



Academic Senate



ACADEMIC SENATE MINUTES

May 2, 2012

Call to Order: Senate Chairperson Chet Cooper called the meeting to order at 4:04 p.m.

Minutes of the Previous Meeting:

Minutes of the April 4, 2012, meeting were approved with revisions. To view the minutes, go to <http://www.yosu.edu/acad-senate/1112/minapr12.pdf>.

Senate Executive Committee (SEC) / Report from the Chair: Chet Cooper, Chair of the Senate, reported:

Secretary Lamb had sent out a survey to senate members regarding surveying on senate committees. Please fill out the surveys and return to her.

Ohio Faculty Counsel: Chet Cooper reported: (See [Attachment 1](#)).

Executive Committee. Chet Cooper reported: (See [Attachment 2](#)) The end of this academic year will see a marked occasion, one that is bittersweet and we will be missing a valuable person. The Academic Senate Executive Committee voted to pass a resolution to honor Dr. Bege Bowers for her service. Chet asked everyone in favor to stand and applaud Dr. Bowers, the response was unanimous.

Dr. Bowers: "It has been a wonderful 28 years and I will miss everyone. I only live two miles away and can come and help if needed. Thank you to all of you for doing your job, if you had not been doing your job I would not have been able to do mine."

Assessment Academy Team - Sharon Stringer reported: (See [Attachement 3](#))

Registration Retention Software - Jeanne Herman reported: (See [Attachement 4](#))

C. Jackson: asked if Starfish would work with Blackboard automatically or is this another step that faculty will have to take?

J. Herman: Starfist is capable of working directly with Blackboard, however, due to the fact that not all faculty are using blackboard they are not linking

Starfish to Blackboard at this time. However, everyone has to use the portal to enter grades so Starfish will be accessible through the portal. It does mean that there will another step in the process.

C. Jackson: Will this be required for all at risk students or just military and athletes?

J. Herman: It will be for all at risk students.

M. Cox: Will the faculty be able to view a student's other courses?

J. Herman: Yes

Charter and Bylaws Committee: **F. Fowler** reported:

It had been a long time since the Academic Senate Charter and Bylaws had been reviewed. The committee has reviewed, edited, and updated the Charter and Bylaws and a draft of the proposed changes is posted on the Academic Senate website. It will be there all summer, please read over the proposed changes and give feedback either to Dr. Fowler or anyone else on the committee. They will vote on the changes next fall.

Q: The copy they had picked up at the door was not red-lined with changes.

F. Folwer: The red-lined version is on the Senate website. Please notify them of errors in either the original language or the red-lined language.

C. Cooper: Committee chairs should look at the charges of their committees to make sure they have not changed.

Election and Ballotting Committee: **Chet Cooper** reported: (See [Attachment 5](#))

Some results are attached, but the report is not completed and finalized.

Academic Programs Committee: **Adam Earnhardt** had nothing further to report.

Academic Standards Committee: **Wilma Djoletto** reported.

Three proposals for the senate to vote on:

1) IELTS proposal is to raise the required score from 5.0 to 5.5 on the sub-sections (listening, reading, and writing) of the test. **Jef Davis** reported: (See [Attachment 6](#))

Motion to raise the required score from 5.0 to 5.5: 1 abstention, motion passes.

2) Revised Policy for Conditional Admission **Bill Buckler** reported: (See [Attachment 7](#))

Friendly Amendment Attachment – Item 4, on page 1, “...and three times during the term with their college academic advisor.” The friendly amendment would change language to the following, “... and two times during the term with their college academic advisor.”

They looked at the admission policy and it has not been working and students are not following the guidelines. From Spring 2006 through Summer 2011, 59% - 79% of at risk students failed to earn a GPA of 2.0. Of the 186 at risk students that enrolled in the Spring of 2006, only 15 remained enrolled, and only 1 had earned a degree (associate degree).

The changes to the policy will encompass a larger at-risk student population, and if they fail to meet the guidelines they will be suspended after the first semester.

M. Cox: Questioned that because so many students are not meeting the requirements, we decided to lower the requirements?

B. Buckler: We cannot increase the standards due to what is stated in the bulletin. However, the new policy will include a greater population in the 'conditional' status, due to changing the verbage from "... high school GPA below 2.00...and has not taken the ACT or SAT..." to "high school GPA below 2.00 ... or has not taken the ACT or SAT...". They are trying to provide more help by requiring the students to follow the guidelines.

N. Pierre.: Did you look at the data based on the new guidelines to see what the results would be?

B. Buckler: They did not.

J. Beatrice: They have been monitoring what effects the success of these students. The students who meet the requirements did better and had higher GPA's and retention rates. There were no teeth in the existing policy.

B. Buckler: Of 165 students in Fall 2011, 18 followed the guidelines and ended with an average GPA of 2.5, 21 met with CSP between 5 -7 times and the average GPA of these students was a 1.75, 57 students met with CSP 1-4 times and finished with an average GPA of 1.29, and 69 never met with the CSP and their average GPA was 0.9.

J. Beatrice: We are providing the students with 1 semester of opportunity.

Q??: If the student does not fulfill these guidelines are they only required to sit out one semester and then can return to do the same thing?

