



Youngstown, Ohio 44555



ACADEMIC SENATE AGENDA

Wednesday, October 1, 2008, 4:00 P.M.
Room 132 DeBartolo Hall

[Return to Senate Homepage](#)

AGENDA

1. Call to Order.
2. Approval of [Minutes for September 2008 meeting](#).
3. Report from President Sweet.
4. Report from Tom Maraffa, Julia Gergits, and Sharon Stringer on the Voluntary System of Accountability (see [Attachment 1](#)).
5. Senate Executive Committee Report; report from the Chair; Ohio Faculty Council (OFC) report -- [Attachment 2](#).
6. Report of the Charter and Bylaws Committee.
7. Report of the Elections and Balloting Committee.
8. Reports from Other Senate Committees.
 - A. Academic Standards Committee.
 - B. Academic Programs Committee -- [Attachment 3](#).
 - C. Undergraduate Curriculum Committee.
 - D. Academic Planning Committee.
 - E. General Education Committee.
 - F. Integrated Technologies Committee.
 - G. University Outreach Committee
 - H. Library Committee.
 - I. Academic Research Committee.
 - J. Student Academic Affairs Committee.
 - K. Student Academic Grievance Committee

L. Honors Committee -- [Attachment 4](#).

M. Academic Events Committee.

9. Unfinished Business.

10. New Business.

Report and recommendation on policy for Composition Placement Test (Gary Salvner). See [Attachment 5](#).

11. Adjournment.

[Return to Top of Page](#)

[Return to Senate Homepage](#)

For further information, e-mail [Bob Hogue](#).

The Voluntary System of Accountability (VSA) project is a collaborative effort among the American Association of State Colleges and Universities (AASCU), the National Association of State Universities and Land-Grant Colleges (NASULGC), and the public higher education community. In addition to increasing accountability of participating institutions, the VSA will improve public understanding of how public colleges and universities operate. Details regarding institutions' consumer information, student experiences and perceptions, and student learning outcomes are communicated through the VSA website on a *College Portrait* template. The primary audience for College Portrait is prospective students and their families. Secondary audiences include governing board members, legislators, policy-makers, education agency administrators, and institutional faculty and staff. For more information about the VSA, visit: <http://www.voluntarysystem.org/index.cfm>. To view Youngstown State University's College Portrait, visit: <http://www.ysu.edu/institutional-research/ysuvsa0809.pdf>.

The focus of VSA is on how an institution as a whole contributes to student development. The Collegiate Learning Assessment (CLA) makes this possible by looking at the institution as the primary unit of analysis. It is administered at both the freshmen and senior levels to get the most accurate measure of gains. The CLA focuses on the value added of colleges and universities by comparing what students know when they start college with what they know when they finish. This allows actual learning that occurred while in college to be assessed. It also allows for inter-institutional comparisons of value added by examining whether the improvement in average student performance is in line with the gains of students at comparable institutions. Additionally, CLA results can be combined with institutional data to determine the factors that promote student learning and growth within a given institution. For more information on the benefits and uses of the CLA, visit: http://www.cae.org/content/pro_collegiate_benefits.htm.

COVER SHEET TO BE ATTACHED TO ALL REPORTS SUBMITTED TO THE ACADEMIC SENATE

Date September 26, 2008 Report Number (For Senate Use Only) _____

Name of Committee Submitting Report Ohio Faculty Council

Committee Status: (elected chartered, appointed chartered, ad hoc, etc.)

Names of Committee Members Chester Cooper and Tammy A. King

Pease write a brief summary of the report the Committee is submitting to the Senate:
See Attached Report

Do you anticipate making a formal motion relative to the report? N/A

If so, state the motion: _____

If substantive changes in your committee recommendation are made from the floor,
would the committee prefer that the matter be sent back to committee for further
consideration? _____

Other relevant data: _____

Tammy A. King
Elected Representative

Ohio Faculty Council Report

September 2008

Minutes

NOTE: The YSU Representatives did not attend the OFC meeting in September due to Chancellor Fingerhut's visit to YSU. The following minutes are from a meeting between Chancellor Fingerhut and Faculty Members on September 12, 2008 in Kilcawley Center.

