YOUNGSTOWN STATE UNIVERSITY

Office *of* Academic Affairs

ACADEMIC MASTER PLAN

draft

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A Message from the Provost: The Path to Now

In June 2024, the Office of Academic Affairs (OAA) began an ambitious effort to construct the first-ever Academic Master Plan (AMP) at Youngstown State University (YSU). This effort was initiated to better communicate the purpose and rationale behind actions and decisions made within our office. This plan underscores my belief in the importance of transparency, accountability, and collaborative action.

As such, the AMP is a strategic blueprint designed to keep the institution moving forward toward academic excellence, innovation, and sustainable growth by ensuring that all constituents have a full understanding of how and why decisions are being made. Because the AMP was developed through a collaborative effort, this document represents the input from stakeholders across campus who contributed on multiple occasions. The collaboration started in June 2024 when we held a visioning session with non-academic staff who support the academic core. To develop the heart of the plan, members of the OAA staff and I met with each academic department face-to-face (Fall 2024) and virtually (December 2024 and Spring 2025) to discuss pain and pride points, quantitative data, and qualitative data. We also collected feedback from surveys and town halls (Fall 2024). These valuable insights were central to the structure and content of the AMP.

Although the development of the AMP represents a critical milestone in our journey, it by no means represents a final document. The AMP will be a living document, changing continually as we envision new ways to improve student success and outcomes, advance research and scholarship within the disciplines we offer, and strengthen the community and region that we support and that support us. This inaugural version is structured to advance the institution to inspire individuals, enhance futures, and enrich lives. The first section contains relatively static content, detailing the foundational framework that guides how OAA will prioritize the actions outlined within the vision statement (section 1.1), determine the health of our academic programs (section 1.2), detail operating guidelines and policies (section 1.3), and define common terms used on our campus (section 1.4).

The second section represents the dynamic portion of the AMP as it contains the specific program goals, pitches, and action steps (**GPA**s) written by the faculty, chairs, and deans from each of our academic programs (section 2.2). The action steps—and

possibly the goals themselves—will likely change annually as we accomplish each item. In addition to containing the program GPAs, section 2.1 also lists the OAA's GPAs. Our office wrote these to align with the feedback provided during the face-to-face and virtual department meetings, town halls, and surveys from the past 12 months.

I believe this level of accountability, transparency, and collaboration will foster student success, empower faculty and staff, create mutually beneficial relationships between all employees, and build strong connections with the community and industry partners. Together we can better address the challenges of today and seize the opportunities of tomorrow as we become the transformative institution of the region.

Thank you for your trust, collaboration, and dedication as we bring this AMP to life together so everyone can "Know Y."

Sincerely,

Jennifer Pintar, PhD, MPh

F.2 How to Use the AMP

A Brief History

In June 2024, the **Office of Academic Affairs (OAA)** began an ambitious effort to create the first-ever **Academic Master Plan (AMP)** at Youngstown State University (YSU). Lack of communication is often noted as a top reason people feel dissatisfied at work. Therefore, communication is an opportunity to increase job satisfaction, improve engagement, and decrease work-related anxiety. To improve the OAA's communication, we needed to understand the needs of our faculty members, staff, and students.

The process (see Appendix A) began in Summer 2024 with an all-day retreat that brought together approximately 50 support staff to explore how their areas contribute to student success. As the plan progressed, we conducted a series of surveys in early Fall 2024 to identify key priorities from faculty and academic support staff.

Recognizing the need for direct engagement, we met individually with all 20 academic departments—not once, but twice. In Fall 2024, we held face-to-face meetings open to all faculty within each department to ensure their voices were heard. These meetings were designed to capture both pain points and pride points for each department, allowing us to categorize faculty needs as readily achievable goals or longer-term objectives (which later formed the foundation of our goals and action steps).

The first draft of the Academic Master Plan (AMP) emerged from this extensive collaboration. We then shared this working template at multiple town hall meetings, where we saw enthusiastic faculty participation. The feedback we received was invaluable—so much so that we completely redesigned the AMP's format and structure to ensure it better reflected the collective insights and priorities of our academic community.

During the winter break of 2024, we turned our attention to the **Academic Program Enhancement and Effectiveness Initiative (APEEI)** process. The APEEI framework—which includes **Continuous Quality Improvement (CQI)** and **Detailed Analysis (DA)** —reflects a comprehensive approach to evaluating and advancing our academic offerings. Our goal with APEEI is to ensure that every program aligns with best practices, institutional goals, and external standards, such as Ohio Revised Codes regarding low-enrolled and duplicative courses and programs (ORC 3345.35).

On the quantitative side, we committed to transparency in how programs are assessed. Realizing there was still ambiguity surrounding the process, we again scheduled individual time to meet with each department to discuss the quantitative data. A Gray Associates representative and multiple members from OAA administration, deans, and chairs met virtually in meetings open to all faculty members from each department to get any final comments and questions regarding what data are used, how they are used, and how they factor into our analysis. The Gray data platform offers chairs and deans access to historical and projected data, providing insight into how market viability, economic trends, and institutional priorities influence decision-making.

In addition, YSU's IT department played a crucial role in developing Power BI, a real-time data system to which chairs and program directors now have access. This tool integrates key data points, such as 14-day enrollment reports, which play an important role in the state-mandated reporting of low-enrolled courses and programs. Power BI ensures that faculty program coordinators and directors have the same information used by chairs, deans, and OAA for program analysis. Finally, the specific state mandate regarding low-enrolled and duplicative courses and programs (ORC 3345.35) was shared with all academic senators in session and by email in October for full transparency. This mandate outlines the importance of all of us being good stewards of the State of Ohio to ensure we are operating as efficiently as possible.

During Spring 2025, we tackled the qualitative portion of APEEI. Through collaborative discussions that consisted of individual virtual department meetings open to all faculty members, the purpose of the qualitative program statements was reimagined as "program pitches" that would detail the uniqueness of each academic program. After this initial meeting regarding the qualitative statements, each program was asked to review and revise their goals, pitch statements, and action steps (GPAs) with the understanding that these GPAs would play a significant role in determining how resources, promotion, and tenure decisions would be made at the university.

Sections

Following these informative interactions with faculty and staff, the outline of the AMP took shape as two sections: one that is relatively static outlining policies and guidelines and a second, more dynamic section, that contains not only the qualitative GPAs for each of our academic programs but also those for the OAA. The academic program sections were developed by the faculty members, chair, and deans for each program. The opinions and suggestions provided at the meetings with the faculty, the town halls, and the surveys informed the OAA section. This process was extremely enlightening

and has generated tremendous excitement and enthusiasm within the OAA. We are focused on our role in charting a clear path so that faculty can accomplish the tremendous goals they have set for their individual programs.

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Using as a Living document

The Academic Master Plan aligns closely with the University's mission, vision, and Strategic Plan, Take Charge of Our Future. This alignment ensures that every decision we make—whether pursuing an initiative or choosing not to—directly supports these institutional priorities.

How does the AMP align with the Strategic Plan?

The **YSU Strategic Plan** outlines key priorities that shape the future of the institution, including student success, academic innovation, community engagement, and operational sustainability. The AMP serves as the academic engine driving these priorities forward by embedding them into the university's curriculum, faculty development, research initiatives, policies, and student support strategies.

For example:
- **Student-Centered Approach:** YSU's mission emphasizes student success, and the AMP operationalizes this through enhanced advising, retention strategies, and experiential learning opportunities.
- **Innovation & Market Relevance:** The Strategic Plan calls for academic programs that are forward-thinking. The AMP aligns by ensuring that programs are competitive, data-driven, and responsive to workforce demands.
- **Community & Industry Partnerships:** The AMP extends YSU's commitment to regional impact by fostering collaborative initiatives with local businesses, industries, and organizations, strengthening experiential learning, internships, and research opportunities.
- **Enrollment & Operational Efficiency:** In response to increased state and federal scrutiny on higher education funding and efficiency, the AMP emphasizes data-driven decision-making, interdisciplinary collaboration, and strategic resource allocation to sustain and grow YSU's academic offerings.

Because these areas are so interconnected, every action step within the AMP should prompt us to ask:
✅ Are we maximizing student potential and success?
✅ Are our programs aligned with industry and societal needs?
✅ Are faculty and staff supported in an environment of professional growth?
✅ Are we leveraging community and industry partnerships for mutual success?

The AMP is a living guide that will evolve as we measure progress, respond to new challenges, and seize emerging opportunities. While it complements the Strategic Plan, it also informs and supports other critical university initiatives, such as:

- The **Strategic Enrollment Plan**, ensuring that academic offerings enrollment strategies align.
- The **Marketing and Recruitment Plan**, guiding how YSU communicates academic strengths to prospective students.
- The **Public Relations & Strategic Communications Plan**, helping frame YSU's academic brand and reputation while celebrating the accolades of our campus community.

Together, these plans create a cohesive and future-focused vision for Youngstown State University—one that empowers students, supports faculty, and strengthens our role as a leader in higher education.

"If you don't have a plan, the budget becomes the plan"

Mark Milliron
Leader in higher education, technology,
and student success initiatives.

We have all heard the maxim that "If you don't have a plan, the budget becomes the plan," but it's a true statement and a situation we want to avoid. The reality of this AMP is that it will highlight the fact that we may not all agree about every decision. However, once we are all assembled in the same boat rowing in the same direction, we will be moving in one direction. Rowing in the same direction requires transparency with how and why decisions will be made regarding pre-tenure, tenure, post-tenure, promotion, allocation of resources, and reassigned time. We need clear guidelines for which faculty and staff position lines will be prioritized. We also need to communicate how the budget is allocated, including when a program is no longer relevant and when programs need to be created to prepare our students for the future.

Your Role in the AMP

We ask that you engage with this document. Be an active participant in shaping the future of YSU. No matter your rank, title, or years of service, you have a role to play. Engage with your program, department, college, and the broader YSU community. Step beyond your immediate responsibilities and seek opportunities to collaborate across the university and within the region.

By working together, we ensure YSU continues to thrive—not just as a strong academic institution but as the transformative university of northeast Ohio.

This plan outlines expectations and goals, but its success depends on collective action. Every member of the YSU community contributes to bringing the AMP to life. Whether through teaching, research, service, advising, administrative support, or maintaining the physical beauty of our campus, work with your peers—not only in your department but across the university—to see how you can be part of the solution.

By working together, we ensure YSU continues to thrive—not just as a strong academic institution but as the transformative university of northeast Ohio.

SECTION 1:
FOUNDATION FRAMEWORK

SECTION UNDER
DEVELOPMENT

SECTION 2:
DYNAMIC PLANNING

2.1 OAA Pitch Statement, Goals, and Action Steps

Pitch Statement

Through collaborative discussions in AMP sessions with academic departments and colleges, the faculty has helped shape the vision and priorities of this plan. The Office of Academic Affairs (OAA) has used these insights to develop its own pitch statement and SMART goals, ensuring that the initiatives within the AMP respond to faculty-identified needs and drive meaningful change.

Rather than operating in isolation, OAA's role is to elevate and implement the ideas and priorities of faculty—turning their concerns and aspirations into actionable objectives. The AMP's themes, from student success to program innovation and community engagement, are built on what departments identified as critical to their growth and effectiveness. By integrating faculty input with institutional data and strategic alignment, the AMP ensures that the university's path forward is shaped by our educators and academic leaders who understand its mission best.

Goal	Actions
Accreditation: Provide support and resources for accreditation and assessment.	• Shared folder that has commonly requested information for accreditation and for data from data mine. Also needs calendar and professional nag to keep people responsible (PT) • Qualitative assessments of programs/courses (ENG)
Admissions: Improve the admissions process for graduate programs.	• Grad school is not allowing students to start in the Spring (can't accept as undecided) • Are we going to continue with fee waivers or not? • Need to hear from graduate school earlier; After admitted don't reverse I-20 (ENG)
Advising: Enhance the effectiveness and accuracy of academic advising across all programs by improving communication, ensuring curriculum alignment, and	• Help in advising for graduate programs (PT) and 7-week programs (CJ) • Work with advisors to let them know what alumni are doing the major (MATH) • Messaging from advisors to students needs to be more positive (MATH) • Advising is a problem (CSIS) • Need a graduation validation product (CSIS)

Goal	Actions

fostering collaboration between advisors and faculty.	• Penguin Pass does not reflect new curriculum – fix or drop. (CSIS)
	  o Can test into math but shows wrong math. Not retro-connecting updates
	• Do advisors in related programs know about other programs (ie., SW/counseling/pysch; STEM/Education)(BIO/CHEM)
	  o Advisors need to be immersed in the program and meet with faculty
	• Should be by faculty to decrease misinformation and especially before 60 hours (HSS) (BIO/CHEM)
	  o Faculty have not even met STEM advisors (BIO/CHEM)
	  o Advising is a problem and when things go wrong it falls in the lap of faculty (CSIS)

Athletics: Coordinate schedules to ensure both academic and athletic event attendance.	• Students are missing next 5 Thursday labs – are we looking at competition schedules ahead to match with who is/isn't going to miss consecutive classes (BIO/CHEM)
Catalog: Improve organization and timely updates to the course catalog.	• Catalog lists school name first then programs – students are confused (CSIS) • Taking too long (6-7 months) to update course catalog (HSS) • Deadlines for curriculum change to be done for catalog change (EDUC)
Community: Broaden understanding of community engagement activities.	• Unclear that Penguin Pulse is for all community related events – thought it was just for classes • Need local presence with businesses (ACT)
Data: Enhance data accessibility, transparency, and integration across systems to support key performance indicators (KPIs), accurate reporting, and	• Access to data and ability to make data transparent to use KPIs (MKTG) • YSU is Appalachia school so we should compare YSU to other Appalachia schools (ACT) • Clear operational definition of program vs major; concentration, minor, etc (MKTG) • Update Handshake when position is filled (why don't handshake and recruit work together) (PT)

Goal	Actions
informed decision-making.	• Middle names need to be in Banner (HP) • CRM sheet when printed doesn't give enough detail (Fr/So/Jr/Sr, etc) which is needed for annual accreditation reports (HP) • Huge lapse in time from being accepted to transcripts being updated (HP) • Xtender doesn't seem to work (always gets oops message) (HP) • Unit level budgeting explained (PSYCH) o No idea what alumni have given and to what
Faculty Classifications: Explore an expanded faculty classification system and define criteria for allowable reassigned time.	• Different classifications within lectures and TT to include research-intensive and service-intensive (PT) • Way to be a research faculty member (Choose Ohio First mentorship, Grad Faculty mentorship) (PAGES) • Re-institute clinical professorships (PT) • Consider clinical professorships with growth path with 3 levels (1, 2, 3) (HP) • What constitutes allowable reassigned time (PAGES)
Faculty Needs: Foster a supportive and collaborative environment for faculty through shared governance, transparency, leadership development and interdepartmental cooperation.	• Faculty want more autonomy for some items like curricular revision and faculty hires (PSYCH) • Transparency with faculty in a timely manner (DANA) • Succession planning for faculty and chairs (nursing)(HP) • Encourage more department conversations about select topics (including things like online vs F2F) • Nurture faculty letting them know they matter and are important which will help get them more engaged (PSYCH) • Less siloed within the university with cross-taught shared courses (HSS) • Explore how we share resources (including WL) when team teach and work interdisciplinary (HSS) (ART) • More regular discussions between academic and non-academic support areas (PSYCH)
International Students: Enhance support for international students.	• difficulty with travel to clinical sites (nursing) • are less prepared in laboratory settings and need more of an intro (BIO/CHEM)

Goal	Actions
	• brand as international friendly institution (ENG)
Job Placement: Increase focus on post-graduation activity and success.	• What is the timing of the survey that is completed on graduated students? (ENG) • Placement is #1 thing to measure success (MATH)
Parking: Develop an affordable way to provide parking access to support community engagement with campus programs.	• department is spending thousands from grants and donors for parking. It's an embarrassment (PT)
Programming: Enhance the quality and relevance of academic programming. Ensure faculty preparedness for all course modalities and develop new program proposals with clear support structures.	• Updates to campus community on Focus + efforts (HP) • CEC's offered for local teachers (EDUC) and other professionals • YSU 1500 faculty need to be better prepared • Artificial Intelligence gen ed certificates and courses (ART) • AMP needs to include new program proposal process and the support OAA will give to programs with this new approach (PAGES) • Hybrid course experiences becoming more important (ART) • Working to make sure F2F remains strong despite online (ACT) • Building all programs together to eliminate turf wars. Safe sandbox for interdisciplinary to prevent turf wars – an experimental space (CMST) • Where do programs want to be and then go backwards. Determine where we want to be and at what level setting goals for each year (ACT) • Post-bac programs without degree but are one year programs (for example for English majors to get nursing education or accountancy to get CPA) (ACT) • Importance of internships (ACT) • Need classes with theory and hands on and produce a research paper (BIO/CHEM) • Issue with 4 H (conflicting advice as to whether need to change major or not) (BIO/CHEM)

Goal	Actions
	• Need help with how to teach math online – when F2F you enforce critical thinking skills – more difficult online because have no idea where answers are coming from (MATH) • IT needs to work more closely with departments to determine computer needs and software needs based on curriculum and not the other way around (CSIS) • Lake to River science fair is now at Kent State instead of YSU – we are no longer the district (PAGES)
Purpose: Define the focus of the academic division to reflect recent changes, emphasizing personalized education, strong student-faculty connections, and a supportive community environment.	• Evaluate YSU's mission based on all changes from past 6 months (ACT) • Who are we? Should be defined – cheap and good are often heard (BIO/CHEM) • OSU you are just a #. At YSU, you meet with full tenured faculty even as freshman • We know students by name and call them by name • Strong connection between students and faculty (MATH) o Environment within department to have faculty engage with students o Bigs and littles program, tailgate party, competitions (MATH)
Ranking: Improve YSU's visibility and rankings to enhance the institution's reputation and attract prospective students.	• We need to focus on ratings on US News & World Report (BIO/CHEM) • We need to pay attention as to how to get on lists. Top 10 most affordable programs, etc. Why aren't we on more? (ENG)
Research/Scholarly Activity: Enhance research and scholarly activity by improving graduate assistantships; supporting grant acquisition, management, and support; and fostering hands-on research	• GA/TA available in Jan/Feb instead of later. Why no GA in summer? Why only Fall? (PT) • TA/GA flexibility (also STEM vs non-STEM differential; TA vs GA differential) (PT) • Hands-on with students is important for UG students wanting to go to graduate school. Tough to do with heavy teaching load (BIO/CHEM)(MATH)(PAGES) o YSU needs to support grant acquisition – process to apply is time consuming (PAGES) • Grant money to go to faculty member budget to be used for supplies, equipment, etc (PSYCH)

Goal	Actions
opportunities for students.	- o Additional funds for seed money for every grant ($200) to go after grants. This money would be used to engage a student to work or advertise or…..(PSYCH) - Grant writing and statistician support for research (nursing) - Research and one-on-one important with students (MATH)(PAGES) - o Scholarship and teaching go hand in hand; "Teach through Research" - Need long term plan to address infrastructure that is getting aged (BIO/CHEM) - o 5 years from now we won't have enough equipment so need support for grant writing to get new equipment - Math/BIO undergrad research program – 10-week intensive summer research program - Technical support for research is needed (BIO/CHEM) - Purchasing support for research (CSIS) - o Have budget office take the 26.3% out and have them handle everything for the grants (IT, payroll, etc) (CSIS) - IRB, Grad College, and purchasing all need to work together (CSIS) - Would like to write soft money into grants (CSIS) - Used to have money for students in the summer to be in class now not there (BIO/CHEM) - More research should elevate our ratings on US News & World Report (BIO/CHEM) - Are mini-projects with students and mentoring appreciated (PAGES) - Visibility of the department depends on research (PAGES) - Grad TA's are highly variable based on their dedication; Faculty waste a lot of time with teaching and helping them to coordinate labs, etc. Paid FT coordinators should do this (BIO/CHEM) - Current timing of GA/TA notification is too late to attract students (BIO/CHEM)(ENG) - o Need to know by mid-March (BIO/CHEM)

Goal	Actions
	- o Stipend amount needs to be increased (ENG) - Nothing in the system to alert faculty that TA's are a no-show or didn't accept. - o Don't like Recruit.
Scholarships: Increase transparency, awareness, and utilization of scholarship opportunities.	- More transparency on scholarships and students who receive them (PT) - Instrument specific scholarships in a marketing campaign (DANA) - Not enough students to give scholarships to (ENG)
Scholarship Standards for Tenure and Promotion: Clarify expectations regarding scholarship in tenure and promotion decisions.	Set goals as to how many in X # of years and share info across board (ART)
Students: Improve the overall student experience by providing better engagement opportunities, timely career support, and effective orientation processes.	- Need space to interact with students and engage (CMST) - Should we encourage students to select majors sophomore year instead of freshman (HSS) - Career Services staff limited in summer to assist students with resume writing and mock interviews (SW) - Penguin Preview may need to change (HSS) - Complete examination of our orientation
Training: Ensure faculty are well prepared for both leadership and teaching roles.	- For new program directors regarding different processes at YSU (PT) - o Needs to include checklist and timeline of what needs to be done - Should there be incentives for faculty to engage with ITL, especially PT (CJ) - Budget to bring in national and local speakers (HSS)
Website and Marketing Materials: Enhance marketing and website materials to showcase student, faculty, and program	- Do we brag enough about student accomplishments (ART) - How do we capitalize marketing when faculty are volunteering (HP) - Advertise to public that we do talks (PAGES) - Website development needs to be discussed with students (CSIS)

Goal	Actions

points of pride. Improve website user experience and engagement through targeted campaigns and community involvement.	• Better coordination of how to be a part of community and student events (PAGES)
	• Need help marketing to HS students (SW) – consider recruiters going to schools
	• Marketing campaign about what attracted each faculty member to their program (SW)
	• Market more with partnerships (SW)
	• Fix website to know what you can do with major (MATH)
	• Market on social media more (SW)
	• Website not effective; google search better than YSU search; Firefox doesn't work (ENG)
	• Marketing venue to discuss importance of liberal arts (ENG)(HSS)
	• Have office of alumni contact students for their stories (HSS)
	• "Continuing to look for the story" – linking students within the program to each other and to provide support (PSYCH)
	• Advertise integrated majors/"choose your own adventure" majors (HSS) – call it an "explore before declare" major
	• Host major fairs on campus
	• Market the Fulbright scholars at YSU (ART)
	• Multiple websites aren't helpful (ENG)
	• Website doesn't show who is publicizing research; should highlight role of research at YSU. Square space website is $200/year (CHEM/BIO)
	• Should have a paragraph for each faculty member with links to PDF (CHEM/BIO)
	• Advertise to local news about programs like learn to fly a drone at Williamson innovation park (PAGES)
	• YSU is known locally for engineering so why do local students not attend for engineering (ENG)
	    ○ Close gap between "hearing" and "knowing" YSU is good for engineering
	    ○ Have billboard saying YSU Engineering for over 100 years
	    ○ CWRU engineering students get same starting salary as YSU students
	    ○ MSA in Pittsburgh didn't know YSU had engineering

Program-Specific Pitch Statements, Goals, and Action Steps

The following section contains the departmental program pitch statements and SMART goals developed in collaboration with academic units across campus. Following the Guide to Writing Pitch Statements and SMART Goals, these statements were gathered through an iterative process that engaged faculty, department chairs, and academic leadership to ensure alignment with institutional priorities. Decisions regarding program positioning and growth are not made in a vacuum—each statement is informed by faculty expertise, student demand, and market trends. Additionally, this data is integrated into Gray Decision Intelligence, where it is paired with operational and economic program insights, providing a holistic view of each program's viability, sustainability, and potential for strategic investment.

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ACCOUNTING

PROGRAM PITCH:

The BSBA in Accounting at the Williamson College of Business Administration prepares students for high-impact careers through real-world experience, industry engagement, and a career-focused curriculum. The Bureau of Labor Statistics estimates a 6% growth rate for accountants through 2033. Designed to meet professional standards and credentialing exam requirements, the program helps develop expertise that students apply in real-world settings. The Volunteer Income Tax Assistance (VITA) program gives students practical experience in tax preparation, while students and alumni play an active role in regional economic development through internships and full-time placements with top CPA firms such as Ernst & Young, Schneider Downs, HBK, Packer Thomas, and Cohen & Co; government offices and agencies including Auditor of State, DFAS, and IRS; and leading companies like Huntington Bank, Progressive Insurance, and Hynes Industries. Bringing extensive industry expertise and nationally recognized research, accounting faculty go beyond teaching—they mentor, connect, and inspire. With one-on-one coaching, guest lectures, and engagement with Beta Alpha Psi and the Institute of Management Accountants (IMA), students gain the professional exposure and career coaching that drive long-term success. Events like Accounting Student Practitioner Day, Accounting Career Day, and partnerships with the Ohio Society of CPAs connect students with industry leaders, providing valuable insights and networking opportunities that accelerate career growth. With strong employer partnerships, applied learning and professional auditing software in the curriculum, and a focus on developing professionals who drive innovation and excellence, graduates leave equipped to make an immediate impact in accounting, auditing, taxation, and beyond. Employers consistently recognize YSU graduates for their technical expertise, professionalism, and work ethic, making them highly sought after in the industry.

SMART GOALS

2.4 Facilitate Practical Work Experiences and Placements	By Spring 2026, the Accounting program will establish three new employer partnerships to create more internships and job placement opportunities for students.
1.1 Modernize curriculum	By Fall 2026, the Accounting program will conduct a curriculum audit, benchmarking against five peer institutions, identifying at least three trends for incorporation into the program.
3.3 Establish Faculty as a Source of Expertise	1. By Fall 2025, and annually thereafter, ensure faculty meet or exceed AACSB qualification standards. Success will be measured by faculty qualification data in Accounting, with at least 40% classified as Scholarly Academics (SA) and at least 60% as SA, Practice Academic (PA), or Scholarly Practitioner (SP). Achievability depends on reassigned research time and financial support for research and professional development. This initiative supports institutional goals to enhance faculty expertise and industry engagement. 2. By Fall 2025, and annually thereafter, ensure faculty in Accounting who meet Scholarly Academic (SA) standards receive reassignment time to support research production and dissemination. Success will be measured by the percentage of SA-qualified faculty granted reassignment time and their documented dissemination efforts. Achievability depends on institutional funding, workload planning, and faculty engagement. This initiative aligns with strategic priorities to enhance research impact and industry relevance. 3. By Spring 2026, and annually thereafter, ensure faculty in Accounting will actively disseminate research to practitioner audiences to enhance visibility and impact. Success will be measured by 100% of faculty utilizing reassignment time incorporating a dissemination plan. Reassignment proposals must outline specific dissemination strategies, and the college and university will establish sustainable tactics, including partnerships with media outlets, to facilitate ongoing research sharing. Achievability depends on institutional support and faculty engagement in industry-relevant channels. 4. By Fall 2026, and annually thereafter, ensure funding supports faculty research initiatives, including data collection, software, publication costs, and conference attendance (academic or industry), and for dissemination.

| | Success will be measured by 100% of faculty for faculty in Accounting engaging in funded activity within a cumulative five-year window. Achievability depends on institutional budget allocations, external grants, and faculty engagement. This initiative aligns with strategic priorities to enhance research productivity and industry relevance. |
| | 5. By Fall 2025, and annually thereafter, ensure funding supports practice-oriented professional development for Instructional Practitioner (IP) faculty, including continuing education opportunities, upskilling/reskilling, achievement of industry recognized certifications, and conference attendance (industry). Success will be measured by 100% of IP faculty engaging in funded activity within a cumulative five-year window. Achievability depends on institutional budget allocations, external grants, and faculty engagement. This initiative aligns with strategic priorities to enhance faculty expertise and industry relevance. |

| 1.4 Increase Online Learning Opportunities | 1. By Fall 2026, the Accounting program will ensure 100% of degree requirements for the BSBA in Accounting degree can be completed fully online in an accelerated format, providing completer students (age 25 and older with prior college credit) with a clear and accessible pathway to graduation.

2. By Spring 2025, the Accounting program will develop a strategic and efficient scheduling plan for accelerated online courses by Spring 2025. Achievability relies on having sufficient faculty to meet current demand for courses, and the additional online sections that are required.

3. By Fall 2025, the Accounting program will hire one additional faculty members in the Accounting to support online course delivery and meet instructional needs for the accelerated program.

4. By Spring 2025, the Accounting will start the development of accelerated online courses through a formal instructional design process.

5. By Spring 2025, the Accounting program will gather faculty input to identify the essential skills and technologies needed for effective teaching in accelerated and online formats.

6. By Spring 2026, the Accounting program will equip faculty with the necessary skills and technologies to effectively teach in accelerated and online formats.

7. By Fall 2025, the Accounting program will develop at least two courses in an accelerated online format for each 7-week session. | |

ADOLESCENT / YOUNG ADULT EDUCATION

PROGRAM PITCH:

The Bachelor of Science in Education Adolescent/Young Adult Education (7-12) program prepares students to be successful classroom teachers by combining educational methods with a variety of community field experiences. Teacher candidates participate in the incorporation of digital tools for instruction, collaboration, data collection, and data analysis. Our student-centered program allows teacher candidates to complete over 230 hours of pre-clinical field experiences in a variety of environments, including placements with diversity. In addition, we provide quality and experienced university supervisors to mentor our teacher candidates. Graduates of the Adolescent/Young Adult Program are qualified to teach in the 7-12 classroom. Additional opportunities may be available in the private education sector.

Students specialize in 1 of 4 content areas: Science, Language Arts, Mathematics, and Social Studies. Students in math and science teaching are highly sought after throughout the Mahoning Valley and beyond.

SMART GOALS

Improve students performance in the areas of assessment, data analysis, and differentiated instruction.	1. Work with mentor and cooperating teachers to give students more practice in these areas in clinical settings. (25/26) 2. Work with faculty to highlight these skills across course work. (25/26)
Improve student success and pass rates in licensure exams, OAE scores.	1. Set-up modules in BlackBoard where students have access to content and test taking strategies. Monitor how often and how long students spend time working through modules. 2. Students who fail the exam on their first try will be directed to the college's Student Success Specialist for analysis for improving performance and directed remediation.

ADULT / GERONTOLOGY ACUTE CARE NURESE PRACTITIONER

PROGRAM PITCH:

The purpose of the graduate nursing programs at YSU are to prepare nurses for advanced roles by providing a comprehensive education, building on their baccalaureate foundation. This includes two Advanced Practice Registered Nursing (APRN) programs (FNP and AG-ACNP) as well as Nursing Education program. The MSN program emphasizes current professional issues, nursing science, and scholarly inquiry. This will equip graduates with essential competencies to take on leadership roles in healthcare within the communities and collaborate with other disciplines for best patient outcomes. YSU nursing graduates will be prepared to deliver evidence-based, holistic, and cost-effective healthcare within diverse settings across the lifespan. Graduates will also contribute to the advancement of nursing knowledge and healthcare delivery through collaboration, research and innovation. MSN graduates currently employed are likely to advance in their current roles and progress into APRN positions.

The Centofanti School of Nursing supports the missions of Youngstown State University and the Bitonte College of Health and Human Services. The Centofanti School of Nursing provides high quality baccalaureate and graduate nursing programs that are responsive to the health care needs of society. The Centofanti School of Nursing values high standards of professional ethics; cultural, racial and ethnic diversity; and student-faculty relations that foster excellence in teaching, learning, scholarship and public service.

SMART GOALS

Produce more advanced practice nurses in the region to care for those with health disparities by increasing the number of graduates by 25 students by Fall 2025	Increase enrollment in the Adult-Gerontology Acute Care Nurse Practitioner programs. Implement best practices that meet the student needs for excellence in the online environment
By the end of the 2025-2026 school year, the Master of Science in Nursing (MSN) program will establish new partnerships with at least	Clinical partners will provide preceptors to assist in completion of clinical hours.

3 new clinical sites, to ensuring the availability of qualified preceptors for all clinical placements.	

draft

ALLIED HEALTH (BACHELOR'S)

PROGRAM PITCH:

Our mission is to empower students to achieve their educational and career aspirations through comprehensive support, resources, and the development of skills essential for leadership and management in healthcare. We are dedicated to advancing knowledge and fostering expertise that promote the health and well-being of individuals and communities.

By emphasizing accessibility and flexibility, we provide tailored learning opportunities that accommodate diverse geographic and scheduling needs, enabling students to balance their education with work and personal responsibilities. Our commitment is to cultivate a supportive environment that inspires lifelong learning, professional growth, and meaningful contributions to the ever-evolving field of healthcare."

SMART GOALS

Goal	Action
Ensure the continuous enrichment of the academic focus in the Allied Health Program by fostering a learning environment that promotes lifelong learning.	Specific: The program is centered around teaching excellence focusing on leadership, management, and research, dedicated to providing students their educational and career goals. The web-based curriculum also provides students with the flexibility supportive to various schedules. Measurable: Faculty/course evaluations. Achievable: Faculty have the required education and are experts in their discipline. Courses are regularly reviewed and updated when necessary. Relevant: The program is designed to equip graduates with the management and leadership knowledge necessary to meet the healthcare needs of communities locally, regionally, and nationally. By incorporating these skills throughout the curriculum, we aim to prepare students for dynamic careers that evolve with healthcare advancements and societal needs. Time-bound: Continuous process.

Continue to increase student enrollment through aligning with current associate degree programs at Youngstown State University, as well as strategic articulations and partnerships with community colleges and hospital-based clinical programs.	Specific: Identify and establish articulation agreements with community colleges and/or clinical programs, and associate degree programs at Youngstown State University. Measurable: Secure formal articulation agreements with at least two community colleges and one hospital-based clinical program, increasing enrollment in the next academic year. Achievable: Schedule and conduct outreach visits to community colleges and hospital programs, providing detailed information about the program and its benefits. Disseminate program information to current and newly developing associate degree programs at Youngstown State University. Relevant: This goal supports the institutional strategy to enhance enrollment by fostering strategic partnerships and pathways for prospective students. Time-bound: Complete outreach visits, secure agreements, and implement the first phase of new partnerships."
To increase student enrollment, including the students enrolled through RisePoint.	Specific: Increase student enrollment in the Allied Health Program by expanding recruitment efforts and targeting both traditional students and those enrolled through RisePoint, a key platform for reaching non-traditional learners." Measurable: Achieve an increase in overall student enrollment annually, including growth in students enrolled through RisePoint, by tracking the number of applicants and enrolled students each semester. Achievable: Collaborate with the Admissions Office and Rise Point team to launch targeted marketing campaigns, and campus outreach events. Relevant: This goal supports the university's strategic plan to expand access to higher education by reaching a diverse range of learners, including non-traditional students, and providing them with flexible pathways to complete their degree in the Allied Health Program. Time Bound: Increase enrollment including Rise Point students, by the start of the within 12 months. Regularly monitor progress through quarterly enrollment reports and adjust recruitment strategies as necessary.

Ensure student ability to succeed in 7-week courses while focusing on both operational effectiveness as well as, student satisfaction.	Specific: Collaborate with RisePoint and Instructional Design, implementing the 7-week course structure, including clear communication, streamlined processes, and support systems. Measurable: Achieve a student satisfaction rate of 85% or higher regarding the transition to 7-week courses, as measured by post-course surveys. Achievable: Continue to work with key stakeholders, open lines of communication with faculty and student body. Relevant: This goal supports the need for a more efficient course delivery model Relevant: This goal supports the need for a more efficient course delivery model and ensures that students have a positive experience as they adjust to the new course format. The implementation of using course carousel allows for greater opportunity of course being offered in the various semesters. Time-bound: The maintenance of the 7-week course is continuous.

ANTHROPOLOGY (BACHELOR'S)

PROGRAM PITCH:

Anthropology is an interdisciplinary program that equips students with problem-solving, critical thinking, resourcefulness, and adaptability skills to meet evolving workforce demands. It fosters life-long learning and curiosity in technology, anthropological discoveries, cultural innovation, and civic policies. Through a holistic and student-centered curriculum emphasizing empirical observation, the synthesizing of data from diverse disciplines, hands-on problem-solving, teamwork, and student-led research, the program examines humans comprehensively. By studying both cultural and biological change, anthropology promotes a cross-cultural perspective and understanding, leading to an appreciation for diversity in an increasingly globalized world. Anthropology is a collaborative field with several relationships with the STEM and HHS colleges as well as within BCLASSE.

The faculty intensively mentor students providing close oversight of individualized student research projects with support to present at local and national conferences. Students are encouraged to participate in faculty led study abroad opportunities to the Bahamas and Central America. Students participate in global field programs hosted by other institutions in all the subfields. Archaeology and bioarchaeology students have traveled to Cyprus, Transylvania, Spain, and Belize. Biological anthropology students have participated in primatology field schools in South Africa, Florida, and California. Students involved in biodiversity and conservation have gone to Australia and Costa Rica. Classroom education focuses on hands-on, experiential learning with a broad range of teaching materials, technology, and artifacts. Students can apply this knowledge outside the classroom with faculty led research and community engaged collaborations, including with local law enforcement agencies, the Mahoning County Coroner's office, public parks, historical societies, and more, enhancing student employment opportunities.

The central premise of the program is to provide a broad based, deep understanding of anthropological methods and theories. This is achieved through a focus on teaching with numerous opportunities for students to apply the knowledge at the international, national, and local level through research and community projects. Faculty also provides support to local law enforcement and municipal institutions regarding forensic, historical, and prehistoric investigations.

SMART GOALS

Increase enrollment over the next 3 to 5 years (50%)	a. Continue to present at Penguin Preview Day b. Update brochure (Fall 2027) c. Participate in major or college fairs in high schools (AY 26-27) d. Offer chaperoned trips to local high school students/parents to Serpent Mound (or others) i. Exploration of possibilities Fall 2025 ii. Planning spring 2026 iii. Execution AY 26-27 e. Coordination with other student organizations regarding activities and opportunities (Fall 2025) f. hiring more adjunct faculty i. Summer 2025 – rewriting the anthropology job posting to be more inclusive
Build student enthusiasm by exposing them to complimentary perspectives on disciplinary themes.	a. Create team taught and cross-listed courses i. anthropology and history on Pre-Contact Americas (Fall 2025) ii. cross-listing courses in History and English - Haunted History (Fall 2025) and LGBTQ Literature (Fall 2025) iii. collaborate with Electrical Engineering regarding GPR collaboration and research (Summer 2025) b. meet and greet with the English department (Spring 2026) to discuss potential collaborations
improve student usage of the Career Center	a. advise students to take the career development course b. attend the pre-graduation meeting c. take career skills classes d. have the Anthropology Colloquium sponsor a resume/CV/cover letter brown bag (Fall 2025)
email other educational institutions regarding their study abroad (courses) and field schools for students	a. find 15 additional locations (by Spring 2026)

restart the Anthropology Colloquium speaker series (fall 2025)	Help students recruit two speakers to come on campus for open and free to the public lectures speakers would be archaeologists, biological anthropologists, or cultural anthropologists
participate in History Day majors fair	a. History Day 2025 workshop and/or major fair for participating high school students i. Pilot run major 2025 with full roll out March 2026
Improve Curricular Efficiency	• Complete curricular revision • Develop a 2-year course rotation • Look for ways to reduce independent study courses
Improve use of cutting-edge technology in courses.	• Introduce use of 3d printing technology and photogrammetry techniques to facilitate learning of both the technology and the uses. • Create a lab/technology course and/or introduce units in existing courses that focus on the technology available in the department and program. • Work with Geography to implement pilot use of VR headsets. • Train students in the use of ground penetrating radar (GPR) and total station survey.
Strengthen and grow collaboration with the community	• Reach out to additional local and regional parks and historical societies for opportunities to collaborate in service and research.
Faculty lead international study aboard trips	The Bahamanian archaeology study abroad trip has restarted after three years abeyance due to COVID. Very successful trip with 44 students between the anthropology and geography sections. The Maya study abroad to Belize and Guatemala resumed with a successful trip. Student enthusiasm has led to a proposal to the Honors College for a yearly or biyearly trip to Belize/Guatemala. Other study abroad opportunities with faculty in other programs is being explored.
Research consortium between Cleveland State, YSU, and Cleveland Natural History museum regarding death	in discussion phase with anthropologists from other institutions as well as history, anthropology, and geography at YSU

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records, public health, and socio-economic class	

APPLIED ECONOMICS (BACHELOR'S)

PROGRAM PITCH:

The MS in Business Analytics at the Williamson College of Business Administration equips students with expertise through hands-on training and applied learning in data visualization, interpretation, and communication; predictive modeling; applied business and economic research; and strategic decision making. The curriculum ensures students gain technical and analytical competencies using AI tools, Python, and Tableau. Students learn to formulate data-driven strategies and apply data modeling to solve complex business and economic problems. The program also strengthens communication skills, ensuring graduates can effectively present analyses to business leaders and policymakers and translate findings into actionable insights. Graduates of the MS in Business Analytics bring analytical expertise, policy insight, and strategic thinking to careers in business, government, and nonprofit sectors. Whether shaping economic policy, forecasting market trends, or optimizing business strategies, they are ready to make an impact with market relevant skills and capabilities.

SMART GOALS

Goal	Action
3.1 Offer Market-relevant and in-demand programs	By spring 2025, change the degree name to Business Analytics The change in degree name will reflect the focus of the revised curriculum. By spring 2025, use available market research data and revise the program that is market relevant. The data will allow us to make an informed judgment regarding the direction of the program. By Fall 2026, increase enrollment to 25 students by pursuing marketing and recruitment partnerships. This will allow for a sustainable master's program.

1.4 Increase Online Learning Opportunities	By spring 2025, submit the program changes for approval by the state to deliver the program 100% online. We want to change the modality of the program to make it more accessible to working professionals. By spring 2026, utilize the formal course development process to ensure 100% of the courses meet Quality Matters Standards. By Fall 2026, deliver 100% of the courses in the program in an accelerated online format. This is the end goal of curricular changes and will ensure we can successfully deliver the program.	
3.3 Establish Faculty as a Source of Expertise	1. By Fall 2025, and annually thereafter, ensure faculty meet or exceed AACSB qualification standards. Success will be measured by faculty qualification data in Economics, with at least 40% classified as Scholarly Academics (SA) and at least 60% as SA, Practice Academic (PA), or Scholarly Practitioner (SP). Achievability depends on reassigned research time and financial support for research and professional development. This initiative supports institutional goals to enhance faculty expertise and industry engagement. 2. By Fall 2025, and annually thereafter, ensure faculty in Economics who meet Scholarly Academic (SA) standards receive reassignment time to support research production and dissemination. Success will be measured by the percentage of SA-qualified faculty granted reassignment time and their documented dissemination efforts. Achievability depends on institutional funding, workload planning, and faculty engagement. This initiative aligns with strategic priorities to enhance research impact and industry relevance. 3. By Spring 2026, and annually thereafter, ensure faculty in Economics will actively disseminate research to practitioner audiences to enhance visibility and impact. Success will be measured by 100% of faculty utilizing reassignment time incorporating a dissemination plan. Reassignment proposals must outline specific dissemination strategies, and the college and university will establish sustainable tactics, including partnerships with media outlets, to facilitate ongoing research sharing. Achievability depends on institutional support and faculty engagement in industry-relevant channels. 4. By Fall 2026, and annually thereafter, ensure funding supports faculty research initiatives, including data collection, software, publication costs, and conference attendance (academic or industry), and for dissemination. Success will be measured by 100% of faculty for faculty in Economics engaging in funded activity within a cumulative five-year window. Achievability depends on institutional budget allocations, external grants, and faculty engagement. This initiative aligns with strategic priorities to enhance research productivity and industry relevance. 5. By Fall 2025, and annually thereafter, ensure funding supports practice-oriented professional development for Instructional Practitioner (IP) faculty, including continuing education opportunities, upskilling/reskilling, achievement of industry recognized certifications, and conference attendance (industry). Success will be measured by 100% of IP faculty engaging in funded	

	activity within a cumulative five-year window. Achievability depends on institutional budget allocations, external grants, and faculty engagement. This initiative aligns with strategic priorities to enhance faculty expertise and industry relevance.
1.1 Modernize curriculum	In spring 2025, identify specific courses in the curriculum that need to be replaced to better fit the business analytics program. Change 40% of the curriculum to incorporate these courses. The change modernizes the curriculum and is more attractive to business professionals. By Fall 2025, update the titles and content of some existing analytics courses. The course catalogue in fall should reflect these changes. These updates should make the courses more accessible for business professionals with diverse backgrounds. By Fall 2026, update 100% of the content for implementation in the teaching rotation. The courses should have content and tools that are relevant to the Business Analytics program.

2.1 Enhance digital literacy and technological proficiency	By fall 2025, incorporate industry best tools for Business Analytics program, such as Tableau and AI. The successful competition of the coursework will allow us to measure the progress. These tools provide students with tools that are widely used in business applications. By Spring 2026, further expand the technological tool portfolio in the program to advanced Excel and Python. The successful competition of the coursework will allow us to measure the progress. These tools provide students with tools that are widely used in business applications. By fall 2026, facilitate professional development and training in the relevant technological tools for all the faculty teaching in the Business Analytics program. Successful competition will be measured by the certifications earned. This will allow the faculty to stay up to date with the most relevant technological tools used in the program.	

ART EDUCATION (BACHELOR'S)

PROGRAM PITCH:

Youngstown State University's BSE in Art Education is dedicated to the education and training of fine artists/design educators with a focus on development of both conceptual and technical expertise and the teacher education training required to gain teacher licensure and be effective P-12 educators. The program shares its mission with that of the broader university to establish a student-centered learning environment that empowers students to discover, disseminate and apply their creativity while embracing the principles of diversity, equity, and inclusion. Through coursework in studio art, design, and educational pedagogy, the program seeks to help each student unlock her/his potential and be effective educators for the next generation.

SMART GOALS

Goal	Action
Programmatic Changes to Achieve Curriculum Optimization, Efficiency, and Enrollment Improvement	1. Embark on programmatic changes to achieve curriculum optimization and efficiency. 2. Trim down graduation curriculum requirements and retool courses to promote efficiency and program competitiveness. 3. Address NASAD recommendations towards BFA in Art Education degree 4. Address enrollment concerns outlined in the Provost's APEEI ratings for art education
Transition the BSE in Art Education to a BFA in Art Education	1. Work with faculty to ensure that we can meet NASAD's (National Association of Schools of Art & Design) guidelines and standards for the BFA in Art Education 2. Consult with Cliffe College leadership 3. Consult with representatives from the Beeghly College of Liberal Arts, Social Sciences, & Education (BCLASSE) regularly to clarify responsibilities relative to upcoming CAEP (Council for the Accreditation of Educator Preparation) accreditation 4. Submit to ODHE for review and approval 5. Submit for NASAD plan and final approval

Complete transition of the BSE in Art Education from Beeghly College to Cliffe College	1. Work with Beeghly College Teacher Ed program representatives to ensure that all necessary pieces are in place to continue serving the students seamlessly through their student teaching experience – determine exactly what the relationship will be with Beeghly moving forward relative to student teaching placement 2. Work with Dana School of Music (DSM), Music Education faculty to identify areas where we can benefit from shared resources 3. Prepare webpage with application forms for upper division status and student teaching 4. Transition all forms from Beeghly College to Cliffe College 5. Work with Dana School faculty to streamline curricular offerings for Music and Art Ed students 6. Continue to work with the DSM colleagues to determine whether we should opt out of CAEP

ASSOCIATE OF ARTS (BACHELOR'S)

PROGRAM PITCH:

The Associate of Arts degree at YSU is dedicated to empowering students with a robust foundation in the liberal arts. We strive to cultivate critical thinking, effective communication, and a lifelong love of learning. Our mission is to provide a versatile and comprehensive education that prepares students for diverse career paths and further academic pursuits. Through personalized guidance and a supportive learning environment, we aim to inspire our students to achieve their full potential and make meaningful contributions to their communities and beyond.

This two-year degree encompasses general education courses, a concentration of the humanities, social sciences, or natural sciences, and elective hours. The Associate of Arts (AA) degree allows students to: a) increase their earning potential or increase their level of responsibility within a current position; b) complete YSU's Ohio transfer module (OTM) which ensures coursework will transfer to another state institution within Ohio; c) serve as a short-term goal on their way to a baccalaureate level degree; and d) earn a degree using courses already completed.

SMART GOALS

Goal	Action
Improve YREC student completion and outcomes.	Engage with YREC leadership to discuss YREC student needs and challenges. Spring 2025
	Establish annual meetings to strategize about ongoing problems and opportunities, including faculty and program coordinators. Summer 2025 and beyond
	Identify links between AA coursework and majors of interest to YEC students, fall/spring 25/26.
	Collaborate with YREC to design and implement YREC specific majors fairs, based on student interest, fall 26

ATHLETIC TRAINING (MASTER'S)

PROGRAM PITCH:

The Master of Athletic Training (MAT) program at Youngstown State University (YSU) is committed to providing an innovative, rigorous, and individualized educational experience. Our approach is designed to prepare students to become holistic healthcare providers equipped with the skills, knowledge, and confidence to deliver high-quality healthcare across the full spectrum of athletic training practice. The MAT program emphasizes patient-centered care, interprofessional collaboration, critical thinking, and leadership, fostering a learning environment that supports both the academic and clinical growth of each student.

Our program is dedicated to teaching excellence by incorporating innovative classroom approaches that engage students in active learning, challenging their critical thinking abilities to become effective clinical decision-makers. We encourage peer learning, promoting mutual growth through shared experiences, and provide state-of-the-art simulated healthcare experiences that mirror real-world clinical athletic training healthcare. We foster a culture of teamwork through collaborative interprofessional learning, preparing students to work with professionals from diverse healthcare disciplines. Our expert faculty bring specialized knowledge in acute care, advanced medical procedures, orthopedic evaluations, therapeutic interventions, and leadership. We offer quality clinical learning opportunities by providing personalized clinical guidance from expert preceptors, ensuring tailored support in developing clinical skills. Our program includes multifaceted clinical experiences, allowing students to gain experience across various healthcare and athletic training settings. Students interact directly with our medical director in both classroom and clinical environments, enhancing their understanding of healthcare delivery and practice. Through strong connections with preceptors, students have valuable opportunities for career development and job placement. Additionally, we expose students to telemedicine, helping them understand the rapidly evolving landscape of healthcare delivery.

