



**YOUNGSTOWN  
STATE  
UNIVERSITY**

**BOARD OF TRUSTEES  
ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**James E. "Ted" Roberts, Chair**

**Molly S. Seals, Vice Chair**

**All Trustees are Members**

**Wednesday, March 6, 2019  
8:30 a.m.**

**Tod Hall  
Board Meeting Room**

**AGENDA**

- A. Disposition of Minutes for Meetings Held December 5, 2018**
- B. Old Business**
- C. Committee Items**

**1. Academic and Student Affairs Consent Agenda Item**

**a. Academic Affairs Consent Agenda Item\***

- Tab C.1.a.1. \*1) Resolution to Modify 3356-10-08, Sabbatical Leave for Department Chairpersons**  
Dr. Joseph L. Mosca, Interim Provost and Vice President of Academic Affairs, will report.

**2. Academic and Student Affairs Action Items**

**a. Academic Affairs Action Items**

- Tab C.2.a.1. 1) Resolution to Approve 3356-1-01, Faculty Tenure**  
Dr. Joseph L. Mosca, Interim Provost and Vice President of Academic Affairs, will report.

- Tab C.2.a.2. 2) Resolution to Authorize Conferral of Honorary Degrees**  
Sam Grooms and Don Lewis have been nominated to receive honorary degrees at the Spring 2019 commencement ceremonies. Board approval is required. Dr. Joseph L.

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

Mosca, Interim Provost and Vice President for Academic Affairs, will summarize the candidates' credentials.

**Tab C.2.a.3.**

**3) Board Resolution on Strategic Plan**

Atty. James "Ted" Roberts and Molly S. Seals, Chair and Co-chair of the Academic and Student Affairs Committee of the Board of Trustees, will report.

**3. Academic and Student Affairs Discussion Items**

**a. Student Affairs – Spring 2019 and Fall 2019 Enrollment Update**

Mr. Gary D. Swegan, Associate Vice President for Enrollment Planning and Management, will present an update regarding spring and fall 2019 enrollment.

**b. Student Affairs – Title IX**

Ms. Kelly Beers, Director, Title IX, will report on Title IX and some of the goals of the new strategic plan.

**c. Academic Affairs – Higher Learning Commission Update**

Dr. Kevin E. Ball, Associate Provost for Academic Planning and Programs, will report.

**Tab C.3.d.**

**d. Academic and Student Affairs – Student Success**

Dr. Claire Berardini, Associate Provost, Student Success, and Dr. Michael Sherman, Special Assistant to the President, will report.

**Tab C.3.e.**

**e. Academic Affairs – University Remediation Report**

Dr. Jennifer A. Pintar, Associate Provost for Academic Administration, and Dr. Michael Sherman, Special Assistant to the President, will report.

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



**YOUNGSTOWN  
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**RESOLUTION TO MODIFY  
SABBATICAL LEAVE FOR DEPARTMENT CHAIRPERSONS, 3356-10-08**

**WHEREAS**, University Policies are being 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;

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Youngstown State University does hereby approve the modification of University Policy governing Sabbatical Leave for Department Chairpersons, policy number 3356-10-08, shown as Exhibit \_\_ attached hereto.

**Board of Trustees Meeting  
March 7, 2019  
YR 2019-**

**3356-10-08 Sabbatical leave for department chairpersons.**

~~Previous Policy Number: 1008.01~~  
Responsible Division/Office: Academic Affairs  
Responsible Officer: Provost and Vice President for Academic Affairs  
Revision History: September 1998; March 2007; February 2011;  
March 2013; December 2018  
Board Committee: Academic Quality and Student Success Affairs  
**Effective Date:** ~~March 13, 2013~~ **March 6, 2019**  
Next Review: ~~2018~~24

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- (A) Policy statement. Academic chairpersons may be granted sabbatical leaves to pursue substantial scholarly or professional development activities which benefit both the chairperson and Youngstown state university (university).
- (B) Parameters.
- (1) Up to three sabbaticals are provided each year for academic chairpersons.
  - (2) A chairperson who has served as a full-time faculty member and/or chairperson for the past seven years without a sabbatical is eligible for a sabbatical after having served at least two years as a chairperson.
  - (3) The sabbatical can be awarded for a period of up to twelve-months period. Sabbatical leave recipients will receive ninety per cent of their monthly twelve-month salary for the period of their leave.
  - (4) Fringe benefits, including state teachers retirement system ("STRS") provisions, will continue during the sabbatical period.
- (C) Procedures.
- (1) The office of ~~the provost/vice president for~~ academic affairs distributes applications and deadline dates during the fall term.