Open Comments:

- Chancellor indicated that he is visiting universities and colleges throughout Ohio to help assure that we have a shared vision. He discussed his concept of the University System. He wants us to focus on the collective talents of all universities.
- Next he discussed the new funding budget for Higher Education. He indicated that the Governor supports Higher Education. Even as other state agencies face budget cuts, the Governor not only wants to protect funding, but increase it when possible.
- He discussed the concept of Centers of Excellence. And then presented statistics concerning Ohio's accomplishments in Higher Education. Ohio is 6th in the nation in the area of research among public institutions. If private institutions are added to the mix, Ohio is 9th. The Chancellor commented on the importance of research at universities. He called it our DNA. YSU needs to be unique. We should not copy the efforts of KSU or OSU.
- The opening comments then turned to YSU specifically. He stated that YSU is performing the role of a community college and university. He believes that open enrollment should be at a community college, not at YSU.
- YSU needs to develop additional graduate programs and focus on research efforts. Barriers of the past will be broken down to allow for these changes.

Community College:

- The discussion moved to the community college for northeastern Ohio.
- The community college will begin next year with new programs that do not currently exist at YSU, KSU, AU, or CSU.
- The ultimate plan is to move all associate degrees to the community college.
- The Chancellor informed the Faculty Members that he will no longer allow the development of associate degrees at KSU (although he did not say he would not approve new associate degree programs from YSU, it seemed implied – comment from the author of these minutes)
- He wants YSU to focus on building a great University! He wants this to be accomplished with the least stress possible. He indicated he would be very flexible on how we meet our goal as long as steps are taken help accomplish this end.
- He emphasized that the community college is an asset, not a threat!

The Chancellor answered questions and addressed comments posed by faculty members. (the following questions / answers are paraphrased)

Question:

We will be losing lab fees from remedial students when the community college is in place. How are we going to recuperate these funds?

Answer:

We need to be the answer to economic problems in the state. We will drive the revenue base; we can't just take. We need to find new markets and revenue streams. We need to build the pie of money. Two formulas have been created to fund higher education. There is a fund for community colleges and a fund for universities. Community colleges' funding will be based on enrollment with momentum points (students who complete their degrees/ programs/ retention). Universities' funding will be driven by completion – number of courses completed and number of graduates.

Question:

How do we improve quality?

Answer:

The Chancellor reemphasized the fact that he wants more revenue generated as a result of efforts from higher education. He wants us to do better. When we accept students into our university, we must be committed to their completion. We must also assure that they graduate in a timely fashion.

Question:

Since two year programs will be moving to community colleges does that impact the development of bachelor degrees, specifically those that are considered two x two programs (associate degree built into the curriculum).

Answer:

Although the goal is to move two year programs to the community college, that should not impact how we develop and plan for our bachelor programs.

Question:

How do we assure quality if the formula is based on completion rates?

Answer:

He sees the budget supporting the historical role of the university, faculty governance. It is the responsibility of the faculty to maintain quality! He then discussed the Governor's commitment to protecting jobs and assures that no harm will come to YSU.

The state will voluntarily participate in a nationwide assessment of our students to help assure quality programs.

Excellence is not only about science and technology (STEM).

Question/Comment:

The matrix discussed in the Chancellor's strategic plan for higher education is flawed.

Response:

The matrix is not perfect, but it is a system, a state goal. Each university will play a role. The matrix will be modified as needed. We do not have to have every program at every university.

The matrix will eventually have a component that will focus on whether or not business are satisfied with our students / help evaluate our graduates' performance.

Question:

What about students living in poverty, will they be disenfranchised? Will they feel they belong at a community college and not at YSU?

Answer:

The state is focusing attention on affordability so anyone who wants to go to a university can do so. We are going to make it possible for students to go to a college or to a university if they want to do so. We must make sure that people understand that college / university is affordable.

Closing Comments:

We control our own fate.

YSU must play a vital role in urban development.

There is a plan, and we must take an active role in the financial future of the state.

COVER SHEET TO BE ATTACHED TO ALL REPORTS SUBMITTED TO THE ACADEMIC SENATE

Date **September 26, 2008** Report Number (For Senate Use Only) ____

Name of Committee Submitting Report **Academic Programs Committee**

Committee Status: (elected chartered, appointed chartered, ad hoc, etc.)

