight books and worked for several newspapers with a focus on sports journalism. In recent years, he has shifted his focus to education, working as a high school teacher as he continues to write.

Bob DiPiero, of Youngstown, is a Dana alum and notable country music songwriter. He has written 15 US number one hits and several Top 20 singles for Tim McGraw, Reba McEntire, Faith Hill, Shenandoah, Brooks & Dunn, George Strait, Martina McBride, Trace Adkins, Travis Tritt, and many others. He has been recognized on the Nashville Walk of Fame and is a Nashville Songwriters Hall of Fame inductee.

Maureen McGovern, of Youngstown, is an American singer and Broadway actress, well known for her renditions of the songs "The Morning After" from the 1972 film *The Poseidon Adventure*; "We May Never Love Like This Again"; and her No. 1 Billboard hit "Different Worlds". She has an extensive theatrical career, appearing on Broadway and in several national tours. McGovern has headlined concerts around the country, including an appearance at Carnegie Hall.

Austin Pendleton - Warren native, is an American actor, playwright, theatre director and instructor. His work on and off Broadway has netted critical acclaim, including a Tony nomination, and multiple Drama Desk and Obie awards. His 6-decade spanning career also includes work in film (*Short Circuit*, *My Cousin Vinny*, *Amistad*, et al), television (*Oz*, *Homicide:Life on the Street*), and new media.

Brenda D. Kimble, who recently completed her bachelors at YSU is a community nominee, in recognition of the difficult journey she took to achieve her education. To quote, "achieving her degree is representative of the resilience of so many YSU students, of YSU itself, and of Youngstown and the region around it." Ms. Kimble's education was placed on hold due to the tragic loss of her husband. As a widowed mother, she put her children through school, served as an elected school board member, worked, and completed her own degree.

Carla J. Baldwin, lifelong resident of the Mahoning Valley. She presently serves as the Administrative and Presiding Judge of Youngstown Municipal Court, and was the first African-American female elected as a judge in Mahoning County history. Prior to this

Honorary Degree/Commencement Speakers

appointment she worked for the Mahoning County Prosecutor's Office for eight years serving as an Assistant County Prosecutor in both the Criminal and Juvenile Divisions. Judge Baldwin served on numerous boards which serve the greater community of the Valley.

Nils P. Johnson, of Canfield, graduated with honors from Dartmouth College and in 1976 graduated from Boston University Law School. Nils has served as a local Bar Association Trustee, as a member of the Ohio Supreme Court's Board of Grievances and Discipline, and as a member of the Ohio Supreme Court's Board of Bar Examiners. In addition to his legal career, Mr. Johnson is something of a renaissance man - he is an active session musician in local ensembles and has recently been commissioned to create a large-scale mural for the Ohio Supreme Court.

Dexter Caffey '95, BSBA in Finance. Lives in Atlanta and has been involved with the Atlanta Alumni Chapter. He is the founder and CEO of Smart Eye Technology. He did an Alumni Spotlight video for us last fall: https://www.youtube.com/watch?v=zw00_96Eefl. Outside of his professional position, he is a member of the Georgia Commission on the Holocaust: <https://holocaust.georgia.gov/about-us/commission-members>

3356-10-05 Honorary degrees and commencement speakers.

Responsible Division/Office: Academic Affairs
Responsible Officer: Provost and VP for Academic Affairs
Revision History: October 1997; July 2009; June 2011;
June 2013; December 2015; December 2020;
March 2021
Board Committee: Academic Excellence and Student Success
Effective Date: March 4, 2021
Next Review: 2026

- (A) Policy statement. The board of trustees shall review and authorize the list from which commencement speakers and honorary degree candidates will be recommended by the academic events committee of the academic senate to the president. The board of trustees shall grant honorary degrees in recognition of a significant impact on the university, on the community, state or nation, or on society. Such degrees will be conferred at commencements, special convocations, and other events. The honorary degree shall be clearly designated on the diploma as “Honorary degree of” followed by the name of the degree.
- (B) The following honorary degrees are those usually awarded at Youngstown state university:
- (1) Bus. D. (doctor of business), customarily awarded to a person making a unique contribution in the business community.
 - (2) LL.D. (doctor of laws), customarily awarded to a person distinguished in general service to the state, to learning and to mankind.
 - (3) LH.D. (doctor of humane letters), customarily awarded to a person distinguished in the humanities.
 - (4) Sc.D. (doctor of science), customarily awarded to a person distinguished in the sciences.
 - (5) Lett.D. (doctor of letters), customarily awarded to an acknowledged scholar in a particular discipline.

(6) Mus.D. (doctor of music), customarily awarded to a distinguished performer or composer.

(C) Procedures for selecting and approving candidates.

- (1) Criteria for nomination of commencement speakers and honorary degree candidates are determined by the provost/vice president for academic affairs, subject to board of trustees' approval.
- (2) Faculty, staff, board of trustees members and/or anyone associated with the university may submit nominations for commencement speakers and/or honorary degree candidates to the academic events committee of the academic senate or directly to the provost/vice president for academic affairs.
- (3) Per the academic senate bylaws, the academic events committee of the academic senate "shall be responsible for making recommendations concerning policy governing academic events such as graduation ceremonies, honors convocations, inaugural ceremonies, and recommend candidates for honorary degrees and commencement speakers to the university's president."
- (4) The academic events committee will review the credentials of all the nominated candidates and will submit a list of no less than fifteen and no more than twenty recommended candidates for approval by the board of trustees during its regular June meeting. The list may be amended and reapproved by the board at any time throughout the year.

(D) Selection of the commencement speaker.

- (1) The provost, in consultation with the president, shall select a commencement speaker from the board-approved list.
- (2) The president will inform the board of the selection of the commencement speaker no later than the board meeting preceding the commencement ceremony.

(E) Selection of the honorary degree recipient.

- (1) Only the board of trustees is authorized to approve the awarding of an honorary degree.
- (2) The provost, in consultation with the president, shall recommend candidates for an honorary degree from the approved list for recognition at an appropriate event.
- (3) The board shall approve the awarding of the degree no later than the board meeting preceding the event at which the honorary degree is to be conferred.



**YOUNGSTOWN
STATE
UNIVERSITY**

**RESOLUTION REGARDING SUBMISSION OF
YOUNGSTOWN STATE UNIVERSITY'S
OPEN PATHWAY YEAR 4 ASSURANCE REVIEW**

WHEREAS, teams of YSU faculty, staff, and administrators have demonstrated through the Open Pathway Year 4 Assurance Review that YSU continues to meet the Higher Learning Commission's (HLC) Criteria for Accreditation; and

WHEREAS, drafts and documentation of the Assurance Review process have been communicated via YSU's HLC Accreditation website (<https://ysu.edu/hlc-accreditation>); and

WHEREAS, drafts of the Assurance Review have been shared with members of the YSU Strategic Planning Organization Team (SPOT), the YSU Academic Senate, and the YSU Board of Trustees;

NOW, THEREFORE, BE IT RESOLVED, that the Open Pathway Year 4 Assurance Review be accepted by the Board of Trustees; and

BE IT FURTHER RESOLVED, that this Assurance Review in addition to ongoing, annual efforts to demonstrate YSU's continued compliance with HLC's Criteria for Accreditation align with the Plan for Strategic Actions to Take Charge of Our Future and any evolving adjustments there-to.

**Board of Trustees Meeting
June 3, 2021
YR 2021-**

June 26, 2022

Higher Learning Commission
230 South LaSalle Street
Suite 7-500
Chicago, IL 60604

Dear Peer Review Team Members,

It is my pleasure to submit the Open Pathway Year 4 Assurance Review demonstrating that Youngstown State University continues to meet the Higher Learning Commission's Criteria for Accreditation. By creating this assurance filing, YSU provides continued evidence that it complies with the Criteria for Accreditation.

Although much of YSU's previous Assurance Argument and Evidence File from the 2018 comprehensive evaluation remains accurate and descriptive of YSU's ongoing commitment to maintaining compliance with the Criteria, the current Assurance Review represents more than a year of reflection upon and review of the narratives in each Core Component section.

I am particularly proud of YSU's progress and achievement with program review since the last reaffirmation of accreditation visit. As this Assurance Review documents, YSU has dedicated substantial time and effort to implementing its Academic Program Enhancement and Effectiveness Initiative (APEEI).

I am also quite proud of the campus engagement in generating this Assurance Review. Composed by teams of YSU faculty, staff, and administrators, the review aligns closely with YSU's Plan for Strategic Actions to Take Charge of Our Future. A draft of the review has been disseminated via the HLC Accreditation website (<https://ysu.edu/hlc-accreditation>) along with lists of evidence cited, a project timeline, and connections to "Living Our Mission."

Sincerely,

James P. Tressel
President
Youngstown State University

Assurance Argument
Youngstown State University - OH

3/2/2022

DRAFT

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission.
(This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

[YSU Acronyms List](#)

1.A.1

Youngstown State University's (YSU) Mission Statement was developed through a collaborative process suited to its cultural context as an urban institution of higher education that serves the needs of the region. YSU's mission was revised to align with the Chancellor's (Not sure if there is a new Ohio strategic plan, I could not find one on ODHE website). Some state initiative: [Second chance Grant Pilot Program](#), this initiative aids Ohioans who earned some college credits but did not earn a degree by reducing financial hurdles that may be preventing them from returning to higher education and degree completion.

???

Within the Institutional Response were revised Mission, Vision Statements, and [Core Values](#) (Centrality of Students, Excellence and Innovation, Integrity/Human Dignity, and Collegiality and Public Engagement) Possibly link to 'Plan for Academic Actions':

Mission Statement:

As a student-centered university, Youngstown State University's mission is to provide innovative lifelong learning opportunities that will inspire individuals, enhance futures and enrich lives. YSU inspires individuals by cultivating a curiosity for life-long learning; enhances the futures of our students by empowering them to discover, disseminate and apply their knowledge; and enriches the region by fostering collaboration and the advancement of civic, scientific, and technological development. YSU's culture of enrichment flourishes in our diverse, accessible, and quality education.

The university

- Creates diverse educational experiences that develop ethical, intellectually curious students who are invested in their communities;
- Provides access to a broad range of undergraduate programs;
- Offers graduate programs in selected areas of excellence, including those that meet the needs of the region;
- Supports economic development through applied learning and research;
- Integrates teaching and learning, scholarship, and civic engagement;
- Fosters understanding of diversity, sustainability, and global perspectives; and
- Advances the intellectual and cultural life of the city, region, and world.

Vision Statement:

We—the faculty, staff, administrators, and students of Youngstown State University—hold the following values essential to achieving the mission and realizing the vision.

Centrality of Students – We put students first, fostering their holistic and lifelong success.

Excellence and Innovation – We bring academic excellence and innovation to learning and life for all stakeholders.

Integrity and Human Dignity – We root all behaviors, decisions and actions in the achievement of integrity, mutual respect, collegiality, equity and inclusion.

Collaboration and Public Engagement – We embrace collaboration and create innovative partnerships to foster sustainability and enrich our university, our culture, and region.

Recognizing a long-term plan was essential to achieving YSU's Mission and Vision, the *Take Charge of Our Future Strategic Plan* was developed under President Jim Tressel (2014-present), with input from administration, faculty, staff, students, and community members. This process was started in January 2018 and the new mission was adopted on DATE and has guided the institution's operations since receiving BOT approval. Under President Jim Tressel (2014–present) and YSU's senior leadership team, YSU has continued to operate under *YSU 2020*. As YSU approached the end of its current strategic plan, the strategic-planning process began anew in January 2018 with an executive committee (Strategic Planning Organizing Team or SPOT). SPOT assembled committees composed of faculty, staff, and academic leaders to evaluate progress in achieving established metrics, to review the mission, and to develop a new strategic plan.

Strategic Planning: ysu.edu/strategic-planning

1.A.2

YSU's academic programs, student support services, and enrollment profile are consistent with its Mission Statement.

Academic Programs

Consistent with the mission's commitment to "provide access to a broad range of undergraduate programs" and "offer graduate programs in selected areas of excellence, including those that meet the needs of the region," YSU offers an array of academic programs to increase the educational attainment of the region while contributing to economic revitalization.

YSU offers 37 certificates, 19 associate degrees, 95 bachelors degree programs, 47 masters degree programs, three doctoral programs, and one educational specialist graduate program through five academic colleges:

- Beeghly College of Liberal Arts, Social Sciences, and Education (BCLASSE).
- Bitonte College of Health and Human Services (BCHHS).
- Cliffe College of Creative Arts (CCAC).
- College of Science, Technology, Engineering, and Mathematics (STEM).
- Williamson College of Business Administration (WCBA).

Two additional colleges perform support functions—College of Graduate Studies and the Honors College.

YSU graduates serve the region in many roles—for example, as educators, engineers, accountants, artists, computer scientists, human-resource managers, musicians, and health-care professionals. Its graduates make significant contributions to the region's cultural vitality in area symphonies, theaters, and art galleries.

Enrollment Profile

YSU has a long and proud tradition of serving first-generation college students and was the primary regional option before the creation of Eastern Gateway Community College (EGCC) in fall 2009. The addition of a community college provided much-needed support for under-prepared students and served as a gateway from associate- to baccalaureate-degree programs.

EGCC's creation coincided with the change in YSU's mission from open access to urban research. These events are reflected in a gradual change in YSU's enrollment profile with students coming in with higher ACT scores and high-school GPAs. In 2014, YSU moved away from open admission to moderate selectivity. Students now need a high school GPA of 2.00 and a composite ACT of 17 or higher to be admitted unconditionally.

YSU's enrollment profile is consistent with the mission theme of advancing the intellectual and cultural life of the city and region:

- In fall 2017, 69% of incoming students were from the five-county service region (Mahoning, Trumbull, Columbiana, Mercer, and Lawrence counties).
- In fall 2017, 75% of YSU students were white; 21% were non-white; and 4% were unspecified. Similarly, 80% of the residents of Mahoning County were white, and 20% were non-white.
- In fall 2016, about 1% of YSU students are graduates of Youngstown Early College, a partnership with Youngstown City Schools wherein high school students seek to earn a

high school diploma and associate degree simultaneously; 8% are dual credit; 16% are nontraditional; and 84% are traditional (less than 25 years of age).

YSU's enrollment is adjusting to its role as an urban research university. Students entering YSU are better prepared to become engaged with faculty in research, and the number of honors students has increased substantially:

- For all students from 2010 to 2017, first-time undergraduate average high-school GPA has risen steadily from 2.83 to 3.32, and the average ACT score rose from 19.96 to 21.80.
- After the Honors College was expanded, the number of honors students grew from 336 in 2014 to 932 in 2017, significantly changing the composition of the student body.
- In fall 2017, the average honors student ACT score was 27.38 and GPA was 3.81.

Student Support

YSU is student-centered and offers numerous academic student support services (detailed in 3.D.1), particularly for the following groups:

- Students in need of remediation to be successful.
- Transfer students, who may need specialized advising and support.
- Veterans, who form an increasing percentage of YSU's population.
- Minority, first-generation, and international students, each with their own academic and financial needs.

1.A.3

As Criterion 5.C.1 details, YSU's planning and budgeting priorities are aligned with and support the mission. YSU has faced the same dwindling state support challenges as sister institutions across the country, but it has sustained and strategically improved financial viability. Additionally, in 2018/19 YSU instituted the "Penguin Tuition Promise" which guarantees all new, transfer, and readmitted students that tuition and fees will be frozen for twelve consecutive semesters. This shows a recognition of YSU's enrollment profile and helps to ensure that students have a predictable and affordable plan for paying for their time at YSU.

Sources

- 1613 20170331 Institutional Update - Survey
- 1613 20170331 Institutional Update - Survey (page number 17)
- ADA_ACT all colleges (incl SM) 2017
- ADA_HS GPAs all colleges 2017
- ADA_Preliminary Fall Headcount 2017
- HLC1_ObarStrategicPlan2008
- HLC1_ObarStrategicPlan2008 (page number 9)
- HLC1_ReolutionToApproveBasicFramework
- HLC1_ResolutionToApproveInstitutionalResponse
- HLC1_SenateUrbanResearchWhitePaper
- HLC1_Ysu2020TheStrategicPlan
- HLC1_YSUGraduateOutcomesReport-2015-2016
- HLC1A_ [http__www.yсу.edu_admissions_apply-to-yсу_new-freshmen](http://www.yсу.edu/admissions/apply-to-yсу_new-freshmen)
- HLC1A_ [http__www.yсу.edu_mission](http://www.yсу.edu/mission)
- HLC1A_ [https__www.census.gov_quickfacts_f](https://www.census.gov/quickfacts_f)

- HLC1A_OldMissionandStrategicPlan
- HLC1A_OldMissionandStrategicPlan (page number 3)
- HLC1A_SPAmeeetingDec42017
- THL, Pres. Office & Athletics org charts Jan. - Feb. 2018
- YSU Enrollment Profile Fall 2017
- YSUAcronymsList

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

1.B.1

YSU's Mission and Core Values are clearly and publicly articulated through multiple channels, such as the following:

- YSU 2020
- Undergraduate and graduate catalogs.
- Electronic monitors in academic buildings.
- Academic Senate's website and minutes.
- New faculty orientation.
- IGNITE (new student welcome week).

In 2016, the Office of Marketing and Communication began a campaign to publicize the mission and offer examples of how it is implemented. Furthermore, Understanding Our Mission, a webpage, was launched to highlight the mission in action.

1.B.2

YSU's new Mission, Vision, and Core Values were approved in 2020 and guide the strategic plan. Core Values continues to delineate YSU's four foundational commitments essential for achieving the mission: Centrality of Students, Excellence and Innovation, Integrity/Human Dignity, and Collaboration and Public Engagement. YSU operationalizes this mission through the cornerstones of the strategic plan.

In conjunction with the YSU-OEA Collective Bargaining Agreement (*YSU-OEA Agreement* hereafter), these documents emphasize the importance of faculty excellence in three areas:

- Teaching.
- Scholarship and research.
- University and public service.

1.B.3

YSU's Mission Statement identifies the nature, scope, and intended constituents of its higher-education programs and services. The mission statement is outward-looking, emphasizing collaboration, community, applied learning, needs of the region, civic engagement, and global perspectives, and cultural life of the city, region, and world.

YSU's Vision Statement emphasizes public engagement, student and faculty research, and community well-being. Extending beyond the region nationally and internationally, YSU seeks to expand its collaborations with other institutions of higher education, businesses, industry, and schools to stimulate economic and technological development, increase educational attainment, and stimulate Ohio's cultural rebirth.

YSU 2020 implements the mission through regional engagement as one of its four cornerstones. The cornerstone emphasizes contributing to the community and region:

- Providing value to business, industry, and non-profit organizations.
- Sharing artistic and cultural engagement.
- Improving the general health and wellness of the community.
- Participating in intercollegiate athletics in the greater Mahoning Valley.

Somewhere mention 'YSU Excellence at Work': link:

<https://ysu.edu/office-marketing-and-communications/communications/faculty-success/excellence-work-archive>

Sources

- HLC1_UnderstandingOurMissionPage
- HLC1_Ysu2020TheStrategicPlan
- HLC1_Ysu2020TheStrategicPlan (page number 5)
- HLC1A_ [http__www.ysu.edu](http://www.ysu.edu)_mission
- HLC1B_ [http__academicsenate.ysu.edu](http://academicsenate.ysu.edu)_
- HLC1B_SeptemberSenateMinutes
- HLC1D_RegionalEngagementCornerstoneSummary
- YSU-OEA Collective Bargaining Agreement 2017-2020

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

1.C.1

Through its goals, structure, and leadership, YSU demonstrates that it recognizes and values the diversity of the Mahoning Valley.

Goals

YSU's mission affirms its role in a multicultural society, stating that it "fosters understanding of diversity, sustainability, and global perspectives." The Core Value of Integrity/Human Dignity emphasizes "integrity, mutual respect, and civility" and belief "in the dignity and worth of all people." YSU fosters "an appreciation of, and respect for, differences among the human race" and celebrates "the diversity that enriches the university and the world."

In addition, YSU sees leadership in diversity as essential to improving the institution, as evidenced in the Vision Statement. Included in the statement is how the vision will be supported, including "respect for the deep and rich diversity of the communities we serve."

The general-education (GE) program stresses diversity in its learning outcomes (see 3.B and 4.B) and includes diversity as a goal in the required First-Year Student Success Seminar course.

Structure and Leadership

- Division of Multicultural Affairs: This office is charged with day-to-day implementation of diversity, inclusion, and multicultural affairs. Leadership in this division was raised to a senior-level position, Associate Vice President, in 2016.
- Culture of Community Initiative: Multicultural Affairs leads the Culture of Community Initiative, instituted by President Tressel to replace YSU's Diversity Council. The Culture of Community Council and Collaborative involves campus stakeholders who address barriers to a culture of diversity and inclusion, and capitalize on opportunities.
- Culture of Community RISE Committees: Each RISE Committee (i.e., Respect and Well-being; Inclusion and Awareness; Spirit and Tradition; Excellence through Engagement) takes action on identified goals and plans to report annually to the BOT.
- Office of Equal Opportunity and Policy Development (EOPD): EOPD ensures that YSU adheres to policies regarding equal opportunity and affirmative action during hiring processes (see 2.A).

- International Programs Office: Because YSU is committed to reorganizing and energizing international and global initiatives, a new Associate Provost position was created in 2016 to lead the International Programs Office. The number of staff members in the International Programs Office was increased to support growth of international enrollment, international exchange agreements, faculty international development, and international policy.

1.C.2

YSU's processes and activities reflect attention to human diversity as appropriate for its mission and constituencies. YSU renders respect and recognition for diverse constituents through policy and practice. Numerous offices across campus work toward educating about diversity and practicing inclusion.

University-Wide Activities

- The Inclusion and Awareness Committee (IAC), part of the RISE committees, leads initiatives such as implementing gender-neutral bathrooms signage, bringing inclusion policies to the BOT, and enabling a preferred-name option in the student-information system.
- In fall 2017, YSU started an Internationalization Task Force to investigate strategies to improve campus globalization efforts.
- In fall 2017, Human Resources (HR) changed the faculty application process to increase attention to diversity.
- EOPD proactively educates YSU community members to identify bias, and it investigates cases of harassment and discrimination. Employees are required to complete online Title IX training. Grievance procedures are in place for discriminatory actions.
- In 2013, YSU made a commitment to increase business with diversity vendors. YSU set a goal to procure approximately 15% of its goods and services from Ohio Certified Minority Business Enterprises (MBE) and 5% from certified Encouraging Diversity, Growth, and Equity (EDGE) businesses.

Curriculum and Student Support

- YSU's curriculum supports inclusion through programs such as Africana Studies, Working Class Studies, Islamic Studies, and Women's Studies. Individual courses, such as LGBTQ Issues in History and Popular Culture, support inclusion.
- YSU communications and course syllabi must include the following statement about diversity: "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 and activities."
- The Office of Student Diversity Programs works collaboratively across campus to offer support and enhance programming and activities that build and nurture the campus and community.
- International Programs has aligned with best practices in internationalization, including the efficacy of commissioned agents abroad, enhanced file-processing time and flow, increased development of international connections and agreements, and recruitment of international students (320 students enrolled in 2017).

- Additional campus events include the Martin Luther King, Jr. Diversity Breakfast, Veterans Breakfast, Hispanic Heritage Month Celebration, Native American Month Celebration, and Annual Student Diversity Banquet.

As evidenced in the 2016 National Survey of Student Engagement (NSSE) results, diversity is a challenge area. The report showed that some of the lowest-performing items for first-year students relative to true peers related to diverse experiences, including discussions with diverse others and reflective and integrative learning. While there have been gains over past results of the survey, YSU lags behind peers.

YSU is proud of its activities to support diversity but has taken these action steps to foster a culture of tolerance:

- The Office of Assessment held campus discussions and partnered with graduate and undergraduate students to research areas of challenge in the 2016 NSSE. A set of final recommendations, including ways to increase diversity education and faculty development, was presented to senior leadership and shared at a regional conference.
- Several NSSE recommendations have already been acted upon—for example, the Internationalization Task Force was a specific recommendation, and NSSE data were used at its first meeting as evidence of need.
- The GE committee is considering revising requirements to ensure that students are provided with significant diversity education as part of their curriculum (see 3.B).
- YSU is offering the NSSE in 2018 and has chosen the optional module, Inclusion and Engagement in Cultural Diversity, to evaluate the impact of activities on students' educational experience and to formulate additional action steps.

Sources

- HLC1_2016NsseSnapshot
- HLC1_C_http___newsroom.yzu.edu_yzu-appoint
- HLC1_CultureOfCommunityPage
- HLC1_DiversityCampusResources
- HLC1_DivisionOfMulticulturalAffairsPage
- HLC1_EqualOpportunityWebPage
- HLC1_GenEdDiversityLos
- HLC1_IACMeetingMinutes_2018-1-18_1
- HLC1_InclusionAndAwarenessCommitteeWebPage.pdf
- HLC1_InternationalProgramsOffice
- HLC1_LgbtqIssuesInHistoryAnd
- HLC1_StudentDiversityProgramsPage
- HLC1C_FinalNSSESummaryandKeyTakeaways
- HLC1C_first-year-experience
- HLC1C_InclusionCommitteeMinutesExample

- HLC1C_NSSE2016DiverseExperiencesPresentation
- HLC1C_NSSESAARCPresentation
- HLC1C_RISECampaignWebpage
- HLC1C_YSUWomensCenter
- HLC1C2_IncreasingDiversityinHiringProcess
- HLC3B_InternationalTaskForcePresentation.pdf
- HLC3D_DivisionofMulticulturalAffairsWebPage

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

1.D.1

YSU is engaged in improving northeast Ohio; this goal is built into the mission and implemented throughout YSU's activities.

The Mission states YSU prepares "intellectually curious students who are invested in their communities," supports "economic development through applied learning and research," and advances "the intellectual and cultural life of our city, region, and world." Reinforcing YSU's dedication to the public good is a commitment to Regional Engagement, one of the four cornerstones of the strategic plan.

"Youngstown State University and the Mahoning and Shenango Region: An Economic Impact Study" sought to "quantify and synthesize the direct, indirect, and induced impact of YSU expenditures, faculty, staff, students and visitors on the Mahoning and Shenango Valley communities." The report found that YSU faculty, staff, and students had a \$1.2 billion impact on the regional economy for fiscal year (FY) 2015.

YSU has numerous partnership agreements with local and regional entities. Below are a few examples:

- Humility of Mary Health (HMHP) Partners.
- Northeastern Ohio Medical University (NEOMED).
- Eastern Gateway Community College.
- P-12 school districts and community agencies.
- The Rich Center for the Study and Treatment of Autism (on campus).
- Youngstown Early College (YEC) High School (on campus).
- The Early Learning Initiative (ELI) preschool (on campus).

YSU nursing, exercise science, and dietetics majors gain valuable practical experience while assisting volunteers at the Midlothian Free Health Clinic in Youngstown. The clinic offers free primary, preventative, and educational health care to low-income uninsured and under-insured patients.

In addition, several certificate programs meet the needs of the region; for example, students earning the Certificate of Applied Gerontology work in partnership with more than 20 area internship locations.

Faculty members and staff serve the community, sharing expertise and learning from external agencies. Additionally, community members serve on departmental and college advisory boards and university committees. Following are examples of how faculty and staff serve the community:

- STEM faculty participate in Lake to River Science Day and interact with middle- and high-school students at Math Fest.
- The Lariccia School of Accounting and Finance offers free tax services provided by trained business students and professional volunteers in the Volunteer Income Tax Assistance program.
- The Summer Honors Institute offers gifted high-school students the opportunity to explore contemporary topics from a variety of disciplines during a week's worth of interactive summer classes along with an optional residential program.
- The annual English Festival, now in its 40th year, attracts approximately 3,000 students from more than 200 middle and high schools to campus.
- The College of Creative Arts and Communication engages approximately 40,000 people annually through art, music, theater, and cultural programming.

A Task Force for Diversity Programming was convened in 2013 as a subcommittee of the Regional Engagement Cornerstone Committee. The purpose was to make recommendations to the President to find means through which colleges can support the strategic plan's "commitment to diversity and inclusiveness, in the broadest sense." A result was the Community Diversity Program Series, published from 2013 through 2016, which was created to capture campus and community events. Beginning in 2016, the Culture of Community Events webpage replaced this publication.

YSU holds membership in Campus Compact, which fosters engaged and responsible citizenship that values justice, social and economic equity, and sustainability. Membership has fostered community engagement and service activities in the Honors College and in the Center for Nonprofit Leadership.

Somewhere mention 'YSU Excellence at Work': link:

<https://ysu.edu/office-marketing-and-communications/communications/faculty-success/excellence-work-archive>

1.D.2

As a public institution, YSU is committed to the primacy of its educational mission and does not support external interests unrelated to the educational mission, contribute to a parent organization, or generate funds for investors. Bylaws of the BOT state that "trustees are advocates for the university to further its mission and enhance its legacy to the local, regional and global communities." YSU governance ensures that it is not serving external interests (see 5.B).

1.D.3

YSU engages with external constituencies and communities of interest and responds to their needs. Activities are aligned with the priorities of the Regional Engagement Cornerstone of the Strategic Plan. Examples are organized according to those priorities below.

Value to Business, Industry, and Non-Profit Leadership

- The YSU Regional Economic Development Initiative (REDI) emphasizes planning, implementation, and execution of regional economic development initiatives in education, community building, grant writing, project development, and plan oversight for several major community projects.
- Excellence Training Center opened in 2020, will establish an advanced manufacturing technology training center in which high school and college students, entrepreneurs, engineers, machinists, and welders will interact. The project is a partnership of eight educational, business, and government organizations.
- The Youngstown Business Incubator (YBI) is a prime example of YSU's engagement with the community. YSU students intern at the Incubator and for portfolio companies. YSU has collaborated on numerous research and economic development projects, additive manufacturing, information technology, communications, and business-to-business software applications.
- BCOE's Project PASS (Penguin Assistants for Student Success), initiated through a 21st Century Learning Grant from the Ohio Department of Education, provides funding for one-on-one literacy tutoring for students in Youngstown City Schools' elementary buildings. Teacher candidates are paired with second and third graders to prepare them for Ohio's Third-Grade Reading Guarantee. Since 2015, teacher candidates have provided over 50,000 hours of tutoring.
- The Center for Human Services Development provides grant funded after-school programs throughout the region, assists faculty developing research grants, and provides evaluation services for a number of public and non-profit agencies in the Mahoning Valley.

Artistic and Cultural Engagement

- INPLACE (Innovative Plan for Leveraging Arts through Community Engagement) is funded by the National Endowment for the Arts, which awarded YSU a \$100,000 grant to launch a public arts project in Youngstown. This project included Designing Youngstown's Future at the McDonough Museum of Art, an interactive public exhibition focusing on themes developed through collaborative planning initiatives, including wayfinding, technology, parking, green infrastructure, and lighting.
- Federal Frenzy is a music and arts festival in the heart of downtown Youngstown supported by a collaboration of YSU's student-programming board and Penguin Productions.

Health and Wellness

- Campus Recreation and Housing and Residence Life partnered with Youngstown City Parks and Recreation and a local nonprofit, Cityscape, to replace outdoor fitness equipment and open a disc golf course at Wick Park.

- Nursing students engage in blood-pressure screening at the Canfield Fair, deliver turkey dinners on Thanksgiving with the Ohio Highway Patrol, serve meals at the Rescue Mission, and collect toiletries for Beatitude House.
- Dental Hygiene students engage in community outreach activities, including free dental-care services for students at the Rich Center for the Study and Treatment of Autism and “Give Kids a Smile Day.”

Sources

- BOT_bylaws_2011
- BOT_bylaws_2011 (page number 5)
- HLC1_Art PRINT 2017-2018
- HLC1_Dana Spring 2017 Final
- HLC1_EconomicImpactStudy
- HLC1_GraduateAcademicPolicy Book2017.pdf
- HLC1_RediWebpage
- HLC1_Theater PRINT 2017-2018
- HLC1_UpwardBound
- HLC1_YoungstownEarlyCollege
- HLC1_Ysu2020TheStrategicPlan
- HLC1_Ysu2020TheStrategicPlan (page number 7)
- HLC1D_http___newsroom.yzu.edu_ysus-DesignYoungstownFuture
- HLC1D_CampusCompactSummary
- HLC1D_CDPS Program 2014-2015
- HLC1D_CenterforHumanServicesDevelopment
- HLC1D_Ctr for working class studies website
- HLC1D_Federal Frenzy 2017
- HLC1D_http___www.yzu.edu_news_yzu-citysca
- HLC1D_http___ysu.edu_news_MVICC
- HLC1D_Lake to River Science Day
- HLC1D_Mahoning Valley Manufacturers Members
- HLC1D_Minor in Islamic Studies
- HLC1D_NEA Our Town Grant INPLACE
- HLC1D_NonprofitPayItForward051316
- HLC1D_Nursing Eye-Exams Article-1
- HLC1D_Nursing_Blood Pressure Screening
- HLC1D_RegionalEngagementCornerstoneSummary
- HLC1D_RegionalEngagmentBOTUpdateMarch2016
- HLC1D_RichCenterAppointments
- HLC1D_Summer Honors Institute
- HLC1D_Tiger grant partners
- HLC1D_Volunteering at the Canfield Fair - Mulichak
- HLC1D_women's studies minor
- HLC1D_YBI Partners
- HLC1D_YSU_WGRC_Mission-1

- HLC1D_YSU Campus Compact Participation
- HLC1D Women's History Month 2017
- HLC3_Culture Of Community Events
- HLC3_English Festival
- HLC3_Project Pass
- HLC3_Vita

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

YSU's mission guides its efforts to increase the educational attainment of the region while stimulating economic development locally, within Ohio, and beyond. YSU focuses on student success, academic excellence, urban research, and regional engagement. These four areas provide the foundation upon which YSU delivers programs that advance students intellectually and culturally. With respect for students and diverse perspectives, YSU strives to provide a campus environment that is conducive to learning, broadens students' thinking, and engages them in serving constituents. As faculty, staff, and students live the mission, they enrich YSU and the community.

Sources

There are no sources.

Assurance Argument
Youngstown State University - OH

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

UPDATE: Since 2018, the university community has continued working toward our campus climate being one of collaboration. In addition to providing a student-centered education, our vision is for the behaviors of all on campus to be rooted in integrity, mutual respect, collegiality, equity and inclusion. The strategic planning process started in 2018 is one example of our commitment to live our vision. The planning initiated with gaining widespread input from all university constituents via thought provokers and leaders. Feedback seeking continued throughout the planning process resulting in a collaboratively developed new university mission, value statements and development of strategic actions. The recently completed university wide program review highlights another example of our lived vision. The program review involved many opportunities for input by all on campus, resulting in collaboratively informed decision-making about program continuation, growth or sun-setting. The policies and processes cited below for each component of Criterion 2 provide additional examples of living our vision, an important component of integrity.

2.A.1 The institution develops and the governing board adopts, the mission.

UPDATE: As noted above, the Board of Trustees (BOT) resolved in December 2018 to support President Tressel's recommendation to develop a new strategic plan. During the BOT meeting in December 2019, the board received a report about progress for developing the University's new mission, vision and values, as well as the development of strategic goals and actions to fulfill the mission. At this meeting, the BOT passed a resolution to "Take Charge of Our Future" in support of the activities. This resolution included support for faculty, students and staff to "continue to be engaged so as to inform and enhance the mission, vision, and values statements of the University as it continually adapts to changing times for the benefit of academic excellence, student success, and mutually beneficial community engagement". During the BOT meeting in June 2020, the BOT recognized the collaborative efforts of the campus community and adopted the "Plan for Strategic Actions to Take Charge of our Future" which states the new Mission.

2.A.2 The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Financial Integrity

YSU operates its financial matters with integrity, as demonstrated below:

Ethics Training and Reporting Financial Matters

- Administrators in the Division of Finance and Business Operations undergo annual ethics training.
- Each BOT member files a Financial Disclosure Statement annually with the Ohio Ethics Commission.
- Procurement Services oversees campus purchasing and provides a purchasing guide to ensure compliance with YSU policies and federal, state, and local laws and regulations.
- Financial managers sign a Conflict of Interest Certification Form that requires disclosure of vendors with whom the employee, his or her family, or business associates do business.
- Faculty and staff are required to report outside consulting and employment annually.
- YSU employees are mandated by Ohio's Governor Executive Order to complete Ohio ethics training annually.

Budget Planning and Oversight

Budget planning and oversight are covered in detail in Criterion 5, but below are highlights:

- University Policies 3356 3 01-16 guide budget and finance procedures.
- The BOT annually reviews YSU's long-term investment strategy.
- UPDATE: During the Covid-19 pandemic YSU provided institutional funds and HEERF funds to assist students in need and to augment teaching & learning abilities. Documentation of dollar amount and allocation of funds are reported and available on the website for public review.
- All annual budget audits have resulted in no findings of budget issues. Anyone at YSU can report conduct of fraud, fiscal abuse or non-compliance via the YSU Anonymous Ethics Reporting Hotline operated by an independent company. University policy prohibits retaliation for reporting.

Academic Integrity

YSU performs its academic functions with integrity and safeguards academic integrity.

University Policies, the *YSU-OEA Agreement*, Academic Senate, and Graduate Council play important roles in facilitating fair and ethical behavior:

- **UPDATE:** University Policies 3356 10 01-24 guide procedures for teaching and academic research. These policies cover admission, retention, and graduation standards; hiring and selection of full- and part-time faculty; graduate-faculty membership; faculty workload; establishment or abolishment of academic departments, schools, and colleges; and integrity in research. When the BOT conducts a policy's scheduled review (every 5 years), changes are now communicated to faculty and staff via email and as before, the university website.
- YSU's full-time faculty members are unionized through the Ohio Education Association. The *YSU-OEA Agreement* ensures their rights and responsibilities:
 - Article 9 of the faculty contract establishes that the academic department has prerogative and responsibilities for program development, curriculum revision, requirements for majors and minors, and program assessment.
 - Article 28 of the faculty contract establishes requirements for course-related responsibilities, such as syllabi content, textbook and materials selection, and office hours. Article 28 also covers outside employment, conflict of commitment, and conflict of interest.
- The Academic Senate plays an essential role in developing policies for undergraduate academic functions. The Bylaws of the Academic Senate specify the committee structure, which includes faculty and administration representation (see 5.B.3)
- **UPDATE:** In response to moving quickly online due to Covid-19 restrictions, YSU quickly established the Academic Continuity Team to assist students and faculty with successful online coursework. A positive outcome of this was that after classes returned to campus, there was continued interest of faculty for professional development in providing creative course delivery. In response, the Institute for Teaching and Learning continues to augment their presence to provide online and in person workshops, as does Information technology Services (ITS). ITS continues to seek and provide software and technology for classroom learning and other university work. ITS also provides workshops for use of new technology.
- **UPDATE:** The Division of Student Affairs has been re-structured into three offices dedicated to ensuring the success of each student.
 - The Office of the Dean of Students formed in 2021 provides support, education, guidance and advocacy to all members of the campus community. A key initiative of this office is the YSU CARE (concern, assessment, referral and education) Team that addresses issues of a serious nature that pose a threat to anyone on campus. Anyone, including the surrounding community, can make a

referral to report problematic, disruptive or anti-social behavior. A safe learning environment is imperative for student learning. Other support services for students include provision of basic needs such as emergency food and clothes, assistance programs for finding housing, and safety resources such as the campus rape, crisis and counseling center. The Penguin to Penguin Fund, while initiated because of Covid-19 will continue to be available via funds from the YSU Foundation. This fund covers emergency housing, utilities, medication, fuel and car repairs.

