Youngstown State University—an urban research university—emphasizes a creative, integrated approach to education, scholarship, and service. The University places students at its center; leads in the discovery, dissemination, and application of knowledge; advances civic, scientific, and technological development; and fosters collaboration to enrich the region and the world.

ACADEMIC SENATE AGENDA
Wednesday, October 9, 2019 at 4:00 P.M.
Room 132 ·DeBartolo Hall

1. **[4:00 PM] Call to Order/Certification of Quorum**
2. **[4:01 PM] Approval of Agenda**
3. **[4:02 PM] Approval of Minutes from September 4, 2019 meeting** (See attachment)
4. **[4:03 PM] Senate Executive Committee Report** – Chet Cooper, Senate Chair
5. **Ohio Faculty Council Report** – No Report
6. **[4:10] Charter and Bylaws Committee** – Mary Beth Earnheardt, Attachment 1
   Podcast link: https://soundcloud.com/user-20015485
7. **[4:20 PM] Report of the Elections/Balloting Committee** – Ken Learman
8. **[4:25 PM] Reports from Other Senate Committees**
   a. Academic Events Committee – No Report
   b. Academic Programs Committee – No Report
   c. Academic Research Committee – No Report
   d. Academic Standards Committee – Gary Walker (Attachment 2)
   e. General Education Committee – Joe Palardy (Attachment 3)
   f. Honors Committee – No Report
   g. Library Committee – No Report
   h. Professional Conduct Committee– No Report
   i. Academic Grievance Committee – No Report
   j. Undergraduate Curriculum Committee – Tom Wakefield (Attachment 4)
   k. Program Review – No Report
   l. Technologies Committee – No Report
9. **Unfinished Business – No Reports**
10. **[4:35 PM] New Business –** Provost Smith / Dr. Berardini (Attachment 5)
11. **[5:00 PM] Adjournment**

NEXT SENATE MEETING:
Wednesday, November 6, 2019 at 4:00 P.M., Room 132, DeBartolo Hall

Proposal: Change the Senate Bylaws to create an Academic Senate Governance Committee to manage workflow, committee membership, and ensure representation in relevant areas of academic governance.

DRAFT LANGUAGE:
(c) The Senate will establish a Governance Committee which will be charged with placing faculty members and department chairs on various committees (both Senate and non-senate) throughout the university. The Vice Chair of the Academic Senate shall chair the Governance Committee with four additional members chosen by the Senate Executive Committee from faculty, administration, staff, and students of the University community.

The Governance Committee will keep and maintain a worksheet for each committee that includes: the name of the committee, the classification of the committee (Senate, University, etc.), the membership composition and means of appointment, the term of service, the qualifications for service, the committee chair and current members, the charge for this committee, and other information as deemed pertinent. All worksheets for an upcoming Senate term should be introduced to the entire Senate for its approval at the April meeting of the previous term (with the exception of ad hoc committees which can be established at any time). Before the April meeting and in consultation with the existing membership of the committees, the Governance Committee will update any changes, including filling vacancies and reworking the charge. If a person is placed on a committee and refuses to participate in the work of that committee (either by neglect or out rightly), the chair of the committee may petition to the Governance Committee to have that member removed. The Governance Committee will have final say on this and the removal will be indicated in the records of the Governance Committee. If a new, non-Senate committee is established during the course of the year, this committee will work with the Senate Executive Council to fill the need. If a committee is charged with including a representative from each college and the college cannot find a willing faculty member to serve, the position will be left vacant. The administrative member(s) of any committee shall be appointed by the Office of Academic Affairs no later than March 15. The Student Government Association will appoint a student member (or members) to the committee.

Each of the following appointed chartered committees will follow a charge as designated by the Governance Committee. The charge for the committee must be introduced to each senate at the April meeting and will be in effect for one full senate term.