- (2) A completed application should be submitted to the dean of the chairperson's college. The dean will submit the application with a recommendation to a committee appointed by the provost/vice president for academic affairs, consisting of five individuals holding faculty rank. The committee will submit prioritized recommendations to the provost/vice president for academic affairs, who awards sabbaticals.
- (3) Along with the application, applicants are required to provide a statement detailing substitute administrative arrangements during the sabbatical. The statement will not be used to evaluate the merits of the proposal and will be detached from the proposal. The ultimate funding of a particular proposal may, however, depend upon the suitability of substitute arrangements.
- (4) Upon completion of the leave, recipients are required to submit a written report of the results of their work to the dean of their college. The report and the dean's written review are submitted to the provost/vice president for academic affairs for inclusion in the chairperson's personnel file in the office of human resources.
- (5) Recipients of these sabbaticals must return to the university for a minimum of two years of full-time service following the leave. Failure to adhere to this service requirement requires the recipient to ~~or~~ reimburse the university within a two-year period for the full amount of the salary provided during the leave).

**3356-10-08 Sabbatical leave for department chairpersons.**

Responsible Division/Office: Academic Affairs  
Responsible Officer: Provost and Vice President for Academic Affairs  
Revision History: September 1998; March 2007; February 2011;  
March 2013; December 2018  
Board Committee: Academic and Student Affairs  
**Effective Date: March 6, 2019**  
Next Review: 2024

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- (A) Policy statement. Academic chairpersons may be granted sabbatical leaves to pursue substantial scholarly or professional development activities which benefit both the chairperson and Youngstown state university (university).
- (B) Parameters.
- (1) Up to three sabbaticals are provided each year for academic chairpersons.
  - (2) A chairperson who has served as a full-time faculty member and/or chairperson for the past seven years without a sabbatical is eligible for a sabbatical after having served at least two years as a chairperson.
  - (3) The sabbatical can be awarded for a period of up to twelve-months. Sabbatical leave recipients will receive ninety per cent of their monthly salary for the period of their leave.
  - (4) Fringe benefits, including retirement provisions, will continue during the sabbatical period.
- (C) Procedures.
- (1) The office of academic affairs distributes applications and deadline dates during the fall term.
  - (2) A completed application should be submitted to the dean of the chairperson's college. The dean will submit the application with a

recommendation to a committee appointed by the provost/vice president for academic affairs, consisting of five individuals holding faculty rank. The committee will submit prioritized recommendations to the provost/vice president for academic affairs, who awards sabbaticals.

- (3) Along with the application, applicants are required to provide a statement detailing substitute administrative arrangements during the sabbatical. The statement will not be used to evaluate the merits of the proposal and will be detached from the proposal. The ultimate funding of a particular proposal may, however, depend upon the suitability of substitute arrangements.
- (4) Upon completion of the leave, recipients are required to submit a written report of the results of their work to the dean of their college. The report and the dean's written review are submitted to the provost/vice president for academic affairs for inclusion in the chairperson's personnel file in the office of human resources.
- (5) Recipients of these sabbaticals must return to the university for a minimum of two years of full-time service following the leave. Failure to adhere to this service requirement requires the recipient to reimburse the university within a two-year period for the full amount of the salary provided during the leave.



**YOUNGSTOWN  
STATE  
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**RESOLUTION TO APPROVE  
FACULTY TENURE, 3356-1-01**

**WHEREAS**, University Policies are being 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;

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Youngstown State University does hereby approve the modification of University Policy governing Faculty Tenure, policy number 3356-1-01, shown as Exhibit \_\_ attached hereto.