In the areas of scholarship and research, our faculty are dedicated to advancing the field of athletic training through presentations and publications at local, regional, and national levels. They focus on completing scholarly products with research agendas that include orthopedic evaluation methods, intervention strategies, experiential learning, clinical education, and entrustment principles. Students engage in capstone research projects that address clinical questions to improve practice, with their contributions encouraged for publication to elevate their academic profiles. Faculty

also collaborate with colleagues from other universities and mentor doctoral students, fostering a dynamic research culture.

Our vision for the future includes several exciting initiatives. We plan to explore the possibility of creating a Residency Track Program in partnership with the athletics department, enabling students to gain advanced clinical training in specialty areas. We also envision the development of a Doctorate in Athletic Training (DAT), providing opportunities for athletic training professionals to pursue advanced clinical practice skills and administrative leadership. Faculty research agendas will align with supporting PhD students interested in research and academic careers within athletic training.

We are committed to exploring innovative delivery options for the MAT curriculum, including hybrid learning options, to meet the changing needs of future students and the directions of higher education. Our goal is to increase enrollment and access to the program attracting a multifaceted and talented pool of students to our program. Additionally, we aim to elevate community healthcare by providing services that support safe and effective physical activity participation, particularly with underserved populations.

SMART GOALS

Goal	Action

Increase and enhance program marketing.	Specific: Redesign and update the program webpage to include current information about courses, faculty, student testimonials, and career outcomes. Post regular content to the program's social media channels, including student achievements, events, and program highlights. Begin a YouTube channel focused on student learning in the classroom and clinic. Measurable: Achieve a 10% increase in webpage visits within six months of updating. Increase by 20% by the end of AY 2026 Maintain steady visibility numbers through the AY 2027-2028 year. Increase social media followers by 15% and engagement (likes, comments, shares) by 25% by the end of the 2026 AY Achievable: Collaborate with BCHHS recruitment coordinator and the university's web design team and gather updated content from faculty and students. Utilize students to engage and create social media content. Relevant: Ensure prospective students can easily find program information, improving recruitment efforts. Attract prospective students and engage current ones by showcasing the program's community and achievements. Time-bound: Complete the webpage updates by March 31, 2025. Elevate the social media presence progress by the end of the 2026 AY.

| Increase student and program presence in the Youngstown Community. | Specific: Organize or participate in community events annually (e.g., health fairs, school presentations, community service projects, and/or volunteer opportunities).

Measurable: Track the number of events and student participants, aiming for an increase in community involvement compared to the previous year.
Year 1: 2
Year 2: 2-3
Year 4: 3
Year 5: 3-4.

Achievable: Partner with local organizations to identify opportunities for student engagement.

Relevant: Strengthen community ties and increase the visibility of the program in Youngstown.

Time-bound: Implement the plan by August, 2025, with the first event occurring by December 2025. |

Increase institutional partnerships and articulation agreements.	Specific: Establish formal articulation agreements and partnerships with institutions and conduct at least one recruitment presentations at partner institutions each year.
	Offer an increased number of in-person and virtual open houses to YSU students and students from partnering institutions.
	Measurable: Increase the number of agreements and measure attendance at recruitment events. • Year 1: 1 partnership • Year 2: 1 partnership • Year 3: 1 partnership
	Achievable: Work with the university's admissions and transfer services team to streamline the process.
	Relevant: Enhance pathways for prospective students to transition and or enroll into the program.
	Time-bound: Finalize agreements by the end of the academic year, every year. With the first agreement in place by May 2026. Begin educational outreach by August 2025. Collect and assess data by the end of the 2027 AY.

Increase programmatic enrollment	Increase Institutional Articulation Agreements and partnerships: Secure at least one new articulation agreement by May 2026. • Explore partnerships or articulation agreements with: University of Mount Union, University of Arkansas, Moorehouse State University, Grove City College, etc. Establish Relationships with Area School Districts: Build partnerships with area school districts and host two informational sessions or workshops for high school counselors and students by May 2026. Enhance Visibility: Implement a national marketing campaign, including a social media strategy, program open houses, and participation in at least two national conferences or events annually, starting May 2025. Measurable: Increase program enrollment by 20% starting with the cohort entering the program May 2025 (Year 1). • Maintain enrollment Year 2&3 • Year 4: Increase enrollment by 10% • Year 5: Increase enrollment by 10% over Year 4 • Maintain Year 5 enrollment for Year 6 & 7.

BIOCHEMISTRY (BACHELOR'S)

PROGRAM PITCH:

The Department of Chemical and Biological Sciences at Youngstown State University is dedicated to advancing knowledge and preparing students for impactful careers in the sciences through its four major program areas: Biological Sciences, Chemistry, Biochemistry, and Forensic Science. The Biochemistry program fosters a student-centered, active learning environment, integrating hands-on access to modern instrumentation, formal laboratory coursework, and research experiences. Through this approach, the program empowers students to expand the boundaries of scientific knowledge while developing critical thinking and problem-solving skills. Graduates are equipped to become informed and engaged citizens who contribute meaningfully to the broader scientific community and society at large.

SMART GOALS

Goal	Action
Provide high quality academic courses in the traditional as well as interdisciplinary areas of chemistry and biochemistry	(1) Continue contributing to ACS accreditation, thereby ensuring that our course curriculum is of high quality in all programs (2) Continue integrating instrumentation into formal laboratory courses (3) Offer special topics courses in interdisciplinary areas of biochemistry
Provide meaningful research opportunities for students	(1) Maintain state-of-the-art instrumentation facilities and provide hands on access to these facilities to students engaged in undergraduate research (2) Encourage and inform students of internships, NSF REU programs, and other external research experiences to enhance student opportunities

Prepare students for professional life following graduation	(1) Engage in proactive advising to help students develop an optimal curriculum for their chosen career path, whether for an industrial position or for professional or graduate school. (2) Inform students of graduate school, professional school, and job opportunities (3) Invite program alumni back to campus to discuss their own career paths for the benefit of our current students
Increase enrollment in the biochemistry program	(1) Update program promotional materials (both on and off-line) that highlight opportunities for students in the program (2) Participate in recruiting students to the program
Obtain accreditation for the biochemistry program through the American Chemical Society (ACS) or through the Society of Biochemistry and Molecular Biology (ASBMB).	(1) Continue to offer high quality academic courses in biochemistry as well as the support courses in chemistry and biology (2) Determine eligibility of our BS Biochem program for ACS accreditation. (3) Alternatively, collect data and prepare documentation required by ASBMB for accreditation.
Provide wraparound support to BS Biochemistry students on BaccMed track to prepare them for medical school admission	(1) Provide opportunities for student development related to careers in medicine (2) Mentor students through the early assurance process to partner medical schools (3) Support MCAT preparation through honors MCAT preparation seminar

BIOLOGICAL SCIENCES (MASTER'S)

PROGRAM PITCH:

Through the implementation of our 'teaching through research' mission, the Master's in Biology program provides graduates with the tools to excel both in the workforce or in future doctoral or professional studies. Through hands-on training, whether in the field engaged in ecological research or in the lab using state-of-the-art instrumentation to understand biology at a molecular level, this experience will enable students to gain high level insights into the cutting-edge biology of both today and well into the future.

Pitch: The Masters of Science in Biological Sciences program at YSU provides graduates with the tools to excel in both the workforce or in future doctoral/professional studies. Through hands-on training our thesis students learn how to collect and analyze biological data, read and write scientific literature, give presentations on novel results, and conduct laboratory instruction. The program integrates cutting-edge technology with traditional scientific techniques, as well as offering real-world experience through internships for non-thesis students. Areas of faculty expertise are also diverse, ranging from cellular/molecular biology to biomechanics and field ecology, though the real strength of the program is 3:1 student-to-faculty ratio, allowing for personalized mentoring and career skills development. Nearly 90% of our alumni matriculate to the jobs or academic programs of their choice.

SMART GOALS

Goal	Action
GOAL: Maintain a high quality experience for MS students in their roles as both students and teachers.	(1) Offer high quality academic graduate courses in several traditional areas as well as interdisciplinary areas of biology (2) Provide training, support, and feedback as new students entering the MS program transition into their new role as teaching assistants

GOAL: Provide cutting edge research opportunities for students	(1) Maintain state-of-the-art instrumentation facilities and provide hands on access to these facilities to students engaged in research (2) Encourage and support biology division faculty to pursue research projects that are fundable by highly competitive external grant agencies such as NSF, NIH, EPA, DOE, State Dept. of Health, and others
GOAL: Prepare students for professional life following graduation	(1) Encourage and assist students in disseminating results through professional meetings and/or peer-reviewed publications to enhance their competitiveness for industrial positions or Ph.D. graduate programs or professional schools (2) Invite program alumni back to campus to discuss their own career paths for the benefit of our current students
GOAL: Increase enrollment in the Biological Sciences Masters Program	(1) Encourage faculty to seek funding to support MS students (2) Increase the teaching assistantship stipend to make it more competitive with peer institutions, possibly through offering a summer stipend (3) Engage in proactive recruiting, including encouraging faculty to deliver recruitment/research seminar at other universities and travel to collect data in collaboration with other leading scientists in each respective field.
GOAL: Maintain or increase the areas of faculty expertise found in the Biological Sciences	Increase full faculty strength in areas such as Anatomy, Physiology, Cell Biology, Immunology or Botany where expertise has been or will be lost through faculty retirement, resulting in maintaining a wide range of educational & research opportunities for our students

BIOLOGY (BACHELOR'S)

PROGRAM PITCH:

The Biology program at Youngstown State University, housed within the Department of Chemical and Biological Sciences, is dedicated to advancing knowledge and fostering student success through a dynamic, student-centered learning environment. With a strong emphasis on active learning, the program integrates hands-on access to modern instrumentation, formal laboratory coursework, and research experiences to provide students with a comprehensive understanding of biological sciences. Through this approach, the program prepares students to expand the boundaries of scientific knowledge, develop critical-thinking and problem-solving skills, and contribute meaningfully as informed citizens in the broader community. Graduates are equipped to pursue advanced education or careers in diverse scientific fields, making a lasting impact on society.

SMART GOALS

Goal	Action
Maintain a high quality undergraduate curriculum	(1) Offer high quality academic courses in a variety of areas central to Biology (2) Update the physiology lab with new computers and software to better meet the needs of students. (3) Review and update learning outcomes and objectives for each course being sure they collectively support programmatic goals.
Provide meaningful research opportunities for students	(1) Maintain state-of-the-art research facilities and provide hands on access to these facilities to students engaged in undergraduate research (2) Maintain and update our equipment base, and rebuild the greenhouse to provide students with access to invertebrates, vertebrates, plants, protozoa, bacteria, fungi and other materials and instrumentation required for student hands-on research and learning opportunities (3) Systematically integrate student hands-on research and learning opportunities into the program curriculum.

Prepare students for professional life following graduation	(1) Engage in proactive advising to help students develop an optimal curriculum for their chosen career path (2) Inform students of graduate school opportunities (3) Invite program alumni back to campus to discuss their own career paths for the benefit of our current students
Increase the areas of expertise in the Biological Sciences Division	(1) Replace full-time faculty members who have retired or are no longer at YSU in order to provide wider educational opportunities for our students. (2) Strengthen and establish partnerships with area health organizations in biomedical research and other areas.
Provide wraparound support to BS Biology students on BaccMed track to prepare them for medical school admission	(1) Provide opportunities for student development related to careers in medicine (2) Mentor students through the early assurance process to partner medical schools (3) Support MCAT preparation through honors MCAT preparation seminar
Develop new certificate and associate degree programs to provide more avenues for student advancement	(1) Assess the need for certificate programs in particular areas. Verify student demand and market for Associates Degree. (2) Devise and implement a 60 semester hour program for an associate degree in biological sciences. Seek university/state approval.

BUSINESS ADMINISTRATION (ASSOCIATE)

PROGRAM PITCH:

The Williamson College of Business Administration offers an Associate of Arts in Business Administration, designed for working professionals and those looking to enhance their business expertise. This flexible, career-focused program combines business tool courses, upper-level coursework, equipping students with practical skills for career advancement. Graduates gain industry-relevant skills for roles such as administrative assistants, sales representatives, customer service specialists, marketing assistants, and HR assistants. With a strong foundation in business operations and decision-making, this program prepares students to advance in their careers or continue their education. The degree also provides a seamless pathway to a BSBA, with most courses applying directly to the bachelor's program, making it easy for students to further their education.

SMART GOALS

Goal	Action

| 3.3 ESTABLISH FACULTY AS A SOURCE OF EXPERTIS | in Associate of Arts in Business Administration, with at least 40% classified as Scholarly Academics (SA) and at least 60% as SA, Practice Academic (PA), or Scholarly Practitioner (SP). Achievability depends on reassigned research time and financial support for research and professional development. This initiative supports institutional goals to enhance faculty expertise and industry engagement.

2. By Fall 2025, and annually thereafter, ensure faculty in Associate of Arts in Business Administration who meet Scholarly Academic (SA) standards receive reassignment time to support research production and dissemination. Success will be measured by the percentage of SA-qualified faculty granted reassignment time and their documented dissemination efforts. Achievability depends on institutional funding, workload planning, and faculty engagement. This initiative aligns with strategic priorities to enhance research impact and industry relevance.

3. By Spring 2026, and annually thereafter, ensure faculty in Associate of Arts in Business Administration will actively disseminate research to practitioner audiences to enhance visibility and impact. Success will be measured by 100% of faculty utilizing reassignment time incorporating a dissemination plan. Reassignment proposals must outline specific dissemination strategies, and the college and university will establish sustainable tactics, including partnerships with media outlets, to facilitate ongoing research sharing. Achievability depends on institutional support and faculty engagement in industry-relevant channels.

4. By Fall 2026, and annually thereafter, ensure funding supports faculty research initiatives, including data collection, software, publication costs, and conference attendance (academic or industry), and for dissemination. Success will be measured by 100% of faculty for faculty in Associate of Arts in Business Administration engaging in funded activity within a cumulative five-year window. Achievability depends on institutional budget allocations, external grants, and faculty engagement. This initiative aligns with strategic priorities to enhance research productivity and industry relevance.

5. By Fall 2025, and annually thereafter, ensure funding supports practice-oriented professional development for Instructional Practitioner (IP) faculty, including continuing education opportunities, upskilling/reskilling, achievement of industry recognized certifications, and conference attendance (industry). Success will be measured by 100% of IP faculty engaging in funded activity within a cumulative five-year window. Achievability depends on institutional budget allocations, external grants, and faculty engagement. This initiative aligns with strategic priorities to enhance faculty expertise and industry relevance. |

1.4 INCREASE ONLINE LEARNING OPPORTUNITIES	1. By each academic year, the Associate of Arts in Business Administration program will increase the number of classes offered online. Success will be measured by tracking enrollment growth in online courses and expanding offerings based on demand.

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BUSINESS ADMINISTRATION (BACHELOR'S)

PROGRAM PITCH:

The BSBA in Business Administration at the Williamson College of Business Administration prepares students to lead, strategize, and drive impact in the private, public, and nonprofit sectors. Through hands-on experiences like internships, consulting projects, and business simulations, students develop the analytical, problem-solving, and leadership skills that set them apart. This program is action-oriented around essential business functions that equip students with comprehensive industry-standard tools including Excel and Tableau, as well as collaboration technologies used in today's workplace, such as Microsoft 365. Global business projects like X-Culture offers access to international markets and cross-cultural collaboration, and available certificates in analytics and digital marketing enhance their marketability. Events like Meet the Employer's Day and the Professional Development Summit connect students with top employers and industry leaders, creating valuable career and networking opportunities. Personalized advising, career coaching, and mentorship provide the guidance needed to align academic experiences with career goals. Faculty expertise in business strategy, analytics, and leadership ensures students gain insights that reflect current trends and challenges. Graduates enter the workforce ready to make an immediate impact in a range of areas including corporate leadership, consulting, entrepreneurship, and nonprofit leadership. With the skills, experience, and confidence to succeed, they are prepared to thrive in today's dynamic business environment.

SMART GOALS

Goal	Action

3.3 ESTABLISH FACULTY AS A SOURCE OF EXPERTISE	1. By Fall 2025, and annually thereafter, ensure faculty meet or exceed AACSB qualification standards. Success will be measured by faculty qualification data in Business Administration, with at least 40% classified as Scholarly Academics (SA) and at least 60% as SA, Practice Academic (PA), or Scholarly Practitioner (SP). Achievability depends on reassigned research time and financial support for research and professional development. This initiative supports institutional goals to enhance faculty expertise and industry engagement. 2. By Fall 2025, and annually thereafter, ensure faculty in Business Administration who meet Scholarly Academic (SA) standards receive reassignment time to support research production and dissemination. Success will be measured by the percentage of SA-qualified faculty granted reassignment time and their documented dissemination efforts. Achievability depends on institutional funding, workload planning, and faculty engagement. This initiative aligns with strategic priorities to enhance research impact and industry relevance. 3. By Spring 2026, and annually thereafter, ensure faculty in Business Administration will actively disseminate research to practitioner audiences to enhance visibility and impact. Success will be measured by 100% of faculty utilizing reassignment time incorporating a dissemination plan. Reassignment proposals must outline specific dissemination strategies, and the college and university will establish sustainable tactics, including partnerships with media outlets, to facilitate ongoing research sharing. Achievability depends on institutional support and faculty engagement in industry-relevant channels. 4. By Fall 2026, and annually thereafter, ensure funding supports faculty research initiatives, including data collection, software, publication costs, and conference attendance (academic or industry), and for dissemination. Success will be measured by 100% of faculty for faculty in Business Administration engaging in funded activity within a cumulative five-year window. Achievability depends on institutional budget allocations, external grants, and faculty engagement. This initiative aligns with strategic priorities to enhance research productivity and industry relevance. 5. By Fall 2025, and annually thereafter, ensure funding supports practice-oriented professional development for Instructional Practitioner (IP) faculty, including continuing education opportunities, upskilling/reskilling, achievement of industry recognized certifications, and conference attendance (industry). Success will be measured by 100% of IP faculty engaging in funded activity within a cumulative five-year window. Achievability depends on institutional budget allocations, external grants, and faculty engagement. This initiative aligns with strategic priorities to enhance faculty expertise and industry relevance.

| 1.4 INCREASE ONLINE LEARNING OPPORTUNITIES | 1. By Fall 2026, the Business Administration program will ensure 100% of degree requirements for Business Administration can be completed fully online in an accelerated format, providing completer students (age 25 and older with prior college credit) with a clear and accessible pathway to graduation.

2. By Spring 2025, the Business Administration program will develop a strategic and efficient scheduling plan for accelerated online courses by Spring 2025. Achievability relies on having sufficient faculty to meet current demand for courses, and the additional online sections that are required.

3. By Fall 2025, the Business Administration program will hire 3 faculty to support the BSBA across majors, including to support online course delivery and meet instructional needs for the accelerated program.

4. By Spring 2025, the Business Administration program will start the development of accelerated online courses through a formal instructional design process.

5. By Spring 2025, the Business Adminstration program will gather faculty input to identify the essential skills and technologies needed for effective teaching in accelerated and online formats.

6. By Spring 2026, the Business Adminstration program will equip faculty with the necessary skills and technologies to effectively teach in accelerated and online formats.

7. By Fall 2025, the Business Administration program will develop at least 3 courses in an accelerated online format for each 7-week session.

Achievability depends on facutly resources. The increase in online sections, particularly with the RisePoint initiative, will necessitate the addition of more faculty with online teaching experience. |
|---|---|
| 2.2 INTEGRATE INDUSTRY-RECOGNIZED CERTIFICATIONS | 1. By Spring 2026, the Business Administration program will embed EXCEL and Tableau certifications into at least 2 courses, ensuring that all Business Administration students have the opportunity to earn the certification(s) before graduation. Achievability depends on additional financial resources. This will necessitate the addition/increase of course fees as well as securing other sustainable funding sources. |

BUSINESS ADMINISTRATION (MASTER'S)

PROGRAM PITCH:

Take your career to the next level with our AACSB-accredited Master of Business Administration (MBA). Designed for driven professionals, career advancers, and changers, our MBA provides affordable tuition, flexible admission pathways, and a comprehensive business education that builds expertise in strategy, leadership, and decision-making. For those looking to specialize, we offer industry-focused specialization in healthcare management, marketing, human resources, and organizational leadership—equipping graduates with targeted skills to stand out in competitive fields. As the largest graduate program at the university, we fuel workforce development, sharpen strategic thinking, and prepare students to lead with confidence. This isn't just an education—it's your launchpad to reach your leadership and career goals.

SMART GOALS

Goal	Action

| 3.3 ESTABLISH FACULTY AS A SOURCE OF EXPERTISE | 1. By Fall 2025, and annually thereafter, ensure 100% of faculty teaching in the program meet or exceed AACSB qualification standards for Scholarly Academics (SA) or Practice Academic (PA) or Instructional Practioner (IP). Achievability depends on reassigned research time and financial support for research and professional development. This initiative supports institutional goals to enhance faculty expertise and industry engagement.

2. By Fall 2025, and annually thereafter, ensure MBA faculty who meet Scholarly Academic (SA) standards receive reassignment time to support research production and dissemination. Success will be measured by the percentage of SA-qualified faculty granted reassignment time and their documented dissemination efforts. Achievability depends on institutional funding, workload planning, and faculty engagement. This initiative aligns with strategic priorities to enhance research impact and industry relevance.

3. By Spring 2026, and annually thereafter, ensure MBA faculty will actively disseminate research to practitioner audiences to enhance visibility and impact. Success will be measured by 100% of faculty utilizing reassignment time incorporating a dissemination plan. Reassignment proposals must outline specific dissemination strategies, and the college and university will establish sustainable tactics, including partnerships with media outlets, to facilitate ongoing research sharing. Achievability depends on institutional support and faculty engagement in industry-relevant channels.

4. By Fall 2026, and annually thereafter, ensure funding supports faculty research initiatives, including data collection, software, publication costs, and conference attendance (academic or industry), and for dissemination. Success will be measured by 100% of MBA faculty engaging in funded activity within a cumulative five-year window. Achievability depends on institutional budget allocations, external grants, and faculty engagement. This initiative aligns with strategic priorities to enhance research productivity and industry relevance.

5. By Fall 2025, and annually thereafter, ensure funding supports practice-oriented professional development for Instructional Practitioner (IP) faculty, including continuing education opportunities, upskilling/reskilling, achievement of industry recognized certifications, and conference attendance (industry). Success will be measured by 100% of IP faculty engaging in funded activity within a cumulative five-year window. Achievability depends on institutional budget allocations, external grants, and faculty engagement. This initiative aligns with strategic priorities to enhance faculty expertise and industry relevance. |

1.4 INCREASE ONLINE LEARNING OPPORTUNITIES	1. By Spring 2026, collaborate with the graduate school to assess the feasibility of implementing a performance-based admission pathway for the MBA program, providing opportunities for individuals with an undergraduate GPA below 2.5 but significant work experience. This assessment will define key criteria and explore the graduate school's ability to offer access to a limited set of courses for applicants to demonstrate their readiness for the program.
3.1 OFFER MARKET-RELEVANT AND IN-DEMAND PROGRAMS	1. By Spring 2026, collaborate with another graduate program within the college to develop a complementary program to the MBA, enabling shared course offerings. This collaboration will expand elective options for OMBA students in the growing, high-demand field of Business Analytics while ensuring an efficient and scalable course delivery model. The effort will identify mutually beneficial courses, streamline integration, and establish a framework for cross-program enrollment in a select number of courses by Fall 2026.

BUSINESS ANALYTICS & ECONOMICS (BACHELOR'S)

PROGRAM PITCH:

The BSBA in Business Analytics & Economics at the Williamson College of Business Administration equips students with the data analytics, economic analysis, and strategic problem-solving skills needed in today's economy. With a hands-on, industry-driven curriculum, students gain expertise in data visualization, statistical modeling, and machine learning using tools like Tableau, Power BI, and Advanced Excel. Applied projects, economic policy analysis, and AI-powered research prepare them to solve complex business challenges. Internships with government, national, and regional employers—including the FDIC, the Ohio Small Business Development Center at YSU, and Youngstown's Economic Action Group—provide students with direct industry exposure. Networking opportunities through the Paul J. Thomas Lecture Series, Economics Club, and faculty-led research connect students with industry leaders, alumni, and policymakers, expanding career pathways. With a strong focus on regional economic development, faculty and students play an active role in shaping economic policies and business strategies, partnering with organizations like Eastgate Regional Council of Governments and Lake to River Economic Development to support economic and workforce development initiatives, ensuring students graduate with real-world experience and in-demand skills. Graduates enter the workforce career-ready, data-driven, and strategically minded, prepared for roles in economic research, data analytics, financial services, and policy development—making an immediate impact in their organizations and communities.

SMART GOALS

Goal	Action

1.4 Increase Online Learning Opportunities	1. By Fall 2026, the Business Analytics and Economics program will ensure 100% of degree requirements for the BSBA in Business Analytics and Economics degree can be completed fully online in an accelerated format, providing completer students (age 25 and older with prior college credit) with a clear and accessible pathway to graduation. 2. By Spring 2025, the Business Analytics and Economics program will develop a strategic and efficient scheduling plan for accelerated online courses by Spring 2025. Achievability relies on having sufficient faculty to meet current demand for courses, and the additional online sections that are required. 3. By Spring 2025, the Business Analytics and Economics will start the development of accelerated online courses through a formal instructional design process. 4. By Spring 2025, the Business Analytics and Economics program will gather faculty input to identify the essential skills and technologies needed for effective teaching in accelerated and online formats. 5. By Spring 2026, the Business Analytics and Economics program will equip faculty with the necessary skills and technologies to effectively teach in accelerated and online formats. 6. By Fall 2025, the Business Analytics and Economics program will develop at least two courses in an accelerated online format for each 7-week session.
1.1 Modernize curriculum	By Spring 2026, the Business Analytics and Economics program will revise all courses to integrate AI tools. Updates will be made based on alumni feedback and employer insights.
2.4 Facilitate Practical Work Experiences and Placements	By Spring 2026, the Business Analytics and Economics program will integrate three real-world consulting projects into coursework, giving students hands-on experience with industry clients

3.3 Establish Faculty as a Source of Expertise	1. By Fall 2025, and annually thereafter, ensure faculty meet or exceed AACSB qualification standards. Success will be measured by faculty qualification data in Economics, with at least 40% classified as Scholarly Academics (SA) and at least 60% as SA, Practice Academic (PA), or Scholarly Practitioner (SP). Achievability depends on reassigned research time and financial support for research and professional development. This initiative supports institutional goals to enhance faculty expertise and industry engagement.
	2. By Fall 2025, and annually thereafter, ensure faculty in Economics who meet Scholarly Academic (SA) standards receive reassignment time to support research production and dissemination. Success will be measured by the percentage of SA-qualified faculty granted reassignment time and their documented dissemination efforts. Achievability depends on institutional funding, workload planning, and faculty engagement. This initiative aligns with strategic priorities to enhance research impact and industry relevance.
	3. By Spring 2026, and annually thereafter, ensure faculty in Economics will actively disseminate research to practitioner audiences to enhance visibility and impact. Success will be measured by 100% of faculty utilizing reassignment time incorporating a dissemination plan. Reassignment proposals must outline specific dissemination strategies, and the college and university will establish sustainable tactics, including partnerships with media outlets, to facilitate ongoing research sharing. Achievability depends on institutional support and faculty engagement in industry-relevant channels.
	4. By Fall 2026, and annually thereafter, ensure funding supports faculty research initiatives, including data collection, software, publication costs, and conference attendance (academic or industry), and for dissemination. Success will be measured by 100% of faculty for faculty in Economics engaging in funded activity within a cumulative five-year window. Achievability depends on institutional budget allocations, external grants, and faculty engagement. This initiative aligns with strategic priorities to enhance research productivity and industry relevance.
	5. By Fall 2025, and annually thereafter, ensure funding supports practice-oriented professional development for Instructional Practitioner (IP) faculty, including continuing education opportunities, upskilling/reskilling, achievement of industry recognized certifications, and conference attendance (industry). Success will be measured by 100% of IP faculty engaging in funded activity within a cumulative five-year window. Achievability depends on institutional budget allocations, external grants, and faculty engagement. This initiative aligns with strategic priorities to enhance faculty expertise and industry relevance.

3.4 COLLABORATE WITH INDUSTRY & COMMUNITY ORGANIZATIONS	By every semester, the Business Analytics & Economics program will identify at least three potential speakers from local industry and community organizations to share real-world experiences with students. Success will be measured by maintaining a consistent speaker pipeline and conducting semester-end evaluations to refine outreach strategies. This initiative enhances experiential learning by connecting students with industry professionals, requiring dedicated staff effort, established industry networks, and appropriate budget allocations (some from the Thomas Endowed Chair) for speaker engagement.

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CHEMICAL ENGINEERING (BACHELOR'S)

PROGRAM PITCH:

Our Bachelor's Degree in Chemical Engineering program equips students with critical thinking, problem-solving skills, and a commitment to lifelong learning to excel in the chemical process industry and related fields. Through diverse educational opportunities with hands-on laboratory activities, capstone projects, and rigorous curriculum, we prepare students to develop an in-depth knowledge in various chemical engineering topics and apply it across numerous chemical engineering fields. Through our collaboration with local companies, such as Yellowstone Industrial and Ergon, students gain real-world experience in state-of-the-art labs and internships. The program integrates cutting-edge technology and innovation, preparing graduates for high-demand roles in fields like pharmaceuticals, food production, and oil and gas refining. With a strong 80% employment rate upon graduation, our alumni go on to work with companies like Smuckers, BASF, and Occidental Petroleum.

SMART GOALS

Goal	Action
Increase the number of students completing internships by the end of the 2026 academic year by 20%, by strengthening partnerships with local businesses and encouraging the use of STEM Professional Services.	1. Encourage Sophomores and Juniors to actively seek out Internships. 2. Encourage Sophomores and Juniors to actively participate in Dinner with Industry, hosted by the Society of Women Engineers, and the STEM Expos in Fall and Spring semesters.
Increase the number of students by 20% enrolled in the 4+1 Bachelor's/Master's degree option by the end of the 2026 academic year.	1. Inform Sophomores and Juniors of the option, encouraging them to explore the opportunity. 2. Provide information about scholarships to help students interested in the 4+1 Master's fund their additional year of education.
Develop a Petroleum Engineering Minor that any Engineering program student can enrolled in by the end of the 2026 academic year, to allow	1. Hiring a Tenure-Track faculty member and providing an environment for that hire to create the program. 2. Provide teaching equipment for class demonstration purposes, if needed.

for the development of knowledge alongside all engineering fields.	
Ensure enrollment in the Petroleum Engineering Minor by the end of the 2027 academic year by informing the students in Freshman and Sophomore Level Engineering courses of the option and encouraging them to explore the possibility.	1. Information students in Freshman and Sophomore Level Engineering courses of the available option and encourage them to explore the possiblity. 2. Provide information about jobs and potential locations for Petroleum Engineering during the Freshman Orientation courses, to allow for additional understanding of the minor.
Expand the Chemical Engineering Graduate Program by 10%	1. Added 4+1 Accelerated Master's Program 2. Develop new graduate-level courses with the latest technology advances 3. Continue to submit proposals to fund additional graduate students 4. Continue supporting recruitment of graduate students

CHEMICAL ENGINEERING (MASTER'S)

PROGRAM PITCH:

The Master of Science in Chemical Engineering program at Youngstown State University provides advanced educational and research opportunities to prepare students for leadership roles in the chemical process industry and related fields. Through a multidisciplinary curriculum and close faculty mentorship, the program equips students with specialized expertise, research capabilities, and professional skills to excel in diverse engineering disciplines.

Students gain depth of knowledge in their chosen focus areas, develop innovative ideas, and conduct impactful research while enhancing technical writing and oral communication skills. Graduates are prepared to adapt to and drive technological advancements, lead ethically in innovative fields, and make meaningful contributions to their communities and professions.

SMART GOALS

Goal	Action
Expand the Chemical Engineering Graduate Program by 10%	1. Added 4+1 Accelerated Master's Program 2. Develop new graduate-level courses with the latest technology advances 3. Continue to submit proposals to fund additional graduate students 4. Continue supporting recruitment of graduate students 5. Hire additional faculty to oversee thesis research.
Increase the number of students enrolled in the 4+1 Bachelor's/Master's degree option by the end of the 2026 academic year.	1. Inform Sophomores and Juniors of the option, encouraging them to explore the opportunity. 2. Provide information about scholarships to help students interested in the 4+1 Master's fund their additional year of education.
Expand research opportunities for graduate students	1. Hiring a Petroleum Engineering Tenure-Track faculty member and providing an environment for that hire to develop their research area. 2. Provide Petroleum Engineering equipment for research purposes. 3. Hire additional faculty to oversee thesis research and open up research opportunities

Improve current curriculum by adding the newest information, technologies, and include research components	1. Continuously update elective to ensure depth of knowledge is achieved. 2. Provide release time to faculty teaching graduate courses to ensure they are able to update the courses and review the newest material. 3. Provide funding to purchase new technologies and lab equipment, as needed.
Increase the publication requirement for thesis option students by 5%. Allow for publication for non-thesis option student projects, if possible.	1. Provide release time to faculty working with thesis students to ensure they are able to properly supervise the research projects and read the manuscript in a timely manner. 2. Hire additional faculty to oversee thesis research and open up research opportunities

CHEMISTRY (BACHELOR'S)

PROGRAM PITCH:

"The Department of Chemical and Biological Sciences at Youngstown State University offers four undergraduate programs: Biological Sciences, Chemistry, Biochemistry, and Forensic Sciences. Committed to a student-centered approach, the department fosters active learning through hands-on access to modern instrumentation, formal laboratory coursework, and immersive research experiences. This combination of rigorous academic training and practical application equips students with critical-thinking and problem-solving skills, preparing them to become informed citizens and leaders in their fields.

The Chemistry program exemplifies the department's 'teaching through research' philosophy, combining the research opportunities of a large Ph.D.-granting institution with the personalized attention of a small liberal arts college. Students benefit from access to state-of-the-art research-grade instrumentation and a weekly seminar series featuring renowned researchers from universities worldwide. These seminars provide students with direct exposure to cutting-edge research and opportunities to connect with graduate programs, enhancing their competitiveness for top jobs and advanced studies.

By integrating innovative teaching, interdisciplinary research, and global engagement, the department advances the boundaries of scientific knowledge while inspiring students to make meaningful contributions to their communities and professions."

SMART GOALS

Goal	Action
Maintain a high quality undergraduate curriculum that continues to meet the requirements for ACS (American Chemical Society) accreditation.	(1) Offer high quality academic courses in the traditional as well as interdisciplinary areas of chemistry (2) Integrate instrumentation into formal laboratory courses

Provide meaningful research opportunities for students	(1) Maintain state-of-the-art instrumentation facilities and provide hands on access to these facilities to students engaged in undergraduate research (2) Encourage and inform students of internships, NSF REU programs, and other external research experiences to enhance student opportunities (3) Maintain core group of tenure track faculty engaged in research to mentor research students.
Prepare students for professional life following graduation	(1) Engage in proactive advising to help students develop an optimal curriculum for their chosen career path, whether for an industrial position or for professional or graduate school. (2) Invite program alumni back to campus to discuss their own career paths for the benefit of our current students
Increase enrollment in Chemistry	(1) Update Program promotional materials (both off- and on-line) that highlight opportunities for students in the Program (2) Explore Certificate Programs, such as Chemical Technician or Chemical Hygiene Officer (3) Explore new interdisciplinary Bachelors tracks, such as Materials Chemistry, and reach out to local materials-related ventures to assess the potential value of the track
Optimize efficiency of laboratories for undergraduate teaching and research needs	(1) Submit plans and funding requests for needed renovations (2) Renovate and repurpose laboratories currently used for Organic and Quantitative Analysis

CHEMISTRY (MASTER'S)

PROGRAM PITCH:

Through the implementation of our 'teaching through research' mission, the Master's in Chemistry program provides graduates with the tools to excel both in the workforce or in future doctoral or professional studies. By providing hands-on training in our state-of-the-art instrument facilities along with research and literature-focused coursework, students gain insights into the chemistry of both the present and the future of the field.

SMART GOALS

Goal	Action
GOAL: Optimize efficiency of laboratories for graduate teaching, learning, and research needs	(1) Submit plans and funding requests for needed renovations (2) Renovate and repurpose laboratories currently used for Organic Chemistry and Quantitative Analysis, enabling more efficient use of other labs for research
GOAL: Maintain a high quality experience for MS students in their roles as both students and teachers.	(1) Update curriculum for all graduate level courses by Spring 2026 to include critical reading of current literature linked with student assessment in both scientific writing and presentation assignments. (2) Provide training and support to new MS program students to facilitate their transition into teaching assistant roles. Implement a mentoring program for incoming graduate students beginning in Fall 2025.
GOAL: Creating research opportunities for students	(1) Increase the total number of active external funding proposal submissions by the faculty in the program by 20% by Fall 2027. External funding significantly enhances student research experiences by providing essential resources. (2) Assess the equipment needs of programs and department by the end of Fall 2025. Sell or repurpose outdated or unnecessary equipment and infrastructure, with the aim of reinvesting the proceeds into the maintenance and upgrading of both existing and newly acquired equipment.

GOAL: Prepare students for professional life following graduation	(1) Promote and support students in sharing their findings at professional conferences and in peer-reviewed journals, aiming for at least 50% of students to present or publish their work, thereby boosting their competitiveness for industrial roles, Ph.D. programs, or professional schools. (2) Invite program alumni back to campus to discuss their own career paths for the benefit of our current students. Have at least one event per year.
GOAL: Increase and maintan enrollment in the Chemistry Masters Program	(1) Increase total enrollment in MS and 4+1 undergrad/MS programs to a minimum of 20 students by Fall 2026. Boosting enrollment can be accomplished by enhancing the quality of the program and ramping up marketing efforts to attract students to the thesis, non-thesis, and 4+1 programs. (2) Engage in proactive recruiting, including encouraging faculty to deliver recruitment/research seminar at other universities. Conduct at least two recruiting events per year. (3) Actively promote 4+1 programs to YSU Chemistry, Biochemstry, and Forensic Science juniors to attract additional students. Prepare and distribute promotional flyers by Fall 2025.

CIVIL AND CONSTRUCTION ENGINEERING TECH A (ASSOCIATE)

PROGRAM PITCH:

CCET Purpose Statement:

The YSU Civil and Construction Engineering Technology (CCET) AAS program is student-centered and is committed to providing innovative lifelong learning opportunities to students, many of whom are first generation college students. The CCET AAS program inspires individuals by cultivating a need for life-long learning and empowers students to discover, disseminate and apply their knowledge in the field by focusing on applied aspects of Civil and Construction Engineering Technology. The faculty who all have an industrial background and experience, promote research with students on relevant regional projects. Such projects advance the civic, scientific and technical development of students who can enter the workforce and make an immediate impact as entry level civil engineers and project/construction managers in this ever-changing technical field.

CCET Vision Statement:

The YSU Civil and Construction Engineering Technology (CCET) AAS and BSAS programs envisions itself as the following:

The Civil and Construction Engineering Technology (CCET) AAS and BSAS program/faculty aspire to focus on the development of students to enter the workforce as competent civil engineering technologists and project/construction managers. The CCET program continues to aspire to be committed to experimental learning with industry and the community so that students gain practical real-world experiences prior to graduation. This includes continuing to incorporate certification requirements in various courses where applicable and strive to develop inter-disciplinary curriculum pathways to further enhance employment opportunities. We continue to be aware of industry trends and constantly seek to adjust the curriculum to ensure that students are well prepared to enter the field and make an immediate impact. As an anchor institution in the region, the Civil and Construction Engineering Technology (CCET) program aspires to meet the needs of our constituents by providing well trained, highly skilled engineers. With the importance of strong infrastructure in our state, region or nationally, our CCET graduates play an ever-increasing role in the quality of life for residents of the state and the entire nation.

SMART GOALS

Goal	Action
Continue gathering ETAC-ABET data.	We continually evaluate our curriculum and enhance our assessment techniques to maintain the quality of the Civil and Construction Engineering Technology (CCET) program.
Continue and enhance real-world project-based assignments	Enhance and expand our emphasis on classroom projects that are industry based.
Enhanced Marketing for the CCET program	Work with YSU marketing to consistently update the CCET digital media. This includes the YSU website as well as Instagram and Facebook
Continue to assess pathways to improve the curriculum by staying current in industry trends and enhance and expand our relationships with industry partners for employment and research opportunities	Continue to use the industry contacts of the CCET faculty to search for real-world classroom projects and industry trends which will enhance our students as prospective employees.
CCET tenure track faculty (Hire and retain thru successful tenure)	Successfully hire a qualified tenure track CCET faculty member

CIVIL AND CONTRACTION ENGINEERING TECHNOLOGY B (BACHELOR'S)

PROGRAM PITCH:

The Civil and Construction Engineering Technology (CCET) Bachelor's Program at Youngstown State University is student-centered and committed to empowering students, many of whom are first-generation college students, with the knowledge and skills to thrive in the dynamic field of civil and construction engineering technology. By emphasizing applied learning, the program integrates practical coursework, hands-on experiences, and industry certifications which prepare students for immediate impact in roles such as civil engineering technologists and project/construction managers.

Faculty with extensive industrial backgrounds collaborate with students on relevant regional projects that advance technical, scientific, and civic development. The program adapts to evolving industry trends to ensure that graduates are equipped with the expertise to lead large-scale projects, enhance infrastructure quality, and address the technical challenges of the future. As a regional anchor institution, the CCET program contributes to the economic and societal prosperity of the state and nation by producing well-trained, highly skilled professionals who improve the quality of life through their work in infrastructure and construction.

SMART GOALS

Goal	Action
Maintain curricular excellence and currency based on input from our constituents and IAB committee.	We continually gather data from our courses each academic year in order to maintain our ETAC-ABET accreditation. This data is compiled in an annual report.
Continue gathering ETAC-ABET data.	We continually evaluate our curriculum and enhance our assessment techniques to maintain the quality of the Civil and Construction Engineering Technology (CCET) program.
Advanced Hydrology course in Civil & Construction Engineering Technology course	We propose to develop a course that features the use of techniques of adnanced hydrology in the field of engineering. This course was offered for the first time spring 2025. We are going to add it as an elective in the BSAS program.

Continue and enhance real-world project-based assignments	Enhance and expand our emphasis on classroom projects that are industry based. This is to be done in CCET 4884 (Civil/Structural Capstone) at a minimum which is offered once a year and in each CCET 4890 (special topics in CCET) course.
Enhanced Marketing for the CCET program	Work with YSU marketing to consistently update the CCET digital media. This includes the YSU website as well as Instagram and Facebook.
Continue to assess pathways to improve the curriculum by staying current in industry trends and enhance and expand our relationships with industry partners for employment and research opportunities	Continue to use the industry contacts of the CCET faculty to search for real-world classroom projects and industry trends which will enhance our students as prospective employees.
CCET tenure track faculty (Hire and retain thru successful tenure)	Successfully hire a qualified tenure track CCET faculty member in order to have 75% of our classes taught by full time facutly.

CIVIL AND ENVIRONMENTAL ENGINEERING (MASTER'S)

PROGRAM PITCH:

Civil engineers play a vital role in shaping a better world. The graduate program in Civil and Environmental Engineering (CEE) at Youngstown State University (YSU) offers a Master of Science in Engineering (M.S. in Civil Engineering) degree. Our graduates are well-equipped to enter the workforce across all five major sub-disciplines of civil engineering: structural, transportation, geotechnical, water resources, and environmental engineering. Civil and environmental engineers leverage scientific and engineering expertise to enhance infrastructure, safeguard public health, and improve both the natural and built environment. Graduate studies in CEE provide students with advanced technical knowledge in their chosen fields while developing their ability to address complex engineering challenges within social, global, environmental, and economic contexts. Our flexible curriculum is designed to meet the unique needs of each graduate student, ensuring a well-rounded education that leads to rewarding career opportunities. Graduates secure employment within 90 days of graduation, earning an average starting salary between $75,000 and $90,000. Additionally, students gain valuable hands-on experience through internships and co-op positions, with an average hourly wage of $22.

SMART GOALS

Goal	Action
Our goal is to increase the enrollment and research funding by 10% or more by the academic year 2025-2026.	Enrollment increase can be attained through marketing and maintaining ABET accreditation of the CE program, and engaging graduate students in research. Increase in research funding can be attained through teaching reduced course load and providing more research time to research-active faculty.

CIVIL ENGINEERING (BACHELOR'S)

PROGRAM PITCH:

Civil engineers play a crucial role in building and improving the world around us. The undergraduate Civil Engineering (CE) program at Youngstown State University (YSU) offers a Bachelor of Engineering (B.E.) in Civil Engineering through an ABET-accredited curriculum, designed for students to graduate within four years. Our program prepares students to take on challenging civil engineering roles and leadership positions in shaping communities and infrastructure. At graduation, students are well-equipped to enter the workforce across all five major sub-disciplines of civil engineering: structural, transportation, geotechnical, water resources, and environmental engineering. CE students gain hands-on experience by participating in real-world projects through the ASCE Student Chapter at YSU. They design and construct steel bridges and concrete canoes from the ground up each year, competing in regional and national competitions. In 2023, YSU's Steel Bridge Team secured second place in the National Student Steel Bridge Competition, while the Concrete Canoe Team also ranked second in the National Concrete Canoe Competition. Beyond competitions, students benefit from extensive networking opportunities through ASCE activities, professional meetings, internships, and co-ops. Over 90% of graduates secure employment within 90 days of graduation, with an average starting salary between $75,000 and $88,000. Additionally, students gain valuable industry experience through internships and co-op positions, earning an average hourly wage of $20.

SMART GOALS

Goal	Action
Our goal is to increase the enrollment and research funding by 10% or more by the academic year 2025-2026.	Enrollment increase can be attained through marketing and maintaining ABET accreditation of the CE program, and engaging undergraduate students in research. Increase in research funding can be attained through teaching reduced course load and providing more research time to research-active faculty.

COMMUNICATION STUDIES (BACHELOR'S)

PROGRAM PITCH:

Modern professionals need to be adaptable, tech savvy, self-aware, emotionally intelligent, strategic, and experienced communicators. In communication, you'll learn through hands-on projects and internships in the local community that build your resume, content creation activities that help you build your professional portfolio, and courses that teach you how to use data and analytics to continuously improve messaging strategies. With a faculty-to-student ratio of 19:1, you'll get individual attention and mentorship to support your professional development, and, with our online and accelerated degree options, you can graduate faster and start your career sooner. The communication program prepares students for careers in social media, promotional messaging, sales, leading creative and collaborative teams, organizational leadership, and public communication. Our graduates lead social media teams, work in politics and community outreach, start small businesses, are media relations professionals, and become influencers.

SMART GOALS

Goal	Action
SMART goal Increase the number of internship opportunities offered through CMST partnerships by 10% within three years.	Action: Fall 2025 (and ongoing). Proactively reach out to alumni, non-profit partners, and industry contacts relevant to CMST majors for potential internship opportunities. Develop a standardized outreach template. Action: Spring 2026 (and annually). Hold internship information sessions with faculty and former interns to promote the benefits of internships and gather feedback on program effectiveness. Include sessions on resume writing, interviewing skills, and professional development. Action: Summer 2026 (and annually). Develop and implement a system for matching students with suitable internships based on their skills and interests. Create a feedback mechanism for students and employers to evaluate the internship experience. Ongoing: Maintain a database of internship providers and their requirements. Track the conversion rate of internship opportunities offered to students placed. Analyze data to identify trends and areas for improvement. Measure: Track number of new internship opportunities offered through CMST partnerships, assessing (when possible) for quality based on alignment with major, paid vs. unpaid, skill development potential, mentor availability. Track the number of students successfully placed in these internships.

Create Applied Communication Studies BA track and a clear path for matriculation from the CMST BA to the Professional Communication MA.	Work with department faculty in 2021-2022 to draft curriculum proposal for 4+1 program for launch in Fall 2022.
Improve recruitment and retention strategies through brand enhancement, program realignment (related to above goals).	Work with faculty, administration (e.g., admissions, office of marketing and communication), others to develop comprehensive strategy (target Fall 2022).
SMART GOAL Choose a program to go online by Spring '25, carousel planned for AOP courses by Fall '25, first year of courses developed and taught by end of Spring '26.	Action: Meet as an area and determine which track will be developed first. Then, plan the carousel of courses for AOP. Action: Work with RizePoint to develop CMST 2600 development planned for Fall I 2025; CMST 2610 and CMST 3790 development planned for Fall II 2025; CMST 1500 and CMST 2655 for Spring I 2026. Action: Courses in core and social media track are planned for release for each subsequent 7-week period. Measure: Actual program and carousel completed.
Survey employers to gauge in-demand 21-century skills.	Based on input from employers and alumni, tracks will be reviewed for updating programs and courses to meet in-demand skills (target Fall 2022).
Review possible options for creating fully online CMST degree option.	In consultation with faculty and department of cyberlearning, explore feasibility and options for online-only option (target Fall 2022).

SMART GOAL	Action: Fall 2025 (and ongoing). Identify and research potential alumni candidates. Prioritize alumni with relevant industry experience, leadership roles, and a demonstrated interest in supporting the CMST program. Develop a database of potential members with contact information and relevant background details.
Establish a functioning Industry Advisory Board comprised of at least five communication professional alumni by Spring 2026.	Action: Winter 2025/Spring 2026. Develop a compelling invitation packet outlining the board's purpose, responsibilities, time commitment, and benefits for members (e.g., networking opportunities, recognition). Include a draft charter or bylaws for the board. Personalize outreach to each potential member, highlighting how their expertise aligns with the program's needs.
	Action: Spring 2026. Conduct initial outreach (email, phone, LinkedIn) to potential board members. Follow up with personalized communication and schedule calls or virtual meetings to discuss the opportunity further. Host an informational session (virtual or in-person) for interested alumni to learn more about the board and meet faculty. Secure written commitments from at least five alumni. Confirm their participation in writing and express gratitude for their commitment.
	Action: Summer 2026. Onboard new board members. Provide them with all necessary materials (charter, member directory, program information). Schedule the first official board meeting. Fall 2026 (and ongoing). Hold regular board meetings (e.g., quarterly). Develop meeting agendas that focus on key strategic issues and action items. Facilitate communication and collaboration between board members and faculty. Regularly evaluate the board's effectiveness and make adjustments as needed. Explore opportunities to expand the board's membership and diversify its expertise.
	Measure: Secure written commitments from at least five alumni to serve on the board for a one-year term. Track attendance at board meetings and engagement in board activities (e.g., mentoring, curriculum review).