B. Buckler: According to University policy, when suspended a student must sit out one semester, then they can petition to come back. It will be up to the College Deans after this time.

C. Jackson: Being that we are primarily a non-traditional university, students do not have time to come to class, let alone visit CSP.

B. Buckler: Non-traditional students are encouraged to attend part-time.

R. Beiersdorfer: Does CSP have the necessary resources and time availability for this change in policy?

B. Buckler: J. Fahey has funded for five more personnel positions and online 24 hour service.

N. Wolfgang: The recommended courses for the first semester, what happens if the courses are full and the student cannot register?

B. Buckler: If a student cannot get classes, we will have make some arrangements, either open more sections or make some other arrangement.

M. Vopat: Because we will be encompassing a larger at risk population, does this bring in more students. Seems absurd that we are allowing students who are not ready, with numbers like 186 not passing. Now we want to incorporate a larger net to get more students?

B. Buckler: It will capture a larger group, due to students who would have previously been admitted as regular, not at risk.

N. Pierre: We are designated as an urban research institution and we have the opportunity to do urban research.

Provost Khawaja: These students are already here. It is not an enrollment enhancement scheme. We are providing them with help to succeed, to a large group. Sometime in the future this may be revised. Looking at current population and are we doing right by these students. CSP has sufficient data longitudinally to support the change.

M. Vopat: Reclassification of who is in this group. Our admissions standards stink.

S. Clutter: Has anyone talked with Eastern Gateway. Is this indirectly against sending these types of students to Eastern Gateway first? Is Eastern Gateway aware of these changes?

B. Buckler: They have a meeting next week with all advisors, to work with Eastern Gateway. Prior to that meeting scheduled for next week, no they have not discussed with Eastern Gateway.

Vote on the Friendly Amendment, to change advisor visits from 3 to 2: Approved

Motion to Accept Revised Conditional Admission Policy: 1 Opposed; 0 abstentions; Motion passes.

3) Admission change to WBC: **Bill Vendemia** reported: (See [Attachment 8](#))

Currently all students come in as pre-majors, this motion would allow higher qualified students to be registered directly into the major. They will continue to take the same courses, it would just allow them to be registered directly into the major, not as with a 'pre' designation. No one is being penalized with this revision.

N. Wolfgang: Direct admission is it?

J. Sarkissian: Based on average ACT scores?

Z. Rollins: If they do not fulfill the GPA requirement, what happens to them?

B. Vendemia: They must have a 2.5 and they will continue progress as usual,

and if they don't have a 2.5 GPA they will not be allowed into the junior level.

C. Jackson: Is there an advantage for the student?

B. Vendemia: Yes, this revision is how other institutions are set up. Parents will also ask why their child, who is a top student, is being admitted as a 'pre' major.

M. Cox: Congratulations to WCB for raising the standards.

Motion to Accept Proposed WCB Admission Standards: 0 nays, 0 abstentions, motion passes.

Undergraduate Curriculum Committee: **Zara Rowlands** reported.

There are 122 approved changes to be delivered to Chet. If there were no major revisions she worked with the department chairs to get through without having to send proposals back. She has revised the fast-track form, the new form will be forth coming.

General Education Committee: **Tod Porter** reported. (See [Attachment 9](#))

The issue came up that 5 out of 9 knowledge domains could come from one major.

Motion: One purpose of the General Education Requirements is to ensure that students are exposed to a diverse range of disciplines. Therefore, in general, upper-division courses will not count towards the general education requirements. However, the committee is cognizant that exception may need to be made in some cases. For example due to accreditation requirements and situations in which the number of hours required for a program become excessive or other extraordinary circumstances.

Motion: 1 Nay, 0 abstentions, motion passes.

Academic Research Committee: **Ken Miller** reported.

Academic research committee looked at the YSU 2020 Strategic Plan with regards to research and scholarship. They have developed a research plan with goals that are achievable. This plan will be distributed to the faculty for review.

Unfinished Business: None

New business: None

Adjournment: The Academic Senate adjourned at 5:08 p.m.

Sign-in Sheet

[Return to Top of Page](#)

[Return to Senate Homepage](#)

For further information, e-mail [Carol Lamb](#).

OFC Report

Vice Chancellor Dave Cannon attended the April meeting of the Ohio Faculty Council (OFC). Mr. Cannon began by saying that he would have liked to have had more information to share with the OFC regarding the State Share of Instruction (SSI) consultation but that the consultation process had been delayed at the request of the policy people in the Governor's Office. He will be meeting with those individuals on April 30 and does not anticipate any major differences or changes in the State's funding formula to be in the works.

Vice Chancellor Cannon then asked if faculty were feeling pressure to graduate students so as to better capture funding from the State. In general, members of the OFC responded that faculty and university administrations are sensitive to the issue.

A discussion then turned to a perceived inequity associated with the way that the SSI formula rewards degree completion for transfer students. The Vice Chancellor provided a spreadsheet of the projected SSI distributions for the next fiscal year that indicated 20% of the SSI funds will be awarded on the basis of how many degrees were awarded. Members of the OFC commented that many students study at one university for one, two or three years but then obtain a degree from another institution. Since "degree attainment" is based solely on the number of degrees awarded (and not on the portion of a degree that was earned at each institution) there is a potential unfairness in the way those funds are being awarded. Vice Chancellor Cannon indicated that his office would investigate this issue and report back to the OFC at its May meeting.