**Board of Trustees Meeting  
March 7, 2019  
YR 2019-**



### **3356-1-01 Faculty Tenure**

Responsible Division/Office: Academic Affairs  
Responsible Officer: Office of Academic Affairs  
Revision History:  
Board Committee: Academic and Student Affairs Committee  
**Effective Date:** March 7, 2019  
Next Review: 2024

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- (A) Policy statement. Ohio Revised Code Section 3345.45 permits the Board of Trustees of each state university to review its policy on faculty tenure and update it to promote excellence in instruction (teaching), research, service, commercialization, or any combination of those areas. The law specifies that commercialization may be one of the included pathways to tenure.
- (B) Purpose. To be in compliance with ORC 3345.45, the Board of Trustees is ensuring that “commercialization” is included as one of the areas for faculty to emphasize as a pathway to tenure.
- (C) Procedures. The tenure process is governed by the collective bargaining agreement between Youngstown State University and The Youngstown State University Chapter of the Ohio Education Association and the policies of the Youngstown State University Board of Trustees.
  - (1) In granting tenure to eligible faculty, Youngstown State University recognizes and promotes excellence in instruction (teaching), research, service, commercialization or any combination thereof.
  - (2) Faculty are evaluated in the areas of instruction (teaching), service, and scholarship, which may include commercialization activities.

For the Board's information. The following information was taken from "The Condition of Higher Education in Ohio: Advancing Ohio's Innovation Economy: 2012. The first-ever comprehensive report on improving statewide commercialization efforts among the university research and business community." Ohio Board of Regents (Ohio Department of Higher Education), Appendix G, Page 1 of 5, regarding the term "commercialization."

Additionally, while faculty members at many Ohio Schools participate in Technology Transfer activities, such participation is not part of the criteria on which their performance is graded.

**Defining Commercialization:**

First, it is critically important to define what the commercialization process is. The most common and reasonable definition would include the following six steps:

1. Creation of intellectual property ("Creation")
2. Protection of the intellectual property ("Protection")
3. Marketing of the intellectual property ("Marketing")
4. Licensing of the intellectual property ("Licensing")
5. Manufacturing a product based on the license ("Manufacturing")
6. Sale of the technology covered by the license ("Sales")



YOUNGSTOWN  
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RESOLUTION TO AUTHORIZE  
CONFERRAL OF HONORARY DEGREE

BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby authorize the conferral of a Doctor of Business Administration (D.B.A.) degree, honoris causa, upon Sam Grooms, with all the rights and privileges attendant thereto.

Board of Trustees Meeting  
March 7, 2019  
YR 2019-

## **Sam Grooms**

Chief Executive Officer (CEO) Sam Grooms is responsible for measuring risk, managing growth, and maintaining relationships with Hy-Tek Material Handling's vendors, bankers, and other valuable business partners.

Based in Columbus, Ohio, Sam Grooms has spent his entire professional career, more than 33 years, at Hy-Tek. Working his way through the ranks from Aftermarket Sales Representative and Capital Sales Representative to Vice President of Integrated Systems, Sam was named CEO in 1997.

Under Sam Grooms' leadership, Hy-Tek's revenues have grown nearly seven-fold over the past decade, with sales of \$72 million recorded in 2013. Recognized for his business acumen, Sam has twice been a finalist for Ernst & Young's Entrepreneur of the Year Award.

As an Employee Stock Ownership Plan (ESOP), Hy-Tek is owned by its associates. CEO Sam Grooms retains one-quarter ownership of the company, with the remaining three-fourths divided among Hy-Tek's employee-owners.

Active professionally, Sam served on the board of directors of the Material Handling Equipment Distributors Association (MHEDA) from 1994-2002. In addition, he was a member of MHEDA's executive board, 1995-2002, and served as the association's youngest ever president in 1999. Grooms served on Key Bank's Advisory Council as well as NACCO Material Handling Group and Unarco's Client Advisory Councils.

Sam Grooms holds a Bachelor of Science degree in Business Administration from Youngstown State University.



**RESOLUTION TO AUTHORIZE  
CONFERRAL OF HONORARY DEGREE**

BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby authorize the conferral of a Doctor of Business Administration (D.B.A.) degree, honoris causa, upon Don Lewis, with all the rights and privileges attendant thereto.

**Board of Trustees Meeting  
March 7, 2019  
YR 2019-**

## **Don Lewis**

Don Lewis is president of SCA's Americas Business Unit, responsible for this global company's businesses in North and Latin America, which generate more than two billion dollars annually in sales.

Lewis joined SCA in 2001 as Senior Vice President of Sales and Marketing for the company's away from home tissue business and was named president of that division in 2008. Under his leadership, SCA introduced the global Tork® away from home tissue brand to North America and today SCA holds a top three position for this category in the North American region.