SMART GOAL	Action: Fall 2025. Conduct market research to determine the interests and needs of target high school students related to communication studies. Develop a theme and content for the "Communication in Action" program, ensuring it aligns with student interests and showcases the breadth of the CMST field. Identify and secure at least three industry experts as guest speakers/workshop leaders. Action: Spring 2026. Develop engaging and interactive workshop/lecture formats. Create marketing materials (flyers, social media posts, website landing page) to promote the program to high schools and students. Finalize the program schedule, including dates, times, and locations for each event. Reach out to local high schools and organizations like Inspiring Minds in Youngstown and Warren to promote the program and secure student participation. Develop a targeted outreach strategy, including direct contact with guidance counselors and teachers. Leverage existing faculty connections with high schools. Explore partnerships with relevant student organizations (e.g., debate clubs, journalism clubs). Action: Summer 2026. Finalize logistics for each event, including venue booking, A/V equipment, refreshments, and materials. Train faculty and student volunteers to assist with the program. Confirm guest speaker participation and coordinate their presentations/workshops. Action: Fall 2026 (Target Date). Execute the "Communication in Action" program. Collect student data and feedback at each event. Analyze collected data to assess the program's effectiveness in generating interest in CMST. Follow up with interested students, providing them with additional information about the program and the university. Refine the program based on student feedback and data analysis for future iterations. Measure: Track attendance at each workshop/lecture. Collect student contact information and major/minor interests through a brief survey at each event. Measure the number of high school students who subsequently inquire about the CMST program or apply to the university. Gather feedback from participating students and high school counselors about the program's effectiveness.
Pilot a "Communication in Action" program, consisting of at least three interactive workshops/lectures featuring industry experts, targeting local high school students and designed to promote CMST majors, by December 1, 2026.	
SMART GOAL	Action: Spring/Summer 2025. Identify and evaluate potential non-profit partner, considering alignment with CMST program goals and student interests. Prioritize organization where students can develop relevant communication skills. Contact potential partner and discuss service-learning project opportunities. Explore mutually beneficial projects that address the non-profit needs and provide valuable learning experiences for students. Action: Summer 2025. Formalize a partnership with the selected organization, outlining project scope, responsibilities, and deliverables. Develop detailed service-learning project plans, including learning objectives, project tasks and a timeline. Integrate these plans into the syllabi of relevant CMST course. Confirm CEL designation applications for relevant courses. Action: Fall 2025. Implement the service-learning project within the chosen CMST course. Monitor student progress and provide ongoing support and guidance. Facilitate communication and collaboration between students and the non-profit organization. Action: Post-Project (Ongoing). Collect student evaluations and assess the project's impact on student learning and the non-
Establish partnership with a local non-profit organization and implement at least one community-engaged service-learning course approved by the University-wide community engagement committee and integrate into a	

| CMST course by December 15, 2025. | profit organization. Refine the service-learning project based on feedback and evaluation data for future iterations. Maintain ongoing communication with the non-profit partner and explore opportunities for future collaborations.

Measure: Receive approval for community-engaged learning course; partner with non-profit organization; document service-learning project objectives and learning outcomes integrated into the course syllabus; number of students enrolled in the course; evidence of the project's impact on the non-profit organization (e.g., deliverables produced, etc.).

Action: Spring/Summer 2025. Identify and evaluate potential non-profit partner, considering alignment with CMST program goals and student interests. Prioritize organization where students can develop relevant communication skills. Contact potential partner and discuss service-learning project opportunities. Explore mutually beneficial projects that address the non-profit needs and provide valuable learning experiences for students.

Action: Summer 2025. Formalize a partnership with the selected organization, outlining project scope, responsibilities, and deliverables. Develop detailed service-learning project plans, including learning objectives, project tasks and a timeline. Integrate these plans into the syllabi of relevant CMST course. Confirm CEL designation applications for relevant courses.

Action: Fall 2025. Implement the service-learning project within the chosen CMST course. Monitor student progress and provide ongoing support and guidance. Facilitate communication and collaboration between students and the non-profit organization.

Action: Post-Project (Ongoing). Collect student evaluations and assess the project's impact on student learning and the non-profit organization. Refine the service-learning project based on feedback and evaluation data for future iterations. Maintain ongoing communication with the non-profit partner and explore opportunities for future collaborations. |

COMPUTER SCIENCE (BACHELOR'S)

PROGRAM PITCH:

The Computer Science program at Youngstown State University equips students with the technical expertise, analytical skills, and ethical grounding required to excel in the dynamic field of computing. With a comprehensive curriculum encompassing computing systems, programming languages, software engineering, artificial intelligence, operating systems, and algorithms, students gain the knowledge and practical experience needed to design, develop, implement, and test complex software solutions.

The program emphasizes adaptability, teamwork, and effective communication, preparing graduates to navigate uncertainty, embrace emerging technologies, and solve intricate problems with professionalism and integrity. In addition to fostering career readiness, the program provides a strong foundation for post-baccalaureate studies in areas such as computer architecture and the theory of computation. Graduates are equipped to make meaningful contributions to individuals, society, and the profession through innovative and responsible computing practices.

SMART GOALS

Goal	Action
Hire 7 additional tenure-track faculty by Fall 2025.	As of Fall 2024, 336 students are enrolled with Computer Science as their primary major. The department currently has six tenure-track and tenured faculty members, including the chair, along with four lecturers—10 faculty members in total—to serve 336 Computer Science students, 273 Information Technology students, and approximately 300 MCIS students, totaling around 900 students. To achieve a 20:1 student-to-faculty ratio for Computer Science students alone, the department would need to hire seven additional faculty members.

Achive curricular alignment with industry standards and ensure student preparation for current industry needs	Obtain ABET accreditation by 2030 Short-term action items: Creating a multi-year schedule to maximize course offerings to students Long-term action items: Determining assessment needs for accreditation and integrating with current assessment. Align course objectives to assessments Start collecting student works in various core classes Hire sufficient number of faculty for a reasonable faculty-to-student ratio. Develop an Industrial Advisory Board to assist in identifying skills required in the ever-changing environment of technology.
Achive curricular alignment with industry standards and ensure student preparation for current industry needs	

COMPUTER AND INFORMATION SYSTEMS (MASTER'S)

PROGRAM PITCH:

The Master of Computing and Information Systems (MCIS) program at Youngstown State University prepares students for advanced roles in computing sciences and information systems by providing a rigorous, interdisciplinary curriculum grounded in both theoretical and practical foundations. The program equips students with expertise in critical areas such as artificial intelligence, cybersecurity, system modeling, programming, and team collaboration, while offering opportunities to explore electives in other STEM fields to broaden their skill sets.

Designed to meet the career aspirations of students from diverse backgrounds, the program emphasizes real-world applications and encourages engagement in internships to apply learned skills in professional settings. For those pursuing research, the MCIS program fosters innovation through opportunities to explore cutting-edge topics and develop methodologies that advance the fields of computing and information technology. Committed to community engagement, the program partners with local organizations to drive technological advancement and create meaningful societal impact.

SMART GOALS

Goal	Action
Conduct assessment to improve and maintain the quality of the program	To achieve this goal, we will need to conduct assessments to current and graduated students. For current students, we will assess their performance in core courses; for graduated students, exit suvey will be conduct.

Hire 9 more tenure-track faculty in high-demand areas in computing and information systems by Fall 2025.	Recruit new faculty members with relevant expertise who can develop new courses and maintain an active research agenda involving our graduate students. Prioritize hiring new faculty members with research specialties in networking, cybersecurity, artificial intelligence, and multimedia/scientific visualizations. Fall 2024. One tenure track faculty is hired. Multiple lecturers are hired. November 2024 update: Currently, there are around 300 students in the program and six tenure-track or tenured faculty members, including the chair. To achieve a 20:1 ratio for graduate students alone, nine additional tenure-track faculty members will need to be hired. This calculation excludes the approximately 600 undergraduate students in the Computer Science and Information Technology program, who are currently served by five tenure-track or tenured faculty, the chair, and three lecturers.
Continue to expand courses to emerging fields such as AI, Cybersecurity, Internet of Things, and Virtual Reality.	To achieve this goal, additional tenure-track faculty will need to be hired in the targeted areas.
Increase enrollment into the 4+1 programs by 20% by Fall 2026	Increase efforts to actively market this program, automate the application process, and streamline the process for students to receive credit for dual courses.
Develop an all-online MCIS program for domestic students by Fall 2028.	To achieve this goal, additional tenure-track faculty will need to be hired to allow existing faculty the time to prepare the program and courses for online delivery, as well as to teach both in-person and online classes.
Develop a PhD program in Computing and Information Systems by Fall 2030	To achieve this goal, additional tenure-track faculty will need to be hired to give existing faculty the time to prepare the program and courses, advise PhD students, and teach PhD-level courses.

COUNSELING (MASTER'S)

PROGRAM PITCH:

Mission -The Counseling Program equips students with knowledge and skills in specialized areas of counseling. Through innovative teaching, clinical supervision, a year-long field experience and meeting CACREP-accreditation standards, we develop graduates to serve as counselors and related-professionals in addiction counseling, clinical mental health counseling, school counseling, college counseling and student affairs settings.

Vision -Through teaching, scholarship, and service, the Counseling Program faculty envisions becoming a nationally renowned leader in the development of highly skilled counselors and related professionals that meet the needs of communities in Northeast Ohio and Western Pennsylvania. We aspire to cultivate graduates who provide evidenced based interventions to help individuals achieve their fullest potential.

SMART GOALS

Goal	Action
	The Counseling Program will meet all requirements of the new 2024 CACREP Standards by July 1, 2026 by working together with faculty, administrators, and community partners to update our program assessment, course syllabi, and overall program operation.
	Increase undergraduate enrollment in counseling courses through the development of a Counseling Minor.
	By Fall, 2025, the program will implement a dual-enrollment program such that qualified psychology majors may co-enroll in graduate in counseling and school psychology in their senior year.
Facilitate student mental health support post-Covid	Utilize grant funding to support mental health programming for all YSU students.

CRIMINAL JUSTICE (ASSOICATE)

PROGRAM PITCH:

The Associate of Applied Science in Criminal Justice (AAS in CJ) program produces practitioner-scholars for immediate employment in entry-level positions within the criminal justice system. The AAS in CJ program is highly efficient and readies our students with quality teaching, guidance from evidence-based practice, and applied community engaging opportunities while serving as a stepping stone for the Bachelor of Science in Applied Science degree in Criminal Justice (BSAS in CJ). Everything that is covered in the AAS in CJ program is accepted and counts toward the BSAS in CJ.

Program PitchOur AAS in CJ program pitch varies depending on the audience and time allotted for delivery. All of the content specified above (Purpose, Academic Focus, State/Regional/National Needs, Community Impact, and Highlight) is helpful in communicating the tremendous value of the AAS in CJ program. In bullet points, these 4 resonate:

1) Student-centered (we offer courses taught by award-winning distinguished faculty both in-person and online—showcasing flexibility and affordability)

2) Comprehensive (our courses and certificates reflect the various parts of the criminal justice system and our services respond to the complete needs of our students such as full-time advising, career development, Police Academy, therapy dog, scholarships, and research assets)

3) Timely (cutting edge curriculum and opportunity to venture on to the accelerated BSAS/MS in CJ program that enables students to earn both their undergraduate and graduate degree in criminal justice in five years)

4) Engaged (research, internships, community collaborations, and four student organizations—Alpha Phi Sigma national honor society, Criminal Justice Club, YSU Chapter of Ohio Council of Criminal Justice Education Student Scholars, and YSU Chapter of the Ohio Innocence Project)

SMART GOALS

Goal	Action
Increase the scope of curriculum based on faculty research expertise, Criminal Justice system needs, and student interest (3-5 years)	

Increase student networking opportunities (3-5 years)	
Grow interdisciplinary focus/assets/collaboration (3-5 years)	
Increase promotion of student lifelong learning opportunities (3-5 years)	
By December 2025, visit 5 agencies in all major areas of Criminal Justice (e.g. policing, law, corrections, and victim services) for recruitment/promotion as well as to develop community engagement	Visit 5 agencies representing in all major areas of Criminal Justice (e.g. policing, law, corrections, and victim services)
By December 2025, conduct 10 interviews of AAS in CJ graduates to help foster continuous quality improvement	Conduct 10 structured interviews with graduates of the of AAS
By December 2025, complete a competitive analysis of at least 5 other associate-level programs in Criminal Justice programs by evaluating their curriculum, unique features, tuition costs, and student outcomes, and use the findings to identify opportunities for enhancing the AAS in Criminal Justice program at BCHHS.	Complete a competitive analysis of at least 5 other associate-level programs in Criminal Justice
Continue to cultivate student-centered teaching and applied research by including both items on	Strategies will include advocating for equitable faculty release time, promoting YSU resources for research development, implementing a faculty development plan, encouraging best practices in teaching, maximizing use of the Institute for Teaching and Learning, and

the agenda at department meetings each semester (Strategies: Advocate for faculty release time in a fair manner; Promote the resources available at YSU to develop research; Promote a faculty development plan; Promote expectations that provide faculty to learn and apply best practices; Maximize resources available to faculty for teaching, i.e. Institute for Teaching and Learning; Promote the importance of the scholarship of teaching, life-long learning, and community-engaged research (by December 2025 and ongoing after that)	emphasizing the importance of the scholarship of teaching, lifelong learning, and community-based research. Progress will be evaluated annually through faculty feedback and departmental outcomes

CRIMINAL JUSTICE (BACHELOR'S)

PROGRAM PITCH:

The Bachelor of Science in Applied Science in Criminal Justice (BSAS in CJ) program produces practitioner-scholars who have an applied fervor to critically understand evidence-based practices on how to keep society safe while advancing justice and equality. The BSAS in CJ program readies our students with quality teaching, innovative research, and practical community engaging opportunities for entry-level positions upon graduation with ample opportunity for promotion in various areas within the criminal justice system such as policing, corrections, and courts.

Program PitchOur BSAS in CJ program pitch varies depending on the audience and time allotted for delivery. All of the content specified above (Purpose, Academic Focus, State/Regional/National Needs, Community Impact, and Highlight) is helpful in communicating the tremendous value of the BSAS in CJ program. In bullet points, these 4 resonate:

1) Student-centered (we offer courses taught by award-winning distinguished faculty both in-person and online—showcasing flexibility and affordability)

2) Comprehensive (our courses and certificates reflect the various parts of the criminal justice system and our services respond to the complete needs of our students such as full-time advising, career development, Police Academy, therapy dog, scholarships, and research assets)

3) Timely (3+3 program with Akron Law School, cutting edge curriculum, and accelerated BSAS/MS in CJ program that enables students to earn both their undergraduate and graduate degree in criminal justice in five years)

4) Engaged (research, internships, community collaborations, and four student organizations—Alpha Phi Sigma national honor society, Criminal Justice Club, YSU Chapter of Ohio Council of Criminal Justice Education Student Scholars, and YSU Chapter of the Ohio Innocence Project)

SMART GOALS

Goal	Action
Continue to keep curriculum up to date and student-centered as possible (3-5 years)	

Increase community engagement opportunities where faculty can contribute their research expertise (3-5 years)	
Increase student-centered research opportunities (3-5 years)	
Increase student networking opportunities (3-5 years)	
Grow interdisciplinary focus/collaboration (e.g., Public Health, Social Work, FSCI, PSYC, POL, …), 3-5 years	

By December 2025, visit 5 agencies representing in all major areas of Criminal Justice (e.g. policing, law, corrections, and victim services) to promote the BSAS in Criminal Justice, support recruitment efforts, and strengthen for recruitment/promotion as well as to develop community engagement through collaborative initiatives	Visit 5 agencies representing in all major areas of Criminal Justice
ByDecember 2025, conduct 20 structured interviews with graduates of the of BSAS in CJ program graduates to gather qualitative and quantitative feedback, to inform help foster continuous quality improvement	Conduct 20 structured interviews with graduates

By December 2025, complete a competitive analysis of at least 5 other bachelor-level programs in Criminal Justice programs by evaluating their curriculum, unique features, tuition costs, and student outcomes, and use the findings to identify opportunities for enhancing the BSAS in CJ program	Complete a competitive analysis of at least 5 other bachelor-level programs

Ensure that research and student-centered teaching are prioritized in the department by including both topics on the agenda at department meetings each semester. Strategies will include advocating for equitable faculty release time, promoting YSU resources for research development, implementing a faculty development plan, encouraging best practices in teaching, maximizing use of the Institute for Teaching and Learning, and emphasizing the importance of the scholarship of teaching, lifelong learning, and community-engaged research. Among other ways, progress will be evaluated annually through faculty feedback and departmental outcomes. (by December 2025 and continuously after that)	Strategies will include advocating for equitable faculty release time, promoting YSU resources for research development, implementing a faculty development plan, encouraging best practices in teaching, maximizing use of the Institute for Teaching and Learning, and emphasizing the importance of the scholarship of teaching, lifelong learning, and community-based research. Progress will be evaluated annually through faculty feedback and departmental outcomes

CRIMINAL JUSTICE (MASTER'S)

PROGRAM PITCH:

The Master of Science in Criminal Justice (MS in CJ) program produces practitioner-scholars who are leaders in their field guided by evidence-based practice, and propelled by an applied fervor central to YSU's mission of lifelong learning and community engagement.

Program Pitch:

Our MS in CJ program pitch varies depending on the audience and time allotted for delivery. All of the content specified above (Purpose, Academic Focus, State/Regional/National Needs, Community Impact, and Highlight) is helpful in communicating the tremendous value of the MS in CJ program. In bullet points, these 4 resonate:

1) Student-centered (we offer courses taught by award-winning distinguished faculty both in-person and online—showcasing flexibility and affordability)

2) Comprehensive (our courses and certificates reflect the various parts of the criminal justice system and our services respond to the complete needs of our students such as full-time advising, career development, Police Academy, therapy dog, scholarships, and research assets)

3) Timely (cutting edge curriculum and accelerated BSAS/MS in CJ program that enables students to earn both their undergraduate and graduate degree in criminal justice in five years)

4) Engaged (research, internships, community collaborations, and four student organizations—Alpha Phi Sigma national honor society, Criminal Justice Club, YSU Chapter of Ohio Council of Criminal Justice Education Student Scholars, and YSU Chapter of the Ohio Innocence Project)

SMART GOALS

Goal	Action
Continue to keep curriculum up to date and student-centered as possible (3-5 years)	

Increase utilization of students with graduate assistantships (helps with professionalization, enhances faculty relationships, and fosters research as well as community engagement opportunities), 3-5 years	
Increase and tailor the scope of the curriculum based on faculty research expertise, criminal justice system needs, and student interest (3-5 years)	
Increase community engagement opportunities where faculty can contribute their research expertise (3-5 years)	
Increase student-centered research opportunities (3-5 years)	
Increase student networking opportunities (3-5 years)	

By December 2025, visit 5 agencies representing major areas of Criminal Justice (e.g. policing, law, corrections, and victim services) to promote the MS in Criminal Justice, support recruitment efforts, and strengthen community engagement through collaborative initiatives	Visit 5 agencies representing major areas of Criminal Justice (e.g. policing, law, corrections, and victim services)	
By December 2025, conduct 10 structured interviews with graduates of the of MS in CJ program to gather qualitative and quantitative feedback, to inform continuous quality improvement	Conduct 10 structured interviews with graduates of the of MS in CJ program	

By December 2025, complete a competitive analysis of at least 5 MS-level Criminal Justice programs by evaluating their curriculum, unique features, tuition costs, and student outcomes, and use the findings to identify opportunities for enhancing the MS in CJ program	Complete a competitive analysis of at least 5 MS-level Criminal Justice programs

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CURRICULUM AND INSTRUCTION (MASTER'S)

PROGRAM PITCH:

The master's degree in Curriculum and Instruction equips educators with specialized knowledge and skills in digital teaching, literacy, or leadership. The program fosters reflective, research-based practices that promotes collaboration, advocacy, and leadership, ensuring educators are prepared to enhance student success in a rapidly evolving educational landscape.

Online, asynchronous coursework and an optional accelerated track allow practicing teachers to individualize their students' completing the degree in less than a year or longer if pressures of work interfere. Coursework focuses on practical skills and cutting sedge topics such as, AI, trauma-informed teaching, and brain-based learning. Teachers who complete this program go on to be professional leaders, guiding colleagues in school discussions where they are employed.

SMART GOALS

Goal	Action
Foster professional growth of students and graduates.	By Fall 2027 or Spring 2028 the C & I program will provide an online conference that will encourage and empower current students or graduates in the programs to provide web conference presentations and/or resources that can support attendees in professional growth and practice. Faculty in these programs will also be encouraged to provide presentations.
Increase emphasis on leadership skills in all three program tracks (literacy, digital teaching and learning, and teacher leadership).	1. By 2028 each of the 3 programs will revisit courses updating curriculum in each course that has not been updated to address 21st century teaching and learning standards: communication, collaborative, and reflective practices. 2. Each program will take one applicable course per semester starting Fall 2025.
Increase student enrollment.	1. Increase in enrollment by 2028.

DENTAL HYGIENE (BACHELOR'S)

PROGRAM PITCH:

The Dr. Madeleine Haggerty Bachelor of Science in Dental Hygiene program at YSU is one of only two bachelor-degree programs in the state of Ohio. The BSDH program equips students with the skills to become competent, ethical, and compassionate dental hygiene professionals. Our program combines a comprehensive curriculum, hands-on training, and expert faculty to prepare graduates for five board exams and a rewarding career as a registered dental hygienist.

All students gain the necessary skills to provide preventive services, radiographs, pain control, and restorative treatments. Students gain practical experience in two fully equipped dental hygiene clinics right here on campus, collectively providing services to approximately 1,000 patients each year from the YSU community and surrounding areas. Students also engage in service learning at the Mercy Health Dental Clinic in Youngstown, Ohio and Lisbon Community Health Center in Lisbon, Ohio. Additionally, our program works closely with the Rich Center for Autism to provide oral preventive services such as dental cleanings and fluoride treatments. Lastly, our students also engage with other agencies within the community to provide oral health education such as Wee Care Day Care and Lads N' Lasses Academy.

The program includes Expanded Functions Dental Auxiliary courses, digital radiography, and clinical supervision from licensed dental professionals. Graduates are well-prepared for diverse career opportunities, including clinical practice, medical/dental sales and marketing, textbook publishing, teaching at educational institutions, and public health. Graduates are eligible for licensing exams in Ohio and beyond. With growing demand for dental hygienists in the region, this program provides a fulfilling and stable career path with excellent job prospects in Northeast Ohio and Western Pennsylvania.

According to the U.S. Bureau of Labor Statistics, employment of dental hygienists is projected to grow by 9 percent from 2023 to 2033, which is much faster than the average growth rate for all occupations. On average, about 16,400 openings for

dental hygienists are expected each year over the next decade. In addition, the median annual wage for dental hygienists was $87,530 in May 2023, highlighting the strong demand and competitive compensation in this field.

SMART GOALS

Goal	Action
Secure external funding to upgrade equipment in our labs and clinic, ensuring that students have access to the latest technology for hands-on learning and patient care. By proactively seeking grants and other funding opportunities, we strive to enhance program quality, maintain accreditation standards, and reduce financial burdens on the university	Specific: The Dental Hygiene Program Administrator and Faculty will identify and apply for at least one major external grant to support equipment upgrades and program enhancements. Measurable: Success will be tracked through the submission of a completed grant application and progress reports on funding outcomes. Achievable: The team will research potential funding sources by the end of 2025, collaborate on proposal development, and submit a grant application by the end of 2026. Relevant: Securing external funding will modernize dental hygiene lab and clinical equipment, ensuring students receive high-quality training while reducing financial strain on the university. Time-bound: A funding research phase will be completed by the end of 2025, grant proposals will begin to be drafted by mid-2026, and at least one full application will be submitted by December 2026.

We aim to enhance patient care and operational efficiency by integrating electronic health records (EHR) and an electronic grading system to streamline workflows, improve communication, and ensure better management of patient data.	Specific: Implement an integrated Electronic Health Records (EHR) system and electronic grading system to improve patient care, streamline workflows, and enhance data management efficiency. Measurable: Success will be measured by reducing paperwork, decreasing documentation errors, and improving communication efficiency among staff as tracked through internal audits and feedback surveys. Achievable: This will be accomplished by training all relevant staff on the new systems, conducting monthly progress evaluations, and providing ongoing IT support. Relevant: Aligns with our commitment to enhancing patient care and operational efficiency through modernized digital solutions. Time-bound: The research process of EHR options will begin at the end of this year, with proposals of top EHR options presented to Department Chair/BCHHS Dean by mid-2026. If possible, full implementation of chosen EHR system and staff training will be completed within 12 months of approval/purchase, followed by a performance review at 18 months to assess impact and make necessary refinements.

By the end of the 2025 academic year, conduct a comprehensive review of the Dental Hygiene Program's financial contribution to the university and implement a revised clinical schedule that aligns with minimum accreditation requirements, reducing instructional costs while maintaining program quality and accreditation approval.	Specific: Conduct a detailed financial analysis of the Dental Hygiene Program's financial contribution to the university by developing a cost-effective clinical schedule that aligns with accreditation standards. Measurable: Success will be measured by the completion of the financial review, the development of a revised clinical schedule, and a projected reduction in instructional costs while maintaining program quality. Achievable: The review will be conducted in collaboration with administrators and faculty ensuring data-driven decision-making and strategic scheduling adjustments. Relevant: Aligning the clinical schedule with minimum accreditation requirements will enhance operational efficiency, reduce unnecessary costs, and support the long-term sustainability of the program. Time-bound: · Financial review completed by December 2025 · Finalized revisions fully implemented by January 2026

| By the end of the 2025 academic year, conduct a comprehensive review of the Dental Hygiene Program's financial contribution to the university and implement a revised clinical schedule that aligns with minimum accreditation requirements, reducing instructional costs while maintaining program quality and accreditation approval. | Submit the proposed changes to the accrediting body for review and approval.

Address any feedback or required modifications from the accrediting body.

Roll out the new clinical schedule at the start of the spring semester.

Monitor implementation to ensure compliance with accreditation standards and maintain program quality.

Evaluate the financial impact and instructional efficiency of the new schedule. |

DIETETICS (BACHELOR'S)

PROGRAM PITCH:

Our Dietetics degree program is designed to meet the growing demand for skilled nutrition professionals by offering a comprehensive, evidence-based educational foundation in food and nutrition. With the option of a streamlined 4+1 BS-to-Master's pathway, students can accelerate their careers and gain advanced credentials in less time. We also offer nutrition minors for non-majors, broadening interdisciplinary learning and impact. Our curriculum emphasizes research, leadership, and mentoring, equipping graduates with the skills to innovate in healthcare, food service management, and public health. By strengthening this program, we enhance student success, increase enrollment in a high-demand field, and position our institution as a leader in nutrition education.

SMART GOALS

Goal	Action
Strengthen student path to dietetics credentials – 2022 - 2026	Promote BSAS-Dietetics alums seeking the Nutrition and Dietetic Tech, Registered (NDTR) credential. Measure: 70% of students will apply for eligibility. Promote BSAS-Dietetics majors to consider graduate degree at YSU – MHHS or MS, Counseling for eligibility for the Registered Dietitian credential. Measure: 50% of Juniors will begin the decision making process or elect to begin the 4+1 DPD-MHHS. Promote more (> 50%) applications for the Dietetic Internship through the Warehouse of ACEND-Accredited Dietetics Internships nationwide.

Sports Nutrition Certificate	Collaboration between Dietetics and Exercise Science to develop a 12 semester hour certificate program that can be offered for YSU students and those in the community. Timeline for development Spring 2025 to Fall 2025 The program would cover basic physiological, metabolic and nutritional needs for athletic performance and enhancement. Pre-existing courses from both programs will be selected initially but there may be specific courses tailored for a focus on athletics.
Marketing .	Update Marketing Flyer – as needed. New flyer is completed (DEC 2024) and awaiting printing. New table-top Program Banner – Working with new BCHHS marketing agent to develop Fall 2024- early Spring 2025. Update Program Website – each Semester and as guided by Accreditation and YSU updates. Social media – links to program graduates and student organization. Instagram and Facebook sites for Dietetics student organization and Alumni group - already in place. Maintain consistent content stream through Students in Dietetics organization. Work with Nate Shick (Media & Communications faculty) to develop seasonal Instagram videos featuring dietetics majors – 2024 – 2026 (Spring and Fall) In-person visits to high schools & CTCs – Students in Dietetics organization and faculty to talk to students about the major and future careers. Schedule with institution, guidance counselors, Career days.

| Community Engagement | Expand Service Learning – in core course requirements, implement assignments that require students to engage with an organization, utilizing content-related skills, and reflect on the impact on them and the organization/population served.

Require collaboration with:

Dietetics Professional Affiliate Organization (MVAND, OAND and AND). Attend a webinar or live event related to dietetics practice (at least 1 per semester)

Advocate for dietetics profession and services via PAC (Political Action Committee) contact (FNUT 4874 & 4895) (letter to Senator or Congressional representative)

Engage students in community-based Health Fairs and Events to promote better disease prevention and wellness through nutrition (Mercy, Southwoods, GuinFit Grant, etc.) - 2 activities per semester per student)

Engage students in dietetics organizations in supporting SGA initiatives to support communities (local and nationwide) in crises (hurricanes, tornadoes, natural disasters, etc.) - 1 project per year

Work with Dean of Students office to support the student pantry and solicit donations – once per semester. |
|---|---|

EARLY CHILDHOOD – PRE-K (BACHELOR'S)

PROGRAM PITCH:

The Early Childhood Education Associates program provides an affordable and convenient path to a career in child care. Graduates of the program are qualified to own and direct their own childcare center, teach and/or provide care in a classroom setting, and/or provide family support in a clinical setting. They have a solid understanding of child development, best classroom practices, and family dynamics. This online program allows students to earn while they learn. Current childcare workers can earn their degree without disruption to their work schedule, while also providing those new to the field with an opportunity to quickly enter the classroom, find employment and make an impact on their community. YSU also partners with the TEACH Ohio program, allowing current childcare workers to earn their entire degree for only $2,500!

Our expert faculty have the knowledge, experiences and connections to ensure students not only get their career, but become leaders in the field. Students work closely with faculty, who provide personalized support for academic advising, classroom placements, and employment opportunities. Hand-on classroom experiences are important in ECE, so we partner with national programs like Head Start and Early Head Start, as well as a wide variety of public and private childcare centers in Ohio and across the entire United States.

SMART GOALS

Goal	Action
Develop support program for childcare center owners.	1. Reach out to WCBA small business group to explore development of business resources. (Fall 2025) 2. Reach out to local childcare centers to see what needs they have to support their centers. (spring 2026) 3. Develop workshop(s) for center owners to get the help that they need and start offering them. (Fall 2026)

Increase engagement with Ohio childcare providers to support recruitment.	We will increase enrollment by 20% by Fall 2026. 1. contacting ALL childcare centers in Ohio and pitching the program 2. offering support for the TEACH Ohio application process

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EDUCATIONAL ADMINISTRATION (MASTER'S)

PROGRAM PITCH:

The Master's in Educational Administration and Principal Licensure prepares ethically driven, culturally responsive school leaders who are committed to student-centered practices and collaborative partnerships. Graduates lead transformative efforts to create high-achieving school environments.

Through a combination of rigorous coursework and meaningful clinical experiences, candidates develop vision-driven leadership, instructional excellence, human resource management, data-driven, decision-making, and community engagement skills—essential for modern school leadership.

- Hands-On Learning – Real-world leadership experiences, field-based assignments, and school partnerships.
- Proven Success – High pass rates on licensure exams and strong job placement in leadership roles.
- Equity & Inclusion Focus – Training to lead diverse, high-achieving schools.
- Designed for Working Educators – Flexible coursework that fits your schedule.

SMART GOALS

Goal	Action
Strengthen Clinical Preparation and Licensure Exam Readiness	• Review and revise clinical experiences to mirror real-world leadership responsibilities. • Embed job-specific leadership tasks (e.g., vision development, instructional leadership, human resource management) into practicum coursework. • Implement licensure exam prep resources and candidate support strategies to increase exam readiness.
Build Stronger School-Community Partnerships	• Develop new collaborations with school districts, community groups, and educational organizations. • Integrate community engagement experiences into coursework and field placements. • Provide hands-on leadership experiences in stakeholder collaboration and organizational management.

Strengthen Instructional Leadership for Diverse Student Needs	• Embed inclusive instructional strategies into coursework, focusing on ELL students, special education, and culturally responsive teaching. • Provide faculty training on integrating differentiated instruction and equity-focused leadership practices. • Monitor candidate progress and confidence in supporting diverse student populations.

draft

EDUCATIONAL LEADERSHIP (DOCTORAL)

PROGRAM PITCH:

The Doctoral Program in Educational Leadership at Youngstown State University prepares visionary, ethically driven leaders who drive innovation and equity across education, healthcare, and community service organizations. Our graduates lead transformative initiatives that promote inclusivity, improve organizational outcomes, and create meaningful change in diverse professional settings.

Through rigorous coursework, research, and hands-on experiences, candidates will develop expertise in strategic leadership, data-driven decision-making, and culturally responsive practices, empowering them to become dynamic change agents in their respective fields.

The Doctoral Program in Educational Leadership at YSU envisions preparing visionary, ethically-driven leaders who drive innovation and equity across educational, health, and community service organizations. Our graduates will be equipped to lead transformative initiatives that promote inclusivity, improve organizational outcomes, and positively impact diverse communities.

A few highlights of the program are:
- Cross-Sector Leadership Training – Prepare to lead in education, healthcare, and community organizations, and higher education.
- Data-Driven– Develop strategic solutions that drive measurable impact.
- Applied, Hands-On Learning – Engage in real-world leadership challenges tailored to your career path.
- Designed for Working Professionals – Flexible coursework built to fit your busy schedule.
- Two different research tracks allow students to focus either on rigorous research skills leading to publishable results or practical solutions to real-world problems in a specific school setting.

SMART GOALS

Goal	Action

Increase Program Enrollment through Targeted Recruitment Collaboration with RisePoint	• Partner with RisePoint to develop targeted recruitment campaigns. • Launch digital marketing strategies, informational webinars, and direct outreach initiatives. • Engage industry professionals and program alumni in recruitment efforts.
Improve Comprehensive Exam Administration and Completion	• Implement clear faculty guidelines for administering and tracking exams. • Develop a centralized system to monitor exam completion and issue resolution. • Provide student support resources, including exam checklists and troubleshooting protocols.
Enhance Leadership Training for Diverse Organizational Contexts	• Enrich coursework with real-world leadership scenarios from education, healthcare, and community service sectors. • Expand experiential learning opportunities, including field-based projects and leadership simulations. • Align assignments with cross-sector leadership competencies, ensuring practical application of skills.

ELECTRICAL ENGINEERING (BACHELOR'S)

PROGRAM PITCH:

YSU's Bachelor of Engineering in Electrical and Computer Engineering is an ABET-accredited program that challenges you with advanced theoretical coursework paired with immersive, hands-on lab experiences—equipping you to emerge as an innovative leader in technology. Selecting from specialized concentrations—Traditional, Computer/Digital, or Biomedical—that align with your career goals, whether you're poised to revolutionize renewable energy, smart grids, integrated circuit design, embedded systems, consumer electronics, wireless communication, fiber optics, robotics, industrial automation, medical and imaging devices, AI-powered diagnostics, and smart hospital systems. In addition, the program fosters strong connections with industrial leaders such as the NASA, First Energy, Good Year, GE, Aptiv, and Ultium Cells through collaborative senior design projects, internships, and co-op opportunities. With a nearly 100% job placement rate, graduates enjoy impressive earning potential right from the start, with entry-level salaries ranging from $65,000 to $129,999 and internship/co-op wages between $15 and $38 per hour.

SMART GOALS

Goal	Action
Enhance Hands-On Learning by Adding three New Sessions for Sophomore, Junior, and senior levels in Three Years	Secure funding for lab equipment, redesign courses, and collaborate with industry partners. Provide faculty at least 6 Workload Hour reassign-time for training on emerging technologies, such as generative AI to enhance course content.
To promote life-long learning, teamwork and leaderships	Purchase twenty new computer workstations that meet the program's needs for high-performance computing, design tools, and simulations.

ELECTRICAL ENGINEERING (MASTER'S)

PROGRAM PITCH:

At Youngstown State University, our master's program in Electrical and Computer Engineering fuses advanced theory with hands-on research and state-of-the-art lab experiences. Designed to empower you as a future technology leader, the program delves into advanced control systems, digital communications, power electronics, and computer hardware design, preparing you to drive innovation in rapidly evolving real-world applications. With flexible curriculum tracks—including thesis, course, management, internship, and accelerated options—you can customize your graduate journey to align with your career ambitions. Whether you're interested in pioneering new technologies in aerospace, advancing sensor systems, or revolutionizing AI systems, our program provides the specialized training you need. Benefit from close partnerships with top-tier organizations and a robust network of government agencies such as NCDMM, American Makes, NASA, DOT, DOD, and the Air Force Research labs. Our master's students engage in collaborative research projects by leveraging modern research laboratories, simulation tools, and state-of-the-art equipment. With a nearly 100% job placement rate, graduates enjoy impressive earning potential right from the start, with entry-level salaries ranging from $80,000 to $135,000.

SMART GOALS

Goal	Action
Secure Two External Research Grants and Publish Five Peer-Reviewed Papers Annually by Year Three	Identify funding opportunities and assist faculty with grant applications. Encourage faculty-student collaboration on research projects. Establish a faculty research seminar series to share findings and foster collaborations.

we are committed to developing comprehensive undergraduate and graduate programs in future Computer Engineering, featuring specialized tracks in robotics and cybersecurity to meet the evolving demands of the industry. Our focus includes increasing student enrollment and promoting diversity within our undergraduate and graduate programs, ensuring access and opportunities for students from all backgrounds. The program is fully accredited by the Engineering Accreditation Commission (EAC) of ABET, reflecting our commitment to high standards in curriculum and academic excellence	Give release time to work on new graduate level class materials by using the latest textbook editions
Increase Enrollment by 20% Within Three Years	Develop partnerships with undergraduate institutions for direct admission pathways, especially from the international universities

ELECTRICAL ENGINEERING TECHNOLOGY A (ASSOCIATE)

PROGRAM PITCH:

The Associate degree in Electrical Engineering Technology program at Youngstown State University prepares students for successful careers as electrical engineering technologists. The program emphasizes the application of engineering principles, standards, and modern technologies to equip graduates with the practical skills needed to excel in diverse industries.

By integrating hands-on learning, industry-informed curriculum, and guidance from experienced faculty with industrial backgrounds, the program ensures students are ready to meet the evolving demands of the workplace. With a focus on areas such as industrial automation, smart grid implementation, electric vehicles, and microelectronics, graduates are well-positioned to drive innovation and contribute meaningfully to their fields.

SMART GOALS

Goal	Action
Maintain curriculum alignment with professional and accreditation standards	We will annually evaluate our curriculum and assessment techniques to maintain the quality of the program. This will be completed by collecting data, performing annual assessments, holding IAB meetings and writing the annual ABET report.
Maintain technical relevancy to local industries and employers	Conduct an annual meeting with YSU and industry partners to identify what is working and what ideas they have for improvement in the program. Additionally, meet with companies attending the STEM Expo to identify their needs and how well our students are prepared for the workforce
Improve the marketing and recruitment to increase enrollment	Work with YSU marketing to consistently update the EET digital media. This includes the YSU website as well as Instagram and Facebook. Plan and execute an annual Engineering Technology Department open house. Continue to support outreach events, Ignite, Penguin Preview, etc

Ensure a sufficient number of full-time faculty to cover teaching of offered courses and labs, development of new courses and labs, and maintaining lab equipment	Annually assess predicted staffing levels and ensure positions are created and filled as needed to meet current and future students' demands. Strive to have 75% of courses and labs taught by full-time faculty.

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ELECTRICAL ENGINEERING TECHNOLOGY B (BACHELOR'S)

PROGRAM PITCH:

The Bachelor's in Electrical Engineering Technology program at Youngstown State University prepares students for successful careers as electrical engineering technologists. The program emphasizes the application of engineering principles, standards, and modern technologies to equip graduates with the practical skills needed to excel in diverse industries.

By integrating hands-on learning, industry-informed curriculum, and guidance from experienced faculty with industrial backgrounds, the program ensures students are ready to meet the evolving demands of the workplace. With a focus on areas such as industrial automation, smart grid implementation, electric vehicles, and microelectronics, graduates are well-positioned to drive innovation and contribute meaningfully to their fields.

SMART GOALS

Goal	Action
Maintain curriculum alignment with professional and accreditation standards	We will annually evaluate our curriculum and assessment techniques to maintain the quality of the program. This will be completed by collecting data, performing annual assessments, holding IAB meetings and writing the annual ABET report.
Maintain technical relevancy to local industries and employers	Conduct an annual meeting with YSU and industry partners to identify what is working and what ideas they have for improvement in the program. Additionally, meet with companies attending the STEM Expo to identify their needs and how well our students are prepared for the workforce
Improve the marketing and recruitment to increase enrollment	Work with YSU marketing to consistently update the EET digital media. This includes the YSU website as well as Instagram and Facebook. Plan and execute an annual Engineering Technology Department open house. Continue to support outreach events, Ignite, Penguin Preview, etc

Ensure a sufficient number of full-time faculty to cover teaching of offered courses and labs, development of new courses and labs, and maintaining lab equipment.	Annually assess predicted staffing levels and ensure positions are created and filled as needed to meet current and future students' demands. Strive to have 75% of courses and labs taught by full-time faculty.

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ENGINEERING MANAGEMENT (MASTER'S)

PROGRAM PITCH:

The Master of Science in Engineering Management program at Youngstown State University is designed to meet the diverse needs of engineering professionals by providing a flexible, career-oriented curriculum. With a focus on advanced mathematical knowledge, specialized expertise in engineering disciplines, and innovative research, the program prepares students to address complex engineering challenges and contribute to industry advancements.

Through rigorous coursework and state-of-the-art facilities, the program equips students with the skills to apply methodologies effectively, develop groundbreaking ideas, and enhance their technical writing and communication capabilities. Graduates are prepared to lead in dynamic engineering environments and drive meaningful progress in the field.

SMART GOALS

Goal	Action

As part of our initiative to enhance the engineering management curriculum in data analytics, advanced manufacturing, and supply chain management, we aim to increase the number of master's courses incorporating these elements by 30% within three years. To achieve this, we will secure funding for faculty development in these fields and collaborate with industry experts to co-develop course content.	
Maintain current curriculum with additions of new class materials. Most engineering graduate faculty are teaching both undergraduate and graduate classes with heavy teaching loads.	Give release time to work on new graduate level class materials by using the latest textbook editions

Develop new graduate level courses and labs with the latest technologies. Expand the special topic classes to include more research components. Increase the publication requirement for the thesis option students.	Recruit new graduate faculty to work on new graduate level class development
Increase research activities by attracting external funded researches and develop new Ph.D. engineering programs.	Increase the volume of external grant proposals and establish the research network.
Increase graduate student enrollments	
Research Equipment updates	

ENGLISH (BACHELOR'S)

PROGRAM PITCH:

The Department of English & World Languages teaches close reading, critical, professional, and creative writing, and analytical thinking. Majors attend carefully to language, the cultural reception of texts, and processes of reading and writing. Faculty are eager to mentor and serve as academic advisors. Majors may capitalize on opportunities to work on Jenny, our student-run literary magazine, to undertake an undergraduate research project, or to work as an intern with a local business or nonprofit organization. Graduates go on to professional schools and graduate programs, work as professional writers and editors, and take on positions in the publishing industry.

SMART GOALS

Goal	Action
Maximize curricular efficiency	Place literature surveys on carousel-style rotation
Maximize faculty resources	Review structure of coursework in the major; evaluate the period approach and propose alternatives; decide whether majors will continue to be required to take a course in language study.
Review program outcomes	Review coursework, structure of major, and language studies course; realign outcomes to coursework

	Teach disciplinary knowledge and know-how (i.e. analytical & interpretative reading strategies, strategies to write effectively for intended audiences and purposes, linguistic analysis strategies to understand language structures and use, an understanding of the cultural & historical contexts in which language and literature function).	Assess Capstone papers annually, monitoring students analytical & interpretative reading strategies, strategies to write effectively for intended audiences and purposes, linguistic analysis strategies to understand language structures and use, and understanding of the cultural & historical contexts in which language and literature function.
	Implement two strategies for growth.	Pursue cross-disciplinary opportunities, engage in recruitment activities, connect current majors to alumni.
	Remain community engaged in order to exchange knowledge, enhance curriculum, and contribute to the public good.	Faculty will continue to serve on boards of local organizations, collaborate with community organizations to organize events, provide expertise when asked to public audiences.

ENGLISH (MASTER'S)

PROGRAM PITCH:

The Graduate Program in the Department of English & World Languages teaches close reading, critical, professional, and creative writing, and analytical thinking. We provide students with an advanced understanding of literary and cultural history. Our study of language encompasses its technical and cultural functions and the way its structure is shaping the future of technology. We serve our community by cultivating graduates who possess advanced knowledge, experience, and skills and who are equipped for supervisory and leadership roles.

SMART GOALS

Goal	Action
Identify areas for potential growth	Get approval for a graduate TESOL teaching license endorsement; offer more web-based coursework to appeal to non-local students;
Teach disciplinary knowledge and professional skills.	Assess graduate portfolios and theses annually, monitoring students analytical & interpretative reading strategies, strategies to write effectively for intended audiences and purposes, linguistic analysis strategies to understand language structures and use, and understanding of the cultural & historical contexts in which language and literature function.
Implement two strategies for program growth.	Pursue cross-disciplinary opportunities, engage in recruitment activities, connect current majors to alumni, partner with regional school districts for CCP credentialing, international student populations, and other nontraditional demographics.
Enhance programmatic curricular efficiency.	Develop and implement new thematic classes, delete and replace outdated course offerings, and expand web-based and hybrid course offerings for greater flexibility in scheduling.

ENVIRONMENTAL SCIENCE (BACHELOR'S)

PROGRAM PITCH:

The Bachelor's in Environmental Science program at Youngstown State University provides students with a comprehensive education in the fundamental principles of environmental systems, resources, and challenges. The curriculum integrates interdisciplinary knowledge from biology, chemistry, geology, health, and engineering to equip students with the skills needed to address pressing environmental issues and promote sustainability.

Through inquiry-based learning, research, and hands-on internships, students gain expertise in critical areas such as water and soil quality, environmental chemistry, sustainability, and regulatory frameworks. Graduates are prepared to make informed decisions that benefit both humanity and the environment, contributing to sustainable practices in industry, government, and community organizations. The program fosters a commitment to addressing environmental challenges at local, regional, and global levels, empowering students to make a meaningful impact on society and the world.

SMART GOALS

Goal	Action

Post-COVID student engagement: seek ways to re-engage students and continue our promotion of student engagement in the community at YSU and beyond.	Purpose-Related Goal: Promote student involvement in both academic and extracurricular activities that connect them with the local community, industry professionals, and service organizations, enabling students to have a meaningful impact on their communities and develop valuable skills. Measurable Milestones: Restart Student Engagement Activities: Milestone: Relaunch at least 3 major student engagement activities or events per semester starting Fall 2025, focused on both campus and local community involvement. Measurement: Track the number of engagement events held each semester, including student participation rates, and gather student feedback to assess interest and satisfaction. Collaborations with Local Organizations: Milestone: Establish 5 new partnerships with local businesses, government agencies, or nonprofit organizations by Spring 2025, providing students with unique opportunities to engage with the community. Measurement: Track the number of collaborations and internships offered through these partnerships, and assess the quality of opportunities available for students. Community-Based Learning Opportunities: Milestone: Offer 3 community-based learning projects annually, allowing students to work directly with local communities, schools, or non-profits on issues related to environmental sustainability, education, or other fields. Measurement: Monitor the number of students participating in these projects, as well as the specific community impacts generated (e.g., improved local services, environmental initiatives). Virtual & In-Person Student Events: Milestone: Increase student participation in both virtual and in-person events by 30% by Fall 2025, targeting students who are newly entering YSU post-COVID. Measurement: Track student attendance and participation rates for virtual vs. in-person events, and assess which types of events resonate most with students. Promotion of Student Involvement in Service Organizations: Milestone: Engage 50% of the student body in service learning or community outreach programs by 2026, with increased involvement in local volunteer work and community projects. Measurement: Measure the participation rates in service learning and volunteer programs through records of volunteer hours, student involvement in community projects, and feedback from service organizations.

Increase in Student Leadership Roles:

Milestone: Increase the number of students taking on leadership roles in campus and community organizations by 25% by 2026.

Measurement: Track the number of students holding leadership roles, both on campus and in community-based organizations, and assess how these roles contribute to skill development and career readiness.

Student Alumni Engagement in Community:

Milestone: Launch an alumni mentorship or community outreach program that connects 20 alumni with current students by Spring 2025, fostering career development and community involvement.

Measurement: Track alumni participation in mentoring and community-based projects, and assess the feedback from students about the value of alumni engagement in their personal and professional development.