- The Office of Student Experience works to create a sense of belonging, develop a campus community that fosters and celebrates differences, and encourages cultural awareness. The Office of Student Activities, housed within Student Experience, promotes inclusiveness by encourage engagement with Student Government and offers programming such as the Emerging Leaders Program. This program mentors collaborative relationships and empowers community and leadership abilities.
- Office of Student Enrollment and Business Services provides a portal of scholarships and financial aide resources for students. The Penguin Service Center is housed in this office. It serves as a single place to receive essential information, find guidance, and resolve enrollment-related concerns
- **UPDATE:** The Office of Diversity, Equity and Inclusion housed within the Office of Academic Affairs is our re-imagined multicultural initiative. This office is a single place where students, faculty and staff find educational resources and programming that supports our culture of community. An example is the AIM (Achieve, Impact Motivate) program for mentoring first-year first-generation underrepresented and/or marginalized students. Another initiative through this office promoting student academic success is YSU's participation in the National Equity and Retention Academy. This involves an 8 week seminar course to develop strategies for recruiting and retaining students from at risk populations. Examples of events showcasing our commitment to providing opportunities related to DEI include:
 - Future of Black Media panel discussion, 2/6/2022.
 - Depression screening day 10/5/2021
 - Language, equity and student success: an opportunity and responsibility, faculty symposium, 4/14/2021
- Protection and support of student rights are integral to academic integrity. The Office of the Registrar guides faculty and staff regarding FERPA regulations for student privacy and educates students on their privacy rights. Faculty and staff are reminded of FERPA regulations via email reminders each semester and training workshops.
- The Student Academic Grievance Procedure provides a formal channel for undergraduate and graduate students that ensures academic grievances are heard and resolved (see 3.E.1). Students are notified of their rights via The Student Code of Conduct. Article IV of this Code outlines general hearing and sanction procedures for alleged misconduct.

Article VI outlines procedures and sanctions specific to alleged violations of the academic integrity policy.

- **UPDATE:** The Student Complaint System is now a web-based method for students to file a complaint about anything from dining services to instructor or course procedures. Once a complaint is received, the Office of the Dean of Students notifies the appropriate academic department, dean or campus office to investigate the complaint. That entity is assisted by the Office of the Dean of Students to find a mutually acceptable resolution and to analyze for the need for policy or procedure change.

Human Resources Integrity

The Office of Human Resources (OHR) strives to foster an appreciation of, and respect for differences. YSU is an equal-opportunity employer. The OHR provides guidance on strategic and operational activities that pertain to recruiting, selecting, appraising, compensating, recognizing, developing employees, and administering benefits and labor relations. Through OHR and Equal Opportunity and Policy Development (EOPD) offices, YSU ensures that it does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion, or veteran and military status in programs and activities.

- University Policies 3356 7 01-54 provide guidance and procedures for HR activities, including providing a supportive work and learning environment that is safe, secure, and free from threats, intimidation, and violence.
- University Policies 3356 2 02-04 are related to equal opportunity in hiring and non-discrimination in programs and activities. OHR and EOPD provide mandatory training for employees on discrimination, harassment, sexual violence, and workplace violence. They also manage mandatory training for employment search committees.
- University Policies 3356 9 01-11 govern administrative and personnel procedures, including hiring, evaluation, and professional conduct of faculty, chairs, and administrative/professional personnel.
- **UPDATE:** A change related to Equal Opportunity and Affirmative Action at YSU has been the moving of these responsibilities to within the OHR. The Office of EOPD and Title IX supports YSU's promotion of human and intellectual diversity. This office administers the university's policy against discrimination, harassment, sexual misconduct and retaliation.

Hiring processes are revised as needed to comply with external regulations:

- In its oversight role in employment searches, the EOPD scrutinizes applicant selections for qualifications and submissions. In areas of underutilized job groups, the office expands applicant pools for interview to include qualified underutilized applicants not initially selected by the search committee (the search committee does not have access to race, gender, disability, and veteran status that applicants share through self-identification data).

- EOPD reviews and develops policies, and ensures compliance with state and federal equal opportunity laws and regulations, including Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972. The EOPD director also serves as the YSU's Title IX coordinator and is the primary investigator for internal complaints of discrimination and harassment.
- The four labor contracts between administration and unions specify rules for non-curricular issues: Classified Civil Service Staff, Professional/Administrative Staff, Police (FOP), and Faculty.
- YSU's formal grievance processes provide due process for resolving disputes among personnel and students. For unionized personnel, each labor unit agreement has a section explaining grievance procedures (YSU-ACE, Article 9, YSU-APAS, Article 9, YSU-FOP, Article 6, YSU-OEA, Article 8). Exempt employees are covered under BOT policy that holds to the same standard of ethics and fairness (University Policy 3356-7-37)
- The original Culture of Community Initiative from 2017 has expanded into a campus wide support for students, faculty and staff via the Office of DEI described above.

Auxiliary Integrity

YSU's auxiliary functions are included in its commitment to operating with integrity. Auxiliaries include Intercollegiate Athletics, Housing and Residence Life, Parking Services, Kilcawley Center, and the Andrews Student Recreation and Wellness Center. Auxiliaries enhance campus life for students, faculty, staff, alumni, and guests. They generate revenue through sales and services, which support their operation. The budget for each auxiliary is included in the university's annual budget report, and financial audits include the auxiliaries (see 5.A).

- The Intercollegiate Athletics program is administered as defined in the Intercollegiate Athletics Operations Manual. University Policies 3356 6 01-03 establish responsibility for administering athletics programs and establishes accountability for adhering to ethical standards and compliance with YSU, conference, and NCAA regulations.
- The Compliance Office housed within the Intercollegiate Athletics Division ensures compliance with NCAA, Horizon League, Missouri Valley Football Conference, and institutional rules. This office educates student athletes, coaches, administrators, and supporters so they act with integrity and comply with regulations. Each student athlete is provided a Student Athlete's Handbook that explains rules, regulations, policies, and services.
- UPDATE: The Athletic Compliance Office's webpage provides resources such as summary sheets of regulations and the booster pamphlet. In addition to integrity related to compliance, the athletic dept has committees and services to promote academic and

social well being of student athletes. Such initiatives include a DEI committee and student athlete advisory council which collaborates with student government to increase athlete engagement on campus and surrounding community.

- Since 1994, YSU has supported the Title IX Gender Equity Plan, which funds scholarships, staffing, operating budgets, and physical facilities to enhance women's intercollegiate athletic programs.
- YSU provides housing accommodations for students without regard to race, religion, color, age, gender, sexual orientation, or national origin. The Office of Housing and Residence Life informs residents of housing regulations via the Housing and Residence Life Resident Handbook. YSU has procedures to prevent housing discrimination.
- Rules to provide parking facilities during athletic events, for students, faculty, staff, and visitors are displayed on the Parking Services webpage.
- UPDATE: Kilcawley Center is YSU's student union and conference building. It includes study lounges, computer labs, ATM, copy services, dining choices, 16 seminar rooms, and two computer training rooms. New student activity, student government, and lounge spaces are available in Kilcawley. Given the centrality of this building to student life, many student services are physically located in Kilcawley: Accessibility Services, The Resch Academic Success Center, Student Outreach and Support, Student Counseling Services and Student Advocacy and Support to name a few.
- The Department of Campus Recreation provides wellness and recreational programming to meet the diverse needs of students and the YSU community. Users of recreation facilities are reminded to value the diversity of YSU's community and to respect all participants. Policies outlined in the Penguin Student Handbook prohibit harassing patrons of the facilities and explain appropriate activities for club sports organizations.

Sources

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public

Argument

2.B.1 The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.

The Office of Marketing and Communications, part of University Relations, oversees YSU's website and other communications to ensure accuracy. Representatives from EOPD, the Office of Accessibility Services, and the Title II/Section 504 Coordinator serve to ensure communication channels are accessible for people with disabilities.

UPDATE:

- Accurate information about academic areas of study is ensured by scheduled updating of the course catalog. The Office of Academic Affairs sets requirements for the course catalog content. The registrar's office notifies college deans and department chairpersons of the annual deadline for course catalog updates. Program chairpersons are reminded at the college level during dean's meetings to annually update curriculum sheets used by academic advisors and posted on program websites. Each academic program has an informative webpage dedicated to providing information about the degree and any minor or certificate programs available. Website accuracy reminders are prompted at the college level.
- The Office of Academic Affairs academic programs and planning webpage posts program status updates. The types of information included are report of Board of Trustee action or Ohio Department of Higher Education approval of a program, programs in development and programs being discontinued or admissions suspended.
- YSU stands behind its claim that students receive a quality education provided by highly qualified faculty. Full and part time faculty credentials are confirmed by human resources at the time of hire via official transcript review. The Office of the Provost utilizes the form titled Highest Degree Level for Part Time Teaching Faculty, to have chairpersons attest to the specific courses part time faculty are qualified to teach. Department chairpersons complete reviews of each faculty performance in teaching, scholarship and service on a scheduled basis, either annually or biennially.
- Staff and governance structure is provided for administrative personnel via office organizational charts or staff lists with position responsibilities, posted on office websites to ensure students and the public can access the accurate person for their needs.
- Current in state and out of state tuition, and graduate school tuition is updated on the tuition and financial aid website. The tuition estimator asks specific details such as

cohort year, tuition type, academic term, college, state residency to ensure the estimator provides accurate tuition, fees and housing costs.

- YSU announces its institutional accreditation status from HLC on the Office of Academic Affairs webpage and from YSU's website via the Student Consumer Information link at the footer of each webpage. Accreditation information is verified as accurate via a link to the HLC website confirming accreditation status. Academic program webpages and college webpages provide professional program accreditation status and other information, such as program licensure pass rates.

2.B.2 The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

UPDATE: YSU's website serves as the primary source of evidence of its claims of a quality education through research, community engagement and experiential learning. YSU insures its website and other information is accessible to students, perspective students, employees, guests and visitors with disability, particularly those with hearing, visual and manual impairments. University Policy 3356-5-14 (Electronic Information Technology (EIT) Accessibility defines EIT and procedures for monitoring adherence to EIT standards. This policy states that all software purchases on campus must be accessible for use by persons with disability. The YSU website publishes the digital accessibility policies and standards, and grievance processes. ITS offers consultation for review of material to be placed in our learning management system (Blackboard) or the website, and remediation for non-accessible material. The Instructional Design and Development Center provides the Digital Accessibility Lab to assist faculty make their teaching and learning resources ADA accessible. The Associate Director for Accessibility Services sits on the Academic Senate technology committee and the previously described Penguin CARE Team.

UPDATE: Quest is the main evidence we have to support our claim of enhancing student experience through research. Undergraduate and graduate students present their scholarship at this annual forum. Student scholarship ranges from scientific findings and engineering designs to musical scores and poetry readings. Each student presentation is judged and awards are provided for "Best" oral presentation or poster for each college. The event is open to the public.

UPDATE: Community engaged student learning that also serves to enhance the community around YSU is a goal established in our initiative to "Take Charge of our Future". Evidence related to community engaged learning include programs like Penguin PT – a faculty supervised but student provided physical therapy services to community residents without adequate medical insurance. Other evidences for our commitment to community engaged learning include:

- YSU business students complete more than 30 hours of training and pass IRS certifications to provide free income tax preparation services to the public.
- Students in the Sociology Program implemented the Opening Minds Through Art program by working with community residents with dementia to create artwork that

enabled residents to focus on new skills rather than on limitations due to memory loss.

- Three Geology Program students provided a community revitalization plan to the City of Wellsville as their capstone project. The plan was based on a 16 week study of the Wellsville community to develop recommended policy actions, infrastructure recommendations and long term climate change adaptation.

UPDATE: Internships, externships, service learning, clinical and field observations, co-op activities, practicums, student teaching and research for credit are all ways academic programs provide experiential student learning to augment classroom learning. Students learn about these learning activities from program information provided on academic program webpages and also from the Experiential Learning Opportunity webpage. This webpage is dedicated to notifying students of program specific required and voluntary opportunities. Handshake is the tool provided by the Office of Career Exploration and Development to alert students about internship postings by employers. Students can submit resumes for employers to view when offering experiential learning activities.

The following are other methods of communicating clearly and completely to students and the public.

Communication Channels

The *Principles and Practice of Shared Governance*, posted on the Office of Academic Affairs webpage identifies communication as one of 6 principles. Particularly, the principle states communication should be consistent, trustworthy and multidirectional. In addition to the website, YSU communicates to students and the public with the following:

- YSU's campus-wide email system is the major mechanism for communicating with specific populations.
- UPDATE: Information related to the Covid-19 has been regularly provided to students, staff and faculty via email notifications but also via the Covid-19 Information Webpage. This webpage houses information about classroom protocols, vaccination clinics on campus, testing and contact tracing procedures, and provides a dashboard tracking the number of positive cases by week.
- Penguin Alert communicates emergency, safety, or time-sensitive information as both email and text alerts.
- YSU provides an app for smart phones that provides campus information, portal access, and student events.
- UPDATE: YSU maintains accounts on Facebook, Twitter, Instagram, TicTok and Snapchat to engage prospective and current students, parents, alumni, and community members, and to communicate achievements and campus news. The impact and reach of

social media platforms are reported annually in the social media report. YSU provides an accessibility guide for complying with ADA standards on social media accounts.

- These student-media organizations communicate news, opinions, and information about YSU internally and to the public. These organizations include the *Jambar*, thejambar.com, *YO magazine*, *Penguin Review*, *Jenny*, and Rookery Radio.
- UPDATE: Employees and students receive a weekly electronic newsletter, the YSU News Center that includes material about various campus activities and accomplishments. President Tressel sends “From the Desk of the President” emails informing on topics such as giving challenges and opportunities for sustainability (2/2/2022), changes to campus Covid-19 protocols (5/18/2021) and the 3 part State of the University videos informing about initiatives geared toward “Take Charge of our Future”. Provost Smith provides regular “Provost Perspectives” communicating topics such as Advising and student success (2/14/2022), community engagement (1/10/2022), Covid-19 procedures upon return to campus (1/5/2022).
- College deans are invited to attend senior leadership meetings allowing increased communication among colleges and senior leadership (see 5.B.2).
- The annual Security and Fire Safety report is distributed via email to all YSU constituents and linked from the safety webpage for community viewing.

Programs

The academics webpage, available one click from YSU’s homepage, presents an alphabetical list organized by type of degree program (associate, bachelor, or graduate). When a program is accessed, the following information is provided (see Communication Studies as an example):

- Links to the electronic catalog containing a program’s curriculum sheet and four-year plan.
- List of internships and jobs of students and graduates.
- Accreditation status of the program.
- Available majors, minors, and certificate programs within the program.
- Links to faculty and staff directory information.

YSU’s catalog in addition to providing the year’s academic calendar provides additional information for each academic program:

- Department and program overviews.

- Curriculum sheets.
- Four-year plans (or equivalent for two-year and graduate programs).
- Faculty rosters.
- Learning outcomes.

UPDATE: YSU's degree-audit system originally established as uAchieve helped current students and advisors keep track of completed, current and needed courses to complete a degree. A new system called Penguin Pass replaced uAchieve in 2021 as a means to facilitate communication and understanding by students and their families about their progress toward earning their degree. The new system assists potential transfer students in knowing direct course application to YSU courses for planning their degree options.

University Requirements and Policies

- Undergraduate and graduate student catalogs explain college-wide policies, admission procedures and deadlines, tuition and fees, financial aid, and academic programs and their requirements.
- The Student Code of Conduct informs students of their rights and responsibilities, explains hearing and appeal processes, defines student conduct record keeping, and identifies situations that require parent or guardian notification.
- The Office of Admission's webpage information is organized by type of student to be admitted (such as new freshman or transfer). Non-traditional students are provided information specific to them, such as the alternate-credit program and information for veterans. The admissions area of the website serves additional constituents, such as high-school guidance counselors, providing links to information about college readiness for students with special needs and NCAA eligibility for college-bound athletes.
- The Penguin Student Handbook provides a single-source document for general information for students. It includes the Code, Campus Rec Policies, and academic policies and procedures.
- The undergraduate catalog includes information for international students related to English language and health-insurance requirements, and other academic credentials needed for admission.
- The International Programs Office webpage provides additional information for students from abroad, divided into information for future, newly admitted and current students.
- Information for students (and their families) living in campus housing is on the Housing and Residence Life webpage. It provides students with a calendar of events, the Resident Handbook, and information on safety.

- The Student Right to Know and other student consumer information are available from the Student Consumer Information link in the footer of each webpage on YSU's website.

Faculty and Staff Information

- Faculty and staff contact information is accessible through the online directory located on YSU's homepage. Faculty listings are available on college, department, or program webpages and the academic catalogs.
- Staff members who provide student support services are identified on associated webpages, and their contact information is listed.
- Faculty members provide contact information and office hours on course syllabi by the seventh day of each term, per the *YSU-OEA Agreement (article 28.3)*.

Costs

- The Office of Financial Aid and Scholarships and the Tuition and Financial Aid webpages display tuition, fees, room and board, a financial-aid estimator, and other costs. Both webpages provide information about FAFSA, financial aid, the federal Satisfactory Academic Progress Policy for continuation of loans, and other financial-related topics.
- The academic catalog includes a breakdown of tuition, fees, and other charges.

Governance/Control

- Information about the Board of Trustees (BOT) is available through its webpage. The BOT receives authority from Ohio Revised Code and provides governing control. Profiles of each trustee, BOT bylaws, meeting schedule, minutes, and policies are regularly uploaded and updated.
- General information is presented on the "about YSU" page of the website, including the governance structure and YSU's Mission, Vision, and Core Values.
- Bargaining-unit agreements are downloadable from the HR webpage.
- Minutes and recordings of Academic Senate meetings and meeting dates are on the Academic Senate webpage. Minutes reflect the Senate's responsibility for developing or modifying academic policies.

Sources

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

Argument

2.C.1 The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.

The Ohio Department of Higher Education (ODHE) is a cabinet-level agency that oversees public higher education. YSU's Board of Trustees (BOT) consists of 11 trustees appointed by the governor. Chapter 3356 of the Ohio Revised Code authorizes the BOT to employ, fix the compensation of, and remove the president and such professors, teachers, and other employees as may be deemed necessary.

The BOT follows best practices recommended by the Association of Governing Boards (AGB). Detailed BOT expectations and activities beyond those declared in Chapter 3356 of the Ohio Revised Code are recorded in the BOT Bylaws.

UPDATE: In 2019, the YSU BOT was selected over 40 other boards to receive the John W. Nason award for Board Leadership from the Association of Governing Boards of Universities and Colleges. The ABG represents 1,300 member boards representing 2000 institutions. The Nason Board Leadership award is the nation's top honor for governing boards. This award recognizes exceptional leadership and initiative. In December 2021, Trustee James (Ted) Roberts was appointed to the same association's Council for Student Success. The Council is an advisory group from member institutions, systems and foundations with a purpose to shape strategic thinking, priorities and actions of BOT to elevate student success outcomes across Higher Education.

2.C.2 The governing board's deliberations reflect priorities to preserve and enhance the institution.

UPDATE: As noted previously a priority action of the BOT was to pass the resolution in 2018 to support YSU's development of a new strategic plan and adoption in 2019 of the "Take Charge of Our Future" focus for guiding university decisions and prioritizing resource allocation. Other examples of priority deliberations of the BOT include these important activities:

- October 2021: Resolution YSU Future State: Crafting A Sustainable Future in Consideration of the Fall 2021 14th-Day Enrollment Report, Enrollment Trends, and Other Pertinent Factors.
- April 2021: Resolution to support faculty voluntary separation/retirement program to enhance the financial situation of the university.

- December 2020: Resolution to endorse the 2020 State of Ohio Completion Plan that also aligns with the Plan for Strategic Actions to Take Charge of Our Future.
- April 2020: Special meeting to review academic initiatives and efforts for continued education of students during the Covid-19 pandemic. This meeting also addressed medical safety procedures such as testing, social distancing and contact tracing.
- December 1019: Resolution to amend and align tuition and fees for online programs.

2.C.3 The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

As per the Bylaws, BOT meetings are held quarterly and are open to the public. Agendas are prepared with input from multiple internal and external constituents. Business to be presented to the BOT by anyone other than a trustee or YSU's president is submitted in writing to the chair, who refers it to the appropriate committee.

The BOT includes student representation and faculty representation on its Academic and Student Affairs Committee to gain diverse perspective about YSU interests. BOT members attend Academic Senate meetings to keep abreast of the Senate's work and hear faculty's academic concerns.

2.C.4 The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties

The BOT Bylaws state the importance of freedom from undue influence. University policy 3356 3 10 on investments states individual trustees must annually submit a statement disclosing the nature of any relationship with financial institutions involved with YSU's non-endowment and endowment funds to the BOT chair. Trustees undergo yearly Ohio Ethics training, which includes undue influence and conflict of interest issues, and they file a yearly Financial Disclosure Statement with the Ohio Ethics Commission.

2.C.5 The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

YSU policies delineate the roles of BOT members, president, and faculty in management of institutional and academic matters:

- University Policy 3356 9 08 (Selection and evaluation of the president) states the president, as CEO, is responsible for the overall operation of the institution, and the president executes the power and authority of the BOT in leadership, institutional strategic planning, and development of the institution.

- University Policy 3356 10 10 (Academic Senate) states the Academic Senate has primary responsibility for developing new policies or making changes in existing policies integral and essential to YSU's academic functions and activities.

Sources

2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Argument

YSU believes that freedom of inquiry is essential to scholarly development and application of knowledge. Protecting and encouraging academic freedom, freedom of expression, and the pursuit of truth in teaching and learning are woven throughout the university.

YSU's value for academic freedoms are emphasized in many guidance documents and policies:

- UPDATE: YSU's mission statement embraces personal development and empowerment through knowledge. We root behaviors, decisions and actions in the achievement of integrity mutual respect collegiality, equity and inclusion. This stated university value directly fosters a climate of academic freedom on campus. YSU joined other public institutions via a letter from the Inter-university Council of Ohio to express our concern that the state's house bill 327 could infer censorship in the classroom.
- UPDATE: We also believe in our role to develop intellectual and personal qualities by following guidelines for free and orderly exchange of ideas. These are outlined in our 2021 report submitted in accordance with state law ORC 3345.0211-3345.0213 known as the "Forming Open and Robust University Minds Act (FORUM)".
- The *YSU-OEA Agreement (Article 17)* outlines academic freedom and responsibilities for full-time faculty members.
- UPDATE: *The Student Code of Conduct* Article 1, Section A.1, identifies the "right of free inquiry, expression, and/or assembly" as a basic right. The Code is approved each year by the BOT. The new student complaint portal lists "Unlawful, unreasonable, or arbitrary limitations on expressive activity" as one of the categories of complaint a student can choose when filing a concern with the Office of Dean of Students. The student's academic program, assisted by the Office of Dean of Students investigates and resolves student complaint.
- UPDATE: Student Media Policy (University policy 3356-8-02) states that YSU "recognizes and supports the establishment and operation of student media organizations as important media for communication to the university and as training laboratories for students." In 2021 the student media committee updated the Student Media Governing Document.
- Acceptable Use of University Technology Policy (University policy 3356-4-09) notes the importance of academic freedom and establishes rules to govern use of university technology.

- Persona non Grata Policy does not “limit or restrict the constitutional guarantees of freedom of speech and peaceful assembly even as it seeks to maintain an effective and safe learning, living, and working environment for all employees, students, and visitors.”
- Research Misconduct Policy establishes that “Among the basic principles of YSU are the pursuit of truth and the responsible exercise of academic freedom. From these principles derive such ideals and values as the freedom and openness of inquiry, academic honesty, and integrity in scholarship and teaching.”

Although these documents specify the protection of academic freedom and freedom of expression, each notes students’ or faculty members’ responsibilities when exercising their freedom, which includes refraining from speaking for YSU unless officially designated as a spokesperson and presenting ideas respectfully.

UPDATE: As the following examples demonstrate, YSU provides opportunities for community members, faculty, students, and staff to experience and express diverse viewpoints through campus events and ongoing speaker series:

- 2021 Thomas Colloquium of Free Enterprise speaker Bozama Saint John spoke on her experience as a female of color at Uber and Netflix
- The Tunnel of Oppression is an annual interactive event to promote the understanding of the experiences of others. During the 2021 event, Carmella Hill, Dir of Power to Hope services discussed how mental health is impacted by oppression and trauma.
- The Dr. Ray Energy and Environmental Speaker Series focuses on sometimes controversial conservation and environmental issues
- The Cliff Guest Artist Series continues a forum for artistic expression with more than 400 events in art, music and theater show-casing a wide range of artistic expression.

Sources

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

Argument

2.E.1 Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.

UPDATE: YSU is committed to fostering high-quality research in support of its mission while providing compliance, oversight, and support services to ensure integrity in scholarly pursuits. Our mission emphasizes research that benefits our local community. YSU is a founding member of the Excellence Training Center, a community consortium serving to facilitate research and innovation opportunities in the Youngstown and nearby communities. This consortium links YSU compliance resources such as grant oversight and research protocol reviews to community involved research.

YSU ensures research integrity through policies and agreements:

- YSU policies related to integrity in research are reviewed by the BOT regularly. These policies cover the following:
 - research misconduct
 - intellectual property rights
 - objectivity in research
 - avoidance of conflicts of interest
 - commitment in sponsored research
 - integrity in research with human subjects and animals
 - integrity in research performed by affiliated scholars.
- The *YSU-OEA Agreement* (Article 26) covers criteria for external funding, research professorships, intellectual property rights, and publication costs.
- The Academic Senate Research Committee recommends policy about internally and externally funded research to the full Senate.

Researchers working with human or animal subjects complete ethics-in-research training via CITI before their research is approved by the Human Subject Institutional Review Board (IRB) or the Institutional Animal Care and Use Committee (IACUC):

- The YSU IRB is registered with the US Office of Human Research Protections (OHRP). The IRB Handbook, available on the IRB webpage, explains regulations and procedures for protecting human subjects.

- The YSU IACUC provides oversight of animal laboratories and reviews animal-use research protocols. YSU applies policies and regulations set forth by the Public Health Service's Office of Laboratory Animal Welfare (OLAW) to ensure humane treatment of vertebrate animals used in research.
- YSU complies with the National Research Council's Guide for the Care and Use of Laboratory Animals, USDA Animal Welfare Act, and the NIH Public Health Service Policy on the Humane Care and Use of Animals.

YSU complies with safety regulations and ethical mandates in managing biological substances and chemicals through the following plans and resources:

- The YSU Occupational Health Exposure Plan is available to researchers from the Biosafety in Research area on the Office of Research webpage.
- The Office of Environmental and Occupational Health and Safety provides compliance oversight for the Occupational Health Exposure program.
- The Chemical Management Center assists the campus community with adhering to the Occupational Health Exposure Plan.

2.E.2 The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.

UPDATE: The Office of Research supports grant application and award processes and campus-wide research integrity functions. This office specifically supports undergraduate and graduate-student research opportunities via QUEST, the annual forum show-casing student scholarship. The ORS has implemented the Cayuse System to efficiently review and track for compliance all research related to human subjects. This system, now in use for 2 years provides communications among Institutional Review Board (IRB) members, communicates any ethics in research concerns from the IRB to the investigator/s, and provides a means for investigator feedback or revision to address concerns. The system also provides tracking for compliance with human subject research regulations by both the IRB reviewer and investigator/s.

In addition, ORS services include training and guidance for grant-funded and non-funded research to ensure compliance with federal, state, and YSU research standards:

- The Office of Research Services (ORS) website provides the Uniform Guidance policy and regulation documents for faculty and staff engaged in funded research activities. During the height of the Covid-19 pandemic the ORS guided researchers through a safe continuation or cessation of projects involving human subjects.
- ORS provides resources on such topics as Student Intellectual Property Agreement, the Handbook on Ownership of Intellectual Property, and Patenting and Commercialization, which help students and faculty understand their roles and responsibilities during research.

- ORS provides agreement forms and tracking for activities such as agreements for mutual non-disclosure of valuable information, export control, and transfer of research animals.
- The University Research Council (URC) reviews patent applications and research protocol applications for the URC fund awards.
- Faculty, staff, and students working on funded research are required to complete Responsible Conduct of Research training provided by the Collaborative Institutional Training Initiative (CITI), an internet-based provider of research education.

Faculty members, department chairs, and professional administrative employees must demonstrate professional conduct that exhibits honesty, integrity, competence, respect, and responsibility:

- University Policy 3356 9 06 governs professional misconduct related to sponsored programs, use of human subjects in research, use and care of animals in research, research misconduct, conflicts of interest and/or commitment in sponsored programs, nondiscrimination and equal opportunity, sexual harassment, and computer use.
- The Professional Conduct Committee of the Academic Senate investigates allegations of faculty or staff professional misconduct in accordance with this policy. If a person accused of professional misconduct is a member of a bargaining unit, the hearing process and sanctions are administered consistent with the contract for that member. If the person is not a member of a bargaining unit, sanctions imposed are administered according to applicable YSU policies.

2.E.3 The institution provides students guidance in ethics of research and use of information resources.

YSU supports and guides students in ethical research and use of resources via university policy, guidebooks, the Tech Desk, courses, and Maag Library:

- University Policy 3356 4 09 (Acceptable Use of University Technology Resources) governs how students, faculty, and staff may use technical resources to obtain and communicate information.
- The Information Technology webpage provides the Security Manual detailing requirements for users of campus technology to protect private information and ensure security of IT systems.
- The Tech Desk provides students technical assistance for hardware and software and provides security information via downloads and an FAQ section on its webpage.

Ethical use of information goes beyond security and protecting privacy:

- All students are required to take English 1551: Writing 2, a course focused on research-based argumentation and citation of academic sources.
- Maag Library provides an Information Literacy program that acquaints students with the scope and organization of scholarly information. This program includes online presentations required for freshman composition classes.
- Maag Library provides students with learning opportunities about issues associated with intellectual property, copyright, and fair use of information as well as how to avoid plagiarism.
- YSU's Writing Center offers additional opportunity for students to learn how to access and apply valid information.
- UPDATE: The First-Year Experience course, required for all incoming freshman students has been replaced with the 1550 Success Seminar which includes learning about information literacy.

2.E.4 The institution enforces policies on academic honesty and integrity.

YSU has standards and ensures compliance for academic honesty and integrity by students in the following ways:

- The Student Code of Conduct, established by university policy, governs when an episode of academic dishonesty occurs. Article III, Student Conduct Standards, defines academic dishonesty, and Article V, Academic Dishonesty, outlines the process for investigating and resolving allegations of academic misconduct.
- UPDATE: In 2021, restructuring within the Office of Student Affairs assigned the oversight of academic integrity to the Office of Community Standards and Student Conduct. Academic dishonesty procedures are now centralized for reporting and imposing sanctions. This restructure ensures each student receives due process and there is follow up for repeat offenders.
- The Student Academic Grievance Subcommittee of the Academic Senate investigates student grievances about dishonesty occurrences, enforces implementation of sanctions, and recommends policy related to student academic grievances.
- Since 2016, graduate faculty advisors have been required to use iThenticate software to help students writing theses or dissertations to recognize plagiarism and ensure originality.

Sources

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

YSU's administrative structure provides guidance for ethical management of financial and personnel resources but allows administration, faculty, and staff to create the learning environment needed to meet the strategic plan.

YSU offers training and support services to facilitate integrity in academic conduct and scholarly practice of faculty and staff. It supports work performed by staff in all divisions with oversight provided by the BOT. YSU enforces policies related to honesty and integrity in all areas and by all people on campus.

YSU offers many opportunities for the campus community to experience diversity of viewpoints, including faculty- and student-led activities, and guest presentations. Freedom of expression and a culture of community are foundations for institutional policies and are promoted throughout the university.

YSU meets the requirements of this criterion by carrying out its daily operations within the university and the surrounding community with integrity and responsible conduct. It recognizes the need to improve communication and shared governance and is undertaking actions to improve.

UPDATE: While data is used to inform important decisions as we implement "Take Charge of Our Future" initiatives, this data is shared and opportunity for constituents to provide input is routinely provided. Feedback and guidance from students, faculty, staff and when appropriate, the community, are considered. Decisions are communicated to those affected by them, as exemplified during the recent program review and program determination action. Through the evidence described in this criterion, we have shown where implementing the actions developed from our strategic planning is resulting in:

- proactive student interventions and resources for academic and non-academic student challenges
- diversity, equity and inclusion programming occurring across campus communities.
- processes and human resources dedicated to enrolling and increasing success by underrepresented students and employees.

The evidence we have provided shows policy, guidance and compliance monitoring to ensure YSU acts with integrity in all aspects of our functions. We have also shown that caring and responsibility toward others are the hallmarks that shows what integrity at YSU is rooted in.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

Youngstown State University (YSU) continually and consistently updates programs to serve its students and the community.

3.A.1

YSU reviews programs to ensure they are current and appropriate to the degree level.

New Academic Program Approval and Modification of Existing Programs

New academic programs and proposals to change existing programs are reviewed first by department and college-level committees and then by the Academic Senate's Academic Programs Committee. In addition, new programs are subject to rigorous review by the State of Ohio Department of Higher Education (ODHE) (see 1.A.2) and the Chancellor's Council on Graduate Studies based upon a set of guidelines and procedures for program approval at each level.

Continued Review and Assessment

Faculty members regularly review programs and assess learning outcomes. YSU has developed a program-review process that includes sections on program and curricular effectiveness.

Undergraduate and graduate programs from each academic college are reviewed periodically (see 4.A.1).

The Academic Senate's Undergraduate Curriculum Committee (UCC) or the Graduate Council's Graduate Curriculum Committee (GCC) review and approve new and modified courses. GCC and UCC processes involve review by departmental and college administrators. Proposals are circulated to key stakeholders across campus to ensure that courses and programs maintain standards and are appropriate for the level of study indicated. Academic Senate's General Education (GE) Committee approves GE courses for the program (see 3.B). To ensure course and program description consistency, YSU implemented an electronic catalog. During the development of the academic catalog, department chairs reviewed their departments' courses, curriculum, and learning outcomes to ensure accuracy. The catalog is the single source for curriculum information.

In spring 2018, YSU implemented an electronic curriculum-management system to streamline the course and program review processes and ensure that approved changes will automatically be added to the catalog and curriculum information will be consistent across campus.

Professional Accreditation and Student Performance

More than 20 accrediting agencies accredit YSU's numerous graduate and undergraduate programs in line with disciplinary standards. Information about accredited programs and

accrediting entities is included in the [course catalog](#) and through the [provost's webpage](#) (see 4.A.5).

3.A.2

Specific requirements and [learning outcomes for each program](#) are listed in the catalog and on the [Office of Assessment webpage](#). Programs are required to differentiate learning outcomes for each program through assessment reporting (see 4.B.1). Students in the Honor's College must meet [goals](#) that are in addition to those required of their degree programs.

The Student Learning Outcomes in the [Undergraduate and Graduate Catalogs](#) demonstrate that programs articulate learning outcomes and differentiate undergraduate, graduate, post-baccalaureate, post-graduate, and certificate-level outcomes.

3.A.3

YSU's program quality and learning goals are consistent across all modes of delivery and locations. Programs and courses delivered through alternate means maintain the same standards as in YSU's traditionally delivered on-campus offerings.

Partnerships

YSU maintains [articulations](#) and partnerships with a range of two-year colleges. These programs are reviewed by transfer and degree-audit personnel. Faculty and academic advisors ensure that off-campus students have consistent access to degree counseling and coursework (via their home campus, YSU's main campus, and distance delivery) to expedite time to degree.

College Credit Plus (College in High School)

As part of its outreach, YSU offers college credit for dual-credit courses under the state-mandated [College Credit Plus \(CCP\)](#) program. The [program's website](#) details policies and procedures to ensure that CCP courses are taught by [qualified instructors](#); follow YSU's course withdrawal, grading, and absence policies; and use the same textbooks and [syllabi](#) as on-campus courses. Syllabi must contain the same or equivalent learning outcomes, outcome-related learning activities, and outcome assessments as determined by the academic department. The [CCP dual-enrollment course oversight plans](#) and course-oversight reports demonstrate that dual-enrollment course standards are current and at commensurate levels of student performance. Department chairs and department faculty mentors have primary responsibility for oversight. For example, the mathematics department provides a dedicated coordinator who ensures evaluation consistency by centrally managing exams for CCP and on-campus courses. [Youngstown Early College \(YEC\)](#) is a partnership with Youngstown City Schools allowing high school students to experience college life and earn college credits while attending high school. It complies with the strictures applied to CCP programs.

Distance Education

Program quality, learning goals, and student learning outcomes are the same for campus, video conference, and online delivery. The modality does not change processes for assessment or new course creation. The [YSU-OEA Agreement](#) outlines structure and quality assurance in distance-education (DE) courses.

Programs offered via DE are also offered on campus and are comprised of existing courses. [Syllabi](#) for DE courses and traditional courses are consistent; they include the same learning outcomes and the same level of expected work.

[Resources](#) are provided to faculty to ensure that online delivery is equivalent to traditional face-to-face courses. [Peer review](#) of DE courses is an additional incentivized option that faculty may elect to pursue. YSU also allows faculty to have their courses evaluated through [Quality Matters](#).

Consortia

YSU is a member of two consortia:

- Consortium of Eastern Ohio Master of Public Health (CEOMPH).
- Northeast Ohio Master of Fine Arts in Creative Writing (NEOMFA).

Consortia members are regionally accredited, and faculty members at each institution are responsible for monitoring courses. For example, in the NEOMFA, students complete a thesis evaluated by faculty from multiple campuses.

Classes at all campuses are evaluated by students for quality, adherence to class purpose, etc.

Overall across multiple campuses, evaluations have been positive and reflect appropriate use of class time, delivery of instruction, and relevance to degree.

Core Component 3.A Updates

YSU has implemented the Academic Program Enhancement and Effectiveness Initiative (APEEI). Faculty and administration worked to develop this comprehensive process. This process resulted in extensive review of nearly every academic degree program on campus (See example program dashboard).

This process which was initiated in January 2021 is part of the Plan for Strategic Actions to Take Charge of Our Future and is supported by a resolution of the YSU Board of Trustees. A detailed timeline reflects milestones and supports the continuing ongoing process of program review at Youngstown State University.