In 2012 he became president of SCA's Americas businesses. In this role he leads SCA's Americas businesses in the categories of feminine care, baby care, incontinence care, consumer tissue and away from home tissue, which include a number of market-leading brands. He oversees the operations of 23 manufacturing facilities that employ more than 8,000 in locations spanning Canada to Chile. Lewis is a member of SCA's global senior management team.

Earlier in his career, Lewis held general business, finance, sales and marketing and worked in companies such as Fort Howard Paper Company in Green Bay, WI, and Encore Paper in New York. He is a graduate of Youngstown State University and lives with his family in Youngstown, Ohio.



**RESOLUTION TO APPROVE  
“TAKING CHARGE OF OUR FUTURE” RELATED TO STRATEGIC  
PLANNING BY THE YOUNGSTOWN STATE UNIVERSITY  
BOARD OF TRUSTEES**

**WHEREAS**, Youngstown State University, like many institutions of higher education, is confronting many challenges including: the concerns regarding the perceived value, cost, and time associated with attaining a bachelor’s degree; declining numbers of high school graduates in the region; differences in the diversity of university student populations relative to that of the communities they serve, including differential student success-rates; and community issues such as health, education, and economics that impact regional prosperity; and

**WHEREAS**, based upon these and a myriad of other issues impacting higher education, the Board is compelled to “Take Charge of Our Future” as a vibrant community resource by developing a new Strategic Plan that: engages university constituents; incorporates the spirit of shared governance and responsibility-consequential governance; builds public trust by increasing collaboration aligned with community solutions; and inspires the entire university community to continuously improve itself; and

**WHEREAS**, the Strategic Planning Organization Team and other University and community constituents have and will continue to benefit from engaging with nationally recognized Thought Leaders & Provokers, the review of pertinent data and facts, consideration of perspectives regarding diversity, inclusion and equity, and input provided by a vast array of constituents including regional and national employers during the planning process; and

**WHEREAS**, this Resolution evolves from the 2018 October Board Advance meeting topics focused on strategic planning as well as the Board’s previous Strategic Planning Resolution (December 6, 2018 Agenda item E.1.g); and

**WHEREAS**, the Board understands that analysis and synthesis of information, shared learning, mutual communication, deliberation and planning are very necessary yet time-consuming stages of developing the Strategic Plan;

**NOW THEREFORE, BE IT RESOLVED**, that the following are to be focus areas of the next Board-endorsed Strategic Plan:

**Increase educational quality** with an emphasis on faculty professional development, faculty and administrative leadership diversity, innovative teaching and measurable learning outcomes that address high impact areas for student learning and experience, and a unique and transformative general education experience that has flexibility while not reducing academic integrity including meaningful experiences possibly linked to institutional learning outcomes, those of which employers nationally have indicated are needed in the work-place as well as



creating educational experiences in including study abroad and learning about abroad, and experiential learning opportunities that develop an informed citizenry that is engaged in their work and community the result of which is also related to job placement and a successful career, including assisting students from diverse backgrounds to be academically successful via access to intentional and purposeful systems of support;

**A focus on research in a strategic manner** that includes the Mahoning Valley Innovation and Commercialization Consortium, and associated endeavors, and consideration of a limited number of other purposefully selected areas to achieve national distinction, as well as the recognition of scholarship across all disciplines that contribute to academic excellence and scholarly distinction of the institution and that supports improving excellence in teaching that enhances learning;

**Attention to the enrollment of new students** through academic program strength and improvement, new academic program development, including an online strategy, and consideration of competency-based education and certifications, in addition to strategic business and industry focused academic programming as well as a strategic YSU brand marketing and communication initiative that emphasizes academic quality and distinction, as well as increasing the numbers of underrepresented, international, and students from other areas of the State and Nation;

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

**Build strategic, strong, and purposeful collaborations with external community stakeholders** the outcomes of which include mutually beneficial impact and influence via applied scholarship, experiential education and service learning that fulfills our role as one of several entities anchored to and contributing to the prosperity of the region and beyond and brings faculty, students, local residents, business, non-profits, innovative partners and government together in projects in ways that stretch their perspectives beyond individual experiences and addresses diversity and inclusion, community, regional and world needs from the perspective that the university and the region are a collaborative living and learning community;