Prepare students for professional life following graduation	Objective: Support students in developing the necessary skills, knowledge, and professional connections to successfully transition from academia to their chosen career path, whether in industry, professional practice, or graduate school.
	Purpose-Related Goal:
	Ensure that students gain hands-on, practical experience, personalized advising, and networking opportunities that effectively prepare them for their post-graduation careers.
	Measurable Milestones:
	Proactive Advising and Career Development:
	Milestone: Provide proactive advising sessions to 100% of undergraduate students by Spring 2025, guiding them through the process of choosing courses, internships, and career paths (including industry roles or graduate school preparation).
	Measurement: Track the number of students who have engaged in at least one advising session each academic year and evaluate feedback to improve advising strategies.
	Alumni Engagement:
	Milestone: Invite at least 4 alumni per year to return to campus by 2025, sharing their career journeys with current students to offer insight into different professional pathways.
	Measurement: Monitor the number of alumni events conducted and collect student feedback on how these events helped shape their career planning.
	Internship Experience:
	Milestone: Achieve a 90% internship participation rate for graduating students by 2025.
	Measurement: Track internship participation for each cohort and ensure that each student has secured relevant experience in their field of study. Collect data on internship outcomes, such as job offers or valuable professional skills gained.
	Industry Partnerships and Internship Sites:
	Milestone: Expand the list of internship opportunities by securing 5 new industry partnerships annually, leading to a broader range of internship placements for students.
	Measurement: Track the number of new internship partners and the variety of industries offered to students, ensuring diverse exposure to potential career paths.
	Job Placement and Career Success:
	Milestone: Ensure that at least 70% of students who complete internships secure job offers or graduate school placements within 6 months

of graduation by 2026.
　　　Measurement: Track post-graduation outcomes of students who completed internships, focusing on job offers, graduate school admissions, and career trajectory.

　Internship-to-Job Conversion Rate:
　　　Milestone: Increase the internship-to-job conversion rate, with at least 25% of students offered permanent employment by their internship sites after graduation, by 2026.
　　　Measurement: Monitor the number of students who receive full-time job offers from their internship providers and the percentage of students who accept those offers.

Improve recruitment to undergraduate department programs	Objective: Develop and operate engaging workshops and programs for middle and high school (K-12) students at the Williamson Innovation Park to increase awareness and interest in YSU's undergraduate department programs, particularly in the areas of geosciences, environmental science, and astronomy.
	
	Program Effectiveness Goals: Increase K-12 student engagement with YSU programs, fostering early interest in pursuing related undergraduate degrees.
	   Establish long-term partnerships with local schools, environmental organizations, and other community groups to support sustainable recruitment efforts.
	
	Measurable Milestones:
	
	   Workshops Launch:
	   Milestone: Launch the first telescope workshop at Williamson Innovation Park in Summer 2025 in collaboration with Mahoning Soil & Water Conservation Service.
	   Measurement: Successful completion of the first workshop with at least 30 high school students participating. Track the number of students who express interest in applying to YSU programs following the event.
	
	   Partnerships and Collaboration:
	   Milestone: Establish formal collaboration agreements with at least 3 local high schools and the Mahoning Soil & Water Conservation Service by Spring 2025.
	   Measurement: Collect signed agreements and track the number of students involved in workshops or outreach activities with these partners.
	
	   Program Expansion:
	   Milestone: Expand the telescope workshop into 4-5 workshops per year (biannual or quarterly), each reaching at least 40 students by 2026.
	   Measurement: Count the number of workshops held, total student participation, and track the conversion rate of students who apply to YSU after attending workshops.
	
	   Student Follow-Up and Recruitment:
	   Milestone: Develop and implement a follow-up process for students who attend the workshops, to track interest and application rates to YSU's relevant undergraduate programs by Fall 2026.
	   Measurement: Track the number of students who express interest in applying to YSU after attending the workshops and compare application rates with baseline data for the department. Target a 10-15% increase in applications from participating students.
	
	   Community Engagement and Impact:
	   Milestone: Measure community outreach success through feedback surveys, with a goal of receiving 80% positive feedback on workshop effectiveness by Spring 2026.

Measurement: Collect post-workshop feedback from participants, teachers, and community partners to assess the effectiveness of the workshops. This data will be used to refine future workshop content and improve recruitment strategies.

Increased Department Enrollment:
Milestone: Achieve a 5-10% increase in undergraduate program enrollments in Geoscience, Environmental Science, and related departments by Fall 2027, specifically linked to workshop outreach efforts.
Measurement: Track the number of students applying and enrolling in YSU's undergraduate programs from the workshop participants and compare it to overall departmental enrollment growth.

	Faculty Collaboration to improve teaching through research.	Expanding Research Opportunities and Student Engagement:
		  Milestone: Establish the Large PAGES Research Group with participation from at least 50% of faculty and 30% of students within one year.
		  Measurement: Track participation by faculty and students in department meetings, strategy sessions, and collaborative research efforts associated with the PAGES group.
		Develop Large- and Small-Scale Research Projects:
		  Milestone: Launch 3 large-scale and 10 small-scale research projects across experimental and theoretical labs, engaging at least 15 students annually.
		  Measurement: Track the number of research projects initiated and the number of students actively involved in these projects.
		Active Research Labs and National Recognition:
		  Milestone: Increase the number of peer-reviewed journal publications by faculty and students by 15% each year, and present research at a minimum of 3 national conferences annually.
		  Measurement: Monitor the number of publications in peer-reviewed journals and track student co-authorships, as well as the number of conference presentations involving students.
		Secure Internal and External Funding:
		  Milestone: Secure at least 3 new internal or external grants per year for research projects, increasing total funding by 20% annually.
		  Measurement: Track the number of grants awarded and the total amount of funding received, ensuring continuous growth in research resources.
		Increase Student-Faculty Publications and Presentations:
		  Milestone: Increase student co-authorship in peer-reviewed publications by 20% annually, and increase student presentations at national conferences by 10% each year.
		  Measurement: Track the number of publications co-authored by students and the number of student presentations at conferences annually.
		Enhance Student Research Training and Competitiveness:
		  Milestone: Ensure that 75% of students engage in at least one capstone project or research opportunity with faculty members, providing exposure to diverse research methodologies.
		  Measurement: Track the number of students participating in research projects or capstone experiences, ensuring they work with multiple faculty members across different research areas.
		Faculty Mentorship and Research Successes:
		
		  Milestone: Achieve a 10% increase in the number of interdisciplinary student groups mentored by faculty, resulting in at least 3 peer-reviewed publications per year from these groups.
		  Measurement: Track the number of student groups mentored, as well as the number of publications and student achievements resulting from faculty mentorship.
		Student Success Stories:
		  Milestone: Increase the number of students achieving post-graduation success (graduate school acceptances, job placements, etc.) by 15% each year.

	Measurement: Track the number of students who secure graduate school placements, internships, or full-time employment after graduation, comparing yearly progress.

| Improve student success rates over historic averages by addressing DFW percentages in each discipline within the department. | A general approach with multiple actions will be implemented and the incoming data will be continuously analyzed. Specifically, faculty will strive to reach out to students after the "first exam check", that is, students with poor first exam scores and/or poor attendance/participation in class up to the first exam. Initially, the faculty will reach out in several ways.

1. Instructor sends notification to E.A.R.S. for D, F, and chronically absent students on first exam check.

2. Instructor emails D, F, and chronically absent students after first exam check to describe how success might still be achieved in the course. If the grading scheme allows for a drop exam or a replacement exam, or another grade redetermination, explain how this can help the student still earn a desirable grade. Instructor also describes alternate study methods or directs student to the CSP or MAC and asks for a student response to the email describing these suggestions.

3. In the syllabus, faculty require all students below a set grade at the first exam check to privately visit the instructor during office hours to discuss some of the points in #2 above and to offer more study suggestions specific to the individual student.

4. Instructor or department office checks student transcripts for D, F, and chronically absent students after first exam check to look for past withdrawal patterns. Possible early warning of underlying problems can be forwarded to counselors for intervention.

5. For D, F, and chronically absent students not responding to 1-4 above, faculty or departmental office will send notification to Clare Berardini to document procedures taken and to promote further attention. |
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ENVIRONMENTAL SCIENCE (MASTER'S)

PROGRAM PITCH:

The Environmental Science program offers a multidisciplinary, interdepartmental graduate program leading to a Master of Science degree. The program office is housed in Ward Beecher Hall and is administered by the Department of Physics, Astronomy, Geology and Environmental Sciences. This pro-gram is intended for individuals who have undergraduate degrees in Environmental Science, other natural or social sciences, engineering, or health professions. It is designed to meet the needs of students and working professionals preparing for supervisory roles in environmen-tal science (research and management), with emphasis on a risk-based approach to the solving of environmental problems. The curriculum requires students to broaden their knowledge with core courses in Environmental Science, and related disciplines to deepen their expertise with elective courses, and to demonstrate their abilities to prepare a scholarly thesis or participation in an internship. This degree will benefit students who are planning careers with regulatory agencies, regulatory compliance and management, research facilities, and consulting firms providing state-of-the-art assessment, management, and remediation.

SMART GOALS

Goal	Action

| GET THE MS ENVIRONMENTAL SCIENCE PROGRAM ON A SUSTAINED GROWTH TRAJECTORY | The Master of Science in Environmental Science program has implemented significant changes aimed at reversing the decline in student enrollment over recent years. These changes include the introduction of two tracks for the program— a thesis track and an internship track, the latter designed to help students finance their two-year degree. To further enhance recruitment, faculty who directly recruit students into the program receive preference for existing TA positions, aligning students with faculty research interests and attracting top-quality applicants. A targeted international recruitment effort has also been launched through new websites and streamlined marketing materials, increasing applications across the nation and globally. As of June 13, 2023, there were 76 applicants for Fall 2023, with 32 admitted, and by November 15, 2024, 11 students remain in the program.

In an effort to improve program effectiveness, goals include boosting the degree completion rate and providing measurable milestones to track success. Changes currently under development include the creation of a 4+1 program, which will allow eligible undergraduate Environmental Science students to complete both their BS and MS in just five years. Additionally, an interdisciplinary research initiative has been established, involving faculty from disciplines like Archaeology, Forensic Science, Geography, and Physics, to investigate the decomposition of human proxies in clandestine burial sites using advanced methods.

Under consideration are the development of graduate certificates in specialized areas, such as Energy Resources, Environmental Sustainability, Environmental Safety, Environmental Risk Assessment, and Environmental Regulation and Compliance. These certificates would offer a pathway to the MS in Environmental Science through the completion of at least three "stackable" certificates, thus enhancing both the program's flexibility and the academic growth of its students. |
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Improve Course Headcount	The undergraduate BS Applied Geology and BS Environmental Science programs offer several upper-division courses that could be paired with graduate-level courses in a "piggy-back" arrangement, allowing a single instructor to teach related content across both levels. This integration would enhance the efficiency and breadth of the curriculum. Examples of potential pairings include:
	ENST 6931 (Ecological Risk Assessment) and ENST 5830 (Toxicology and Risk Assessment)
	GEOL 6910 (Advanced Aquifer and Well Hydraulics) and GEOL 4804 (Ground Water)
	GEOL 6905 (Selected Topics in Geology) with GEOL 3709 (Subsurface Investigations) (Fall 2021)
	GEOL 6905 (Selected Topics in Geology) with GEOL 3708 (Geological Field Methods)
	GEOL 6905 (Selected Topics in Geology) with GEOL 3755 (Geological Research and Data Analysis)
	GEOL 6905 (Selected Topics in Geology) with GEOL 4806 (Engineering Geology)
	GEOL 6905 (Selected Topics in Geology) with GEOL 4812 (GIS Applications to Geology)
	GEOL 6905 (Selected Topics in Geology) with GEOL 4825 (Geophysical Well Log Analysis)
	Additionally, several 4800-level geology courses could be transitioned to 5800-level swing courses to facilitate this pairing.
	To further enhance program effectiveness, the department has implemented a strategic change in scheduling, offering fewer sections of courses required by MS students within the department, while now accepting relevant Environmental Science courses from other departments. This curriculum adjustment includes the addition of an internship track alongside the thesis track, allowing students to choose between these two paths while still engaging with similar course content. As of June 13, 2023, the department admitted 32 students for Fall 2023, significantly exceeding previous enrollment figures that typically hovered in the single digits. The number of actual registrants will be confirmed on the first day of Fall 2023.
	To measure the success of these changes, the program will track key effectiveness goals, including:
	Goal 1: Increase graduate enrollment and course participation by integrating undergraduate and graduate-level courses.
	Milestone 1: Achieve at least a 20% increase in graduate student enrollment each year.
	Goal 2: Improve program retention and completion rates.
	Milestone 2: Ensure at least 85% of students admitted to the program are registered and progress to graduation.
	These goals aim to foster a more integrated, flexible, and effective learning

environment, benefiting both undergraduate and graduate students while ensuring long-term program sustainability and growth.

INCREASE PART-TIME FACULTY INVOLVEMENT IN GRADUATE RESEARCH	The Master of Science in Environmental Science would greatly benefit from the increased involvement of part-time faculty with professional experience and expertise in the field. Expanding part-time faculty participation could enhance the program's research capabilities and potentially improve both course offerings and enrollment numbers. The following part-time faculty members with research interests in Geology and Environmental Science are currently involved: Thomas E. Jordan, PhD, PG Diana Alexander, M.S. Sarah E. Johnson, M.S. Tamara Kerr-Sahli, M.S. Daniel Kuzma, M.S. As of June 13, 2023, the department is facing staffing challenges with the retirement of two full-time faculty, the illness of one full-time faculty, and a leave of absence from another full-time faculty. The department currently has no full-time Geology faculty and only one full-time faculty member in Environmental Science. While some part-time faculty can cover coursework in Environmental Science and supervise MS students, the department's ability to sustain the program is becoming precarious. To address this, it is crucial that the department continue to encourage part-time faculty to mentor students in research projects and work towards hiring a new full-time faculty member. Currently, two part-time faculty are actively engaged with students in research projects that benefit the community, particularly in law enforcement and environmental impact areas. Additionally, as of November 15, 2024, Lecturer Spieler is also actively mentoring students in research. Goal: To enhance student engagement in faculty-led research projects, increasing participation in both research and community-benefitting initiatives. Action: Actively recruit and involve part-time faculty in mentoring students on research projects while pursuing the hiring of a new full-time faculty member to ensure program sustainability and growth.

EXERCISE SCIENCE (BACHELOR'S)

PROGRAM PITCH:

The Exercise Science curriculum is committed to providing an innovative, hands-on education that prepares students for success in the field of human movement, health, and performance. Students learn from scientifically driven faculty who engage in research and work in securing grants to support cutting-edge studies that enhance the student experience. Students actively participate in projects that lead to multiple annual publications and conference presentations at regional and national levels, including The American College of Sports Medicine (ACSM). Through these efforts, students in our program make an impact on the scientific community and are better prepared for advanced careers in exercise science or related fields.

The curriculum provides hands-on experience in state-of-the-art laboratories, where students learn how to teach movement to others, perform comprehensive health fitness evaluations, conduct graded exercise testing, and interpret electrocardiograms (EKGs). Through hands-on learning, students gain experience in exercise prescription for diverse populations, ranging from generally healthy individuals to those with Parkinson's disease as well as running an in-house cancer rehabilitation program. During a 400-hour internship, students gain hands-on experience through nationwide opportunities with over 100 partner organizations. This immersive experience not only reinforces their practical skills but also prepares them for certification through the American College of Sports Medicine (ACSM) as a Certified Exercise Physiologist (EP) and/or the National Strength and Conditioning Association (NSCA) as a Certified Strength and Conditioning Specialist (CSCS). At the conclusion of their internship, students sit for one of these exams, ensuring they graduate not only job-ready but also well-equipped for advanced studies in fields such as physical therapy, occupational therapy, or medical school.

SMART GOALS

Goal	Action

| Continue and increase interdisciplinary collaboration for high levels of community impact | Specific

Expand the cancer rehabilitation program by incorporating additional professions such as nutrition and social work to provide comprehensive care for patients.

Increase student participation in the Northeast Ohio Medical Schools' interprofessional activity each semester.

Strengthen partnerships with local elementary schools, Special Olympics, and the VIVO Center to enhance community-focused, hands-on learning opportunities.

Measurable

Incorporate at least two new disciplines (nutrition and social work) into the cancer rehabilitation program by the end of the academic year.

Ensure 100% of eligible students in relevant programs participate in at least one Northeast Ohio Medical Schools interprofessional activity each semester.

Increase the number of student engagement hours in local elementary schools, Special Olympics, and the VIVO Center by 20% compared to the previous year.

Achievable

Collaborate with faculty from the nutrition and social work departments to develop a framework for their involvement in the cancer rehab program by mid-semester.

Coordinate schedules with Northeast Ohio Medical Schools to make participation logistically feasible for students.

Allocate resources and faculty support to ensure continued engagement with community partners.

Relevant

These goals align with the institution's mission of fostering interdisciplinary collaboration and providing impactful community services. |
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Participation in these activities enhances the educational experience and professional readiness of students.

Time-Bound

Launch the expanded cancer rehab program with nutrition and social work involvement by the next academic year.

Track participation in the interprofessional activities each semester and achieve full implementation by the end of the academic year.

Evaluate student engagement hours with community partners and show measurable improvement by the end of the academic year.

Obtain grants and further research agenda	Specific	
	Collaborate with interdisciplinary teams to secure additional grants focused on cancer research.	
	Use interdisciplinary collaboration to analyze data and demonstrate research findings from multiple perspectives.	
	Expand student involvement in research through participation in grant projects and conference presentations.	
	Attend local conferences and have students present posters on research findings to increase visibility and experience.	
	Measurable	
	Submit at least two grant proposals for cancer research with interdisciplinary collaborators by the end of the academic year.	
	Analyze and publish at least one study that incorporates perspectives from multiple disciplines within the next 12 months.	
	Increase student participation in research by involving at least five additional students in cancer-related projects by the end of the academic year.	
	Ensure at least three students present posters at local conferences each semester.	
	Achievable	
	Leverage existing partnerships across departments to identify grant opportunities and collaborators.	
	Assign faculty mentors to guide student researchers and ensure projects align with conference submission deadlines.	
	Schedule regular interdisciplinary meetings to review research progress and identify opportunities for data analysis.	
	Relevant	
	These goals align with the institution's mission to advance research,	

interdisciplinary collaboration, and student professional development.

Expanding research and student involvement enhances academic reputation and contributes to impactful community health initiatives.

Time-Bound

Submit grant proposals by the application deadlines of two funding agencies during this academic year.

Complete data analysis and submit findings for publication by the end of the calendar year.

Ensure increased student participation and conference attendance by the spring and fall conference seasons.

Track progress on these goals quarterly to ensure timely completion.

FINANCE (BACHELOR'S)

PROGRAM PITCH:

The BSBA in Finance at the Williamson College of Business Administration develops career-ready professionals with the technical expertise, industry experience, and strategic insight needed to thrive in today's financial sector. The program offers specialized concentrations in Certified Financial Planning (CFP) and Financial Management, aligning coursework with professional certification standards and reinforcing career preparation. Students gain exposure to data-driven financial decision-making through stock valuation projects and trading simulations using FactSet, MoneyGuidePro, and Excel-based modeling. The program's hallmark Student Investment Fund (SIF) is one of the largest student-managed funds in the nation, with assets exceeding $3.7 million. This experience allows students to actively manage a real investment portfolio, develop financial strategies, outperform market benchmarks, compete with top universities at the Quinnipiac Global Asset Management Education Forum and tour Morgan Stanley Headquarters in New York City, connecting with financial industry leaders. Finance case competitions, CFA research challenges, and business valuation projects like Penguin Shark Tank provide further opportunities to apply financial theories to real-world scenarios. Finance students play a key role in regional economic development, securing positions at KeyBank, PNC, Progressive Insurance, and the Federal Reserve, and contribute to financial literacy initiatives such as the Junior Achievement Stock Market Challenge, mentoring high school students in investment strategy and portfolio management. Faculty bring deep industry expertise, having worked in top financial institutions like PNC, and are leaders in research that focuses on corporate governance strategies, sustainable investment trends, and economic forecasting models. Graduates of the BSBA in Finance enter the workforce financially savvy, analytically skilled, and strategically prepared. Whether pursuing roles in wealth management, corporate finance, investment analysis, or risk assessment, they bring technical expertise, industry certifications, and real-world experience, making an immediate and lasting impact in the financial sector.

SMART GOALS

Goal	Action

2.4 Facilitate Practical Work Experiences and Placements	By Spring 2026, the Finance program will establish three new employer partnerships to create more internships and job placement opportunities for students.
3.3 Establish Faculty as a Source of Expertise	"1. By Fall 2025, and annually thereafter, ensure faculty meet or exceed AACSB qualification standards. Success will be measured by faculty qualification data in Finance, with at least 40% classified as Scholarly Academics (SA) and at least 60% as SA, Practice Academic (PA), or Scholarly Practitioner (SP). Achievability depends on reassigned research time and financial support for research and professional development. This initiative supports institutional goals to enhance faculty expertise and industry engagement.
	2. By Fall 2025, and annually thereafter, ensure faculty in Finance who meet Scholarly Academic (SA) standards receive reassignment time to support research production and dissemination. Success will be measured by the percentage of SA-qualified faculty granted reassignment time and their documented dissemination efforts. Achievability depends on institutional funding, workload planning, and faculty engagement. This initiative aligns with strategic priorities to enhance research impact and industry relevance.
	3. By Spring 2026, and annually thereafter, ensure faculty in Finance will actively disseminate research to practitioner audiences to enhance visibility and impact. Success will be measured by 100% of faculty utilizing reassignment time incorporating a dissemination plan. Reassignment proposals must outline specific dissemination strategies, and the college and university will establish sustainable tactics, including partnerships with media outlets, to facilitate ongoing research sharing. Achievability depends on institutional support and faculty engagement in industry-relevant channels.
	4. By Fall 2026, and annually thereafter, ensure funding supports faculty research initiatives, including data collection, software, publication costs, and conference attendance (academic or industry), and for dissemination. Success will be measured by 100% of faculty for faculty in Finance engaging in funded activity within a cumulative five-year window. Achievability depends on institutional budget allocations, external grants, and faculty engagement. This initiative aligns with strategic priorities to enhance research productivity and industry relevance.
	5. By Fall 2025, and annually thereafter, ensure funding supports practice-oriented professional development for Instructional Practitioner (IP) faculty, including continuing education opportunities, upskilling/reskilling, achievement of industry recognized certifications, and conference attendance (industry). Success will be measured by 100% of IP faculty engaging in funded activity within a cumulative five-year window. Achievability depends on institutional budget allocations, external grants, and faculty engagement. This initiative aligns with strategic priorities to enhance faculty expertise and industry relevance.

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1.4 Increase online learning opportunities	By Spring 2026, the Finance program will integrate LinkedIn Learning, Blackboard Ultra, and/or LOOM to improve engagement and accessibility.
2.1 Enhance Digital Literacy and Technological Proficiency	By Fall 2025, the Finance program will incorporate two industry-standard software platforms (e.g., FactSet, EDGAR, Federal Reserve) into its curriculum, ensuring students graduate with relevant technical skills.

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FIRST YEAR ENGINEERING (BACHELOR'S)

PROGRAM PITCH:

YSU's First-Year Engineering Program is your gateway to becoming an innovative engineering leader, offering a strategic pathway to explore and launch your engineering career. Through our three-course sequence, you'll discover your perfect fit among five ABET-accredited engineering majors: Chemical, Civil, Electrical, Industrial, or Mechanical Engineering. Our hands-on program combines real-world engineering analysis using industry-standard tools like Excel and MATLAB with collaborative projects that mirror professional practice. You'll develop essential professional skills while building connections with industry partners at our STEM Expo, where leading employers actively recruit our students for internships. Our inclusive, supportive environment eases your transition from high school to college-level engineering studies, equipping you with the technical foundation, professional network, and confidence to excel in your chosen engineering field. The program's proven track record helps students make informed decisions about their engineering pathway, with graduates successfully advancing into specialized engineering majors and securing competitive internships that launch their careers.

SMART GOALS

Goal	Action
Major Selection and Career Development	• Guide students in selecting from five engineering disciplines: Chemical, Civil, Electrical, Industrial, and Mechanical • Develop professional skills through resume building and STEM Expo networking • Enable informed decisions about engineering as a career path
Technical Competency	• Master engineering data analysis using Excel and MATLAB • Apply analytical skills through hands-on projects • Develop technical communication through presentations and reports
Professional Development	• Build collaborative skills through group projects • Strengthen written and oral communication • Foster inclusivity and teamwork in engineering practice
Academic Success	• Support transition to college-level engineering coursework • Establish foundation for upper-division engineering studies • Develop time management and study skills

FORENSIC SCIENCE (BACHELOR'S)

PROGRAM PITCH:

The Forensic Science program at Youngstown State University prepares students to excel in addressing forensic science needs at community, regional, national, and international levels. By providing a strong foundation in the natural sciences and emphasizing theoretical, practical, and research methods, the program equips students with the professional competence needed to meet the evolving demands of the field.

Graduates are prepared for advanced study or careers in public and private laboratories, agencies, and departments. The program inspires students to achieve their highest potential while contributing to the advancement of forensic science and addressing the needs of a dynamic and complex society.

SMART GOALS

Goal	Action
Goal 4: Become recognized as one of the premier Forensic Science Programs in the state	(1) By Fall 2025, meet with appropriate YSU personnel to begin exploration of establishing an improved workspace designated for practical crime scene exercises (2) Following the addition of another full-time Forensic Science faculty member, create and disseminate promotional materials that emphasize the strengths and accomplishments of the Forensic Science program and alumni
Goal 1: Maintain a curriculum grounded in the natural sciences and aligned with the professional and accreditation standards in order to prepare Forensic Science graduates for direct admission to advanced programs or entry-level careers	(1) By Spring 2026, review 20% of the Forensic Science courses to ensure that content is current, aligned with existing industry standards, and allows for applied learning (2) Beginning in Fall 2025, perform a biennial review of the curriculum to ensure consistency with accreditation recommendations

Goal 2: Maintain a high-quality and broad-based curriculum that optimizes student experience	(1) By Spring 2026, offer new Forensic Science course offerings explicitly developed to emphasize the academic strength of faculty members (2) By Spring 2026, add course content related to QA/QC procedures and policies to FSCI 3716 course
Goal 3: Offer a variety of meaningful internship opportunities for Forensic Science students	(1) By Spring 2026, create a database of historical and potential internship sites with relevant agencies in order to provide a wide range of internship options for students (2) Add one potential internship site per academic year to the internship database

GENERAL STUDIES (BACHELOR'S)

PROGRAM PITCH:

The Bachelor of General Studies program (BGS) at YSU is a degree completion program designed for students who have earned a significant amount of college credits but no bachelor's degree. BGS provides students with a degree completion option that maximizes the use of the credits they have earned and minimizes the path to completion of a degree. The BGS degree at YSU allows for ultimate flexibility in bachelor's degree completion and can be completed fully online if needed or desired.

The Bachelor of General Studies degree also offers students an opportunity to utilize Prior Learning Assessment Credit (PLA) towards degree completion hours. PLA is credit awarded to a student based on their professional experience. This includes documented trainings and certifications, department challenge exams, and experience gained on the job that is equivalent to college level learning.

Rather than one major, the Bachelor of General Studies degree is comprised of two areas of concentration. This enables the student to diversify their education and skills giving them an interdisciplinary perspective and edge. Through the concentrations and required Capstone course, BGS students will gain the ability to apply a variety of desirable skills such as critical analysis, communication, problem solving, and synthesis of information across disciplines. Concentrations can be as broad or specific as the student desires providing maximum flexibility to degree completion.

BGS students work closely with an academic advisor to determine their concentrations and path to BGS degree completion. Students who have earned an A.A. or an A.S. degree have automatically fulfilled all General Education Requirements for the BGS degree. Associates degrees in any area can potentially be embedded into the BGS degree. (AABA, AAS Pre K, ADN). This gives a student enrolled in a two-year program and pursuing a more technical career path the opportunity to utilize those credits towards completion of a bachelor's degree. An associates degree in any area also fulfills one of the two areas of concentration required for the BGS degree.

SMART GOALS

Goal	Action

Improve student outcomes and completion.	Review course ordering to improve scaffolding and improved capstone completion in fall 2025. Evaluate and update capstone course to break it into two courses to "chunk" the capstone project and improve student completion. This should begin in fall 2025, with an evaluation in spring and fall 2026.
Improve integration of program with career readiness and graduate school preparation upon graduation.	Create professional development unit for capstone course to prepare students for post-graduation life in spring 2026; Work with YSU Career Services to create activities for students that will focus on exhibiting their strengths to possible employers/graduate school programs while showing how to critique their weaknesses, spring 2026.
Increase alumni outreach.	Send out a "sign-up" sheet that will open up the possibility of a BGS student to be a contact person for possible internship opportunities, fall 2025 Create tracking system to create an alumni network. spring 2026 Use the alumni list to start outreach to improve student internship opportunities, fall 2026

GEOGRAPHY (BACHELOR'S)

PROGRAM PITCH:

In keeping with the mission of Youngstown State University, the YSU Geography and Urban-Regional Studies Program fulfills the YSU Mission in the following ways:

- Innovative lifelong learning experiences that inspire individuals, enhance futures, and enrich lives:
- The geography degree equips students with tools needed for the continued exploration of our planet. The geography mantra of "What is it and why is it there," is a mobile concept alumni can apply regardless of where their personal or professional lives take them.
- Students are instructed in the use of emerging technologies in Geospatial analysis and the use of scientific, social science, education, and business approaches to spatial analysis. These geographic principles drive decision-making that meets government, business, and societal needs.
- Empowering students to discover, disseminate, and apply their knowledge.
- Students explore, discover, and understand conditions associated with "place and location," and use technology to disseminate and apply the knowledge they gain through study and research.
- Enriches the region by fostering collaboration and advancement of civic, scientific, and technological development.
- The Geography and Urban-Regional Studies faculty, staff, and students routinely:
- Collaborate with fellow YSU faculty members in joint teaching and research efforts.
- Support K-12 teacher education initiatives.
- Engage in collaborative efforts with local, regional, national, and international colleagues.

SMART GOALS

Goal	Action
Improve Curricular Efficiency	• Complete curricular revision • Develop a 2-year course rotation • Look for ways to reduce independent study courses
Improve Student Success rates	• Lead discussions on departmental DFW rates • Encourage use of early alert systems for struggling students • Engage in departmental discussion of courses assessments

Increase use of technology to enhance "field" experiences in the program	• Introduce use of lidar to courses and show relevance to Geography • Pilot program using VR headsets for virtual field experiences
Strengthen Community engagement and collaboration	continue close association of the Capstone class and Internships with communities within Colombiana county explore new partnerships within the local community through internships, capstone, and increased workshop opportunities
increase enrollment	explore the online degree option for geography recruitment of students through general studies classes incorporated graduate level classes into the proposed MS in data science and statistics

GEOLOGY (BACHELOR'S)

PROGRAM PITCH:

The Geology program at Youngstown State University prepares students for rewarding careers and advanced study in environmental geology, geophysics, engineering geology, energy resources, and geospatial technology. Through a strong foundation in geology fundamentals and hands-on experiential learning—including fieldwork, applied courses, and faculty-directed research—students develop the skills needed to address complex challenges related to water, mineral, and energy resources.

Dedicated to student-centered education, research, and community service, the program empowers graduates to contribute meaningfully to their professions and to the understanding and sustainable management of Earth's resources in an ever-changing world.

SMART GOALS

Goal	Action
To secure ongoing funding for high-profile community engagement, to maintain equipment, exhibits, and staffing levels (both full-time and student assistants), supporting its mission to deliver unique science education experiences for YSU students, K-12 school groups, and the general public.	Museum Specialist Funding for Mineral Museum: Securing long-term funding for the Mineral Museum is critical to its future success, including making the Museum Specialist role full-time. Efforts to secure such funding through endowments are ongoing. Long-Term Funding for Mineral Museum Operations: Continuous funding for the upkeep, maintenance, and outreach materials of the Mineral Museum (including kits for local schools) is essential for the museum's continued operation. This remains an ongoing priority.
Increase the number of declared geology majors at a rate 50% per year	Faculty recruitment. In this case, lecturer Spieler.

GOAL: GET THE GEOLOGY PROGRAM ON A SUSTAINED GROWTH TRAJECTORY Modify curriculum to place greater emphasis on technology applications in geology	Establish BS Applied Geology curriculum Addition of these core courses: GEOL 2600: Geology in the Field GEOL 3708: Geological Field Methods GEOL 3755: Geological Research Methods and Data Analysis Addition of five applied geology upper division electives courses to eight existing applied geology upper division elective electives: GEOL 3710: Petroleum Geology of the Appalachian Basin GEOL 3715: Advanced Environmental Geology GEOL 4806: Engineering Geology GEOL 4825: Geophysical Well Log Analysis GEOL 5808: Introduction to Energy Resources Expanded Department geophysical instrumentation Up graded existing ground penetrating radar instrument Secured donation of six different geophysical instruments from private industry
Distinguish the YSU geology program from programs at competing regional institutions	Establish BS Applied Geology curriculum Addition of these core courses: GEOL 2600: Geology in the Field GEOL 3708: Geological Field Methods GEOL 3755: Geological Research Methods and Data Analysis Addition of five applied geology upper division electives courses to eight existing applied geology upper division elective electives: GEOL 3710: Petroleum Geology of the Appalachian Basin GEOL 3715: Advanced Environmental Geology GEOL 4806: Engineering Geology GEOL 4825: Geophysical Well Log Analysis GEOL 5808: Introduction to Energy Resources Expanded Department geophysical instrumentation Up graded existing ground penetrating radar instrument Secured donation of six different geophysical instruments from private industry

Increase student participation in faculty-directed research	Goal: Pair Undergraduate Students with MS Environmental Science Students to Enhance Research Opportunities
	Purpose-Focused Goal:
	The goal is to foster collaboration between undergraduate students and MS Environmental Science students to enhance hands-on research experiences, skill development, and mentorship. This initiative aims to bridge the gap between undergraduate and graduate-level research, helping students gain practical experience in environmental science while contributing to ongoing faculty research programs.
	Measurable Milestones:
	• Year 1 (Starting Fall 2025):
	o Establish partnerships between at least 10 undergraduate students and MS Environmental Science students, ensuring that students from both levels collaborate on at least 3 ongoing faculty-led research projects.
	o Develop a structured mentorship program where each MS student serves as a research mentor to an undergraduate student, guiding them through the research process.
	• Year 2 (Fall 2026):
	o Increase student participation to 15 undergraduate students paired with MS students, expanding research involvement across 5 faculty research projects.
	o Track and report the impact of this collaboration on undergraduate student performance, with at least 50% of participating undergraduates presenting research findings at department or national conferences.
	• Year 3 (Fall 2027):
	o Expand the program to include a wider variety of faculty research projects, ensuring that all participating MS students are matched with at least two undergraduate students for mentorship.
	o Aim for 100% of undergraduate participants to contribute to a peer-reviewed publication or conference presentation related to their research collaboration.
	Recruitment of Students for Faculty Research Programs
	Purpose-Focused Goal:
	The goal is to recruit undergraduate students to assist in faculty research programs, ensuring that students actively contribute to academic research and gain valuable experience to prepare them for graduate studies and careers in environmental science.
	Measurable Milestones:
	• Year 1 (Starting Fall 2025):
	o Recruit at least 10 undergraduate students to assist in faculty research programs in the Environmental Science department.
	o Develop a formal recruitment process for students to apply for research assistantships, ensuring that students from diverse backgrounds are considered.
	• Year 2 (Fall 2026):
	o Increase recruitment efforts, targeting a minimum of 15 students to participate in research assistantships, with at least 30% of students coming from underrepresented groups in environmental sciences.

o Provide students with opportunities to present their research in department seminars or at regional research conferences.
• Year 3 (Fall 2027):
o Expand the program to include more faculty across disciplines, aiming to involve at least 20 undergraduate students in faculty-led research projects.
o Aim for at least 50% of participating students to secure internships or graduate school opportunities through their research involvement.

Increase the number of declared geology majors at a rate 50% per year (4-6) (6-9) (9-14)	Purpose-Focused Goal: The goal is to expand and enhance the geology program through student engagement, curriculum updates, and hands-on experiences to attract more students into the geology major. This initiative includes upgrading facilities, creating exciting general education courses for non-majors, and promoting professional student organizations, with a target of increasing declared geology majors by 50% each year. Strategy and Measurable Milestones: Expand and Update Rock Lab: Progress Measure: The rock lab has added approximately $20,000 in new equipment, improving hands-on experiences for students. Next Steps: Work with the STEM Dean on upgrading the physical infrastructure (electricity and water) to better support lab activities. Planned Addition: Addition of a Ward Jet A1212 CNC materials cutting machine for advanced student projects. Develop GEOL 1503: Rock Studio – Understanding Geology Through Lapidary Experiences (for Non-Majors): Progress Measure: The course GEOL 1503 is currently under review by the University General Education Committee. This course is designed to engage non-majors in geology through hands-on lapidary experiences. Next Steps: Once approved, GEOL 1503 will be offered as part of the general education curriculum. The course is expected to attract non-major students, increasing their interest in geology and potentially inspiring future geology majors. Promote AIPG Student Chapter: Progress Measure: Faculty will actively promote the student chapter of the American Institute of Professional Geologists (AIPG) to engage students in professional development and networking. Next Steps: Encourage student participation in AIPG events, which will help foster community and raise the profile of the geology program. Increase Declared Geology Majors: Current Status (as of 6/13/23): Spring 2022: 15 declared geology majors. Spring 2023: 19 declared geology majors (a 25% increase). Additional students on the admit list express interest in geology. Target:

Increase the number of declared geology majors by 50% annually, aiming for a 30% increase in student enrollment by Fall 2024.
Next Steps:
Once GEOL 1503 starts running two sections per semester, this course is expected to significantly boost student interest in geology, contributing to future enrollment increases.
By Fall 2024, expect a further rise in the number of declared majors, with an initial goal of reaching 30 declared geology majors.

Ongoing Evaluation and Adjustments:
Progress Measure:
The program will be continuously evaluated based on the number of geology major declarations and student enrollment trends.
Next Steps:
Monitor student enrollment after each semester's course offerings and adjust recruitment strategies to maintain the 50% annual growth target.

Expected Outcome:
By focusing on engaging hands-on experiences, creating appealing courses for non-majors, and promoting professional involvement, the program expects to achieve a 50% increase in declared geology majors each year, with measurable growth beginning in Fall 2024. The combination of facility upgrades, exciting new coursework, and increased student engagement is expected to continue the upward trajectory of geology program enrollment.

Improve student retention at a rate of 50% per year (most recent is 75%for 2019)	**Purpose-Focused Goal:** The goal is to enhance student retention in the Geology program by implementing proactive measures, refining assessment tools, and evaluating course sections for continuous improvement. This initiative aligns with broader goals of increasing declared geology majors and ensuring that students progress successfully through the program. **Strategy and Measurable Milestones:** Monitor and Address DFW Rates: Progress Measure: The STEM College has implemented a strategy to monitor DFW (Drop, Fail, Withdraw) rates in each course section, with a maximum cutoff rate of 25%. Course sections exceeding this threshold will be evaluated for improvement strategies. Next Steps: Faculty will review and analyze DFW data regularly to identify courses or sections with higher than acceptable rates. Develop targeted strategies to improve these sections, such as providing additional support, tutoring, or modifying course delivery methods to enhance student understanding and engagement. Use CRM Advise for Student Success: Progress Measure: All course sections in Physics are currently using CRM Advise to track students' academic progress and encourage early intervention. The system helps identify students at risk of low performance and informs the program administration of steps being taken to help improve student achievement. Next Steps: Implement CRM Advise across all Geology courses to identify at-risk students early. The system will be used to suggest interventions like study groups, office hours, or tutoring sessions to improve retention and academic success. Revamp Geology Program Assessment: Progress Measure: The Geology program assessment tools will be revamped to better evaluate student achievement. This includes developing new assessment measures to track student performance throughout their academic journey and provide more targeted feedback. Next Steps: Review existing assessment tools and revise them to better align with student retention goals. Integrate qualitative and quantitative data from assessments to make informed decisions about improving course content and teaching strategies. Implement Targeted Retention Strategies: Progress Measure:

In line with the goal of improving retention by 50% per year, the program will implement tailored retention strategies, such as student mentoring, faculty-student engagement activities, and proactive academic advising.

Next Steps:

Foster stronger relationships between faculty and students through personalized advising and mentorship programs.

Continue to engage students through extracurricular activities, like the AIPG student chapter, to enhance community and student support networks within the department.

Evaluate Progress Annually:

Progress Measure:

Student retention rates will be tracked and evaluated annually. The most recent retention rate for the Geology program is 75% (2019). The goal is to increase this retention rate by 50% each year.

Next Steps:

Regularly assess retention data and adjust interventions as needed. For example, if a section of the program has low retention, the program will investigate the causes (academic struggles, lack of engagement, etc.) and adapt strategies to better support students.

Collaborate with STEM College on Retention Strategies:

Progress Measure:

Continued collaboration with the STEM College's broader retention strategies, including their DFW rate management program and CRM Advise, will help integrate successful strategies across departments.

Next Steps:

Work closely with the STEM College to share best practices and implement joint initiatives that promote student retention across all science-related programs.

HEALTH AND HUMAN SERVICES (MASTER'S)

PROGRAM PITCH:

The Master of Health and Human Services is research and applied focused program. It's core faculty conduct grant funded research and sponsored programs, regularly publish in peer reviewed journals and present at state, national, and international research conferences.

Our faculty are established researchers and is well connected with grant funders, donors, state and national organizations dedicated to applied research in gerontology and healthcare administration.

Students are expected to do an internship or thesis. The internship has multiple options based on the student's career goals. They include health promotion: Working with organizations such as YSU athletics on sports performance and health and wellness for student athletes. Working with the YMCA, Cleveland Clinic and the YMCA of Youngstown.

Health Informatics: Students work to work with large health related data sets and Electronic Medical Records to help healthcare organizations analyze, interpret, and act upon evaluation findings.

Healthcare Administration: Health care administration is a growing field. Our students can learn and apply the leadership skills to work in healthcare administration across the entire spectrum of services and supports. This includes home and community-based services, hospital, assisted living, and skilled nursing facilities. Students can become Health Services Executives (HSE) through our nationally accredited program. This allows students to sit for licensure across the United States. The Administrator in Residence is an immersive 1,000-hour internship

Our program gives students the skillsets to learn and apply the NAB domains of practice in Apply the four domains of practice (Care, Services and Supports; Operations; Environment and Quality; Leadership and Strategy) to skilled nursing facilities, assisted living facilities and home and community-based care.

Our health promotion track allows students to work in many settings and pairs nicely with dietetics, exercise science, and other health related bachelors' degrees. Health Promotion: Working with organizations such as YSU athletics on sports performance and health and wellness for student athletes. Working with the YMCA, Cleveland Clinic and the YMCA of Youngstown.

Our MHHS program helps students learn the methods, concepts, and applications of health promotion, health informatics, and healthcare administration. This occurs through class projects and internships. Students have the critical thinking, applied,

and communication skills to be successful in health promotion, informatics, and administration.

Continue to allow research and participation of our faculty in state and national conferences within health and human services related organization. Leadership positions by our faculty have allowed us to shape the future of marketing, research, and teaching involving/ our three tracks.

SMART GOALS

Goal	Action
Enhance the marketing of this online masters program to increase recruitment.	Work with YSU marketing on creating an improved website and marketing materials. Have hired as student assistant to help with social media marketing, Increased use of Linked-In. Engage part-time faculty to assist with social media push
Develop and Expand the Health infomatics certificate in this program	Implement a portfolio into the student coursework in this track. Increase the recruitment of CSIS Masters students into the informatics certificate through discussions with faculty.
Improve recruitment and retention of students. Recruit additional students into the established certificates.	Certificates are finalized for Applied Aging Across the Lifecourse. There needs to be a plan shared with BCHHS advisors and BCLASSE advisors for this to be "marketed" to the students. Introduce the Undergraduate certificate in applied aging to the appropriate associate and bachelors majors.
Discuss with faculty the internship process, the course, the student experience, and accountability	Currently this process is not well defined, or well organized. A curriculum retreat has been scheduled for 12/2023 and this will be a topic for discussion.

HEALTH SCIENCES (DOCTORAL)

PROGRAM PITCH:

Our Health Sciences program prepares students with the knowledge and research skills required to become independent researchers who can effectively work within an interdisciplinary research team in an academic, clinical, or industrial environment. Our graduates are also very effective, evidenced-based educators whether to students, clients/patients, or community health partners.

SMART GOALS

Goal	Action
Consistently graduate 3-5 students per year resulting in 9-15 journal article submissions with a 75% publications rate on these projects	Facilitate completion of the graduate requirements through rapid turnaround of all written products by students in dissertation phase. Turnaround time from committee members to be 2 weeks or less. Recruit additional committee chairs from full time faculty
During 2025, the program will transition to an online option allowing us to attract outstanding students from excellent universities around the United States.	Complete the approval process through YSU and the State. Once approved increase recruitment through marketing the program.
Graduate the first students with the PhD while attaining all program SLOs.	Facilitate completion of the graduate requirements through rapid turnaround of all written products by student in dissertation phase. Turnaround time from committee members to be 2 weeks or less.

HISTORY (BACHELOR'S)

PROGRAM PITCH:

History is not a static or backward-looking discipline, but rather one that actively engages with and informs real-world, present-day concerns. Rather than simply memorizing and collecting facts, historians compose narratives that interpret past events and provide essential context to every arena of contemporary life, including society, politics, and economics. History students train in the application of critical analysis to the interpretation of evidence—which may include any and all examples of human labor, thought, and creativity. As a result, history is an inherently interdisciplinary field that grounds collaborations across the liberal arts and humanities. Most importantly, history students train to effectively communicate their findings to diverse audiences in a variety of formats, including print and digital publications, exhibitions, and presentations. History graduates are prepared to be informed citizens, active in civic affairs as well as in the social and cultural lives of their communities. Their specialized skills in research, analysis, and interpretation are sought after by employers in government, law, business, communications, and non-profit organizations, especially in education, libraries, archives, and museums.

The History Program at YSU sustains important social, cultural, and economic institutions in the Mahoning Valley. Through its internship programs, annual conference, community-engaged courses, and public service projects, the YSU history program offers students a hands-on, meaningful educational experience that not only supports their professional development but also enhances the quality of life in the region. The YSU History Program is the only university program in the entire state to operate as a historic site management partner with the Ohio History Connection (the State Historical Society). Through this partnership, the History Program manages the Youngstown Historical Center of Industry and Labor (Steel Museum). This special relationship provides students with unique learning experiences, including museum-based class projects, internships, and employment. The museum is our primary vehicle for established and growing relationships with area businesses from the WOW Center to Vallourec Steel. The History Program also serves as one of eight rotating host sites for the AmeriCorps Ohio History Service Corps program. Not only does the program often employ YSU graduates, but it also provides training and support for local historical societies throughout the Valley. Through its community-engaged courses, the YSU History Program supports other non-profits, including the Trumbull County Historical Society, the Mahoning Valley

Historical Society, and the Youngstown Area Jewish Federation. By nurturing these community partnerships, the YSU History Program provides students with competitive, marketable professional experience as well as direct job placement. Finally, by hosting the annual Waksmunski-Starr Memorial Conference, the History Program fosters and incentivizes original student research. It provides a peer-review setting for all YSU students to showcase their research, hone their communication skills, and network with fellow students from other colleges and universities.

The strength of the program rests on the integration of traditional instruction with community-engaged, career-oriented curriculum, enhanced by its partnerships with the Ohio History Connection, the Steel Museum, and a variety of other community organizations. Its emphasis on cultural history and the public application of historical scholarship prepares students for productive careers and impactful lives.

SMART GOALS

Goal	Action
Continue Marketing push for increased enrollment over next 3 to 5 years (100% increase)	Continuing to present at Penguin Preview Day Updating brochures for students (fall 2026) brochures and information at History Day and Steel Museum (Spring 2025)
Build student enthusiasm by exposing them to complimentary perspectives on disciplinary themes.	Develop new team taught and cross-listed courses anthropology and history on Pre-Contact Americas (Fall 2025) history and geography on Environmental History (spring 2026) history and literature on Russian history/literature (AY 26-27) history and literature on Irish history/literature (AY 26-27) meet and greet with the English department (Spring 2026) to discuss potential collaborations

Raise the number of students taking internships outside of the History Practicum	1. 5 in 25/26 and 10 the year after. 2. Increase collaboration with local Historical Societies in Mahoning and Trumbull counties i. both for internships and research opportunities ii. increased number of local cemeteries interested in documenting grave locations and remains, increased requests for story maps of cemeteries Iiii. ocal community members are reaching out to work with the department on private property family cemeteries

Increase participation in the annual Waksmunski-Starr Memorial Conference over the next 3 yrs	2024-2025 – reformatted the conference – changes below resulted in increase to 49 participants (20% increase) Name change and date held Hosted an abstract workshop with Honors College Added posters and capstones sessions Added virtual sessions for General Studies and other online programs Promoted through the Office of Research Services 2025 – 2026 In person visitation by Amy Fluker to other departments (expanding on success with English, Honors, ITL) to describe the conference and student benefits Increase number of capstone students in other disciplines (political science, communication, international programs, etc) Add a virtual session for international contributors 2026-2027 goal for participation – 100 students Continue outreach on campus Continue to contact other institutions regionally Post on Council on Undergraduate Research (international website for undergraduate research all disciplines)
Improve Curricular Efficiency	• Complete curricular revision • Develop a 2-year course rotation • Look for ways to reduce independent study courses
Grow enrollment	• Actions: Leverage History Day event in April, including with literature and an info table for the 300 or so middle and High School students at the event. • Increase presence at YSU new student orientation events.
Expand internships	• Actions: create general history internship section offering three credits toward degree for interning in non-applied history situations (we only offer applied History internship, currently). • Explore options for new partnerships in the local community.

Increase community engagement through classes, workshops, and internships	development of classes for the CEL designation proposal of workshops	
Steel Museum writing a grant for holographic equipment - digital Steel Town ambassador	working with YSU grant and research office to prepare and submit grant (Fall 29)	
Host History Day majors fair	History Day 2025 workshop and/or major fair for participating high school students 1. Pilot run major 2025 with full roll out March 2026	

HISTORY (MASTER'S)

PROGRAM PITCH:

The Graduate Program in History offers rigorous, broad-based education with flexible applications across a wide range of rewarding career paths in education and research, law, media and journalism, consulting, business, and non-profits. It develops vital skills and perspectives not tied narrowly to specific and often transient jobs, technologies, or circumstances, but broadly applicable and always relevant in an ever-changing world. These include critical thinking, analytical and research skills, cogent argumentation and communication in both traditional and digital formats, historical imagination, and a deeper understanding of the human condition.