- Student Academic Grievances Subcommittee
- Professional Conduct Committee
- Academic Programs Committee
- Undergraduate Curriculum Committee
- Honors Committee
- Integrated Technologies Committee
- Library Committee
- Academic Research Committee
- Academic Standards Committee
- Student Academic Affairs Committee
- Academic Events Committee
- The General Education Committee

Proprietary/Non-Regionally Accredited Transfer Credit Policy

A course must meet three standards:
1. Cannot be remedial or developmental
2. Carry one or more credit hours
3. Eligible to count toward graduation

The faculty in the respective discipline must evaluate all courses. Students will be required to provide course descriptions and/or syllabi for courses upon request for proper evaluation. Transcripts will be reviewed on a case-by-case basis at the request of the student and/or academic advisor. Transcripts from proprietary institutions will not automatically be posted to the student's academic record upon receipt in the Office of Admissions, unless previously evaluated within the last five years. A special request to the Office of Admissions will need to be made if the student desires to have courses evaluated. The evaluation process for courses from proprietary schools will follow the same policy as courses from regionally accredited institutions. All evaluated credits will be posted to the student's academic record once course equivalencies are received from the departments.

[From the YSU Senate Academic Standards Committee]

Below is the proposal we have been working on. I just added the notes section today, and it might be a bit rough.

The GE committee is fine with Type A, but I am including both Type A and B that the GE committee looked at. I did this in case questions about block credit come up again.

Changes from version 1:
1. Generic completion block is gone and replaced with a negotiated block. This adds a layer of oversight.

2. Added Type B to show the equivalence to block credit.

Major changes are in red.
Joe

Notes

The two proposal types (A and B) below are essential equivalent from practical standpoint. The differences are in oversight and administration. Type A is similar to the second part of an articulation agreement where YSU defines what a student needs. Type B is similar to PLA cross walk where we define block credit for what a student already has. With the General Education Program being a set number of courses, the number of courses that a student will need will be the same in Type A and Type B.

Type A is similar to creating a new 2+2 articulation agreement. Current articulation agreements with other schools are handled through the Provost Offices of both schools and the articulating departments. GE courses are selected so that the student's should fulfill YSU's Gen Ed requirements or, in the case of Ohio Schools, the Ohio Transfer Module plus some additional YSU-specific requirements. There are often some substitutions or waivers that need to be applied for articulation agreements.

The new Transfer Pathways program that the state is working on would expand idea of 2+2 articulation agreements to encompass many programs between all state institutions. Currently, a student completing an Associate of Arts in Business at any institution in the state will be able to complete a BSBA at YSU by finishing YSU's Pathway's completion block. The General Education requirements for a domestic student just doing a BSBA at YSU are slightly different from a student that is completing the Pathway.

Type A, therefore can be thought of as an extension of Pathway's model but for non-Ohio Schools.

Type B is similar to developing a PLA crosswalk but for a particular degree type or licensure program. This is currently how students from licensure programs that do not have full associate degrees are handled. However, this is done on a school-by-school or program-by-program basis. This proposal would expand that to be on a licensure-by-licensure or degree-by-degree basis.

Rationale:

Students entering completion programs at YSU typically have completed approximately half of YSU's general education program at their previous institution. In order to complete a bachelor's degree, those students also need to fulfill the remaining half of YSU's general education program. However, the half that they need to complete will vary from student to student. Currently, the process of determine what general education courses a student still needs is done by equating all of a student's previous course work ,or using a PLA process in some cases, and then having the student take all of the remaining required general education course work.

While this process works fine for many students, it does not work well for highly structured online completion programs for two main reasons:

1. It creates a delay for advising the student about needed courses because their previous course work and experiences need to be fully equated prior to advising. (A full evaluation of all their course work including PLA may take several weeks).
2. The courses that the students need tend to vary widely between students. This creates an issue scheduling Gen Ed courses (especially online courses) that completion students need in order to graduate. For instance, students in the AP RN to BSRN program require online 7-week pure online courses. Currently, it is not possible to offer all the combinations of potential Gen Ed course work that those students.