Appointed Chartered

Names of Committee Members: 2008-2009 members are Tammy King (Chair)- HHS, Jim Schramer - CLASS, Jim Pusch - EDUC, Valerie O'Dell - HHS, Loren Lease - CLASS, Jane Reid – WCBA, Jeanette Garr – STEM, Bege Bowers – Admin. (ex officio), Jane Kestner, Admin., James Ritter - Academic Advisor, Zack Brown – Student, Chair – UCC (ex officio), FPA - Vacant

Please write a brief summary of the report the Committee is submitting to the Senate:

The following six proposals were circulated from May 12 – May 27, 2008. No objections were received. They have been approved by the committee. These are being reported for informational purposes only.

- APD#003P-08 – *Gerontology* – NEW – Sociology and Anthropology.
- APD#010P-08 – *Pre-Counseling Track in the Philosophy Major* – CHANGE – Philosophy & Religious Studies.
- APD#011P-08 – *Pre-Counseling Track in the Religious Studies Major* – CHANGE – Philosophy & Religious Studies.
- APD#025M-08 – *Economics* – CHANGE – Economics.
- APD#026M-08 – *Economics and Statistics* – CHANGE – Economics.
- APD#027P-08 – *B.A. in Economics* – CHANGE – Economics.

The following thirteen proposals were circulated from May 28 – June 11, 2008. No objections were received. They have been approved by the committee. These are being reported for informational purposes only.

- APD#012P-08 – *Accounting* – CHANGE – Accounting and Finance.
- APD#013P-08 – *Finance* – CHANGE – Accounting and Finance.
- APD#014P-08 – *B.S. Business Administration – Marketing Management Major* – CHANGE – Marketing.
- APD#015P-08 – *B.S. Business Administration – Advertising and Public Relations Major* – CHANGE – Marketing.
- APD#016P-08 – *Management Information Systems* – CHANGE – Management.
- APD#017P-08 – *Human Resources Management* – CHANGE – Management.
- APD#018P-08 – *General Administration* – CHANGE – Management.
- APD#019P-08 – *BSBA in Business Economics* – CHANGE – Economics.
- APD#020P-08 – *AA-Accounting* – CHANGE – Accounting and Finance.
- APD#021P-08 – *AA-Finance* – CHANGE – Accounting and Finance.
- APD#022P-08 – *AA-Marketing* – CHANGE – Marketing.
- APD#023P-08 – *AA-Management* – CHANGE – Management.

- APD#024P-08 – *Associate in Labor Studies* – CHANGE – Management.

The committee has been given its first charge for the 2008-2009 year, as directed by the Senate Executive Committee. In concert with the University Curriculum committee, we are to examine the feasibility of moving course proposal/changes from a paper system to an on-line system. This task will be addressed at the next meeting of the committee.

Do you anticipate making a formal motion relative to the report? No

If so, state the motion: _____

If substantive changes in your committee recommendation are made from the floor, would the committee prefer that the matter be sent back to committee for further consideration? Yes

Other relevant data: _____

 Tammy A. King, Chair

COVER SHEET TO BE ATTACHED TO ALL REPORTS SUBMITTED TO THE ACADEMIC SENATE

Date 9/23/2008 Report Number (For Senate Use Only) _____

Name of Committee Submitting Report Honors Committee

Committee Status: (elected chartered, appointed chartered, ad hoc, etc.) _____
appointed chartered

Names of Committee Members : _____

Gail Saunders-Smith, Marianne Dove, Maria Delost, Faramarz Mossayebi,
John Murphy, Fred Viehe, Kriss Schueller, Julia Gergits, Admin. (ex officio),
Ron Shaklee, Admin. (ex officio), Zack Brown, Juliana Merhaut

Please write a brief summary of the report the Committee is submitting to the Senate:

The committee met for the first time on 9/22/2008 and elected its chair. Prof. Ronald
Shaklee, director of the Honors Office then presented a detailed presentation/report on
the status of University Honors Program, summary of which is attached to this
coversheet.

Do you anticipate making a formal motion relative to the report? No

If so, state the motion: _____

If substantive changes in your committee recommendation are made from the floor, would the committee prefer that the matter be sent back to committee for further consideration?