SMART GOALS

Goal	Action
Improve Curricular Efficiency	• Complete curricular revision • Develop a 2-year course rotation • Look for ways to reduce independent study courses
Increase enrollment	• Offer online and hybrid courses sufficient to allow path to degree entirely by distance learning. • Better advertise our status as lowest cost History MA in Ohio and fourth nationally. • Create American Studies track within History MA that would allow students to bring select courses in from other YSU graduate programs.
Increase paths to degree	• Similar to goal 2 (minus reference to advertising).

HUMAN RESOURCE MANAGEMENT (BACHELOR'S)

PROGRAM PITCH:

The BSBA in Human Resource Management at the Williamson College of Business Administration develops career-ready HR professionals through a dynamic combination of industry certification, hands-on learning, and professional networking, preparing students to navigate complex HR challenges. Aligned with the Society for Human Resource Management (SHRM) Body of Applied Skills and Knowledge, the program ensures graduates are equipped with strategic HR expertise, ethical leadership, and a data-driven approach to workforce management. The program integrates SHRM-CP certification preparation, giving graduates a competitive advantage in the job market. Faculty-led applied learning projects allow students to develop HR strategies for real businesses, negotiate labor agreements, and design compensation structures, bridging classroom knowledge with practical workforce solutions. Students gain real-world HR experience through internships, consulting projects, and professional development initiatives, with nearly all HR students securing internships that frequently lead to full-time employment. The award-winning SHRM Student Chapter at YSU offers students direct engagement with HR professionals, alumni, and industry mentors. Through events like Shadow Day, HR Games, and networking mixers, students build professional connections, gain leadership experience, and access career opportunities. HR students and faculty play a vital role in regional economic development, supporting businesses through workforce planning, recruitment strategies, and HR consulting projects. Employers consistently praise YSU HR graduates for their professionalism, strategic insight, and SHRM certification readiness, reinforcing the program's reputation for producing top-tier HR talent. Faculty contribute to cutting-edge research in leadership, employee well-being, and workplace policies, influencing HR practices and policy development. Community engagement is a key focus, with students participating in volunteer initiatives, employer networking events, and leadership interviews with HR executives. Graduates of the BSBA in Human Resource Management leave certified, well-connected, and prepared to lead. Whether pursuing careers in talent acquisition, employee relations, compensation, or corporate HR leadership, they bring strategic expertise, real-world experience, and a commitment to workforce excellence, making an immediate impact on organizations and communities.

SMART GOALS

Goal	Action

| 3.3 ESTABLISH FACULTY AS A SOURCE OF EXPERTISE | 1. By Fall 2025, and annually thereafter, ensure faculty meet or exceed AACSB qualification standards. Success will be measured by faculty qualification data in Human Resource Management, with at least 40% classified as Scholarly Academics (SA) and at least 60% as SA, Practice Academic (PA), or Scholarly Practitioner (SP). Achievability depends on reassigned research time and financial support for research and professional development. This initiative supports institutional goals to enhance faculty expertise and industry engagement.

2. By Fall 2025, and annually thereafter, ensure faculty in Human Resource Management who meet Scholarly Academic (SA) standards receive reassignment time to support research production and dissemination. Success will be measured by the percentage of SA-qualified faculty granted reassignment time and their documented dissemination efforts. Achievability depends on institutional funding, workload planning, and faculty engagement. This initiative aligns with strategic priorities to enhance research impact and industry relevance.

3. By Spring 2026, and annually thereafter, ensure faculty in Human Resource Management will actively disseminate research to practitioner audiences to enhance visibility and impact. Success will be measured by 100% of faculty utilizing reassignment time incorporating a dissemination plan. Reassignment proposals must outline specific dissemination strategies, and the college and university will establish sustainable tactics, including partnerships with media outlets, to facilitate ongoing research sharing. Achievability depends on institutional support and faculty engagement in industry-relevant channels.

4. By Fall 2026, and annually thereafter, ensure funding supports faculty research initiatives, including data collection, software, publication costs, and conference attendance (academic or industry), and for dissemination. Success will be measured by 100% of faculty for faculty in Human Resource Management engaging in funded activity within a cumulative five-year window. Achievability depends on institutional budget allocations, external grants, and faculty engagement. This initiative aligns with strategic priorities to enhance research productivity and industry relevance.

5. By Fall 2025, and annually thereafter, ensure funding supports practice-oriented professional development for Instructional Practitioner (IP) faculty, including continuing education opportunities, upskilling/reskilling, achievement of industry recognized certifications, and conference attendance (industry). Success will be measured by 100% of IP faculty engaging in funded activity within a cumulative five-year window. Achievability depends on institutional budget allocations, external grants, and faculty engagement. This initiative aligns with strategic priorities to enhance faculty expertise and industry relevance. |

2.2 INTEGRATE INDUSTRY-RECOGNIZED CERTIFICATIONS	1. By every three years, the Human Resource Management program will ensure all HR faculty maintain SHRM (Society for Human Resource Management) certification and engage in continuing education activities. Success will be measured by 100% faculty compliance with SHRM certification renewal and participation in at least one professional development activity per year. This initiative ensures students receive instruction from faculty with up-to-date HR expertise and best practices.
	2. By the 2025-26 academic year, the Human Resource Management program will permanently embed SHRM-CP certification preparation into MGT 4844. Success will be measured by syllabus updates that include SHRM-CP exam preparation materials, case studies, and practice tests. Additional benchmarks include ensuring alignment with SHRM-CP certification requirements and incorporating real-world HR scenarios to strengthen student readiness for certification.
	3. By Spring 2026, the Human Resource Management program will expand SHRM-CP certification opportunities to graduate students in the OMBA program and the local business community. Success will be measured by integrating SHRM-CP certification preparation into OMBA coursework, launching at least two specialized workshops on advanced HR topics, and partnering with at least three local businesses or HR organizations to promote SHRM-CP certification. This initiative ensures that both students and community members have access to career-enhancing HR credentials.
	4. By Fall 2025, the Human Resource Management program will increase student support initiatives to encourage HR majors to pursue SHRM certification. Success will be measured by the implementation of study groups, information sessions, and a mentorship program that pairs students with SHRM-certified alumni or HR professionals. This initiative enhances certification success rates by providing structured guidance and peer support.

| 3.2 DELIVER CURRICULA WITH INDUSTRY STANDARDS | 1. By Fall 2025, the Human Resource Management program will maintain SHRM (Society for Human Resource Management) Body of Knowledge alignment by continuously updating course content to reflect the latest industry standards. Success will be measured by annual curriculum audits, student performance data analysis in SHRM-aligned courses, and implementation of at least two curriculum enhancements per year based on SHRM updates. This initiative ensures the program remains industry-relevant and enhances student preparedness for HR careers.

2. By Spring 2026, the Human Resource Management program will integrate advisory board insights into curriculum updates and strategic planning on an annual basis. Success will be measured by documented curriculum changes based on advisory board recommendations, with a goal of implementing at least three advisory board-driven improvements per year. This initiative strengthens the connection between academia and industry, ensuring graduates are equipped with the most relevant HR competencies. |
|---|---|
| Goal 3.4 COLLABORATE WITH INDUSTRY & COMMUNITY ORGANIZATIONS | By Fall 2025, the Human Resource Management program will establish a formal partnership with the Western Reserve Chapter of SHRM to enhance industry collaboration. Success will be measured by completing initial outreach and securing an agreement for ongoing engagement. This initiative strengthens networking opportunities, provides access to industry expertise, and fosters collaborative efforts benefiting students and professionals. Required resources include dedicated staff time for outreach and relationship management, as well as potential funding for joint initiatives. |

INDUSTRIAL & SYSTEMS ENGINEERING (BACHELOR'S)

PROGRAM PITCH:

The Bachelors in Industrial and Systems Engineering program at Youngstown State University prepares students to become future leaders in the field by delivering a transformative educational experience. Through rigorous coursework, cutting-edge research opportunities, and robust industry partnerships, the program fosters critical thinking, advanced problem-solving skills, and a commitment to continuous improvement.

Dedicated to innovation and collaboration, the program equips graduates to optimize complex systems while adhering to the highest ethical standards. By integrating advanced technologies and practical applications, students are empowered to make meaningful contributions to industry and society, addressing the evolving challenges of a dynamic global landscape.

SMART GOALS

Goal	Action
Enhance Curriculum	Specific: Integrate data analytics, advanced manufacturing, and human-centered design modules into the core ISE curriculum.
	Measurable: Increase the number of ISE courses incorporating these elements by 50% within 3 years.
	Achievable: Achieve this by securing funding for faculty development in these areas, partnering with industry experts to co-develop course content, and leveraging online learning platforms for flexible delivery.
	Relevant: This aligns with the vision of "revolutionizing ISE learning through a cutting-edge curriculum" and prepares graduates for Industry 4.0.
	Time-bound: Complete curriculum integration by the end of the 2026 academic year.

Expand Research Impact	Specific: Increase the number of collaborative research projects with international partners focused on sustainable development. Measurable: Secure 3 new internationally funded research projects in sustainability within the next 5 years. Achievable: Achieve this by actively participating in international conferences, fostering partnerships with universities and research institutions abroad, and hiring faculty with expertise in sustainable development. Relevant: This aligns with the vision of "spearheading collaborative research initiatives with global partners" to address global challenges. Time-bound: Secure the targeted research projects by the end of 2029.
Foster Diversity and Inclusion	Specific: Increase the representation of underrepresented groups (women, minorities) in the ISE program. Measurable: Increase enrollment of underrepresented groups in the ISE program by 25% within 5 years. Achievable: Achieve this by developing targeted outreach programs to high schools with diverse student populations, offering scholarships specifically for underrepresented groups, and creating mentorship programs to support their success. Relevant: This aligns with the vision of "empowering a diverse generation of global leaders" and the mission's commitment to diversity and inclusion. Time-bound: Achieve the target enrollment increase by the Fall 2029 semester

Strengthen Industry Partnerships	Specific: Establish a formal Industry Advisory Board to provide input on curriculum development and student career opportunities
	Measurable: Form an Industry Advisory Board with at least 5 members from diverse industry sectors within 2 years.
	Achievable: Achieve this by reaching out to industry leaders and alumni, organizing networking events, and offering incentives for participation (e.g., research collaborations, access to student talent).
	Relevant: This supports the mission's focus on strong industry partnerships and enhances the program's responsiveness to industry needs.
	Time-bound: Establish the Industry Advisory Board by the end of 2026.

INDUSTRIAL & SYSTEMS ENGINEERING (MASTER'S)

PROGRAM PITCH:

The Master's in Industrial and Systems Engineering program at Youngstown State University prepares students to become future leaders in the field by delivering a transformative educational experience. Through rigorous coursework, cutting-edge research opportunities, and robust industry partnerships, the program fosters critical thinking, advanced problem-solving skills, and a commitment to continuous improvement.

Dedicated to innovation and collaboration, the program equips graduates to optimize complex systems while adhering to the highest ethical standards. By integrating advanced technologies and practical applications, students are empowered to make meaningful contributions to industry and society, addressing the evolving challenges of a dynamic global landscape.

SMART GOALS

Goal	Action
Enhance Applied Research and Project Experience	Specific: Expand applied research projects and internship opportunities in collaboration with industry partners or community organizations for master's students to engage in. Measurable: Achieve a participation rate of master's students under the thesis track in applied research projects and internships to 50% by the end of the 2029-2030 academic year. Achievable: Develop and strengthen partnerships with global/local industry and community organizations to provide real-world project and research opportunities, create a centralized database of these opportunities, and fully integrate applied projects and research as a core component of the master's curriculum. Relevant: Directly supports the mission's emphasis on hands-on learning experiences and the vision's focus on exceptional applied learning opportunities. Time-bound: Achieve the target participation rate by the end of the 2029-2030 academic year.

Develop Cutting-Edge Specialized Master's Tracks	Specific: Create new master's specializations or concentrations in high-demand areas of ISE, such as supply chain engineering, manufacturing systems engineering, and data/predictive analytics. Measurable: Launch at least two new specialized master's tracks/concentrations within the next 5 years. Achievable: Conduct thorough market research to identify in-demand specializations, develop innovative and cutting-edge curriculum for these tracks, and secure all necessary approvals for implementation. Relevant: Directly supports the mission's focus on specialized master's programs and the vision's goal of offering cutting-edge specialized master's tracks. Time-bound: Launch the new tracks/concentrations by the end of the 2029-2030 academic year.
Enhance Career Development and Placement	Specific: Improve career services and professional development opportunities for master's students, leading to higher placement rates in relevant industry positions. Measurable: Increase the percentage of master's graduates employed in ISE-related fields within six months of graduation to 50% by the end of the 2029-2030 academic year. Achievable: Offer comprehensive career workshops, personalized resume and portfolio building assistance, expand networking events with industry professionals, provide realistic mock interviews, and strengthen relationships with potential employers to facilitate job placements. Relevant: Directly supports the mission's aim of developing highly skilled and sought-after practitioners and the vision's focus on achieving outstanding career placement rates. Time-bound: Achieve the target placement rate by the end of the 2029-2030 academic year.

Increase Master's Program Enrollment	Specific: Increase applications and enrollment in the master's program, particularly from high-quality candidates.
	Measurable: Achieve a 20% increase in applications and a 15% increase in enrollment in the master's program over the next 5 years.
	Achievable: Enhance program visibility through targeted marketing and outreach campaigns, streamline and improve the application process, offer competitive funding and scholarship packages, and effectively highlight program strengths, specialized tracks, and career outcomes to attract top talent.
	Relevant: Directly supports the vision's goal of significantly growing master's program enrollment and building a vibrant community of ISE professionals.
	Time-bound: Achieve the targeted application and enrollment increases by the beginning of the 2029-2030 academic year.

INFORMATION TECHNOLOGY A (ASSOCIATE)

PROGRAM PITCH:

The Associate in Information Technology program at Youngstown State University prepares students to become lifelong learners equipped with foundational theoretical knowledge and technical skills in computing technologies. The program emphasizes the planning, development, implementation, and maintenance of solutions in networking, data engineering, cybersecurity, software development, web technologies, and computing hardware and software systems, meeting the evolving needs of users and organizations.

Through a student-centered approach, the program fosters the ability to conceptualize, design, and implement high-quality information systems across a range of environments. Graduates are prepared to address challenges in information technology with ethical decision-making, a global perspective, and the technical expertise required to make meaningful contributions in their personal, organizational, and societal roles.

SMART GOALS

Goal	Action
Active Local Recruitment to Increase Student Enrollment by 10% by Fall 2025	Increase participation in YSU's student campus visits. Increase activity on social media and STEM's newsletter. Also, work with local schools/middle and high schools to get students interested in the IT program. November 2024 update: The department is actively involved in college and university-organized student recruitment activities. It has also updated the informational materials for the public and prospective students. Enrollment is doubled in Fall 2024 as compared to Fall 2023
Align curriculum with expected professional and accreditation standards by 2035	To begin this process, the IT program faculty needs to understand the ABET criteria for an IT program. They should consider which courses will need to be assessed and begin gathering and assessing the data. Once 2-3 years of data have been gathered, the process to apply to ABET for program accreditation can begin. ABET also requires that the program graduates; however, this is already happening, so there is no need to wait 4-5 years.

INFORMATION TECHNOLOGY B (BACHELOR'S)

PROGRAM PITCH:

The Bachelor's in Information Technology program at Youngstown State University prepares students as lifelong learners and innovative problem-solvers, equipped with comprehensive theoretical knowledge and technical skills in networking, data engineering, cybersecurity, software development, web technologies, and computing systems. The program emphasizes the planning, development, implementation, and maintenance of advanced computing technologies to meet the dynamic needs of users, organizations, and society.

In addition to preparing students for immediate professional success, the program provides a robust foundation for pursuing advanced research and graduate studies in computing. Graduates are empowered with the expertise to independently design, integrate, and manage cutting-edge solutions that address complex challenges across diverse fields.

SMART GOALS

Goal	Action
Align curriculum with expected professional and accreditation standards by 2035	Obtain ABET Accreditation by Fall 2030. To begin this process, the faculty in the IT program need to understand the ABET criteria for an IT program. Consider which courses will need to be assessed and begin the process of gathering the data and assessing the courses. Once there are 2-3 years of data gathered, the process to apply to ABET for the program accreditation can begin. ABET also requires that the program has graduated; however, this is already happening, so there is no need to wait 4-5 years. March 2022 update: A decision was made to give the focus to ABET accreditation for the CS program. June 2023 update: It was decided to cease ABET efforts for INFO at this time in favor of those efforts for CS

Align courses in Security concentration to CompTIA Security+ certificate by Fall 2025	Efforts are being made to align CSIS 3755 and CSIS 3756 to CompTIA Security+ certificate
Align courses in Data Engineering concentration to Oracle certificates by Fall 2026	Efforts are being made to align CSIS 3722 to Oracle Database certificate
Align concentrations to CompTIA and Cisco Certifications.	The new courses being developed in the security area be developed to align with Cisco certifications. The networking courses will be developed to align with Computing Technology Industry Association (CompTIA). March 2022 update: There has been significant progress in aligning course content to prepare students for industry certificates. CSIS 2620 course content has been modified to align with CompTIA A+ certificate. June 23 update: Some of the Networking concentration courses have been aligned with the Cisco CCNA certificate. July 24 update: Alignment of courses to CompTIA A+ and CISCO networking certificates is complete.

JOURNALISM (BACHELOR'S)

PROGRAM PITCH:

At Youngstown State, you won't just study journalism – you'll work alongside industry veterans in our state-of-the-art production labs, contribute to award-winning student publications, and launch your career while still earning your degree. YSU's Anderson Program in Journalism puts you in the middle of the action in America's 116th media market. You'll learn from working professionals who are actively shaping today's news. Our program connects you directly with three local TV stations, three city publications, and a vibrant network of newsrooms that offer our students experience, internships and jobs. You'll build real-world skills in writing, reporting, video production, and digital storytelling while competing in national journalism contests and enjoying free membership in the Youngstown Press Club. Our graduates excel everywhere, from regional newsrooms to the world's largest media organizations. Our accelerated master's degree pathway in Professional Communication sets you up for long-term success. At YSU, you won't just study journalism – you'll join a new generation of media innovators who are redefining how stories are told and shaping the future of news.

SMART GOALS

Goal	Action
SMART GOAL Increase enrollment in the Journalism program by 5% by 2028.	o 2025: Host media specific high school visit days for sports communication and journalism o 2025: Create program brochure and update web content o 2026: Host media specific high school visit days for sports communication and journalism o 2026: Increase faculty participation in high school journalism events such as OSMA conferences, PA, Ohio, WV contests o 2027: Host media specific high school visit days for sports communication and journalism

SMART GOAL Upgrade media production facilities with state-of-the-art technology by 2026.	o 2025: Consult with local and national media professionals about the best tools to invest in. o 2025: Utilize the course fees, grants, gifts, and other funds earmarked donation to purchase new cameras, editing software, and audio equipment. o 2026: Use course fees, grants, gifts and other funds to purchase an industry standard digital newsroom platform.
SMART GOAL Increase student membership is professional media organizations (e.g., Youngstown Press Club) and student media organizations (e.g., Society of Collegiate Journalist) by 5% by 2026.	o 2025: Host a dinner for interested students. o 2025: Create a display of the many, many journalism awards students have one in national and regional contests over the last 5 years. o 2026: Invite Youngstown Press Club members to speak in classes.
SMART GOAL Increase quality and amount of job placements for graduates by 2030.	o 2025: Develop a system to track graduates and begin to collect data. o 2025: Update coursework to keep up with emerging media trends. o 2026: Host a job fair specifically for students in media professions. o 2027: Create a mentor program with local media professionals. o 2028: Investigate possible apprenticeship program. o 2029: Use database to contact 2025 and up graduates to inquire about their jobs and assess success.
Revise curriculum to meet evolving needs of the journalism industry.	Creation of a Professional Advisory Board.
Create an assessment plan for Journalism	Work with Institute of Teaching and Learning to create a new assessment plan for the new and revised Journalism curriculum.

MANAGEMENT (BACHELOR'S)

PROGRAM PITCH:

The BSBA in Management at the Williamson College of Business Administration develops career-ready leaders with the strategic decision-making, leadership, and business analytics skills necessary to excel in today's dynamic business landscape. A defining feature of the program is the Leadership Certificate integrated into the core curriculum, providing students with a structured foundation in leadership principles and management practices. Students in the Supply Chain concentration also earn the ERP certificate and have the opportunity to earn a Six Sigma Green Belt certification from the Institute of Industrial and Systems Engineering. Data analytics tools such as SAP, Tableau, and PowerBI provide students with the credentials and technical expertise needed to meet evolving employer expectations. Through coursework and applied learning opportunities, students develop the ability to lead teams, foster supportive organizational cultures, and make ethical, strategic decisions. Their experience is further enhanced by participation in case competitions such as MWDSI Supply Chain Management and X-Culture, collaboration with the Management Advisory Board, consulting for local businesses, and leadership development through organizations like WCBA Business Leaders, Beta Gamma Sigma, and the Student Nonprofit Leadership Organization. Management students play a key role in regional economic development through internships and partnerships with organizations such as the Ohio Small Business Development Center, the Ohio Export Internship Program, and the Ohio Procurement Internship Program, which allow students to work directly with regional businesses, contributing to business growth and economic resilience while gaining valuable professional experience. Faculty bring expertise in strategic leadership, supply chain management, healthcare operations, data-driven decision-making, and data-informed management strategies that inform classroom instruction, exposing students to emerging trends and best practices that keep the curriculum aligned with industry needs. Graduates of the BSBA in Management leave with the expertise, critical thinking skills, and leadership capabilities that position them for success in management roles, and the tools to make an immediate impact in their careers and contribute meaningfully to their organizations and communities.

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with a structured foundation in leadership principles and management practices. Students in the Supply Chain concentration also earn the ERP certificate and have the opportunity to earn a Six Sigma Green Belt certification from the Institute of Industrial and Systems Engineering. Data analytics tools such as SAP, Tableau, and PowerBI provide students with the credentials and technical expertise needed to meet evolving employer expectations. Through coursework and applied learning opportunities, students develop the ability to lead teams, foster supportive organizational cultures, and make ethical, strategic decisions. Their experience is further enhanced by participation in case competitions such as MWDSI Supply Chain Management and X-Culture, collaboration with the Management Advisory Board, consulting for local businesses, and leadership development through organizations like WCBA Business Leaders, Beta Gamma Sigma, and the Student Nonprofit Leadership Organization. Management students play a key role in regional economic development through internships and partnerships with organizations such as the Ohio Small Business Development Center, the Ohio Export Internship Program, and the Ohio Procurement Internship Program, which allow students to work directly with regional businesses, contributing to business growth and economic resilience while gaining valuable professional experience. Faculty bring expertise in strategic leadership, supply chain management, healthcare operations, data-driven decision-making, and data-informed management strategies that inform classroom instruction, exposing students to emerging trends and best practices that keep the curriculum aligned with industry needs. Graduates of the BSBA in Management leave with the expertise, critical thinking skills, and leadership capabilities that position them for success in management roles, and the tools to make an immediate impact in their careers and contribute meaningfully to their organizations and communities.

SMART GOALS

Goal	Action

| 3.3 ESTABLISH FACULTY AS A SOURCE OF EXPERTISE | 1. By Fall 2025, and annually thereafter, ensure faculty meet or exceed AACSB qualification standards. Success will be measured by faculty qualification data in Management, with at least 40% classified as Scholarly Academics (SA) and at least 60% as SA, Practice Academic (PA), or Scholarly Practitioner (SP). Achievability depends on reassigned research time and financial support for research and professional development. This initiative supports institutional goals to enhance faculty expertise and industry engagement.

2. By Fall 2025, and annually thereafter, ensure faculty in Management who meet Scholarly Academic (SA) standards receive reassignment time to support research production and dissemination. Success will be measured by the percentage of SA-qualified faculty granted reassignment time and their documented dissemination efforts. Achievability depends on institutional funding, workload planning, and faculty engagement. This initiative aligns with strategic priorities to enhance research impact and industry relevance.

3. By Spring 2026, and annually thereafter, ensure faculty in Management will actively disseminate research to practitioner audiences to enhance visibility and impact. Success will be measured by 100% of faculty utilizing reassignment time incorporating a dissemination plan. Reassignment proposals must outline specific dissemination strategies, and the college and university will establish sustainable tactics, including partnerships with media outlets, to facilitate ongoing research sharing. Achievability depends on institutional support and faculty engagement in industry-relevant channels.

4. By Fall 2026, and annually thereafter, ensure funding supports faculty research initiatives, including data collection, software, publication costs, and conference attendance (academic or industry), and for dissemination. Success will be measured by 100% of faculty for faculty in Management engaging in funded activity within a cumulative five-year window. Achievability depends on institutional budget allocations, external grants, and faculty engagement. This initiative aligns with strategic priorities to enhance research productivity and industry relevance.

5. By Fall 2025, and annually thereafter, ensure funding supports practice-oriented professional development for Instructional Practitioner (IP) faculty, including continuing education opportunities, upskilling/reskilling, achievement of industry recognized certifications, and conference attendance (industry). Success will be measured by 100% of IP faculty engaging in funded activity within a cumulative five-year window. Achievability depends on institutional budget allocations, external grants, and faculty engagement. This initiative aligns with strategic priorities to enhance faculty expertise and industry relevance. |

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1.4 INCREASE ONLINE LEARNING OPPORTUNITIES	1. By Fall 2026, the Management program will ensure 100% of degree requirements for Management can be completed fully online in an accelerated format, providing completer students (age 25 and older with prior college credit) with a clear and accessible pathway to graduation. 2. By Spring 2025, the Management program will develop a strategic and efficient scheduling plan for accelerated online courses by Spring 2025. Achievability relies on having sufficient faculty to meet current demand for courses, and the additional online sections that are required. 3. By Fall 2025, the Management program will will hire 3 faculty to support the BSBA across majors, including to support online course delivery and meet instructional needs for the accelerated program. 4. By Spring 2025, the Management program will start the development of accelerated online courses through a formal instructional design process. 5. By Spring 2025, the Management program will gather faculty input to identify the essential skills and technologies needed for effective teaching in accelerated and online formats. 6. By Spring 2026, the Management program will equip faculty with the necessary skills and technologies to effectively teach in accelerated and online formats. 7. By Fall 2025, the Management program will develop at least 3 courses in an accelerated online format for each 7-week session.

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2.3 FOSTER PROFESSIONAL DEVELOPMENT AND CAREER MANAGEMENT SKILLS	(Principles of Management) and capstone courses. Success will be measured by an ex post survey evaluating student improvements in resume building, job search skills, and interview confidence. 2. By each academic year, the Management program will support student organizations in hosting and participating in professional development events and competitions. Success will be measured by the number of events hosted and student participation levels. Resources needed include staff support for securing student government funding. 3. By Spring 2027, the Management program will launch a mentorship program connecting students with alumni and business leaders. Success will be measured by the number of successful mentorship pairs per semester. Resources include funding to invite alumni and sustain mentorship engagement. 4. By Fall 2026, the Management program will invite hiring managers to conduct interview workshops and mock interviews to improve student career readiness. Success will be measured by student improvement across multiple mock interview attempts, tracked via a digital rubric. 5. By Spring 2027, the Management program will integrate professional certifications into the curriculum and offer students opportunities for independent certification study. Success will be measured by the number of students earning industry certifications and gathering employer feedback on certified graduates. Resources include faculty training, partnerships with certification bodies, and funding for exam preparation materials.

2.3 FOSTER PROFESSIONAL DEVELOPMENT AND CAREER MANAGEMENT SKILLS	1. By Fall 2025, the Management program will identify existing courses where career-focused content can be embedded, including introductory (Principles of Management) and capstone courses. Success will be measured by an ex post survey evaluating student improvements in resume building, job search skills, and interview confidence. 2. By each academic year, the Management program will support student organizations in hosting and participating in professional development events and competitions. Success will be measured by the number of events hosted and student participation levels. Resources needed include staff support for securing student government funding. 3. By Spring 2027, the Management program will launch a mentorship program connecting students with alumni and business leaders. Success will be measured by the number of successful mentorship pairs per semester. Resources include funding to invite alumni and sustain mentorship engagement. 4. By Fall 2026, the Management program will invite hiring managers to conduct interview workshops and mock interviews to improve student career readiness. Success will be measured by student improvement across multiple mock interview attempts, tracked via a digital rubric. 5. By Spring 2027, the Management program will integrate professional certifications into the curriculum and offer students opportunities for independent certification study. Success will be measured by the number of students earning industry certifications and gathering employer feedback on certified graduates. Resources include faculty training, partnerships with certification bodies, and funding for exam preparation materials.

3.2 DELIVER CURRICULA ALIGNED WITH INDUSTRY STANDARDS	1. By Fall 2025, the Management program will examine industry requirements for Six Sigma Green Belt, Certified Supply Chain Professional (CSCP), and other leadership-related certifications. Success will be measured by determining the percentage of overlap between these certifications and YSU course content to ensure curriculum alignment. 2. By Spring 2026, the Management program will align course content to meet at least 80% of certification requirements. Success will be measured by tracking curriculum modifications and ensuring courses integrate the skills and knowledge needed for certification exams. 3. By Spring 2027, the Management program will increase the number of faculty members holding industry certifications to enhance student learning and accreditation compliance. Success will be measured by the number of faculty earning certifications, with funding allocated for faculty training and exam preparation.

MARKETING (BACHELOR'S)

PROGRAM PITCH:

The BSBA in Marketing at the Williamson College of Business Administration prepares career-ready professionals with the digital, analytical, and strategic expertise essential for success in today's marketing industry. By integrating industry tools such as IBM SPSS, Qualtrics, and Tableau, the program emphasizes technical proficiency, giving graduates a competitive edge. Students earn highly sought-after industry certifications from Hootsuite, HubSpot, and Google, ensuring they stay up to date with contemporary digital marketing trends and demands. The program places a strong emphasis on applied learning, with students working on real-world marketing campaigns with local companies, business analytics projects, and marketing simulations, and offers students the ability to specialize in sales with the Professional Selling concentration. Students collaborate on branding, digital campaigns, and customer engagement initiatives, gaining hands-on experience that directly impacts businesses while broadening their professional networks. Students engage with businesses, nonprofits, and regional employers through the YSU American Marketing Association (AMA) and Meet the Employers Day. Networking events, company visits, and professional engagement create valuable industry connections, and interns placed in local businesses play a direct role in the economic development of the region. Many interns go on to transition to full-time positions. Faculty are active researchers in digital marketing, consumer psychology, B2B marketing, advertising, and new media such as AI and influencer marketing, contributing cutting-edge insights to the field, informing classroom instruction, and preparing students to navigate the evolving marketing landscape. Employers consistently praise YSU marketing graduates for their strategic thinking, data analysis expertise, and ability to execute effective marketing solutions. Graduates of the BSBA in Marketing leave career-ready, highly skilled, and prepared to lead in digital marketing, branding, sales, and business analytics. Whether launching campaigns, securing sales, optimizing social media strategy, conducting market research, or managing brand development, students bring technical expertise, well-developed communication skills, industry certifications, and real-world experience, making an immediate impact in the business world.

SMART GOALS

Goal	Action

3.3 ESTABLISH FACULTY AS A SOURCE OF EXPERTISE	1. By Fall 2025, and annually thereafter, ensure faculty meet or exceed AACSB qualification standards. Success will be measured by faculty qualification data in Marketing, with at least 40% classified as Scholarly Academics (SA) and at least 60% as SA, Practice Academic (PA), or Scholarly Practitioner (SP). Achievability depends on reassigned research time and financial support for research and professional development. This initiative supports institutional goals to enhance faculty expertise and industry engagement. 2. By Fall 2025, and annually thereafter, ensure faculty in Marketing who meet Scholarly Academic (SA) standards receive reassignment time to support research production and dissemination. Success will be measured by the percentage of SA-qualified faculty granted reassignment time and their documented dissemination efforts. Achievability depends on institutional funding, workload planning, and faculty engagement. This initiative aligns with strategic priorities to enhance research impact and industry relevance. 3. By Spring 2026, and annually thereafter, ensure faculty in Marketing will actively disseminate research to practitioner audiences to enhance visibility and impact. Success will be measured by 100% of faculty utilizing reassignment time incorporating a dissemination plan. Reassignment proposals must outline specific dissemination strategies, and the college and university will establish sustainable tactics, including partnerships with media outlets, to facilitate ongoing research sharing. Achievability depends on institutional support and faculty engagement in industry-relevant channels. 4. By Fall 2026, and annually thereafter, ensure funding supports faculty research initiatives, including data collection, software, publication costs, and conference attendance (academic or industry), and for dissemination. Success will be measured by 100% of faculty for faculty in Marketing engaging in funded activity within a cumulative five-year window. Achievability depends on institutional budget allocations, external grants, and faculty engagement. This initiative aligns with strategic priorities to enhance research productivity and industry relevance. 5. By Fall 2025, and annually thereafter, ensure funding supports practice-oriented professional development for Instructional Practitioner (IP) faculty, including continuing education opportunities, upskilling/reskilling, achievement of industry recognized certifications, and conference attendance (industry). Success will be measured by 100% of IP faculty engaging in funded activity within a cumulative five-year window. Achievability depends on institutional budget allocations, external grants, and faculty engagement. This initiative aligns with strategic priorities to enhance faculty expertise and industry relevance.

1.4 EXPAND ONLINE LEARNING OPPORTUNITIES	1. By each academic year, the Marketing program will increase the number of marketing and sales classes offered online. Success will be measured by tracking enrollment growth in online courses and expanding offerings based on demand. 2. By Fall 2026, the Marketing program will embed LinkedIn Learning modules and webinars into online courses and student organization events. Success will be measured by student engagement metrics, completion rates, and feedback on the effectiveness of these digital learning opportunities.
2.1 ENHANCE DIGITAL LITERACY AND TECHNOLOGICAL PROFICIENCY	1. By Spring 2026, the Marketing program will facilitate student use of AI tools for text and visual content creation, marketing research, sales, and personal branding. Success will be measured by the integration of AI-powered tools in course assignments and embedding at least two university-subsidized or free AI-related certifications (e.g., Google AI-powered performance ads certification) into courses. Resources needed include subscriptions for AI tools. 2. By Fall 2026, the Marketing program will identify which LinkedIn Learning courses are currently used in Marketing/Sales classes and determine where additional LinkedIn Learning courses can be incorporated. Success will be measured by the number of LinkedIn Learning modules embedded in coursework and student participation in these certifications.
2.2 INTEGRATE INDUSTRY-RECOGNIZED CERTIFICATIONS	1. By Fall 2025, the Marketing program will incorporate university-subsidized or free industry-recognized certifications into appropriate marketing and sales courses. Success will be measured by the number of courses embedding certifications such as Google AI certifications, Salesforce Associate Credential, AMA professional certifications, and SMEI sales professional certifications. 2. By Fall 2026, the Marketing program will expand certification opportunities beyond coursework by integrating them into student organization programming. Success will be measured by tracking the number of student organizations hosting certification workshops and the number of students completing certifications.

MATERIALS SCIENCE AND ENGINEERING (DOCTORAL)

PROGRAM PITCH:

The Ph.D. Program in Materials Science and Engineering at Youngstown State University aligns with the mission of the University and the College of STEM, emphasizing the interconnected core elements of graduate education, research, scholarship, and service. The program aims to provide a comprehensive, professional education that prepares students for careers in scientific and engineering communities, equipping them with a deep understanding of materials and their applications.

In scholarship, the program fosters the expansion of knowledge through faculty-guided research, encouraging students to develop critical thinking, problem-solving, and innovative skills. This research spans a wide range of materials, including metals, alloys, ceramics, semiconductors, and polymers, with a focus on synthesis, processing, characterization, and advanced manufacturing techniques, such as 3D printing.

SMART GOALS

Goal	Action
GOAL: Provide cutting edge research opportunities for Ph.D. students	(1) Maintain state-of-the-art instrumentation facilities throughout the College and provide hands on access to these facilities to students engaged in research (2) Encourage and support faculty to pursue research projects and equipment grants that are fundable by highly competitive external grant agencies such as NSF, DOE, DoD, and others (3) Explore increased opportunities for technology transfer and IP partnerships with local companies
GOAL: Increase enrollment in the Materials Ph.D. Program	(1) Encourage and support faculty to seek funding to support Ph.D. students (2) Engage in proactive recruiting, including encouraging faculty to deliver recruitment/research seminars at other universities (3) Create a MS in Materials Science as a feeder to the Ph.D. program. (The MS Materials Scorecard has strong numbers)

GOAL: Increase efficiency of Program	Consider hiring Ph.D. students as Teaching Assistants for more efficient use of stipend funds
GOAL: Prepare students for professional life following graduation	(1) Encourage and assist students in disseminating results through professional meetings and/or peer-reviewed publications to enhance their competitiveness for industrial or academic positions (2) Invite program alumni back to campus to discuss their own career paths for the benefit of our current students
GOAL: Increase the areas of faculty expertise in Materials-related research	Maintain/increase faculty strength in areas such as Additive Manufacturing, Electron Microscopy, Energy Storage, where expertise has been lost through attrition or where new opportunities in the region exist for collaboration

MATHEMATICS (BACHELOR'S)

PROGRAM PITCH:

The Department of Mathematics and Statistics at Youngstown State University contributes to the University's mission of inspiring individuals, enhancing futures, and enriching lives through excellence in teaching, research, scholarship, and service. Our program challenges students to strengthen their mathematical reasoning skills and communicate mathematical ideas effectively while fostering a passion for continued engagement in the field.

We take pride in being one of the strongest undergraduate mathematics programs in the state, offering students research opportunities from their first semester and close interaction with faculty. This includes participation in summer Research Experiences for Undergraduates (REUs) and mentoring students in their involvement in local, regional, and national conferences and competitions, resulting in numerous prestigious awards.

The Department also promotes the value of mathematics within the community through outreach initiatives aimed at middle and high school students and mathematics teachers. Our student-centered approach ensures that students receive personalized attention and a high-quality education, preparing them for success in mathematics and related fields.

SMART GOALS

Goal	Action

Post-COVID student engagement: Cultivate a community among math students and promote student engagement in the mathematics community at YSU and beyond. Increase student attendance and participation in local and national mathematics meetings by 10% and grow student participation in our clubs by 10% by Spring 2026.	Restart activities and engagement opportunities for current and future students
Revamping Math 1500: Examine ways to better identify and support students who require improved placement to begin their mathematics pathway. Increase outreach to students needing improved mathematics placement.	Explore establishing personalized study plans for students in need of improved math placement.

Faculty Roundtables: Create opportunities for full-time, part-time, and TAs to exchange best practices and other ideas. Organize professional development for faculty at YSU and area high schools by Spring 2026.	Offer professional development in 2025-2026 and ongoing roundtables through the Fall semester
Sustainable Support: Devise sustainable ways to offer support to students participating in our Partnership Program and codify the expectations of graduate TAs in mentorship roles. Increase accountability of graduate students during the orientation and training phase of their professional development.	Require all graduate students to complete an ALEKS course in their assigned course prior to the start of the semester.
Extend outreach to middle school students: Increase engagement with local schools through MegaMath Day for middle school students and MathFest for high school students.	Examine ways to continue this momentum with the upcoming closure of Kilcawley Center.

Program Review: Over the next two years, engage in a self-study and comprehensive review of our BS and MS programs as well as the math requirements in the AYA mathematics degree.	We applied for a grant through the Mathematical Association of America to provide support for our faculty to lead such a review and provide an external reviewer to engage with the process. If awarded, we will participate in either 2025-2026 or 2026-2027.
Math Honors Degree Pathway: in consultation with the Honors College, create an honors degree pathway for Honors College students.	Explore the possibility of creating a well-defined pathway for honors students to complete the degree.
Improve math methods ability of integrated math students.	Pilot a course taught by area secondary educators to address the need of our integrated math majors to learn more "tips and techniques" for teaching mathematics in the high school classroom.

MATHEMATICS (MASTER'S)

PROGRAM PITCH:

The Department of Mathematics and Statistics at Youngstown State University contributes to the University's mission of inspiring individuals, enhancing futures, and enriching lives through excellence in teaching, research, scholarship, and service. Our program challenges students to deepen their mathematical reasoning and communication skills, fostering a passion for continued engagement in mathematics.

With a student-centered approach, we emphasize high-quality master's-level instruction, ensuring that students receive individualized attention from our faculty. Through our program, students gain advanced knowledge in mathematics, statistics, and data analytics, equipping them with the skills necessary for professional success in various industries or for continued graduate studies. In consultation with faculty, students craft a degree plan that meets their needs and provides opportunities for advanced mathematical study, research, internships, and experiential learning.

SMART GOALS

Goal	Action
Program Review: Over the next two years, engage in a self-study and comprehensive review of our BS and MS programs as well as the math requirements in the AYA mathematics degree.	We applied for a grant through the Mathematical Association of America to provide support for our faculty to lead such a review and provide an external reviewer to engage with the process. If awarded, we will participate in either 2025-2026 or 2026-2027.

Sustainable Support: Devise sustainable ways to offer support to graduate TAs in instructor roles. Increase accountability of graduate students during the orientation and training phase of their professional development.	Require all graduate students to complete an ALEKS course in their assigned course prior to the start of the semester.
Further develop our data analytics program by offering special topics courses and exploring collaboration to enhance program offerings. Recruit students to participate in the YSU Data Mine. Offer at least one new course in data analytics by Spring 2026.	
Increase enrollment in our programs and look at course offerings. Offer at least one new online graduate class before Spring 2025.	Examine our course offerings and look to increase online offerings and hybrid offerings.

Post-COVID student engagement: Cultivate a community among math students and promote student engagement in the mathematics community at YSU and beyond. Increase student attendance and participation in local and national mathematics meetings by 10% and grow student participation in our clubs by 10% by Spring 2026.	Restart activities and engagement opportunities for current and future students
Enhance Recruitment: Actively recruit students through 4+1 and other means. Stabilize or increase enrollment by 5% through Spring 2026.	Grow our graduate program through recruitment of 4+1 students and area educators looking for 18 graduate hours in mathematics or data analytics
Codify expectations for TAs for their work in the classroom and in the MAC.	Write a handbook that outlines the responsibilities of TAs.

Faculty Roundtables: Create opportunities for full-time, part-time, and TAs to exchange best practices and other ideas. Organize professional development for faculty at YSU and area high schools by Spring 2026.	Offer professional development in 2025-2026 and ongoing roundtables through the following Fall semester

draft

MECHANICAL ENGINEERING (BACHELOR'S)

PROGRAM PITCH:

YSU's Bachelor of Engineering in Mechanical Engineering, an ABET-accredited program, is all about creativity, problem-solving, and innovation! It is the branch of engineering that designs, builds, and improves everything from smart phones, computers, self-driving cars and robots to drones, airplanes, and renewable energy systems. If you love hands-on projects, enjoy figuring out how things work, or dream to develop technology that shapes the future, YSU's Mechanical Engineering is the right place for you. With endless career opportunities in Northeastern Ohio, Northwestern Pennsylvania, and across the country, in fields like engineering design, manufacturing, aerospace, robotics, and sustainability, this path lets you turn ideas into reality and make a real impact on the world! With an almost 100% job placement rate, graduates enter the workforce with strong earning potential, securing competitive salaries that rival those in other engineering fields.

SMART GOALS

Goal	Action

Provide professional services to local and regional industries by collaboration in senior design projects, meetings with industry, and internships. Number of senior design projects related to industry - 5 projects per academic year. Internship opportunities for students before their graduation - at least 75% of students to benefit from the internship opportunities. Deadline - end of the academic year.	Maintain ABET accreditation by collecting assessment data and showing continuous improvements in the student work.
Integrating teaching and design activities.	At least one class at the sophomore, junior, and senor level is involved in achieving this goal. Deadline - end of the academic year.
Increase the percentage of mechanical engineering students getting jobs in engineering fields before graduation or within the first six months after graduation. We aim for 80%. Deadline - end of the academic year.	Collect First Destination Survey and contact industries.

MECHANICAL ENGINEERING (MASTER'S)

PROGRAM PITCH:

The YSU's Mechanical Engineering Master's program integrates advanced theory with hands-on research and cutting-edge lab experiences, equipping you to become a future technology leader. You will gain expertise in engineering design, heat transfer and fluid mechanics, advanced materials and manufacturing, control systems, and computer modeling—preparing you to drive innovation in rapidly evolving industries. With flexible curriculum tracks—including thesis, coursework, management, internship, and accelerated options—you can tailor your graduate experience to match your career goals. Whether you aspire to lead research initiatives or develop groundbreaking technologies in aerospace, automotive, renewable energy, or smart device hardware, our program provides the specialized training you need.

Our master's students collaborate on research projects with industry leaders and government agencies such as NCDMM, American Makes, NASA, DOT, DOD, and the Air Force Research Labs. With nearly 100% job placement and strong demand in Northeastern Ohio, Northwestern Pennsylvania, and beyond, YSU Mechanical Engineering graduates enter the workforce with high earning potential, securing competitive salaries that stand out among engineering fields.

SMART GOALS

Goal	Action
Maintain current curriculum with additions of new class materials. Most engineering graduate faculty are teaching both undergraduate and graduate classes with heavy teaching loads.	Give release time to work on new graduate-level class materials by using the latest textbook editions

MECHANICAL ENGINEERING TECHNOLOGY A (ASSOCIATES)

PROGRAM PITCH:

The mission of the Mechanical Engineering Technology (MET) program is to provide a student-centered curriculum designed to prepare students for technical roles in the technology and engineering fields. The program enhances students' future by equipping them with the skills and knowledge necessary to succeed in a wide range of industries, while also positioning them for life-long learning pursuits such as graduate degrees, technical certifications, and professional licenses. Through hands-on training, including state-of-the-art research opportunities, industry internships, and globally recognized certifications, the MET program ensures students are prepared for real-world challenges. Since 2009, the program has been involved in significant engineering research projects at YSU, with all courses accredited by ETAC-ABET since the 1970's.

SMART GOALS

Goal	Action
Maintain ETAC-ABET Accreditation	All required tasks by ABET
Recruit for levels of 24 students per class year	Plan Engineering Technology Open House in Spring Semester Support Ignite, Spark, Penguin Preview Days
Participate in Community Engagement	Industrial Advisory Boards Plant tours
Support research related to the MET programs by maintaining MET faculty count based on course and research workload	Release time for research-related activities & new tenure-track faculty are needed
Implement the revised AAS and BSAS curriculum as of Fall 2024	Work with faculty in MET to improve the curriculum

Pursue technical certification for students	Solid Modeling – CSWA
	Robot – FANUC
	Numerical Control - Haas

draft

MECHANCIAL ENGINEERING TECHNOLOGY B (BACHELOR'S)

PROGRAM PITCH:

The mission of the Mechanical Engineering Technology (MET) program is to provide a student-centered curriculum designed to prepare students for technical roles in the technology and engineering fields. The program enhances students' future by equipping them with the skills and knowledge necessary to succeed in a wide range of industries, while also positioning them for life-long learning pursuits such as graduate degrees, technical certifications, and professional licenses. Through hands-on training, including state-of-the-art research opportunities, industry internships, and globally recognized certifications, the MET program ensures students are prepared for real-world challenges. Since 2009, the program has been involved in significant engineering research projects at YSU, with all courses accredited by ETAC-ABET since the 1970's.

SMART GOALS

Goal	Action
Maintain ETAC-ABET Accreditation	All required tasks by ABET
Recruit for levels of 24 students per class year	Plan Engineering Technology Open House in Spring Semester Support Ignite, Spark, Penguin Preview Days
Participate in Community Engagement	Industrial Advisory Boards Plant tours
Support research related to the MET programs by maintaining MET faculty count based on course and research workload	Release time for research-related activities & new tenure-track Develop a 10-year faculty succession plan
Implement the revised AAS and BSAS curriculum as of Fall 2024	Work with faculty in MET to improve the curriculum

| Pursue technical certification for students | Solid Modeling – CSWA

Robot – FANUC

Numerical Control - Haas |
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MEDICAL LABORATORY SCIENCE (BACHELOR'S)

PROGRAM PITCH:

Unlike other institutions that have 5-year programs, our MLS program is completed in 4 years. Our MLS 3+1 design includes both lectures and hands-on laboratory instruction to prepare our students to function at a competent and professional level. Within the first three years, students complete structured coursework that covers essential topics such as clinical chemistry, hematology, immunohematology, microbiology, and molecular diagnostics. Extensive laboratory components are integrated into the curriculum, ensuring that students develop practical skills in handling lab equipment, analyzing specimens, and interpreting results. Collectively, our curriculum assures students gain comprehensive theoretical and hands-on knowledge that makes them highly competitive for limited year-long internships at Cleveland Clinic, Akron Children's Medical Center, and Trinity Health. Many of our students receive acceptance offers from all three clinical affiliates upon completion. One unique aspect of the curriculum is that we emphasize the importance of interprofessional collaboration. Each year, our students participate in interprofessional team collaboration events, working with interdisciplinary teams to contribute their expertise in a multidisciplinary approach to patient care.Our faculty, with diverse clinical backgrounds, bring global teaching strategies to our didactic curriculum. They present at national and state levels, representing Youngstown State University and continuously integrating new ideas from educational conferences into our curriculum.

Vision Statement

In response to the ever-evolving landscape of the healthcare system, our curriculum has undergone a comprehensive update. By integrating cutting-edge molecular diagnostic techniques, including PCR and Electrophoresis, we are positioning our students at the forefront of clinical excellence.

To further distinguish our online MLS-AP program on a national scale, we are committed to securing advanced equipment and expanding our faculty with leading experts in the field. This strategic enhancement will enable us to compete robustly with premier programs across the country.

Our collaboration with Stem on nanoparticle research underscores our dedication to pioneering advancements. We aspire to extend our interdisciplinary reach by acquiring bench-top Chemistry and Hematology analyzers. This acquisition will not only foster partnerships across various scientific disciplines for laboratory testing but also facilitate the establishment of Simulation Labs. These labs will immerse our students in a realistic laboratory environment, significantly enriching their educational experience and preparing them to meet real-world challenges with confidence and competence.

By investing in these critical resources, we are poised to elevate our program to new heights, ensuring our graduates are exceptionally well-prepared to lead and innovate in the healthcare industry at State and National level. .