**Approved by the Academic Senate
of Youngstown State University**

May 2, 2012

**A RESOLUTION HONORING THE SERVICE OF
DR. BEGE BOWERS**

WHEREAS: Dr. Bege Bowers, Associate Provost for Academic Programs and Planning, will soon retire from service at Youngstown State University;

WHEREAS: Dr. Bowers has tirelessly maintained a level of superior excellence in all her University activities that none can conceivably match;

WHEREAS: Dr. Bowers' intimate knowledge of University affairs, procedures, and policies has contributed enormously to the growth and success of Youngstown State University;

WHEREAS: Beyond her service to the University, Dr. Bowers is a highly recognized and respected scholar in her field as well as an outstanding teacher;

WHEREAS: Dr. Bowers' character is the epitome of integrity and her professionalism is the very definition of work ethic;

WHEREAS: Compassion for others and dedication to the University are essential elements comprising Dr. Bowers' spirit; and

WHEREAS: The above collective attributes have deservedly bestowed upon Dr. Bowers the nickname of "Saint Bege";

NOW THEREFORE BE IT RESOLVED: That the Academic Senate of Youngstown State University formally acknowledges its gratitude to Dr. "Saint" Bege Bowers for her long-standing, devoted service not only to the Academic Senate and the entire University community, but also to the greater Mahoning Valley.

Update on YSU's Progress on HLC Academy Project
Senate May 2, 2012

We will conclude our four-year participation in the HLC's Academy for the Assessment of Student Learning this year with several important reports due July, September, and November 2012.

One report will focus on the IMPACT of our four year project that has focused on enhancing campus engagement in assessment of student learning and improving General Education.

Another important report requires that we explain how we plan to sustain meaningful assessment OF STUDENT LEARNING once we have left the Academy.

HLC will take a close look at everything, particularly since we participated in the Academy in lieu of a focus visit by the HLC. They will pay very close attention to improvements in faculty engagement and general education assessment. They want to know how we are using data on student learning in meaningful ways.

Milestones:

- 1) YSU is the first University (as far as we know) to participate in an Evidence Inventory Visit which was completed in September 2011. Susan Hatfield visited our campus for the Evidence Inventory and provided a very positive review of our progress.
- 2) Over 140 academic programs provided reports or plans in 2010-11 with 93% participation and over 80% of good quality. In 2011-12, faculty reviewed assessment foundations. Every academic program reviewed its' program learning outcomes. In some cases, the learning outcomes were overly complex. In other cases, program learning outcomes were too basic. Faculty are revising program learning outcomes as needed.
- 3) Faculty are completing curriculum maps in spring 2012. All 6 college-wide assessment committees met with the Office of Assessment this semester to assist with this project. The curriculum map is an important planning tool that enables faculty to highlight where learning outcomes are taught in a particular program.
- 4) Over 40 non-academic units are completing annual assessment reports or plans and the reports continue to be of very good quality.
- 5) General education has made significant progress this past year. There is over 90% compliance in student completion of general education requirements. In the past it was 50%. Data from the ROAD project are analyzed to indicate a bigger picture on student writing and critical thinking.
- 6) We are now collaborating with campus leaders and several committees to design a realistic method for consolidating and integrating reporting processes. Reports on assessment will be expected this summer for non-academic units and in the fall for academic units.

To help us conclude this fourth and final year in the Academy, we need your assistance on the following projects:

- 1) For academic program, if you have not done so yet, please e-mail us the curriculum map for your program by the end of this academic term. We will acknowledge receipt. No formal review but we continue to collaborate with faculty to help them complete this.
- 2) Complete the brief assessment survey that was sent to all full-time faculty and to program coordinators in non-academic units last week. It is anonymous but the feedback is essential for our reports.

- 3) Send us examples of how in the last 3 years, assessment of student learning has led to valuable changes and improved your program and/or impacted faculty/staff/ and our student learning.
- 4) Continue to collect data and review data on one or two learning outcomes per year.

We will send you reminder notices about these 4 items in the next week.

Thank you for your ongoing contributions.

Sharon Stringer
Director of Assessment
sastringer@ysu.edu
330-941-1347



Starfish Retention Software

Youngstown State University



The Starfish Story

A man was walking along a deserted beach at sunset. As he walked he could see a young boy in the distance. As he drew nearer, he noticed that the boy kept bending down, picking something up and throwing it into the water.

As the man approached even closer, he was able to see that the boy was picking up starfish that had been washed up on the beach and, one at a time, he was throwing them back into the water.





The man asked the boy what he was doing. The boy replied, “I am saving these washed up starfish.” “But,” said the man, “You can’t possibly make a difference or save them all.” The boy smiled, bent down and picked up another starfish. As he threw it back into the sea, he replied, “It made a difference to that one.”

What is Starfish?

“I made a difference for that one.”



★ Starfish is:

- ★ A Student Success Company

★ They believe:

- ★ The campus community engaged with a student will lead to that student's success.

★ They help academic institutions.