There are two ways to facilitate general education completion for students that are in completion programs. Essentially we either define what they need or what they already have. More specifically:

1. Define a GE completion program that is specific to a particular completion program. Students coming into a completion program would thus only need to fulfill the completion program. In this case, the completion program would have different GE requirements compared to other programs.
2. Define a block of GE credit for students coming in with a particular licensure or specific type of associate's degree. In this case, the completion program would have the same GE requirements compared to other programs.

Functionally, the two methods are very similar in terms of the number and type of GE courses that a student would need to take.

The goals of either type of program:

1. Allow for easy advisement of students by defining the maximum amount of general education courses that they will need to take.
2. Reduce uncertainty for students entering completion programs.
3. Facilitate scheduling of GE courses for online only programs (such as RN to BS-RN).
4. Maintain quality and consistency of the GE program.

Proposal (Type A):

In attempt to remediate some of the issues discussed above, the General Education Committee would like to pilot a General Education Completion Program with YSU's BSN for RN Students (RN-BSN Completion) and YSU's Online Bachelor of Science, Respiratory Care (Completion Program).

As an alternative to having their students fulfill the standard YSU General Education Model, those pilot programs may opt for their students to fulfill a General Education Completion Program. Students that successfully complete the General Education Completion Program as part of their bachelor's completion program will be considered as having fulfilled the General Education requirements for a bachelor's degree.

A student entering YSU into a completion program that has elected to use the General Education Completion Program, and said student having completed an associate degree, licensed technical degree, or equivalent have two options to fulfill YSU's General Education Model:

1. Complete YSU's Gen Ed Completion Program. Previous GE course work will not be considered in this case. For instance, suppose a student has completed a general psychology course at a previous institution and elects to use the completion program. That psychology course will not count toward completion of the Gen Ed Completion Program.
2. Enter as a transfer student or continue as a native YSU student and have courses applied to YSU's General Education Model on a course-by-course basis. A student in this situation will need to complete YSU's regular general education model. (Students coming from an Ohio Institution with a completed Ohio Transfer Module will not have to take any GE courses outside of FYE and a Capstone course unless those courses are also part of the major.) This would also be the likely option for students that are part of a current articulation agreement with another school.

A student may select either option, but they may not mix and match options. The second option is there for students that may have completed an Academic Associate Degree instead of an Applied Associate Degree. Option 1 would be considered the default option, and students electing to use option 2 would need to work with their advisor.

The exact coursework of the completion program would be developed jointly by the department in charge of the completion program and the General Education Committee in consultation with the APC (to insure the program still meets minimum guidelines).

If possible, the course makeup of the GE completion program should be based on existing articulation agreements and knowledge of what coursework entering students typically have. For example, if students entering the completion program from an Ohio feeder school typically have a particular TAG and OTM course, then that course should not be part of the completion program. Any such completion program must treat domestic student the same as transfer students.

Sample Completion Program (RN to BS-RN)

Course	Courses	Hours
Quantitative Reasoning	STAT 2625	3
Oral Communications	CMST 1545	3
Written Communications	ENGL 1551*	3
Domains		
Arts and Humanities	PHIL 2625	3
Social Science		
Natural Science	CHEM 1510	4
Social and Personal Awareness	PYSC 3758	3
Total (required)	6 courses	19 hours
Total (All Courses)		

*Certain general education courses, such as ENGL 1551, have prerequisites. Normal prerequisite rules apply for students taking the General Education Completion Program.

This completion program acts similarly to an articulation agreement. However, instead of being a school-by-school based articulation agreement, it is a degree-by-degree or licensure-by-licensure articulation agreement.

Proposal (Type B):

In attempt to remediate some of the issues discussed above, the General Education Committee would like to create a process to grant a block of GE elective courses for students entering with certain technical associate degrees or licensure degrees. Students entering with those licensures or degrees would have the option to either take the block or to wait for a full course-by-course transcript evaluation.