SMART GOALS

Goal	Action
The program director and faculty will develop a remedial course to improve retention and on time graduation.	Specific: To improve retention by developing remedial course Measurable: Achieve improvement in program retention with providing support in timely manner Achievable: Establish collaboration with the faculty to identify at-risk students and provide them with resources such as tutoring and study improvement skills. Develop course by May 2025. Relevant: Improve students' outcomes to affiliate with the accreditation standards and enhance program standards compared with other programs Timebound: This remedial course can then be submitted to the CIM system for approval beginning Fall 2026.

The program director and faculty will engage in Interprofessional Education (IPE) activities with other health professional programs and with other college	This collaboration will a focus on cultivating an inter disciplinary learning environment and help students to be a part of health care team that provides a holistic health care approach to patients Measurable: Participate in the interdisciplinary IPE activity within the next academic year. Collect feedback from of participants to evaluate the effectiveness of the activity. Achievable: Utilize existing faculty expertise, partnerships with other disciplines such as Exercise Science, Dietetics, Public Health and institutional resources to design and execute IPE activities. Relevant: Align these efforts with the college's mission to prepare students for collaborative roles in medical lab science field Time: Develop an action plan and participate to implement IPE activities by April 2025. Complete all planned activities, analyze outcomes, and reassess IPE action plan by December 2025.

Enhance Marketing of Medical Lab Science programs	Specific:
	The program director will enhance program visibility by participating in promotional opportunities, including events, Penguin Preview days and doing presentations at local and state level.
	Measurable: Attend 6 or more promotional events over the next academic year.
	Attend Ohio Collaborative Conference in March of 2025
	Attend Laboratory Educators Conference in March of 2025
	Attend National meetings in July of 2025 Achievable: Collaboration with the marketing team, faculty, and community partners to identify and participate in relevant promotional events. Utilize existing resources to create engaging materials and presentations. Relevant: Increasing program awareness will boost enrollment and enhance the program's reputation within the community and the field of public health. Time-Bound:
	New table-top Program Banner by Spring 2025
	New Flyers for the programs by Spring 2025
	Update Program Website – each Semester and as guided by Accreditation and YSU updates. Social media – links to program graduates and student organization. Instagram and social media sites for marketing and promotion of medical lab science program by December 2025

MEDICAL LABORATORY SCIENCE, ONLINE COMPLETER (BACHELOR'S)

PROGRAM PITCH:

Our Medical Laboratory Science Online program is designed to offer a flexible, online learning environment. Our accelerated seven-week course model enables students to align their busy work schedules with their educational aspirations seamlessly. Our MLS-AP program is built on a student-centered learning model with an online curriculum developed to ensure our students not only excel but surpass expectations in their professional fields.

Working MLT's nationwide can continue in their professional role while advancing to the Bachelor of Science in Medical Laboratory Science and become certified at the MLS level. Students can apply transfer credits toward the bachelor's degree and utilize current work-related experience for credit toward clinical competencies. Our experienced faculty are dedicated to students' success, providing personalized support and guidance throughout the educational journey.

Through virtual laboratories and real-world case studies and performing clinical competencies while working in the laboratory settings students gain practical experience and deepen their understanding of complex concepts, ensuring they are well-equipped to meet the demands of the Medical Laboratory field. Graduates of our MLSAP program have advanced from the role of MLT to MLS and many now hold leadership roles as department supervisors and laboratory directors.

Our faculty, with diverse clinical backgrounds, bring global teaching strategies to our didactic curriculum. They present at national and state levels, representing Youngstown State University and continuously integrating new ideas from educational conferences into our curriculum. The online MLS completion program makes education accessible to students who might otherwise face barriers to pursuing an advanced degree.

SMART GOALS

Goal	Action

The program director will monitor program outcomes and reevaluate the current action plan as needed. As an accredited program the action plan is required.	Spring 2025: The current program director will work with the previous program director and update outcome data for accreditation. A comprehensive review and update of the MLSAP action plan will be completed by May 2025.
The program director and faculty will develop a remedial course to improve retention and on time graduation.	The Program director will develop a specific Medical Laboratory Science remediation course by May 2025. This remedial course can then be submitted to the CIM system for approval beginning Fall 2026. This establishes a course that can be used to remediate students, ensure they are prepared for internship, graduation, and certification and able to graduate on time. The program director will also establish a policy related to remediation by May 2025

Enhance Marketing of Medical Lab Science programs	Collaborate with the marketing department at the college and university level improve recruitment of new students

Collaborate with the marketing department to increase enrollment in the MLS-3+1 program and the MLT program. My objective is to attract recent high school graduates and working professionals to the medical laboratory profession. Given the national labor shortage, students often secure job placements while still in school or during their internships. By promoting our unique MLS-3+1 program, we can prepare graduates in a significantly shorter time compared to those who first obtain a bachelor's degree and then spend an additional year completing their internship to become Medical Laboratory Scientists.

To achieve this, we will implement targeted marketing strategies, including:

Digital Marketing Campaigns: Utilize social media platforms and search engine optimization (SEO) with updating the program website.

Partnerships with High Schools and Community Colleges: Establish relationships with educational institutions to create a pipeline of students interested in the medical laboratory field.

Alumni Testimonials and Success Stories: Highlight the achievements of our graduates to highlight the career opportunities and benefits of our programs.

Career Fairs such as Penguin Preview: Participate in events to directly engage with prospective students and provide them with detailed information about our programs.

Informational Webinars and Workshops: Offer online sessions to educate potential students about the MLS-3+1 and MLT programs, including the curriculum, career prospects, and the advantages of enrolling.

By implementing these strategies, we aim to effectively communicate the value of our programs and attract a diverse group of students to the medical laboratory profession. |

Establish fall only admission by cohort for the MLSAP program	The program director will establish a policy for cohort admission for the MLSAP program, starting with Fall 2025 prospective students, to increase course enrollments and track student progression for accreditation. The success of cohort-based admission will be tracked by evaluation of course enrollments over the next academic year. The program director will collaborate with marketing to implement strategies to attract more students. This goal addresses the need for higher enrollment numbers and accurate student progression tracking for accreditation. The cohort admission policy will be established by the end of Spring 2025, and marketing efforts to increase enrollment will begin immediately thereafter, continuing through to the Fall 2025 semester.

MIDDLE CHILDHOOD EDUCATION (BACHELOR'S)

PROGRAM PITCH:

The Bachelor of Science in Education Middle Childhood Education (4-9) program prepares students to be successful classroom teachers by combining educational methods with a variety of community field experiences. Teacher candidates participate in the incorporation of digital tools for instruction, collaboration, data collection, and data analysis. Our student-centered program allows teacher candidates to complete over 240 hours of pre-clinical field experiences in a variety of environments, including placements with diversity. In addition, we provide quality and experienced university supervisors to mentor our teacher candidates during field experiences. Graduates of the Middle Childhood Program are qualified to teach in the 4-9 classroom. Additional opportunities may be available in the private education sector.

SMART GOALS

Goal	Action
Assess students' dispositions using the EDA for CAEP accreditation.	All MCE pre-clinical faculty (100%) will assess the Fall 2025 teacher candidates' EDA disposition scores. Faculty will then meet to compare scores across content areas. Faculty will create a plan to improve any disposition score that does not average a 2 of "meets expectation."
Improve student success and pass rates in licensure exams, OAE scores.	All MCE pre-clinical faculty (100%) will create a module in Blackboard for Fall 2025 to include OAE content information and test-taking strategies. To ensure student access, faculty will create a participation assignment for students to review this information.

MUSIC COMPOSITION (BACHELOR'S)

PROGRAM PITCH:
The Dana School of Music supports Youngstown State University's Strategic Plan and goals in the Mission and Vision Statement. Selected examples are included below:

"Provide innovative lifelong learning opportunities"
BM Music Composition provides individualized instruction that focuses on the professional development and unique career goals of each student. The degree includes seven or more semesters of studio instruction on an instrument or voice and in composition. In addition, students take courses in musicianship and music technology to ensure that they reach an appropriate level of music professionalism and are prepared for the variety of media in which contemporary composers work (e.g., concert stage, film, musical theatre, video games, advertising, internet, arranging, orchestration, etc.).

The intensive, comprehensive applied curriculum provides students with skills that are integral to their career paths. Skilled creators may find work writing for many types of ensembles and idioms (e.g., songwriting, diverse band and orchestral ensembles, electronic music, popular genres, musical theatre, recording studios, sacred groups, touring ensembles). Composition majors who find full-time work in teaching, arts administration, or other related field will have the knowledge and skills to compose for professional musicians, community ensembles and theatre groups, religious organizations, churches, and more. Composers also work extensively with the recording arts, writing music for advertising, video games, and scoring films.

"Enriches the region by fostering collaboration and the advancement of civic, scientific, and technological development"
Music composers work in many fields that are important for the economy and culture of the region, including performing arts organizations, institutions of higher education, video game development, films, religious institutions, and advertisers. Their music provides an important component of civic life. The BM Composition curriculum includes courses in music technology, which helps to better prepare our composition students for work in multi-media industries. For example, as a composition major, Dana student Maxwell Franko scored ten short films, commercials for Students Motivated for the Arts, and episodes of the Point Park University TV show Point Blank Live! Music complements all areas of public and private life—it's

nearly impossible to find areas of our culture where music isn't present to enhance the experience. Students in and alumni of the composition program also work as professional and community performers, conductors, and teachers.

SMART GOALS

Goal	Action
Decrease economic footprint of instruction	Consider changing individualized applied study to a seminar for all BM Comp. majors. Revision will also allow the Professor to contribute to the jazz area.
Increase enrollment	Increase funding for scholarships. We are often competing with larger, and better endowed, schools for the same students, and we lose excellent prospects because we cannot offer the similar financial packages Even if we account for the lower COA at YSU, R1 institutions and conservatories have more access to "full rides" and larger financial packages
Connect BM Composition Majors to Career Opportunities	Provide more instruction and experiential opportunities in film scoring, interdisciplinary arts, commercial composition, etc.
Decrease Time to Graduation.	Revised degree to 120 credits - new Curriculum will begin in Fall '21. Changes include increased instruction in music technology and joint instruction in MUED classes for increased economic efficiency.

MUSIC COMPOSITION (MASTER'S)

PROGRAM PITCH:

The Dana School of Music supports Youngstown State University's Strategic Plan and goals in the YSU Mission and Vision Statement. Selected examples are included below:

"Provide innovative lifelong learning opportunities"

The Master in Music (MM) provides advanced individualized instruction that focuses on the professional development and unique career goals of each student, and they acquire advanced competencies in their degree major. The MM in Performance and Jazz Studies degrees include four semesters of studio instruction on either an instrument or voice and culminate in public solo recitals. The MM Composition and Music Education degrees culminate in capstone projects or original compositions. The intensive applied curriculum provides students with skills they will use throughout their professional careers. Performers with advanced training pursue careers in a myriad of fields (e.g., professional instrumental and vocal ensembles, educators and faculty, recording studio artists, composers, audio engineers). Graduates may also choose to pursue additional graduate work, including at the doctoral level.

Master's students in music work closely with a world-class faculty of performers, composers, and scholars who hold advanced academic degrees from some of the world's finest music institutions, such as: Juilliard, Cleveland Institute of Music, New England Conservatory, University of Southern California, Indiana University, Florida State University, University of Texas, University of Michigan, and the Cincinnati Conservatory.

"Enhance futures and enrich lives"

Music, like the other creative arts, is an integral part of modern life and studying and performing music opens up worlds of experience, meaning and creativity—not only to the students who pursue advanced studies in Music Composition but also to the consumers of their creativity (e.g., audiences who enjoy new compositions, consumers of video games, marketers/advertisers, performers, television/film scores) The MM in Composition can be a pathway to careers as a composer, performing artist, educator, film/video game music composer, arts administrator, or prepare student to begin doctoral studies.

"Enriches the region by fostering collaboration and the advancement of civic, scientific, and technological development"
A vibrant music scene enriches a region's culture and economy. The talents of MM graduates may be found in diverse performance venues, classrooms, sound booths, advertisements, professional recordings, movies, religious organizations, and throughout the fabric of our communities. Our alumni also continue to serve the larger national community, as well. Their artistry provide the core to life in a modern society. Those in research-oriented degrees create and disseminate compositions, professional recordings, reviews of music, conduct research, serve as journal editors, and more.

Music complements many areas of public and private life. Selected examples of musical contributions of our students and alumni include, performances with professional and community groups, providing music for special events, performing in the Cleveland Browns Drum Line, touring with competitive drum corps, and serving in military ensembles that accompany major Patriotic and political events (for example, The Army's "Pershing's Own" and the Marine's "President's Own" Bands).

"YSU's culture of enrichment flourishes in our diverse, accessible, and quality education"
Youngstown State University and the Dana School of Music offer Master's students the opportunity to receive one of the region's highest quality music education comparable to offerings at conservatories and R1 universities but at a more affordable cost. We are an accessible and economically feasible option for the students from throughout the region, nationally, and internationally.

Master's students in Dana have received numerous accolades for their successes, including admission to doctoral programs at the nation's finest music institutions (e.g., Sierra McCorvey received a Graduate Assistantship from the University of North Texas to pursue doctoral studies in vocal performance), recognition from the College of Graduate Studies' "Diversity of Scholarship" program (e.g., Stephen Harvey was selected for his MM Thesis/Composition, Suite Childhood), and awards such as the Edna K. MacDonald Cultural Awareness Award, a distinction offered to only one student on campus each year (Therese DeGenova).

SMART GOALS

Goal	Action
Increase Enrollment (1)	Add Ensemble-in-residence option for Graduate Assistantships. This step would also help with undergraduate recruitment and University outreach.

Increase Enrollment (2)	More aggressive advertising of graduate programs and assistantships; graduate program is not visible enough although students have had great success.
Review MM Offerings	Sunset or reconfigure programs with little or no enrollment. Revise current programs to attract more diversified cohorts
Provide adequate space for performances on campus	Build multi-purpose performance facility on YSU Campus. This action would help with University outreach and recruitment. NASM Handbook requires that "All facilities, equipment, and technology should produce an environment conducive to learning and be sufficient to enable faculty and students to focus on artistic and academic endeavors." Bliss Recital Hall—which was designed for organ performance—is a grossly inadequate space for the multiple and varying types of ensembles that our students need for their educational pursuits that lead to successful careers as successful performers, teachers, composers etc. It is not suitable, acoustically or logistically, for most kinds of musical performance. We currently rely on a number of local large and small venues, some which charge exorbitant rental fees, and require a large percentage of our operating budget.

MUSIC EDUCATION (BACHELOR'S)

PROGRAM PITCH:

The Bachelor of Music in Music Education prepares future educators to teach music in inclusive, equitable, and innovative ways, ensuring they can serve diverse learners and teach the whole child. While our program includes traditional music education options such as choral music, concert and jazz band, and general music, what sets us apart is our emphasis on preparing students to teach a wide range of music genres and practices, including modern band, songwriting, composition, and audio and music production pedagogy. These experiences are gained not only on campus but within the community through pre-clinical and clinical work, ensuring that future music educators can engage all students, regardless of their background or musical interests. With a 100% job placement rate, our graduates inspire students in their teaching positions within the region and across the United States.

SMART GOALS

Goal	Action
SMART GOAL: Student and Faculty Discovery By the end of the 2025-2026 academic year, we will create a database to collect and track data on student and faculty research and creative works that reflect discovery, dissemination and application of knowledge. Our goal is to achieve a minimum 90% user engagement rate.	Set up a Microsoft form that will be accessible to all students for inputting creative and scholarly achievement data on a rolling basis. Arrange for the Dana Office admin to input the data received into a spreadsheet Action Step: faculty will assist with verifying data when necessary.

SMART GOAL: Alumni Success By the end of the 2025-2026 academic year, create a database to collect graduate employment data and account for 75% of recent graduates within the first year. Data will include employment status, entrepreneurial ventures, career milestones, and industry impact among audio music performance, performance, and music education programs.	Set up a shared database among faculty on OneDrive. Faculty will verify the information and Dana office admin will tabulate and track.

SMART GOAL: Community Engagement By the end of the 2025-2026 academic year, attract an average of at least 40 attendees per concert across four concerts, with each concert involving a variety of musicians that could include Dana faculty, students, alumni, and a diverse representation of community members.	Directors will plan events and track participants and audience members.

SMART GOAL: Educational Outreach By the end of the 2025-2026 academic year, organize and host at least four educational outreach events involving Dana faculty, students, and K-12 students and teachers, with a focus on underserved communities, engaging a minimum of 20 schools total, and measuring success through participant satisfaction, learning impact, and interest in pursuing careers or further education in the musical arts.	Recruitment Committee will track outreach events.
Increase Graduation Rates and Decrease Time to Graduation	Lower number of credits for each track of the degree (Remove duplication of curricula between Dana and BCLASSE; Assess requirements for licensure and accreditation)
Increase enrollment (1)	Increase funding for scholarships. We are often competing with larger, and better endowed, schools for the same students, and we lose excellent prospects because we cannot offer the similar financial packages. Even if we account for the lower COA at YSU, R1 institutions and conservatories have more access to "full rides" and larger financial packages.
Increase enrollment (2)	Return to pre-COVID Recruitment Plan. In 2019-20, a new recruitment plan was implemented with much success; need to re-establish protocols and relationships.

Increase outreach to community	Bring more HS students/ensembles/directors to YSU for clinics with Dana faculty and guest artists (will increase our assistance to the community and improve recruitment) and also visit area schools more often. Added bonus will be that more students will be prepared for college-level music instruction.
Update curriculum	Strengthen efforts to find a creative solution that will enable us to increase credits of upper-division methods courses (which would align with current practices and standards in other institutions) while simultaneously trimming the overall degree credits without jeopardizing quality.

draft

MUSIC COMPOSITION (MASTER'S)

PROGRAM PITCH:
The Online Master of Music Education degree is a flexible program designed to help students reach their professional goals without pausing their teaching careers. The degree can be earned in as little as one calendar year while teaching full time, or students can register in courses as they are able. A program advisor meets virtually each semester with every individual student to track progress; most courses are taught by full-time faculty; all courses have built-in collaborative components; and classes average no more than 15 students, allowing instructors to create individualized curricula tailored to student needs. The program emphasizes innovative course offerings that foster 21st-century skills such as audio and music production pedagogy, popular music education, and contemporary curriculum development. Additionally, online applied instrumental, voice, or conducting lessons are available for degree credit.

SMART GOALS

Goal	Action
Increase Enrollment (1)	Add Ensemble-in-residence option for Graduate Assistantships. This step would also help with undergraduate recruitment and University outreach.
Increase Enrollment (2)	More aggressive advertising of graduate programs and assistantships; graduate program is not visible enough although students have had great success.
Review MM Offerings	Sunset or reconfigure programs with little or no enrollment. Revise current programs to attract more diversified cohorts
Provide adequate space for performances on campus	Build multi-purpose performance facility on YSU Campus. This action would help with University outreach and recruitment. NASM Handbook requires that "All facilities, equipment, and technology should produce an environment conducive to learning and be sufficient to enable faculty and students to focus on artistic and academic endeavors." Bliss Recital Hall—which was designed for organ performance—is a grossly inadequate space for the multiple and varying types of ensembles that our students need for their educational pursuits that lead to successful careers as successful performers, teachers, composers etc. It is not suitable, acoustically or logistically, for most kinds of musical performance. We currently rely on a number of local large and small venues, some which charge exorbitant rental fees, and require a large percentage of our operating budget.

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TITLE
PROGRAM PITCH: SMART GOALS

draft

MUSIC JASS STUDIES (MASTER'S)

PROGRAM PITCH:
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The Master in Music (MM) provides advanced individualized instruction that focuses on the professional development and unique career goals of each student and supports students' development of advanced competencies in their degree major. The MM in Performance and Jazz Studies degrees include four semesters of studio instruction on either an instrument or voice and culminate in public solo recitals. The MM in Composition and Music Education degrees culminate in a capstone projects or original compositions. The intensive applied curriculum provides students with skills they will use throughout their professional careers. Performers with advanced training develop careers in a myriad of fields (e.g., professional instrumental and vocal ensembles, educators and faculty, recording studio artists, composers, audio engineers). Graduates may also choose to pursue additional graduate work, including at the doctoral level.

Master's students in music work closely with a world-class faculty of performers, composers, and scholars who hold advanced academic degrees from some of the world's finest music schools, such as: Juilliard, Cleveland Institute of Music, New England Conservatory, University of Southern California, Indiana University, Florida State University, University of Texas, University of Michigan, and the Cincinnati Conservatory.

"Enhance futures and enrich lives"
Music, like the other creative arts, is an integral part of modern life and studying and performing music opens up worlds of experience, meaning and creativity—not only to the students who pursue advanced studies in Jazz Studies but also to the consumers of their creativity (e.g., audiences who enjoy the jazz idioms, consumers of diverse musical genres, school-aged students, marketers/advertisers, performers). The MM in Jazz Studies can be a pathway to careers performing with professional and community ensembles, teaching, working as a studio recording musician, sound

engineering, arts administration, or a myriad of other careers in the creative industries. Students may also choose to pursue doctoral studies.

"Enriches the region by fostering collaboration and the advancement of civic, scientific, and technological development":
A vibrant music scene enriches a region's culture and economy. The talents of MM graduates may be found in diverse performance venues, classrooms, sound booths, advertisements, professional recordings, movies, religious organizations, and throughout the fabric of our communities. Our alumni continue to serve the larger national community as well. Their artistry provides the core to life in a modern society. Those in research-oriented degrees create and disseminate compositions, professional recordings, reviews of music, conduct research, serve as journal editors, and more.

Music complements many areas of public and private life. Selected examples of musical contributions of our students and alumni include, performances with professional and community groups, providing music for special events, performing in the Cleveland Browns' Drum Line, touring with competitive drum corps, serving in military ensembles that accompany major Patriotic and political events (for example, The Army's "Pershing's Own" and the Marine's "President's Own" Bands).

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Master's students in Dana have received numerous accolades for their successes, including admission to doctoral programs at the nation's finest music institutions (e.g., Sierra McCorvey received a Graduate Assistantship from the University of North Texas to pursue doctoral studies in vocal performance), recognition from the College of Graduate Studies' "Diversity of Scholarship" program (e.g., Stephen Harvey was selected for his MM Thesis/Composition, Suite Childhood; Anthony Taddeo for his Alla Boara project), and awards such as the Edna K. MacDonald Cultural Awareness Award, a distinction offered to only one student on campus each year (Therese DeGenova).

<div align="center">SMART GOALS</div>

Goal	Action
Increase Enrollment (1)	Add Ensemble-in-residence option for Graduate Assistantships. This step would also help with undergraduate recruitment and University outreach.
Increase Enrollment (2)	More aggressive advertising of graduate programs and assistantships; graduate program is not visible enough although students have had great success.
Review MM Offerings	Sunset or reconfigure programs with little or no enrollment. Revise current programs to attract more diversified cohorts
Provide adequate space for performances on campus	Build multi-purpose performance facility on YSU Campus. This action would help with University outreach and recruitment. NASM Handbook requires that "All facilities, equipment, and technology should produce an environment conducive to learning and be sufficient to enable faculty and students to focus on artistic and academic endeavors." Bliss Recital Hall—which was designed for organ performance—is a grossly inadequate space for the multiple and varying types of ensembles that our students need for their educational pursuits that lead to successful careers as successful performers, teachers, composers etc. It is not suitable, acoustically or logistically, for most kinds of musical performance. We currently rely on a number of local large and small venues, some which charge exorbitant rental fees, and require a large percentage of our operating budget.

MUSIC PERFORMANCE (BACHELOR'S)

PROGRAM PITCH:

The Bachelor of Music Performance program equips students with the skills needed to excel as productive members and leaders of the music industry. The program's rigorous curriculum covers key music principles related to performing, arranging, composing, and teaching music. YSU B.M. Performance graduates have gone on to successful teaching careers in high schools, conservatories, and prestigious universities throughout the nation including the Peabody Conservatory. Our B.M. Performance graduates have gone on to be members of legendary big bands such as the Count Basie Orchestra and have performed on celebrated television soundtracks such as Star Trek Voyager. Graduates have also become members of renowned orchestras such as the New York City Ballet and members of elite military ensembles including the US Marine Band "President's Own."

The Bachelor of Music in Audio + Music Production provides students with the skills and hands-on experience needed to thrive in the audio and music production industry. Using state-of-the-art equipment like the Solid-State Logic Origin Analog Studio Console, students gain practical experience in our Dana Recording Studio and through innovative courses like Live Sound Production, Studio Ear Training, and Digital Sound Production. Students engage with the local community through internships at recording studios, schools, and other enterprises, applying their skills to real-world projects. Additional opportunities include the Dana Record Label, work-study positions, and a personalized capstone portfolio. With specialized training in Digital Audio Workstation (DAW) production and the ability to collaborate across industries, our graduates have gone on to work in music production, film, gaming, podcasting, and live events.

SMART GOALS

Goal	Action

SMART GOAL: Student and Faculty Discovery By the end of the 2025-2026 academic year, we will create a database to collect and track data on student and faculty research and creative works that reflect discovery, dissemination and application of knowledge. Our goal is to achieve a minimum 90% user engagement rate.	Set up a Microsoft form that will be accessible to all students for inputting creative and scholarly achievement data on a rolling basis. Arrange for the Dana Office admin to input the data received into a spreadsheet Action Step: faculty will assist with verifying data when necessary.

SMART GOAL: Alumni Success By the end of the 2025-2026 academic year, create a database to collect graduate employment data and account for 75% of recent graduates within the first year. Data will include employment status, entrepreneurial ventures, career milestones, and industry impact among audio music performance, performance, and music education programs.	Set up a shared database among faculty on OneDrive. Faculty will verify the information and Dana office admin will tabulate and track.

SMART GOAL: Community Engagement By the end of the 2025-2026 academic year, attract an average of at least 40 attendees per concert across four concerts, with each concert involving a variety of musicians that could include Dana faculty, students, alumni, and a diverse representation of community members.	Directors will plan events and track participants and audience members.

SMART GOAL: Educational Outreach By the end of the 2025-2026 academic year, organize and host at least four educational outreach events involving Dana faculty, students, and K-12 students and teachers, with a focus on underserved communities, engaging a minimum of 20 schools total, and measuring success through participant satisfaction, learning impact, and interest in pursuing careers or further education in the musical arts.	Recruitment Committee will track outreach events.By the end of the 2025-2026 academic year, organize and host at least four educational outreach events involving Dana faculty, students, and K-12 students and teachers, with a focus on underserved communities, engaging a minimum of 20 schools total, and measuring success through participant satisfaction, learning impact, and interest in pursuing careers or further education in the musical arts.
Increase enrollment (1)	Return to pre-COVID Recruitment Plan. In 2019-20, a new recruitment plan was implemented with much success; need to re-establish protocols and relationships.

Provide adequate space for performances on campus	Build multi-purpose performance facility on YSU Campus. This action would help with University outreach and recruitment. NASM Handbook requires that "All facilities, equipment, and technology should produce an environment conducive to learning and be sufficient to enable faculty and students to focus on artistic and academic endeavors." Bliss Recital Hall—which was designed for organ performance—is a grossly inadequate space for the multiple and varying types of ensembles that our students need for their educational pursuits that lead to successful careers as successful performers, teachers, composers etc. It is not suitable, acoustically or logistically, for most kinds of musical performance. We currently rely on a number of local large and small venues, some which charge exorbitant rental fees, and require a large percentage of our operating budget.
Provide appropriate spaces for instruction	Fortify faculty studios/offices with better sound proofing. During our last NASM accreditation, NASM visitors noted, "It is not clear how the Bliss Recital Hall is acoustically appropriate for conducive learning and performing; per NASM Handbook (NASM Handbook, 2010, II.F.1.f)). We tried to work with Wenger Corporation to fix a few of the rooms, but the non-rectangular construction of the offices is problematic.
Increase enrollment (2)	Increase funding for scholarships. We are often competing with larger, and better endowed, schools for the same students, and we lose excellent prospects because we cannot offer the similar financial packages Even if we account for the lower COA at YSU, R1 institutions and conservatories have more access to "full rides" and larger financial packages.
Increase diversity of students	Update curriculum to appeal to more students by offering programs in which they are interested to study (e.g., commercial music, study of current popular styles).

MUSIC PERFORMANCE (MASTER'S)

PROGRAM PITCH:

The Master of Music in Performance is an intensive applied program that provides students with skills to further their professional careers as musicians and to support their development as artists and teachers. The degree also provides an excellent foundation for applied doctoral studies for students who wish to pursue that path. Our recently upgraded state-of-the-art Dana Recording Studio provides all Performance majors with the opportunity to graduate with a professionally produced audio recording suitable for auditions and portfolios. Master of Music students may also apply to serve as Graduate or Teaching Assistants and receive a tuition remission and stipend.

SMART GOALS

Goal	Action
SMART GOAL: Student and Faculty Discovery By the end of the 2025-2026 academic year, we will create a database to collect and track data on student and faculty research and creative works that reflect discovery, dissemination and application of knowledge. Our goal is to achieve a minimum 90% user engagement rate.	Set up a Microsoft form that will be accessible to all students for inputting creative and scholarly achievement data on a rolling basis. Arrange for the Dana Office admin to input the data received into a spreadsheet Action Step: faculty will assist with verifying data when necessary.

SMART GOAL: Alumni Success By the end of the 2025-2026 academic year, create a database to collect graduate employment data and account for 75% of recent graduates within the first year. Data will include employment status, entrepreneurial ventures, career milestones, and industry impact among audio music performance, performance, and music education programs.	Set up a shared database among faculty on OneDrive. Faculty will verify the information and Dana office admin will tabulate and track.

SMART GOAL: Community Engagement By the end of the 2025-2026 academic year, attract an average of at least 40 attendees per concert across four concerts, with each concert involving a variety of musicians that could include Dana faculty, students, alumni, and a diverse representation of community members.	Directors will plan events and track participants and audience members.

SMART GOAL: Educational Outreach By the end of the 2025-2026 academic year, organize and host at least four educational outreach events involving Dana faculty, students, and K-12 students and teachers, with a focus on underserved communities, engaging a minimum of 20 schools total, and measuring success through participant satisfaction, learning impact, and interest in pursuing careers or further education in the musical arts.	Recruitment Committee will track outreach events.
Increase Enrollment (1)	Add Ensemble-in-residence option for Graduate Assistantships. This step would also help with undergraduate recruitment and University outreach.
Increase Enrollment (2)	More aggressive advertising of graduate programs and assistantships; graduate program is not visible enough although students have had great success.
Review MM Offerings	Sunset or reconfigure programs with little or no enrollment. Revise current programs to attract more diversified cohorts

Provide adequate space for performances on campus	Build multi-purpose performance facility on YSU Campus. This action would help with University outreach and recruitment. NASM Handbook requires that "All facilities, equipment, and technology should produce an environment conducive to learning and be sufficient to enable faculty and students to focus on artistic and academic endeavors." Bliss Recital Hall—which was designed for organ performance—is a grossly inadequate space for the multiple and varying types of ensembles that our students need for their educational pursuits that lead to successful careers as successful performers, teachers, composers etc. It is not suitable, acoustically or logistically, for most kinds of musical performance. We currently rely on a number of local large and small venues, some which charge exorbitant rental fees, and require a large percentage of our operating budget.

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NURSE ANESTHESIA (DOCTORAL)

PROGRAM PITCH:

The purpose of DNP Anesthesia program is to cultivate ethical, competent anesthesia providers who are well-prepared to contribute to their communities in need. The program aims to advocate for greater student involvement in professional organizations, fostering a deeper understanding of the challenges new graduates will face as CRNAs. Through the DNP program, faculty seek to empower clinicians to translate nursing research into practice, enhance clinical outcomes, and drive evidence-based improvements in healthcare. The program will enhance patient care and advance health policy by integrating scientific knowledge, promoting interprofessional collaboration, and utilizing technology. It aims to graduate qualified students who will stay and practice within local communities.

The Centofanti School of Nursing supports the missions of Youngstown State University and the Bitonte College of Health and Human Services. The Centofanti School of Nursing provides high quality baccalaureate and graduate nursing programs that are responsive to the health care needs of society. The Centofanti School of Nursing values high standards of professional ethics; cultural, racial, and ethnic diversity; and student-faculty relations that foster excellence in teaching, learning, scholarship, and public service.

SMART GOALS

Goal	Action
The DNP anesthesia graduates have 100% pass rate on the National Certification Exam (NCE) for Certified Registered Nurse Anesthetists for successful entry into practice by Fall 2026.	All DNP courses and clinical practicums provide knowledge and skills that prepares the graduates to pass the National Certification exam and provide experience across the life span.

Increase the enrollment of the program by 5 students to each cohort to increase ethical, competent, anesthesia providers in the communities with the May 2025 cohort.	Due to the increased demand, continue to recruit competent studies via online marketing platforms and longer open dates in the CAS application system,

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NURSING BSN (BACHELOR'S)

PROGRAM PITCH:

The purpose of the undergraduate nursing program at YSU is to prepare nurses at the baccalaureate level with a strong foundation of general education, nursing practice, and clinical judgment. BSN graduates are equipped to function as competent generalists, demonstrating leadership in healthcare, legislation, and public service. Students are trained to provide evidence-based, culturally sensitive care across the lifespan, utilizing critical thinking, effective communication, and interdisciplinary collaboration. The program fosters a commitment to lifelong learning, ethical practice, and advocacy, aiming to address healthcare needs and improve healthcare delivery in diverse settings while contributing to resolution of the nursing shortage.

The Centofanti School of Nursing supports the missions of Youngstown State University and the Bitonte College of Health and Human Services. The Centofanti School of Nursing provides high quality baccalaureate and graduate nursing programs that are responsive to the health care needs of society. The Centofanti School of Nursing values high standards of professional ethics; cultural, racial and ethnic diversity; and student-faculty relations that foster excellence in teaching, learning, scholarship and public service.

SMART GOALS

Goal	Action
The entry-level BSN program will maintain curricular alignment with professional, accrediting and regulatory standards annually with a fully implemented revised program curriculum by Spring 2029	Beginning fall 2025, the newly approved curriculum will start with the new cohort.

By fall 2028, the old curriculum will be phased out

By Fall 2026, all new curriculum courses will be aligned with the new 2024 AACN essentials.

Integrate more technology (VR headsets) into lab/simulations to develop and refine skills and if the program begins to accept more students per cohort, increased lab space would be needed to maintain student success |

The BSN program will increase the student retention rate above the national average >75% (per NLN, National average 75-80%) by 2029-2030 school year.	"All faculty to reach out to students at risk of failure prior to mid-term. Work with student to develop plan, offer tutoring services, remediation in lab skills, and recommend review tests with faculty each semester. Newly accepted nursing students will be reintroduced to student support services (tutoring services) during spring orientation. ATI will be Introduced to sophomore students during their first semester of the nursing program by fall 2025. Recruit nursing students in good standing to be tutors for younger nursing students so that all core nursing courses have a tutor by 2026-2027 school year. Support peer group study sessions by recommending use of the on-campus study rooms Students that did not pass the first exam of a course are referred to Resch Academic Success Center- do we need a formal process? Evaluate the TEAS test as a possible additional admission criterion"
The entry-level BSN program graduates will pass the NCLEX-RN licensure examination for successful entry into practice with an average pass rate of 85% by 2029-2030 school year	"All nursing courses and pre-requisite and co-requisite courses, including general education courses, provide a nursing curriculum that prepares our graduates to pass the licensure examination and provide nursing care across the lifespan. Focused faculty groups will incorporate ATI with successful integration into 2 core nursing courses per semester with the overarching goal of successful integration and utilization of ATI resources by 2027. Utilize the ATI assessment documents to identify areas of student weaknesses. Core faculty will meet to evaluate, report, and develop activities to strengthen understanding. Students will take practice and proctored ATI assessments as outlined by the ATI blueprint. Student remediation will be completed at the completion of ATI practice and proctored assessments. ATI content placement will be reviewed by core faculty and evaluation and curriculum committee to ensure appropriate integration. "

Expand community engagement to provide care to our community and expand the availability of quality clinical sites by 5 new offsite clinical contracts and experiences by the end of 2028-2029 school year.	"Maintain clinical partnerships with larger hospitals and health care facilities, community agencies including home care, hospice and health promotion agencies. Network and collaborate with new clinical sites for potential new partnerships"
The BSN program will begin utilizing the OBN approved, new evidence based curriculum with alignment of the 2024 AACN essentials with the Fall 2025 cohort.	The new evidence based curriculum was developed by faculty. The changes to the curriculum were needed to meet the needs of students (align with AACN essentials and NCLEX test blueprint). Once approved by the OBN, all weekly content will be added to each new course.
The BSN program will increase student retention rate >85% by May 2025.	All faculty to reach out to students at risk of failure prior to mid-term. Work student to develop plan, offer tutoring services, remediation in lab skills, and recommend review tests with faculty.
The entry-level BSN program graduates will pass the NCLEX-RN licensure examination for successful entry into practice with a pass rate of 90% by December 2025.	All nursing courses and pre-requisite and co-requisite courses, including general education courses, provide a nursing curriculum that prepares our graduates to pass the licensure examination and provide nursing care across the lifespan.

Expand community engagement to provide care to our community and expand the availability of quality clinical sites by 5 new offsite clinical contracts by the end of 2025-2026 school year.	Maintain clinical partnerships with larger hospitals and health care facilities, community agencies including home care, hospice and health promotion agencies.

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NURSING MSN (MASTER'S)

PROGRAM PITCH:

"The graduate nursing programs at YSU are designed to prepare nurses for advanced roles by providing a comprehensive education, building on their baccalaureate foundation. This includes two Advanced Practice Registered Nursing (APRN) programs (FNP and AG-ACNP) as well as a Nursing Education program. The MSN program emphasizes current professional issues, nursing science, and scholarly inquiry, equipping graduates with the essential competencies to take on leadership roles in healthcare within their communities and collaborate with other disciplines for the best patient outcomes. YSU nursing graduates are prepared to deliver evidence-based, holistic, and cost-effective healthcare across diverse settings and the lifespan. Graduates will also contribute to the advancement of nursing knowledge and healthcare delivery through collaboration, research, and innovation. MSN graduates currently employed are likely to advance in their roles and progress into APRN positions.

The Centofanti School of Nursing supports the missions of Youngstown State University and the Bitonte College of Health and Human Services. The Centofanti School of Nursing provides high-quality baccalaureate and graduate nursing programs that are responsive to the healthcare needs of society. The Centofanti School of Nursing values high standards of professional ethics, cultural, racial, and ethnic diversity, and student-faculty relations that foster excellence in teaching, learning, scholarship, and public service."

SMART GOALS

Goal	Action
Increase enrollment in the FNP program by 10% each new academic year for the next 3-5 years.	Produce more advanced practice nurses in the region to care for those with health disparities within the community. Increase enrollment in the Family Nurse Practitioner programs via continued marketing of program by updating website and promotional material

In the MSN, FNP program, Establish at least 2 new clinical partnerships each academic year for the next 3-5 years.	Continue open comunications with local healthcare facilities. Expand communications to more distant health care facilities to create new partnerships. Continue marketing FNP program to enhance visability which will aide in establishing partnerships. Clinical partners will provide preceptors to assist in completion of clinical hours.
Produce more advanced practice nurses in the region to care for those with health disparities within the community by 10% by fall 2025	Increase enrollment in the Family Nurse Practitioner programs via continued marketing of program by updating website and promotional material
By the end of the 2025-2026 school year, the Master of Science in Nursing (MSN) program will establish new partnerships with at least 3 new clinical sites, to ensuring the availability of qualified preceptors for all clinical placements.	Clinical partners will provide preceptors to assist in completion of clinical hours.

NURSING RN-BSN (BACHELOR'S)

PROGRAM PITCH:

The RN-BSN program at YSU prepares nurses to function at the baccalaureate level through a strong foundation in current nursing practice and clinical judgment. Graduates are equipped with the skills necessary to take on leadership roles in healthcare settings, influence healthcare policy, and engage in public service. This preparation enables them to contribute to improving patient care and shaping healthcare systems. Nurses are trained to provide evidence-based, culturally sensitive care across the lifespan, utilizing critical thinking, effective communication, and interdisciplinary collaboration. The program fosters a commitment to lifelong learning, ethical practice, and advocacy, aiming to address healthcare needs, contribute to solving the nursing shortage, and improve healthcare delivery in diverse settings. RN-BSN graduates currently employed are likely to advance in their roles and progress into leadership positions.

The Centofanti School of Nursing supports the missions of Youngstown State University and the Bitonte College of Health and Human Services. The Centofanti School of Nursing provides high-quality baccalaureate and graduate nursing programs that are responsive to the healthcare needs of society. The Centofanti School of Nursing values high standards of professional ethics, cultural, racial, and ethnic diversity, and student-faculty relations that foster excellence in teaching, learning, scholarship, and public service.

SMART GOALS

Goal	Action
Increase Enrollment in the RN-BSN online completion program by 30% by the end the 2027-2028 academic year.	**Increase enrollment by 20% from 2024 to 2025 **Recruit students through online digital methods, advertisements in nursing journals, and feature stories on the website through Risepoint
Maintain excellence in the online teaching-learning environment	**Incorporate at least 1 new teaching strategy per semester by Fall 2025 **Continue to collect formative and summative evaluations to gauge student response to the online courses **Maintain full time faculty involvement in RN-BSN courses

YSU will accept Deferred Tuition from Bon Secours Mercy Health by 2026-2027 school year	**YSU administration will collaborate with Bon Secours Mercy Health Corporate personnel to implement the Deferred Tuition Program for the online programs beginning spring 2025**YSU will expand collaborative conversations with all 10 Bon Secour Mercy Health Regions by Fall 2025 **Deferred Tuition will be available to all 10 Bon Secours Mercy Health Regions by the end of the 2027-2028 academic year
Increase in enrollment in the RN-BSN online completion program by 25% from 2024 enrollment numbers to 2025 enrollment numbers.	Continue to recruit students. Recruitment is varied including online digital, advertisements in nursing journals and feature stories on the website
Maintain excellence in the online teaching-learning environment by incorporating at least 1 new teaching strategy per semester by Fall 2025.	Continue to collect formative and summative evaluations to gauge student response to the online courses. Maintain full time faculty involvement in courses
Collaborate with Corporate office in Mercy Health system to implement the Deferred tuition program, in all 10 Mercy Health regions by the end of 2025-2026 school year.	Encourage and maintain open communication with Mercy corporate offices. Conduct scheduled progress meetings to keep timeline in tact

PHILOSOPHY (BACHELOR'S)

PROGRAM PITCH:

Philosophy cultivates a deep understanding and appreciation of philosophical inquiry, addressing fundamental questions about human experience, purpose, and knowledge. We offer diverse educational experiences that develop intellectually curious citizens who are committed to their communities and who excel in critical, logical, ethical, and creative thinking. This training produces sound judgment and effective communication, preparing students for successful careers in fields such as law, education, public policy, and all areas of business. Our graduates are equipped to apply philosophical reasoning to real-world problems, addressing ethical issues and theoretical complexities in various professional contexts.

The Philosophy program is particularly strong in the areas of ethics, applied ethics and social and political thought. Our students have numerous opportunities to apply what they have learned in the classroom. One such opportunity is through participation in our nationally ranked Ethics Bowl Team. The team has won our regional competition 7 out of the last 10 years and earned a trip to the national competition 9 out of the last 10 years. In those 9 showings at the national competition, we have earned a position in the top 2 teams in the country 3 times - winning 1st place in 2020. Additionally, we regularly mentor students on papers they present at national, professional conferences. Our students complete internships at local law offices, including the Mahoning County Prosecutor's Office. Our students have been accepted to law and graduate programs at some of the best schools in the country, including Harvard, Yale, University of Pennsylvania, and the University of Chicago. Our program affords opportunities for law bound students by offering several 3+3 partnerships with numerous law schools—Currently 3 such opportunities exist in Ohio, with 1 opportunity in Pennsylvania. These partnerships allow students to

Philosophy faculty believe in the traditional distribution of teaching, scholarship, and service. Program faculty are active in service at all levels of the university and regularly present papers at national and international conferences, and publish in peer reviewed journals.

SMART GOALS

Goal	Action
Increase the enrollment over 3 to 5 years by 100%	a. Engage in direct outreach in introductory courses. b. Place emphasis in intro level courses on job and placement outcomes, specifically related to law. c. participate in the History Day workshop/major fair (March 2025 – March 2026 full roll out)
Become the premier regional undergraduate preparation for law school within 3 to 5 years	a. Promote 3+3 program to high school guidance counselors in the region through direct mailings and email contact twice a year (started summer 2024 continuous) i. Create new mailing materials for mailing; update mailing list; engage in mailings in spring and the first week in August (continuous) b. Expand the 3+3 program partnerships into PA by the start of fall 2025. i. Conversations started with Pennsylvania law schools 1. Current target schools are Pitt, Duquesne, and Widener Law Commonwealth. 2. Goal to advertisement AY 26-27 c. Promote pre-law advising via creation of a Bb course for resource gathering and community building by the end of spring 25. i. We will meet with pre-law advisors at other institutions to confirm the proper list of resources that need to be included in the course; Create resources in digital form related to all law school application materials; hold a social hour by the end of spring; plan a pre-law event to include local law schools. ii. The Bb shell has already been created, though it is not yet live for enrollment. We have been communicating to students that this is coming and that they keep an eye out for an email announcing it. d. Explore creation of Pre-law LLC AY 26-27, for starting fall 27 i. Meet with Joy Pokabla-Byers, fall 26 ii. Plan for needed items in fall 26 after meeting with Joy iii. Complete any needed curriculum and workshops needed in spring 27
Increase outreach to students in other departments, colleges, community. (ongoing)	a. Promote participation in the Philosophy Club both in classes and through on-campus advertising b. Promote participation on the Ethics Bowl Team. c. Create a Business Ethics Bowl team as well as a Bioethics Bowl team. d. Organize high school Ethics Bowl teams through on-campus demonstrations, workshops, and training

4. Continue research contributions and knowledge creation—5 years	a. Philosophy faculty will present at a minimum of one conference a year. (ongoing) b. Philosophy faculty will publish 2 journal articles or book chapters by spring 28 c. Philosophy faculty will publish 2 books at the end of the five-year period.
Increase professional (formal) marketing of program	Create a promotional video for online courses. update program brochures contact alumni for content
Improve Curricular Efficiency	• Complete curricular revision • Develop a 2-year course rotation • Look for ways to reduce independent study courses
Increase majors by 30% by the end of 2022	● Meet with all adjunct faculty via Zoom prior to F21 to discuss promotion of the major. ● Develop philosophy major promotional material that includes career options, earning, law, and graduate school opportunities. ● Require all adjunct faculty teaching on campus to spend a small portion of one class to pass out and discuss promotion material. ● Create a promotional video for online courses.
Increase student retention in all philosophy courses	● Require all instructors to contact students performing poorly after their first substantial evaluation (quiz, assignment, exam). ● Review and discuss high DFW rates with all department faculty.
Increase outreach to students in other departments, colleges, community.	● Promote participation in the Philosophy Club both in classes and through on-campus advertising Promote participation on the Ethics Bowl Team. Create a Business Ethics Bowl team as well as a Bioethics Bowl team. ● Organize high school Ethics Bowl teams through on-campus demonstrations, workshops, and training

PHYSICAL THERAPY (DOCTORAL)

PROGRAM PITCH:

The Doctor of Physical Therapy (DPT) program at Youngstown State University (YSU) is designed to develop future leaders in healthcare. The program is competitively affordable nationwide. With an excellent faculty-to-student ratio of 1:12, students receive personalized attention and mentorship, promoting both academic and clinical success.

Our experienced faculty bring diverse expertise and cutting-edge research into the curriculum, ensuring students learn from the most current evidence-based practices. Students gain a comprehensive foundation in anatomy, biomechanics, neuroscience, and therapeutic exercise, while also developing essential skills in patient assessment, movement analysis, and rehabilitation techniques. Courses integrate active learning strategies, including problem-based learning, case studies, hands-on laboratory experiences, and simulation-based training, allowing students to apply theoretical knowledge to real-world patient care.

Community engagement is a core focus, with opportunities to provide pro bono care through student-run clinics and contribute to interprofessional wellness programs, fostering a deep sense of service and collaboration. These hands-on experiences allow students to develop critical thinking, communication, and leadership skills while giving back to the community.

Additionally, Clinical Education opportunities at premier healthcare facilities across the country provide students with progressive exposure to real-world patient care, from acute care to outpatient rehabilitation, pediatrics, geriatrics, sports medicine, and neurologic rehabilitation. These experiences enhance clinical decision-making and professional growth under the mentorship of skilled practitioners.

YSU is committed to continuous curriculum enhancement, ensuring the program stays at the forefront of physical therapy education, evolving healthcare needs, and research. Graduates of the program are prepared to excel as autonomous, evidence-driven practitioners, improving patient outcomes and advancing the field of physical therapy.

SMART GOALS

Goal	Action

1. Increase the number of applicants to over 300, and the quality of the applicant to create an applicant pool with an average overall GPA >3.6.	Emphasize curriculum efficiently and the competitive cost of the program Identify possible grant and scholarship opportunities to attract students. Present at undergraduate health related meetings at other Universities ID alumnae to help reach out to their undergraduate schools/programs.
2. Enhance student success in the program by achieving a first time pass rate of >85% on the NPTE, and Ultimate pass rate to >95 % every year.	Contiue to evaluate and revise the Board Prep course annually. Formalize personal mentorship and coaching of students ofr the NPTE. refer to resources to impr5ove student self awareness and coping mechanisms. Cathy will lead this initiative and provide quarterly updates to the faculty on progress and outcomes."
4. Increase interdisciplinary oportunities that are engaged with community partners.	Participate in 1-2 events each year with a community partner and at least 1 other discipline. Increase the number of porgarms collaborating in community engaged opportunities by 1 each year.
3. Identify and specify the faculty research agendas and intentions of individuals and groups (yearly)	Faculty annually update scholarly agendas. Faculty/faculty groups seek to receive funding with 1 proposal every 2-3 years Train faculty to write proposals that inclkude funding for students to be engaged in research. Faculty have a scholarly project every 2-3 years.