- ★ **Identify.** Which students are at risk now?
- ★ **Guide.** Where do I go to get/offer help?
- ★ **Connect.** When can I get help?
- ★ **Optimize.** How are services performing?



Starfish **EARLY ALERT**[™]

- **Student concerns are manually flagged when observed, and automatic surveys are sent out week 2 and week 5.**
- **Automatic flags are raised based on Blackboard online grade book data.**
- **Recommendations are communicated to the student.**
- **Appropriate staff are informed of flags raised and cleared.**
- **Notes and cleared flags close the loop with faculty when progress is made.**

Starfish at Youngstown State University



★ A collaborative effort between the **staff, faculty** and **advisors** at YSU to ensure student success and persistence.

★ **Goals:**

- ★ **Increase participation in early warning process.**
- ★ **Create a central online location to store student flags, notes and interventions.**
- ★ **Help keep advisors and coordinators informed of at-risk students.**
- ★ **Increase retention rates.**
- ★ **Increase graduation rates.**

EARLY WARNING:

THEN

and

NOW



- Multiple requests from multiple sources
- Various paper or on-line forms
- Several items to complete for each student
- Little feedback about student referral
- No knowledge of who is addressing student concern
- One request week 2 and week 5 from one source
- One electronic form
- One box to click on a roster-type form
- Typically one-day turn around from referral source
- Student university connections can be viewed

Flags for Fall 2012

Flag Name	Description
Poor Attendance No Attendance	Indicates any student who is not attending class on a regular basis, or has not attended class at all.
Low Grades	Indicates a student who has not been successful in tests, or class assignments.
Tutorial Referral	Indicates a student would benefit from a tutor.
Needs CSP Outreach	Indicates a student would benefit from a CSP intervention.
Kudos	Indicates a student is demonstrating good academic progress.

Specific Expectations

Instructors

- Raise flags when appropriate.
- Submit flag survey when emailed.
- Clear flags as appropriate

General CSP Coordinators

- Receive email notifications from Starfish
- Record follow up actions in Starfish:
 - Add notes
 - E-mail students and faculty
 - Clear flags

Academic Advisors

- Receive email notifications from Starfish
- Monitor advisees, add notes, make referrals

Peer Mentors

- View flags on their assigned students
- E-mail and call flagged students
- Add notes and e-mail instructors
- Notify supervisor if flag should be cleared

Flag Surveys

- Faculty will receive an email reminding them to complete a flag survey for their courses.
- They simply check the appropriate boxes and click *Submit* to raise flags.

Home Appointments Students ▾ Profile ▾ Admin

ALL STUDENTS FLAGS FLAG SURVEYS

Survey

Go

Never Mind

Review your student roster, select any observed issues if any and submit the survey. The survey should be submitted even if there are no observed issues.

Name ▾	No Flags	Poor Attendance	Participation	Work
Albright, Randy	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Andrews, Randy	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Berger, Jeff	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chappell, Jeff	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fisher, Jim	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fore, Jim	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gilmore, Lexy	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hand, Sara	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Heck, Deb	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ivanov, Deb	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jennings, Max	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Hands-On Training

Faculty and Staff

Training agenda

- **Find** your students list.
- **View** a student folder.
 - Raise/Clear a flag.
- **Configure** your profile.
 - Contact information
 - Email notifications

Congratulations!



You are ready to begin utilizing Starfish!

Following is the Election result: 2012

Department Senators: 2012-2014

Amy Crawford, Communication

Francois Fowler, Music

Christine McCullough, Art

At Large Senators: 2012-2013

Ewelina Boczkowska, Music

Randall Goldberg, Music

David Gill, Art

Brian Kiser, Music

John Murphy, Theater

Brandt Payne, Music

Senate Executive Committee:2012-2015

Adam Earnhardt, Communication

Elections and Balloting Fine and Performing Arts Rep: 2012-2014

Misook Yun, Music

Youngstown State University Academic Senate
Academic Standards Committee
March 12, 2012

This memorandum contains a proposal for the modification of the “*Proof of English Language Proficiency*” requirement for applicants whose native language is not English.

Background:

Admission to undergraduate study at YSU depends on proof that applicants have sufficient facility with the English language for academic success. Non-native English speakers, whose prior education was conducted in another language must document this proficiency through one of several standardized examinations for that purpose; one of these examinations is the International English Language Testing System (IELTS). The IELTS is available in two versions: the Academic Version and the General Version. Each version of the exam comprises four sub-sections, or bands: Reading, Writing, Speaking, and Listening. Each band is scored on a scale from 1 (non-English user) to 9 (Expert English User). The examinee’s score on each band is reported, along with a composite (average) score. YSU currently requires a minimum composite score of 5.5 for undergraduate admission; there is no minimum score required on each band.

Applicants with advanced skills in one language domain (e.g., speaking) are able to achieve the minimum composite score despite documented deficiencies in other domains (e.g., (reading and writing), putting these students in academic jeopardy when they are unable to read and/or write at the expected level.

Proposal:

This proposal will retain the current minimum composite score of 5.5 *while requiring a minimum score of 5.0 on each of the four subsections.*

Modify the *YSU Undergraduate Bulletin* Delete “a minimum score of 5.5 composite on the International English Language Testing System (IELTS)” and insert the following, “ a minimum composite score of 5.5 **AND** a minimum score of 5.0 on each sub-section on the Academic Version of the International English Language Testing System (IELTS).