YSU offers graduate and undergraduate degree and certificate programs online. Most programs offered via DE are also offered on campus and are comprised of existing courses. Syllabi for DE courses and traditional courses are consistent; they include the same learning outcomes and the same level of expected work. YSU offers some programs that are only available online such as the Master of Business Administration. These programs were developed for online learning and the existing on-campus programs are no longer offered. Many of these programs have been developed and offered in partnership with Academic Partnerships. Support for faculty and staff is offered by the Department of Cyberlearning and the Institute for Teaching and Learning

Consortia members are regionally accredited, and faculty members at each institution are responsible for monitoring courses. For example, in the NEOMFA, students complete a thesis evaluated by faculty from multiple campuses.

Admission to the NEOMFA program has been suspended – an outcome of the APEEI process. Faculty are working with students in this and other programs to be sunset to develop completion plans for the students enrolled.

Sources

- HLC1_CcpPage
- HLC1_CompositeListOfAccreditedPrograms
- HLC1_GraduateAcademicPolicy Book2017.pdf
- HLC1_GraduateAcademicPolicy Book2017.pdf (page number 7)
- HLC1_YoungstownEarlyCollege

- HLC3_ApplicationsToDevelopOrRedesign.pdf
- HLC3_CcgsGuidelines07282017
- HLC3_CcpAndYsuSyllabi
- HLC3_CcpDocumentingQuality
- HLC3_CcpListOfCollectedCredentials
- HLC3_CcpPdSchedule20122017
- HLC3_CollegeCreditPlusOverview
- HLC3_CurrentAccreditationActivitySeptember 2017
- HLC3_Engl1551Syllabus
- HLC3_EysuRubricExplanation
- HLC3_EysuRubricChecklist
- HLC3_LearningOutcomesAndCurricularMaps
- HLC3_MphProgramStudentFeedback
- HLC3_QualityMattersRubric
- HLC3_SpreadsheetOfPartnershipsAndArticulations
- HLC3_TheHonorsCollegeExperienceWeb
- HLC3_UndergraduateCurriculumApprovalProcessAcademic
- HLC3_YSUandCCPMathSyllabi
- HLC3_YsuDistanceEducationResourcesFor
- HLC3A_AssessmentLearningOutcomesWebPage
- HLC3A_AssessmentWebPage
- HLC3A_CCGSGuidelinesFinal 01.22.2018
- HLC3A_QualityMattersHigherEdCourseDesignRubric
- HLC3B_DEandOncampusSyllabiExamples.pdf
- HLC3B_GenEdManual_9_30_17
- HLC3B_ODHE_ProgramReviewGuidelines
- HLC4A4_MPHConsortiumHandbook
- HLC4A4_NEOMFAConsortiumHandbook
- YOUNGSTOWN STATE UNIVERSITY ACADEMIC SENATE BY LAWS
- YOUNGSTOWN STATE UNIVERSITY ACADEMIC SENATE BY LAWS (page number 12)
- YOUNGSTOWN STATE UNIVERSITY ACADEMIC SENATE BY LAWS (page number 19)
- YSU-OEA Collective Bargaining Agreement 2017-2020
- YSU-OEA Collective Bargaining Agreement 2017-2020 (page number 67)

Page Break 3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

Overview of YSU's General Education Program

YSU's GE program was revised in 2010–2011 through the efforts of a representative group of faculty and staff, and the revisions were approved by the Academic Senate in 2011. The changes became effective in fall 2012. In 2015, the GE program was modified by Academic Senate in 2015 to include a first-year experience course effective in fall 2017.

YSU's GE program for bachelor's degree students consists of courses in four areas:

- First-year experience (FYE) course.
- Core competencies.
 - Two writing courses.
 - One quantitative reasoning course.
 - One oral communications course.
- Knowledge domains.
 - Two Arts and Humanities (AH) courses.
 - Two Social Science (SS) courses.
 - Two Natural Science Courses (NS) with at least one containing a lab.
 - Two Social and Personal Awareness Courses (SPA).
- Capstone embedded in the major.

Courses to be included in the GE program are reviewed by the GE Committee and then approved by Academic Senate.

3.B.1

Mission

The GE program offers opportunities for students to engage in coursework and activities that develop knowledge and skills related to themes stated in the mission. The program is suitable for an open-access university that offers a wide variety of programs.

YSU's mission contains academic-related themes pertaining (but not limited) to the following:

- Research.
- Intellectual curiosity.
- Diversity.
- Sustainability.
- Global perspectives.

YSU's GE program links to those themes in its learning outcomes and requirements. The first-year experience course contains a common intellectual experience designed to foster intellectual curiosity. Knowledge domains provide students with the ability to take courses in a number of fields fostering creativity and curiosity. The two-course SPA knowledge domain requirement provides students an opportunity to study mission-identified topics of domestic diversity, global perspectives, and environmental sustainability. YSU students engage in research-related and/or creative works projects within their GE capstone courses, as appropriate for their majors and disciplines.

In addition, the GE program is designed to do the following:

- Provide flexibility with the wide-variety of programs.
- Provide pathways for less-prepared students.
- Facilitate transfers.

The GE program includes more than 150 different GE courses; the courses provide breadth and flexibility to align with undergraduate programs.

To help under-prepared students, YSU offers developmental courses in mathematics and writing. YSU's Core Competency areas of writing and quantitative reasoning have on-campus centers that provide tutoring and additional academic support. Conditionally admitted students are restricted to a subset of GE courses that provide an appropriate level of challenge while building college-level knowledge and skills. These GE courses help conditionally admitted students to progress toward their degree.

YSU provides flexibility in transfer and completion pathways. YSU closely follows the Ohio Transfer Module (OTM) that allows students to transfer GE courses within Ohio as part of ODHE Program Guidelines. YSU has developed articulation agreements and partnerships with several regional community colleges. YSU's Office of Admissions provides transfer guides for students at local community colleges. Incoming transfer courses that do not have an exact course-to-course match are evaluated for GE credit by the GE coordinator following a set of established guidelines (see 4.A.3).

Educational Offerings and Degree Levels

YSU's GE program is appropriate for its education offerings and degree levels. The GE program meets or exceeds Ohio's Program Guidelines minimum requirements for students seeking bachelor and associate degrees. Including the capstone, students may complete the GE program in 41 hours. The structure and number of hours are consistent with other schools within the state. Prospective GE courses must be at an appropriate level to be approved by the GE Committee.

The GE program varies for different degree levels. Students seeking applied associate degrees may complete their GE program in 17 hours, and students seeking associate of arts or science degrees must complete the full GE program (not including the capstone). These requirements reflect changes made to the associate degree requirements for fall 2018 to align with ODHE guidelines.

3.B.2

Articulates Purposes, Content, and Intended Learning Outcomes

YSU's GE program clearly articulates the learning goals, intended outcomes, and purpose of each requirement area on the GE program page and in YSU's electronic catalog. Syllabi for GE courses must state the pertinent GE learning outcomes for the course to be approved as part of the GE program. Students receive opportunities to learn about the GE program through information and a video available in the FYE courses.

Framework

YSU's GE program is derived from and complies with the Ohio Transfer Module (OTM). The OTM consists of a set of broad knowledge and concepts and domain requirements. To better fulfill YSU's mission, the GE program requires additional courses in SPA, a first-year experience class, and a capstone course.

Broad Knowledge and Intellectual Concepts

The GE program imparts broad knowledge and intellectual concepts through knowledge domains: Arts and Humanities, Social Sciences, Natural Sciences, and Social and Personal

Awareness. Students must complete courses in all of them to complete the program. The first-year experience courses provide broad overviews of many different subjects and careers within a college.

Skills and Attitudes

The GE program imparts necessary skills and attitudes through core competency and capstone courses. Through the GE program's goals, YSU identifies key skills and attitudes required of students (see 3.B.3).

Skills are initially developed in the GE Core Competency courses, reinforced through other general-education courses and within programs, and demonstrated within the capstone courses. Programs created curricular mappings of how writing is taught within programs. Development of curricular mappings for oral communication, critical thinking, and quantitative reasoning began in 2014.

YSU's first-year experience course develops attitudes through a common intellectual experience, PenguinThink. For example, one of the outcomes is to "appreciate the perspectives and feelings of others." In 2018, the theme will be understanding disability.

3.B.3

Educational programs engage students in information processing, modes of inquiry, and adaptable skills.

In addition to specific GE outcomes in the Core Competencies and in Natural Sciences, all bachelor's degree programs engage students in the process of collecting, analyzing, and communicating information by incorporating capstone courses. The GE committee must approve capstone courses. To be approved, capstone courses must meet the following learning outcomes:

- Write and speak effectively.
- Acquire, process, and present quantitative and qualitative information using the most appropriate technologies.
- Reason critically to distinguish among forms of argumentation and to derive justified conclusions.

YSU's GE program is aligned with 21st-century and adaptable skills. For example, YSU aligns its written and critical thinking outcomes to AACU's Liberal Education and America's Promise (LEAP) outcomes.

Collecting, analyzing, and communicating effectively are desired outcomes of core competency courses and are thus incorporated into associate-degree programs, too.

YSU's program-review process ensures that academic programs adjust to advances in their disciplines and to the evolving needs and interests of the community and other stakeholders (see 4.A.1). Program review requires programs to document how they align their curriculum with their discipline and professions, assess the effectiveness of that curriculum, and document how they give students the opportunity to develop and apply appropriate skills.

3.B.4

YSU offers a range of educational opportunities that reflects the cultural diversity of the world in which students live and work. Educational opportunities are offered to students through the following:

- General-education course opportunities.
- Program-level opportunities.
- Co-curricular education opportunities.

GE provides human and cultural diversity opportunities through the Arts and Humanities, Social Science, and Social and Personal Awareness domains. Students can take courses specifically related to human and cultural diversity. GE learning outcomes related to human and cultural diversity include the following:

- Social and Personal Awareness (Domestic Diversity)—Students will demonstrate knowledge of the experiences of different groups within the United States where those groups are defined by class, ethnicity, race, religion, disability, sex, or sexual orientation.
- Social and Personal Awareness (International Perspectives)—Students will demonstrate knowledge of the artistic, social, economic, or political life of communities outside the United States.
- Social Science—Students will demonstrate understanding of the contexts and development of human cultures and institutions.
- Arts and Humanities—Students will demonstrate awareness of ethical or cultural values in shaping the human experience.

Many programs, especially accredited programs, include additional learning outcomes related to human and cultural opportunities.

YSU offers a range of co-curricular opportunities (see 4.A.5), including speakers and multicultural activities on campus. Students in first-year experience courses are required to participate in campus activities that often include human and cultural diversity-related activities. Despite YSU offering educational opportunities related to diversity, assessments show that this area as a weakness. NSSE results from 2016 show that YSU lags peer institutions in categories such as “Interaction with Diverse Others.” The Office of Assessment combined workshops and several student-led projects to develop recommendations for improvement.

YSU offers opportunities but recognizes that some students are not taking advantage of them, so YSU is considering changing the curriculum to require engagement. GEC has begun to investigate shortcomings of the SPA domain in which students can avoid taking classes related to diversity. In addition, the International Programs Office is leading an Internationalization Task Force focused on campus globalization as an institutional priority.

3.B.5

Faculty

Faculty are required to engage in scholarship, creative work, and discovery of knowledge as appropriate to their disciplines. Scholarship is assessed in the chair’s evaluation of faculty and in the promotion and tenure process. The *YSU-OEA Agreement* and department governance documents define discipline-specific processes and criteria.

Faculty seeking graduate-faculty status must demonstrate scholarship and professional development in the field or discipline appropriate to graduate faculty membership requirements established by the College Graduate Studies Committee. Category 1 graduate faculty members are required to complete Responsible Conduct of Research Training.

The annual awarding of sabbaticals, faculty-improvement leaves, and research professorships demonstrates support of scholarly pursuits. Productivity in research, scholarship, and creative contributions is summarized in annual reports. Faculty research tracking and other metrics related to research activity and YSU’s urban-research transition are included in an annual report to the BOT by the Urban Research Cornerstone Committee.

The Office of Research Services supports faculty who wish to engage in research and intellectual property and commercialization. External funding was at a five-year high with 78 proposals funded in 2016–2017. The College of Graduate Studies and the Office of Research produce

“[New Frontiers](#),” a publication that celebrates outstanding research and scholarship by faculty and students.

YSU has developed five [Centers of Excellence](#) that are “designed to provide focus and distinction through instruction and inquiry into specific academic areas”:

- Center of Excellence in Materials Science and Engineering.
- Advanced Manufacturing Research Center.
- Williamson College of Business Administration Center of Excellence in International Business.
- Center for Sports Medicine and Applied Biomechanics.
- Centofanti Center for Health and Welfare for Vulnerable Populations.

Students

Student scholarship is celebrated on campus, and the connection with faculty mentorship is evident as the following examples illustrate:

- [2016 NSSE data](#) show that YSU seniors scored 10 percentage points higher than peer institutions in the high-impact practice of working with a faculty member on research.
- Scholarship and discovery of knowledge are [evident](#) in students’ capstone projects, theses, dissertations, and other activities recorded in annual reports.
- Many undergraduate and graduate students participate in QUEST, a forum for student scholarship that has flourished for 28 years. In 2017, [338 students presented](#)—each listing a faculty mentor.
- The Graduate School [promotes](#) and [showcases](#) scholarly work and mentorship annually at the Three-Minute Thesis Competition and the Diversity of Scholarship event.
- Student travel funds for attendance and presentation at professional conferences are provided by the Student Government Association, the Graduate School, and the [Office of Research](#).
- To support research activity [in line with the mission](#), YSU funds [172 graduate assistantships and fellowships](#). Graduate-research assistants were initiated in 2017 to provide year-round research opportunities.
- Graduate Assistant Intern (GAI) positions can be paid by departments or through external agencies. When GAI stipends are funded externally, a tuition remission scholarship may be funded through the Graduate School.
- The YSU News Center and other external news sources often [feature](#) students’ presentations and awards for scholarships and creative work.

In 2017, budget constraints led to a 20% reduction in GA allocations. YSU recognizes this reduction in GA positions is a potential challenge to student research engagement. The university will monitor impact on students through institutional survey results such as the NSSE and Noel Levitz.

Core Component 3.B Updates

YSU’s [General Education program](#) was modified slightly, effective Fall 2020, when the first-year experience course requirement was eliminated. The decision was based on the gradual decline in first year student retention since the implementation of the requirement in Fall 2017. The modification was approved by [Academic Senate Executive Committee in May 2020](#), acting on behalf of the entire Senate during the shut down of campus due to COVID 19. PenguinThink

was also discontinued. A Success Seminar was added as a first-year requirement, independent of the General Education. See 3.D updates for a complete rationale and details.

Conditionally-admitted first year students are no longer restricted to a subset of GE courses. In Fall 2020, YSU implemented the [Strong Start Program](#) a first-year program designed to provide academic support, holistic advising, and major and career exploration to conditionally admitted first-time students. Strong Start students may take any course for which they have met the eligibility requirements. (See 3.D update for more details)

Students are now introduced to YSU's General Education program in YSU 1500: Success Seminar. An International Enrollment Plan was endorsed by the BOT in December 2021.

The [Intellectual Property Policy](#) has been updated and approved by the BOT March 2021

In 2017, budget constraints led to a 20% reduction in GA allocations. YSU recognizes this reduction in GA positions is a potential challenge to student research engagement. The university will monitor impact on students through institutional survey results such as the NSSE and Noel Levitz.

Sources

- 3356-10-1_21 Teaching and Research
- 3356-10-1_21 Teaching and Research (page number 54)
- HLC1_2016NsseSnapshot
- HLC1_GraduateAcademicPolicy Book2017.pdf
- HLC1_GraduateAcademicPolicy Book2017.pdf (page number 10)
- HLC1C_FinalNSSESummaryandKeyTakeaways
- HLC2E_OfficeOfResearchServicesWebPage
- HLC3_2016And2017UrbanResearch
- HLC3_20182019GraduateAssistantshipAnd
- HLC3_AFewExamplesOfStudent
- HLC3_AnnualReportScholarlyActivityIncluding
- HLC3_DiversityOfScholarshipNewsRelease
- HLC3_FirstYearExperienceSectionsBy
- HLC3_GenEdDiversityHandout
- HLC3_GeneralEducationFirstYearExperience
- HLC3_IntellectualPropertyCommercialization
- HLC3_MathAssistanceCenter20162017
- HLC3_NewFrontiers
- HLC3_Quest2017Program
- HLC3_SGA constitution 5-3-17
- HLC3_SpreadsheetOfPartnershipsAndArticulations
- HLC3_StudentSuccessExamplesFromAnnual
- HLC3_StudentTravelFundForm
- HLC3_TheWritingCenterServices
- HLC3_ThreeMinuteThesis
- HLC3_YsuCentersOfExcellence
- HLC3A_AssessmentLearningOutcomesWebPage

- HLC3B_2015TriCTransferGuide
- HLC3B_AssociateDegreeProgramProposal
- HLC3B_CapstoneForm
- HLC3B_ConditionalAdmission
- HLC3B_CurricularMapForOralCommunication
- HLC3B_CurricularMapforWriting
- HLC3B_FYEFocusGroupPresentationOct_2015
- HLC3B_FYEGenEdVideo
- HLC3B_FYESenateProposal
- HLC3B_GECMeetingMinutes 3-25-11
- HLC3B_GECminutes 9-15-16
- HLC3B_GenEdinOhio
- HLC3B_GenEdManual_9_30_17
- HLC3B_GenEdOutcomes
- HLC3B_GenEdSubmissionGuidelines
- HLC3B_GenEdSubmissionGuidelines (page number 3)
- HLC3B_general-education-requirements
- HLC3B_general-education-requirements (page number 5)
- HLC3B_general-education-requirements (page number 7)
- HLC3B_InternationalTaskForcePresentation.pdf
- HLC3B_LettertoSenateROAD
- HLC3B_ODHE_ProgramReviewGuidelines
- HLC3B_ODHE_ProgramReviewGuidelines (page number 12)
- HLC3B_ODHE_ProgramReviewGuidelines (page number 67)
- HLC3B_PenguinThink
- HLC3B_PenguinThinkLearningOutcomes
- HLC3B_ROADRubricRevised_2014
- YSU-OEA Collective Bargaining Agreement 2017-2020
- YSU-OEA Collective Bargaining Agreement 2017-2020 (page number 29)
- YSU-OEA Collective Bargaining Agreement 2017-2020 (page number 40)
- YSU-OEA Collective Bargaining Agreement 2017-2020 (page number 42)

Page Break 3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.

6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

3.C.1

YSU ensures that it has sufficient faculty members to carry out teaching and non-teaching duties. YSU has maintained its student-faculty ratio over this ten-year evaluation period despite funding challenges (see 5.A.1).

Sufficient Numbers

As of spring 2017, YSU had 399 full-time faculty members. In addition, YSU has 35 department chairs, who are administrators with some teaching responsibilities. The average undergraduate class size is 21 in lecture classes and 10 in labs, with an overall student to faculty ratio of 14:1. Although the number of full-time faculty has decreased and the number of part-time faculty has increased, the full-time to part-time ratio for credit-hour production has been stable for the past decade at around 50% due to concurrent declines in enrollment and caps on part-time faculty teaching loads. YSU's direct instructional expenditures per full-time equivalent are comparable to peer institutions.

While overall ratios are strong, YSU is aware that full-time faculty-student ratios are not optimal in some disciplines and programs. Data gathered from the Campus Climate survey in 2017 indicate that 17% of the faculty respondents felt YSU provided enough faculty to achieve departmental goals. YSU recognizes the need to hire full-time faculty and has made it a budget priority in 2018 (see 5.A) and has created a new renewable lecturer position in order to increase the number of full-time faculty and reduce the reliance on part-time instructors.

Continuity

YSU addresses continuity of faculty:

- YSU employs full-time tenure-track, renewable lecturer, contract assistant professors (term), and part-time faculty. To determine departmental need for additional faculty members, data are gathered annually from each department. This information is compared along with factors such as accreditation mandates, budget, program growth, and current ratios to determine faculty replacements or new faculty hires.
- Through labor negotiations, some security and continuity have been provided to what had been term-contract faculty members, who had to be rehired yearly. Under new contract language, most of those non-tenure-track faculty members will become lecturers or senior lecturers. Senior lecturers may be granted renewable three-year contracts.

Curricular Oversight

Course and program creation and revision are faculty-driven processes at all levels (department, college, university, and state) through curricular review and program review. GE course proposals are also reviewed by the GE committee. These faculty-driven processes afford students a high-quality education through proper curricular oversight (see 4.A.4). Faculty make up 70% of Academic Senate representation.

Credential Processes

YSU has sufficient faculty for oversight of academic credentials of instructional positions. Credentialing standards were created by faculty in each department before being approved by deans' council and the appropriate academic governing bodies. See 4.A.4 or 3.C.2 for academic credentialing processes.

Assessment of Student Learning

Faculty participate substantially in assessment reporting and review. The evidence can be reviewed in 4.B.4.

3.C.2

To ensure consistency in faculty credentials, Academic Senate passed a motion on December 6, 2017, to adopt the YSU Faculty Credentials Guidelines, which aligns with ODHE and HLC guidelines.

- Full-time faculty credentials are reviewed by a departmental faculty-led search committee, department chair, and college dean before a recommendation is made to the provost. Upon the provost's approval and before a formal offer is made, Human Resources verifies the candidate's degree through receipt of an official academic transcript.
- Graduate faculty credentials are determined and reviewed by the Graduate Council and the dean of Graduate Studies. Graduate-faculty status is required for a faculty to teach graduate courses regularly.
- Part-time applicants' credentials, including vita and transcripts, are reviewed by the department chair before a candidate is hired. If an applicant is deemed qualified, the chair completes a Highest Degree Level for Part-time Teaching Faculty form. The form, applicant's vita, transcripts, and application are submitted to the dean and provost for review and approval. The Provost's Office maintains a database of academic credentials for part-time faculty.
- YSU follows the same credentialing guidelines for consortial and CCP instructors as for on-campus instructors. YSU has no contractual programs.

3.C.3

YSU regularly evaluates instructors in accordance with university policies. The primary evaluations are student evaluations and department chair's evaluations as described in the YSU-OEA Agreement. The purpose is to help faculty to improve their professional performance and to inform those making tenure, promotion, and other employment decisions about performance. Procedures for administering evaluations depend on full-time or part-time status and faculty rank. Graduate assistants who teach and College Credit Plus (CCP) instructors typically receive additional mentoring and supervision.

Student Evaluations

Student evaluations of teaching and learning are conducted through an online course-evaluation survey. The process and frequency of evaluations are described in Article 14 of the faculty contract. The survey questions were re-designed and vetted through a faculty-led process in 2016. Starting in fall 2017, YSU contracted with SmartEvals in an effort to improve student response rates. Response rates increased from 25% to 43% in the first semester using SmartEvals.

Chairs' Evaluations

Chairs' evaluations of assistant, associate, and full professors encompass teaching, service, and scholarship in accordance with Article 14 of the faculty contract. YSU's administration provides formal training in performance evaluations for chairs. Evaluations serve as a basis for a discussion between faculty members and their department chairs. Both parties can provide input and feedback regarding teaching, scholarship, and service. The evaluation is forwarded to the dean of the college and the provost, who may add comments. The evaluation then becomes part of the faculty member's personnel file in Human Resources (HR).

Evaluation procedures for the newly created lecturer and senior lecturer positions are still being created. The procedures will likely be similar to those of tenure-track faculty members but with an emphasis on teaching.

Beginning in fall 2017, part-time faculty members receive chairs' evaluations according to YSU's part-time faculty performance evaluation process. This process is similar to that for evaluating full-time faculty, but it is restricted to teaching performance. Program coordinators or directors, such as the English Composition Coordinator, may provide input for the evaluation. Before fall 2017, part-time reviews were conducted at the discretion of the chair.

Other forms of Evaluation

Graduate assistants who are instructors are evaluated and receive mentoring and feedback according to departmental policies. Mathematics and English, for instance, conduct teaching practica for graduate assistants.

CCP instructors receive periodic oversight visits from their supervising academic department. CCP instructors are also required to attend professional development sessions in accordance with the CCP oversight plans.

Faculty seeking to obtain or renew graduate faculty status must provide evidence of scholarship and professional development in their field in accordance with the YSU College of Graduate Studies Academic Policy Book.

Pre-tenure review, tenure review, and promotion evaluation serve as additional evaluations of faculty performance. Policies and procedures for pre-tenure and tenure review are in Article 10 of the faculty contract, and policies and procedures for promotion evaluation are in Article 15 of the faculty contract.

3.C.4

YSU provides several processes and resources to ensure that full and part-time instructors are current in their disciplines and adept in their teaching roles.

Faculty Development

Under the direction of the Faculty Development Coordinator and Faculty Development Committee, the virtual Teaching and Learning Center provides faculty development on campus. Workshop attendance was 316 for 2015–16 and 361 for 2016–17.

YSU provides support to faculty members through the following:

- Orientation for new faculty and current faculty moving to new positions.
- Orientation for new part-time faculty.
- A mentoring program for new faculty that offers workshops, social activities, and faculty mentors.
- Workshops for preparation for tenure, promotion, reassigned-time requests, and grant proposals.
- Workshops for best practices in teaching and learning and associated technologies.
- Faculty Learning Communities.
- Workshops for support in achieving job satisfaction and life and work balance techniques.

YSU provides full-time faculty members several opportunities to request reassigned time, financial support, and travel:

- Full sabbatical year at 90% salary.
- Faculty-improvement leave (FIL) (one semester of full reassignment).
- Research Professorship at a minimum of six hours to a maximum of nine hours of alternative assignment time.

- Travel funds to attend conferences and/or pursue training in the discipline.
- University Research Council Grants funding up to \$5,000 to support faculty research, scholarly activities, and creative works.

Over the past five years, 1,412 awards were made for reassigned time, which includes sabbaticals, FILs, and Research Professorships.

Human Resources

HR provides professional development for skills and procedural knowledge necessary to conduct university business. Examples of this professional development are compliance training, ADA compliance training, and search-committee training.

3.C.5

Minimum expectations for faculty availability to students are addressed in Article 28 of the faculty contract, monitored by department chairs, and assessed through student evaluations. Contact with students can be through various means such as face-to-face, phone conversation, email, text messages, or even video messaging. Contact information is available to students on the website under the faculty and staff directory and listed on syllabi. Part-time faculty are also required to maintain at least one office hour a week per course.

NSSE data demonstrate that YSU instructors make themselves available to students. Additional evidence of instructors' availability and interaction with students is demonstrated by extensive student engagement in scholarship, such as theses, dissertations, capstone projects, and research projects presented at QUEST.

3.C.6

Descriptions with minimum qualifications exist for all YSU staff positions. Minimum qualifications are the basis of initial screening during hiring processes and ensure that new employees have the skills needed to be effective.

Staff members are trained departmentally or via staff training opportunities within the division. Training ranges from formal programs to on-the-job training models. For duties specific to positions (i.e. federal-aid compliance), each department ensures that employees are appropriately trained. HR provides training to staff for improving various skills on relevant curriculum-management programs, safety training, and financial systems.

YSU provides additional resources for training and support of professional administrative staff members' development in their field. YSU professional/administrative staff are contractually provided \$500 per year for training for professional development.

Core Component 3.C Updates

YSU implemented a Faculty Voluntary Separation or Retirement Program (VSRP) in 2021. Faculty retrenchment has also been proposed. These programs/actions are implemented to properly utilize resources to provide high quality education for our students. These actions have led to an increase in the student to faculty ratio.

YSU follows the same credentialing guidelines for consortial and CCP instructors as for on-campus instructors.

YSU commitment to high quality education is exemplified in the recent establishment of the Institute for Teaching & Learning. The institute, under the direction of a new Assistant Provost

for Teaching and Learning, leverages data and best practices to guide innovative, inclusive, and integrative teaching.

Sources

- 1613 20170331 Institutional Update - Survey
- 1613 20170331 Institutional Update - Survey (page number 16)
- HLC1_CcpDocumentingQuality
- HLC1_GraduateAcademicPolicy Book2017.pdf
- HLC1_GraduateAcademicPolicy Book2017.pdf (page number 10)
- HLC1_SmartEvalsContract
- HLC1_TeachingAndLearningCenterWebPage.pdf
- HLC1_UpdateToCcpInstructorsQualified
- HLC2_YsuExcellenceSteeringCommitteeAgendas
- HLC3_20152016FacultyDevelopmentReport
- HLC3_20152016FacultyDevelopmentReport (page number 51)
- HLC3_20162017FacultyDevelopmentReport
- HLC3_20162017FacultyDevelopmentReport (page number 5)
- HLC3_20172018AcademicSenateMembership
- HLC3_20172018GraduateCouncilMembers
- HLC3_AppendixForPtEvaluations
- HLC3_CcpListOfCollectedCredentials
- HLC3_CriteriaForCurriculumApproval
- HLC3_CurricularReviewSteps
- HLC3_DeanInstructionsForPtFaculty
- HLC3_FacultyInstructionsForPtFaculty
- HLC3_FacultyReleaseTime20122017
- HLC3_Fall2016EvaluationOfTeaching
- HLC3_NsseDataConversationsFacultyLunch
- HLC3_NsseExperiencesWithFacultyHandout
- HLC3_ODHE_AcademicProgramReviewGuidelines
- HLC3_ODHE_AcademicProgramReviewGuidelines (page number 13)
- HLC3_PartTimeFacultyChairpersonEvaluation
- HLC3_ProspectFacultyAndChairInfo
- HLC3_QualifiedFacultyForm
- HLC3_Spring2017EvaluationOfTeaching
- HLC3_TrainingAvailableOfferedAndAttendee
- HLC3B_GenEdSubmissionGuidelines
- HLC3C_2017.8.17 New Fac Orientation Agenda
- HLC3C_2017.8.17 New PT Fac Orientation
- HLC3C_CampusClimateWebPage
- HLC3C_CCPOversightVisitHistory
- HLC3C_ChairInClassObservation
- HLC3C_Direct Instr Expenditure per FTE Fall 2015 charts 2017-10-19
- HLC3C_FacultyCredentialsGuidelines
- HLC3C_FacultyLearningCommunity

- HLC3C_FreshStartWorkshop
- HLC3C_Graduate Assistant Evaluation Form
- HLC3C_MentoringReportsMidyear
- HLC3C_PartTimeFacultyEvaluationCombined
- HLC3C_StudentEvalsCommittee
- HLC3C_TenureAndPromotionWorkshopAnnouncement
- HLC3C_URCGrants
- HLC3C_YSU Math Grad Classroom Observation Worksheet
- HLC3C6_AssistantDirectorDiversityPrograms
- HLC3C6_CounselorTrainingPenguinServiceCenter
- HLC4_ProgramReviewHandbook
- YSU-APAS Labor Agreement
- YSU-APAS Labor Agreement (page number 14)
- YSU-OEA Collective Bargaining Agreement 2017-2020
- YSU-OEA Collective Bargaining Agreement 2017-2020 (page number 14)
- YSU-OEA Collective Bargaining Agreement 2017-2020 (page number 29)
- YSU-OEA Collective Bargaining Agreement 2017-2020 (page number 39)
- YSU-OEA Collective Bargaining Agreement 2017-2020 (page number 42)
- YSU-OEA Collective Bargaining Agreement 2017-2020 (page number 57)
- YSU-OEA Collective Bargaining Agreement 2017-2020 (page number 58)
- YSU-OEA Collective Bargaining Agreement 2017-2020 (page number 59)

Page Break 3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

3.D.1

YSU offers a wide variety of support services to a diverse student population. YSU's enrollment profile includes students in the following categories:

- Undergraduate and graduate students.
- New, transfer, and online students.
- First-generation students.
- Under-prepared students.
- Nontraditional students.
- Veterans

- International students.

For a comprehensive list of support services, view the [YSU Student Support Services](#) document.

YSU support services are organized by division. Below are highlights of a few of these services and programs.

Student Success

- First-Year Student Services helps incoming undergraduate and transfer students through orientation and IGNITE programs.
 - At a one-day [orientation](#) program, students experience the campus, learn how to navigate the MyYSU portal, receive information about academic colleges, meet advisors, and register for classes.
 - [IGNITE](#), offered in the two days before classes start, presents an opportunity for team-building, social integration, and awareness of campus resources. IGNITE connects first-year students with Peer Leaders, who will show students where their classes are and remain connected throughout the first year. In fall 2017, YSU welcomed its largest incoming freshman class since 2011 with 2,278 students. Nearly 1,800 new first-year students participated in IGNITE.
- [Career and Academic Advising](#) provides support to students through career exploration, resume and cover letter writing, internship preparation, job-search process, and two yearly job fairs.
- [Multicultural Student Services](#), part of the new [Office of College Access and Transitions](#), offers academic support and guidance. It coordinates the [Summer Bridge Program](#) for first-year multicultural students, makes campus referrals, and serves as an advocate for multicultural students as they adjust to YSU. The office maintains a list of services.

Student Experience

- [Student Counseling Services](#) provides mental health counseling, education outreach, and referral services.
- [Student Outreach and Support](#) provides support and advocacy for a wide variety of student issues. The director chairs the YSU [CARE team](#), a referral service for student behavioral concerns.
- [Student Diversity Programs](#) advocate for successful enrollment, retention, and graduation of African-American, Latino, Native American, LBGTQIA, and other under-represented groups.
- [Student Activities](#) provides many opportunities for students to participate in clubs and organizations and to integrate into campus life socially, academically, and professionally:
 - [Student Government Association](#) (SGA) supports students with [several initiatives](#), such as a food pantry, shuttle to local grocery stores, and championing an environmentally sustainable campus. SGA assists student organizations with start-up and budgeting, and it assists with organizing volunteers for campus and community events. YSU has enhanced its support of SGA through an increase in its operating funds.
 - SOGIE (Sexual Orientation, Gender Identity and Expression) hosts weekly meetings and participates in campus and community events.
 - Fraternities and sororities are also available with 13 chapters under three governing councils. They support [fund-raising](#) and activities for students and community members.

- Penguin Productions is a student-run organization that creates, promotes, and produces events for YSU students and the YSU community.

Multicultural Affairs

- In 2016, Multicultural Affairs created the Navarro Executive Fellows, a mentoring-work experience program for incoming African American, Latino, Asian, and Native American, and other minority freshmen. YSU's executive mentors provide leadership and guidance.
- Multicultural Affairs provides rooms for interfaith prayer and meditation.
- Multicultural Affairs hosts the Annual Diversity Leadership Recognition Celebration, recognizing diversity and inclusion leaders on campus and in the community.

Enrollment Management and Planning

- The Office of the Registrar provides registration and records management. Through the Penguin Service Center, students receive one-stop support for questions pertaining to financial aid, registration, billing, records, advising, and other campus resources. In 2016-17, the Penguin Service Center had 18,732 contacts.
- Veterans Affairs supports veteran students. A new Veterans Center opened in 2014, offering student veterans a place to convene and study. Veterans Affairs offers several events throughout the year to support this student population.
- Financial Aid and Scholarships offers numerous support services such as counseling, Financial Aid Awareness Week, and Financial Aid Nights.
- Admissions supports incoming, transfer, transient, and non-traditional students. Admissions coordinates Crash Day, an opportunity for potential students to experience YSU classes and the campus.

3.D.2

Learning Support

YSU supports students at all points of their education. 2016 NSSE data indicate that YSU emphasizes use of learning support services at a higher level than peer institutions.

The Center for Student Progress (CSP)

The CSP, part of the Division of Student Success, is the first-line center supporting college success through its services:

- Academic Coaching provides individualized academic support in weekly meetings with students who are on academic or financial aid probation, conditionally admitted students, and students who are referred for assistance.
- Student Tutorial Services provides tutoring in most disciplines—unless serviced by another dedicated tutoring center (see Additional Learning-Resource Centers, below). In 2012, YSU joined the Ohio eTutoring Collaborative to offer online tutorial support.
- Disability Services (DS) offers support and accommodations to students who document their disability. DS acts as a liaison between students, faculty, and staff by collaborating with faculty and staff regarding issues, arranging for classroom modifications to allow equal educational access, and making campus referrals and connections.
- Supplemental Instruction Program provides peer-assisted study sessions.
- Starfish Early Alert System is used to identify, refer, and track students who may be experiencing academic or other issues.

Additional Learning-Resource Centers

Discipline-specific centers offer tutoring in courses that are pivotal to academic progress:

- The Math Assistance Center (MAC) offers online support, review sessions, and video tutorials. MAC has more than doubled the number of contacts with students from 2015–2016

with the addition of a full-time coordinator. MAC's services are available to all students, including graduate students, in need of math assistance.

- The Writing Center offers drop-in and appointment-based tutoring, as well as an online option for students who wish to upload documents for review. Similar to the MAC, Writing Center services are available to all students who need assistance.
- Language Learning Resource Center provides support for study in foreign languages.
- The Jermaine Hopkins Center for Academics is a private study lounge for student-athletes. Two athletic academic counselors provide extensive support, monitor progress, and make appropriate referrals.

Preparatory Instruction

- The Reading and Study Skills Center offers developmental courses and tutors focused on improving reading and study skills.
- In response to low completion rates in developmental math and English, a co-requisite model has been implemented for math and for writing gateway courses, and traditional developmental courses will be phased out. The goals are to streamline the number of hours and credits a student spends on remediation and to improve completion rates.
- YSU has two pre-college enrichment programs for high school students. Both programs focus on participants completing high school and subsequently enrolling in post-secondary education.
 - Academic Achievers is a program for students in the Warren City public schools grades 9–12.
 - Upward Bound encompasses SCOPE, an ACT-prep program. It is a federally funded TRIO program for Youngstown City high school students.
- YSU has two dual-enrollment programs:
 - Youngstown Early College (YEC) has been recognized by Ohio and nationally for student performance. In 2016, 30 out of 50 YEC graduating seniors earned associate degrees while earning their high school diplomas.
 - College Credit Plus (CCP) enables students in grades 7–12 to receive both high-school and college credit. Students can take courses at the high school, online, or on campus.
- The International Programs Office (IPO) offers an English Language Institute (ELI), an intensive English program with non-credited classes for students from around the globe. The IPO also offers a summer camp to help students acclimate to YSU and the Youngstown area.
- Jump Start offers incoming first-time freshmen an opportunity to take classes before their first full semester to engage students and award credit early in their college careers.

Process for Directing Students into Appropriate Courses and Programs

YSU directs students to courses and programs for which they are adequately prepared by using a combination of admissions guidance, placement testing, students' academic records, course prerequisites, and academic advising (for advising see 3.D.3). Respondents to the HLC Student Survey in January 2018 expressed agreement with the statement, "I was placed at the appropriate course level that matched my academic preparation." This statement was a mean response of 4.09 out of 5 and was ranked number four of 15.

Admissions: On the admissions application, students can self-identify as "undecided/exploratory" if they are uncertain about their major or target profession. Students unsure of their degree path are connected at orientation with Career and Academic Advising.

Students who wish to enter a specific program or the Honors College must meet entry requirements as outlined in the academic catalog.