PHYSICS (BACHELOR'S)

PROGRAM PITCH:

The Department of Physics, Astronomy, Geology, and Environmental Science provides a high quality educational experience for undergraduate students by offering challenging and essential course work; by engaging majors and graduate students in significant research consistent with the faculty's realization of teaching through research; by expanding the research impact of the department and the University; and by nurturing the discourse between the public and the scientific community various outreach programs.

The Department embraces the mission and core values of Youngstown State University and the College of Science, Technology, Engineering, and Mathematics. The Department's primary goals are: 1) to prepare undergraduate students for productive professional careers and/or graduate studies in physics, astronomy, geology, environmental science, and related fields by rigorous coursework and frontier research experiences, and 2) to enable graduate students form leadership roles in environmental related research, management, and regulatory affairs.

Regular inclusion of undergraduate students as co-authors in peer-reviewed research journal articles and as research presenters at regional and national meetings supports the physics program mission of "Teaching through Research" connecting the Academic Distinction/Discovery of Knowledge and Student Futures/Lifelong Learning directives of the YSU "Taking Charge of our Future" Strategic Plan. Over 30% of all programs at YSU include physics courses to meet standards or accreditation requirements and the physics program provides a sustainable platform for all these other programs across campus for Student Futures/Lifelong Learning.

SMART GOALS

Goal	Action

Recruitment and engagement abroad in Nepal	Pilot initiatives (a one week visit during the 2024 Spring break recess) suggest that South Asian communities such as Kathmandu, Nepal are fertile ground for recruitment efforts. AS of the current date, a two day effort (including visits to 13 schools in the Kathmandu metropolitan area) have yielded at least two students who have matriculated at YSU and are currently students here. This degree of success suggests that a lengthier effort (i.e. spanning several weeks) in August, when school is in session, could be fruitful in recruiting students to major in Physics & Astronomy at YSU.
Physics Honors Degree Pathway: in consultation with the Honors College, create an honors degree pathway for Honors College students.	Develop and implement a structured honors pathway that provides clear academic and research milestones for honors students to complete their degree efficiently. By Spring 2026, establish a formalized framework that includes course sequencing, research requirements, and faculty mentorship, ensuring honors students have a well-defined route to graduation.

Improve recruitment (both locally and internationally) to undergraduate department programs. Develop ways to re-engage students post-COVID and continue promotion of student engagement in the community at YSU and beyond.	Restart Engagement Activities: Revitalize engagement opportunities for current and future students, ensuring continued interest and involvement in departmental initiatives.
	Middle & High School Workshops: Develop and operate day-long workshops and programs for middle and high school (K-12) students at the Williamson Innovation Park. The first summer workshops focused on telescopes and telescope operation (including nighttime observing) will be available by Summer 2026, with initial telescope purchases and testing scheduled for Summer 2025.
	South Asian Recruitment Pilot: Pilot initiatives, such as a one-week visit during Spring Break 2024, indicate that South Asian communities, particularly in Nepal, show great potential for recruitment. A recent two-day visit to 13 schools in the Kathmandu metropolitan area led to at least two students matriculating at YSU. This success suggests that a longer, more intensive recruitment effort in late summer, when schools are in session, could yield even greater results for attracting students to YSU's Physics or Physics & Astronomy programs. A significantly more extensive effort, leveraging the experiences and contacts established during the March 2024 pilot initiative will take place in August of 2025 when school resumes in South Asian communities such as Kathmandu, Nepal after the summer research. Kathmandu, with hundreds of academic institutions with students potentially receptive to our degree program, is unique in that many if not most of these schools are within a half hour drive of the city center. Recruitment visits abroad, and likely especially to Kathmandu, are expected to continue, with the principal in person component taking place in August.
	Job Shadowing & Day Visits: Faculty will continue offering 'job shadow' opportunities or day visits for high school students from the surrounding region to experience firsthand the opportunities available at YSU.
	Collaboration with Marketing & Enrollment: Faculty and staff will collaborate with the Marketing and Enrollment teams, as well as other related online initiatives, to develop both printed and digital materials that promote all PAGGES programs and majors to visiting high school students. This is part of the ongoing Focus+ initiative.
	Fulldome/Fisheye Presentation for High School Visits: Develop an immersive fulldome/fisheye presentation highlighting PAGGES programs to be shown at the Ward Beecher Planetarium during high school visits. This project will be undertaken after the completion of other production projects at the planetarium, requiring a high-resolution video camera with fisheye capabilities. The presentation will also involve a partnership with the new GIS program and the use of drones for photography. Expected completion by Summer 2026.
	Professor Crescimanno has successfully established research collaborations with local high schools. A similar initiative is proposed for Nepal, focusing on theoretical physics research in partnership with senior high school students from institutions such as Omega International College, which hosts some of the top students in Nepal. Generous baggage allowances from airlines like Qatar Airways would facilitate the transport of several computer workstations to Nepal, enabling Kathmandu-area high school students to use them as a

| | mini-supercomputer for research. This collaborative research project, aimed at producing one peer-reviewed publication each summer, would align with ongoing recruitment efforts.

Over the past year, several successful strategies have been implemented to increase student engagement. The Society of Physics Students (SPS) has met quarterly for events such as pizza socials, planning sessions, and student presentations of their REU experiences. Notably, Nick Crescimanno, a recent physics graduate from OSU, gave a talk on his current job activities and shared a strategic approach for job searching as a physics graduate. Additionally, guest speaker Alex Giovannone from the University of California, Santa Barbara, presented his research in condensed matter physics and discussed REU opportunities. Astronomy students also presented their REU results to SPS members, including Beyer, McMillin, and Lao. |
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| Prepare students for professional life following graduation | (1) Engage in proactive advising to help students develop an optimal curriculum for their chosen career path, whether for an industrial position or for professional or graduate school.

(2) Invite program alumni back to campus to discuss their own career paths for the benefit of our current students

(3) Have students present their work at conferences |

Strategic Initiatives for Program Growth	Establish a formal academic partnership between YSU and area universities, such as the University of Akron, to facilitate cross-curriculum exchange in physics and geology. This collaboration will enhance course offerings, provide students with expanded learning opportunities, and align with the state's goal of consolidating regionally duplicative programs. Interim Milestone (By 2026): Initiate discussions and pilot joint coursework or research collaborations with at least one partner institution. This phase will include faculty engagement, curriculum alignment, and the development of a framework for shared resources and student participation. Update Program Promotional Materials (Ongoing, with Completion by 2025): Revise and enhance both print and online promotional materials to effectively highlight the opportunities available within the program. These materials will showcase research opportunities, career pathways, and student success stories to attract prospective majors and increase enrollment. These initiatives will support the department's expansion goals while aligning with state objectives, ultimately increasing student engagement and enrollment in physics and geology.
Improve recruitment to undergraduate department programs	Develop and operate workshops and programs for middle and high school (or K-12) students at the Williamson Innovation Park towards.

Faculty Collaboration to improve teaching through research.	Expanding Research Opportunities and Student Engagement:
	Milestone: Establish the Large PAGES Research Group with participation from at least 50% of faculty and 30% of students within one year.
	Measurement: Track participation by faculty and students in department meetings, strategy sessions, and collaborative research efforts associated with the PAGES group.
	Develop Large- and Small-Scale Research Projects:
	Milestone: Launch 3 large-scale and 10 small-scale research projects across experimental and theoretical labs, engaging at least 15 students annually.
	Measurement: Track the number of research projects initiated and the number of students actively involved in these projects.
	Active Research Labs and National Recognition:
	Milestone: Increase the number of peer-reviewed journal publications by faculty and students by 15% each year, and present research at a minimum of 3 national conferences annually.
	Measurement: Monitor the number of publications in peer-reviewed journals and track student co-authorships, as well as the number of conference presentations involving students.
	Secure Internal and External Funding:
	Milestone: Secure at least 3 new internal or external grants per year for research projects, increasing total funding by 20% annually.
	Measurement: Track the number of grants awarded and the total amount of funding received, ensuring continuous growth in research resources.
	Increase Student-Faculty Publications and Presentations:
	Milestone: Increase student co-authorship in peer-reviewed publications by 20% annually, and increase student presentations at national conferences by 10% each year.
	Measurement: Track the number of publications co-authored by students and the number of student presentations at conferences annually.
	Enhance Student Research Training and Competitiveness:
	Milestone: Ensure that 75% of students engage in at least one capstone project or research opportunity with faculty members, providing exposure to diverse research methodologies.
	Measurement: Track the number of students participating in research projects or capstone experiences, ensuring they work with multiple faculty members across different research areas.
	Faculty Mentorship and Research Successes:
	Milestone: Achieve a 10% increase in the number of interdisciplinary student groups mentored by faculty, resulting in at least 3 peer-reviewed publications per year from these groups.
	Measurement: Track the number of student groups mentored, as well as the number of publications and student achievements resulting from faculty mentorship.
	Student Success Stories:
	Milestone: Increase the number of students achieving post-graduation success (graduate school acceptances, job placements, etc.) by 15% each year.
	Measurement: Track the number of students who secure graduate school

	placements, internships, or full-time employment after graduation, comparing yearly progress.

Improve student success rates over historic averages by addressing DFW percentages in each discipline within the department.	A general approach with multiple actions will be implemented and the incoming data will be continuously analyzed. Specifically, faculty will strive to reach out to students after the "first exam check", that is, students with poor first exam scores and/or poor attendance/participation in class up to the first exam. Initially, the faculty will reach out in several ways. 1. Instructor sends notification to E.A.R.S. for D, F, and chronically absent students on first exam check. 2. Instructor emails D, F, and chronically absent students after first exam check to describe how success might still be achieved in the course. If the grading scheme allows for a drop exam or a replacement exam, or another grade redetermination, explain how this can help the student still earn a desirable grade. Instructor also describes alternate study methods or directs student to the CSP or MAC and asks for a student response to the email describing these suggestions. 3. In the syllabus, faculty require all students below a set grade at the first exam check to privately visit the instructor during office hours to discuss some of the points in #2 above and to offer more study suggestions specific to the individual student. 4. Instructor or department office checks student transcripts for D, F, and chronically absent students after first exam check to look for past withdrawal patterns. Possible early warning of underlying problems can be forwarded to counselors for intervention. 5. For D, F, and chronically absent students not responding to 1-4 above, faculty or departmental office will send notification to Clare Berardini to document procedures taken and to promote further attention.

PHYSICS & ASTRONOMY (BACHELOR'S)

PROGRAM PITCH:

The Department of Physics, Astronomy, Geology, and Environmental Science provides a high quality educational experience for undergraduate students by offering challenging and essential course work; by engaging majors and graduate students in significant research consistent with the faculty's realization of teaching through research; by expanding the research impact of the department and the University; and by nurturing the discourse between the public and the scientific community various outreach programs.

The Department embraces the mission and core values of Youngstown State University and the College of Science, Technology, Engineering, and Mathematics. The Department's primary goals are: 1) to prepare undergraduate students for productive professional careers and/or graduate studies in physics, astronomy, geology, environmental science, and related fields by rigorous coursework and frontier research experiences, and 2) to enable graduate students form leadership roles in environmental related research, management, and regulatory affairs.

Regular inclusion of undergraduate students as co-authors in peer-reviewed research journal articles and as research presenters at regional and national meetings supports the physics program mission of "Teaching through Research" connecting the Academic Distinction/Discovery of Knowledge and Student Futures/Lifelong Learning directives of the YSU "Taking Charge of our Future" Strategic Plan. Over 30% of all programs at YSU include physics courses to meet standards or accreditation requirements and the physics program provides a sustainable platform for all these other programs across campus for Student Futures/Lifelong Learning.

SMART GOALS

Goal	Action

	Faculty Collaboration to improve teaching through research.	Hands-on Experience for Students:
		    Milestone: Ensure that at least 80% of students (both majors and non-majors) in PAGES have participated in hands-on research experiences with faculty by the end of each academic year.
		    Measurement: Track the number of students participating in research projects, including both majors and non-majors, through surveys or faculty reports.
		Establishing Large PAGES Research Group:
		    Milestone: Form the Large PAGES Research Group with participation from at least 75% of faculty and 40% of students by the end of the first academic year.
		    Measurement: Track faculty and student participation in department meetings and collaborative research projects related to the PAGES group.
		Development of Large- and Small-Scale Interdisciplinary Research Projects:
		    Milestone: Launch 2 large-scale and 5 small-scale interdisciplinary research projects involving faculty and students, with at least 10 students engaged in these projects over the next year.
		    Measurement: Track the number of projects initiated and the number of students actively involved in these projects across different research labs.
		Securing Internal and External Grants:
		    Milestone: Secure at least 3 new grants or funding opportunities per year, increasing total research funding by 15% annually.
		    Measurement: Track the number and total amount of internal and external grants awarded to faculty and student research collaborations.
		Increasing Faculty-Student Publications and Presentations:
		    Milestone: Increase the number of student co-authors in peer-reviewed manuscripts and presentations by 20% annually.
		    Measurement: Track the number of publications and presentations involving student co-authors, including national and international conference presentations.
		Faculty Release Time for Research Collaboration:
		    Milestone: Advocate for and secure at least 2 additional faculty release times per year to facilitate robust research collaboration with students.
		    Measurement: Track the number of faculty granted release time each year for research collaboration with students.
		Capstone Projects:
		    Milestone: Ensure that 90% of students participate in at least one capstone project or research opportunity that involves faculty mentorship.
		    Measurement: Track student participation in capstone projects and the number of students who work with faculty mentors on research initiatives.
		Astronomy Faculty and Student Research Involvement:
		    Milestone: Engage at least 6 students in astronomy-related research projects (e.g., MIPP updates, planetarium programs) by the end of the academic year.
		    Measurement: Track the number of students involved in the Massive Imaging Processing Place (MIPP) and other astronomy projects, as well as their contributions to planetarium shows and outreach activities.
		Impact of Science Education and Outreach:

| | Milestone: Increase student involvement in planetarium shows and outreach programs by 15% annually, with an emphasis on contributing to science education. |
| | Measurement: Track the number of students participating in planetarium shows and outreach programs, as well as feedback from these activities. |

To find and secure funding to maintain full-time staffing levels at both the Clarence R. Smith Mineral Museum and the Ward Beecher Planetarium in order to carry out their missions to not only present scientific material to YSU students, school groups, and the general public, but to develop new material to keep up with the myriad scientific advances in PAGES-related disciplines. We also need to maintain the facilities to be updated and safe post-COVID-19. 6/12/23 Revision: We must get the Planetarium back up and running after the fire.	To obtain funding (ideally via COVID-related CARE funds) to improve the HVAC system in the Ward Beecher Planetarium. This includes individual humidity/temperature and air-handling control of the planetarium, in order to protect the equipment (sensitive to heat and humidity) and keep the Planetarium functioning for a long time to come. To find and secure funding to maintain two full-time staff at the Planetarium. The Ward Beecher Planetarium has always had two full-time staff members to develop, coordinate and present astronomy and space-science related shows to school groups of all ages, the general public, and help with development of materials used in the ASTR 1504 courses. Recent budget cuts reduced the Planetarium Lecturer position to half-time, but this will severely reduce our ability to present school programs and develop new materials. This is of utmost priority. To maintain a large student complement working at the planetarium will also require two fulltime staff -- the Lecturer is largely in charge of co-ordinating student projects, including show presentations and presentations at local meetings. To secure long-term funding (through endowments) to make the Museum Specialist of the Mineral Museum a full-time position. To secure long-term, continuous funding (through an endowment) for continued operations of the Mineral Museum, including upkeep and maintenance, and funds for museum outreach materials (eg. kits for local schools) Integrate the planetarium projection system as parts of PAGES courses other than ASTR 1504 and 1504L. For example, ASTR 2609, or to develop or purchase shows that can be used by Geology classes.

Prepare students for professional life following graduation	Proactive Advising:
	   Milestone: Ensure that 90% of students receive personalized advising sessions that align with their career goals by the end of each academic year.
	   Measurement: Track the number of advising sessions held, ensuring each student has an individual session that focuses on their academic and career plans. Use surveys to assess how well the advising supports their career alignment.
	Alumni Engagement:
	   Milestone: Host at least 4 alumni events annually, with 30% increase in alumni attendance each year.
	   Measurement: Track the number of alumni events hosted, the attendance rates of alumni and students, and collect feedback from both groups to measure the value of these interactions.
	Student Science Presentations:
	   Milestone: Increase the number of student science presentations (including at conferences) by 15% annually, with students presenting in both introductory and advanced-level courses.
	   Measurement: Track the number of students delivering presentations in courses and conferences. Keep a record of the topics presented and evaluate improvements in communication skills through peer and faculty feedback.
	Updated Computing Skills:
	   Milestone: Ensure 100% of students in astronomy courses (e.g., ASTR 4811/2, 3711/2) complete assignments using updated computing tools (e.g., Python) with a proficiency rate of 85% or higher by the end of the course.
	   Measurement: Track student completion of assignments involving Python and other computing tools, and assess proficiency using a grading rubric to ensure at least 85% of students are proficient.	

Improve recruitment to undergraduate department programs	Develop and operate workshops and programs for middle and high school (or K-12) students at the Williamson Innovation Park towards.	

To secure ongoing funding for high-profile community engagement at the Ward Beecher Planetarium, to maintain equipment, exhibits, and staffing levels (both full-time and student assistants), supporting its mission to deliver unique science education experiences for YSU students, K-12 school groups, and the general public.	Planetarium's Community Impact: Milestone: Increase the number of K-12 school visits by 20% annually by offering enhanced programs and ensuring adequate staffing. Measurement: Track the number of school groups visiting the planetarium each semester and compare it to previous years' data. Post-Fire Rebuild & Repairs: Milestone: Complete all final repairs by October 2024, ensuring the planetarium is fully operational for students and community programs. Measurement: Monitor progress on the rebuild and repairs, ensuring that all work is completed on schedule and within budget. Full-Time Staffing for Planetarium: Milestone: Secure funding and hire a full-time Planetarium Coordinator by August 1, 2025. Measurement: Track the hiring process, with an anticipated hire date and progress toward securing funding by October 2024. Restart K-12 School Visits: Milestone: Resume school group visits to the planetarium by Fall 2025, contingent on the hire of a full-time Planetarium Coordinator. Measurement: Track the number of school visits scheduled and conducted, aiming for a return to the pre-2023 levels. In-House Fulldome Programs: Milestone: Begin developing new fulldome programs for YSU Astronomy classes starting Fall 2025, with the first program(s) debuting in Fall 2026. Measurement: Track the development process of the fulldome programs and ensure they are ready for debut in Fall 2026, including program content and materials. Warren M. Young Lecture Series: Milestone: Resume the Warren M. Young Lecture Series by Fall 2025, funded by the planetarium's endowments. Measurement: Track the organization and funding of the lecture series, ensuring the first event occurs in Fall 2025. Expanding Fulldome System Use: Milestone: Integrate the fulldome system into additional courses (e.g., Astro 2609, GIS program) by Spring/Fall 2025. Measurement: Track the number of courses and programs that use the fulldome system, starting with Astro 2609 in Spring 2025 and GIS integration in Summer/Fall 2025.

Improve recruitment (both locally and internationally) to undergraduate department programs. Develop ways to re-engage students post-COVID and continue promotion of student engagement in the community at YSU and beyond.	Restart Engagement Activities:
	    Milestone: Increase student participation in departmental engagement activities (such as workshops, socials, and REU presentations) by 20% annually.
	    Measurement: Track attendance at various engagement events, including SPS meetings, social events, and guest speaker sessions, comparing yearly participation rates.
	Middle & High School Workshops:
	    Milestone: Launch the first telescope-focused workshop in Summer 2026, with at least 100 middle and high school students participating in the inaugural session.
	    Measurement: Track the number of students attending the workshops and their feedback, including the number of telescopes purchased and tested by Summer 2025.
	South Asian Recruitment Pilot:
	    Milestone: Increase the number of South Asian students (especially from Nepal) matriculating to YSU's Physics or Physics & Astronomy programs by 30% following the intensive recruitment effort in August of 2025 with continuing similar efforts each summer.
	    Measurement: Track the number of students recruited from Nepal and other South Asian regions, comparing the outcomes of the pilot initiatives to future recruitment efforts.
	Job Shadowing & Day Visits:
	    Milestone: Provide at least 5 job shadowing or day visit opportunities for high school students annually, with 80% of participants reporting an increased interest in YSU's programs.
	    Measurement: Track the number of job shadowing opportunities offered and gather feedback from participants on their interest in the Physics or Physics & Astronomy programs at YSU.
	Collaboration with Marketing & Enrollment:
	    Milestone: Develop and distribute at least 2 new sets of promotional materials (printed and digital) annually, targeting high school students and increasing the number of inquiries about PAGGES programs by 25%.
	    Measurement: Track the creation and distribution of promotional materials and measure the resulting increase in student inquiries, using web analytics and inquiry tracking.
	Fulldome/Fisheye Presentation for High School Visits:
	    Milestone: Complete the development of the immersive fulldome/fisheye presentation by Summer 2026 and showcase it to at least 5 high school groups within the first year of its release.
	    Measurement: Track the completion of the fulldome presentation, as well as the number of high school visits it is shown at, and gather feedback from students and teachers on the presentation's effectiveness.
	Theoretical Physics Research Collaboration with Nepal:
	    Milestone: Successfully execute the first collaborative theoretical physics research project in Nepal, producing at least one peer-reviewed publication each summer, starting in Summer 2025.
	    Measurement: Track the progress of the collaborative research, ensuring

the publication of a peer-reviewed paper each year, and measure the involvement of high school students in the research.
Society of Physics Students (SPS) Events:
    Milestone: Increase participation in SPS events by 15% annually, with at least 3 major events per year (e.g., guest speakers, student presentations).
    Measurement: Track the number of students attending SPS events and the frequency of events held each year, as well as the number of students actively involved in presenting or organizing.

| Improve student success rates over historic averages by addressing DFW percentages in each discipline within the department. | A general approach with multiple actions will be implemented and the incoming data will be continuously analyzed. Specifically, faculty will strive to reach out to students after the "first exam check", that is, students with poor first exam scores and/or poor attendance/participation in class up to the first exam. Initially, the faculty will reach out in several ways.

1. Instructor sends notification to E.A.R.S. for D, F, and chronically absent students on first exam check.

2. Instructor emails D, F, and chronically absent students after first exam check to describe how success might still be achieved in the course. If the grading scheme allows for a drop exam or a replacement exam, or another grade redetermination, explain how this can help the student still earn a desirable grade. Instructor also describes alternate study methods or directs student to the CSP or MAC and asks for a student response to the email describing these suggestions.

3. In the syllabus, faculty require all students below a set grade at the first exam check to privately visit the instructor during office hours to discuss some of the points in #2 above and to offer more study suggestions specific to the individual student.

4. Instructor or department office checks student transcripts for D, F, and chronically absent students after first exam check to look for past withdrawal patterns. Possible early warning of underlying problems can be forwarded to counselors for intervention.

5. For D, F, and chronically absent students not responding to 1-4 above, faculty or departmental office will send notification to Clare Berardini to document procedures taken and to promote further attention. |

POLITICAL SCIENCE (BACHELOR'S)

PROGRAM PITCH:

Seek to develop students' critical understanding of both U.S. domestic and international politics, including the study of public administration, political theory, the basic institutions of government, U.S. and international law, theories of international relations, and the development and structure of international organizations. Provide students with important sources of analytical information, and opportunities for oral comment and argument, through classroom, internship, and extracurricular activities such as Moot Court.

The political science program works closely with students and agencies to place students with particular skills sets and interests in local, state, and national level internships for real world applications. These internships lead to high level placement rate in local and state governmental and non-governmental agencies. Skills learned in Moot Court in turn lead to a high acceptance rate into law school or legal offices within the area as researchers.

The strength of the program faculty is service to the local and national level community. Faculty serve as national commentators on political events, another faculty member serves program evaluation for the City of Youngstown and serves on multiple Boards. In addition, there is a close relationship between faculty and students which leads to high placement of students into internships and job placements.

SMART GOALS

Goal	Action
Improve Curricular Efficiency (Spring 2025)	a. Complete curricular revision i. Upper international political courses are in a every other year rotation. b. Develop a 2-year course rotation i. Upper level electives focused on American Government are in a two year rotation to exploit the electoral calendar. c. Look for ways to reduce independent study courses i. Updated the Internship to repeatable (completed fall 2024 for Fall 2025)

Improve Student Success rates (ongoing)	a. Lead discussions on departmental DFW rates i. Meet with coordinator by end of summer semester 2025 to review DFW rates of courses (focusing on the D rates and part time faculty). b. use of early alert systems for struggling students i. every mid semester - CRM alerts should be done. c. Engage in departmental discussion of courses assessments d. Identify upper level students from past classes to recommend as peer tutors. (spring 2025)
Enhance student learning outcomes	a. Introduce a formal certification related to public management i. In process – change at state level to concentrations – curriculum needs to be checked (spring 2025) b. Refocus moot court program to maintain national standing i. Rehired former Moot Court professor (Fall 2024) c. Increase community partnerships for the Urban Internship Program i. Expanding (summer 2025)
Establish a 4 + 1 articulation agreement with Cleveland State University's Master in Public Administration. (spring 2026 in writing)	In discussions with the head of the Master program (AY 24-25) curriculum exchange (Summer -fall 2025) modeling off of 3+3 programs with CSU
Establish the Urban Internship as a Community Engaged Learning class (completed Spring 2025)	Identifying community partners for consistent placement
Reimagining African American Politics	a. rename it to be more descriptive of the course (Spring 2025) b. add a community engagement component i. Meet with community partners (summer 2025) ii. Submission of CE paperwork (Fall 2025)
Marketing 3+3 in Political Science with Akron	a. Course input Spring 2025 for 3+3 b. Curriculum identification for 3+3 (summer 2025)

draft

PRIMARY EDUCATION INTERVENTION SPECIALIST (BACHELOR'S)

PROGRAM PITCH:

The Primary/Primary Intervention Specialist Program prepares teachers with practical knowledge and skills to become caring and exceptional general education or special education elementary school teachers. This program leads to two different licenses: general education and special education. Through our partnerships with over 30 local school districts, students receive real-world classroom experience from their first semester onwards. A partnership with Youngstown City Schools provides opportunities for practical application of concept through small group tutoring. In their coursework, students learn strategies from experienced and talented supervisor teachers, often leading to job offers even before graduation.

SMART GOALS

Goal	Action
Strengthen community partnerships with locals schools to better support Mentor Teachers.	1. The ELIS Coordinator will host at least two optional virtual gatherings during the Fall and Spring semester for all Mentor Teachers that will assist with clarifying pre-clinical expectations, answer questions, and provide training on evaluation tools (i.e., CPAST and EDA) by Spring 2026 2. Distribute a mid-semester survey to Mentor Teachers to solicit feedback and provide an opportunity for questions and concerns to be expressed and then addressed by either the University Supervisor and/or ELIS Coordinator by Spring 2026
Increase the Foundations of Reading Ohio Assessments for Educators (OAE) test scores	1. Set up Blackboard modules to provide content and test-taking strategies to students needing to pass the Foundations of Reading OAE to improve our passage rate scores to at least 70% by spring 2027 2. Require students who did not pass the Foundations of Reading OAE after the first attempt to enroll in a "bootcamp" workshop to strengthen their content knowledge and test-taking skills to improve our passage rate scores to at least 70% by spring 2027

PSYCHOLOGY (BACHELOR'S)

PROGRAM PITCH:

The Psychology Program at Youngstown State University provides a vibrant and supportive environment where students develop a deep scientific understanding of human behavior while gaining hands-on experience that prepares them for a wide range of careers. At YSU, our program is the right fit —large enough to offer expert faculty, extensive resources, and diverse opportunities, yet small enough to ensure personalized attention and strong faculty-student mentorship. We take pride in engaging teaching using the latest learning technology such as McGraw-Hill's Connect Learning Platform and social annotation tools including Feedback Fruits and Perusall, ensuring an interactive and meaningful educational experience. We offer in-person or online programs and apply that classroom knowledge through hands-on fieldwork experiences with organizations such as the Rich Center for Autism, the National Alliance on Mental Illness – OHIO, and the Mahoning County Prosecutor's Office. Students can work with faculty in research labs exploring their scientific curiosity leading to conference travel to present research and network with professionals. Students also have study abroad opportunities to gain global perspectives on human behavior. Our students are well-prepared for careers in academia, industry, and mental health services through personalized advising and career guidance. Many students continue their education with graduate programs in counseling and school psychology available within our department. We are committed to student success—whether to enter the workforce after graduation or pursue advanced studies. With expert faculty, hands-on experiences, and a supportive academic environment, our program provides everything for students to thrive in the field of psychology.

SMART GOALS

Goal	Action

The program will develop a reduced credit hour BA degree for launch Fall, 2026 to facilitate early entry from undergraduate to graduate counseling and school psychology degree programs.	a) Revise curriculum and submit to CIM for approval (in progress). b) Write supporting documentation for approval by HLC and ODHE, as details are known (6 months – 1 year). c) Shepard the program through the approval process internally and externally (1-2 years). d) Market the program (3-4 years).
Expand experiential learning opportunities for psychology students by increasing participation in research projects, fieldwork experiences, and travel to professional conferences. Such opportunities enhance students' practical skills, improve career readiness, and strengthen graduate school applications, aligning with the program's mission to provide hands-on, applied learning experiences.	a) Increase awareness of available research opportunities through department communications, social media, classes, and advising (1-2 years). b) Establish new partnerships with local mental health agencies, schools, and community organizations (3-4 years). c) Identify a faculty member to serve as the fieldwork coordinator (1-2 years). d) Organize career panels and workshops featuring professionals and former students in psychology-related fields (on-going). e) Make students aware of financial support for presenting at or attending conferences (1-2 years). f) Promote conference opportunities through faculty advisors and student organizations (1-2 years). g) Establish a "Psychology Club" that will supplement membership beyond the Psi Chi honorary society (1-2 years).

Develop and implement a comprehensive tracking system to monitor the career placements of psychology program graduates. This system will collect data on employment status, job titles, industries, and further education pursuits. Understanding career outcomes and placements will help the program improve curriculum, enhance career services, and demonstrate its effectiveness.	a) Develop data collection tools such as Qualtrics online surveys for graduates; send follow-up surveys at six months and one year post-graduation (1-2 years). b) Collaborate with career services and alumni relations to integrate existing resources (1-2 years). c) Collect data from local employers (identified from the Chamber of Commerce, for example) about job placement needs and trends (2-3 years). d) Establish a LinkedIn alumni group for networking and tracking (2-3 years). e) Establish a community advisory board (3-5 years).

PUBLIC & PROFESSIONAL WRITING (BACHELOR'S)

PROGRAM PITCH:
• 	Fostering life-long learning and intellectual curiosity, helping student learn to write, edit, and design electronic and paper documents for businesses, organizations, and institutions.
• 	Teaching students to analyze and produce clear, effective, and well-edited writing that serves the needs and interests of various audiences. Students gain an understanding of visual rhetoric, experience writing with data, practice with creative nonfiction and storytelling, and attention to writing in the public sphere.
• 	Encouraging students to develop a specialty in a specific field or working environment and apply their knowledge and skills.

SMART GOALS

Goal	Action
Revise curriculum to broaden appeal of major.	Revise program name, mission, and course offerings.
Improve curricular efficiency	Place courses on carousel-style rotation

PUBLIC HEALTH (BACHELOR'S)

PROGRAM PITCH:

The BSAS Public Health program offers a flexible and interprofessional education tailored to students' career goals. Students receive instruction from highly qualified professionals with experience in diverse fields, including medicine, emergency management, epidemiology, environmental health, community health, and infectious disease. Students can select a curriculum path that aligns with their interests and engage in optional field experiences nationwide. The program also provides opportunities to network with mentors in various fields and gain practical experience through interprofessional collaborative simulation sessions. Program faculty have a strong history of collaborating with colleagues from other programs and departments, and they will continue to engage in joint research and community outreach initiatives. The field of public health is set to see career growth in areas such as environmental health, health data science and analysis, community health, and health education. Graduates of the public health program have found employment at prestigious institutions such as the Cleveland Clinic, The Wexner Medical Center at Ohio State, the US Department of Defense, and local and state health departments. Our graduates are not only eligible to become Certified Health Education Specialists (CHES) or Environmental Health Specialists, but the program also prepares them for advanced degrees by providing the necessary foundational knowledge and skills.

SMART GOALS

Goal	Action

Strengthening our collaboration with community partners.	a. Specific- The program director will enhance program visibility by participating in promotional opportunities, including events, fairs, and presentations. b. Measurable: i. Attend or host 6 promotional events over the next academic year. ii. Distribute program materials to at least 200 prospective students or community members. iii. Track engagement metrics, such as inquiries or applications generated from each event. c. Achievable: Collaborate with the marketing team, faculty, and community partners to identify and participate in relevant promotional events. Utilize existing resources to create engaging materials and presentations. d. Relevant: Increasing program awareness will boost enrollment and enhance the program's reputation within the community and the field of public health. e. Time-Bound: i. Identify key events and finalize a promotional calendar by March 2025. ii. Participate in at least 3 events by August 2025 and complete all 6 events by December 2025. iii. iii. As part of an ongoing annual commitment, participate in at least 6 events by December each year.

| Increase program enrollment. | a. Specific: Develop and launch an accelerated online program starting in Fall 2025.

b. Measurable:

i. Develop a carousel of public health courses

ii. Prepare 4 accelerated online courses to launch in Fall 2025

iii. Assess the number on newly enrolled students at the end of the academic year

c. Achievable: The B.S.A.S. Public Health program will partner with RisePoint to develop, launch, and grown the accelerated online program.

d. Time:

i. Carousel of online accelerated courses will be developed by August 2025

ii. 4 accelerated courses will be developed and ready to launch by August 2025

iii. Assessment of the number of newly enrolled students will take place by August 2026 |
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Increase Interdisciplinary Collaboration	a. Specific: Engage in Interprofessional Education (IPE) and research activities with other health profession programs and other colleges, with a focus on fostering collaborative learning and knowledge sharing across disciplines. b. Measurable: i. Participate in at least 1 interdisciplinary IPE activity within the next academic year. ii. Achieve participation from at least 3 disciplines in the event. iii. Collect feedback from 80% of participants to evaluate the effectiveness of the activity. c. Achievable: Leverage existing faculty expertise, partnerships with other disciplines, and institutional resources to design and execute IPE activities. d. Relevant: Align these efforts with the college's mission to prepare students for collaborative roles in public health. e. Time: i. Develop an action plan to implement IPE activities by March 2025. ii. Participate in at least 1 IPE activity by May 2025. iii. Complete all planned activities, analyze outcomes, and reassess IPE action plan by December 2025.

Increase Research Opportunities	a. Specific: Program faculty will actively engage in collaborative research opportunities with faculty from other programs, departments, or colleges to enhance interdisciplinary scholarship. b. Measurable: Program faculty will participate in at least one interdisciplinary research project or grant proposal within the next academic year. c. Achievable: Faculty will identify potential research collaborators, seek external or internal funding opportunities, and leverage existing research interests to form meaningful partnerships. d. Relevant: Expanding research collaboration aligns with program purpose statement, enhances scholarly impact, and increases access to research funding. e. Time-Specific: i. By the end of the 2025 academic year, faculty will have initiated or contributed to at least one interdisciplinary research effort, with progress assessed through mid-year and end-of-year faculty reports. ii. Beginning in the 2026 academic year, faculty will continue to engage in at least one interdisciplinary research collaboration annually to sustain and expand research opportunities.

PUBLIC HEALTH (MASTER'S)

PROGRAM PITCH:

Are you ready to make a meaningful impact on public health? The Consortium of Eastern Ohio Master of Public Health (CEOMPH) program at YSU is designed to empower and prepare current and future public health professionals through accredited education, innovative research, and hands-on service. With a strong foundation in interdisciplinary collaboration, real-world application, and community engagement, our program equips students with the skills and experience needed to drive meaningful change in diverse populations.

Students in the Master of Public Health (MPH) program gain a comprehensive education covering core public health disciplines and specialized areas of expertise. The curriculum includes epidemiology, where students analyze disease patterns, assess health risks, and design interventions to improve community health. In biostatistics, they develop proficiency in data analysis and statistical methods to support evidence-based decision-making. Environmental health sciences explore how environmental factors impact public health and offer solutions for creating healthier communities. The program also covers social and behavioral sciences, where students study the social determinants of health, behavioral interventions, and strategies to promote health equity. Health policy and management provide insights into healthcare systems, policy development, and leadership strategies to enhance public health initiatives. Additionally, public health practice and community engagement allow students to apply their knowledge through hands-on service-learning projects, internships, and partnerships with local organizations.

At CEOMPH, we foster collaboration among faculty and students from multiple disciplines to enhance research opportunities and strengthen program enrollment. Through initiatives like the Consortium of Community Health, students engage in research-based experiences that contribute to critical public health solutions. Additionally, our Penguin Health: Peer Health Education Program provides students with opportunities to participate in faculty-led and independent research projects, allowing them to develop essential research and leadership skills.

Our commitment to curriculum innovation ensures that students remain at the forefront of emerging public health issues. We continuously expand course offerings to provide interdisciplinary learning opportunities, introducing new elective courses

that enhance students' knowledge and expertise. Furthermore, our community-engaged learning courses emphasize real-world application by partnering with local organizations and supporting community-based initiatives. These experiences allow students to make a tangible impact on public health while gaining valuable field experience.

The CEOMPH program at YSU isn't just about education—it's an opportunity to lead, innovate, and improve health outcomes in eastern Ohio and beyond. Join a program where learning extends beyond the classroom and into the community, preparing you to be a public health leader of tomorrow.

<h2 style="text-align:center;color:red">SMART GOALS</h2>

Goal	Action
Establish a structured interdisciplinary research initiative (Consortium of Community Health) within BCHHS that fosters collaboration among faculty and students from multiple disciplines, with a specific focus on enhancing the MPH program's research opportunities and enrollment.	Measurable Targets: 1. Secure $5,000 annually to fund interdisciplinary research projects, reaching a total of $30,000 within six years. 2. Provide research opportunities for at least 15 MPH students over six years, emphasizing practical, research-based learning. Achievability Strategy: • Utilize university resources, grants, and partnerships with healthcare organizations and industry leaders to secure funding and mentorship, attracting MPH students interested in research. Relevance: • Enhancing interdisciplinary research strengthens BCHHS's academic reputation, increases student engagement, and aligns with institutional goals of innovation and collaboration. This will boost the MPH program's appeal, encouraging enrollment and establishing it as a leader in public health research. Time-bound Plan: • Launch up to five student-led interdisciplinary research projects (one per year) and secure $30,000 in funding by year six. These projects will be integrated into the MPH curriculum to attract prospective students.

Increase MPH student engagement in faculty-led and independent research projects (Penguin Health: Peer Health Education Program).	Measurable Targets: 1. Increase student research participation by 30%, with at least 20 MPH students involved annually by year six. 2. Establish three mentorship programs, conduct five research workshops per academic year, and fund at least 10 student research projects annually. Achievability Strategy: • Implement mentorship programs, workshops, and funding opportunities to support MPH students, ensuring faculty guidance and resource access. • Pair each MPH student with a faculty mentor to enhance research support. Relevance: • Expanding research opportunities enhances academic excellence, career readiness, and BCHHS's scholarly reputation. Increased research engagement will attract more MPH students and support program growth. Time-bound Plan: • By year three, establish structured pathways for MPH student research. • By year six, achieve a 30% increase in MPH student participation, supporting program growth and research excellence
Enhance community engagement and public health practice through collaboration and service-learning initiatives (Community-engaged Learning Courses).	Measurable Targets: 1. Establish partnerships with at least five new community-based organizations within the next four years. 2. Increase student participation in community service projects by 25% within five years. Achievability Strategy: • Develop structured service-learning programs in partnership with local health departments and non-profit organizations. • Encourage faculty and student involvement in community-based initiatives to address local health challenges. Relevance: • Strengthening ties with the community will improve public health outcomes, provide practical learning experiences, and reinforce CEOMPH's mission of service and collaboration. Time-bound Plan: • Establish five new community partnerships by year four. • Achieve a 25% increase in student participation in service-learning projects by year five.

Strengthen public health education by expanding course offerings and interdisciplinary learning opportunities (New MPH Elective Courses).	Measurable Targets: 1. Develop and implement two new interdisciplinary courses within the next three years. 2. Increase student enrollment in MPH courses by 20% within five years. Achievability Strategy: • Collaborate with partner universities to design and offer new courses that align with emerging public health issues. • Incorporate service-learning components to provide students with real-world applications of public health principles. Relevance: • Enhancing the curriculum will attract prospective students, improve academic engagement, and prepare graduates to address public health challenges effectively. Time-bound Plan: • By year three, introduce two new interdisciplinary courses. • By year five, achieve a 20% increase in course enrollment.

RESPIRATORY CARE (BACHELOR'S)

PROGRAM PITCH:

The Youngstown State University, Dr Louis N. Harris Respiratory Care Entry into Practice program is dedicated to preparing highly skilled, compassionate, and innovative respiratory therapists. Through rigorous, evidence-based education, hands-on clinical experiences, Hi fidelity simulation and through collaborative research, we equip students with the expertise to improve patient outcomes, ease suffering, decrease healthcare costs and advance the field of respiratory care. Our commitment to excellence fosters critical thinking, professional leadership, and community engagement, ensuring graduates are prepared to meet the evolving demands of healthcare with integrity and expertise.

Our program is nationally accredited by the Commission on Accreditation for Respiratory Care (CoARC) and consistently upholds and meets or exceeds exceptional academic accreditation standards, with a 99% retention rate and a 94% pass rate on the national credentialing exams earning national credentialing success awards. The YSU program is ranked among the top 25 respiratory therapy programs in the nation by Value Colleges, and the only program of 22 in Ohio to have multiple accredited program options for students and one of 3 nationally. We provide students with a trusted pathway to both professional success and leadership in the field with a scholarly research agenda.

According to the Bureau of Labor and statistics employment in respiratory therapy is projected to grow 13% from 2023 to 2033, with a projected increase of 17,500 new respiratory therapists needed in the healthcare workforce by 2033 to keep pace with patient healthcare demands, far outpacing the average for all occupations, our program equips graduates with the critical skills needed to thrive in a rapidly expanding field. As demand for respiratory care rises due to an aging population, increasing rates of chronic respiratory diseases, and advancements in healthcare technology, our graduates are positioned for high employment demand, competitive salaries, and diverse career opportunities in hospitals, clinics, and specialized healthcare settings.

Our commitment to excellence ensures that students are not only well-prepared for national credentialing exams but also for specializations in critical care, neonatal and pediatric care, sleep medicine, pulmonary rehabilitation, leadership, education and

research. By fostering interdisciplinary collaboration and a strong emphasis on reducing hospital readmission rates, and skilled management of highly sophisticated life support systems our graduates contribute to improving patient outcomes, enhancing healthcare efficiency, and shaping the future of respiratory therapy and societal health.

Our curriculum integrates state-of-the-art clinical simulation, real-world clinical patient care experiences, advanced mechanical ventilation training and airway management, specialized instruction in critical care, emergency response, neonatal and pediatric care, sleep medicine, and pulmonary rehabilitation, with each student providing over 1,000 hrs. of direct patient care and

community service. Our program also boasts a 4+1 advanced placement graduate option allowing student to pursue dual credit courses towards their master degree in respiratory care while completing their undergraduate entry into practice degree. Students benefit from interdisciplinary collaboration research opportunities, and strong healthcare partnerships with hospitals, pulmonologists, sleep labs and affiliations with other institutions of higher learning and learning from experienced educators and industry leaders who are passionate about shaping the future of respiratory care.

By emphasizing problem-solving, critical thinking, and evidence-based practice developed through research, we ensure that graduates are not only well-prepared for national credentialing exams but also capable of leading advancements in respiratory care, improving healthcare efficiency and quality, and improving care delivery through evidence-based research to directly impacting patient lives, societal health and outcomes.

At YSU, we don't just educate respiratory therapists—we shape the future of respiratory care.

SMART GOALS

Goal	Action

Expand our CoARC required research program agenda within 1 year	.Advancing clinical practices, exploring new respiratory therapy QI projects, for improving patient outcomes, that is student and faculty based through research · Seek grants and funding opportunities to support research initiatives. Allocating resources for research activities, such as dedicated time for faculty and access to necessary equipment, that is crucial for sustaining a robust research program. · Encourage partnerships with local hospitals, healthcare organizations, and other academic institutions to conduct joint research projects. These collaborations can provide access to diverse patient populations and additional resources, enriching the research experience. -ongoing research · Acquire tenured faculty members with a specific discipline and skill set focused on research with a scholarly agenda-within 1 yr · Increase ongoing research collaboration with an interdisciplinary focus · Complete our established research lab-within 1 year

| Continual programmatic review | Continue to improve and adjust programmatic offerings to keep pace with ongoing and dynamic rigorous accreditation standards set forth by the Commission on accreditation for respiratory care (CoARC) and to further keep pace with the National Board for Respiratory Care (NBRC) Matrix standards for entry into practice educational standards.

· Continue to expand and strengthen clinical affiliate relationships with new and current sites to ensure student educational and clinical affiliate needs are being met equitably, allowing an Increase in CoARC approved program enrollment

· Improvement in virtual experiences within existing simulation-based learning to allow students to practice technical skills, enhance critical thinking, and improve patient interactions in a controlled environment. Simulation-based education has become a vital tool for preparing respiratory therapists.

· Encourage continuous professional development among students and faculty to stay abreast of the latest advancements in respiratory care. A commitment to lifelong learning exceeds the former focus on specific diseases and tasks, promoting a more comprehensive approach to patient care.

* Evidenced by yearly Report of Current Standards (RCS) required submitted reports that programmatic goals and standards are being met.

*By implementing these strategies, YSU's Respiratory Care program can strengthen its research component, contributing to the advancement of the field and the improvement of patient care and patient outcomes. |
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Marketing/Recruitment	Increase our marketing presence at local and state career events to entice inspiring young minds to health professions to insure future program enrollment. · Attend Health Occupation Students of America (HOSA) sponsored events · Attend Career days at local High schools · Continue to focus on Penguin preview days · Continual and dedicated marketing of the respiratory care programs · Attend AARC national and State events for marketing of RC programs · Continue to work with YSU marketing to achieve this goal
Retention remediation	Review, assess, develop and implement improvements in our retention remediation and recruitment policies to maintain accreditation standards and to maintain and improve marketability and credibility of the entry into practice respiratory care program. *By implementing these strategies, YSU's Respiratory Care program can strengthen its research component, maintain and exceed accreditation standards, market the program and contributing to the advancement of the field and the improvement of patient care and patient outcomes, evidence-based practices and research.

RESPIRATORY CARE (MASTER'S)

PROGRAM PITCH:

The Youngstown State University Master of Respiratory Care Degree Advancement Program is an advanced graduate degree designed specifically for Registered Respiratory Therapists that are dedicated, licensed healthcare professionals, whose aim is to take their careers to the next level of expertise. Our MRC program has a strong focus on Education, leadership, research and interprofessional collaborative experiences that not only enhance clinical expertise but prepares graduates for careers in leadership, education, and research roles through innovation, that's focused on improving patient outcomes, decreased healthcare costs and length of stay, lending to a significant improvement in societal health and a patients' quality of life. The profession of respiratory care is noticeably at the forefront of modern medicine, and whether you aim to lead the quality of delivered care in the hospital settings, shape the future of respiratory education, or contribute to cutting-edge research, our MRC program provides the knowledge and expertise needed to excel in this rapidly evolving field, Moreover, to truly excel in this ever-evolving dynamic area of healthcare, advanced education and specialized expertise are key. To that end our MRC degree equips practicing respiratory therapists with the advanced skills and knowledge necessary to excel in various high-level roles, contributing significantly to patient care and the advancement of the respiratory care profession.

Our program is regionally accredited through Higher learning Commission (HLC) and is provisionally accredited nationally, through the Commission on Accreditation for Respiratory care (CoARC) Our MRC program is 100% online asynchronous ranked 6th by Best Colleges and is a graduate degree dedicated specifically to your profession, lending to advancement within your field of expertise

What makes our program stand out?

· Flexibility: We understand the demands of working professionals. That's why we offer online coursework, allowing you to balance your educational needs with your career goals and personal life.

· Expert Faculty: You will be learning from highly experienced educators and industry leaders who are passionate about shaping the future of respiratory care.

· Career Advancement: A master's degree opens doors to higher-paying positions, leadership roles, research and the ability to influence healthcare policies and education.

· Cutting-Edge Curriculum: Our coursework covers advanced patient care techniques, evidence-based research, healthcare leadership, and emerging trends in respiratory therapy.

· Accelerated learning experiences Our program offers accelerated degree attainment with 7-week course offerings

· Second Masters degree. Our program allows the flexibility to earn a second master's degree with a little as 12 s.h. further core studies for practicing respiratory therapists

According to the Bureau of Labor and statistics employment in respiratory therapy is projected to grow 13% from 2023 to 2033, with a projected increase of 17,500 new respiratory therapists needed in the healthcare workforce by 2033just to keep pace with patient healthcare demands, far outpacing the average for all occupations, our program equips graduates with the critical skills needed to thrive in a rapidly expanding field. As demand for respiratory care rises due to an aging population, increasing rates of chronic respiratory diseases, and advancements in healthcare technology, our graduates are positioned for high employment demand, competitive salaries, and diverse career opportunities in hospitals, clinics, research facilities, the federal government and specialized healthcare settings.

SMART GOALS

Goal	Action

Expand our existing research program objectives.	1.Advancing clinical practices, exploring new respiratory therapy QI projects, for improving patient outcomes, that is faculty led and student focused · Seek grants and funding opportunities to support research initiatives. Allocating resources for research activities, such as dedicated time for faculty and access to necessary equipment, that is crucial for sustaining a robust research program. · Encourage partnerships with local and national hospitals, healthcare organizations, and other academic institutions to conduct joint research projects. These collaborations can provide access to diverse patient populations and additional resources, enriching the research experience. -ongoing research · Acquire tenured faculty members with a specific discipline and skill set focused on research with a scholarly agenda-within 1 yr · Increase ongoing research collaboration with an interdisciplinary focus by fostering partnerships and engaging in collaborative healthcare initiatives. · Complete our established research lab-within 1 year

Continue to improve and adjust programmatic offerings to keep pace with ongoing and dynamic rigorous accreditation standards set forth by the Commission on accreditation for respiratory care (CoARC) for Degree advancement programs and to further keep pace with the American College for Respiratory Therapy Education (ACRTE) Evidenced by yearly Report of Current Standards (RCS) required submitted reports that programmatic goals and standards are being met	Improvement in virtual experiences within existing online simulation-based learning to allow students to practice skills, enhance critical thinking, and improve patient interactions in a controlled environment. Simulation-based education has become a vital tool for preparing respiratory therapists. · Encourage continuous professional development among students and faculty to stay abreast of the latest advancements in respiratory care. A commitment to lifelong learning exceeds the former focus on specific diseases and tasks, promoting a more comprehensive approach to patient care.