Complete YSU Policy, as is appears page 21 of the *YSU Undergraduate Bulletin 2011–2012*, is on page 2 of this memorandum with the current language is stricken and proposed language inserted in **boldface**.

Respectfully submitted,



Jef C. Davis, Director
Center for International Studies & Programs

YSU Undergraduate Bulletin 2011–2012, page 21, with the current language is stricken and proposed language inserted in **boldface**.

English Language Proficiency

Applicants whose education is from an English- medium secondary or postsecondary institution in the following countries are exempt from the standardized English proficiency testing requirement: Antigua & Barbuda, Australia, Bahamas, Barbados, Belize, Bermuda, Botswana, the British Caribbean and British West Indies, Canada, Cook Islands, Dominica, Fiji, Gambia, Ghana, Granada, Guyana, Ireland, Jamaica, Kenya, Kiribati, Liberia, Mauritius, Micronesia, Namibia, Nauru, New Zealand, Nigeria, Niue, Northern Mariannas, Papua-New Guinea, St. Christopher Nevis, St. Lucia, St. Vincent, Seychelles, Sierra Leone, Solomon Islands, South Africa, Swaziland, Trinidad & Tobago, Uganda, United Kingdom and the United States (except Puerto Rico), Zambia, and Zimbabwe. International students who graduate from an English-medium secondary school in the United States are required to submit either the ACT or SAT.

All other applicants for whom English is a second language must present evidence of proficiency in the English language in one of the following ways:

1) Official Test Score on one of the following:

a) Test of English as a Foreign Language (TOEFL) directly from the Educational Testing Service (ETS) with a minimum score of:

- 500 or higher on the paper & pencil test
- 173 or higher on the computer-based test, or
- 61 or higher on the Internet Based TOEFL test (iBT)

b) a minimum score of 69 on the Michigan English Language Assessment Battery Test (MELAB)

c) ~~a minimum score of 5.5 composite on the International English Language Testing System (IELTS)~~

c) a minimum composite score of 5.5 AND a minimum score of 5.0 on each sub-section on the Academic Version of the International English Language Testing System (IELTS)

d) a minimum score of GRADE 1 on the Society for Testing English Language Proficiency (STEP) Test

e) a minimum score of 950 on the SAT II English Language Proficiency Test

2) Successful completion of 24 semester hours of college-level coursework from an accredited English- medium college in the United States or another country where English is an official language.

3) Students may also be referred to enroll in CISP's full-time English Language Institute (ELI); for information call 330-941- 2336 for applications. Successful completion of the English Language Institute at YSU fulfills the proficiency requirement (determined by examination and classroom assessment).

4) Applicants whose standardized test score is below the minimum may be admitted, at the discretion of the University, if there is compelling additional evidence of English language proficiency commensurate with academic study at YSU.

Students may be required to enroll in supplemental noncredit courses in English as a second language (ESL). Applicants may be required to submit additional materials.

Recommended Revision of the Conditional Admission Policy

(New policy recommendations approved at the April 4, 2012 Deans' Council
and by the Academic Standards Committee on April 26, 2012)

Conditional Admission

Students will be admitted to YSU with conditions if their high school grade point average is below 2.00 (out of 4.00) or their composite ACT is below 17 (or SAT critical-reading and math composite is below 820). Transfer students will be conditionally admitted if their transfer GPA is below 2.0.

If a student has not taken the ACT or SAT, or does not have a high school GPA, the student will be conditionally admitted until a placement test is taken. Following the placement test, if a student tests into RSS 1510B or ENGL 1539, the student will remain conditionally admitted. If a student tests out of both RSS 1510B and ENGL 1539, the conditionally admitted status is removed.

Conditionally admitted students must meet the following requirements:

1. Conditionally admitted students shall not be admitted during the summer session. Students who place into conditional admission status based on placement testing in the summer term will have their start date deferred to the fall semester.
2. Conditionally admitted students are required to attend freshman orientation (SOAR); failure to do so will defer admittance to a subsequent semester.
3. Conditionally admitted students shall be classified as having an *undetermined* major within their college, a status that shall remain until the student satisfies all requirements to exit the conditional admission classification.
4. During their first semester, conditionally admitted students must fulfill a contract with the Center for Student Progress, which includes meeting weekly with their coordinator and three times during the term with their college academic advisor.
5. Conditionally admitted students cannot register for more than 14 semester hours of courses in a single semester.
6. Students placing into RSS 1510A, RSS 1510B, ENGL 1539, or ENGL 1540 must take these courses in their first semester. Students may not withdraw from these courses unless they make a complete withdrawal from the university.
7. Conditionally admitted students are restricted to an approved list of courses (see course listing below).
8. Conditionally admitted students must receive approval of their course schedule by a college academic advisor and may not make further changes without approval of the advisor.
9. Failure to fulfill the first semester guidelines and achieve good academic standing (a GPA of 1.75 or above) shall result in the conditionally admitted student being suspended from the university.