Students with less than a 2.0 high school (or transfer) GPA or ACT composite less than 17 (SAT less than 910) are conditionally admitted. The majority of these students place into developmental reading, writing, and math courses. Conditionally admitted students are restricted to a selection of approved courses and no more than 14 credit hours per semester until they have fulfilled requirements that include completing remedial courses and meeting with academic coaches and advisors regularly. This student population typically represents between 15% (in fall) and 50% (in spring) of the incoming class.

Placement Testing: Entering students are placed into reading, writing, and mathematics courses based primarily on ACT or SAT test scores, using state-mandated placement guidelines. Students can also take CLEP and AP exams to receive credit for several introductory college-level subjects. If students have no test scores, they take placement assessments in the Testing Center to determine placement.

Academic Records: Students' transfer credits are evaluated by Degree Audit and relevant department chairs to determine YSU course equivalency (see 4.A.2). Degree Audit maintains YSU's many articulation and consortium agreements with other institutions. These agreements guide entering students to appropriate courses.

Adult students with prior learning experiences may be eligible to receive college credits through the Prior Learning Assessment (PLA) process.

Prerequisites: The Banner system ensures that students may only register for a course if they meet prerequisite requirements.

3.D.3

YSU uses a mixed modeling of academic advising, employing both faculty and professional staff advising, with examples of both centralized and distributed advising among colleges and departments. Advisors guide students to an array of resources and services designed to address their needs. Advising activities align with the 2016 Completion Plan.

Professional advisors possess institutional knowledge that allows them to help students in registration, GE requirements, major requirements, and restricted program requirements.

Professional advisors provide academic advising services to students among the six undergraduate colleges. Honors students receive supplemental advising through the Honors College, and student-athletes receive supplemental advising through Athletics.

Advisors use integrated technology to monitor early alerts, class attendance, tutor referrals, and degree course milestones to facilitate case management that emphasizes an intrusive, proactive model of advising.

In 2007, YSU professional advisors formed Youngstown Academic Advising Association (YACADA) to ensure consistency, accuracy, and quality of academic advising. YACADA was granted Allied status by National Academic Advising Association (NACADA) and adheres to the NACADA Statement of Core Values of Academic Advising. Training is supported through YACADA activities.

In addition to professional advisors, faculty members advise students, providing guidance about specific programs, research opportunities, career and internship opportunities, and post-graduate goals. Some colleges, such as CLASS, use faculty members exclusively for advising. Faculty are offered advising training through YACADA and the Teaching and Learning Center.

Students who are part of partnerships and articulation agreements receive the same availability of advising as on-campus students primarily through remote or electronic means.

In spring 2017, the Career and Advising Office began advising conditionally admitted students hoping to major in degree programs in the Bitonte College of Health and Human Services (BCHHS).

In spring 2018, YSU is implementing uAchieve, a comprehensive degree audit and academic planning solution. uAchieve combines degree audit reporting, academic planning, and schedule building into one comprehensive solution for student success. The program will assist advisors and students in accessing an accurate and current picture of progress toward degree.

The First-Year Experience (FYE) course includes a module on career planning to assist students in mapping educational and career goals early in their studies (see 3.B). The course also includes a financial literacy module that is beneficial given the high percentage of students receiving federal loans.

3.D.4

YSU provides resources and physical spaces to support faculty and students, including labs, creative and performing spaces, clinical sites, and innovative teaching-learning environments on- and off-campus. YSU has contracted with Ad Astra to improve classroom-use efficiency.

Although YSU has many labs and learning spaces, some significant structural and technological infrastructure deficits remain (see 5.A.1). YSU is making strategic decisions on how to address these issues and has developed a Deferred Maintenance Plan. In 2012, YSU invested in an external review of facilities, which continues as a primary resource in strategic planning.

Technological Infrastructure

Since 2007, YSU has increased the number of media-enhanced classrooms to support technological and instructional needs and trends. YSU has 220 classrooms with standardized media configurations, including workstations, internet access, document cameras, projectors, and screens. Three classrooms—the planetarium, nursing simulation lab, and exercise lab—have advanced configurations.

YSU is updating electronic information technology infrastructure to provide more bandwidth so that students, faculty, staff, and visitors have a more reliable connection to WiFi, moving from 1 gig to 10 gigs in summer 2018.

Laboratory Spaces

All programs requiring laboratories have access to appropriate learning spaces. Below are some examples of lab facilities:

- BCHHS: Nursing Skills Lab.
- CLASS: Foreign Languages Language Lab
- STEM: Computer Science and Information Systems Usability Lab

Creating, Performing Spaces, and Museum Spaces

YSU supplies spaces for creative activity, performances, and collections, including the following:

- CCAC Theaters: The Ford Theater is a 400-seat auditorium for recitals and the Spotlight Arena Theater is a smaller space for theatrical productions in close proximity to audience.
- Melnick Medical Museum: collection of historically relevant medical devices and equipment.
- Clarence R. Smith Mineral Museum: rock and mineral collection.

Clinical Sites

YSU partners with many clinical sites for a variety of majors. These sites provide diverse, hands-on learning experiences for students. The sites include major hospital systems, health

departments, community health agencies, long-term care facilities, and community agencies.

Below are some examples:

- YSU's learning partnerships with clinical hospital systems include Mercy Health, Akron Children's Hospital, Cleveland Clinic, and University Hospitals Cleveland.
- The Department of Physical Therapy partners with Youngstown's Midlothian Free Clinic to provide free care and learning and research opportunities for students.
- The Department of Nursing has collaborated with local public health agencies to coordinate mock disaster drills on campus.

Nursing provides additional patient simulations to augment practice where clinical sites are competitive.

Online Learning Support

Distance Education (DE) supports students and faculty in development and delivery of online degree programs:

- The Electronic Information Technology lab is available to faculty and staff for assistance in meeting federal ADA compliance in online courses.
- The Instructional Design and Development Center provides faculty with training and support in the design of online courses and application of instructional technologies.
- The YSU Tech Desk addresses Blackboard-related questions.

Library, Information Resources, and Electronic Databases

Even with significant funding challenges, Maag Library provides access and circulation services to students and instructors, including MaagNET, OhioLink, SearchOhio, and InterLibrary Loan. Instructors can put course materials on reserve for students. Maag provides comprehensive services to students:

- Reference services include support via phone, email, and individual appointments with subject-specific librarians.
- Faculty can schedule a librarian-taught class specific to an assignment and how to use the wide variety of information resources for the purpose of the assignment.
- Maag houses a Multi-Media Center, Archives and Special Collections, Government Documents and Information, Microform Center, and D-Space, a digital institutional repository for historical collections and faculty projects.
- The Curriculum Resource Center, housed in the Beeghly College of Education, offers collections, education reference, and research assistance specifically for education, school psychology, and counseling.

To address Maag's staffing and funding issues, the provost established the Library Report Committee, provided \$100,000 in one-time funds to improve collections, and approved the hiring of a library director. This search is underway.

3.D.5

YSU provides student guidance in the use of research and information resources through specific courses and campus resources (see also 2.E.2):

- Writing 2 (ENGL 1551), the second of two first-year composition courses required of undergraduates, focuses on investigation, exploration of topics, collection of data from suitable sources, and appropriate presentation of these inquiries. The syllabus illustrates how students are immersed in learning about and conducting research.
- The Writing Center offers assistance with APA, MLA, Chicago, and other style guides for writing protocols and citation methods.

- Maag Library offers a number of reference services, including in-person research help and individual student appointments; telephone reference service; Ask-a-Librarian Email Service; and subject-specific librarians. There is also a library-instruction classroom for subject-specific research classes taught by librarians.
- A GE capstone course is required in all baccalaureate programs. See 3.B for the GE model and capstone requirements.
- The Office of Research provides guidance for campus-wide research integrity, intellectual property and commercialization, [undergraduate research](#), and graduate-research opportunities. The office also sponsors [Quest](#) (see 3.B.5).
- Required [IRB training](#) is provided for YSU-affiliated student investigators planning to collect data on human subjects.

Core Component 3.D Updates

As called for by Plan for Strategic Actions to Take Charge of Our Future - [Plan for Academic Actions](#), in Fall 2020, YSU overhauled its transition strategy for first-year students.

First year students who had previously been admitted conditionally are now admitted to YSU through the [Strong Start Program](#); students are supported through holistic and intrusive academic advising, [SS 1500: Strong Start](#), a required first-semester success seminar taught by students' academic advisors, and a second-semester [major and exploration course](#). Strong Start students are no longer restricted to a limited subset of General Education courses but may take any course for which they are eligible.

Regularly admitted first year students now take [YSU 1500: Success Seminar](#)

Honors students continue to take [HNRS 1500: Introduction to Honors](#), which now serves as their Success Seminar.

With the Success Seminars came a redesign of first-year advising. Regularly admitted students and Strong Start students are now advised by their Success Seminar instructor ensure that the opportunity to build relationship with their advisor is built into the fabric of students' first semester experience.

Career and Academic Advising is now The Office of Career Exploration and Development. Staff in Career Exploration and Development teach [CARD 1520: Major and Career Exploration](#), a new course that was approved in Spring 2020 to provide guided support for undecided students.

Programs and services coordinated by Multicultural Student Services have been moved to the new [Office of Diversity, Equity, and Inclusion \(DEI\)](#), which has replaced the Office of Multicultural Affairs. In 2019, YSU hired an Associate Provost of Diversity, Equity, and Inclusion. DEI now oversees the [YSTAR Scholars Program](#), a summer bridge program, and the new [A.I.M](#) program.

YSU re-organized the [Division of Student Affairs](#) in Spring 2021. An Associate Vice President now oversees the Office of Student Experience, and a Dean of Students now has oversight of Student Conduct, Student Outreach and Support, and oversees the CARE Team.

The Center for Student Progress has been renamed as the [Resch Academic Success Center](#). The RASC continues to offer academic coaching for students on academic and financial aid probation and non-Strong Start students who are admitted conditionally, and tutoring services.

Disability Services has been renamed as [Accessibility Services](#)

The Math Assistance Center has been renamed the [Math Achievement Center](#).

Due to lack of student interest, YSU has discontinued the Jump Start Program.

See updates to 3D.1, specifically the creation of the Strong Start Program for conditionally-admitted first-year students.

YSU's Strategic Plan, [Plan for Strategic Actions to Take Charge of Our Future](#), and the [2020 Completion Plan](#) identify academic advising as a strategic student success and retention priority. In Fall 2020, YSU implemented the redesign of first-year advising. Regularly admitted freshmen and Strong Start freshmen are now advised for their first year by their Success Seminar instructor. Sections of YSU 1500 are organized by college and sections are also dedicated for undecided students. YSU has hired 5 Success Coordinators, who teach YSU 1500 and advise first year students. At the end of their first year, students confirm their major and are transitioned to a professional or faculty advisor.

Following an assessment of advisor loads, YSU has increased funding for academic advising. Since Fall 2020, YSU has hired 8 additional professional advisors, and 3 new Directors of Advising. The Associate Provost, Student Success with a role in establishing and maintaining excellence in academic advising institution-wide.

In Fall 2021, YSU replaced Starfish with its Ellucian enterprise solution [CRM Advise](#). YSU also replaced the UAchieve degree audit system with the Ellucian enterprise option, DegreeWorks, which YSU has branded as [PenguinPass](#).

[Distance Education](#) (DE) is now the Department of Cyberlearning. The Department supports students and faculty in development and delivery of online and on-campus courses and degree programs:

- The [Electronic Information Technology lab](#) is available to faculty and staff for assistance in meeting federal ADA compliance in online courses.
- The [Instructional Design and Development Center](#) provides faculty with training and support in the design of online courses and application of instructional technologies.
- The YSU [Tech Desk](#) addresses Blackboard-related questions.

Sources

- HLC1_2016NsseSnapshot
- HLC1_DiversityCampusResources
- HLC1_FirstYearExperienceCourse
- HLC1_YoungstownEarlyCollege
- HLC3_2017SummerBridgeSchedule
- HLC3_AcademicAchievers
- HLC3_AcademicSupportForAthletes
- HLC3_ActSatNewSatGuidelines
- HLC3_AdvancedPlacementExams
- HLC3_AleksMathPlacementAssessment
- HLC3_ArticulationAndConsortiumAgreementInstitutions
- HLC3_CareerAcademicAdvisingOverview
- HLC3_ClepInfo
- HLC3_CollegeCreditPlus20172018
- HLC3_CommunityAgencyPartnership
- HLC3_ConditionalAdmitsAsAOf
- HLC3_CreatingPerformanceAndMuseumSpaces
- HLC3_CspAcademicCoachingF16Results
- HLC3_CspHistoricalData
- HLC3_CspPprInfoProcessing3
- HLC3_CspRetentionChart20152016
- HLC3_CspStudentTutorialServicesSummary.pdf
- HLC3_CspSupplementalInstructionF16Summary
- HLC3_DeferredMaintenancePlan
- HLC3_DisabilityServicesData
- HLC3_Engl1551Syllabus
- HLC3_EnglishLanguageInstitute
- HLC3_FacilitesSightlinesReport
- HLC3_Fall2017IgniteScheduleOf
- HLC3_Fall2017OrientationAgendaFor
- HLC3_IrbTraining
- HLC3_LaboratorySpacesForTeachingAnd
- HLC3_LibraryPlanningCommitteeReport
- HLC3_LinksToTeachingLearningSpaces
- HLC3_MaagLibraryServices
- HLC3_MaagLibraryStatistics
- HLC3_MathAssistanceCenter20162017
- HLC3_MathCoRequisiteModel
- HLC3_PenguinJumpStartDetails
- HLC3_PenguinServiceCenterProductivityDashboard
- HLC3_PenguinServiceCenterTypesOf
- HLC3_PriorLearningAssessment
- HLC3_ProposedRevisionsToConditionalAdmission
- HLC3_PsychologyProgramSnapshotForGuided
- HLC3_Quest

- HLC3_Quest2017Program
- HLC3_SCOPE
- HLC3_SGA constitution 5-3-17
- HLC3_StemAdvisingModel
- HLC3_StudentGovernmentAssociationFall2016
- HLC3_SupportServices
- HLC3_TheWritingCenterServices
- HLC3_UndergraduateResearchAtYsu
- HLC3_UpwardBound
- HLC3_VeteransAffairs
- HLC3_WcbaAdvisingModel
- HLC3_YecReportCard
- HLC3_YsuClinicalPartnerships
- HLC3_YsuSupportServices2
- HLC3D_AcademicResourcesCatalog
- HLC3D_Advising Structures
- HLC3D_AnnualDiversityLeadershipCelebrationWebPage
- HLC3D_BOTMinutes_2017_09_07
- HLC3D_BOTMinutes_2017_09_07 (page number 5)
- HLC3D_CampusEnvironmentNSSE
- HLC3D_CatalogNewFreshmanApplicants
- HLC3D_Center for Student ProgressWebPage
- HLC3D_College and Career Readiness TestWebPage
- HLC3D_Crash Day WebPage
- HLC3D_Distance EducationWebPage
- HLC3D_DivisionofMulticulturalAffairsWebPage
- HLC3D_DivisionOfStudentSuccessWebPage
- HLC3D_EIT LabWebPage
- HLC3D_ENGL1550C
- HLC3D_Enrollment Planning and ManagementWebPage
- HLC3D_Financial Aid NightWebPage
- HLC3D_IDDCWebPage
- HLC3D_Multicultural ServicesWebPage
- HLC3D_Navarro Executive FellowsWebPage
- HLC3D_PenguinProductionsWebPage
- HLC3D_Reading and Study Skills CenterWebPage
- HLC3D_Starfish I Youngstown State UniversityWebPage
- HLC3D_Student ActivitiesWebPage
- HLC3D_Student CounselingServicesWebPage
- HLC3D_Student Diversity ProgramsWebPage
- HLC3D_Student Outreach and SupportWebPage
- HLC3D_Tech DeskWebPage
- HLC3D_TestingCenterWebPage
- HLC3D_TheYSUCARETeamWebPage
- HLC3D_Zeta Tau Alpha Pink Ribbon Cheer ClassWebPage
- HLC3D3_AdvisingWorkshopforFaculty

- HLC3D4_AcademicAdvisingTrainingJFelix
- HLC3D4_Ad Astra
- HLC3D4_CampusFacilities
- HLC4_2016YsuCompletionPlan
- HLC4_2016YsuCompletionPlan (page number 7)
- Pres. Division (Enroll. Plan. & Mgmt. area) org charts Jan. - Feb. 2018
- Pres. Division (Multi-Cult. & Div. Office) org chart Dec. 2016
- Pres. Division (Stud. Success area) org charts Jan. - Feb. 2018
- Stud. Experience Division org charts Jan. - Feb. 2018
- YSU Enrollment Profile Fall 2017

Page Break **3.E - Core Component 3.E**

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

3.E.1

In alignment with its mission, YSU provides students with an enhanced learning environment, as demonstrated by co-curricular opportunities that supplement learning. YSU defines co-curricular learning as programs and services in which significant learning occurs outside of the curriculum. These programs and opportunities mirror YSU's mission and commitment to life-long learning. The Division of Student Experience is primarily responsible for co-curricular experiences. The Student Experience Mission aligns with YSU's mission and focuses on building a sense of belonging, personal development, and professional skills. Examples how YSU addresses co-curricular learning include the following:

- The Office of Student Activities provides social programming, student organization coordination, student-leader training and support, and student-award recognition.
- The Department of Campus Recreation provides services that support health and wellness for students. The department provides professional development as the largest on-campus employer.
- The Office of Housing and Residence Life provides a residential experience that supports co-curricular learning. Led by resident-assistant leaders, programming provides opportunities for social engagement and community development. Larger-scale programming includes such programs as Safer Sex Week, Alcohol Awareness Week, and the Tunnel of Oppression. The Housing Office also supports Academic Learning Communities.
- The Office of Student Conduct provides a process that promotes character, community, and civility. Student Conduct policies and procedures ensure a fair, structured, timely, and educationally-based student-conduct process. The office collaborates with several departments to support Title IX through programming efforts, including "Walk a Mile in Her Shoes" and "The Clothesline Project."

In academic departments, numerous co-curricular opportunities are offered to augment academic programs directly, including the following:

- Intercollegiate Ethics Bowl.
- Moot Court.

- Steel Bridge Competition.
- National and international math competitions.
- Student major-based clubs.
- Study abroad.

3.E.2

YSU seeks to enrich students' educational experiences in line with the major themes in its [mission](#). These core areas are operationalized in *YSU 2020*, align with many of the expectations of the HLC criteria, and are outlined below. In 2017, YSU launched the "[Understanding Our Mission](#)" webpage, which connects the accomplishments of students and employees with the nine major themes of the mission.

Service Learning and Community Engagement

YSU's mission is to develop students "who are invested in their communities." The Community Engagement Cornerstone of *YSU 2020* is an institutional priority. [Reports](#) are provided regularly to the BOT regarding activities.

Separately, each [college](#) in the [Division of Academic Affairs](#) has active student co-op and internship programs with business and industry, and the Office of Career and Academic Advising provides additional support. See 1.D.1 for more on public engagement.

Program Access

YSU's mission states that it will provide "access to a broad range of undergraduate programs and offers graduate programs in selected areas of excellence, including those that meet the needs of the region." The range and focus of YSU academic programs may be found in 1.A.2.

In addition, YSU focuses not just on providing access but also ensuring success in academic programs and post-graduation. See 4.C for more information.

Integrating Teaching, Learning, and Scholarship

YSU is committed to fostering high quality, nationally competitive research by faculty and students as part of its mission to "integrate teaching and learning, scholarship, and civic engagement." As noted in 3.B.5, the Office of Research administers YSU's [research enterprise](#), including campus-wide research integrity functions, intellectual property and commercialization, [undergraduate research](#), faculty research funds, student travel funds, and graduate research opportunities, and the YSU Research Foundation.

Educating about Diversity and Global Perspectives

YSU's Mission states that the university "fosters understanding of diversity, sustainability, and global perspectives." As outlined in 3.B.4, YSU's education provides opportunities to recognize cultural diversity both inside and outside the classroom.

Core Component 3.E Updates

The Division of Student Experience has been reorganized and is now the [Division of Student Affairs](#).

YSU revised its [mission](#), [vision](#), and [values statements](#) when it adopted its current strategic plan. To support [collective impact with the region](#), YSU hired an [Associate Provost, Strategy and Engagement](#).

Sources

- HLCIA_ [http__www.yzu.edu_mission](http://www.yzu.edu_mission)

- HLC3_2016YsuAppEfficacyReport
- HLC3_CampusRecreationScheduleMisson
- HLC3_ExamplesOfCoCurricularActivities
- HLC3_Internships
- HLC3_LivingLearningCommunities
- HLC3_OfficeOfResearchYearlySummaries
- HLC3_ProjectPass
- HLC3_Quest2017Program
- HLC3_RegionalEconomicDevelopment
- HLC3_SummerFestivalOfTheArts
- HLC3_Vita
- HLC3_YoungstownDesignWorks
- HLC3D_StudentActivitiesWebPage
- HLC3E_BOT2016RegionalEngagementStrategicPlanUpdate
- HLC3E_CollegeCommunityEngagementExamples
- HLC3E_DivisionofStudentExperienceWebPage
- HLC3E_MissionThemes
- HLC3E_OfficeOfStudentConductWebPage
- HLC3E_OfficeoftheProvostWebPage
- HLC3E_StudentExperienceMissionStatementWebPage

Page Break **3.S - Criterion 3 - Summary**

The institution provides high quality education, wherever and however its offerings are delivered.

Summary

YSU's degree programs are high quality and appropriate its mission. Curriculum and program approval and review processes ensure that programs are current and require appropriate levels of performance by students. Learning relationships among students and faculty are evident in student and faculty engagement in research, scholarly activity, and creative works.

The quality of programs and programs' learning goals are consistent whether delivered on campus or online, at YSU or a partner institution. YSU's consorial programs leverage resources, allowing students to enroll in programs that the university might not otherwise be able to offer. YSU's distance-education programs allow students and faculty access to education that best fits their schedules and provide students an opportunity to learn with others they might not otherwise meet.

YSU's educational programs foster intellectual inquiry and the application and integration of learning and skills. YSU's GE program is well-suited to the mission and degree levels offered. Guidance in the effective use of research and information resources is provided to students. Faculty members and students engage in research, scholarship, and creative works appropriate to the mission of this urban research university.

Opportunities for continued improvement exist. Although YSU has faculty and resources needed to provide high-quality programs and student services, and to provide support for student learning and effective teaching, there are some programs in which additional faculty are critically needed and areas requiring additional financial resources. Although some significant structural and technological infrastructure deficits remain and must continue to be addressed, YSU has sufficient labs and learning spaces available to students.

Sources

4- Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4 A- Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

4.A.1

Youngstown State University (YSU) maintains regular program review for graduate programs and programs with professional accreditation. YSU is working to develop a more meaningful practice of regular multi-year program review for undergraduate programs.

Graduate Program Review

The College of Graduate Studies has a separate process for program review, which is a reporting requirement of the Ohio Department of Higher Education (ODHE). This process provides a mechanism for assessment and continuous improvement for graduate programs.

In fall 2014, a task force was assembled to focus on the program-review process and revise procedures to make the process useful, effective, and efficient. A new format and procedures for review of graduate programs resulted from this faculty-driven work.

The process of evaluation and improvement of graduate programs is ongoing and continuous. Programs are scheduled for review approximately every seven years unless the graduate program-review committee determines that more frequent review is needed.

There are two parts to the scheduled review process: a self-study and review of the self-study and evidence provided by a team of reviewers. Review concludes with a meeting of the review team and key program personnel to discuss the evaluation. Following the meeting, the review team issues a composite review (see examples of the full review process).

Program directors, faculty, and key personnel play an important role in continuous assessment and improvement of graduate programs. Program directors and key personnel complete the self-study by reflecting on and responding to the items in the Graduate Program Review Rubric and by providing the evidence and plan. The process provides opportunity to reflect on and strengthen graduate programs. Graduate program review is in the process of being merged with undergraduate program review, as outlined below.

UPDATE: Most recently, the graduate programs review process has included involvement in the Academic Program Enhancement and Effectiveness Initiative (APEEI). This new APEEI process [[LINK TO APEEI HLC REPORT](#)] enables stakeholders to analyze graduate program data, student demand, employment opportunities, program effectiveness, efficiency of program offerings, and program economics.

Undergraduate Program Review

Undergraduate program review an evolution in process over the last 10 years:

2008–2013: An annual reporting process had long been in place that required academic departments and undergraduate programs to provide data on program success, including departmental accomplishments, faculty activities, and community engagement.

2014-2018: The reporting process was deemed insufficient because it did not provide enough depth and breadth of review, analysis of data, or development of plans necessary for comprehensive program review. To prepare programs for review, the provost asked faculty and department chairs to begin self-evaluation through Program Improvement Plans (PIPs) (see completed example).

PIPs provided an overview of each program's strengths, weaknesses, opportunities, and threats. Each department's faculty members identified significant challenges and significant opportunities for each program. Subsequently, the program's faculty developed action steps to address challenges and opportunities.

Each chair produced an overview describing the department's contribution to YSU, any aspects that might not have been adequately covered through the PIPs, and the value of the department and programs to the university, region, profession, and relevant communities. These documents were forwarded to the dean and provost for review.

2015: A [Program Review Development Committee](#) with broad representation was convened to explore best practices, develop a program review model for YSU, identify needed resources, and develop an inclusive review process.

Based on the Program Review Development Committee's recommendations, the Academic Senate developed the charge, composition, and procedures for the [Academic Program Review Committee](#). Included in the charge was a [Program Review Coordinator](#), a faculty member with release time to manage the process.

Although the Program Review Development Committee recognized the need to revive the review process, it recommended that only 20% of programs submit reports a year with all programs completed over a five-year period. The committee determined that when program review was last required by all programs simultaneously in 2008, YSU's resources did not allow effective execution or feedback. Those programs not undergoing program review in 2015–16 submitted abbreviated reviews to increase awareness of the requirements and to ensure programs were discussing and refining program goals while establishing, reviewing, and collecting support data.

2015–2017: Program review's purpose was to

- Support alignment of program with the university's mission and strategic plan.
- Evaluate programs for strengths, challenges, and opportunities for improvement.
- Evaluate programs' resource availability and needs.

Programs were asked to provide updates on PIPs and plan next steps and goals to support the program's strategic plan. A notable inclusion in program review was integrating assessment, a recommendation of HLC Mentor Susan Hatfield (see 4.B.1). Guidance and instruction were provided through the [Program Review Handbook](#).

The Academic Senate announced the guiding evaluation principles based in “constructive engagement and transparency.” The process sought to have wide engagement with sign-off at the college level and review by faculty teams at the university level. The Program Review Committee then reviewed the report and evaluation materials to develop final recommendations, which were [presented to the Academic Senate](#). To date, approximately 40% of all programs have submitted full program review self-study documents.

After a lapse in this process, this first iteration of program review focused on developing understanding and support for self-reflection on program mission alignment, program quality evaluation, and education about data resources. It also focused on developing skills in evaluating program data. A number of programs were voluntarily discontinued due to a review of enrollment and graduation rates over the past five years, freeing resources for viable programs.

2017: At the end of the 2017 academic year, the Program Review Coordinator resigned. This resignation provided an opportunity for YSU to step back and evaluate the process. The [Streamlined Academic Reporting Process](#) (SARP) committee was established at this time to do the following:

- Address concerns and requests by departments to reduce redundancy in reporting.
- Evaluate the process for what worked and what could be improved.
- Integrate multiple reporting processes, including program review, assessment, and annual reporting.
- Connect the new process to strategic planning and budgeting processes.
- Combine graduate and undergraduate processes.

A key finding of the SARP committee was the need to roll up reporting to the department level to enable programs and departments to reflect the full range of contributions departments make outside of individual programs, such as GE courses and community engagement. Better data availability and management are needed. YSU has been exploring data tools to better collect and manage faculty activity. YSU plans to connect such a system to existing faculty reporting and review functions, such as evaluations or tenure and promotion processes.

The SARP committee redesigned program review and annual reporting with a proposed streamlined reporting process that will connect program review, strategic planning, budget, and assessment. The process will be implemented in Taskstream, a document and process management system that will enable programs to connect goals with evaluation, action steps, and achievements. The SARP program review and annual reporting process will be tested with select departments in spring 2018 before a university-wide pilot is implemented in fall 2018. The new process will be implemented by college and will include reporting of all undergraduate and graduate programs in a college.

The SARP committee has chosen to “think big” in redesigning the process, but it recognizes the challenge of such a departure from previous practice. Enabling vertical integration of strategic planning, evaluation, and budgeting from the program, department, college, and university level has the potential to significantly affect continuous improvement.

UPDATE: 2019 – present

YSU has implemented the Academic Program Enhancement and Effectiveness Initiative (APEEI). Faculty and administration worked to develop this comprehensive process. This process resulted in extensive review of nearly every academic degree program on campus. It is part of the Plan for Strategic Actions to Take Charge of Our Future and is supported by a resolution of the university Board of Trustees. The interim report to the HLC [LINK TO PROGRAM REVIEW REPORT TO HLC], submitted in August 2021, documented YSU’s significant progress and achievement with program review and indicates YSU has provided evidence of an established schedule of program reviews, examples of departmental self-study, evidence that program review was used to inform changes, and specific details on the APPEI process. The response from HLC on 11-41-21 [LINK TO HLC RESPONSE] indicates that evidence provided demonstrates that YSU has made adequate progress in the area of program review. Further details on APPEI process can also be found at <https://ysu.edu/strategic-planning/apeei> for detailed information. Ongoing progress and updates to the APEEI process are chronicled on the YSU Strategic Plan website [LINK TO PDF OF <https://ysu.edu/strategic-planning>].

4.A.2

YSU transcribes academic credit for all credit-bearing courses taught through YSU, for courses completed at regionally accredited colleges and universities and at internationally accredited post-secondary institutions, for passing scores on several standardized exams or departmental challenge exams, and for various forms of prior learning assessments in accordance with ODHE transfer policies. Courses taught at YSU go through a rigorous approval and evaluation process as described in 4.A.4. Below are the evaluation processes for other transcribed credit

Accredited Institutions

In alignment with ODHE guidelines, YSU awards credit for coursework completed at regionally accredited institutions recognized by Council on Higher Education Accreditation (CHEA.) YSU also awards credit for coursework completed at accredited international institutions. However, YSU only evaluates courses if an official syllabus or course description is provided. Transfer evaluation policies and procedures are described in Criterion 4.A.3.

For transfer courses from Ohio public institutions, YSU follows ODHE's Ohio Transfer Module (OTM) for accepting and applying GE transfer credit and ODHE's Transfer Assurance Guides (TAGs) for accepting and applying program-specific transfer credit.

Career and Technical Institutions

YSU awards credit for a limited number of courses and some experiential learning at select career and technical institutions. Following ODHE transfer guidelines, YSU awards credit for career and technical coursework that are part of Ohio's Career-Technical Assurance Guides (CTAG). YSU also awards credit for career and technical school coursework that is part of specific partnership programs.

Non-accredited Institutions

YSU does not automatically grant credit for coursework at non-regionally accredited institutions. In special circumstances, YSU will award credit for coursework at non-regionally accredited institutions on a course-by-course basis. In these circumstances, the relevant department chair will evaluate the coursework to determine whether to accept the credit. There is no guarantee that credit for the coursework will be awarded or applied to a program.

YSU accepts some completed coursework from the Alternative Credit Project (ACP) through the American Council on Education. Individual ACP courses are evaluated by relevant department chairs before being awarded credit.

Credit by Examination

YSU awards credit to students who complete appropriate subject examination through the credit-by-examination process using the Advanced Placement Program (AP), College Level Examination Program (CLEP), International Baccalaureate (IB), or departmental examinations. Policies including passing scores, course equivalencies, and credit hours awarded are as follows:

- AP Exams: YSU's policy is found in the admission for transfer applicants section of the catalog. Passing scores, course equivalencies, and credit hours awarded are available on the Office of the Registrar's website. YSU follows ODHE guidelines.
- CLEP Exams: YSU's policy is found in the admission with non-traditional credit section of YSU catalog. Passing scores, course equivalencies, and credit hours awarded are available on the Office of the Registrar's website. YSU follows the new ODHE guidelines.
- IB Exams: Passing scores, course equivalencies, and credit hours awarded are found on Office of the Registrar's website.
- Departmental Challenge Exams: Passing scores, course equivalencies, and credit hours awarded are determined by individual departments.

Prior Learning Assessment

Prior Learning Assessment (PLA) is an additional option for earning credit. In accordance with YSU's Policy on Prior Learning Assessment, students must demonstrate mastery of knowledge in a subject area through standardized or challenge examinations, portfolio, or demonstrated military service learning to earn credit. Criteria for experiential or prior-learning credit have been created and applied in accordance with ODHE and Academic Senate policies. In addition to CLEP Exams and Department Challenge Exams, PLA includes the following options to gain credit:

- Portfolio-based assessments: Students applying for prior learning assessment through portfolio-based assessment must first complete a one-credit hour portfolio development course, [PLA 1500](#). After students complete the portfolio, department faculty and chairs evaluate prior learning for credit. Details of the course and portfolios are found in the [PLA Manual](#).
- Evaluation of local training, certifications, and licensure: If approved at the department level, [specific training, certifications, and licensures](#) may be awarded course credit.
- Military training, experience, and coursework: Ohio's public colleges and universities award college credit for training and experience in the US Armed Forces or National Guard if it has been approved by the American Council on Education (ACE) or a regional accrediting body. The application of that credit to specific coursework follows [ODHE policies](#) and YSU's course evaluation procedures.
 - ODHE provides a statewide guarantee that certain types of military training, experience, and/or coursework align to existing college and university courses through [Military Transfer Assurance Guides \(MTAGs\)](#).
 - Courses taken through the US Armed Forces Institute, the Defense Activity for Non-Traditional Education Support, and certain formal service school courses are evaluated by department chairs for potential alignment with their courses and programs.
 - Military training and experience that are not part of MTAGs or specific coursework are also evaluated by department chairs for potential alignment with their courses and programs. A listing of [approved equivalencies](#) is available on the PLA webpage.

4.A.3

YSU follows the policies set by ODHE in the [Ohio Articulation and Transfer Policy Document](#) and provides additional policies as needed to assure the quality of transfer credit. University processes and policies are different for undergraduate and graduate transfer courses.

Undergraduate

YSU partners with the ODHE for assuring quality in state-approved transfer equivalencies, including OTM, TAG, CTAG, and MTAG equivalencies. Courses belonging to these initiatives are evaluated and approved by state-appointed faculty-led committees to ensure consistency in learning objectives and outcomes.

YSU uses an [internal review system](#) for equating courses that are not part of ODHE's transfer programs. This process applies to coursework from any regionally accredited college or university, or international accredited institutions. Undergraduate transcripts are submitted to the

Admissions Office upon application. A transfer request is forwarded to the Office of Degree Audit for transfer course equates. The degree-audit system (uAchieve) and Banner automatically match courses that have been equated and registered in the system's transfer tables. The appropriate transfer credit is then awarded.

For courses not already equated, Degree Audit follows YSU's course-equate policy. Lower-division, standard courses are equated by professionals in Degree Audit. Upper-division or non-standard lower-division courses are evaluated and equated by department chairs or relevant program directors.

The Academic Senate's Academic Standards Committee developed a Transfer Appeal Process in alignment with ODHE guidelines. The appeal process was approved in May 2017 and implemented in the 2017–2018 academic year. The process allows students to appeal a decision about determination of transfer credit. YSU explains the appeals process in the Undergraduate Academic Catalog.

Any articulation agreements, consortial agreements, or partnership programs that grant block credit or equivalencies that are different from those determined during the review process are reviewed by affected departments and the provost's office before being signed. These agreements are evaluated periodically to ensure continuing quality.

UPDATE: The university has implemented a new degree equate system, DegreeWorks, which integrates better with our student information system, Banner, and speeds up the transcript review process. In addition, communication has been improved with students [[LINK TO INFORMATION FOR TRANSFER APPLICANTS \(YSU COURSE CATALOG 2021-2022\)](#)]; they are notified as soon as their transcript has been reviewed and courses equated [[LINK TO EMAIL FROM PENGUIN SERVICE CENTER](#)].

Graduate

At the graduate level, students may request transfer credit upon submission of transcripts when they apply to the College of Graduate Studies.

This request for transfer credit is forwarded to the respective graduate degree's program director. The program director evaluates the transfer course content and ensures that the transfer credit replaces a required course or integrates satisfactorily into the student's program. The program director then recommends the transfer of credit to Graduate Studies for approval.

Graduate Studies evaluates approved courses to ensure that transfer criteria have been met, such as a grade of "B" or "A" being earned, the institution of the transfer course being accredited, and the student not exceeding the maximum number of acceptable transfer credit hours. Graduate Studies applies credit to the student transcript, and original forms are forwarded to Records.

4.A.4

YSU maintains and exercises authority over prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for its programs, including dual-credit programs. All proposals to add, change, or delete a program or course are reviewed and approved by faculty and administrators at several levels to ensure compliance with Academic Senate and Graduate Council policies and to assure appropriate prerequisites, rigor, student-learning outcomes, and availability of resources.

Prerequisites for Courses

The Academic Senate developed, implemented, and enforces a policy on course prerequisites for undergraduate course levels, including any deviation from the approved structure. Prerequisites are subject to written waiver on an individual basis by the department chair in consultation with the instructor(s) teaching the course and for courses offered in that department.

Graduate course prerequisites are codified in the Graduate Curriculum section of the Graduate Policy Book.

Rigor of Courses and Expectations for Student Learning

Department faculty are responsible for developing and implementing courses and programs of study. Rigor is established and ensured by department faculty representatives serving on a department's curriculum committee. Through a collaborative process, the department's curriculum committee reviews, revises, and approves courses or program proposals. Once approved at this level, proposals are submitted to the department chair for approval.

Once developed and approved through the department, course and program proposals at the undergraduate level are reviewed and approved through the Academic Senate process. A course proposal that involves a GE requirement must be submitted simultaneously to the GE committee. The process involves multiple levels and approvals, ensuring thorough and careful assessment.

At the graduate level, curriculum changes follow a similar review and approval process through the Graduate Council. Graduate programs also have to notify CCGS regarding program changes.

For additional information on rigor and expectations for student learning, see 3.B.1 and 4.B.1.

Access to Learning Resources

YSU offers many learning resources to address the needs of students. These resources are found in 3.D.2.

Faculty Credentials

YSU maintains an academic policy for faculty credentials. All full-time and part-time undergraduate instructors, including those who teach dual credit, must meet these minimum guidelines. The policy is enforced by the provost's office. See 3.C.2 for details on the credentialing guidelines and processes.

The College of Graduate Studies oversees implementation of the policy on graduate faculty credentials.