The exact coursework contained in the block would be developed jointly by the department in charge of the completion program and the General Education Committee in consultation with department chairs, and the APC (to insure the program still meets minimum guidelines).

If possible, the coursework should be based on existing articulation agreements and knowledge of what coursework entering students typically have. For example, if students entering the completion program from an Ohio feeder school typically have a particular OTM domain course, then the block should contain credit for a course in that domain.

Example of Block GE for a particular licensure program.

Course	Courses	Hours
Quantitative Reasoning	-----	
Oral Communications	-----	
Written Communications	ELEC 15xx Writing I or direct equate	3
Domains		
Arts and Humanities	ELEC 15xx AH or direct equate	3
Social Science	ELEC 15xx SS or direct equate ELEC 25xx SS or direct equate	6
Natural Science	ELEC 15xx NS or direct equate	3
Social and Personal Awareness	Elect 15xx SPA or direct equate	3
FYE	ELEC 15xx FYE or direct equate	2
Total (Block)	6 courses	20 hours
Total (Needed)		19 hours

This completion program acts similarly to our existing PLA cross-walk process. However, instead of being a school-by-school or provider-by-provider based cross-walk, it is a degree-by-degree or licensure-by-licensure based cross-walk.

Date **9/20/2019**_____ Senate Meeting Date 10/9/2019__ Report # (Senate Use Only) _____

Intended Action: **Informational_x__** **Senate Vote ___** **Consultative/Advisory___**

Name of Committee Submitting Report: University Curriculum Committee

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

Names of Committee Members

Elected Members

Appointed Members UNIVERSITY CURRICULUM

Tom Wakefield, CSTEM (Chair)

Karen Larwin, BCOE

Susan Clutter, BCHHS

Julia Gergits, CLASS

VACANT, CCAC

Dana Davis, BCHHS

Nicolette Powe, BCHHS

Birsen Karpak, WCBA

Jozsi Jalics, CSTEM

Sepideh Khavari, CSTEM (non-voting)

Jay Lilley, Student

Mary Beth Earnheardt, Programs Chair (ex officio)

Sue Miller, Admin. (ex officio)

Jenn Pintar, Admin. (ex officio)

Michele Schaper, Admin. (ex officio)

Jayne Caputo, Admin. (ex officio; courtesy appt.)

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

The list of courses approved at the 9/20/2019 meeting of the UCC is attached.

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?

Introduction and Rationale

Revised Policy/Policies (when applicable)

Recommendation

The committee recommends the attached list of changes to courses be adopted. It also endorsed the attached Procedures list and reaffirmed the charge of the committee.

Deadline: For course changes to appear in the next catalog, they must be submitted by April 1 of the previous academic year.

Procedure: Course changes begin at the Department level and are the approved by the Department Chair, College Curriculum Committee, Dean, and, ultimately, the Undergraduate Curriculum Committee, before being sent for 10-day circulation among all Deans and Chairs and then to Academic Senate.

All changes to courses, no matter how minor, require the change to be done in CourseAdmin and an updated syllabi to be attached. Syllabi are not required for course deletions.

To initiate a change to an existing course or propose a new course, go to:

https://nextcatalog.ysu.edu/courseadmin

Log in with YSU credentials. You can search for an existing course to change, or create a new course.

As you edit/propose courses, please carefully choose the correct course type based on the HEI descriptions (which will pop up when you go to populate the field) and the most specific CIP code possible for the course. Some notes about the HEI classification:

- According to HEI, the classification of DI goes with laboratory classes and not lecture so please understand that there is no need to put DI with a LE course.
- FE indicates that the students get paid during the class. If your students aren't getting paid then it is not a FE classification.   Of course, if they are it may be an internship so please read the definitions.
- Very rarely will we use OT categories.
- Please note that any Faculty Led Study Abroad (or domestic) courses are LE/PR classifications.

Please carefully specify prerequisites and co-requisites. Is a lab required to be taken concurrently? All these must be correctly specified in the proposal.

All course changes and additions (including prereq changes) require a syllabi! Course deletions do not require syllabi.