**YOUNGSTOWN  
STATE  
UNIVERSITY**

**Attain a level of technological capacity and competency** that is necessary to enhance the educational experience and integrated systems to achieving multiple strategic objectives, including program optimization and prioritization, student success strategies including degree maps and auditing, teaching and learning outcomes assessment, student portfolios, accreditation, and other quality and effectiveness enhancement technologies;

**Use reliable data created through a governance structure to generate and analyze information to create insights for well-informed decision-making** that facilitates the ability to measure progress towards goals established for aspects of the Strategic Plan, adjust tactics or change courses as warranted, and to create the opportunity to be accountable for progress towards objectives so established; and

**Assure organizational structures, processes and policies streamlining, as well as optimize performance management, peer review, planning, budgeting and financial management systems that prioritize the focus areas of the strategic plan,** creates expectation of outcomes through agreed upon meaningful goals and recognizes units for achieving greater effectiveness and efficiency and demonstrating optimal use of resources to achieve the goals of the Strategic Plan.

**NOW, THEREFORE, BE IT FURTHER RESOLVED,** that these areas of focus are not intended to restrain the work of the Strategic Planning Organization Team and the campus' engagement in such, but rather, to put forward areas of emphasis the Board has determined the Plan must address to "Take Charge of Our Future"; and to assure that any strategic priorities identified for strategic investment before the Board's approval of the next Plan will align with and "jump-start" the Plan, and such allocations and the justifications will be presented to the Board for consideration in the proposed FY2020 budget.

**Board of Trustees Meeting  
March 7, 2019  
YR 2019-**

Tab materials will be provided at a later date.

## 2018 University Remediation Report

Name of University:

YOUNGSTOWN STATE UNIVERSITY

Ohio Revised Code Section 3345.062 requires the president of each state university to issue a report by December 31, 2017, and each thirty-first day of December thereafter, regarding the remediation of students. The report must include the following areas:

### 1. The number of enrolled students that require remedial education (FY18 actual).

Number of Students	Description (if needed)
1,068	Consistent with the 2017 report, of the 11,067 undergraduate degree-seeking students who were enrolled at any point during the Summer 2017, Fall 2017, and Spring 2018 terms, a total of 4,618 students were placed into at least one developmental course in either composition, mathematics, or reading and study skills. Of those students, 1,068 took at least one remedial course during that period. (Note: YSU has developed required math pathways based on major.) Therefore, requirements for remedial instruction in math may change for students who change their major.
	YSU added the following to understand how this impacts new students.
852	Of the 3,185 new (first-time and transfer) undergraduate degree-seeking students who were enrolled at any point during the Summer 2017, Fall 2017, and Spring 2018 terms, a total of 1,275 students were placed into at least one developmental course in either composition, mathematics, or reading and study skills. Of those students, 852 took at least one remedial course during that period. (Note: YSU has developed required math pathways based on major.) Therefore, requirements for remedial instruction in math may change for students who change their major.

### 2. The cost of remedial coursework that the state university provides (FY18 actual).

Please select the type of cost in the following areas and describe.

- **Costs to the university:** Please include a description of all university resources allocated in support of and/or on behalf of remedial education, including but not limited to costs associated with the following: faculty & staff, buildings/classrooms, administration, and additional student advising, among others.
- **Costs to the student:** Please include a description of tuition paid by students in pursuit of remedial education.
- **Costs to the state:** Please include a description of state resources provided to your institution in support of remedial education. (See Appendix A containing this information for all state universities.)

Cost Type	Amount	Description
Costs to the university	\$453,900	Includes help centers (Writing Center, Math Assistance Center, Center for Student Progress, and Testing Center), faculty, and classrooms) at ~\$425 per student (given FY17 cost per student).
Costs to the student	\$1,105,380	Includes total credit hours multiplied by cost per credit for all students taking a course designated as remedial at ~\$1,035 per student (given FY17 cost per student).
Costs to the state	\$259,560	This is the sum of SSI for Completed and At-Risk FTE as given in Appendix A of the report request