Dual-Credit Delivery

YSU offers college credit for courses under the state-mandated College Credit Plus (CCP) program. The program's website details policies and procedures that ensure that CCP courses are taught by approved qualified instructors; follow YSU's course withdrawal, grading, absence

policies; and use the same textbooks and syllabi as on-campus courses. [CCP syllabi](#) must follow the template that identifies learning outcomes, outcome-related learning activities, and outcome assessments.

CCP dual-enrollment [course-oversight plans](#) and [course-oversight reports](#) demonstrate that dual-enrollment course standards are current and that appropriate levels of student performance are met and maintained. Department chairs and one or more department faculty mentor(s) have primary responsibility for oversight. CCP instructors have regular professional development and review by department mentors (see 3.A.3).

Consortia

YSU is a member of two consortia. Consortial institutions are regionally accredited, and deans, program directors, and faculty members at each institution are responsible for monitoring their programs and courses. A high degree of collaboration exists between consortial institutions. The [Master of Public Health](#) and [Master in Fine Arts](#) handbooks outline program standards and processes.

UPDATE: The Master in Fine Arts program is being sunset, but the handbook will continue to be followed through teach out processes.

4.A.5

Programs requiring specialized professional accreditation are certified by the appropriate accrediting bodies and maintain good standing. These programs [regularly report](#) to the BOT regarding last certification of accreditation, current standing, and next visit information.

4.A.6

YSU tracks success of graduates in several ways, and it looks for ways to improve this essential information gathering.

YSU Graduate Outcomes Survey Results

The Office of Career Exploration & Development conducts a Graduate Outcomes Survey to collect information about employment and continuing-education decisions made by students who completed degrees during the academic year. Executive summaries are widely distributed to the campus community. Additional information collected from the Office of Alumni Engagement, WCBA Center for Career Management, and STEM Professional Services is incorporated into the report.

In 2015–2016, [the survey](#) was distributed to graduates who received degrees in August 2015, December 2015, and May 2016. Primary data collection was by email. This process occurred four times over a full year: beginning one month before graduation and every three months thereafter. The total response rate was 26%. Out of 2,051 graduates, there were 538 responses.

“Career outcomes” are defined as the total number of respondents who are working full-time, seeking additional education and accepted, serving in the military, or working as a post-graduate volunteer (e.g., Peace Corps).

YSU’s total career outcomes rate is 72% with individual college’s career outcome rates included in the report. Out of the 538 respondents, 388 had outcomes related to a career. Seventeen percent of the respondents have been accepted into continuing-education programs. The mean undergraduate salary is \$28,643 with a median of \$29,000. The mean graduate salary is \$32,224 with a median of \$30,000. The majority of graduates, 73%, stayed within 30 miles of Youngstown.

The student demographic of the report closely matches the YSU demographic in gender and race:

<u>Survey Respondents</u>	<u>YSU seniors</u>
Female 1047 (56%) Male 821 (44%)	Female (55%) Male (45%)
White (78%) Student of Color (22%)	White (78%) Student of Color (19%)
	Unknown (4%)

Other Graduate Success Data

Sources of information regarding graduate success include the following:

- Individual academic departments track the success of student graduates using alumni surveys, social media, and other communication methods.
- Many discipline-specific accreditations require tracking graduates to determine if they have found appropriate professional positions or passed essential licensing exams. Typically, these outcomes are reported annually and often must be posted on the relevant website.
- The Office of Alumni Engagement gathers information that is historic in nature to provide data on graduates as they progress through careers. YSU has expanded its Penguin family by including all YSU graduates in the Alumni Society. To assure that graduates remain connected to the university, YSU converted its Alumni Society from a dues-paying organization to a non-dues organization. YSU alumni are automatically granted membership to the Alumni Society.
- *YSU 2020* includes BOT post-college success metrics: job placements, graduate school placements, GRE/MCAT/LSAT scores, and license and certification scores.

Sources

- HLC1_GraduateAcademicPolicy Book2017.pdf
- HLC1_GraduateAcademicPolicy Book2017.pdf (page number 9)
- HLC1_GraduateAcademicPolicy Book2017.pdf (page number 17)
- HLC1_GraduateAcademicPolicy Book2017.pdf (page number 37)

- HLC1_GraduateAcademicPolicy Book2017.pdf (page number 38)
- HLC3_CcgsGuidelines01222018
- HLC3_CcgsGuidelines01222018 (page number 7)
- HLC3_CcgsGuidelines01222018 (page number 25)
- HLC3_CcpAndYsuSyllabi
- HLC3_CcpDocumentingQuality
- HLC3C_CCPOversightVisitHistory
- HLC3C_FacultyCredentialsGuidelines
- HLC4_GraduateProgramReviewExamples
- HLC4_GraduateProgramReviewExamples (page number 264)
- HLC4_GraduateProgramReviewMinutes
- HLC4_GraduateProgramReviewProcess
- HLC4_ProgramReviewHandbook
- HLC4A_AdmissionWithNonTraditionalCredit
- HLC4A_AlternativeCreditProjectWebPage
- HLC4A_CampusSARPMemo121217
- HLC4A_CCP InstructorsWebPage
- HLC4A_CreditbyExaminationAPWebPage
- HLC4A_CreditByExaminationCLEPWebPage
- HLC4A_CreditByExaminationIBWebPage
- HLC4A_CurrentAccreditationActivityMarch2018pdf
- HLC4A_EquateAppFAQ
- HLC4A_GraduateOutcomesReport2015-2016
- HLC4A_GraduateProgramReviewForCompletionByProgram
- HLC4A_GraduateProgramReviewForEvaluationOfSelfStudyIndividual
- HLC4A_HHSPiP2015
- HLC4A_international-undergraduate-admission
- HLC4A_MilitaryCreditArticulations
- HLC4A_OATN Policy COMPLETE 2018.1.9
- HLC4A_OATN Policy COMPLETE 2018.1.9 (page number 85)
- HLC4A_OATN Policy COMPLETE 2018.1.9 (page number 99)
- HLC4A_OATN Policy COMPLETE 2018.1.9 (page number 116)
- HLC4A_OATN Policy COMPLETE 2018.1.9 (page number 118)
- HLC4A_OATN Policy COMPLETE 2018.1.9 (page number 120)
- HLC4A_ODHE CLEP Alignment Policy - Revised 12-1-17
- HLC4A_Ohio AP policy
- HLC4A_PIPInstructions12.12.2014
- HLC4A_PLA1500PortfolioDevelopmentCourseSyllabus
- HLC4A_PLAManual2015-16
- HLC4A_Policies and Procedures Handbook_Transfer_Equates
- HLC4A_ProgramReviewDevelopmentCommitteeKickoffEmail
- HLC4A_ProgramReviewGuidelines2007
- HLC4A_SARPOverview
- HLC4A_SARPWorkingGroup2017-2018pdf
- HLC4A_Selected InformationFrom2008-2009AnnualReports
- HLC4A_SenateAcademicProgramsProposal

- [HLC4A_SenateCourseProposalGuidelines](#)
- [HLC4A_SenateMinutesMay2016](#)
- [HLC4A_SenateMinutesMay2016 \(page number 22\)](#)
- [HLC4A_SenateOctoberMinutes2015](#)
- [HLC4A_SenateOctoberMinutes2015 \(page number 4\)](#)
- [HLC4A_SenateProgramReviewCommitteeRoster](#)
- [HLC4A_TrainingAndCertificationCrosswalksWebPage](#)
- [HLC4A_TransferAppealWebPage](#)
- [HLC4A_TransferApplicantsCatalog](#)
- [HLC4A_TransferEquateProcedure2018](#)
- [HLC4A_TransferProcessWorkflow](#)
- [HLC4A_www.ysu.edu_admissions_apply-to-ysu_transfer-students](#)
- [HLC4A4_MPHConsortiumHandbook](#)
- [HLC4A4_NEOMFAConsortiumHandbook](#)
- [HLC4A6_ChairSurveyOfGraduateContacts](#)
- [HLC4C_SSCornerstoneReportBOTJune2017](#)
- [HLC4C_SSCornerstoneReportBOTJune2017 \(page number 10\)](#)

1.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

4.B

YSU has developed comprehensive processes to support student learning and success through assessment in academic, co-curricular, and GE programs.

4.B.1

Assessment

YSU's [Office of Assessment](#) (OOA) oversees assessment of student learning in academic degree programs and co-curricular programs.

Although a good foundation for assessment had been laid earlier, multiple effective processes for assessment and achievement of learning goals grew out of the 2008 HLC peer-review team visit findings. To increase participation in assessment and to create a positive culture of assessment, YSU entered the Academy for the Assessment of Student Learning in 2008. [YSU's Academy projects](#) built broader understanding and participation in assessment activities and improved professional development. The YSU Academy team created programs that expanded capacity and celebrated efforts to support student learning assessment involvement.

Effective assessment processes to support continuous improvement are evidenced in the following ways:

- Student learning goals: Academic and co-curricular programs have comprehensive student learning outcomes, and learning must be differentiated in closely related programs. Learning-outcome goals are posted in [YSU's course catalog](#) and on the [OOA webpage](#) for every program. They are reviewed at the start of each complete assessment cycle for currency.

- Clear expectations: Assessment handbooks provide comprehensive assessment processes and reporting instructions for academic and co-curricular programs. In addition, OOA provides education and support to programs through workshops, training, new-faculty orientation, and consultation services.
- Structural support: The OOA staff's primary mission is support and promotion of student-learning assessment. Resources for assessment, both human and budget, have been prioritized in a time of financial constraint. OOA's annual budget allows for support and professional development through programs such as mini-grants and appreciation events.
- Broad ownership: Responsibilities for assessment activities and evaluation are distributed across campus. Each program designates an assessment coordinator to collect and submit reports, but programs have broad faculty and staff participation. Reports are evaluated in part by the level of participation of faculty in assessment, and faculty assessment expectations are clear (see 4.B.4).
- Stakeholder involvement: The Assessment Council (AC) includes representatives from all colleges and major co-curricular divisions. The AC evaluates assessment reports and provides expertise and consultation about assessment improvements, positive culture building, and data use.
- Evaluation responsibility shared: In addition to AC members, between 10 and 30 faculty and staff volunteers review assessment reports yearly. Volunteers are often past participants in assessment professional development programs, and many cite increased understanding of and participation in assessment processes as benefits of participating.
- Yearly reporting: Academic and co-curricular programs report yearly and engage in comprehensive assessment, including developing learning outcomes and curriculum maps, aligning methods with SLOs, collecting and evaluating data, identifying action steps, and evaluating action steps.
- Evaluating action steps: Programs first began reporting on the status and impact of previous action steps in 2012. Two actions are helping programs to "close the loop" in their assessment cycle: first, assessment has been integrated into and aligned with program-review processes that ask programs to reflect on their entire assessment cycle and its impact on learning; second, YSU is adopting a process management system to better connect action steps and follow-up analysis of learning.
- Program review integration: As a result of an Academy Evidence Inventory, Visiting HLC scholar Susan Hatfield recommended that assessment be integrated into graduate and undergraduate program review. Beginning in 2015, integration into the five-year program review cycle provided programs with greater motivation to participate and an opportunity to reflect on the assessment cycle and priority areas for assessment in the next cycle.
- Information widely disseminated: Feedback, evaluation of assessment reports, and aggregate historical participation and quality reports, are shared with departments, colleges, divisions, campus leadership, and other constituents.

UPDATE: Assessment is not integrated into the APEEI program review process, due to the primary focus on economic viability and prioritization model.

General Education

The GE committee, reporting to the Academic Senate, oversees the GE curriculum. The general-education coordinator provides committee leadership and administers the program.

The GE program has clearly stated learning goals that were last updated in 2011. Every course in the GE curriculum must fulfill learning goals set forth in the program. See Criterion 3.B. for detailed GE curriculum analysis.

One of YSU's goals in the HLC's Academy was to improve GE assessment. YSU decided to use an authentic artifact-based and developmental rubric-based model:

- When the learning outcomes were updated in 2011, the GE committee developed the Repository of Assessment Documents (ROAD) Project. A sample of student-uploaded artifacts from beginning composition and upper-division courses are evaluated yearly by trained faculty reviewers using adapted VALUE Rubrics. Results are evaluated for trends and to make curricular improvements (see 4.B.3).
- ROAD has sought to assess the intersection of outcomes in the GE curriculum with the development of those outcomes in the major. YSU programs include a capstone course as part of the GE curriculum, and core outcomes in communication, quantitative reasoning, and critical thinking are to extend into the major. ROAD included an exercise with program coordinators to develop writing-specific curriculum maps that outlined expectations of and instructional opportunities for students in writing throughout and upon completion of the curriculum.
- ROAD is evaluating other outcomes in the curriculum. In response to campus concerns, ROAD began curriculum mapping of diversity and global competency expectations and achievement in the majors. These data will be used as the GE committee considers changes to ensure that students are achieving GE outcomes in these areas.
- ROAD will continue to use the artifact model as it works through evaluating all Core Competency outcomes of the curriculum. While writing and critical thinking will continue to be evaluated yearly, other core competencies will be evaluated every other year.

YSU recognizes that knowledge domain assessment is needed. The GE committee initially tried a faculty learning community model in 2012–2014, which was not successful in YSU's campus culture. The GE committee is discussing deployment of a course-portfolio model to assess knowledge domains (e.g., Natural Science), possibly in conjunction with program review. This approach would allow departments to evaluate if the GE curriculum meets learning outcomes and provide data that show achievement of learning outcomes.

UPDATE: While there are pockets of domain assessment [LINK TO CMST1545 COURSE EVALUATION] that use good practice to assess learning outcomes and make improvements to student learning, YSU recognizes the need to expand assessment and revisit General Education goals. The YSU Board of Trustees has charged the university to review and revise our general education goals towards a more transformative and integrated curriculum [LINK TO 3/2/22 AESS AGENDA ON EDUCATIONAL QUALITY BOT RESOLUTIONS COMPILATION]. In response to this charge, YSU has initiated the Academic Program Transformation Initiative to both develop institutional learning outcomes and reform General Education curriculum [LINK TO APT WEBPAGE—BUT NOT FULLY DEVELOPED YET, PDF CLOSER TO DEADLINE].

4.B.2

Assessment

YSU evaluates achievement of student learning outcomes in both academic and co-curricular programs through broad participation in a strong assessment process (see 4.B.1).

- Academic programs evaluate learning outcomes at least once during the five-year assessment and program-review cycle. Programs typically evaluate two learning outcomes a year; each learning outcome is assessed using two measures. Data may be from a single year, or multiple years may be aggregated. Data are evaluated for strengths and challenges in student learning, and action steps are identified for areas of challenge.
- At the end of five years, programs submit an “Assessment-Cycle Reflection” with program review. They will report on the impact of action steps on learning. If they do not have evidence of learning impact, they must incorporate that goal into the next assessment plan.
- Since 2007, co-curricular programs have participated in assessment of student learning. Co-curricular programs have built knowledge and capacity through training, professional development, and reporting. Beginning in 2015, co-curricular programs developed comprehensive sets of outcomes that align with their mission and vision, developed learning opportunity maps to visually map co-curriculum, and developed three- to five-year plans for evaluating learning. One learning outcome per year is evaluated, mirroring the academic assessment process and action-step status. Programs will be asked to submit an assessment reflection upon completing their first full assessment cycle.

General Education

The GEC has used ROAD artifacts to assess achievement of GE learning outcomes. Initial data regarding writing and student learning revealed a potential problem. On the 4-point developmental scale of the rubrics used for writing and critical thinking, on average, students were not getting to the second level of the rubric on any rubric dimension. Many students were not moving to the top level of the rubric by the time they submitted their upper-division writing artifacts. The GE committee used this data to begin closer investigation and to initiate planning:

- These data led to the writing curriculum map phase of ROAD. This exercise provided opportunity to begin dialogue with program coordinators about writing preparation through GE courses and responsibility for writing instruction.
- Assessment data allowed the GE coordinator and committee to better understand expectations in the academic programs and to document disciplinary expectations and learning opportunities through curriculum mapping.
- Curriculum mapping led to the realization that expectations and opportunity for developing writing varied greatly across programs. Many faculty were not aware of the skill level of students completing the composition sequence, and feedback reflected that faculty considered writing something that English faculty were “supposed to” teach. In addition, many faculty felt unprepared to provide writing instruction in their courses, either due to workload or lack of knowledge base (actions discussed in 4.B.3).

Recently, English has implemented assessment of Writing 1 (English 1550), the first course in the composition sequence, to evaluate progress between the first and second courses. English faculty will use the same ROAD rubric. The samples will include on-campus and online courses to ensure quality across modes of delivery.

4.B.3

Assessment

YSU has a long history of evaluating strengths and challenges in student learning and

taking steps to improve outcomes, as evidenced in these summaries of academic and co-curricular assessment actions. Programs began reporting on prior year's actions in 2012. This addition to the reporting structure ensured that action steps were implemented and impact on learning assessed.

Assessment's integration into program review supports programs taking a holistic view of their SLO assessment process. Programs evaluate strengths and challenges in learning, actions taken toward curricular improvement, and impact on learning. The process allows programs to identify emergent learning issues and incorporate them into the next assessment-cycle plan.

OOA evaluated the use of data and implementation of action steps in academic programs over the past five years. Data show a significant majority identify strengths and challenges, take action steps for improvement, and complete those steps. Case studies in academic and co-curricular departments provide evidence of departments closing the assessment loop. The implementation of Taskstream, a document and process management system, will make tracking action steps more accurate and align actions with other program-improvement processes.

UPDATE: The formation of the YSU Institute for Teaching and Learning in 2019, which brought together the Office of Assessment and Faculty Development through extensive feedback and research [LINK TO ITL NEEDS ASSESSMENT WHITEPAPER] has increased the ability for the office to apply data around student learning to inform and improve professional development and teaching improvements [LINK TO ITL ANNUAL REPORT 2019-2021].

General Education

Based on GE assessment reported above in 4.B.2, several changes were made to improve student learning in the GE curriculum. Composition faculty standardized composition syllabi, sequenced style-guide instruction, and aligned writing prompts to improve artifact evaluation.

In 2014, ROAD recruited 21 faculty members for a one-day training and scoring session to broaden awareness of student writing skills.

- Faculty were educated on ROAD, trained on scoring writing samples using the rubric, and evaluated lower- and upper-division student artifacts.
- Faculty feedback reflected better understanding of foundational instruction provided through first-year composition; they better understood the lack of progress some upper-division sample papers reflected.
- Discussion around solutions included designing better writing prompts and providing more instructional opportunities for students to practice writing.

The challenge of connecting writing with instructional strategies led a team of faculty and staff working on the ROAD project to write a book chapter in 2016 on how to connect dimensions of the VALUE Rubrics with instructional strategies around writing and information literacy.

To implement these strategies, the GE committee teamed with OOA in FY2018 to fund a pilot project in the Economics Department to score writing samples using the ROAD rubric. Department faculty will identify curricular or instructional strategies as targets for improvement. The intent is to use the results of the pilot to target additional departments for participation.

4.B.4

Assessment

YSU's processes and methodologies reflect development over a long time and with the expertise and guidance of mentors in the Academy for the Assessment of Student Learning. YSU's

Academy Team developed much more sustainable processes because of participation in the Academy. In preparation for the final year, the team requested an Academy Evidence Inventory. Susan Hatfield, YSU's HLC Academy mentor, visited campus in 2011 to perform a 360-degree review of assessment projects that had been developed for the Academy to remediate issues identified in the 2008 reaffirmation. The mentor had several recommendations that were implemented by the OOA:

- Reaffirmation or revision of learning outcomes.
- Development of curriculum maps.
- Alignment of assessment and program review reporting processes.

Assessment processes are aligned with standard and accepted processes for assessment of student learning; processes have grown out of well-known literature (Walvoord, 2004; Suskie, 2009) and consultation through the Academy. OOA also uses elements of the National Institute for Learning Outcomes Assessment's Transparency Framework (NILOA) when considering how to make materials and evidence of processes available to the campus community. Using the NILOA framework would enable YSU to seek the NILOA Excellence in Assessment Designation.

Each of the six components in the framework is considered when sharing data with the campus community:

- Student learning-outcome statements are posted in the university catalog and the assessment website, and they are reviewed each assessment cycle.
- Program assessment plans are available to the campus community, describe assessment methods and timeline, and are updated each assessment cycle.
- In addition to direct workshop, training, and consultation services, resources are available through the academic and co-curricular handbooks. These handbooks explain the assessment process and provide resources and links for further information.
- Reports and feedback to reports are available on the OOA webpage. In addition, data-collection activities, such as National Survey of Student Engagement (NSSE) data, are shared across campus, and results and resources made available publicly.
- Evidence of student learning is shown through assessment reports, and NSSE data results are disseminated widely.
- Use of student learning evidence is shown through action steps outlined in assessment reports and through reflection on impact on learning in program review. As mentioned, NSSE data are shared widely and facilitate conversations on student learning and potential improvements/recommendations.

As mentioned in 4.B.1, there is broad participation in assessment reviews. Teams of faculty and staff are trained in peer review and scoring calibration every year. They review reports and provide feedback. OOA staff also reviews documents and provides feedback to programs.

Co-curricular assessment reports adopted a cohort-review model, in which small groups of co-curricular departments meet to review and evaluate colleagues' reports and provide feedback and recommendations. This process fosters skill building and learning from peers and assessment staff.

OOA periodically evaluates campus participation in assessment; results indicate gains in campus participation in and value of assessment. Faculty have clear expectations around participation in assessment activities. According to the *YSU-OEA Agreement*, assessment activities are to be outlined in department governance documents (Article 9.4) as a shared responsibility and as one of the activities included in teaching duties (Appendix C). Assessment handbooks note that faculty members should be involved in assessment, at a minimum participating in yearly review and discussion of assessment outcomes. Report evaluation includes faculty participation. Integration with program review will support increased faculty participation.

OOA uses numerous professional development and positive assessment programs to build a positive assessment culture. For example, the Student Learning Assessment Mini-Grant Program builds capacity in department or program assessment; past participants often volunteer for additional assessment activities.

UPDATE: The strategic plan initiative, Academic Program Transformation, began work on developing institutional learning outcomes with the university community [LINK TO UWLO EMAILS 1 & 2]. In addition to the benefits institutional learning outcomes provide to prioritize a focus on student learning both in and out of the classroom, this work will enable YSU to seek an NILOA Excellence in Assessment Designation.

General Education

YSU's approach to assessment of the GE curriculum has followed national best practices. GE assessment methodology focuses on artifact collection and scoring to include faculty in the process.

Following the rising national trend, YSU used adapted VALUE rubrics to evaluate writing and critical thinking in ROAD. YSU adapted its assessment to use the ROAD data as part of its former participation requirements in the Voluntary System of Accountability in the first year that alternate evidence was allowed.

YSU has used a backward design approach to the GE assessment model:

- Goal setting: developed GE learning outcomes in 2012.
- Self assessment: developed rubrics through a representative committee process to articulate specific performance criteria for writing and critical thinking.
- Curriculum mapping: raised questions about curricular fidelity to Core Competency expectations. Also served as a starting point to discuss instructional design.
- Artifact collection: involved faculty and students across campus in contributing data.
- Scoring: identified areas of strength and challenge in student learning in GE.
- Curricular improvements: developed from dissemination of data and dialogue.

Substantial participation of full-time and part-time faculty has been integral to the success of ROAD. Faculty have been involved in the following:

- GE committee developed GE outcomes and consulted on ROAD.
- A representative faculty committee developed the ROAD rubric.
- Program faculty choose the assignments submitted and coordinate student artifact submission.
- Part-time faculty participate in scoring artifacts, and full-time faculty have been trained and participated in scoring events. Over 4,000 artifacts have been scored to date since inception.

- Discussions with deans, chairs, and faculty regarding ROAD data have led to curricular improvements in English and select improvements in programs. For example, the Public Health program decided to add a one-credit course in the major that focused on improving writing and research in the discipline. The FYE course included writing as a component in the course as a result of ROAD data.

Sources

- HLC3_LearningOutcomesAndCurricularMaps
- HLC4_2017ReportOnTheStatus
- HLC4_AcademicAnecdotalEvidenceOfAssessment
- HLC4_AcademicAssessmentHandbook
- HLC4_AcademicAssessmentHandbook (page number 59)
- HLC4_AcademicAssessmentPlanRubric2017
- HLC4_AcademicAssessmentReportingHistory2008
- HLC4_AcademicAssessmentRubricDimensionAnalysis
- HLC4_AssessmentCouncilMeetingAgendasAnd
- HLC4_AssessmentCouncilRoster
- HLC4_AssessmentMissionStatementAndCouncil
- HLC4_AssessmentWikiArchiveScreenshot
- HLC4_CoCurricularAnecdotalEvidenceOf
- HLC4_CoCurricularAssessmentHandbook
- HLC4_CoCurricularAssessmentHandbook (page number 40)
- HLC4_CoCurricularAssessmentHandbook (page number 43)
- HLC4_CoCurricularAssessmentReportingHistory
- HLC4_EconomicsRoadPilotReport
- HLC4_GeneralEducationCourseApprovalProcess
- HLC4_HlcAcademySEvidenceInventory
- HLC4_NiloaTransparencyFrameworkIntroduction
- HLC4_OeaAgreement20142017Re
- HLC4_OfficeOfAssessmentMissionStatement
- HLC4_OoaAssessmentCycleExplanation122717
- HLC4_OoaNsse2016ResultsAnd
- HLC4_OoaSloCmWebpage122717
- HLC4_OoaWorkshops20152017
- HLC4_PositiveAssessmentProjectExamples
- HLC4_RoadChapterFromTheFuture
- HLC4_RoadScoringDaySummaryEmail
- HLC4_SampleAssessmentUpdatesToYsu
- HLC4_YsuAcademyImpactReportW
- HLC4_YsuCatalogSloScreenshot122717
- HLC4B_2012GEOutcomes
- HLC4B_AACUVALUEAssessment
- HLC4B_AssessingKnowledgeDomains(Chairs)
- HLC4B_BFAStudioArtInternationalPerspectives

- HLC4B_CatalogSLOExampleAccounting
- HLC4B_CC2YearTrainingAndProfessionalDevelopment
- HLC4B_ExamplePlanandFeedbackCommunications
- HLC4B_ExampleReportandFeedbackCounseling
- HLC4B_GECBylawsMembers
- HLC4B_GECDomainAssessmentProposal
- HLC4B_HLC2014ROADPaper
- HLC4B_LearningCommunityGenEdAd
- HLC4B_MiltCoxFlyer
- HLC4B_NILOAAssessmentExcellenceDesignation
- HLC4B_NSSE2016KeyTakeawaysRecommendations
- HLC4B_NSSE2016Snapshot
- HLC4B_OOABudgetandPersonnel2008-2018
- HLC4B_OOAHomepage
- HLC4B_OOAHomepage(2)
- HLC4B_OOAWikiArchivePage
- HLC4B_PsyandMathWritingCurriculumMaps2014
- HLC4B_ROAD_Rubric_revised_2014
- HLC4B_ROADUpdateSenate2016
- HLC4B_ROADUpdateSenate2016 (page number 4)
- HLC4B_YSUHLCAcademyProject2008-2012
- HLC4B3_ExerciseScienceCaseStudy
- HLC4B3_FinancialAidCaseStudy
- YSU-OEA Collective Bargaining Agreement 2017-2020
- YSU-OEA Collective Bargaining Agreement 2017-2020 (page number 26)
- YSU-OEA Collective Bargaining Agreement 2017-2020 (page number 75)

1.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

4.C

YSU is dedicated to student retention, persistence, and completion of programs. One of YSU's Core Values, the Centrality of Students, states that it is "committed to the education . . . and the success of students of all ages and from all walks of life." Growing out of this focus, *YSU 2020* operationalized this value as an institutional priority through the Student Success Cornerstone and more specifically, Theme 1: Academic Achievement. Like similar institutions, YSU has experienced multiple challenges in this area, but it has implemented initiatives for improvement and planned strategically to improve performance.

4.C.1

Theme 1: Academic Achievement of the Student Success Cornerstone of *YSU 2020* identifies retention and completion goals and metrics tied to YSU's mission and undergraduate population. Goals include improving the following:

- Overall six-year graduation rate.
- Six-year graduation rates for sub-populations, including minority and first-generation students.
- Graduation rates for student-athletes.
- Number of STEM graduates.
- First-to-second year retention rates.
- Course-completion rates.
- Number of students in good academic standing.

The six-year graduation rate was identified as an [institutional metric](#) with a defined goal for achievement by conclusion of *YSU 2020*. Other metrics were monitored by the BOT for [baseline data](#) in 2012. [Goals](#) were developed in 2014. [Progress](#) was evaluated in 2015. [Achievement](#) was last reported to the BOT in 2017. Programmatic goals are identified when required by accreditors. Program review has acted as a catalyst to encourage more attention to persistence and completion in programs across campus.

An ambitious goal was set out in the strategic plan to move YSU's six-year graduation rate to 43% overall, an increase over the 2010 graduation rate of 35.6%. YSU students historically have started at the university with challenges such as inadequate preparation and full-time work schedules. To support these goals and metrics, YSU adopted an [initiatives-based approach](#) that would contribute to goal success. In 2016, after many initiatives were completed, [additional initiatives](#) were identified and organized around four themes to target areas of greatest challenge for students:

- First-Year Experience.
- Academic Assistance.
- Academic Progress.
- Increased Affordability.

YSU's understanding of appropriate goals and strategies has evolved over the last 10 years, first in response to state-funding formula shifts to completion and later when YSU recognized that checkpoint goals may be more effective in evaluating intervention effectiveness. YSU needed to target points in the persistence "pipeline" where students may be more vulnerable and need additional support. Recently, YSU hired an [associate provost](#) to refine and implement goals related to retention, persistence, and completion. Under her leadership, a Strategic Retention Planning Task Force is in development with the goal of identifying retention priorities to be incorporated into the next strategic planning cycle (see I.A.1).

UPDATE: YSU continues to update goals and objectives around student retention, persistence, and completion [LINK TO COMPLETION PLANS FOR 2018 AND 2020; PUT IN 2022 WHEN COMPLETE], a reflection of the central role that student success plays in the YSU strategic plan.

4.C.2

Institutional Research and Analytics (IR) is the primary office at YSU engaged in data collection and analysis. IR regularly collects and analyzes [first-to-second year retention rates](#) and completion data [by race and/or ethnicity](#), [gender](#), conditional admit status, and other classifications. [Data](#) are split by college and program. IR provides specialized reports by request to assist with retention and academic support. Examples include the following:

- Student use of [tutoring](#) and supplemental instruction.
- GPA performance of students who regularly use academic support services.
- [Early warning](#) and intervention activity.
- Academic coaching contacts.
- [Summer Bridge program outcomes](#).
- [Retention](#) of conditionally admitted students.

Annual enrollment reports track demographic and academic profile characteristics of incoming cohorts tied to initiatives identified in *YSU 2020*.

Through program review, programs use numerous reports and filterable data from IR to inform planning. They use data and reports regarding student retention, persistence, and completion (see 4.B). In those reports, programs address trends and any issues that arise. Accredited programs also include retention, persistence, and completion tracking as a regular feature of their re-accreditation processes and reports.

One of the initiatives identified in *YSU 2020* was the Complete Withdrawal Exit Survey fielded by the Office of the Registrar. The mandatory survey asks students why they are withdrawing and if YSU could have done anything to help them remain in college. The office informs students about paths back to enrolling and offers additional assistance with re-enrolling.

Individual committees or ad hoc groups collect data to inform persistence and completion in a particular group. In 2014, the African American Recruitment and Retention Committee collected and analyzed multiple data points to identify why enrollment and retention were below other student groups at YSU. The committee reported findings to the BOT.

YSU collects and analyzes data regularly, but it recognizes more could be done to disseminate data widely, provide guidance in its use, and connect it more clearly with institutional decision making. Senior leadership has begun to address use of data toward institutional effectiveness:

- In summer 2017, a consultant was hired to document IR practices and develop a possible model for Institutional Effectiveness.
- In December 2017, the BOT approved a reorganization that included a new Office of Institutional Effectiveness and Strategic Planning, led by a new Special Assistant to the President.
- In February 2018, the Special Assistant to the President position was filled. This person will lead efforts to design systems to support and improve data-informed decision-making.

UPDATE: YSU has significantly expanded capacity for collecting and analyzing data around student success metrics reported as Key Performance Indicators [LINK TO COMPLETION PLANS FOR 2018 AND 2020; PUT IN 2022 WHEN COMPLETE].

4.C.3

YSU uses retention and completion data to track progress in retention and completion goals. The 2014 Campus Completion Plan and the 2016 Completion Plan Update demonstrate how activities are related to goals and document progress on implementation.

Data are used at the unit level to assess and inform operational activity as these examples demonstrate:

- The Center for Student Progress, Math Assistance Center, and Writing Center track use of services and assess impact of tutoring and supplemental instruction on student academic performance.
- The Center for Student Progress tracks Starfish Early Alert data and compiles reports on its impact on course-completion rates and grade point averages.
- The Math Department relies on data collected by the Comprehensive Testing Center to analyze the impact of ALEKS on remedial math placement and support curricular innovation
- YSU reports DFW rates to deans and chairs

YSU also uses data to assess the need for new strategies and initiatives. While it is difficult to prove causation, YSU strives to take action on and monitor data points for trends. Examples of improving student learning and success based on data over past five years are included in the following table:

Issue or Data	Actions	Result
<p>First-to-second year retention was low:</p> <p>63% in 2009 (goal is 72% by 2020)</p>	<ul style="list-style-type: none"> • Student Success Committee <u>recommended</u> implementation of first-year experience by 2012. • YSU developed a <u>first-year experience course</u> as a GE requirement, piloted it 2016, and implemented it in 2017. 	<p>First-to-second year retention has <u>improved</u>:</p> <p>2013—69%</p> <p>2014—72%</p> <p>2017—76%</p>
<p>Conditional admit policy was poorly enforced.</p> <p>27% of conditional admits completed first semester successfully in 2009</p>	<ul style="list-style-type: none"> • Student Success Committee <u>recommended</u> enforcing YSU Conditional Admit Policy. • Academic Senate passed a <u>Conditional Admit policy</u> in May 2012 with tightened enforcement and structure. 	<p>In fall 2013, 70% of conditionally admitted students completed the first semester successfully. YSU achieved Strategic Plan goal of 70%.</p>
<p>Six-year grad rate, a Strategic Plan Board Metric, was at 36.8% in 2010.</p> <p>Goal is 43% by 2020</p>	<ul style="list-style-type: none"> • YSU increased <u>admission requirements</u> through changes to conditional admit. • Organizational response was to create Associate Provost of Student Success in 2014 under the Academic Affairs Division to bring together multiple student services. • Strategic Retention Planning Task Force to develop a retention plan. 	<p>Six-year graduation rate:</p> <p><u>2010—36.8%</u></p> <p><u>2013—33.4%</u></p> <p><u>2017—34.9%</u></p> <p>Based on fall-to-fall retention rates, YSU anticipates that graduation rates will continue improving with the graduating class of 2018–19.</p>

<p>Minority graduation rate was poor.</p> <p>Strategic Plan Metric, was 16% in 2014 (goal of 25% by 2020)</p>	<ul style="list-style-type: none"> • African American Recruitment and Retention Committee convened to <u>evaluate</u> best practices and factors in YSU’s biggest minority group. • YSU has historically struggled to make progress. • In fall 2017, YSU created the <u>Office of College Access and Transitions</u> to support under-represented groups. • Strategic Retention Planning Task Force was created to develop a retention plan. 	<p>After a dip, minority graduation rate is beginning to trend up:</p> <p><u>2013—13.2%</u></p> <p><u>2016—12.6%</u></p> <p><u>2017—14.4%</u></p> <p>YSU anticipates that graduation rates will continue improving with the graduating class of 2018–19.</p> <p>YSU will continue address this challenge through strategic planning and investment.</p>
---	--	---

YSU has continued to learn from our evaluation of student success efforts and initiatives and makes improvements to improve student outcomes and success [LINK TO COMPLETION PLANS FOR 2018 AND 2020; PUT IN 2022 WHEN COMPLETE].

4.C.4

As outlined in 4.C.2, retention and completion data are collected regularly, and data are used to identify strategies that have resulted in increased retention. YSU data are collected through the student information system. Data are submitted to the National Student Clearinghouse, IPEDS, and the state higher education information system, which provide YSU with comparison data. IR has checks in place to clean data to ensure accuracy of institutional reports.

Although YSU follows good practices, it realizes that it should strive for best practices. Recognizing the importance of a stronger methodology to track continuous improvement, YSU engaged an external consultant to review and assess its practices related to data collection and analysis. In 2017, YSU hired an associate provost to lead the Division of Student Success and implement strategic-retention planning.

The 2015, 2016, and 2017 cohort tracking files allow greater disaggregation of data. The data identify departure points that contribute to sophomore- and junior-year attrition and progression barriers leading to delayed time to degree. A strategic retention planning taskforce is forming to use data to understand progress and retention trends, and to identify barriers to student progress, identify opportunities for institutional action, and coordinate annual retention planning.

Sources

- C2- Student Success_
- C2- Student Success_ (page number 3)
- GradRates2004Cohort
- GradRates2007Cohort
- GradRates2010Cohort
- GradRates2011Cohort
- HLC3_CspStudentTutorialServicesS17Summary.pdf
- HLC4_2016YsuCompletionPlan
- HLC4_AssessmentWikiArchiveScreenshot
- HLC4_CampusCompletionPlan2014
- HLC4_CompleteWithdrawalExitSurveyData
- HLC4C_AQSABOTAgendaCollegeAccessReorgSept2017
- HLC4C_AQSABOTAgendaCollegeAccessReorgSept2017 (page number 195)
- HLC4C_AQSSCommitteeAARecruitmentandRetentionJune2014
- HLC4C_AQSSCommitteeAARetentionReport2013
- HLC4C_BOTAQSSCornerstoneCompletionPlanJune2014
- HLC4C_BOTEnrollMgmtPositionOct13
- HLC4C_ClaireBerardiniArticlefall17
- HLC4C_CompleteWithdrawalSurvey2016
- HLC4C_Conditional Admission Retention (only) 2009 through 2016 by Race
- HLC4C_ConditionalAdmissionRetentionNOT2009Through2016ByGender
- HLC4C_ConditionalAdmissionRetentionNOT2009Through2016ByRace
- HLC4C_ConditionalAdmitPolicySenateMay2012
- HLC4C_ConditionalAdmitPolicySenateMay2012 (page number 27)
- HLC4C_ConditionalAdmitRevisionSenateMar2014
- HLC4C_CSPHistoricalData2012-2017
- HLC4C_Fall 2015toFall2016RetentionByCollegeAndMajor
- HLC4C_FallToFallRetention2011-2012 through 2016-2017
- HLC4C_MAC_Cohort Summary Report.pdf
- HLC4C_ProgramReviewDataFalltoFallRetention16to17
- HLC4C_ProgramReviewDataonWikiScreenshot
- HLC4C_ReorgSpecialAssistantBOTDec2017
- HLC4C_ReorgSpecialAssistantBOTDec2017 (page number 2)
- HLC4C_ReorgSpecialAssistantBOTDec2017 (page number 3)
- HLC4C_SenateFYECourseProposalFeb2016
- HLC4C_SenateFYECourseProposalFeb2016 (page number 8)
- HLC4C_ShermanAnnouncement
- HLC4C_ShermanEffectivenessReportAug17
- HLC4C_SPMatrixBOTAuditJune2014
- HLC4C_SPMatrixBOTDec2012
- HLC4C_Spring2017SISummaryReport
- HLC4C_SSCornerstoneReportBOTJune2017
- HLC4C_SSCornerstoneReportBOTJune2017 (page number 9)
- HLC4C_StarFishEarlyAlertSummaryFall2016
- HLC4C_SummerBridgeRetentioncomparison.docx Summer 2017docx
- HLC4C_YSUCampusCompletionPlan2016

- HLC4C_YSUCompletionPlan2014
- HLC4C_YSUStrategicPlanUpdate2015
- YSU_strategic_booklet_final_2011
- YSU_strategic_booklet_final_2011 (page number 36)

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

YSU maintains quality of its academic programs. YSU has a regular process of program review for graduate programs and is redesigning and improving its multi-year program-review processes for undergraduate programs. Transcribed and transfer credit is systematically and consistently evaluated and granted as appropriate. New and modified courses and programs are scrutinized to ensure appropriate levels of instruction. Programs requiring specialized professional accreditation are certified by the appropriate accrediting body and maintain good standing.