All syllabi must include the following:

* Course descriptions on syllabi that match what is listed in Courseleaf (consistent regardless of who is teaching the course)
* Accurate course types based upon the H.E.I. description
*Prerequisites for the course; if there are none, please list "None"
* Appropriate learning outcomes for the course (consistent in all sections, regardless of who is teaching the course)
* For swing courses, the syllabus must specify different learning outcomes for the undergraduate and graduate students as well as differentiation in grading or assessment
* Approximate breakdown of activities, including time spent when the course classification qualifies for more than one category (i.e., if the course is both lecture and lab, then the time breakdown spent in lecture and time spent in lab).
* A tentative schedule (not just the University schedule) of the course itself

* Updated disability services and academic dishonesty information. The most updated statements (and a recommended syllabus template) are available on the Academic Senate website: http://academicsenate.ysu.edu/?p=974

*Note: any attendance policy must allow for exceptions for University-accepted excused absences. These include

- Participation in University-sponsored activities. University-sponsored activities are those that are scheduled by academic, student affairs, and athletic units. They include, but are not limited to: intercollegiate athletic competitions activities approved by academic units, including artistic performances; R.O.T.C. functions; academic field trips; professional conferences; and special events connected with coursework.
- Government-required activities, such as military assignments, jury duty, or court appearances.
- Religious observances that prevent the student from attending class.
- Death of an immediate family member, including father, mother, sister, brother, spouse, children, step-children, step-parent, parent-in-laws, sons-in-law, daughters-in-law, brothers-in-law, sisters-in-law, grandparents, foster parents, foster children, legal guardians, any person who stands in the place of a parent (loco parentis), or a domestic partner.
- Documented personal illness

Once you submit the course, you may log into the CourseLeaf system using the link above and see where the course is in the Workflow.

For any questions, please feel free to contact Tom Wakefield, tpwakefield@ysu.edu, x3302

Note that if a course is changed, programs requiring that course are not automatically updated. Please review the list to see if any of the changes affect your program and initiate the appropriate modifications to your program.

Note: This process is for changes to courses only. For changes to programs or requirements of programs, please visit:

https://nextcatalog.ysu.edu/programadmin

HEI Course Classifications

Course Section Type: Multiple descriptors may be used.

- **Lecture (LE):** A lecture is formalized instruction, conducted on or off campus, in which the teacher presents an educational experience to students applying any combination of instructional methods such as lecture, directed discussion, demonstration, or the presentation of audio-visual materials or techniques.

- **Discussion (DI):** Used most often in conjunction with a lab to describe an instructional format in which the observations made in the lab are further discussed. This may be a formal class in which discussion, rather than lecture, is the pedagogical structure.

- **Seminar (SE):** A seminar is an educational experience which is less formal than a classroom/lecture/discussion class, in which a relatively small number of students engage in discussions which are directed by a faculty member in the development and/or review of concepts which have been or are to be applied to practical situations.

- **Recitation (RE):** Use this category to describe small breakout groups which meet in conjunction with a lecture to review exams, discuss issues, address questions, and extend the instruction that occurs in the larger lecture.

- **Lab (LB):** A laboratory is an educational activity in which students conduct experiments, perfect skills, or practice procedures under the direction of a faculty member.

- **Clinical (CL):** A clinical laboratory applies only to health technology programs. A clinical is a laboratory section which meets at a health-related agency facility in lieu of on-campus laboratory facilities. Clinical laboratory sessions provide a realistic environment for student learning. During a clinical laboratory session, a regular faculty member directly supervises the class. The instructor assigned to teach clinical laboratory sessions will be a full- or part-time faculty member.

- **Practicum (PR):** A practicum is an on- or off-campus work experience which is integrated with academic instruction in which the student applies concurrently learned concepts to practical situations within an occupational field. To assure proper coordination of the experience, the practicum is coordinated by a faculty member who visits the student at least once every two weeks, provides the final grade, and teaches at least one course on the campus.