The restrictions imposed on coursework and semester hours will be removed when the student has done the following:

1. Successfully completed all developmental courses into which the student has tested (RSS 1510A, RSS 1510B, ENGL 1539 or ENGL 1540).
2. Successfully completed six semester hours of non-developmental courses.
3. Achieved good academic standing, which, for freshman, is a GPA of 1.75 or above. See the *Undergraduate Bulletin* for more information on academic standing.
4. Fulfilled the conditional admission contract.

A student fulfilling these requirements may file a petition with a college academic advisor to have the restrictions and their conditionally admitted status removed.

Approved courses for conditionally admitted students:

AFRST 2600*	Introduction to African Studies 1
AFRST 2601*	Introduction to African Studies 2
CMST 2610*	Intercultural Communication
COUN 1587*	Introduction to Health and Wellness in Contemporary Society
COUN 1589	Success in Careers and Life Planning
CSIS 1514	Business Computer Systems
ECON 1503*	Rich and Poor: Diversity and Disparity in the U.S. Workplace
ENGL 1539	Fundamentals of College Writing
ENGL 1540	Introduction to College Writing
ENST 1500/L*	Introduction to Environmental Science
HAHS 1510	Investigations into Economic Class in America
HIST 1501*	American Dreams
MATH 1500	Number Concepts and Beginning Algebra
MATH 1501	Elementary Algebraic Models
MATH 1502	Beginning Algebra 1
MATH 1503	Beginning Algebra 2
MATH 1507	Intermediate Algebra
MATH 1508	Introduction to Trigonometry
MUED 2621*	Music Literature and Appreciation
MUHL 2616*	Survey of Jazz
PHLT 1531*	Fundamentals of Public Health
PHLT 1568*	Healthy Lifestyles
POL 1550*	Politics and Globalization
RSS 1510A	Advanced College Success Skills
RSS 1510B	Basic College Success Skills
RSS 1510C [Ⓢ]	STEM Advanced College Success Skills
SOC 1500*	Introduction to Sociology
THTR 1560*	Understanding Theater
THTR 1590*	History of Motion Pictures

* General Education designated courses

[Ⓢ] Specific to STEM students only

Although not stated in the *Undergraduate Bulletin* description of Conditional Admission, the following policy procedures are to be followed:

1. Conditionally admitted students shall be notified by letter by the Office of Admission as to their admission status and the guidelines under which they must follow.
2. A student's conditionally admitted status is noted on the student's Starfish screen.
3. The Center for Student Progress coordinator shall send a list of first-semester conditionally admitted students to the Office of the Registrar requesting that a 14 credit hour limit be placed on their course schedule.
4. Conditionally admitted students shall not be advised by faculty; they are only to be advised by a professional academic advisor from one of the colleges.
5. The conditionally admitted student shall not be permitted to take courses not on the list of approved courses.
6. The list of approved courses shall be periodically reviewed, and revised if need be, by a committee consisting of college advisors, the coordinator of academic advising and the CSP coordinator of conditional admission. Revisions to the list of approved courses do not need the approval of the Academic Standards Committee.
7. Although recognizing that financial aid may rest on fulltime status, an initial part-time course schedule may better assure conditionally admitted students success, especially if they are working fulltime and/or have families.
8. Each college shall designate a single academic advisor or administrator to which the CSP conditional admission coordinator shall communicate information relative to conditionally admitted students.
9. The CSP's conditional admission coordinator shall evaluate a conditionally admitted student's adherence to the guidelines at the end of the student's first semester. If during the first semester the conditionally admitted student has met with the coordinator at least 11 times and a college academic advisor at least 2 times, and is in good academic standing (at least a GPA of 1.75), the student shall be continued as a YSU student. If these standards have not been met, the student shall be suspended from the university. If the student has not fulfilled the first semester guidelines but is otherwise in good academic standing, the student has the right to file an appeal with the appropriate college dean to remain in the university.

Policy revision recommended by *Ad Hoc Committee on Conditional Admissions*:

Bill Buckler (Coordinator of Academic Advising & Associate Professor of Geography)

Jack Fahey (VP, Student Affairs)

Jonelle Beatrice (CSP Director)

Chris Khumprakob (CA Coordinator, CSP)

Debbie Kucharski (STEM Advisor)

Brian Wells (BCHHS Advisor)

Current Conditional Admission Policy

Students will be admitted to YSU with conditions if their high school grade point average is below 2.00 and their composite ACT is 17 or below (or SAT critical-reading and math composite is 820 or below).

If a student has a high school GPA below 2.00 (or does not have a high school GPA) and has not taken the ACT or SAT, the student will be conditionally admitted. However, if a conditionally admitted student who has not taken the ACT or SAT tests out of RSS 1510B and ENGL 1539 on the placement exams, the student will be reclassified as a regular-admission student.

Conditionally admitted students must meet the following requirements:

1. Conditionally admitted students cannot register for more than 14 semester hours in a single semester.
2. Students placing into RSS 1510B must take that course in their first semester.
3. Students placing into RSS 1510A, ENGL 1539, or ENGL 1540 must take those courses within their first 20 semester hours.
4. Conditionally admitted students are restricted to an approved list of courses (see course listing below). They may take courses not on the list with the approval of an academic advisor.
5. Conditionally admitted students must receive approval of their course schedule by an academic advisor.
6. Conditionally admitted students must, in their first semester, sign a contract with a coordinator in the Center for Student Progress committing them to work with the center until their conditional admission status is removed.