YSU maintains regular outcomes assessment for both undergraduate and graduate programs. The GE program's writing and critical-thinking outcomes undergo regular assessment, and plans are underway to include the other knowledge domains. Co-curricular programs are included in the assessment process. A culture of assessment and continuous improvement has developed at YSU, and it drives curricular and programmatic changes across campus.

YSU is dedicated to student retention, persistence, and completion of programs and uses data to track related goals. Institutional Research, the primary office at YSU engaged in data collection and analysis, regularly collects and analyzes first-to-second year retention rates. Recognizing the importance of a stronger methodology to track continuous improvement, YSU hired a new special assistant to the president to oversee IR and data governance. YSU also hired a new associate provost for student success and created the Office of College Access and Transitions to improve persistence and completion rates for its students.

Sources

There are no sources.

Criterion 5 Institutional Effectiveness, Resources and Planning

- Shared governance played an integral part in the [Strategic Planning Process](#) which also resulted in seven resolutions passed by the Board of Trustees from December 2018 to April 2020. See [Board of Trustees Resolutions for Strategic Action Planning Website](#) (5A1)
- Shared governance was incorporated in program review as evidenced by the inclusion of the Office of Academic Affairs, deans, chairs, and senators and members of the executive committee of the Academic Senate in the curricular efficiency workshops. See evidence mentioned [Resolution Related to the YSU Future State](#) and [Curricular Efficiency Website](#). (5A1)
 - Specifically, on October 29-30 2020, we began conducting a virtual two-day Program Assessment Workshop to evaluate the University's current and potential new academic programs.
- The structure and agendas of the standing committees of the Board of Trustees provides a platform for Board of Trustee oversight, discussions, actions on a variety of topics and university wide policies, and sharing of information. The [Board of Trustee Website](#) provides campus and community access to agendas minutes. (5A1) (5A2) (5C3)
- YSU's continued positive financial health is evident in its annual audited [Financial Reports](#), [Senate Bill 6 Composite Score](#), and most recent S&P and Moody's Ratings as documented in the [Official Statement for the General Receipts Bonds Series 2021](#). (5B3)
- As part of Bond Compliance, the University is required annually by February to prepare a Continuing Disclosure Report that updates the public on certain financial and non-financial categories such as enrollment, admissions, retention and graduation rates, faculty and staff, tuition and fees, grants and research contracts, general receipts, outstanding obligations, student financial aid, state appropriations, endowments, fundraising activities, and financial and budgeting procedures. ([Youngstown State University Continuing Disclosure FY2021 Final](#)) (5B3)(5B4) (5C6)
- New training for administration, faculty and staff was provided campus-wide to help with the delivery of remote coursework. Topics cover a broad array of training from corrective action to transitioning into a virtual world. Evidence includes past workshops located on the [Past Workshops & Materials Website](#) (5B1)
- Training opportunities on campus exist for a variety of topics offered by offices across campus as evidenced [University Training and Development Website](#) (5B1)
- The make up of the Board of Trustees was expanded to include two [National/Global Trustees](#) (5C3)
- Creation of the YSU Center for Workforce Education and Innovation, focuses on new approaches to close the skills and opportunity gaps for surrounding communities and is incorporated into the Student retention, persistence and completion plan (2020-2022) which was endorsed by the Academic Senate and approved by the Board of Trustees in December 2020 in the [Resolution to endorse the 2020 State of Ohio Mandated Completion Plan](#) (5C3) (5C5)
- Youngstown State University collaborated with Gray Associates to begin engaging in review of current market data to evaluate programs. Program Market Data reviews student demand, employment, competition, degree fit and thus, an overall score. This effort was to help align the University budget with the programs geared to be most successful for students. Programs were scored off the criteria and level of contribution to the institution. These data were provided to program directors and faculty on the Deans Advisory Counsel. [See Page 181 here.](#) (5C1,3)

- Fiscal responsibility and allocation of resources under extreme circumstances is demonstrated in the FY2021 Operating Budget approved by the Board of Trustees in June 2020 and the subsequent Budget Modification in December 2020. The FY2021 original budget was 14.2% lower than the FY2020 budget and after the modification, was 7.8% lower than the FY2020 budget. The FY2022 budget remained relatively flat compared to the FY2021 budget. Budget Documents and budget updates can be found on the [Budget Planning Website](#). (5A1)(5C1)(5C4)(5C5)
 - The COVID-19 Pandemic posed new challenges to the University for fiscal year 2021, including shifting to a remote online learning environment, lost revenues, and decreased enrollment. In response, the Board of Trustees approved an extraordinary \$157.9 million budget, which was \$26.1 million or 14.2% less than the previous fiscal year. The University instituted measures to reduce operating expenses and personnel expenses, including temporary layoffs, permanent layoffs, furloughs, pay reductions, the elimination of vacant positions, the implementation of an Academic Affairs re-organization, and the dissolution of one administrative division. Due to the extreme circumstances, the normal budget process was not used, although pockets of shared governance were utilized as the budget was developed.
 - In December 2021, the Board of Trustees approved a modification of the budget which increased the General Fund upward by \$13.6 million or 9.8%, resulting in an FY2021 General Fund Budget that was 6.7% lower than the FY2020 General Fund Budget. This was due to enrollment and state support being more favorable than expected and notification of approximately \$16.5 million in federal relief awards to offset the financial impact to students, losses incurred due to disruption caused by COVID-19, and to defray COVID-19 expenses.
- The University's budget planning and allocation of resources, as evidenced in the [FY2020, FY2021 and FY2022 Operating Budgets](#), is in alignment with the University's mission and supports the [Plan for Strategic Actions to Take Charge of Our Future](#), adopted by the Board of Trustees in June 2020 and is based on a sound understanding of its current capacity. (5C1)(5C4)(5C5)
- To date, the University received COVID-19 federal relief awards totaling \$64.6 million, including Higher Education Emergency Relief Funds totaling \$58.2 million of which \$25.7 million is for emergency student aid. The institutional portion totaling \$32.5 million provided the University with funds to respond to the challenges brought on by COVID-19 and including providing additional technology hardware to students, operating additional class sections, and providing training and equipment to facilitate the transition to distance learning. [See HEERF Institutional Funds Recap Through December 2021](#) (5B1)
- As part of the [Academic Program Enhancement and Effectiveness Initiative](#) and the Curricular Effectiveness Initiative, the University has continued a rigorous review of the academic portfolio via shared governance. Specifically, administration and faculty have recommended programs for grow+ to sunset; reduced the number of small class sections; reduced the number of course offerings; increased the number of instructions taught by full-time faculty; and reducing the number of part-time instructions. Evidence in document [from the Agenda BOT meeting minutes on page 181 here and here on Pg. 6 and here](#). (5A1)(5C)
 - Update on Academic Senate Actions June 2, 2021

- Academic Program Enhancement & Effectiveness Initiative update report discussed at the March 3, 2021 Academic Excellence and Student Success Committee meeting.
- Examples of systematic and integrated planning and improvement:
 - Dashboards developed as part of the Academic Program Enhancement and Effectiveness Initiative (Dashboard Illustration APEE Web May 2021)
 - Leadership from across the institution meets every three weeks to report on enrollment efforts and to optimize those efforts to influence new and transfer student enrollment. (Enrollment Optimization Team Board of Trustees June, 2021) (5C6)
 - YSU institute of Teaching & Learning Strategic Plan and Goal Alignment (5C6)
 - Partnership with EAB
 - Resolution to Approve the 2021 Affordability and Efficiency Report is a product of a collaborative process that included input from various levels of campus stakeholders to assess progress and capture examples of efficiencies, academic progress, policy reforms, cost savings, redeployment of savings and tangible benefits to students. It provides evidence of affordability and efficiency in various categories. (5A2)(5C6)
 - Institutional planning anticipates evolving external factors as evidenced in the October 25, 2021 Board of Trustees Special Meeting where a Resolution Related to the YSU Future State was passed. (See Final Draft Special Meeting, Oct 25, 2021)(5C5,5C6)



**YOUNGSTOWN
STATE
UNIVERSITY**

**RESOLUTION BY THE YOUNGSTOWN STATE UNIVERSITY
BOARD OF TRUSTEES TO ENDORSE THE 2022 THROUGH 2024 STATE OF OHIO
MANDATED COMPLETION PLAN THAT IS ALIGNED WITH THE *PLAN FOR
STRATEGIC ACTIONS TO TAKE CHARGE OF OUR FUTURE***

WHEREAS, Section 3345.81 of the Ohio Revised Code requires that each institution of higher education adopt an institution-specific completion plan consistent with the mission and strategic priorities of the institution that includes measurable student completion goals; and

WHEREAS, Criterion 4.C. of the Higher Learning Commission's Criteria for Accreditation requires the institution to "demonstrate a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs" by having ambitious but attainable persistence and completion goals and by using data to inform decisions to increase student persistence and completion; and

WHEREAS, the Ohio Revised Code requires that the board of trustees of each institution of higher education shall update its plan at least once every two years and provide a copy of their updated plan to the chancellor upon adoption; and

WHEREAS, the first, second, third and fourth Completion Plans for Youngstown State University were approved by the Board of Trustees and submitted to the Ohio Department of Higher Education in 2014, 2016, 2018 and in 2020; and

WHEREAS, the Completion Plan has been updated in 2022 considering the goals and objectives of the 2020 Plan; and

WHEREAS, the academic leadership as well as the Academic Senate Student Success Taskforce have been involved in the development of the YSU 2020 Plan and that Academic Senate Senators have provided comments and feedback related to the Plan; and

WHEREAS, the Completion Plan has been updated in 2022 to be aligned with the Board of Trustees adopted Plan for Strategic Actions to Take Charge of Our Future.

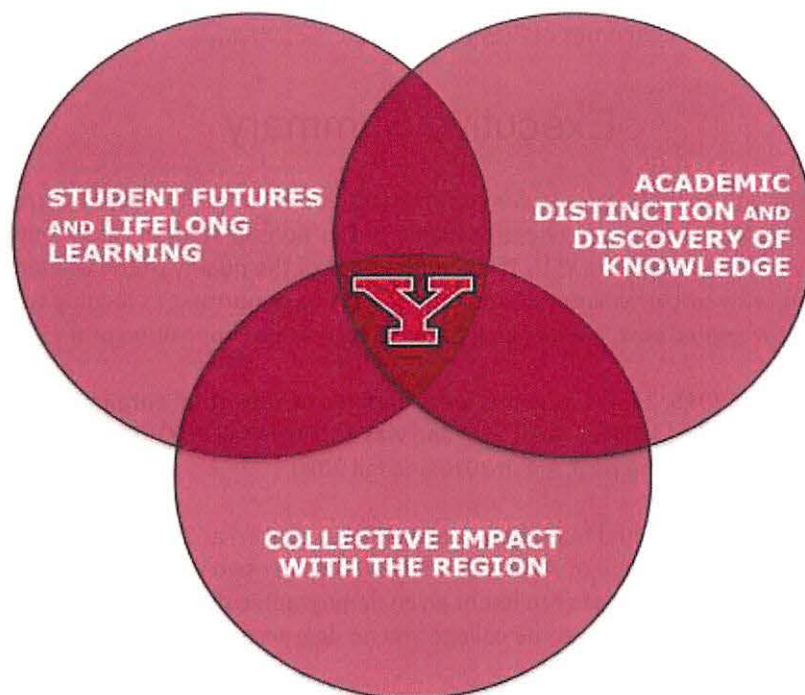
NOW THEREFORE, BE IT RESOLVED, that the Youngstown State University Board of Trustees adopts the Youngtown State University 2022 through 2024 Campus Completion Plan; and

BE IT FURTHER RESOLVED, that the strategic planning process created a framework for institutional effectiveness that includes this updated student success plan as expressed in this Board's Resolution YR 2018-76.

**Board of Trustees Meeting
June 23, 2022
YR 2022-**

FINAL (June 12, 2022)

YOUNGSTOWN STATE UNIVERSITY
STUDENT RETENTION, PERSISTENCE, AND COMPLETION PLAN
(2022-2024)
ALIGNED WITH THE
PLAN FOR STRATEGIC ACTIONS TO TAKE CHARGE OF OUR FUTURE
and
BRIDGING OHIO'S WORKFORCE GAP
and
COMPLETE TO COMPETE OHIO



**For Consideration and Approval by the Board of Trustees June,
2022**

**Input Requested from the Academic Senate Student Success
Taskforce**

**Overviewed with membership of the Academic Senate with Input
Requested**

FINAL (June 12, 2022)

Contents

Executive Summary.....	2
Institutional Framework	4
Enrollment	5
Retention	8
Persistence, Progress, and Completion in Context.....	8
Institutional Context	11
Status of strategies described in the 2020-2022 Retention, Persistence and Completion Plan	12
2022-2024 Strategies for Retention, Persistence and Completion	15
Workforce Development	15
Appendix A: Relationship of this plan to The Plan for Strategic Actions to Take Charge of Our Future	23
Appendix B: Disposition of Outcomes of Previous Plans.....	24

Executive Summary

Youngstown State University (YSU) is becoming an institution of first-choice by an increasingly larger number of students entering college as higher proportions of students graduating from local high schools have chosen to attend YSU. The combinations of the quality of the academic experience, along with co-curricular and experiential learning opportunities leading to job placement for a low annual cost, creates an inherently high value proposition of a YSU degree.

In the fall semester of 2015, 12,471 students were enrolled at YSU. Total enrollment was at its highest in the last five years in 2016 at 12,756, and was 11,298 in fall 2021. This is a decline of 1,458 students or 12.9% between the peak in fall 2016 and fall 2020.

The number of new first-time and full-time undergraduates peaked at 2,286 in fall 2018 and fell to 1,586 in fall 2021. This is a decline of 700 students or 30.6% over two years. This clearly indicates YSU must assess the future state of enrollment given demographic shifts in high school graduates, a large number of adult learners with some college and no degree, and the attractiveness of on-line programs of study.

For these same entering classes, the average composite ACT score is nearly identical following a move to moderately more selective admissions requirements (21.35 for both 2014 and 2020 entering classes), while the average high school GPA has risen from 3.16 to 3.52 (+11.4%) for this same time period.

Accordingly, first-time undergraduate fall-to-fall retention rates rose slightly from the fall 2014 entering class (75.0%) through the fall 2016 entering class (76.8%) but fell through 2018 (to 72.6%), and then increased for the fall 2019 entering class (75.7%) and 74.7% for the 2020 entering class. Specific initiatives have been put in place to address these varying yearly outcomes so the success of each entering class is optimized and more consistently high.

FINAL (June 12, 2022)

The impact of the increased academic preparation of the incoming class will likely take more than four years to reflect increased degree completion. In 2013-14, 1,557 bachelor's degrees were awarded. In 2019-20, YSU awarded the highest number of bachelor's degrees in its history (1,746 degrees). Importantly and impressively, the six-year graduation rate for the fall 2015 entering class was 47% having risen from 30% for the fall 2009 entering class. This 17% increase in the six-year graduation rate is significant as it indicates that with student graduating at a faster rate, recruitment of new students is even more paramount to maintain enrollment at constant levels.

YSU is taking significant actions to improve the persistence and completion rates of accepted students. Because of the still mostly open access policy, the student body of the University includes students with a wide variety of backgrounds and academic preparation. A substantial portion of the admitted students belong to groups who, according to national statistics, have a lower probability of successfully completing a degree in a timely manner.

Nonetheless, YSU is strongly committed to optimizing the successes of students admitted to attend the university. Among the significant actions the University has taken to improve the completion rates of accepted students is its participation in the Ohio Department of Higher Education's *Ohio Strong Start to Finish* initiative. YSU has worked with colleagues from colleges and universities across the state to develop, share, and implement high impact strategies aimed at substantially increasing the number of Ohio college students completing gateway Mathematics and English courses as part of a guided pathway in their first year. To this end, the Department of Mathematics has implemented a successful corequisite-remediation of mathematics pathway that is a focused strategy to improve the success rates of students in entry-level mathematics courses. In addition, the instructors of mathematics have participated in several directed workshops to enhance mathematics instruction.

Significant adjustments have been made to the student experience with a strong focus on being proactive and appropriately reactive to the circumstances of students. For example, conditionally admitted students are enrolled in a Strong Start initiative that focuses on their specifically identified needs; the timeline and interactions amongst offices related to financial holds have been adjusted, and the services of the Penguin Service Center, a student one-stop assistance center have been strategically enhanced.

For fall 2020, YSU transformed the experiences of entering students and transfer students with less than 30 accumulated credit hours. Students are now advised as cohorts throughout their first-year via the introduction of a newly developed student success seminar, creating the opportunity for college-based advisers to focus their attention on sophomore through senior ranks. This is an opportunity to improve persistence and gain enrollment by reducing degree program barriers and revising policies to appropriately complement continued enrollment via proactive and anticipatory advising.

A new degree audit system was implemented in fall 2021 and a new technology-enhanced advising system was implemented fall 2021. These investments provide capabilities of real-time interventions and a holistic and student-specific approach to advising. This was a significant investment by YSU in technology to enhance student success. The academic programs are working to very degree maps and analysis is underway to identify gateway, barrier, and other types of course student progress disrupters.

FINAL (June 12, 2022)

Overall, the University achieved many of the goals established in the 2020 Retention, Persistence and Completion Plan. Many of the original strategies have been completed, while several more have been deemed effective and will be continuing.

Importantly, the Board-endorsed *Plan for Strategic Actions to Take Charge of Our Future* has a strong emphasis on student success with several goals and many strategies anticipated to improve the success rates of students.

Youngstown State University provides significant value to the Youngstown-Warren metropolitan area. A 2018 Economic Impact Study estimated the impact by YSU on the region approached \$700 million.

Our academic and workforce development priorities include those “in-demand” industries, identified by *JobsOhio*, which are poised to transform Ohio. In support of Workforce Development, YSU is committed to cultivating and sustaining appropriate bilateral and multilateral engagements amongst faculty, staff, students, and regional business, technological enterprises, industry, and non-profit organizations. In particular, the recently opened Kohli Excellence Training Center will have a substantial impact on regional workforce development, components of which are a collaboration with Eastern Gateway Community College and various areas of manufacturing.

More recently, YSU created the Division of Workforce Education and Innovation recognizing a dual role in supporting regional sustainable prosperity through upskilling, credentialing and badging strategies to support the evolution of the region as the “Voltage Valley.” It is anticipated these educational opportunities will be appropriately incrementally aligned with academic programs to enhance the YSU student experience and enhance the value of a YSU degree.

YSU is committed to student futures and life-long learning, academic distinction and discovery of knowledge, and collective impact with the region.

As an institution of opportunity, Youngstown State University inspires individuals, enhances futures, and enriches lives.

Institutional Framework

Over an 18-month period, and with substantial involvement by the University Community, the Board of Trustees endorsed in June, 2020, the *Plan for Strategic Actions to Take Charge of Our Future*. In this process, the mission, vision, and values of Youngstown State University were adjusted to be more relevant to the region and state, and to align with goals and evolving strategies to assure a sustainable future predicated upon academic vibrancy that engages the University’s intellectual capacities and action-oriented capabilities to support regional vitality.

University Mission

The Youngstown State University mission, approved by the Board of Trustees in June 2020, is reflected by the following statements.

An Institution of Opportunity: YSU inspires individuals, enhances futures, and enriches lives.

FINAL (June 12, 2022)

As a student-centered university, Youngstown State University's mission is to provide innovative lifelong learning opportunities that will inspire individuals, enhance futures and enrich lives. YSU inspires individuals by cultivating a curiosity for life-long learning; enhances the futures of our students by empowering them to discover, disseminate and apply their knowledge; and enriches the region by fostering collaboration and the advancement of civic, scientific, and technological development. YSU's culture of enrichment flourishes in our diverse, accessible, and quality education.

University Vision

Youngstown State University is where students thrive in their educational and career pursuits, where scholarship creates innovative solutions, and where community engagement is a cornerstone of collaboration that collectively contributes to the sustainable prosperity of the region and beyond.

University Values

We—the faculty, staff, administrators, and students of Youngstown State University—hold the following values essential to achieving the mission and realizing the vision.

- **Centrality of Students** – We put students first, fostering their holistic and lifelong success.
- **Excellence and Innovation** – We bring academic excellence and innovation to learning and life for all stakeholders.
- **Integrity and Human Dignity** – We root all behaviors, decisions and actions in the achievement of integrity, mutual respect, collegiality, equity and inclusion.
- **Collaboration and Public Engagement** – We embrace collaboration and create innovative partnerships to foster sustainability and enrich our university, our culture, and region.

The Institution

Youngstown State University, which became a state assisted institution in 1967, is currently organized into five academic colleges: the Williamson College of Business Administration; the Cliffe College of Creative Arts; the Bitonte College of Health and Human Services; the Beeghly College of Liberal Arts, Social Sciences, and Education; and the College of Science, Technology, Engineering, and Mathematics. The Honors College provides enrichment experiences for undergraduate students accepted into the honors program. There is also a College of Graduate Studies that administers all graduate programs.

Enrollment

YSU has a long and proud tradition of serving first-generation college students and was for many years the only regional option for a higher education before the creation of Eastern Gateway Community College in fall 2009. The addition of a community college provides much-needed support for underprepared students and serves as a true “gateway” from associate to baccalaureate degree programs. This regional shift in access to higher education is reflected in a gradual change in YSU's enrollment profile, with students coming in with higher ACT and high school GPAs. In 2014, YSU moved away from open admission to moderately selective for incoming

FINAL (June 12, 2022)

students. Students now need a high school GPA of 2.00 and a composite ACT of 17 or higher to be admitted unconditionally.

YSU's enrollment is consistent with the themes associated with *The Plan* and aligns with YSU as a University of Opportunity that inspires individuals, enhances futures, and enriches lives.

Perspectives associated with the university's mission, vision, and values include the following:

- In fall 2021, 76.4% of incoming undergraduate students (first-time undergraduates, transfers and transients) were from a five-county service region including Mahoning, Trumbull, and Columbiana counties in Ohio and Lawrence and Mercer counties in Pennsylvania.
- The Mahoning County 2020 census data showed that 80.3% of the residents were white and 19.7% were non-white. The fall 2021 YSU student population (both undergraduate and graduate) was 75.6% white, 14.4% non-white, and 10.0% unspecified.
- In fall 2021, 1.1% of first-time undergraduate students graduated from Youngstown Early College, a partnership with Youngstown City Schools, wherein high school students seek to earn a high school diploma and associate's degree simultaneously.
- 16.7% of the 2021 undergraduate student population earned college credits through College Credit Plus prior to matriculation
- Of all undergraduates in fall 2021, 10.9% were nontraditional age; and 89.1% were traditional age (less than 25 years of age).

Students entering YSU are better prepared to become engaged with faculty in research, and the number of honors students has increased substantially.

- For first-time undergraduate students enrolled in fall semester from 2014 to 2021, IPEDS reported fall average High School GPA has risen steadily from 3.1 to 3.5, and the average ACT has remained steady at 21.35.
- In 2016, the Honors College was expanded, and the number of honors students grew from 453 in 2014 to 932 in 2017, was 1,278 in 2020 and then 1,170 in 2021. The growth of the Honors College is significantly changing the composition of the student body. The average high school GPA was 3.84 and 3.94 in fall 2021 and average ACT scores were 27.01 in fall 2018 and 27.00 in fall 2021.

Like many public universities, and particularly regional publics, YSU has become increasingly reliant on the health of its enrollment, and the capability to project that enrollment to sustain its fiscal viability. After a five-year period of declining enrollment, the past four years have seen significant shifts in enrollment patterns, after the university transitioned to a more selective admission process for the fall class of 2014. However, it has become increasingly clear that shifting demographics will influence the size of future incoming classes. This perspective must be addressed considering the long-term vibrancy and sustainability of YSU. The Board of Trustees has and will continue to dedicate a significant portion of its efforts addressing the *Future State* of YSU.

FINAL (June 12, 2022)

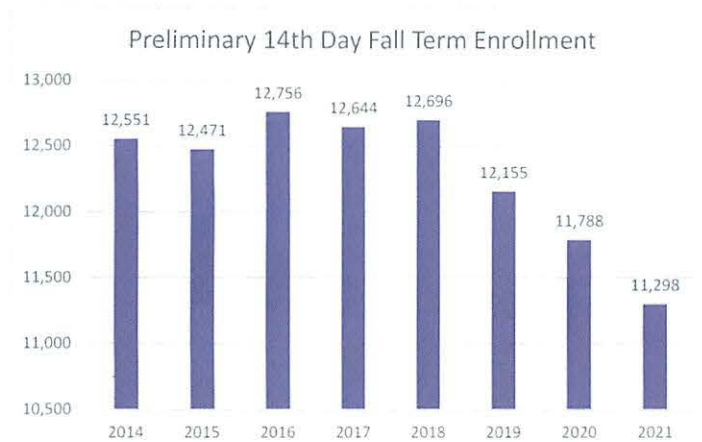


Figure 1: Admission became slightly more selective in fall 2014. Data in Figures 1 through 6 include both full-time and part-time students.

The increased academic preparation of new students sets the stage for an anticipated improvement in the retention that is expected to support sustained momentum towards persistence and completion. Significant focus has been given to the recruitment of more students who are better academically prepared, while remaining a gateway to higher education for the region.

The fall 2015 transition from an Honors Program to an Honors College, and a strategic change in the way scholarship aid was utilized, produced almost a three-fold increase in Honors College freshmen.



Figure 2: With a focus on the Honors College as an important attraction for highly academically prepared students, the entering class size has increased substantially.

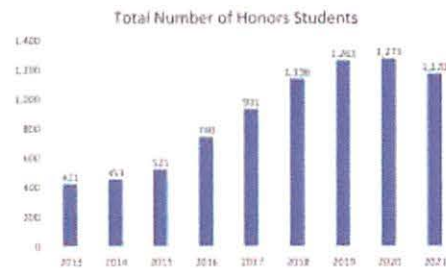


Figure 3: The total number of honors students has increased concurrently with the size of the entering class.

The increased enrollment in the Honors College and the slightly increased minimum admission standards created improvements in average freshmen grade point average and average freshmen ACT scores.

FINAL (June 12, 2022)

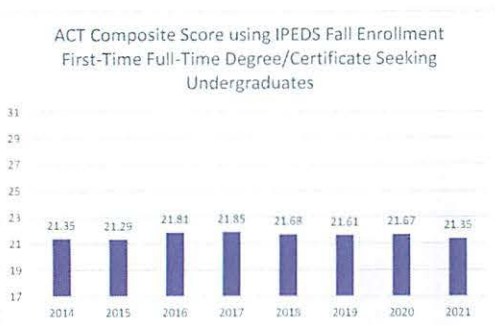


Figure 4: With YSU moving from an open-selectivity admissions institution in 2014 to a traditionally-selective institution, the academic preparation of the entering class has improved.



Figure 5: The improved academic preparation of the incoming class is also reflected by the increased average high school GPA of the entering class.

Retention

As better students have been successfully recruited, and as was expected, more of them initially returned; however, that increase has been followed by a decline across 2017 and 2018 and then an increase for the 2019 and 2020 entering classes.

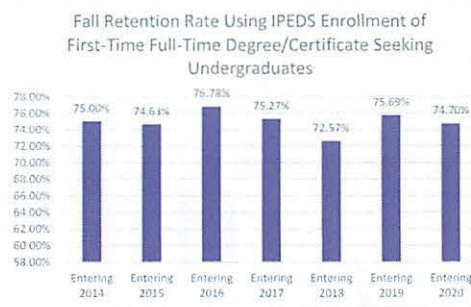


Figure 6: Retention of the incoming class increased and was followed by a decline in the two subsequent years, followed by an increase. This high level of variability has been identified as a cause for concern. This is why in this Plan it will be illustrated how the experiences of each first-time full-time student are being enhanced via a new and specially designed Student Success Seminar with the specific objective of improving retention, progress, persistence and completion. Information on the success of this initiative is reflected in the outcome section of this Plan.

It is important to note that CARES funding and a special \$1.4 million allocation for scholarships from the YSU Foundation have provided one-time funds for a significant number of students enrolled in the previous academic year. This one-time funding likely contributed to the increase in the Fall Retention Rate for students entering 2019. Other contributing factors include permitting students with an outstanding balance to register for the subsequent term; extending the deadline to change a grade option for spring 2020; and extending the deadline to complete an "I" (incomplete grade) for spring 2020.

Persistence, Progress, and Completion in Context

The Plan for Strategic Actions to Take Charge of Our Future has a strong focus on student success. In fact, student futures and lifelong learning are the foundation upon which the YSU educational experience resides. To this end, the persistence, progress and completion rates are illustrated below. These are milestones that will be addressed by the specific plan of action steps illustrated in this document and aligned with *The Plan*.

FINAL (June 12, 2022)

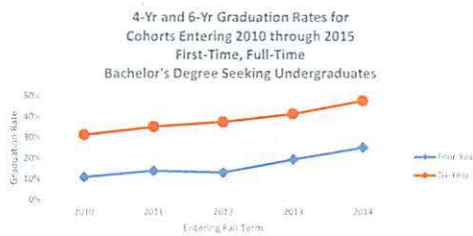


Figure 7: The graduation rates, both 4- and 6-year, have increased. While the 4-y graduation rate is significantly less than desirable (and is being addressed via this Plan), the 6-year graduation rate just reached 47%, a new high for the university. Over the last five-years the 4- and 6- year graduation rates have increased by 9.6% and 12.5%, respectively.

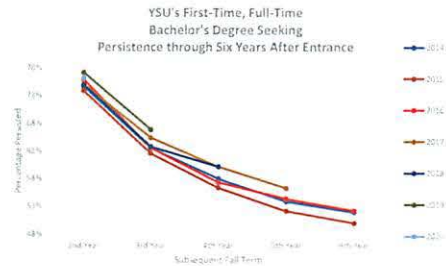


Figure 8: Persistence is increasing gradually for the incoming students beginning after the 2014 entering class.

According to the 2019-20 Undergraduate Bulletin: “Applicants must have a high school grade point average of 2.00 or higher on a 4-point scale, have an ACT composite score of 17 or higher...”

Because of this commitment to access, the student body of the University includes students with a wide variety of backgrounds and academic preparation. A substantial portion of the students belong to groups who, according to national statistics, have a lower probability of successfully completing a degree in a timely manner.

The following table describes the proportion of YSU students with those risk factors.

Persistence Risk Factors as Applied to YSU Students

Lower socioeconomic class	98% of YSU 1 st time full-time students received financial aid in fall 2020 (IPEDS Student Financial Aid Survey)
Being academically underprepared	42% of fall 2020 entering students took at least one developmental class (YNGS fall 2018 Scorecard from ODHE)
Having a disability	Approximately 501 (5%) of all fall 2019 undergraduate students were registered with the Office of Disability Services (IPEDS institutional characteristics survey)
Working more than 20 hours per week	Over 39% of YSU students work more than 20 hours per week (2021 NSSE Survey of Freshmen and Seniors with a 27% response rate)
Being a commuter student	95% of all fall 2021 students commute or live in non-University housing (per IR Preliminary 14 th - day data set)
Going to school part time	21% of all fall 2021 students attend part time (per IR Preliminary 14 th day dataset)
Being a first-generation college student	47% of fall 2021 undergraduate students are first-generation (Preliminary 14 th day dataset)
Receive Pell Grant	36% of fall 2020 students are eligible to receive a Pell Grant (YNGS Fall 2018 Scorecard ODHE)

FINAL (June 12, 2022)

Coming from an underrepresented population	14% of fall 2021 students are from underrepresented populations (Preliminary 14 th day dataset)
Conditionally admitted	1% of fall 2021 new undergraduate students (First-time undergraduates & new transfers) are conditional admits having less than a 17 on the ACT composite or a high school GPA less than 2.0 (per IR Preliminary 14 th day data set and the AR student attribute)
Adult learners	21% of all students are older than 24 years of age (per IR Preliminary 14 th day data set). Additional analysis that identifies adult learners using the ODHE and other criteria indicate that this population may be as low as 14% of the YSU student population.(UNGS Fall 2020 Scorecard ODHE)

When the admission standards changed for fall 2014, the institution moved from an open to a traditional institution in terms of selectivity. For institutions with traditional selectivity, first-to-second-year retention rate is projected to be 74% for bachelor's/master's/doctoral degree granting institutions. YSU's first-to-second-year retention rates have exceeded 70% since 2014; however, in recent years, the retention rate fell, but most recently rose to 76%.

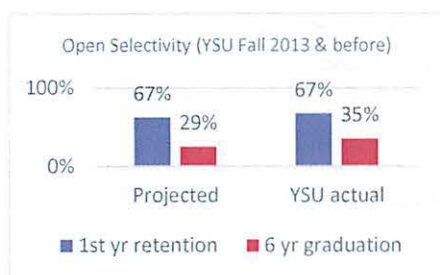


Figure 9: Projected and YSU actual 1st-year retention and 6-year graduation rates for when YSU was an openly selective admitting institution (Fall 2013 and before). (http://www.act.org/content/dam/act/unsecured/documents/retain_2015.pdf)

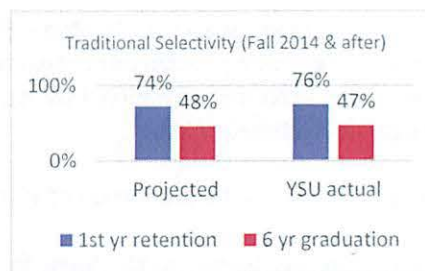


Figure 10: Projected and YSU actual 1st-year retention and 6-year graduation rates for YSU as traditionally selective admitting institution (Fall 2014 and after). (http://www.act.org/content/dam/act/unsecured/documents/retain_2015.pdf)

The institutional objective is to improve first-to-second year retention rates, particularly with the expected outcomes from implementing a standardized student success seminar tied to relational and case-based academic advising. YSU has implemented a required success seminar for first-year students. Conditionally admitted freshmen now take a two-credit hour seminar, taught by their program adviser, as part of the new Strong Start Program, a year-long cohort-based program for students who require more specific guidance to successfully navigate college and complete their degree. A pilot of this approach demonstrated a 30% increase in retention compared to previous years. Regularly admitted first-time and transfer freshmen will take a one-credit hour success seminar taught by a student success specialist. Sections were capped at 20 to ensure low student to advisor ratios. Having implemented this program across two academic years, it is clear that implementing this approach has been a success. For example, average Fall to Spring retention for 2020 and 2021 of those completing the success seminar was 88% compared to 78% for those who were inadvertently not enrolled in the success seminar.

FINAL (June 12, 2022)

YSU will consider re-applying for a federal TRIO Student Support Services funding that would provide support to focus even more energy and effort on the success of students who are first-generation, low-income, and both first-generation and low-income. YSU barely missed the funding cut-off for the 2020 award cycle and will consider resubmitting a proposal having consulted various entities to improve the likelihood for funding if optimally aligned with institutional capacity and capability to fully implement such an initiative.

Implementing the student success seminar will permit the professional advisors in the colleges to focus on continuing students, particularly sophomores, juniors, and seniors, to facilitate degree progress and completion. This is important because fall-to-fall persistence can and must be increased; in each of the last two academic years, slightly more than 900 students in good academic standing left the university, while slightly more than 600 students left the institution who were in good academic standing with no holds and a GPA of 2.87 who did not enroll at any other institution. This fact highlights another opportunity for YSU to review its level of student-centeredness.

While elements of enrollment are student matriculation and retention from the first-to-second year, potentially even more important factors are the extent to which students persist from semester to semester and accumulate academic credits that contribute to degree completion. The State of Ohio has recognized that course and degree completion are key to the financial well-being of the state's economy and thus state funding for higher education is now largely dependent upon these two factors (80%), with some weighting of the distribution for the academic success of at-risk students.

The 6-year degree completion rate of the 2015 first-time full-time cohort was 47%. As YSU was an open-selectivity institution for the 2011 entering class, degree completion is projected to be about 29.0%. As a traditional selectivity institution, degree completion is projected to be about 48%. As was stated earlier, degree completion should increase in a manner commensurate with the increasing academic preparation of the incoming class. The YSU objective will be to perform better than the projections. This is the framework around which the institution is now pursuing a compliment of student academic success strategies.

These later milestones are anticipated to improve over time, particularly as YSU invests in technological capacity and enhances concomitant competencies. A highly functional enterprise compatible degree-audit system was implemented beginning spring 2021. Furthermore, a new student advising system was implemented in fall 2021 that has "triggering" capabilities will allow the institution to focus more on increasing student sense of belonging---a major contributor to student success---as well as anticipatory engagement with students to optimize persistence and completion.

With this shift in focus, it is intended that graduates will, over time, have experiences that help them contribute to their work, community and the success of their family (as per Purdue-Gallop findings), perspectives that are to some extent extractable by use of the results of the NSSE survey every two-years.

Institutional Context

YSU, along with the other universities in Northeastern Ohio, the State, and most of the nation face challenges and opportunities related to enrollment over the next decade. The number of students

FINAL (June 12, 2022)

graduating from high school will decline in Ohio by -8.9%% between 2008 and 2037 (WICCHE). This is already evident as enrollment by first-time and full-time students decreased by -5% and -8% for Fall 2019 and Fall 2020, respectively. We are conducting the analytics to determine how the graduation rates for the school districts in our primary matriculation areas will change over time so we might reasonably model the yield rates from these areas over time.

Concurrently, we are embarking upon an Academic Program Enhancement and Effectiveness Initiative that provides analytics and decision-making opportunities from the perspectives of new markets, as well as insights for actions related to curricular efficiencies and economics. One consideration beyond serving the NEO region is supporting degree attainment of the more than 500,000 Ohioans and millions of individuals in adjacent states with some college but with no degree.