### 3. The specific areas of remediation provided by the university.

Subject Area	Description
English Composition	The University provides two remedial writing courses that do not count toward the graduation requirement in composition: <b>ENG 1509: Academic English for Non-native Speakers</b> is a three-credit course that helps students develop writing and reading comprehension skills in English. The course is open to students on the basis of the placement process. Must be taken until a grade of C or better is achieved. <b>ENG 1540: Fundamentals of College Writing</b> is a three-credit course that provides intensive individualized instruction in written communication and college-level reading practices; it is open to students based on their ACT English score, SAT score, or proficiency as demonstrated by their YSU Composition and Reading Placement Test results. <b>ENG 1550C: Corequisite Support for Writing 1</b> is a one-credit course that provides students with practice in adapting college-level writing conventions, organizational strategies, and revision and editing techniques; it is open to students based on their ACT English score, SAT score, or their Composition and Reading Placement Test results. This corequisite support course is taken alongside standard English 1550: Writing 1. Students who place into English 1540 will move onto 1550 with the Corequisite Support for Writing 1.
Mathematics	The University provides one stand-alone remedial course in mathematics that does not count toward the degree. Placement is based upon students' Math ACT score, Math SAT score, or proficiency as demonstrated by their score on an ALEKS placement assessment. <b>MATH 1505: Intermediate Algebra with Applications</b> is a five-credit hour course intended to prepare STEM and business majors for their college-level mathematics requirement through time spent remediating in the ALEKS product. Students who place into remedial math but who wish to fulfill their mathematics graduation requirement may enroll in designated sections of non-remedial math to which additional hours of remedial instruction are added, if their placement permits. These include: MATH 1510: College Algebra and MATH 1510C: Co-requisite Support for College Algebra; MATH 1511: Trigonometry and MATH 1511C: Co-requisite Support for Trigonometry; MATH 2623: Quantitative Reasoning and MATH 2623C: Co-requisite Support for Quantitative Reasoning, MATH 2651: Mathematics for Early Childhood Teachers 1 and MATH 2651C: Co-requisite Support for Mathematics for Early Childhood Teachers 1; STAT 2625: Statistical Literacy and Critical Reasoning and STAT 2625C: Co-requisite Support for Statistical Literacy and Critical Reasoning. These co-requisite courses have greatly reduced the number of students taking stand-alone remedial mathematics courses at YSU.
Reading and Study Skills	The University provides three three-credit hour instructional options for students who, based upon their ACT Reading score or proficiency as demonstrated by their ACCUPLACER reading test score, require remediation in reading and study skills. <b>RSS 1510A: Advanced College Success Skills</b> is designed to develop students' skills essential for college studying; the primary focus is improving the comprehension and retention of college textbooks. <b>RSS 1510B: Basic College Success Skills</b> is designed to assist students in their transition to studying at the college level; course content stresses development of skills in word recognition, vocabulary, and reading to find main ideas, supporting evidence and conclusions in college textbooks. <b>RSS 1510C: STEM Advanced College Success Skills</b> is designed to help students in STEM disciplines develop study skills by focusing on improving comprehension and retention of textbook and lecture materials.

### 4. Causes for remediation.

Please select all that are relevant from the following categories and provide detail.

- Lack of student preparation at the K-12 level
- Prescriptive placement policies (over reliance on a single assessment measure)
- Deferred entry into higher education (adult students returning to higher education)
- Other (any other cause identified by the university)

Cause	Description
Lack of student preparation	Consistent with the 2017 report, 9,329 <b>students</b> enrolled for one or more terms between Summer 2017 and Spring 2018 were 25 years of age or younger. 3,951 (42.4%) required remedial instruction in at least one subject area. These students account for 92.8% of all undergraduate students who required remedial instruction during these terms.
Deferred entry	Consistent with the 2017 report, 1,738 <b>students</b> enrolled for one or more terms between Summer 2017 and Spring 2018 were over the age of 25. 667 (38.4%) required remedial instruction in at least one subject area. These students account for 7.3% of all undergraduate students who required remedial instruction during these terms.
	YSU added the following to understand how this impacts <b>new</b> students.
Lack of student preparation	2,929 <b>New students</b> enrolled for one or more terms between Summer 2017 and Spring 2018 were 25 years of age or younger. 1,239 (42.3%) required remedial instruction in at least one subject area. These students account for 97% of all new students who required remedial instruction during these terms.
Deferred entry	256 <b>New students</b> enrolled for one or more terms between Summer 2017 and Spring 2018 were over the age of 25. 36 (14.1%) required remedial instruction in at least one subject area. These students account for 3.1% of all new students who required remedial instruction during these terms.