Increase and support our marketing presence at state and national conference events to entice and recruit health professionals to our program to insure future program enrollment.	Expand and support faculty led student research projects culminating in an increase in a research presence at national conferences and events promoting the university and the program giving more national exposure- ongoing · Attend American Association for Respiratory Care national and State events for marketing and networking opportunities for the RC programs-ongoing · Continual and dedicated marketing of the respiratory care programs · Continue to work with YSU marketing to achieve this goal *By implementing these strategies, YSU's Respiratory Care program can strengthen its research component, maintain and exceed accreditation standards, market the program and contributing to the advancement of the field and the improvement of patient care and patient outcomes, evidence-based practices and research.

RESPIRATORY CARE, ONLINE COMPLETER (BACHELOR'S)

PROGRAM PITCH:

The Youngstown State University, Bachelor of Science in Respiratory Care Degree Advancement Completion Program is designed specifically for registered respiratory therapists that are dedicated, licensed healthcare professionals, whose aim is to take their careers to the next level of expertise. Our BSRC DA program has a strong focus on Education, leadership, Research and Interprofessional collaborative experiences that not only enhance clinical expertise but prepares registered respiratory therapists for roles in leadership, education, and research settings, through driving innovation, resulting in an improvement in patient outcomes, decreased healthcare costs, length of stay, and a decrease in pain in suffering, lending to a significant improvement in societal health and a patients' quality of life. The profession of respiratory care is noticeably at the forefront of modern medicine, and whether you aim to lead the quality of delivered care in the hospital settings, shape the future of respiratory education, or contribute to cutting-edge research, our BSRC DA program provides the knowledge and expertise needed to excel in this rapidly evolving field. To excel within this ever-evolving dynamic healthcare discipline advanced education and specialized expertise are key and our BSRC DA degree equips practicing respiratory therapists with the advanced skills and knowledge necessary to excel in various high-level leadership roles, contributing significantly to patient care and the advancement of the respiratory care profession.

The YSU BSRC DA program is ranked among the top 25 respiratory therapy programs in the nation by Value Colleges, and the only program of 22 in Ohio to have multiple accredited program options for students and one of 3 nationally. We provide students with a trusted pathway to both professional success and leadership within the field with a scholarly student focused research agenda.

Our program is regionally accredited through Higher learning Commission (HLC) and is provisionally accredited nationally through the Commission on Accreditation for Respiratory Care (CoARC) and consistently upholds, meets or exceeds exceptional academic accreditation standards as evidence by our yearly RCS and a 98% retention rate. Our BSRC DA program is 100% online asynchronous and is a degree dedicated specifically to your profession, lending to professional advancement within your field of expertise.

What makes our program stand out?

· Flexibility: We understand the demands of working professionals. That's why we offer online coursework, allowing you to balance your educational needs with your career goals and personal life.

· Expert Faculty: You will be learning from highly experienced educators and industry leaders who are passionate about shaping the future of respiratory care.

· Career Advancement: A baccalaureate degree opens doors to higher-paying positions, leadership roles, research and the ability to influence healthcare policies and education.

· Cutting-Edge Curriculum: Our coursework covers advanced patient care techniques, evidence-based research, healthcare leadership, and emerging trends in respiratory therapy.

· Accelerated learning experiences Our program offers accelerated degree attainment with 7-week course offerings

According to the Bureau of Labor and statistics employment in respiratory therapy is projected to grow 13% from 2023 to 2033, with a projected increase of 17,500 new respiratory therapists needed in the healthcare workforce by 2033 to keep pace with patient healthcare demands, far outpacing the average for all occupations, our program equips graduates with the critical skills needed to thrive in a rapidly expanding field. As demand for respiratory care rises due to an aging population, increasing rates of chronic respiratory diseases, and advancements in healthcare technology, our graduates are positioned for high employment demand, competitive salaries, and diverse career opportunities within the federal government, hospitals, clinics, and specialized healthcare settings.

By fostering interdisciplinary collaboration and a strong emphasis on reducing hospital readmission rates, and skilled management of highly sophisticated life support systems our graduates contribute to improving patient outcomes, enhancing healthcare efficiency, and shaping the future of respiratory therapy and societal health.

Our curriculum integrates state-of-the-art virtual simulation, real-world clinical patient care experiences, advanced mechanical ventilation training and airway management, specialized instruction in critical care, sleep medicine, and pulmonary rehabilitation, Students benefit from interdisciplinary collaboration research opportunities, and strong healthcare community partnerships with hospitals, pulmonologists, polysomnography labs and affiliations with other institutions of higher learning and learning from experienced educators and industry leaders who are passionate about shaping the future of respiratory care.

By emphasizing problem-solving, critical thinking, and evidence-based practice developed through research, we ensure that graduates are well-prepared for national credentialing and certification exams and are capable of leading advancements in respiratory care, improving

healthcare efficiency and quality, and improving care delivery through evidence-based research, directly impacting patient lives, societal health and outcomes.

At YSU, we don't just educate respiratory therapists—we shape the future of respiratory care.

SMART GOALS

Goal	Action

Define our existing research program objectives.	Advancing clinical practices, exploring new respiratory therapy QI projects, for improving patient outcomes, that is student and faculty based through research · Seek grants and funding opportunities to support research initiatives. Allocating resources for research activities, such as dedicated time for faculty and access to necessary equipment, that is crucial for sustaining a robust research program. · Encourage partnerships with local hospitals, healthcare organizations, and other academic institutions to conduct joint research projects. These collaborations can provide access to diverse patient populations and additional resources, enriching the research experience. -ongoing research · Acquire tenured faculty members with a specific discipline and skill set focused on research with a scholarly agenda-within 1 yr · Increase ongoing research collaboration with an interdisciplinary focus · Complete our established research lab-within 1 year

Continual programmatic review	Continue to review, improve and adjust programmatic offerings to keep pace with ongoing and dynamic rigorous accreditation standards set forth by the Commission on accreditation for respiratory care (CoARC) and to further keep pace with the National Board for Respiratory Care (NBRC) educational practice standards. · Improvement in virtual experiences within existing simulation-based learning to allow students to practice technical skills, enhance critical thinking, and improve patient interactions in a controlled environment. Simulation-based education has become a vital tool for preparing respiratory therapists. · Encourage continuous professional development among students and faculty to stay abreast of the latest advancements in respiratory care. A commitment to lifelong learning exceeds the former focus on specific diseases and tasks, promoting a more comprehensive approach to patient care. * Evidenced by yearly Report of Current Standards (RCS) required submitted reports that programmatic goals and standards are being met. *By implementing these strategies, YSU's Respiratory Care program can strengthen its research component, contributing to the advancement of the field and the improvement of patient care and patient outcomes.

Marketing/Recruitment	Increase our marketing presence at local and state career events to entice inspiring young minds to health professions to insure future program enrollment.
	· Expand and support faculty led student research projects culminating in an increase in a research presence at national conferences and events promoting the university and the program giving more national exposure-ongoing
	· Continual and dedicated marketing of the respiratory care programs
	· Attend American Association of Respiratory Care national and state events for marketing of RC programs
	· Continue to work with YSU marketing to achieve this goal
	Retention remediation
	4. Review, assess, develop and implement improvements in our retention remediation and recruitment policies to maintain accreditation standards and to maintain and improve marketability and credibility of the DA completion program-ongoing
	*By implementing these strategies, YSU's Respiratory Care program can strengthen its research component, maintain and exceed accreditation standards, market the program and contributing to the advancement of the field and the improvement of patient care and patient outcomes, evidence-based practices and research.

SCHOOL PSYCHOLOGY (ED. SPECIALIST)

PROGRAM PITCH:

Mission - The YSU School Psychology Program, in alignment with NASP professional standards, aims to cultivate a diverse group of highly effective school psychologists who emphasize data-driven decision-making and problem-solving to advocate for the academic and emotional well-being of students and families while committing to continuous professional growth and collaborative partnerships. The program strives to advance the field and practice of school psychology by integrating a practitioner-scientist model, preparing graduates to leverage data in decision-making to address academic, behavioral, and social-emotional challenges within a multi-tiered support system. In fostering the belief that all children can learn, the program provides extensive professional training rooted in research and theory through scholarly activities, a modern and diverse curriculum, ongoing trend analysis, continuous program assessment, and support for graduates.

Vision - Our vision is to establish the YSU School Psychology Program as a nationally recognized leader, where collaborative innovation between students and faculty fosters groundbreaking research and impactful community initiatives. We aim to develop school psychologists who embody ethical leadership and are empowered as changemakers, dedicated to driving transformative educational practices and advancing social justice within their communities and the broader educational landscape.

SMART GOALS

Goal	Action

	The program will engage in targeted recruitment of high-quality students from diverse backgrounds, including international students, increasing the enrollment of students of color by 10% by Fall 2030. This will be accomplished by enhancing outreach efforts to undergraduate institutions, with specific attention to HBCUs. This goal supports our mission to cultivate a group of highly effective school psychologists, incorporating diverse perspectives to strengthen the collective impact of the program on the region.

	The program will reduce the number of required credit hours in the School Psychology program to bring it into alignment with other Ohio training programs and to maximize curricular efficiency, with the additional benefit of becoming more cost-effective by Fall 2026. This will be accomplished by an audit of the existing curriculum, followed by resequencing/revision of required coursework. This goal supports our mission of enhancing the viability of the program.
Develop autism as a program focus	Collaborate with Rich Center on programming. Pursue grants with the Rich Center for early identification and treatment of autism.

	The scientist-practitioner model will be utilized to unify the undergrad and graduate programs by Fall 2030. This will be accomplished through "soft-integration" (development of a pre-School Psychology curriculum track in Psychology to prepare existing undergraduate students and to market to potential graduate students) followed by "hard-integration" (development of a "3+3" program that will create dual enrollment / credit possibilities). This goal supports our mission of improving curricular efficiency while simultaneously meeting the needs of students.

SOCIAL WORK (BACHELOR'S)

PROGRAM PITCH:

The Bachelor of Social Work program at Youngstown State University prepares students to become skilled, ethical, and community-driven social work professionals. Through a generalist curriculum and extensive fieldwork—450 hours of internship—students gain real-world experience addressing the needs of diverse, economically challenged communities. Our faculty have years of experience in the field as well as advanced education bringing research and evidence-based treatment to the classroom in such interventions as suicide prevention, trauma informed care, cognitive behavioral therapy, harm reduction and motivational interviewing.

Our program emphasizes self-determination, social justice, and strengths-based practices while aligning with YSU's mission to foster student-centered learning, ethical practice, and lifelong education. Our student-centered approach to students involves individualized advising, one point of contact throughout your studies in the major, small student to faculty ratios and a philosophy that accepts students challenges as our own. Each faculty member partners with their students to address barriers and celebrate achievements. Faculty work diligently with students to ensure social work values of dignity, and the worth of each person are modeled in the classroom and during advisement.

Graduates are ready to enter fields of practice in entry-level social work positions such as child welfare, schools, healthcare, and community organizations all across Ohio and Pennsylvania at long established agencies in healthcare such as Cadence Care, Village Network, Alta, Compass, Mercy Health, Arkon Children's Hospital, Cleveland Clinic, Children's Services and schools in every county just to name a few. With an increasing demand for social workers, students are consistently offered positions during their internship, with many students participating in paid employment-based field. The program boasts a high licensure exam pass rate, offering a dedicated class to prepare for the exam and providing all licensure exam materials to each student for free, ensuring equity in preparing students to enter the workforce as skilled professionals.

YSU's BSW program is deeply connected to for-profit and non-profit businesses across all of our communities, collaborating with social service agencies and empowering students to create meaningful change in their communities. With flexible program options, including virtual online courses and partnerships at local campuses throughout Northeast Ohio, we are committed to expanding access to education and making an impact beyond the classroom. With over 100 students in

field internships our program provides 45,000 hours of service across our communities each year. Some graduates have gone on to create their own non-profit organizations to address the gaps in our current system. One such example is a student that created Club 7, an organization that understands the influence of group dynamics on the relationship between sports participation and mental health, targeting youth of all ages to impact peer relations, developmental experiences and healthy outcomes.

SMART GOALS

Goal	Action
Enhance marketing the social work program to increase enrollment by 10% by Fall 2026	Work with BCHHS Marketing person to: 1) Have social work included in the BCHHS social media campaign 2025 2) Promote specific aspects of the program (e.g., internships, community engagement opportunities) that differentiate us from competitors 2025 3) Find success stories of alumni who have made significant impacts in their fields and give to BCHHS Marketing person Ongoing/Yearly 4) Update programs webpage and brochures with testimonials and engaging design. Ongoing/Yearly
Improve overall licensure pass rates to meet or exceed state and national averages by Fall 2027	1. Align coursework with the core areas of the licensure exam in 2 courses per year. 2. Practice exam questions regularly throughout the curriculum to familiarize students with the format and timing adding questions across courses at a rate of 2 per year. 3. Invite 1 alumni per semester who have recently passed the exam to share insights, study strategies, and resources. 4. Collect per semester data on our capstone survey that assess' strengths and challenges of changes targeting the exam. 5. Ensure faculty are familiar with licensure exam requirements and integrate relevant content into their courses each semester.

SOCIAL WORK (MASTER'S)

PROGRAM PITCH:

The Master of Social Work program at Youngstown State University prepares students to become skilled, ethical, and community-focused social work professionals. We believe that by producing qualified and passionate social workers we can powerfully impact our community through their work and dedication. Through a generalist curriculum and extensive fieldwork, students gain real-world experience by addressing the needs of diverse and economically challenged communities.

Our faculty have years of experience in the field and advanced education which allows us to bring research and evidence-based treatment to the classroom. Faculty have published works in all areas relevant to social work practice including social justice, mental health, substance use and spirituality as well as evidence-based teaching and learning. Recent publications include works related to keeping children safe in Africa and the impact of changing policies for LGBTQ persons domestically and across the globe. Faculty have years of experience as skilled practitioners in our communities and bring the latest interventions such as EMDR and Trauma Informed care to the classroom. The MSW program is set apart by the passion and dedication of YSU faculty who are often long-standing community members.

Our program emphasizes self-determination, advocacy, and strengths-based practices while aligning with YSU's mission to foster student-centered learning, ethical practice, and lifelong education. Our student-centered approach involves individualized advising, small student-to-faculty ratios, and a philosophy that accepts students' challenges as our own. Each faculty member partners with their students to address barriers and celebrate achievements. Faculty work diligently with students to ensure social work values of dignity, and the worth of each person are modeled in the classroom and during advisement.

Graduates in our program make an impact in their community through a wide range of careers including, therapy in both community mental health and private practice, child protective services, veteran affairs, forensics, and substance use. While some universities choose the internship for the student and primarily partner with a small number of agencies, we believe in supporting our students in gaining experience in areas of their specific interest. For this reason, we have established partnerships with more than 160 surrounding agencies. The passion and skill level of our students is evident as more than 86% of students are offered, or maintain, employment at their field agency following the completion of their internship.

The MSW program is focused on reaching students from a variety of backgrounds, for this reason, we provide flexible program options, including virtual online or asynchronous courses and partnerships at two campuses in Northeast Ohio. By expanding our locations to include the Greater Cleveland area we have been able to impact a larger part of the state. We are committed to expanding access to education and making an impact beyond the classroom. Our students are taught to be advocates for their community. By fostering independence, critical thought, and confidence in the classroom students feel able to make a change within their community. For example, a current MSW student working in Child Protective Services identified a lapse in support for children aging out of the foster care system. She worked with her city to purchase a home, at a low cost, and utilized donations to fix up the house to create a 6-person residence. Funded by donations through fundraisers and word of mouth she now provides housing for children who have aged out of the child welfare system. During the first year of the program implementation, she resided in the home to maintain supervision and ensure the creation of a fully functioning program.

Our faculty are dedicated to advancing their scholarship and professional development, ensuring they remain at the forefront of social work and excel in preparing students for licensure. Their commitment to staying current in this ever-evolving field includes engaging in specialized training and dedicating time to initiatives that enhance licensure exam success.

SMART GOALS

Goal	Action
Increase student enrollment by 10% by Fall 2026	Work with BCHHS Marketing person to: 1) Have social work included in the BCHHS social media campaign 2025 2) Promote specific aspects of the program (e.g., internships, community engagement opportunities) that differentiate us from competitors 2025 3) Find success stories of alumni who have made significant impacts in their fields and give to BCHHS Marketing person Ongoing/Yearly 4) Update programs webpage and brochures with testimonials and engaging design. Ongoing/Yearly Engage in community activities to increase awareness of the program. 1) Attend community events. 2) Engage in social media campaigns which highlight the social work department and our students. 3) Attend university sponsored fairs and activities.

Achieve retention of 95% of MSW students during the 2025-2026 school year.	1) Provide intentional advisement which focuses on the needs and preferences of each student. 2) Faculty will demonstrate a minimum of 2 attempts at contact for any students not registered for classes. 3) Faculty will demonstrate a minimum of 2 attempts at contact for students who have not been maintaining regular contact with the department.
Improve overall licensure pass rates to meet or exceed state and national averages by Fall 2027.	1. Align coursework with the core areas of the licensure exam in 2 courses per year. 2. Practice exam questions regularly throughout the curriculum to familiarize students with the format and timing adding questions across courses at a rate of 2 per year. 3. Invite 1 alumni per semester who have recently passed the exam to share insights, study strategies, and resources. 4. Collect per semester data on our capstone survey that assess' strengths and challenges of changes targeting the exam. 5. Ensure faculty are familiar with licensure exam requirements and integrate relevant content into their courses each semester.

SOCIOLOGY (BACHELOR'S)

PROGRAM PITCH:

Sociology students examine the structural relationships between individuals and groups, relationships amongst groups, and how individuals both create and interact with social institutions. Critical to this analysis is understanding how these structural relationships lead to the social causes and consequences of human behavior. Sociology analyzes current events, case studies, demographic data, and ethnographic material as the basis for undergraduate research focusing on societal issues from multiple perspectives. The students' sociological lens, along with the diverse research methods, leads to employment in a variety of fields including governmental, non-profit, medical, education, and business.

The sociology curriculum is distinctive in its broad training, with students taking courses in social structures, socialization and stratification, and social problems unlike other programs which require a narrower focus. This comprehensive training serves the students in their in-depth research projects, internships, and career development. There is intensive mentoring of students' creation and completion of research projects which address social problems and solutions.

This is a teaching focused program in which faculty are participating in an in person/online 16 week program, an accelerated online program, and are proposing a reduced credit hour program.

SMART GOALS

Goal	Action
Over the next 3 to 5 years - Increase majors by 200%	a. Focus Plus filming (Completed Spring 2025) b. Produce a brochure for Penguin Preview Day highlighting interdisciplinary experiences, research opportunities and internships tied to future employment. (completed Spring 2025) c. Participation in the History Day workshop/majors Fair i. Pilot spring 2025 ii. Full roll out 2026 d. participation in penguin preview day

Creating multidisciplinary relationships to enhance students' writing skills. (Fall 2025 submission)	a. Utilizing Professional and Technical Writing courses within curriculum. Identify PTW courses that would complement the Sociology curriculum, as well as courses in other disciplines. i. Discussed two different courses submission of curricular changes (fall 2025) ii. Providing opportunities for students to learn grant writing
Expose students to a multidisciplinary perspective	Plan co-teaching with Art History and/or other disciplines with the goal of teaching one additional course in the 26/27 academic year and 2 more in the following year.
AOP sociology	a. Continuing to transition classes into AOP format on schedule b. Outside calendar
Improve Curricular Efficiency	• Complete curricular revision • Develop a 2-year course rotation • Look for ways to reduce independent study courses
Strengthen student research	• Strengthen curriculum integrity and course sequencing following the ASA guidelines • Continue with faculty-guided student research through capstone courses • Encourage student conference and YSU Quest presentations
Increase the number of majors	• Strength academic advisement by sociology faculty and program coordinator • Recruit students through SOC 1500 and other courses through enhancing quality of teaching • Inform students graduate school and employment opportunities with the sociology degree

SPECIAL EDUCATION (BACHELOR'S)

PROGRAM PITCH:

The mission of the Youngstown State University undergraduate dual Special Education Program is to prepare highly competent educators skilled in the design and implementation of evidence-based and reflective practices that facilitate and promote life-long learning, community integration and employment for a diverse population of students with and without exceptionalities. Linking theory to practice, culturally competent teacher candidates develop and demonstrate professional and dispositional skills essential to support inclusive and collaborative services that positively impact development and learning of students with and without exceptionalities.

SMART GOALS

Goal	Action
Assess students Dispositions using the EDA for CAEP accreditation.	Increase the EDA training for EDA scorers.
Improve student success and pass rates in licensure exams, OAE scores.	Set-up modules in BlackBoard where students have access to content and test taking strategies. Monitor how often and how long students spend time working through modules.

SPECIAL EDUCATION (MASTER'S)

PROGRAM PITCH:

The mission of the Special Education Intervention Specialist (Mild/Moderate and Autism) programs at Youngstown State University is to prepare graduate students to be culturally competent practioners who hold high expectations for student achievement, collaborate with stakeholders, implement individualized and specialized instruction, and serve as compassionate and articulate advocates for all children, families, and their profession. Graduate students also develop and demonstrate professional and dispositional skills in preparation of each child from birth through 21with an exceptionality to live independent, responsible, productive, and personally satisfying lives to the fullest extent of their capabilities.

SMART GOALS

Goal	Action
To increase enrollment of students reaching a wider market.	By increasing marketing through Academic Partnerships.

STUDIO ART (BACHELOR'S)

PROGRAM PITCH:

The Bachelor of Fine Arts in Studio Art program equips students with the technical skills, conceptual foundation, and professional preparation necessary for careers as artists and designers. What sets this program apart is its emphasis on hands-on learning, exhibition opportunities, and professional development. In collaboration with local businesses and organizations, students participate in experiential learning opportunities, such as mural projects and community engagement internships. A defining feature of the program is its culminating BFA exhibition at the McDonough Museum of Art, where students gain firsthand experience in exhibition curation, presentation, and documentation. This accredited program emphasizes creativity, concept development, critical thinking, and problem-solving skills that are highly sought after in the job market. To support students beyond graduation, the program provides personalized mentorship, career guidance, and networking opportunities, strengthened by the built-in business minor. Graduates build successful careers in education, museums, galleries, design and advertising agencies, multimedia companies, and community arts organizations. Many also apply their creative and analytical skills in entrepreneurship, marketing, communications, and emerging digital fields, demonstrating the broad application of a visual arts education in today's economy.

SMART GOALS

Goal	Action

Strengthen Recruitment and Retention of Diverse and Talented Students	Specific: The Department of Art will implement a multifaceted outreach strategy to enhance recruitment and retention of diverse and talented students. Measurable: • Increase enrollment of diverse students by 20% within three years. • Establish two new articulation agreements with local high schools. • Conduct five engagement events annually with local high schools, such as Portfolio Review Days, hosting the annual Scholastics ceremony, hosting Open House events or Art Days. • Four visits to local high schools annually by faculty, students, and/or alumni. • Improve student retention rates to 85% over the same three-year period through mentorship programs and by fostering technological competency and innovation through coursework and programming. Achievable: Collaborate with CCCA Recruitment and Admissions Coordinator for outreach along with a dedicated committee for recruitment and retention to oversee implementation. Relevant: Aligns with the Department's mission to have a touch point with all stages of the student life cycle (high school reviews, current students, alumni as mentors). Time-bound: • The goal will be pursued over a three-year period, with annual assessments conducted to measure progress and make necessary adjustments. • Faculty visits yearly.
Enhance Experiential Learning Opportunities for Students	Specific: Increase the number of community-based projects and co-curricular activities offered to students by 30% over the next three years. Measurable: • Baseline measurement: Identify the current number of community-based projects and co-curricular activities provided in a year (7/year). • Target measurement: Increase from the current number to a total of (7 + 30%=9-10). Achievable: Collaborate with faculty and community organizations to increase frequency of student internships and events such as Red Press Collaborative as well as develop new initiatives and other co-curricular activities. Relevant: Supports student engagement and experiential learning. Time-bound: • Year 2: Increase 15% through forging more relationship with internship hosts and develop a new Studio Art Internship. • Year 3: Final 15% through offering the Studio Art Internship and planning additional co-curricular events.

Support Professional Development and Career Readiness for Students	Specific: Enhance professional development for art and design students through programing, networking events and course work that begins on day one. Measurable: • Offer additional professional development opportunities for students over the next three years, that may include pop-up exhibitions, networking events, alumni/professionals working in the field presentations, and resume/cover letter workshops. • 25% increase in student participation in professional development opportunities in three years. • Update curriculum so that all are equipped with business practice and career readiness skills. Achievable: We will collaborate with faculty, industry professionals, and alumni to provide quality networking opportunities and career prep programs tailored to student needs. Relevant: This goal is aligned with our mission to prepare students for success in the workplace and enhance their career readiness in the competitive fields of art and design. Time-bound: We will implement these initiatives within the next three years, with our first set of graduates from the updated curriculum scheduled for 2028. Progress will be reviewed annually to ensure we meet our participation and development goals.	
Expand Community Engagement and Outreach Initiatives	Specific: Increase participation in mural projects and begin offering the Community Engagement Internship course through community outreach. Measurable: • 25% increase in mural project participation within the community. • Establish guidelines and a structure for the community engagement internship course by the end of the 2025-2026 academic year. • Begin teaching the Community Engagement Internship course by the 2026-2027 academic year. Achievable: With dedicated efforts, resources for outreach, and collaboration, all outlined targets are realistic. Relevant: Enhances community connections and educational opportunities. Time-bound: • Mural participation increase over three years. • Internship course offered by 2026-2027.	

Redevelop Digital Media and Photography (DM+P) concentration within the BFA in Studio Art to better reflect enrollment trends, student interest, career pathway coursework, and needs of a progressive digital studio art program.	1. Review enrollment in Digital Media and Photography concentration 2. Discuss revamping of track with faculty (receive input) 4. Development of proposed new curricula by primary faculty member 3. Evaluate curricula with new and revamped courses 4. Make all necessary proposals through CourseLeaf
Begin process of transitioning the Graphic + Interactive track to a fully online program.	1. Meet with stakeholders in Cyberlearning, and leadership in Cliffe College 2. Map the courses that will need to be developed for online asynchronous delivery 3. Determine how transition will affect NASAD (National Association of School of Art & Design) specialized accreditation for the G+ID program 4. Meet with department faculty to determine timeline and participation in the transition to fully online program 5. Submit for on-line approval for all G+ID courses 6. Revise G+ID curriculum in support for fully on-line programing 7. Make all necessary proposals through CourseLeaf
Incorporate community engagement and experiential learning into curriculum through public art and other service-related projects	1. Faculty to discuss and develop opportunities for greater community engagement and experiential learning within the Studio Art curriculum. 2. Identify and strengthen corporate and institutional partnerships in the community. 3. Evaluate curricula with new and revamped courses. 4. Make all necessary proposals through CourseLeaf.

Change name of the department to the Department of Art and Design	1. Submit name change request to the Cliffe Dean's office 2. Submit name change request to the Provost's office 2. Advertise appropriately to faculty and students 3. Advertise new name in local and national marketing and rebranding initiative
Achieve greater curricular efficiency such that we move away from stacking classes in order to have them achieve enrollment goals	1. Review curriculum and necessary offerings 2. Design a studio structure that increases student interaction 3. Address studio space to encourage more interaction and less isolation 4. Implement plan in CourseLeaf for approval 5. Adjust as necessary over the next two to three semesters
Realign space in collaboration with Dana School of Music and University Theater programs to address current curricular needs and student interest in puppetry courses.	1. Map department space to determine usage 2. Identify appropriate space based on usage and size 3. Move Digital Media 3000 computer lab to newly renovated 4047 Bliss lab. 4. Coordinate with University Theater chairperson for transfer of space resources.
Reassess tracks within the BFA in Studio Art to better reflect student interest and needs of a progressive studio art program	1. Review enrollment in all tracks 2. Discuss realignment of tracks with faculty (receive input) 3. Evaluate curricula with new alignment of tracks 4. Make all necessary proposals through CourseLeaf

TEACHER EDUCATION (MASTER'S)

PROGRAM PITCH:

SMART GOALS

Goal	Action
To increase enrollment of students reaching a wider market.	By increasing marketing through Academic Partnerships.

draft

TELECOMMUNICATION STUDIES (BACHELOR'S)

PROGRAM PITCH:

At Youngstown State, you don't just earn a degree – from day one, you start to build a portfolio, a professional network, and a career path that puts you ahead of the competition. Our degree in Multimedia Communication puts you at the heart of America's 116th largest media market, where you'll gain hands-on experience through our professional broadcast equipment and state-of-the-art digital media labs. The Youngstown media market boasts three local TV stations, two minor league sports teams, a variety of public relations firms and three major publications. Our students don't just learn – they work in the industry before graduation, mastering everything from video production and editing to content creation and media management strategies. Located in a thriving urban media hub with numerous production houses, media relations firms, and independent studios, our program connects you directly with working professionals who keep our curriculum cutting-edge. Whether you're aiming for a career in broadcast technology, public relations, television production, or sports media, our project-based approach and real-world experiences prepare you for an evolving digital media landscape. Join our community of media innovators and you'll know why a bachelor's degree from Youngstown State is the best way to shape the future of digital communication.

SMART GOALS

Goal	Action
SMART GOAL Upgrade media production facilities with state-of-the-art technology by 2026.	o 2025: Consult with local and national media professionals about the best tools to invest in. o 2025: Utilize the course fees, grants, gifts, and other funds earmarked donation to purchase new cameras, editing software, and audio equipment. o 2026: Use course fees, grants, gifts and other funds to purchase an industry standard digital newsroom platform.

SMART Goal Increase enrollment in the program by 5% by 2028.	o 2025: Host media specific high school visit days for sports communication and public relations o 2025: Create program brochure o 2026: Host media specific high school visit days for sports communication and public relations o 2026: Develop pathway for local high school media programs o 2027: Host media specific high school visit days for sports communication and public relations
SMART GOAL Increase quality and amount of job placements for graduates by 2030.	o 2025: Develop a system to track graduates and begin to collect data. o 2025: Update coursework to keep up with emerging media trends. o 2026: Host a job fair specifically for students in media professions. o 2027: Create a mentor program with local media professionals. o 2028: Investigate possible apprenticeship program. o 2029: Use database to contact 2025 and up graduates to inquire about their jobs and assess success.
SMART GOAL Pivot from a multicamera studio production based major to a more modern and inclusive mass media program by 2027.	o 2024: Change CIP code from Radio and TV to Digital Media and multimedia. o 2025: Start a public relations program. o 2025: Offer a class in social media content creation. o 2026: Create marketing materials the highlight the new program focus. o 2027: Expand internship placements beyond television and radio stations.
Revise curriculum to reflect an evolution of the media landscape from a broadcasting model to streaming and digital multimedia	1) Focus group with a range of employers to assess; (2) Creation of a Journalism Professional Advisory Board.
Recruit and retain students who will excel in a rigorous TCOM program	(1) Explore GPA and admission requirements, (2) examine the curriculum map to assess objective alignment across courses, (3) analyze DFW lists to assess and identify potential roadblocks to student persistence and graduation.
Create an assessment plan for Multimedia Communication	Work with Institute of Teaching and Learning to create a new assessment plan for the new and revised Journalism curriculum.

Provide students with applied learning opportunities	Students will graduate with a portfolio featuring professional productions.

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THEATER STUDIES (BACHELOR'S)

PROGRAM PITCH:

The Bachelor of Arts in Theatre, Film Studies combines extensive practical training in the techniques of theatre, film, and video production with an array of liberal arts coursework. The core of the degree is an interdisciplinary collaboration with the Theatre, Media Communications, and English areas, creating experiential learning environments behind and in front of the camera, as well as on stage or behind the scenes. This rigorous program is student-centered and equips students with critical thinking, problem-solving, and hands-on skills that are highly valued in the workforce.

SMART GOALS

Goal	Action
SMART GOAL: The University Theatre aims to create theatre practitioners who are prepared for future success within entertainment industries or in another field.	A data base will be created in AY2024-25 to better track the careers of our alumni with a goal of 80% of the recent alumni reporting. The data base will be used to create benchmarks for alumni success in the field of theatre and dance that will be tracked in AY2025-26.
SMART GOAL: The University Theatre seeks to be leaders in the ongoing theatre practice, both on stage and behind the scenes.	UT faculty and students will participate in at least 3 regional, statewide, national, or international conferences or competitions during AY2024-25. Students will apply to participate and arrange travel to the conferences. The effectiveness of the conference and competition participation during AY2024-25 will be evaluated by the faculty and new benchmarks and processes for travel will be revised for AY2025-26.

SMART GOALS: The University Theatre will play a vital role in the cultural life of the greater Youngstown area and help promote and foster community well-being and development.	UT students will audition for and participate in at least 3 community theatre productions during AY2024-25. UT will host at least 2 preview performances for local middle and high school drama clubs during AY2024-25. The Cliffe College Coordinator of Admissions and Recruitment will send an email to local school theatre departments to invite them to attend.
SMART GOAL: The University Theatre will actively engage with, and help shape, local, regional, and national dialogues.	Faculty will bring at least 5 students to the Southeastern Theatre Conference in April 2025 increasing the University Theatre presence by 100% and engaging our students in the local, regional, and national theatre dialogues. Students will apply for participation and the University Theatre office will arrange for travel to Baltimore, MD.
Realign space within the newly formed Department of Visual & Dramatic Arts to create a flexible classroom/maker space	1. Map department space to determine usage 2. Identify appropriate space based on usage and size 3. Identify appropriate equipment, already in our inventory, to install 4. Configure oversight of the facility
Comprehensive review of the BA Theatre Studies curriculum and program track in Film/Video.	1. Discuss curricular revision with faculty 2. Review guidelines and standards in NAST (National Association of Schools of Theatre) handbook to determine appropriate percentage breakdown for ideal curriculum 3. Review competitor programs 4. Review learning outcomes and update as necessary through the curriculum 5. Chair work with faculty and Department Curriculum Committee to begin the CourseLeaf process

Determine if there are certificate programs or associate programs worth developing and for which we have necessary resources to support.	1. Look at comparable and aspirational institutions' program offerings 2. Review Gray data for market saturation and demand 3. Review NAST (National Association of Schools of Theatre) and look at USITT (United States Institute for Theatre Technology) to determine ideal curricular structure 4. Identify department weaknesses (staffing) to determine if they can be overcome
Increase diversity within the Theatre Program (BA and BFA)	1. Address diversity in recruitment plan 2. Increase diversity in University Theatre co-curricular season programming 3. Identify directors, music directors, costume, and scenic designers from diverse backgrounds and begin establishing relationship toward possible collaborations 4. Continue working toward collaboration with the Youngstown Playhouse given some of the very strong work they have done embracing diversity.

THEATRE (BACHELOR'S)

PROGRAM PITCH:

The Bachelor of Fine Arts in Theatre prepares students to pursue a career as an actor and director. The program's flexibility and hands on approach provide students with an experience in scenic and costume design, a minor in an outside field, and a comprehensive understanding of the theatrical arts. Each year, the University Theatre stages numerous high-quality productions, providing opportunities for students to put skills learned in our classrooms into practice onstage and backstage. Our students are an integral part of the Northeast Ohio theatre community, performing with the Youngstown Playhouse, Millennial Theatre, Hopewell Theatre, ACTS, and more. Graduates have gone on to perform on Broadway and have received nominations and awards including The Tony's to The Grammys®.

The Bachelor of Fine Arts in Musical Theatre prepares students to pursue a career as a vocalist, actor, or director. The program's flexibility and hands on approach provide students with an experience in scenic and costume design, a minor in an outside field, individual voice lessons, and a comprehensive understanding of the theatrical arts. Each year, the University Theatre stages numerous high-quality productions, including two mainstage musicals and a Cabaret, providing opportunities for students to put skills learned in our classrooms into practice onstage and backstage. Our students are an integral part of the Northeast Ohio theatre community, performing with the Youngstown Playhouse, Millennial Theatre, Hopewell Theatre, ACTS, and more. Graduates have gone on to perform on Broadway and have received nominations and awards including The Tony's to The Grammys®.

The Bachelor of Fine Arts in Theatre Technical Design prepares theatre practitioners for future success in all aspects of the theatre and dance industries. YSU University Theatre is a creative and collaborative community of artists and technicians—a place where our students can learn, explore, innovate, and grow. Taking a student-centered approach, the expert faculty provides instruction, mentorship, experiential learning environments, and personal guidance to help each student prepare for their future. Whether focusing your energy on-stage, behind the scenes, in the costume or scene shop, or the design studio, this program equips students with critical thinking, problem-solving, and hands-on skills that are highly valued in the workforce.

SMART GOALS

Goal	Action

SMART GOAL: The University Theatre aims to create theatre practitioners who are prepared for future success within entertainment industries or in another field.	A data base will be created in AY2024-25 to better track the careers of our alumni with a goal of 80% of the recent alumni reporting. The data base will be used to create benchmarks for alumni success in the field of theatre and dance that will be tracked in AY2025-26.
SMART GOAL: The University Theatre seeks to be leaders in the ongoing theatre practice, both on stage and behind the scenes.	UT faculty and students will participate in at least 3 regional, statewide, national, or international conferences or competitions during AY2024-25. Students will apply to participate and arrange travel to the conferences. The effectiveness of the conference and competition participation during AY2024-25 will be evaluated by the faculty and new benchmarks and processes for travel will be revised for AY2025-26.
SMART GOAL: The University Theatre will play a vital role in the cultural life of the greater Youngstown area and help promote and foster community well-being and development.	UT students will audition for and participate in at least 3 community theatre productions during AY2024-25. UT will host at least 2 preview performances for local middle and high school drama clubs during AY2024-25. The Cliffe College Coordinator of Admissions and Recruitment will send an email to local school theatre departments to invite them to attend.
SMART GOALS: The University Theatre will actively engage with, and help shape, local, regional, and national dialogues.	Faculty will bring at least 5 students to the Southeastern Theatre Conference in April 2025 increasing the University Theatre presence by 100% and engaging our students in the local, regional, and national theatre dialogues. Students will apply for participation and the University Theatre office will arrange for travel to Baltimore, MD.

Move dance studio from Beeghly to Bliss Hall in order to consolidate facilities for the BFA program in Theatre/Musical Theatre track.	1. Secure funding from budget (done) 2. Identify location within Bliss Hall (done) 3. Preliminary conversations with Facilities (done) 4. Research flooring companies (in progress) 5. Choose company and plan for installation (TBD)
Update BFA Theatre curriculum to better reflect the professional degree and provide distinction with the BA in Theatre Studies.	1. Discuss curricular revision with Theatre faculty 2. Review guidelines and standards in NAST (National Association of Schools of Theatre) handbook to determine appropriate percentage breakdown for ideal curriculum 3. Review competitor programs 4. Review learning outcomes and update as necessary through the curriculum 5. Chair work with faculty and Department Curriculum Committee to begin the CourseLeaf process
Increase diversity within University Theatre (BA and BFA)	1. Address diversity in recruitment plan 2. Increase diversity in University Theatre co-curricular season programming 3. Identify directors, music directors, costume, and scenic designers from diverse backgrounds and begin establishing relationship toward possible collaborations 4. Continue working toward collaboration with the Youngstown Playhouse given some of the very strong work they have done embracing diversity.
Develop an in-house showcase that creates a more professional experience for graduating seniors such that their final performance work is seen by a broader audience that includes industry professionals.	1. Review schedule to configure how this could fit into the complex schedule of events 2. Investigate how this might affect the curriculum or how the curriculum might need to be responsive (adjustments will need to be made to current requirements) 3. Determine requirements for a live or virtual showcase 4. Compile possible names and industry associations 5. Draw up a budget

Reassess the Co-curricular University Theatre Season to create greater balance between musical and non-musical theatrical offerings to best support the current curricula, recruitment, and program growth in both areas.	1. Work with department stakeholders to determine limits on resources 2. Work with Administration (Dean and Provost) to identify additional resources tied to Community Outreach 3. Approach season selection with an eye to moving toward a second musical or a musical in both fall and spring semester that will enable us to meet curricular goals 4. Continue to work with Dana School of Music to create meaningful collaboration 5. Continue to work with community stakeholders to create meaningful collaboration when appropriate (e.g. Youngstown Playhouse)

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APPENDIX

Appendix A: Timeline of Collaboration

JUNE 2024

AMP Development Begins

SUMMER 2024

In Summer of 2024, we hosted an all-day retreat with approximately 50 support staff to determine how they perceived their areas as best positioned to contribute to student success.

FALL 2024

During early Fall of 2024, we sent out a series of surveys to determine areas of importance to our faculty members and academic staff.

LATE FALL 2024

In Fall of 2024, we hosted face-to-face meetings open to all faculty from each of the 20 academic departments. We took copious notes to ensure we understood pain and pride points. We listened to needs and categorized them as either readily achievable or longer-term goals (note: these later became our action steps and goals, respectively). We pulled this information together as the first template of the AMP. We had a great turnout to several townhall meetings where this version was first revealed. As a result of input gathered at the townhalls, we adjusted the look and feel of the AMP entirely.

WINTER BREAK 2024

During winter break of 2024, we turned our attention to the Academic Program Enhancement and Effectiveness Initiative (APEEI) process. The APEEI framework—which includes Continuous Quality Improvement and Detailed Analysis —reflects a comprehensive approach to evaluating and advancing our academic offerings. Our goal with APEEI is to ensure that every program aligns with best practices, institutional goals, and external standards, such as Ohio Revised Codes regarding low enrolled and duplicative courses and programs (ORC 3345.35).

SPRING 2025

In Spring of 2025, we tackled the qualitative portion of APEEI. Through collaborative discussions that consisted of individual virtual department meetings open to all faculty members, the purpose of the qualitative statements was revised to "program pitches" that would detail the uniqueness of each academic program. After this initial meeting regarding the qualitative statements, each program was asked to review and revise their **g**oals, **p**itch statements, and **a**ction steps (**GPA**'s) with the understanding that these would play a significant role in determining how resources, promotion, and tenure decisions would be made at the university.

Guide to Writing Program Pitch Statements and SMART Goals

Purpose of the Statement: Think of your purpose statement as being designed to pitch your program to prospective students and parents. It clearly and concisely explains why your program stands out, what it offers, and how it will benefit the student. Think of it as an "elevator pitch" for your department, emphasizing the unique strengths and opportunities your program provides.

Key Components to Include:

Program Overview:

Start with a brief description of your program's goal.

> **Example:** "The Bachelor of Business Administration program prepares students to lead in the business world by combining theoretical knowledge with hands-on experience, offering real-world applications through internships and community involvement."

Unique Program Features:

What makes your program stand out? Consider the following:

> *Internship and Career Opportunities:* Highlight any partnerships with local businesses, government, or industries that provide internship or job placement opportunities.

> *Hands-On Learning:* Mention any lab work, creative projects, field studies, or unique assignments that allow students to gain practical experience.

Personalized Attention: Mention faculty mentorship or personalized career advising.

> **Example:** "Our program offers direct partnerships with *The DeBartolo Corporation* and *Hubbard-Harriett*, providing students with internships that lead to job offers at top firms in the region. Additionally, students engage in hands-on projects, from developing business plans to managing real investment portfolios in our active Student Investment Fund."

Real-World Connections and Networking:

Highlight industry partnerships or networking opportunities for students to build relationships before they even graduate.

> **Example:** "In collaboration with the Youngstown-Warren Regional Chamber, we provide students with networking opportunities at business mixers, career fairs, and exclusive meetups with industry leaders, ensuring they are prepared to enter the workforce immediately after graduation."

Support Structures:

Explain how the program supports students through mentorship, career services, faculty involvement, and other support services.

> **Example:** "Our program boasts a 12:1 student-to-faculty ratio, allowing for personalized mentoring and career development. Faculty members, all with extensive industry experience, provide guidance on everything from choosing career paths to internship placements."

Program Rigor and Skill Development:

Make sure to emphasize how challenging the program is and how it equips students with critical thinking, problem-solving, and hands-on skills that are highly valued in the workforce.

> **Example:** "Our students graduate with a solid foundation in data analytics, business management, and strategic planning. Through case studies, research projects, and challenging coursework, they develop essential skills that are highly sought after by employers."

Post-Graduation Outcomes:

What do your graduates do after completing your program? Mention job placement rates, starting salaries, or career paths.

> **Example:** "With a 90% job placement rate within six months of graduation, our alumni are thriving in roles such as marketing managers, financial analysts, and operations directors at companies like *Cognizant Technology Solutions*, *Mercy Health*, and *Penn National Gaming*."

Opportunities for Further Learning or Specialization:

If your program offers further learning opportunities, such as special certifications, graduate programs, or access to advanced coursework, be sure to mention them.

> **Example:** "Students in the Business Administration program have the opportunity to earn a specialized certificate in digital marketing or pursue an MBA through our seamless graduate pathway program."

Examples of Strong Program Pitch Statements:

Business Administration (Bachelor's) "The Bachelor of Business Administration program prepares students to excel as leaders in the global business world. With partnerships with *The DeBartolo Corporation* and *Mercy Health*, students gain real-world experience through internships and service-learning projects. The program's rigorous curriculum covers key business principles like finance, marketing, and management, while also fostering critical thinking and ethical decision-making. Our graduates are not just prepared to work—they are prepared to innovate and lead, with 90% employed within six months of graduation at top firms like *Cognizant Technology Solutions*."

Nursing (Bachelor's) "The Bachelor of Science in Nursing program at Youngstown State University prepares compassionate and skilled nurses who can meet the health care needs of our diverse population. Through hands-on clinical experiences at *St. Elizabeth Health Center* and *Mercy Health*, students develop the skills necessary to provide high-quality care in a variety of health settings. Our 98% NCLEX pass rate and 90% job placement rate prove that our graduates are ready to make a difference from day one. We prepare nurses who will lead in healthcare reform and deliver patient-centered care."

Mechanical Engineering (Bachelor's) "The Bachelor of Science in Mechanical Engineering program at YSU equips students with the skills to design, analyze, and build mechanical systems. Through our collaboration with local companies such as *Youngstown Thermal* and *Hubbard Automotive*, students gain real-world experience in state-of-the-art labs and internships. The program integrates cutting-edge technology and innovation, preparing graduates for high-demand roles in fields like automotive engineering, robotics, and aerospace. With a strong 80% employment rate, our alumni go on to work with companies like *General Electric* and *NASA*."

What to Avoid:

Vague Claims: Avoid being too general. Statements like "We offer a great education" or "Our program is excellent" don't provide tangible details that prospective students care about.

> **Weak:** "Our program offers a great education and helps students get jobs."

> **Strong:** "Through partnerships with local businesses, our students secure internships with *The DeBartolo Corporation* and *Cognizant Technology Solutions*, giving them the real-world experience they need to start their careers immediately."

Unsubstantiated Claims: Avoid unsupported claims. Always provide evidence or examples to back up any assertions, like partnerships, outcomes, or success stories.

> **Weak:** "We prepare students for successful careers."

> **Strong:** "90% of our graduates are employed within six months of graduation, with starting salaries averaging $60,000 per year."

Lack of Specificity: Avoid being too broad or generic in describing the program. Focus on what makes your program unique and relevant to the current job market.

> **Weak:** "Our program is for students who want to work in business."

> **Strong:** "Our Business Administration program prepares students for leadership roles in areas like marketing, finance, and human resources, with internships at top firms like *Mercy Health* and *The DeBartolo Corporation*."

Final Tip:

As you write your program pitch, always ask yourself: What makes my program special, and how does it prepare students for real-world success? Use specific examples from your department to demonstrate this. This will make your statement not just an abstract description but a compelling pitch for why prospective students should choose your program at YSU.

Developing SMART Action Steps

As outlined in the January 2025 department meetings, goals should be geared to the time frame of the Academic Master Plan (AMP), or approximately 3-5 year out. Goals should also align with the focus of the program, and align with your program purpose statement or "program pitch."

Once you have your "program pitch" and goals, the next step is to create **SMART action steps** that outline the actions the program can commit to over the next 6-18 months (at the discretion of the program and as fit with the goals). The intent is that the program commits to work towards those action steps so that when the Provost, Dean, and Chair meet periodically, they can check in on progress towards those action steps. While the Provost is not looking for perfect compliance, the Provost will look for a good faith effort and progress towards goals through evidence of action step achievements.

Action steps should be outlined using SMART criteria—that is, they are **Specific**, **Measurable**, **Achievable**, **Relevant**, and **Time-bound**, ensuring they are clear and attainable. SMART criteria are defined as:

- **Specific**: Clearly define what you want to accomplish.
  - Example: "Increase student enrollment in the program in the next 18 months."
- **Measurable**: Identify how you will measure success.
  - Example: "Increase enrollment by 10% by fall 2026."
- **Achievable**: Ensure the goal is realistic given the resources available.
  - Example: "We will increase enrollment by enhancing outreach efforts to high school seniors."
- **Relevant**: The goal should align with your purpose and long-term vision.
  - Example: "This goal supports our purpose to grow the program and serve more students."
- **Time-bound**: Set a specific timeframe for achieving the goal.
  - Example: "Achieve a 15% increase in enrollment by Fall 2025."

How do SMART action steps look in relation to program goals?
Imagine that a program set a goal, "Increase engagement with area schools to support recruitment." The action steps may outline the progress toward that goal over the next 6-18 months. The action steps might include information like:

"We will increase the number of school recruitment events 10% by fall 2026 (**Specific, measurable, time-bound**), by developing relationships with 3 new schools, and

determine the types of programs that would interest their students (m**easurable, achievable, relevant**). From those new school relationships, we will schedule one outreach event each semester, for a total of 3 new school events. (**measurable, time-bound**).

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