The restrictions imposed on coursework and semester hours will be removed when the student has done the following:

1. Successfully completed any developmental courses that the student has tested into (RSS 1510A or 1510B, ENGL 1539 or 1540).
2. Successfully completed six semester hours of non-developmental courses.
3. Achieved good academic standing.
4. Fulfilled the contract with a coordinator in the Center for Student Progress.

A student fulfilling these requirements may file a petition with an academic advisor to have the restrictions removed.

Approved Courses for Conditionally Admitted Students:

LASS 2600	ENGL 1540	RSS 1510A
ASTR 1504	FNLG 1500	RSS 1510B
BIOL 1505	GEOL 1504	SOC 1500
CMST 1545*	HSC 1568	THTR 1560
COUN 1587	MATH 1500	THTR 1590
CSIS 1500	MATH 1501*	
ECON 1503	MUHL 2616	* indicates that the course
ENGL 1539	MUED 2621	has a prerequisite

Source: 2011-2012 YSU Undergraduate Bulletin, pp 13-14



Williamson College of Business Administration

PROPOSED ADMISSION STANDARDS

April 2012

WCBA "ADMISSIONS" POLICY (CURRENT)

New freshmen who are admitted to Youngstown State University enter the WCBA as Pre- majors (pre-business, pre-accounting, pre-finance, pre-management, pre-marketing, pre-business economics). *Transfer students* from both within and outside YSU must have a minimum grade point average of 2.00 to transfer into the WCBA as a Pre- major.

Continuation criteria: To declare one of our nine majors, students must have a 2.5 GPA and have successfully completed the tool courses (28 hours: economics, math, statistics, business, accounting, etc.) with a grade of C or better.

REVISED ADMISSIONS STANDARDS FOR FRESHMEN (PROPOSED)

New students who are admitted to Youngstown State University will be accepted into the Williamson College of Business Administration in one of three categories: Direct Admit to major, "Pre"-major, or Undeclared Business major, based upon their high school grades and ACT scores.

1. Direct Admission:

Incoming freshmen with a high school GPA of 3.5 and ACT of 25 or higher can be admitted directly into the WCBA major of their choice (accounting, advertising/public relations, business economics, finance, general administration, human resource management, international business, management information systems, marketing). In order to take junior-level core courses, students must complete ENGL 1550, ENGL 1551, and all of the Business Tool courses with a grade of "C" or higher and have a cumulative GPA of at least 2.5.

2. Pre-Majors:

Incoming freshmen with a minimum of a high school GPA of 2.25 and ACT of at least 20 will be admitted to the WCBA as a Pre- major. In order to take junior-level core courses and declare a major, students must successfully complete ENGL 1550, ENGL 1551, and all of the Business Tool courses with a grade of "C" or higher and have a cumulative gpa of at least 2.5.

3. Undeclared Business:

Incoming freshmen with a minimum high school GPA below 2.25 or with an ACT score of less than 20 will be admitted into the WCBA as an Undeclared Business Major. Students can move into one of the "pre-" majors once all developmental coursework, ENGL 1550, and Math 1507 have been successfully completed and a cumulative GPA of 2.25 has been achieved.

WILLIAMSON COLLEGE OF BUSINESS ADMINISTRATIONS
REVISED TRANSFER POLICY

CURRENT TRANSFER POLICY: Students may transfer into the WCBA with a grade point average of 2.0.

REVISED TRANSFER POLICY (PROPOSED)

- Students with fewer than 32 semester hours: Transfer students with fewer than 32 semester hours and a college GPA of 2.25 will be admitted to the WCBA as a Pre- major. Transfer students must have completed ENGL 1550 and be eligible for Math 1507 in order to transfer into the WCBA.

- Students with 32 or more semester hours: Transfer students with 32 or more semester hours and a college GPA of 2.5 will be admitted to the WCBA as a Pre-major. Students will be allowed to transfer directly into the major if (1) they have a high school GPA of 3.5 and ACT of 25 and have a college GPA of 2.5 or higher OR (2) if they have completed ENGL 1550 and ENG 1551 and all tool courses with a grade of C or higher and have a GPA of at least 2.5.

Why Fewer is Better

- Ease of assessment
- Maintain character of general education
 - Provide students with an introduction to an academic discipline or a primary subdivision of that discipline
 - Be open to all students with the appropriate prerequisites and service significant numbers of students from different academic programs

Example of the problem

- ECON 3705, Environmental and Resource Economics – Social and personal awareness, environmental sustainability
- ECON 3720, Comparative Economic Systems – Social and personal awareness, international perspectives
- ECON 4843, Economics of Poverty, Discrimination and Transfer Programs – Social and personal awareness, domestic diversity

Example of the problem, cont.