- **Field Experience (FE):** Field experience is planned, paid work activity which relates to an individual student's occupational objectives, such as geology or archaeology, and which is taken in lieu of elective or required courses in his or her program with the permission of a faculty advisor. The experience is coordinated by a faculty member of the college who assists the student in planning the experience, visits the site of the experience for a conference with the student and his or her supervisor at least once during the quarter or semester, and assigns the course grade to the student after the appropriate consultation with the employer or supervisor.

- **Cooperative Education (CO) Program:** A cooperative education program is a partnership between students, institutions of higher education, and employers that formally integrates students' academic study with work experience in cooperating employer organizations and that meets all of the following conditions:

  1. Alternates or combines periods of academic study and work experience in appropriate fields as an integral part of student education;
  2. Provides students with compensation from the cooperative employer in the form of wages or salaries for work performed;
  3. Evaluates each participating student's performance in the cooperative position, both from the perspective of the student's institution of higher education and the student's cooperative employer;
  4. Provides participating students with academic credit from the institution of higher education upon successful completion of their cooperative education;
  5. Is part of an overall degree or certificate program for which a percentage of the total program acceptable to the chancellor of the Ohio board of regents involves cooperative education.

  (Reporting Note: Coops must be paid and must be for credit; they are integrated into the program and usually required; often alternating with academic work)

- **Internship Program (IN):** An internship program is a partnership between students, institutions of higher education, and employers that formally integrates students' academic study with work or community service experience and that does both of the following:

  1. Offers internships of specified and definite duration;

2. Evaluates each participating student's performance in the internship position, both from the perspective of the student's institution of higher education and the student's internship employer.

An internship program may provide participating students with academic credit upon successful completion of the internship, and may provide students with compensation in the form of wages or salaries, stipends, or scholarships.

(Reporting Note: Internships may be paid and may be for credit; they are usually one off activities rather than alternating as with coops)

- **Studio (ST):** Studio is used to describe music, performance art, and theater courses.
- **Individual Studies (IS):** Use this category to describe course sections in which a faculty member works with a student or small group of students. Individual Studies may be associated with coursework or with Master's and Doctoral level requirements.
- **Tutorial (TU):** Use this category if individuals or groups of individuals are tutored by a faculty member or qualified individual.
- **Self-paced (SP):** Use this category if individuals in a course may progress at their own pace. Include independent learning.
- **Other (OT):** Use this category to indicate types of course sections that are not described by the above categories.
- **CCP on-campus (OC):** This College Credit Plus course is being taught at a campus of the offering institution. *Effective AU2015.*
- **CCP on-line (OL):** This College Credit Plus course is being taught online. *Effective AU2015.*
- **CCP off-campus with college instructor (CI):** This College Credit Plus course is being taught off-campus and the instructor is a college faculty member. *Effective AU2015.*
- **CCP off-campus with HS instructor as adjunct (HI):** This College Credit Plus course is being taught off-campus and the instructor a high school faculty member who has been trained to teach the course as an adjunct. *Effective AU2015.*