Other relevant data: _____

Faramarz Mossayebi

Chair

**Academic Senate
Honors Committee**

Report on the status of the University Honors Program

Program Participants- 400 plus

Honors Seminar Enrollment:

Honors 1500 Introduction to Honors: 74

Topical Seminars: 61

Honors Thesis: 4

Honors Contract Proposals: 150 (Anticipated)

Enrollment in Honors Sections:

Honors Writing: 32

Honors Calculus: 22

Honors Biostatistics: 31

Honors General Psychology: 22

Honors Physical Geography: 16

New Initiatives

Community Service: 10 hours required per year

Honors Organizations: Honors Council

Women in Honors Organization (WHO)

New Course Proposal: Honors 4850 International Experience

National Scholarship Competitions: Push to have qualified students apply for Truman, Udall and other national scholarship competitions

Honors: Reinstitute Communications 1545H

Issues Facing the Honors Program

Staffing

Reliance on Honors Contracts

Faculty participation in Honors Contracts

Accomplishments of Distinction

- Increasing percentage of Honors students completing Honors Program requirements prior to graduation
- Honors students garner regional and national awards in student competitions within their academic disciplines
- Goldwater and Phi Kappa Phi national recognition
- Student presentations at National Collegiate Honors Council annual conference



Memorandum

To: Academic Senate Members
From: Angela Messenger, Writing Center Interim Coordinator
Gary Salvner, Chair, English Department
Date: September 24, 2008
Re: Composition Placement Test Policies

The Secondary to College Articulation Committee of the Ohio Board of Regents released Statewide Placement Policy Recommendations in December 2007.

(<http://regents.ohio.gov/collegereadiness/policies/placementpolicy04Dec07.pdf>)

Part of Recommendation 2 reads:

- ACT/SAT or COMPASS/Accuplacer may be considered as one indicator for college placement. These scores reflect a minimum benchmark of readiness for the first college level course in English or mathematics. The ACT/COMPASS benchmarks are:
 - ACT of 18 or higher for English (or an equivalent SAT)
 - COMPASS of 69 or higher (or an equivalent assessment)

The new OBR policy further states:

- An assessment of writing is strongly encouraged for placing students in courses in English composition.
- The placement policy does not guarantee placement in a specific course. Individual campus policies and practices may reflect additional or higher expectations for placement. Campuses may have expectations that exceed the minimum benchmarks or employ strategies such as “decision zones” or “placement ranges” for advising students with special needs or under special circumstances.

The English Department faculty—after consultation with Composition Coordinators Jay Gordon and Kevin Ball, the Manager of YSU’s Comprehensive Testing Center Amy Gordon, and Writing Center Interim Coordinator Angela Messenger—has approved the following CPT policy to bring YSU in line with OBR mandates:

Establish a “decision zone” of 18-22 on the ACT English subscore and 450-520 for the SAT verbal subscore.

- Students scoring **below this range** (0-17) would automatically be placed into ENG 1539 or 1540 following our existing policy on these scores. These students **may elect** to take the CPT to try to place into a higher course, with the maximum being 1550H. Given past results 10-13% of the students in this range would benefit from taking the exam by earning a higher placement.



- Students scoring **above this range** (23-36) would automatically be placed into ENG 1550. These students **may elect** to take the CPT to try to place into honors; however, even a low score (1) on the CPT will not lower the placement. Also, we are eliminating the option for students to place directly into 1551.
- Students **within the decision zone** will be **required** to take the CPT to verify placement. These students could then place into 1540, 1550, or 1550H based on their CPT results and ACT/SAT subscore similar to our current system. Around 25% of our students would fit into this category.
- Students who **do not have ACT/SAT scores** will be **required** to take the COMPASS and CPT in order to determine placement using our current placement policies.

Notes

- The 18 cut score is only one point lower than our current placement policy.
- The 22 cut off was established based on previous scoring trends. We sought to establish a decision zone where many CPT scores were represented and that resulted in different placements. In spring '06, fall '06, and fall '07, only thirty-three students scoring a 23 or above placed into 1540 based on their CPT scores. Under the new system, these students will automatically be placed into 1550.
- While it is a rough guess, the new policy may reduce the number of tests being administered by 50%. Since students in the past often had to come to campus only for the CPT, this should develop an easier admissions system for students and ultimately save the university money on CPT costs. Of course, we are striving for accurate student placement leading to success in the composition classroom over any residual savings.

The English Department requests the Senate's approval of this policy for incoming students beginning with the Spring 2009 term.