In addition, the Board of Trustees in consideration of the YSU mission, vision, and values will through the YSU Future State conversations continue to insist on a pathway of assuring fiscal sustainability, academic vibrancy, and regional vitality. This will also include renewing the integrated marketing and communication strategy that is underway with an increase in funding for purposeful geo-marketing to prospective students.

Status of strategies described in the 2020-2022 Retention, Persistence and Completion Plan

Overall, the University successfully implemented strategies outlined in the 2020-2022 Retention, Persistence and Completion Plan, as described below.

Strategy 1. Installation, implementation, and refinement of Degree Works, the degree-audit system

YSU implemented PenguinPass (YSU's brand for DegreeWorks) in Fall 2021. PenguinPass is fully integrated with Banner, the University's student information system; all curriculum rules, transfer equivalencies, and student records are all now maintained within the same system.

Immediate results include an expedited application-to-acceptance process and a seamless registration experience for transfer students. Going forward, Penguin PASS degree audits will help advisors quickly identify students who need of help with degree completion. Penguin PASS will also be used to identify students who are eligible for YSU's college comeback program.

Strategy 2. Installation, implementation, and refinement of CRM-Advise, a system that integrates with Degree Works and creates opportunities for a highly relationship- and case-management-based advising system

In Fall 2022, YSU fully implemented CRM Advise, a highly customizable student success management system that gathers student information from a variety of sources. YSU's customization includes alerts that are raised by faculty for course-level concerns, system raised alerts that use Banner data to identify students with low GPAs or other academic progress issues, and automated communication plans. First year advisors and professional academic advisors now have a holistic view of students and are able to extend the right support at the right time. All

FINAL (June 12, 2022)

advisors are assigned a case load of students who they are responsible for supporting when any type of alert is raised.

In Fall 2021, faculty submitted a total of 2,140 alerts for 1,298 students. We gathered preliminary insights into the impact of alerts of students' success. 1,167 final undergraduate course grades (A, B, C, D, F) were associated with at least one alert. 92 grades were As, 200 grades were Bs, 260 grades were Cs, 134 grades were Ds, and 481 grades were Fs. This data provides a baseline for further assessment.

Results from a survey of faculty who did and did not use CRM Advise in Fall 2021 provided the basis for the first refinements to the system, which have included easier navigation of CRM Advise for faculty and better-defined guidelines for effective outreach for advisors.

Faculty adoption of CRM Advise increased in Spring 2022. Faculty submitted a total of 2,390 alerts for 1,384 students.

Strategy 3. Develop and implement new principles, processes and procedures focused on retention, persistence, and completion of students in their sophomore year and beyond as a component of an entirely redesigned approach to student advising given the introduction to the student success seminar.

YSU began the redesigned approach to advising in Fall 2020 with the implementation of a new first-year advising program. The redesign, which is based on the principle that students are more likely to succeed when that the institution cares about their success, was the first step in transitioning the institution away from transactional advising and toward holistic and relational advising. Results of the Spring 2021 administration of the NSSE indicate students are responding positively to the model. For all of the survey items below, YSU students' average was significantly higher ($p < .05$) with an effect size at least .3 in magnitude than peers.

Thinking about academic advising, how much have people and resources at your institution done the following? (4 pt. scale)	YSU	Peer Institutions
	Mean	Mean
Provided information about learning support services	3.0	2.9
Notified you of important policies and deadlines	3.0	2.8
Reached out to you about your academic progress or performance	2.5	2.4
Followed up with you regarding something they recommended	2.5	2.4
Asked questions about your educational background and needs	2.4	2.3
Actively listened to your concerns	2.9	2.7
Respected your identity and culture	3.4	3.2
Cared about your overall well-being	3.0	2.9

Thinking about academic advising, about how often did someone at your institution discuss the following with you? (5 pt. scale)	YSU	Peer Institutions
	Mean	Mean
Your academic goals and future plans	3.6	3.4
How your major or expected major relates to your goals and future plans	3.6	3.4
Resources for your well-being	3.3	3.1

In 2021, YSU completed its second step in the redesign process, expanding its advising capacity by hiring six new professional advisors. The strategic addition of these six advisors substantially reduced advising caseloads to approx. 250:1, allowing YSU to bring holistic and relational advising,

FINAL (June 12, 2022)

including CRM Advise case management, to sophomores and upper-division. Beginning Spring 2022, sophomores as well as first-year students are required to meet with their academic advisor prior to registration.

Additionally, 3 new Directors of Advising have been hired since Fall 2021, ensuring there is a Director of Advising or equivalent in every college. The Associate Provost for Student Success working collaboratively with Deans and Advising Directors to identify and eliminate barriers, standardize best practices for advisor training and assessment, and recommend policy.

Strategy 4. Assessment of practices, procedures, and policies to reduce barriers and to enhance student progress.

In addition to requiring sophomores to meet with an advisor prior to registration, YSU has reviewed and made changes to existing policies and/or practices, or implemented new ones:

- Effective Fall 2022, every student will be assigned an academic advisor. The advisor will be entered into Banner and will be visible to students on their student profile.
- Beginning Summer 2021, The Penguin Service Center offered virtual “Fund Your Education” appointments for incoming first-year students and their families to help them understand the billing process and true cost of attendance. During the appointments, counselors create billing estimates based on actual registration activity, address financial barriers for resolutions and build payment plan budgets for students who cannot pay in full by the deadline.
- Approved by Academic Senate in Spring 2022, students will now be able to repeat a course up to 2 times and only the highest grade will be calculated in their GPA. This replaces the policy that limited students to one repeat and recalculated their GPA using an average of the grades earned.
- Approved by Academic Senate in Spring 2022, a new Academic Reassessment policy will provide a one-time GPA forgiveness option for students changing their major. Students will be able to request up to 16 credits of D and/or F grades be deleted from the GPA, as long as the grades/credits were earned for required courses in the first major.

Strategy 5. Alignment of the institution’s commitment to diversity, equity, and inclusion with the student retention, persistence and completion strategies, as well as with the student experience strategies

In Summer 2021, the Office of Diversity, Equity, and Inclusion, introduced the YSTAR Summer Academic Institute to help first-year students who graduated from one a high school in the city of Youngstown build a strong foundation for success in college. Students attend the Institute over the summer prior to their first semester at YSU and participate in a range of academic, social and enrichment activities aimed at helping students acclimate to campus, build an awareness of the importance of diversity, equity, and inclusion on and off campus, and develop a strong social support network.

In Summer 2022, the YSTAR Summer Academic Institute will become the YSU Enrichment Summer Scholastic Institute. The program has been expanded to include any first year

FINAL (June 12, 2022)

YSU students who identify as e first-generation, low income, marginalized, and/or underrepresented.

2022-2024 Strategies for Retention, Persistence and Completion

As has been discussed in the previous sections and aligned with the *Plan for Strategic Actions to Take Charge of Our Future*, the priorities for the next cycle of The Plan will include:

- Continued implementation, and refinement of the Penguin Pass (degree-audit system) to realize and optimize to maximal potential
- Continued implementation and refinement of CRM-Advise, a system that integrates with Degree Works and creates opportunities for a highly relationship- and case-management-based advising system, to fullest capabilities
- Continue to refine principles, processes and procedures focused on retention, persistence, and completion of students in their sophomore year and beyond as a component of an entirely redesigned approach to student advising given the introduction to the student success seminar and the redesign of advising within and across the colleges
- Assessment of practices, procedures, and policies to reduce barriers and to enhance student progress
- Alignment of the institution's commitment to diversity, equity, and inclusion with the student retention, persistence and completion strategies, as well as with the student experience strategies
- Develop and implement comprehensive strategies associated with college completion and college comeback and possible credentials to support the success of students who have "stopped-out" and who have some college and no degree and to facilitate supporting the evolution of the workforce contributing to regional sustainable prosperity

Workforce Development

In response to the workforce development imperative, the State of Ohio has formally established a bold statewide goal for raising education attainment levels: 65 percent of Ohioans, ages 25-64, will have a degree, certificate or other postsecondary workforce credential of value in the workplace by 2025.

In support of these objectives and to best serve the region, YSU develops programs and services that are based on market and economic circumstances as well as persistence and completion research and best practices. YSU is aware of the objective to bridge Ohio's workforce gap as many of the initiatives described below and those that are emerging that are not described below contribute to the objective to have 1 million more adults with high-value credentials. As a member of the Inter-University Council of Ohio, YSU is also supporting the objectives associated with Complete to Compete Ohio.

Youngstown State University provides significant value to the Youngstown-Warren metropolitan

FINAL (June 12, 2022)

area, northeast Ohio, the state and the nation through research, scholarship, innovation, creative/scholarly activities, and workforce development. We recognize that economic and community development and advancement requires a symbiotic relationship amongst businesses, industries, technological enterprises, government, and non-profit organizations. Collective impact with the region is one of the three foundational principles in YSU's ongoing strategic planning efforts. This principle states that YSU will create deliberate, mutually beneficial, educational, civic, industry, and philanthropic partnerships to achieve equitable, sustainable, and innovative regional development.

In order to be responsive to the workforce needs of the region, YSU will continually evaluate academic offerings as well as create new and advance current relationships with local public, private and non-profit organizations. Reallocating resources towards areas most relevant to the sustainable prosperity of the region, investing in undergraduate, graduate, apprenticeship, and certificate programs in growing fields, as well as discontinuing and suspending admissions to other programs, will allow YSU to develop meaningful career pathways for students, bolster the economic competitiveness of the region, and enhance the quality of life of the community. In addition, YSU will continue to develop completion programs in select areas for students wanting to transition from an applied Associate's Degree to a Bachelor's Degree.

Priorities

Academic and workforce development priorities include the following "in-demand" industries identified by *JobsOhio* as poised to transform Ohio:

1. Advanced Manufacturing
2. Aerospace & Aviation
3. Automotive
4. Energy and Chemicals
5. Financial Services
6. Health Care
7. Food and Agriculture
8. Logistics and Distribution
9. Technology

Team NEO's 2020 Aligning Opportunities Report identifies the following occupational fields as having the greatest misalignment between employer demand and supply of matching credentials in Northeast Ohio in 2020 (Misalignment = Current Employer demand for workers – Annual Supply of matching credentials):

1. Computer & IT Workers (misalignment of 15,234 under).
2. Health Diagnosing & Treating Practitioners (misalignment of 13,122 under).
3. Finance Information & Record Clerks (misalignment of 12,767 under).
4. Skilled Production Workers (misalignment of 8,055 under).
5. Health Technologists & Technicians (misalignment of 6,784 under).

YSU is committed to address these workforce needs in the state and in Northeast Ohio by producing graduates with degrees and credentials in these in demand industries and occupational fields. The following are initiatives designed to serve these purposes.

FINAL (June 12, 2022)**Mahoning Valley Innovation and Commercialization Consortium (MVICC) and The Excellence Training Center (ETC) at Youngstown State University**

Manufacturing continues to be one of the cornerstone sectors of the U.S. economy. Ohio ranks among the top manufacturing states in the country, with much of that manufacturing occurring in northeast Ohio.

The manufacturers of the Youngstown region and the educational institutions that serve them stand at the crossroads of a rapidly evolving landscape. To meet the diverse needs of this evolving community, YSU has led the development of a regional partnership of manufacturing stakeholders. Comprised of academic, industrial, and economic development organizations, the **Mahoning Valley Innovation and Commercialization Consortium (MVICC)** addresses broad perspectives on the needs and opportunities of manufacturing in northeast Ohio.

- A key component of that partnership is the concept of shared resources and cross-institutional collaboration. The cornerstone of that shared resource model is **YSU's Excellence Training Center (ETC)**, which will provide a central facility to house a full spectrum of manufacturing training and research equipment. It will serve not only as a one-of-a-kind training and research center, but it also will provide an invaluable opportunity for students, faculty, and industry professionals to work collaboratively and accelerate the training and education of the 21st century workforce.

The Mahoning Valley Innovation and Commercialization Consortium (MVICC)

The MVICC partnership is the culmination of many years of discussion and was formally created in Fall 2019. The MVICC is made up of the following partners:

- Youngstown State University (YSU)
- Youngstown State University Research Foundation (YSURF)
- Eastern Gateway Community College (EGCC)
- Youngstown Business Incubator (YBI)
- Youngstown City Schools/Choffin Career and Technical Center
- Mahoning County Career and Technical Center (MCCTC)
- Trumbull Career and Technical Center (TCTC)
- Columbiana County Career and Technical Center (CCCTC)
- Mahoning Valley Manufacturers Coalition (MVMC)

The regions served by the MVICC partners include areas with high numbers of families who have no college graduates. The regions also include diverse ethnic populations and underrepresented populations who may be best served by having a variety of career pathway options. Training new workers and retraining the incumbent workforce is a key focus of the regional workforce training partners. Through the MVICC consortium, partners may take advantage of the strengths of the various educational partners to best address the needs of specific student learner populations.

The Excellence Training Center (ETC) at Youngstown State University

The ETC facility will provide resources to the broader partner community. The combined project reflects more than \$11-million already invested in planned construction of the ETC facility and

FINAL (June 12, 2022)

roughly \$10-million of advanced manufacturing and research equipment. That includes a significant commitment of MVICC partner resources, philanthropic donations, and funding commitments from across several federal, state, and local funding agencies. The buy-in to the success of this effort is broad-based and substantial.

The ETC will manage shared assets in support of the region's education, workforce development, research and commercial needs. The teaching factory concept of the ETC provides an opportunity for students and faculty at all partner institutions and from a wide range of programs to work side-by-side, gaining not only excellent support for education in their own programs, but also exposure to career options that they might never have otherwise considered. The ETC will serve as the cornerstone of the Mahoning Valley's manufacturing education eco-system.

Workforce Accelerator: Credentials and Badges

YSU, in partnership with IBM, has created an IT Workforce Accelerator to help better align the regional workforce with market in-demand skills. The goal is to provide greater access to industry 4.0 skills and jobs through supplemental training programs like apprenticeships and pre-apprenticeships.

The IT Workforce Accelerator serves individuals in both degree and non-degree pathways through the YSU Excellence Training Center and convenes local employers, workforce intermediaries, and other ecosystem partners who are interested in learning about, implementing, and supporting apprenticeship programs.

YSU is a state and federal registered apprenticeship sponsor and can support companies in all 50 states by providing program design, enablement, and administration. Current pre-apprenticeship training programs include: software engineer, cybersecurity specialist, data scientist, IT support, and mainframe system administrator. Additional roles can be added based upon employer demand.

Importantly, an Executive Director for Strategic Workforce Development and Innovation was just appointed to support this and other opportunities to help meet the region's and Northeastern Ohio education for employment opportunities.

Williamson College of Business Administration (WCBA)

WCBA workforce development falls into three interrelated categories: Business Engagement and Impact, Internships and Professional Development, and Curriculum and Certifications.

Business Engagement and Impact

- WCBA offers continuing education courses and professional development programs in accounting, nonprofit leadership, human resource management, and the real estate license.
- The WCBA houses the 2019 National SBDC Excellence and Innovation Award-winning Ohio Small Business Development Center (SBDC) at YSU, which provides consulting and training to companies and new business ventures, international trade consulting and export programs through its Ohio SBDC Export Assistance Network (EAN), and in partnership with the Mahoning Valley Procurement Technical Assistance Center (PTAC), assists companies with government contracting opportunities. The SBDC served 395 clients, generating

FINAL (June 12, 2022)

growth of \$13.9 million in sales, 1,341 jobs, \$19.8 million in capital formation, and \$36.55 million in export sales.

- Most SBDC projects actively involve Beeghly Fellow interns, SBDC graduate assistants, and WCBA students and faculty (111 students, 6 faculty, 1,678 hours). Total WCBA student engagement with business and non-profit projects totaled 789 students and 105 projects.
- WCBA hosts regional, national, and international award-winning professional student organizations, as well as one of the largest student-managed investment funds in the nation.

Internships and Professional Development

- The WCBA's Center for Career Management (CCM) assists undergraduates with professional development, and MBA and MAcc students with career management. In 2019-20, the Center for Career Management conducted 261 internship advising appointments, 252 resume reviews, and 64 mock interviews, job searches, MBA career advice, and LinkedIn assistance appointments. The CCM supported 245 paid internships with 139 employers in 2019-20 (+ 20.7%). Of 243 BSBA graduates in 2019-20, 58.4% completed at least one internship. CCM-sponsored professional development events totaled 1,083 in student participation with 300 professionals in 2019-20.
- In partnership with the Ohio Development Services Agency, the WCBA offers the Ohio Export Internship program. To date, 62 students completed the program, 13 received full-time job offers from their internship employers, and 14 passed the Certified Global Business Professional (CGBP) Exam. YSU WCBA is one of 13 NASBITE certified CGBP Training and Testing sites.
- The WCBA's Center for Nonprofit Leadership offers the Summer Nonprofit Leadership Honors Internship Program through an \$86,000 Raymond John Wean Foundation grant, funding ten, 12-wk, full-time, paid summer interns, building nonprofit and public sector leadership capacity.
- The Monus Fellows program funds students' work with entrepreneurial companies including Youngstown Business Incubator portfolio companies and Valley Growth Ventures.

Curriculum and Certifications

- The WCBA offers undergraduate certificates comprised of credit-bearing courses in Entrepreneurship (20 students), Leadership (125), and Nonprofit Leadership (42), as well as a certificate in Enterprise Resource Planning, leveraging our SAP University Alliance partnership (103). The HR Management major is SHRM-certified, and the Finance-CFP track is Board of Standards-approved. WCBA offers a CFA exam prep course, and students who earn national professional certifications, such as CGBP, SHRM-CP, and Six Sigma Green Belt, receive fee reimbursement. Coursework involves the use of industry-standard software, including Qualtrics, Quick Books, Adobe Creative Cloud applications, and Tableau, among others.
- The WCBA houses the 3D printing Launch Lab in collaboration with the STEM college and Department of Art, supporting coursework in marketing, operations, and entrepreneurship.
- Over 30 WCBA students help file 540 federal tax returns, 460+ state returns, and 400+ local returns for over 570 taxpayers via the Voluntary Income Tax Assistance (VITA) program.

Workforce Development in the Bitonte College of Health Sciences and Human Services

- Offers emergency medical technician training to Youngstown firefighters.

FINAL (June 12, 2022)

- Offers advanced training to Youngstown area Emergency Medical Technicians.
- The AAS Respiratory Therapist to BSAS Respiratory Therapist completion program is offered completely online and is available to students throughout the United States.
- The AAS Medical Laboratory Technician to BSAS Medical Laboratory Scientist completion program is offered completely online and is available to students throughout the United States.
- Anyone having earned an associate degree in a health-related field can pursue YSU's AAS to BSAS in Allied Health. The BSAS is often required for upward career mobility in many fields.
- The Polysomnography certificate has been moved to an online format. It is offered to any licensed Respiratory Therapist to pursue certification and employment in the area of sleep study.
- The graduate certificate in Health Care Administration is offered to students pursuing an administrative position in the health care field.
- Registered Nurses who hold an associate degree can complete the RN-BSN program online to obtain their baccalaureate degree nationwide. In many states, major healthcare facilities are requiring that Nurses have the BSN to obtain or retain employment.
- The Hospitality Program is expanding their program to training students on knowledge and skills need to operate and work in cafes.
- The College is developing a certificate in TeleHealth. The certificate will initially be marketed to Nursing and Dietetic students.
- Social Work and Criminal Justice are offered at Lakeland and Lorain County Community Colleges to expand the workforce in the northern part of Ohio.

Beeghly College of Liberal Arts, Social Sciences, and Education

Department of Humanities and Social Sciences

Geography:

- The geography program offers internships which connect our majors to private companies and public agencies, including the Columbiana County Development Department, the Eastgate Regional Council of Governments, the Trumbull Neighborhood Partnership, WKBN/WYTV, the City of Niles, and First Energy.
- The geography program hosts workshops for local and regional professionals in GIS and ArcGIS Pro. These workshops have been incredibly successful for outreach beyond YSU and for promoting the capabilities of the geospatial program. Individuals attended these workshops from Cleveland, Akron, Columbus, Ashtabula, and beyond. Each of these workshops filled to capacity with excellent feedback from participants regarding the transition and application of ArcGIS Pro.

History:

- The graduate certificate in Applied History is offered to students pursuing employment in historic preservation and museum studies.
- The history program offers Graduate Assistant Internships (\$7,500.00 plus a tuition scholarship). Two internships are funded by the Ohio History Connection and one is privately funded by a grant from the Youngstown Northside General Duty Nurses

FINAL (June 12, 2022)

Association. Recipients work 20 hours per week at the Youngstown Historical Center of Industry and Labor.

- The applied history program offers graduate and undergraduate internships for credit. Interns work 150 hours for 3 credit hours. Past recipients have interned at the Mahoning County Courthouse, Spring Hill Historical Site, Pro Football Hall of Fame, McKinley Birthplace Memorial, Mahoning Valley Historical Society, Trumbull County Historical Society, and the Ohio History Connection.
- The history program also offers two competitive paid internships through the Tyler History Center (funded by the Ohio Cultural Alliance) and the Youngstown Historical Center of Industry and Labor (funded by the Wuslich Applied History Scholarship).
- The Robert W. Reeder I Series in Professionalization sponsors and coordinates professional development events involving students, faculty, staff, alumni, and employers.
- The history program and the history honor's society, Phi Alpha Theta, coordinates the annual History Across the Humanities Conference (HATH). In addition to showcasing student research, the conference provides resume-building and networking opportunities. HATH also features professional development workshops. In 2020, those workshops included presentations by YSU career services and employers like the AmeriCorps Ohio History Service Corps.
- History coursework provides students with marketable skills and experiences. Class projects help students develop skills in critical thinking, interpretation, analysis, and effective written and oral communication. Class projects also provide real-world experience, including exhibit development and design.

Adjustments to Academic Programs accumulated since the submission of the first state-mandated Retention and Completion Plan.

New undergraduate programs

- Bachelor of Science in Respiratory Care (completion program) (2014)
- Bachelor of Arts in Journalism (online format) (2014)
- Bachelor of Science in Biochemistry (2015)
- Bachelor of Science in Applied Science (BSAS) in Criminal Justice (online format) (2016)
- Bachelor of Engineering in Manufacturing Engineering (2016)
- Bachelor of General Studies (completion program, online format) (2017)
- Ohio Early Childhood (PK-3) and Early Childhood Intervention Specialist Dual License (2017)
- Bachelor of Science in Business Administration in Management (2019)
- Ohio Multi-Age (PK-12) Physical Education and Health License (2019)

New graduate programs

- Graduate Certificate in Economics (2015)
- Graduate Certificate in English (2015)
- Graduate Certificate in Mathematics (2015)
- Graduate Certificate in Teaching of Literature (2015)
- Graduate Certificate in Aging Studies (2015)
- Graduate Certificate Instructional Communication (2015)
- Accelerated 4+1 Master of Art in Economics (2015)

FINAL (June 12, 2022)

- Accelerated 4+1 Master of Science in Mathematics (2015)
- Master of Accountancy (2016)
- Master of Athletic Training (2016)
- Graduate Certificate in Biological Sciences (2016)
- Master of Fine Arts in Interdisciplinary Visual Arts (2016)
- Post-Master's Certificate in Adult Gerontology Acute Care Nurse Practitioner (2016)
- Master of Science in Nursing Option for Adult Gerontology Acute Care Nurse Practitioner (2017)
- Health Information Certificate (2017)
- Accelerated 4+1 Master of Public Health (2017)
- Master of Public Health (online program) (2017)
- Accelerated 4+1 Master of Respiratory Care (2018)
- Master of Public Health Nutrition track (2018 approved, 2019 planned enrollment)
- 4 + 1 Master of Respiratory Care (2018)
- Master of Science in Applied Behavior Analysis (reactivated 2018)
- Teacher Leadership Endorsement Certificate (2019)
- Ph.D. in Health Services (2019)
- Master of Science in Health Sciences (2019)
- Master of Science in Education-Special Education, Intervention Specialist Mild Moderate (2019)
- Doctor of Nursing Practice (2020)
- Master of Science in Education-Curriculum and Instruction Specialization: Teacher Leader (2020)
- Master of Science in Education-Curriculum and Instruction Specialization: STEM (2020)
- Master of Science in Education-Curriculum and Instruction Specialization: Math (2020)
- Homeland Security Certificate (2020)
- Data Analytics Certificate (2020)

Discontinued Programs

- Discontinued Autism and Related Disabilities Certificate (2017)
- Discontinued Associate of Applied Science in Drafting and Design Technology (2018)
- Discontinued Bachelor of Arts in American Studies (2018)
- Discontinued Bachelor of Arts in Mathematics (2018)
- Discontinued Bachelor of Arts in Africana Studies (2018)
- Discontinued Bachelor of Arts in Art History (2018)
- Discontinued Associate of Applied Science in Medical Assisting (2019)
- Discontinued Bachelor of Applied Science in Consumer and Family Sciences (2019)

Admission Suspended

- Master of Science in Education – Educational Technology (Officially suspended July 2015)
- Master of Science in Education: Early Childhood Education (Officially suspended March 2017)
- Master of Science in Education: Special Education General Option (Immediate Discontinuation March 2017)
- Master of Science in Nursing – School Nurse Option (Officially suspended July 2017)

FINAL (June 12, 2022)

- Master of Science in Nursing – Adult Gerontology – Clinical Nurse Specialist (Officially suspended July 2017)
- Master of Science in Education, Literacy (2019)

In support of Workforce Development, YSU is committed to cultivating and sustaining partnerships faculty, staff, students, and regional business, technological enterprises, industry, public, and non-profit organizations. The University is focused on building strong relationships with University faculty and the respective organizations' professional staff, leading to a broad and deep relationship amongst a variety of stakeholders, and creating significant and lasting Workforce Development opportunities for YSU students.

Appendix A: Relationship of this plan to The Plan for Strategic Actions to Take Charge of Our Future

Goals and strategies related to student success in *the Plan for Strategic Actions to Take Charge of Our Future* adopted by the YSU Board of Trustees in June, 2020. This Plan will be used to inform progress on the student success aspects of *The Plan*. The following three of eight GOALS are directly related to student success and many of the strategies associated with the following goals have been addressed in the narrative of this document. It is anticipated that the 2022-2024 Retention, Persistence and Completion Plan will be more obviously and directly aligned with these attributes of goals and strategic actions.

- Goal: Implement best practices that address student needs throughout the student life cycle to increase persistence, completion, and postgraduate success

Strategies

- Ensure all students benefit from holistic, relational, developmental, and integrated academic advising
 - Develop and deploy comprehensive, integrated and proactive student intervention strategies
 - Enhance student experiences through implementation of specific initiatives designed to actively engage them in co-curricular and extra-curricular activities
 - Improve support and resources for students facing non-academic challenges
 - *Focus* on post-graduation planning across the student life cycle to reinforce the value of completion
- Goal: Develop a recruitment and enrollment strategy that aligns with a completion strategy
- ### **Strategies**
- Develop an integrated and comprehensive market and brand communication strategy to distinguish the value of the YSU degree
 - Develop an enrollment cultivation strategy linked to the value proposition of earning a YSU degree for each program of study
 - Expand and enhance outreach and engagement with students prior to enrollment
 - Develop innovative approaches to increase enrollment and completion of under-represented students
 - Develop and enhance partnerships and collaboration agreements with international universities

FINAL (June 12, 2022)

- Goal: Create frameworks to optimize student and postgraduate success

Strategies

- Institute specific initiatives to help guide student success objectives and strategies: create the working group to implement the strategy
- Establish consultation and timely reporting expectations to inform the campus community about institutional progress related to student success
- Create timely reports and dashboards related to student progress
- Create a structure of feedback to assess the impact and influence of student success objectives and strategies

Appendix B: Disposition of Outcomes of Previous Plans

2018-2020

Overall, the University successfully implemented strategies outlined in the 2018-2020 Retention, Persistence and Completion Plan, as described below.

Strategy 1. Develop an onboarding strategy including an intentional sequence of readiness experiences from the point of admission to the start of the first semester by identifying intentionally connected and carefully timed experiences and events that ensure ongoing and purposeful engagement with new students and parents.

In Summer 2018, YSU redesigned its new student Orientation program to ensure students have a variety of opportunities to engage with each other, their Orientation leader, academic advisors, and staff. YSU has also designed a parent program as part of Orientation, allowing YSU staff to share information of interest to parents. Following Orientation, Orientation leaders remain in contact with students throughout the summer, and meet them again at IGNITE, YSU's kick-off to the Fall semester. The new approach to new student intake has resulted in an increase in the percent of students who attended Orientation and who are still registered for classes on the 14th day of the fall term from 85.9% in 2017 to 93.8% in 2020.

Strategy 2. Build a first-year advising structure to facilitate the successful academic integration of all first-year students, ensuring that students have and know how to use four-year degree plans and the electronic degree audit tool, and developing a student success curriculum to strengthen student progress and increasing persistence.

In Fall 2020 YSU implemented holistic first-year advising for regularly admitted freshmen and transfer students entering with fewer than 30 credit hours by formally linking academic advising to a required first-semester success seminar. Regularly admitted students, i.e. students who are neither offered conditional admission nor accept admission to the Honors College, make up the majority of new first-year students who enroll at YSU (78% in Fall 2018). While the average HS GPA and ACT composite score of incoming regularly admitted students has continued to rise, first-to-second year retention has decreased from 75.7% for the Fall 2017 cohort to 71.8% for the 2018 cohort.

Success Seminar content focuses on helping students develop and maintain effective study plans,

FINAL (June 12, 2022)

use information on course syllabi to monitor their performance in each class, apply principles of mindset theory to rise to challenges and/or overcome setbacks, know and understand standards for good academic standing and financial aid eligibility, know how to calculate a grade point average, and understand and follow their curriculum sheet, four-year plan, and know the academic progress requirements for their major.

The Success Seminar instructor also serves as the first-year advisor for students in their section, allowing students to extend learning in class to individual conversations with their advisor. Students also are guaranteed regular contact with their advisor throughout their first semester continuing into the second semester, which helps them build relationship and establish a sense of belonging.

Strategy 3. Utilize the advising structure to facilitate a comprehensive intervention strategy:

Seeing their first-year advisees in the Success Seminar twice each week facilitates timely intervention in the fall semester, and the relationship facilitates effective intervention all year since students are more likely to respond to outreach from someone they know and trust than from someone they have never met.

Beginning in Fall 2020, first year advisors will proactively intervene with students in the following ways:

- Respond to course-level alerts raised by faculty
- Inform students of account balances before registration is blocked and guide them to find solutions
- Check course registrations for errors and work with students to correct them
- Reach out to students who have not registered for the upcoming semester before they depart campus for winter or summer break
- Identify and reach out to students over winter break who need to make schedule adjustments based on final course grades
- Identify and reach out to students who, based on academic performance, are at risk for not reaching GPA and course-level milestones associated with their chosen major
- Encourage students to register for *CARD 1520: Exploring Majors and Careers* if appropriate (see Strategy 7 below).

Strategy 4. To help lower equity gaps, develop a comprehensive year-long program intentionally designed to foster the personal and academic transformation of students admitted with restrictions who often lack the cultural capital and “college know-how” necessary to understand, adapt to, and reach their potential within the university environment.

Beginning in Fall 2020, first-time students who did not meet the University’s criteria for regular admission were admitted into the Strong Start Program. The Strong Start Program is a yearlong, cohort-based program that provides academic and personal support to students through the following:

- A first-semester success seminar aimed at strengthening their study and time management skills, helping them adopt habits of mind that promote success, identifying and balancing competing priorities, and using campus resources

FINAL (June 12, 2022)

- A first-semester block-style learning community
- An academic advisor who also teaches their success seminar and meets regularly with them on an individual basis throughout the year, tracks their progress, assists in problem solving, and advises on course selection and registration
- An eight-week major and career exploration course in the spring semester

Components of Strong Start were introduced on a pilot basis for students conditionally admitted in Fall 2018 and Fall 2019. First-to-second year retention among Fall 2018 conditionally admitted students who participated in the pilot was 22% higher than for students who did not participate.

Strategy 5. Develop mentoring pathways for under-represented and under-resourced students to encourage engagement and support problem-solving.

YSU implemented The Penguin Ally Collective (PAC), a mentoring program for Black, Hispanic, and multi-racial students, in Fall 2019. Information and the invitation to participate were sent to 286 eligible incoming first-year students over the summer. Thirty-one (11%) students responded and were matched with an individual faculty or staff volunteer mentor, with whom they met regularly throughout the year. Students, along with their mentors, also participated in monthly group enrichment experiences. Although the number of participants was small, gains in retention among them are promising. 71% of participants were retained to year two, compared to 62% of their peers who did not participate.

Strategy 6. Improve success rates in gateway courses and lower-level courses with historically high D, F, and W

YSU has focused this strategy on gateway math courses, for several reasons: a number of students enroll in gateway math courses, D, F, and W rates in these courses have been high historically, and YSU is one of the state's institutions participating in *Ohio Strong Start to Finish*. YSU has used funds granted by Strong Start to Finish support development activities for math faculty, with a strong focus on improving co-requisite mathematics instruction. Partnering with the Center for Teaching and Learning and the Center for Student Progress, the Math Department conducted faculty workshops on growth mindset, integrating adaptive learning technology, study skills for math success, and pedagogies that encourage active learning and engagement.

Additionally, to better ensure students were adequately prepared to succeed in math, the Math Department revised math placement practices, now requiring students with an ACT math score below 27 to take the ALEKS placement test. Together, these strategies had a significant impact on success rates in gateway math courses (with the exception of MATH 1511C), as demonstrated below:

Percent D, F, W grades			
	Fall 2017	Fall 2018	Fall 2019
MATH 1500: Preparation for Algebra Placement	NA	NA	53.3%
MATH 1505: Intermediate Algebra with Applications	62.6%	80.7%	Eliminated
MATH 1510: College Algebra	40.5%	50.6%	31.7%
MATH 1510C: Co-requisite Support for College Algebra	50.5%	40.1%	36.8%
MATH 1511: Trigonometry	41.9%	49.4%	38.4%
MATH 1511C: Co-requisite Support for Trigonometry	NA	41.7%	67.6%

FINAL (June 12, 2022)

MATH 1513: Algebra with Transcendental Function	17%	28.3%	19.7%
MATH 1552: Applied Mathematics for Management	28.1%	25%	19.1%
MATH 1571: Calculus 1	27.2%	39%	29.6%
MATH 2623: Quantitative Reasoning	27.8%	25.5%	19.2%
MATH 2623C: Co-requisite Support for Quantitative Reasoning	9.7%	23%	10.2%

Strategy 7. Transition students who are not progressing in their intended major to Career and Academic Advising and change their major status to Exploring; offer an 8-week course to help students gain major and career clarity that can be offered in both the first and second half of spring term.

CARD 1520: Exploring Majors and Careers, a 1-credit, 8-week course, designed to teach students who are exploring majors how to locate and use resources and information to make an informed decision about their academic path, was approved in Spring 2020 and will be offered for the first time in Spring 2021.

Strategy 8. Develop a comprehensive approach to student success based upon attributes of academic preparation, predictors of the likelihood of success in selected programs of study, and appropriate anticipatory triggers for institutional involvement in guiding students to degree completion and job placement.

This strategy incorporates the previous seven strategies into an integrated approach to student success. An enterprise-compatible degree audit system, Degree Works, is being installed and incrementally implemented Spring 2021. This required a review and update of all degree guides that not only assisted with this build/implementation, but also facilitated adviser and student interactions for the first-year student success seminar. Implementing Degree Works is also accompanied by an enhanced compatibility with Transferology that will support transfer access and success at YSU.

Implementing Degree Works is the foundation for installing and implementing another enterprise-compatible system, CRM Advise (SR-Advise). This student relationship enhancement technology seamlessly interacts with Degree Works and is available to the student, adviser, and, for various components, faculty advisers and course instructors. The build and implementation will allow for a highly customized student-centric relationship with triggers, alerts, and highly specific interventions via multiple technology interfaces. A multi-faceted team is guiding implementation and it is anticipated SR-Advise will be implemented in a phased fashion beginning Fall 2021. Importantly, the Academic Senate Student Success Task Force will be involved at important milestone implementation and activation success points, and will make recommendations on policy adjustments to the appropriate Academic Senate committee, YSU office or division.

2016-2018

Goal 1. Implement a required first year experience course.

Completed - will be reviewed to determine if the approach to implementation is serving the originally intended purposes.

Goal 2. We will hire a new First Year Program Director.

FINAL (June 12, 2022)

Completed - this person and a University Senate subcommittee will be involved in the review to determine if the approach that was implemented is serving the originally intended purposes.

Goal 3. Create learning outcomes for guests and students.

It was determined this is not an action for which expending the resources will directly impact retention, persistence and completion; consequently, will not be pursued.

Goal 4. Reduce the caseload for individual peer leaders from 120 to 25.

Peer leader caseloads have been reduced to 40 students.

Goal 5. Increase use of tutoring for high D, F, W courses.

YSU increased the use of tutoring in 16 of 24 courses with high D, F, and W rates (listed below), as measured by the percent of course registrants who received tutoring support.

Course	Change in D, F W rate
BIOL 1551: Anatomy & Physiology I	- 0.8%
BIOL 1560: Microbiology for Health Professions	- 5.2%
CHEM 1506: Allied Health Chemistry II	+ 4.5%
ECON 2630: Principles 2: Macroeconomics	+16.9%
PHYS 2610: General Physics I	- 2.2%
PHYS 2611: General Physics II	- 14.0%
SOC 1500: Introduction to Sociology	-4.9%
MATH 1505: Intermediate Algebra with Applications	+18.7%
MATH 1507: Intermediate Algebra	+4.4%
MATH 1510: College Algebra	+4.7%
MATH 1511: Trigonometry	+11.6%
MATH 1513: Algebra with Transcendental Functions	-1.1%
MATH 1571: Calculus I	-14.2%
MATH 1572: Calculus II	-0.7%
MATH 2623: Quantitative Reasoning	-8.8%

Adjustments to tutoring practices are on-going, particularly in those instances where the proportion of students earning D,F or W did not decrease.

Goal 6. Increase opportunities for supplemental instruction.

Overall, student participation in supplemental instruction increased: in spring 2017, 48% of students in participating courses attended supplemental instruction sections, up from 44% in Spring 2016. In fall 2017, 47% of students in participating courses attended supplemental instruction sessions, a 5% increase over fall 2016. The number of spring semester courses participating in supplemental instruction increased from seventeen in 2016 to twenty in spring 2017; the number of fall semester courses decreased from twenty in fall 2016 to eighteen in fall 2017.

FINAL (June 12, 2022)**Goal 7. Align systems of advising across the colleges.**

Four-year degree plans have been created for all undergraduate programs and are available to students electronically. YSU has completed training of academic advisors and will begin implementation of the UAchieve degree audit system in fall 2018.

Goal 8. Invest in a program that has shown results with underrepresented populations.