Knowledge Domain:

Social Sciences: ECON 2610, 2630

Social and Personal Awareness: ECON 3705, 3720

General Education Elective: ECON 4843

5 out of 9 knowledge domain courses could come from the major

Current Upper-Division List

- GERO 3703: Aging and Society (also listed as SOC 3703)
- GERO 3745: Sociology of Health, Illness, and Health Care (also listed as SOC 3745)
- PHIL 3711: General Ethics
- PHIL 3760: Ethics of War and Peace
- PSYC 3700: Social Psychology
- PSYC 3707: Psychology of Intimate Relationships
- PSYC 3755: Child Development
- PSYC 3758: Lifespan Development

- MUHL 3771: Music History and Literature 1
- MUHL 3772: Music History and Literature 2
- MUHL 3773: Music History and Literature 3
- MUHL 3774: Music History and Literature 4

YSU ACADEMIC SENATE ATTENDANCE ROSTER (May 2, 2012)

BUSINESS ADMINISTRATION

At Large (6)

BK Birsen Karpak, Management
RK Ram Kasuganti, Management
KM Kathleen Mumaw, Acctg. & Finance
NP Nibert Pierre, Acctg. & Finance
WV William Vendemia, Management
YW Ying Wang, Marketing

Departmental (2011-2013)

PR Peter Reday, Marketing

Departmental (2010-2012)

HGH Helen Guohong Han, Management
RS Ray Shaffer, Acctg. & Finance

EDUCATION

At Large (5)

RR Regina Rees, Teacher Ed.
BOC Barbara O'Connor, Teacher Ed.
WD Wilma Djoletto, EFRTL

At Large continued

PS Patrick Spearman, EFRTL
MP Matt Paylo, Counc/Sp Ed

Departmental (2010-2012)

JPT Jake Protivnak, Couns/Sp Ed
SD Susan DeBlois, EFRTL
LC Lauren Cummins, Teacher Ed.

FINE & PERFORMING ARTS

At Large (6)

AE Adam Earnhardt, Communication
FF Francois Fowler, Music
RG Randall Goldberg, Music
JM John Murphy, Thtr/Dance
BP Brandt Payne, Music
JD Joe D'Uva, Art

Departmental (2011-2013)

NW Nancy Wolfgang, Thtr/Dance

Departmental (2010-2012)

DG David Gill, Art
CH Cary Horvath, Communication
AW Alice Wang, Music

HEALTH & HUMAN SERVICES

At Large (5)

SL Susan Lisko, Nursing
KL Ken Learman, Physical Therapy
TT Taci Tafel, Human Ecology
WG Weiging Ge, Physical Therapy
CB Christopher Bellas, Criminal Justice

Departmental (2011-2013)

SC Susan Clutter, Criminal Justice
SK Shirley Keller, Social Work
JW Jane Wetzel, Physical Therapy
CS Cindy Shields, Nursing

Departmental (2010-2012)

MY Mary Yacovone, Health Professions
DL Dennis Latess, HPES
PG Priscilla Gitimu, Human Ecology

Liberal Arts & Social Sciences (CLASS)

At Large (6)

DP David Porter, Political Science
TO Tomi Ovaska, Economics
MO Matt O'Mansky, Sociol & Anthr
JS John Sarkissian, Foreign Language
DM Deborah Mower, Phil/Rel.

Departmental (2011-2013)

AL Alyssa Lenhoff, English
WV Mark Vopat, Phil/Rel
CA Cryshanna Jackson, Political Sci
DN Denise Narcisse, Sociol & Anthr.

Departmental (2010-2012)

DP Dennis Petruska, Economics
DB Diana Burkhart, Foreign-Language
DC Dawna Cerney, Geography
AY Anne York, History
RR Rocio Rosales, Psychology

Science, Technology, Engineering, & Mathematics (STEM)

At Large (6)

JT Jamal Tartir, Math & Stats
DF Diana Fagan, Biol
JG Jeanette Garr, CEEGR & CHEGR
JJ Jozi Jalics, Math
HM Hazel Marie, MECH & ISEGR
DA David Asch, Biology

Departmental (2011-2013)

AB Annette M. Burden, Math & Stats
RB Ray Beiersdorfer, Geol & Env. Sci.
AR Abdurrahman Arslanyilmaz, CSIS
CC Chet Cooper, Biology
CH Chemistry
MINCEY, DARYL *PELLO, BOB*

Departmental (2010-2012)

YMP Yogen M. Panta, MECH & ISEGR
JA Jim Andrews, Phys/Astr
PM Phil Munro, ECEGR
BV Brian Vuksanovich, ENTC
HT Hans Tritico, CEEGR & CHEGR

ADMINISTRATORS (15)

JK James Kohut
BD Bryan DePoy
SF Shearle Furnish
MLD Mary Lou DiPillo
PK Peter Kasvinsky

IK Ikram Khawaja
JK James Kapoun
BJL Betty Jo Licata
ST Shannon Tirone
JM Joseph Mosca

STUDENTS

GD Gary Davenport, At Large
MD Megan Derthick, At Large
SL Sarah Lowry, At Large
MT Molly Toth, At Large
AT Abbie Twyford, At Large

MW Melissa Wasser, CLASS
TY Tara Yeager, Education
JAT JoAnne Tombo, FPA
JS Joseph Scott, Grad.
BB Bobby Breese, HHS
AS Amanda Sacco, STEM
CB Chelsea Baker, WCBA

EG Elyse Gessler, SGA Pres.
JM Justin McIntyre, Exec. VP
NP Nicole Pavlichich, Acad. Affairs