YSU continues to offer a one-week residential summer bridge program for African American students. Enrollment increased from 34 students in summer 2016 to 40 students in summer 2017.

Goal 9. Each college is working with EGCC to provide clear, simple pathways for students to progress from EGCC to YSU.

YSU has worked closely with Eastern Gateway Community College (EGCC) to develop clear pathways into "high demand" programs at the university such as criminal justice, general studies, accounting, business administration, and communication studies. These pathways allow students to complete the four-year degree while saving money by taking general education courses and certain pre-requisites to core YSU coursework through EGCC.

YSU hosts an annual advising meeting between the professional advisors at YSU and the academic advisors and enrollment specialists at EGCC. These meetings allow sharing of critical academic information involving degree programs at YSU. The meetings also open the channels of communication between the advisors at both institutions so the correct curriculum information is provided to students when they transition from EGCC to YSU.

Pathways have been strengthened by having a YSU admissions representative visit the Valley Center campus twice per month to address any students' questions about transferring to YSU. YSU has helped to provide writing support services to EGCC via the YSU Writing Center. A shuttle service

was provided from the Valley Center campus during YSU's heavy construction periods so that EGCC students would access the Writing Center and Maag Library.

Work continues to develop clear, simple pathways for the transition of students from EGCC to YSU.

Goal 10. Implement dual enrollment with Eastern Gateway Community College (EGCC).

Initial discussions were held with EGCC regarding dual enrollment and shared support services. Conversations have been held about EGCC student use of the YSU campus recreation center, athletic events, and Maag Library. No official actions have been taken.

Goal 11. Establish co-remediation in math

YSU implemented two co requisite math courses in fall 2017 to reduce the number of students who must complete remedial coursework. YSU will implement three additional courses in fall 2018.

Implemented fall 2017

Students D, F, W

FINAL (June 12, 2022)

	Enrolled	Rate
MATH 1510C: College Algebra with co-requisite support	97	51%
MATH 2623C: Quantitative Reasoning with co-requisite support	31	10%

Due for Implementation fall 2018

MATH 1511C: Trigonometry with co-requisite support

MATH 2651C: Co-requisite support for Mathematics for Early Childhood Teachers

STAT 2625C: Statistical Literacy and Critical Reasoning with co-requisite support

Goal 12. Administer Senior Survey to capture data designed to enhance programs.

2016 National Survey of Student Engagement (NSSE) senior results identified challenges in learning strategy use and, in several areas, related to diversity. Of the 31 final recommendations identified, strategies implemented to enhance students' educational experience include establishing the First Year Experience (FYE) course to connect students to academic support services and introduce diversity-related issues, convening of the YSU Globalization Task Force, and renovating a campus space to encourage domestic and international student interaction.

Goal 13. Ensure that courses are available when needed.

- Registration permits a student to wait list a closed class, allowing academic departments to monitor high demand classes.
- Weekly course availability reports are distributed to Deans detailing courses with both high and low enrollments.
- Undergraduate catalog revised to a much more user friendly format, including the addition of a comprehensive 4 year plan detailed for each program.
- The recent upgrade from DARS to UAchieve will enhance this initiative for future terms.

Goal 14. Increase number of credit hours students take to set them on a path to graduation.

- Spring 2016 bulk rate was increased from 12 to 16 hours to 12 – 18 hours.

Result has been a steady incline in the number of credit hours completed each term

Update on Academic Senate Actions – June 22, 2022

During the 2021-2022 academic year, the Academic Senate initially met using a hybrid approach (in-person attendance and video streaming). Given the nature of the coronavirus pandemic, most persons attended these meetings virtually. Despite the challenges posed by the hybrid meeting style, the Senate received numerous reports from committees, task forces, and the Office of Academic Affairs. In addition, informational reports were received from different persons and offices outside of Academic Affairs. As a result, the Senate acted upon several matters noteworthy in their benefit to our students and the academic environment. The following briefly summarizes some of these actions taken this past academic year. Additional details regarding these accomplishments, as well as others, are available on the Academic Senate web page: <https://ysu.edu/academic-senate/meeting-agendas-minutes>.

Academic Standards Committee. By far, this committee was the busiest of all Senate committees taking up numerous topics directly impacting the academic progress and success of our students. As examples of its work, the following five policy proposals were vetted by the Committee and subsequently approved by the body:

- Course Repeat Academic Reassessment of GPA. The Senate approved changes to policy language to permit adjustments to the GPA of students who have repeated courses. Current undergraduate students may improve their GPA by repeating a course and requesting a recalculation in which a grade of "D" or "F" was earned. To recalculate the GPA, the repetition must be consistent with the policy on course repeats.
- Withdrawal for Military Duty. The Senate approved a policy and associated procedures to minimize disruptions or inconveniences for students fulfilling their U.S. military responsibilities during an academic semester. Qualified students may withdraw from all courses without penalty.
- Student Transfer Requirement. The Senate approved changes to current policy to support the success of conditionally admitted transfer students more effectively without obstructing their academic progress.
- Test Optional (SAT/ GRE) Admission. The Senate agreed to continue a "test optional" admissions standard for the foreseeable future with the option of revisiting this policy should it need revised. Such a policy will help facilitate the application process for students seeking admission to YSU as well as place our institution on par with other state and regional universities. This will enhance YSU's opportunity to recruit new students.
- Awarding of Honors to Transfer Students. The Senate approved changes to granting honors to transfer students completing their degree at YSU. Honors will now be conferred to YSU transfer students who have completed a minimum of 30 semester hours of credit (previously 60 credit hours) at YSU for baccalaureate degree candidates and a minimum of 20 hours (previously 30 hours) for associates degree candidates. In addition, the Senate approve honors designations in English, rather than Latin, for baccalaureate degree students with fewer than 60 but with 30 or more hours and associate degree students with fewer than 40 but with 20 or more hours.

Student Success Task Force. The Student Success Task Force proposed a new policy, Change of Major Academic Reassessment, that was approved by the Senate. The policy provides a student

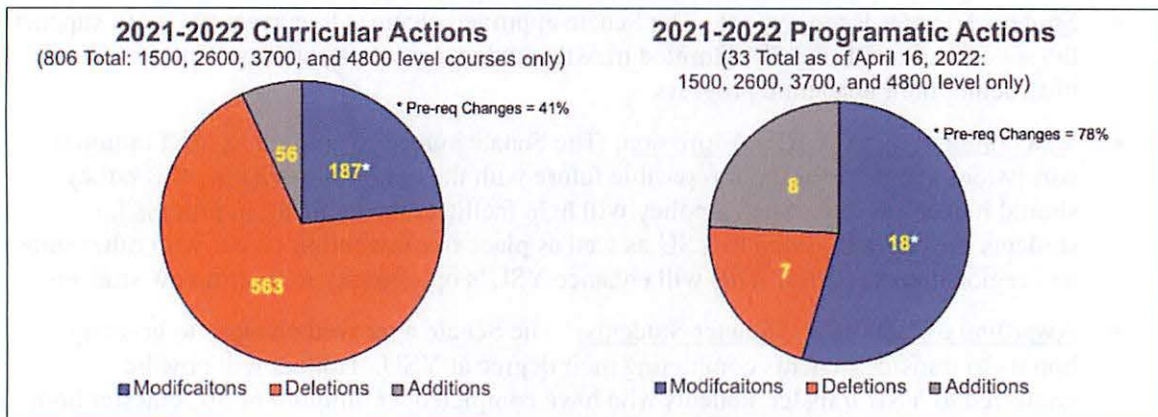
transferring to a new major before earning 60 credits the option of receiving an Academic Reassessment. In simple terms, the student may request the deletion of up to 16 credits earned for courses required in the old major. These credits would be deducted from the total earned credits and will result in a recalculated cumulative GPA.

Teaching and Learning. The Senate endorsed “Principles of Good Practice in Teaching at Youngstown State University” as developed by the Committee on Teaching and Learning (<https://ysu.edu/institute-teaching-and-learning/good-practice-teaching>). This document outlines five values as a framework for good practices in teaching which will help our students learn, persist, and achieve their educational goals. This document is intended to articulate these institutional values as well as to serve as a source of conversation and support of continuous improvement.

Academic Calendar and Course Schedule Task Force. Senate adopted revised class scheduling guidelines for the next academic year. This task force will be considering further revisions over the next year.

Textbook Selection Policy. The Senate endorsed a revision of the Board of Trustees policy on textbook selection by faculty.

Curricular and Programmatic Actions. A key responsibility of the faculty via the Academic Senate is the development of new curricula and programs to fit the needs of our students and the larger community, as well as to decommission those academic courses and programs that are no longer needed or relevant. Such actions make our various programs more attractive to students and reactive to changes in the community environment. Moreover, this year’s efforts of the University Curriculum Committee and Academic Programs Committee very significantly contributed to the curricular efficiency and effectiveness goals set out in YSU’s strategic plan. The following charts depict the actions of both committees. Not shown are 33 additional curricular actions already take to be effective in Fall 2023.



Workforce Project Initiative. The scope of faculty contracts at YSU is limited to the current definitions of what constitutes a professor, a lecturer, a teaching assistant, and a part-time faculty member. As such, efforts by the institution to create programmatic efficiencies may be somewhat restricted by these definitions. In response to this challenge, the Academic Senate will host a series of discussions within the academic unit to explore ways of expanding/revising current faculty types to meet academic workforce needs. After a period of development, a

Guidance Document will go to the Academic Senate for endorsement. If the document is endorsed by Senate, it will be presented to the YSU-OEA and the administration for consideration regarding possible contract language.

Honorary Degree Nominees. The Academic Events Committee finalized a list of nominees for the Board to consider when awarding an honorary degree during the upcoming academic year. The Committee-approved list is included in this month's Board materials.

Resolutions of Appreciation. Many wonderful and dedicated people comprise the membership of the Academic Senate, including students, faculty, and administrators. More so, these persons and others populate the Senate's various committees which are the actual units that propose, deliberate, and recommend actions for the body to consider. These individuals, and those who work behind the scenes, help facilitate the mission of the Senate and its success.

The Senate recognized Dr. Joe Palardy at its most recent meeting. As noted in the copy of the attached resolution, Dr. Palardy has been a vital contributor to YSU's General Education program helping to establish best practices, developing important online applications, and providing essential and careful guidance in his capacity as Director of General Education.

Respectfully Submitted on Behalf of the Academic Senate,

Chet Cooper
Senate Chair

**Approved by the Academic Senate
of Youngstown State University**

April 27, 2022

**A RESOLUTION HONORING THE SERVICE OF
DR. JOSEPH PALARDY**

WHEREAS, faculty at Youngstown State University, along with their students, are at the core of our institution's mission; and

WHEREAS, Dr. Joseph Palardy has been wholly engaged with the University as a leader in General Education and in guiding endeavors to manage our General Education program for our students; and

WHEREAS, Dr. Palardy has been instrumental in establishing best practices in Curriculum and Programs by working with faculty, staff and administrators to establish the Curriculum Services Team; and

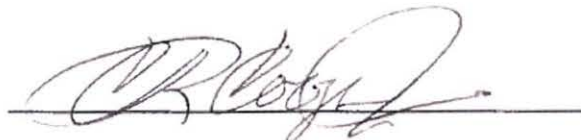
WHEREAS, Dr. Palardy has contributed to robust scholarship activities and numerous service endeavors, including developing many online essential applications for the Academic Unit and Academic Senate; and

WHEREAS, Dr. Palardy has served the Academic Senate and his colleagues by providing careful guidance and consideration to general education proposals; and

WHEREAS, Dr. Palardy has announced his plans to step down from leading our General Education efforts and move onto other areas of professional interest;

NOW THEREFORE BE IT RESOLVED, the Academic Senate of Youngstown State University hereby formally recognizes Dr. Joseph Palardy's stellar work as an educational professional, as well as, a stalwart member of the Senate and General Education Committee; and

BE IT FURTHER RESOLVED that copies of this resolution be distributed to President James Tressel, Provost Brien Smith, and The Board of Trustees.



Chet Cooper, Chair
Academic Senate

How to Read the Dashboard

Evaluation

Evaluation: Originated from the Fall 2020 Program Workshop, reflects Spring 2021 Provost adjustments; will be updated Spring 2022

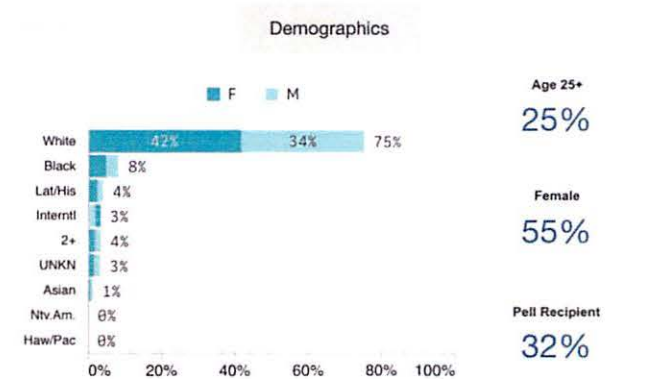


Total Enrollment: Includes unique headcount of declared majors and associated pre-majors (if applicable)

All Degrees: Total degrees awarded per year, including secondary degrees

In-Year Primary Degrees: Subtotal of primary degrees awarded during the most recent year of students' enrollment

Year indicates calendar year of spring semester, and includes prior calendar year summer and fall



Identified student demographic details for the most recent academic year, including age group, gender, race/ethnicity, and Pell status.

Mission Rating: Determined by Deans in Spring 2021; will be updated Spring 2022



Mission

Satisfactory: 2

- Summary
- Mission
- Academic Focus
- Student-Centered
- State/Reg/Nat Needs
- Community Impact
- Highlight

Each program was evaluated by the department in terms of its relation to YSU's mission.

How to Read the Dashboard



Markets Rating: Automatically calculated from the program's overall score percentile from PES+ Markets

- **High Performance:** 80th Percentile and above
- **Satisfactory:** 25-80th Percentile
- **Attention/Improvement Needed:** Below 25th Percentile

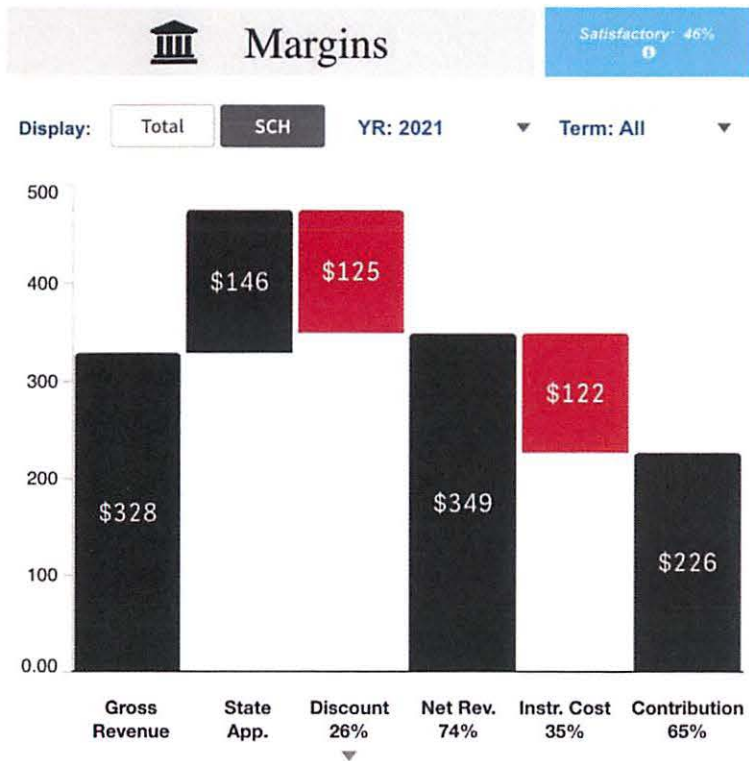
Scoring rubric determined by award level (Master's/Graduate), 100-Mile Radius market selected by default

For this example, the market opportunity for this program ranks in the 100th percentile in the 100-mile radius market at the Master's level compared to over 1,500 CIP codes (nationally standardized academic program identifier). The 100th percentile means it is the highest-scoring program. Overall, Student Demand ranks in the 99th percentile. The size metrics of Student Demand - inquiries, Google searches, and completions - score in the 100th percentile, while year-over-year growth scores in the 1st percentile (lowest possible score).

Employment ranks in the 99th percentile as well, and includes metrics ranking job postings, direct preparation and generalist current employment, ACS outcomes (Bachelor's degree-holders and their career paths), wages, and saturation. This program has the highest volume of employment opportunities, while growth in opportunities ranks in the 35th percentile.

Competitive intensity ranks in the 8th percentile, indicating a competitive program. Metrics include both online and on-ground competitor volume, program size measured in completions per institution, marketing costs, change in the volume of competitors, and change in program size.

How to Read the Dashboard



Margins Rating: Automatically calculated from the program's contribution per student credit hour (SCH) compared to all other YSU programs

- **High Performance:** 80th Percentile and above
- **Satisfactory:** 25-80th Percentile
- **Attention/Improvement Needed:** Below 25th Percentile

2021 year includes summer and fall 2020, and spring 2021
 Metrics shown using per-student-credit-hour calculations
This is a direct instructional cost model and does not capture overhead expenditures

For this example, the program's contribution per SCH ranks in the 46th percentile compared to all other 169 YSU programs.

Program economics track declared majors and all of the courses in which they are enrolled.

Gross Revenue captures tuition and fees charged to enrolled majors.

State Appropriations are allocated using a course completion algorithm as well as a general allocation.

Discounts are any institutionally funded grants/scholarships received by enrolled majors. In this example, discount rates are 26%.

Net Revenue is the total of Gross Revenue, State Appropriations, and Discounts.

Instructional Cost is calculated using the salaries and benefits of the instructors, as well as departmental non-personnel direct instructional expenses.

Contribution is the difference of Net Revenue and Instructional cost. In this example, the Contribution margin is 65% of Net Revenue. Contribution margin sustains the activities of the institution beyond direct instruction.

How to Read the Dashboard

Academics

Age Group: <25 25+ Gender: F M

Pell Status: Non Pell

Race/Ethnicity: Black White UNKN NrvAm 2+
 Lat/His Asian Internl Hawai/Pac

Category	Metric	'18	'19	'20	'21	Change
	# of Majors	119	118	121	188	55% ↑
	# of Diverse Majors*	24	21	21	28	33% ↑
	# Pre-Majors	68	67	57	43	-25% ↓
Program Profile	% JR/SR Majors	79%	83%	89%	71%	-21% ↓
	SCH Taught	4,889	4,765	4,733	5,021	6% ↑
	% SCH Related to Online	7%	9%	8%	75%	790% ↑
	% SCH Taught by FT Faculty	60%	70%	74%	75%	3% ↑
	Part-Time Faculty FTE	2.3	1.7	1.9	1.5	-19% ↓
	# Students Enrolled 2+ Terms	133	123	132	121	-8% ↓
	# Students Return from Prior Yr	99	106	108	101	-6% ↓
Student Progress	# Terms Students Enroll 15+ CH	204	195	190	226	19% ↑
	% Complete 15+ CH	80%	79%	79%	85%	6% ↑
	Course Passage Rate	92%	93%	93%	93%	-0% ↓
Outcomes	Primary Degrees Awarded In-Yr	39	43	40	47	18% ↑
	Median Years to Degree	3.7	3.7	3.7	3.7	0% —
	NSSE Q: Diversity**	N/A	N/A	N/A	N/A	N/A —
	NSSE Q: Program Quality**	N/A	N/A	N/A	N/A	N/A —

*Metric calculation not finalized

**Data not currently available

Academics Rating: The methodology to rate the Academics section has not yet been determined

All Academic metrics can be filtered using the buttons for student demographic segments. In this example, the buttons for Native American and Hawaiian/Pacific Islander are gray because no students identify as such.

Number of Majors: Headcount of declared majors, exclusive of pre-majors

Diverse Majors: Headcount of non-white majors, exclusive of pre-majors

Pre-Majors: Where applicable, the headcount of pre-majors

Share of Junior/Senior Majors: The number of Junior and Senior-level majors divided by the number of majors

Student Credit Hours (SCH) Taught: The sum of all credit hours taken by majors and pre-majors

Share of SCH Related to Online: The sum of all credit hours taken in courses not indicated with the modality of Traditional or CCP courses taught at high schools divided by the total number of credit hours taken

Share of SCH Taught by Full-Time Faculty: The sum of all credit hours taken in courses taught by full-time faculty members (regardless of course department) divided by the total number of credit hours taken

Part-Time Faculty FTE: The average number of course credit hours taught per part-time instructor and graduate assistants divided by 30

Number of Students Enrolled in 2 or More Terms: The headcount of majors and pre-majors who enrolled in the program for two or more terms per academic year

Number of Students Return from Prior Year: The headcount of majors and pre-majors who enrolled in at least one term in the prior year, and return to the program for at least one term in the current year

Number of Terms Students Enroll in 15 or More Credit Hours: The number of terms in which majors and pre-majors enrolled in the full-time equivalency of 15 credit hours or more

Share Complete 15 or More Credit Hours: The number of terms in which majors and pre-majors received credit for 15 or more credit hours divided by the number enrolled in 15 credit hours or more

Course Passage Rate: The number of courses majors and pre-majors received credit divided by the total number of courses taken

Primary Degrees Awarded In-Year: The number of primary major degrees awarded to students who were enrolled in the same academic year as when the degree was awarded

Median Years to Degree: The median number of years taken to attain a degree by primary majors awarded in-year degrees

DETAILED OVERVIEW: ACADEMIC PROGRAM ENHANCEMENT AND EFFECTIVENESS INITIATIVE (2021-2022)

Mission Aligned; Economics Aware and Margin Sensitive

March - OAA/Gray engagement with deans, chairs, and program faculty

Update BOT on Academic Program Enhancement and Effectiveness Initiative as well as the Curricular Efficiency now called the Academic Program Transformation Initiative related to university-wide learning outcomes followed by transforming General Education

March - chair engagement with faculty

Familiarization with updated (2020-2021) mission, market and academic metrics and associated Dashboard Scorecard; Academic Program Transformation is a concurrent initiative
Colleges, departments and programs continue progress on achieving goals and strategies outlined in program Dashboard; assess new market and economics data in the context of an adjusted rating

- Scorecards with 2020-2021 Market and Academic Data are created and made available to all academic programs/departments/deans
- Review new market and academic metrics with each academic department and Elizabeth Akins from Gray Associates
 - Faculty members, Deans, Program Directors/Coordinators, Chairpersons and Administrators will have an opportunity to ask questions, gain insight on data and metrics presented
- Colleges, Departments and Programs continue their work to achieve goals and strategies specified last year
- New dashboard interface and process implemented.
 - Chairpersons or their designee update dashboard including entering progress on goals, completion dates as well as new goals.
- Academic Program Assessment and Dashboard (APAD) Group considers modifications to criteria utilized in rating programs
 - Grow+, Grow, Sustain and Adjust remain – Sunset will not be a rating, but could be an outcome of adjust.

April - chair engagement with faculty

Colleges, departments, programs assess progress on goals and strategies associated with the Dashboards and propose adjustments as warranted; Program, chair, dean suggested rating associated with the Dashboard

- APAD Group finalizes modifications to criteria utilized in rating programs
 - Sunset will not be a rating but could be an outcome of adjust.
- Address duplication of programs at other institutions across the Northeastern Ohio region as indicated by ODHE in conjunction with APEEI. Consider action to be taken with programs that may have low enrollments and are offered at other institutions within our region.

May - OAA assessment and feedback given anticipated recommendations to the Board of Trustees

Early May - Office of Academic Affairs (OAA) synthesis and clarification of information associated with APEEI including ratings and via deans/chairs, assure faculty understand the status of the process and their program as it relates to APEEI ratings

- OAA finalizes any outstanding issues related to APEEI including response to duplicate programs and prepares for upcoming BOT meeting
- Faculty are aware of the ratings (faculty, chair and dean) associated with each academic program before the semester ends

Late May - OAA finalizes any outstanding issues related to APEEI, including OAA ratings of programs, and prepares for upcoming BOT meeting to report on APEEI during the academic year, particularly shifts in ratings and pointing out movement on University metrics as related to BOT Key Performance Indicators and response to duplicate programs.

June - Board of Trustees

OAA report on APEEI during the academic year (including anticipated response to duplicate programs anticipating potential September and/or December Board actions)



Low Enrollment Course and Program and Duplicate Program Report
Ohio Department of Higher Education Guidance
Due September 30, 2022

Background: Section 3345.35 of the Ohio Revised Code requires that the boards of trustees of each state institution of higher education evaluate all courses and programs based on enrollment and duplication with other state institutions of higher education.

Section 3345.35: *Not later than December 31, 2017, and by the first day of September of every fifth year thereafter, the board of trustees of each state institution of higher education, as defined in section [3345.011](#) of the Revised Code, shall evaluate all courses and programs the institution offers based on enrollment and duplication of its courses and programs with those of other state institutions of higher education within a geographic region, as determined by the chancellor of higher education. For courses and programs with low enrollment, as defined by the chancellor, the board of trustees shall provide a summary of recommended actions, including consideration of collaboration with other state institutions of higher education. For duplicative programs, as defined by the chancellor, the board of trustees shall evaluate the benefits of collaboration with other institutions of higher education to deliver the program.*

Each board of trustees shall submit its findings under this section to the chancellor not later than thirty days after the completion of the evaluations or as part of submitting the annual efficiency report required pursuant to section [3333.95](#) of the Revised Code.

To comply with the legislation, the Chancellor provides a definition of low-enrollment courses and programs and the Department of Higher Education provides a list of duplicative programs within each region of the state, with particular attention to co-located campuses.

The board of trustees of each state college and university must submit a report that includes:

- a description of the process and data used to identify courses and programs that meet the Chancellor's definition of low enrollments;
- a summary of recommended actions for each identified low enrollment course (e.g., no action, course elimination, reduction in the number of sections or the timing of sections, change in course delivery modality, targeted as a candidate for course sharing);

- a summary of recommended actions for each low enrollment program (e.g., no action, close program, merge with other programs in the institution, collaborate with other state institutions);
- for each duplicative program not targeted for action, a rationale for continuing the program in its current form; and
- for each duplicative program considered for action, the recommended action (e.g., close program, collaborate with other state institutions).

The reports shall be approved by the boards of trustees and submitted along with the board resolution by September 30, 2022.

Defining Low-Enrollment Courses and Programs

A single numerical definition of **low-enrollment courses** is problematic because courses contribute to institutions in different ways (e.g., institutional quality, service to multiple majors, student need), and because courses have widely varying contexts and costs. That being said, most colleges and universities have set **thresholds** below which courses will not be offered. These thresholds often differ within and across institutions based on pedagogical factors related to discipline (professional courses vs. general education courses), course level (lower division vs. upper division or undergraduate vs. graduate), or resources (cost, availability of faculty or practicum supervisors, availability of facilities).

Likewise, a single numerical definition for **low-enrollment programs** is difficult because programs also contribute to institutions in multiple ways (e.g., institutional reputation, service to multiple student majors, regional need), and because programs themselves have widely varying contexts (accreditation and licensure requirements, pedagogical requirements) and costs (faculty, facility and equipment needs). Again, however, most colleges and universities have defined a minimum number of students required for each of their programs, with this minimum **threshold** differing within and across institutions based on institutional mission, student demand and availability of resources.

To comply with the legislation, the Chancellor defines **low-enrollment courses** as course sections that fall below 20% above the institutionally defined threshold for that course section over two or more semesters. The Chancellor defines **low-enrollment programs** as programs that fall below 20% above the institutionally defined criteria for students in a program.

Determining Thresholds for Course and Program Enrollment and Recommended Actions for Courses That Fall Below the Chancellor's Definition of Low Enrollment

The following six factors should be considered by trustees in their determination of course and program thresholds and in their consideration of recommended actions for courses that fall below the Chancellor's definition of low enrollment. The bulleted points following each factor are examples of data points that could be used in the analysis and may be augmented by other evaluative tools.

1. Quality

- Student retention and completion within the program
- Student employment outcomes
- Successful student transfer or placement in graduate/professional school
- Scholarly productivity of faculty and students
- Attainment of specialized accreditation
- Program reputation/ranking
- Performance of students in subsequent courses

2. Centrality to the Institution's Mission

- Relevance of the course or program to the institution's strategic plan
- Importance of the course or program to the institution's reputation or recruiting efforts
- Need for the course within the curriculum (e.g., gateway, service, critical for completion)

3. Cost-Effectiveness of the Course or Program

- Revenue sufficiency to support the course or program
- Ratio of number of graduates to FTE faculty

4. Demand for the Programs or Courses

- Program enrollment patterns over time
 - Students enrolled
 - Degrees/certificates awarded
 - Understanding reasons for low enrollment
 - Duplication and competition
 - Lack of jobs?
 - Marketing?
- Course enrollment patterns over time
 - Understanding reason for low enrollment
 - Too many sections?
 - Sections offered at inconvenient times?
 - New course?

- Faculty member identified too late?
 - Elective with little demand?
 - Data-driven market analysis of employer need
5. Potential for Collaboration with Other Institutions
- Programs with low enrollment at one institution and need for a range of highly specialized faculty (e.g., BFA or MFA)
 - Courses with low enrollment at one institution but greater need across the state (e.g., certain foreign languages, highly specialized courses within a major)
6. Potential for Restructuring
- Programs with high administrative costs per graduate
 - Courses with high administrative cost per course completion
 - Optimizing the number of course sections when multiple sections with low enrollments are noted

ODHE Data Regarding Duplicate Programs

The Ohio Department of Higher Education (ODHE) identified duplicative programs within each region of the state, with particular attention to co-located campuses. The following steps were used to construct the attached spreadsheets:

- Using data reported to the Higher Education Information (HEI) system, ODHE classified degrees awarded in the academic years 2019, 2020, 2021 as a program within an institution using its six-digit CIP Code, resulting in a list of programs offered at each public college and university in the state.
- Each public college and university was then assigned to one of six regions across the state; these regions are mainly aligned to the six JobsOhio regions associated with the main campus.
 - NEOMED is not included due to its medical program focus.
 - Southern State Community College was placed in the Southwest Region.
- Information on programs at institutions in each region was then used to create spreadsheets indicating:
 - Duplicate programs (highlighted in red) at universities in each region;
 - Duplicate programs (highlighted in red) at community colleges in each region; and

- Duplicate programs (highlighted in red) at co-located campuses.
- Data on the number of program graduates is included for the same three years and the average cost per graduate of the program was calculated using HEI cost data.
 - The HEI cost data for each course completed by the graduate was summed (please note that costs were summed for all courses taken prior to graduation, whether or not the course was required for the student's program)
 - This summed cost was averaged across all program completers over the three-year period
- Because Ohio State University reports all bachelor's degrees as earned at its Columbus campus, students who earned bachelor degrees from regional campuses are not identified in HEI. To identify degrees earned from OSU's regional campuses, students who received a bachelor's degree that is available at a regional campus and who earned the majority of their course credits from the regional campus were determined to have been earned from that regional campus.

These spreadsheets will help faculty, administrators, and trustees identify programs that are duplicated in their region and will help them as they evaluate duplicate program fit within the institution (e.g., reasonable duplication or unreasonable duplication that should be targeted for action, such as elimination or regional collaboration).

Determining Recommended Actions for Duplicate Programs

Duplication of many programs is to be expected. For instance, essentially all colleges will have programs in majors that are needed by students throughout the state (e.g., English, psychology, engineering, business, mathematics, history, nursing). Therefore, cases of duplication will need to be considered on a case-by-case basis to determine whether the duplication is appropriate. Factors to be considered in this analysis would include dynamics such as the number of students enrolled in the program, the number of graduates from the program, costs of the program (including staffing, facilities, pedagogical requirements, and accreditation requirements), quality or reputation of the program, etc.

The following factors can be used during the consideration of recommended actions for duplicate programs. The bulleted points following each factor are examples of data points that could be assessed in the analysis and may be augmented by other evaluative tools.

1. Quality

- Student retention and completion within the program
- Student employment outcomes
- Successful student transfer or placement in graduate/professional school

- Scholarly productivity of faculty and students
 - Attainment of specialized accreditation
 - Program reputation/ranking
 - Areas of specialization within the program that differentiate it from other programs in the same discipline offered in the region
2. Centrality to the Institution's Mission
- Relevance of the program to the institution's strategic plan
 - Importance of the program to the institution's reputation or recruiting efforts
 - Need for the program based on data for "in-demand" jobs
3. Cost-Effectiveness
- Revenue sufficiency to support the program
 - Ratio of number of graduates to FTE faculty/administrators
4. Demand
- Program enrollment patterns over time
 - Students enrolled
 - Degrees/certificates awarded
 - Understanding reasons for low enrollment in the program
 - Duplication and competition
 - Lack of jobs?
 - Marketing?
 - Data-driven market analysis of employer need
5. Potential for Collaboration with Other Institutions
- Programs with low enrollment at one or more institutions and a need for a range of highly specialized faculty (e.g., BFA or MFA)
 - Programs with low enrollment at one or more institutions but where there is a need for graduates within the region or the state (e.g., certain foreign languages, highly specialized majors)
 - Programs with low to moderate enrollment at one or more institutions that are costly to offer
6. Potential for Elimination
- Programs with persistent low enrollment where collaboration doesn't make sense

- Programs with persistent low enrollment and little or no employer demand

Report Format

The following is suggested for reporting:

I. Low-enrollment thresholds

Narrative describing institutional definitions of low-enrollment course and program thresholds and the process by which these thresholds have been developed.

II. Low-enrollment course identification

Narrative summarizing the identification of low-enrollment courses (e.g., process for identifying courses, number of courses evaluated, number of courses determined to meet the chancellor’s definition of low enrollment).

III. Low-enrollment course analysis

Chart summarizing the recommended actions for low-enrollment courses (e.g., no action, elimination, reduction in the number of sections, changes to timing of course offerings, collaboration with other institutions) and the rationale for the recommended actions.

Course name/number	Number of sections/average enrollment	Recommendation ¹	Rationale
		No Action; Course elimination; Reduction in number of sections; Change in course delivery modality; Targeted candidate for sharing; ... (other categories as needed)	Pedagogically appropriate course size; Course needed for on-time graduation; low enrollment elective; ... (other rationale as appropriate)

¹ The recommended actions listed are examples only...please modify the chart to best fit campus categories/needs

IV. Low-enrollment program analysis

Chart summarizing the recommended actions for low-enrollment programs (e.g., no action, close program, merge with other programs in the institution, collaborate with other state institutions) and the rationale for the recommended actions.

Program Name	Number of Annual Graduates	Recommendation	Rationale
		No action; Program elimination; Collaboration with partner IHE; ... (other categories as needed)	Area of institutional specialty; Merge with other program in the institution; ... (other rationale as appropriate)

V. Duplicate program analysis

Chart identifying each program identified as a regional duplicate program or co-located campus duplicate program that is not targeted for action and the rationale for the decision (e.g., robust enrollment and program completion, program central to institutional mission and/or reputation, program specialized and therefore not duplicative, program shares a large proportion of classes with other programs on campus).

CIP code	Institutions with duplicate programs	Program names	Rationale for No Action
			Robust enrollment; Specialized program; ... (other rationale as appropriate)

Chart identifying each program identified as a regional duplicate program or co-located campus duplicate program that is targeted for action and the recommended action (e.g., close program, collaborate with other state institutions).

CIP code	Institutions with duplicate programs	Program names	Recommended Action
			Close program; Collaborate with other institution (describe proposed collaboration); ... (other rationale as appropriate)

University Wide Learning Outcomes (UWLO)

The following represents action steps taken to date to meet the Strategic Action goal of “Establishing universal learning outcomes to enhance the value of a YSU degree.” The strategies behind the goal include:

- Develop a plan to integrate diversity, equity, and inclusion throughout the university, including in purchasing, hiring, and in the curriculum
- Revise General Education Requirements to reflect the learning outcomes approved by Academic Senate

In addition, these steps are being taken to meet the October 25, 2021 Board of Trustees Resolution related to the YSU Future State within which calls for “a redesigned transformative “general” educational experience that has the potential to be a mode of distinction...”

Step 1:

Step 1 was initiated by the Academic Program Transformation Team that later became a part of the Academic Senate appointed UWLO Committee.

- 3.22.22 Primer newsletter sent to campus with overview of UWLO need and process including examples from other Ohio institutions
- 3.29.22 Newsletter #2 – Call to Action to submit their own UWLO suggestions with a deadline of 5.15.22
- 4.01.22 Posted first week of suggestions from campus community to website. These were posted to the website every Friday
- 4.13.22 Hosted first virtual discussion regarding UWLO’s for campus community to engage, ask questions and make suggestions
- 4.21.22 Hosted in person discussion in Kilcawley Center regarding UWLO’s for campus community to engage, ask questions and make suggestions
- 5.15.22 Posted final week submissions from campus community (39 total suggestions)

Step 2:

Academic Senate assigned an ad-hoc committee to review the submissions and gather over the summer months to develop suggested UWLO’s.

Committee Members:

- Dr. Mark C. Vopat, Chair
- Jennifer A Pintar, Administrative Liaison
- Adam Earnhardt
- David Kasch
- Monica M Merrill
- Paul Louth

- Jeremy Schwartz
- Joy Christiansen Erb
- Gregg Sturuss
- Alan E Tomhave
- Sara Michaliszyn
- Hillary L Fuhrman
- Amy L Cossentino

The committee met several times virtually and developed the following rough “zero” draft on 5.30.22. This also reflects the thoughts and statements submitted by the campus community.

1. YSU Graduates are creative and integrative problem solvers bringing to bare a number of different elements to their thought processes:
 - Critical thinkers
 - Ethical reasoner
 - Quantitative reasoners
 - Discipline specific knowledge
 - Information literate
2. YSU Graduates are communicators and can disseminate their discipline specific knowledge in a variety of ways [modalities?]:
 - Writing
 - Speaking
 - Multimedia
 - Reading [Need clarification on this is viewed as a form of communication]
3. YSU Graduates are self-aware and are engaged in ongoing personal and professional development. They understand that education is a continuous life-long activity that includes intellectual, emotional, physical, psychological and interpersonal facets.
 - Emotional intelligence
 - Self-care
 - Leadership [Maybe a better spot is in the citizenship section?]
 - Financially literate [?]
 - Artistic appreciation
 - Personal and professional development
4. YSU Graduates are community conscious and demonstrate knowledge needed for responsible citizenship.
 - Socially responsible
 - Civically engaged
 - Civically responsible [redundant?]
 - DEI
 - Justice

Step 3:

The UWLO committee divided into subcommittees to work on the 4 identified areas of focus. The subcommittees then presented their specific areas to the group on 6.16.22. These 4 areas were further discussed and will be tweaked over the next two months.

Step 4:

The UWLO committee will present their final recommendation at the first Academic Senate meeting for a vote.

Step 5:

Update Board of Trustees on the outcomes of the UWLO process in December, 2022

Step 6:

Potential implementation Fall 2023 of the General Education reform reflecting the UWLO'S approved by Academic Senate.