Undergrad Curr Committee Chair (25)				
Code	**Title**	**Status**	**Initiator**	**Received**
BIOL 3710	BIOL 3710: Mammalian Anatomy	Deleted	grwalker	9/13/2019
BIOL 3710L	BIOL 3710L: Mammalian Anatomy Laboratory	Deleted	grwalker	9/13/2019
BIOL 3775	BIOL 3775: Comparative Vertebrate Anatomy	Deleted	grwalker	9/13/2019
BIOL 3775L	BIOL 3775L: Comparative Vertebrate Anatomy Laboratory	Deleted	grwalker	9/13/2019
BIOL 4819	BIOL 4819: Taxonomy of Flowering Plants	Deleted	grwalker	9/13/2019
BIOL 4819L	BIOL 4819L: Taxonomy of Flowering Plants Laboratory	Deleted	grwalker	9/13/2019
BIOL 4830	BIOL 4830: Functional Neuroanatomy	Deleted	grwalker	9/13/2019
BIOL 4830L	BIOL 4830L: Functional Neuroanatomy Laboratory	Deleted	grwalker	9/13/2019
BIOL 4836	BIOL 4836: Cell Biology: Molecular Mechanisms	Deleted	grwalker	9/13/2019
BIOL 4836L	BIOL 4836L: Cell Biology: Molecular Mechanisms Laboratory	Deleted	grwalker	9/13/2019
BIOL 4841	BIOL 4841: Animal Parasitology	Deleted	grwalker	9/13/2019
BIOL 4841L	BIOL 4841L: Animal Parasitology Laboratory	Deleted	grwalker	9/13/2019
BIOL 4871	BIOL 4871: Entomology	Deleted	grwalker	9/13/2019
BIOL 4871L	BIOL 4871L: Entomology Laboratory	Deleted	grwalker	9/13/2019
BUS 2600	BUS 2600: Business Applications of Microsoft Excel	Added	bdkeillor	9/15/2019
BUS 3700	BUS 3700: Business Analytics	Added	bdkeillor	9/16/2019
CEEN 2601	CEEN 2601: Statics	Edited	aaislam	9/13/2019
CEEN 2602L	CEEN 2602L: Strength of Materials Lab	Edited	aaislam	9/13/2019
CEEN 2610L	CEEN 2610L: Surveying Laboratory	Edited	aaislam	9/13/2019
CEEN 3716L	CEEN 3716L: Fluid Mechanics Lab	Edited	aaislam	9/13/2019
CEEN 3736	CEEN 3736: Fundamentals of Environmental Engineering	Edited	aaislam	9/13/2019
ENGL 2630	ENGL 2630: LGBTQIA Literature	Added	jmgergits	8/29/2019
MATH 3705	MATH 3705: Differential Equations	Edited	tpwakefield	9/13/2019
REL 2623	REL 2623: Introduction to Christianity	Added	gfpalmer	5/2/2019
REL 3723	REL 3723: History of Christian Thought	Deleted	aetomhave	5/2/2019

<p style="text-align: center;">**Conditional Admit Student Success Initiative**</p>

EXECUTIVE SUMMARY

While admission to Youngstown State University (YSU) has become slightly more selective, YSU has continued the tradition of serving the region as an access institution. Through its practice of admitting students with restrictions, YSU provides access to students who have potential to succeed in college but whose standardized test scores may not adequately reflect that potential. Yet, progress and persistence data indicate that these students leave YSU without a degree at a higher rate than students who are regularly admitted. To optimize the success of these students, support structures, services, and interventions are necessary to optimize the likelihood of retention, persistence, progress and completion from YSU.   The average first-year retention rate for the past three cohort years is 56.6% while the first-year retention rate for the entire cohort is in the mid-70%.   The completion outlook for these students is not acceptable as only 26% of first-year students admitted with restrictions in 2015 persisted to the fourth year. The national 6-y degree completion rates for 4-y public baccalaureate/master's institutions with open to traditional admissions is 22% to 44%. To improve these metrics, we must no longer serve their needs in the typical fashion.

Consequently, during the 2018-19 academic year a Pilot Study was conducted whereby these students were enrolled in a first-semester, block-schedule learning community, took *HAHS 1510: Investigations into Social Class in America* as their First Year Experience (FYE) course into which academic skill instruction was embedded, and were assigned to academic coaches by their FYE section.

The results indicate this approach improved first semester grade performance as measured by a) a 7% percent decrease in first term GPAs below 2.0 and b) a 19% increase in first term GPAs above 2.5 from the year before. Results also indicate a 6% increase in first to second year retention over the year before. Applied to a cohort of 180 students, YSU would likely see an increased success rate of 11 students.

While these successes serve these students and will help reduce the achievement gap, it will also have a positive impact on YSU's sustainability.

By implementing such an approach for all students admitted with restrictions (~ 180 students), we are "Taking Charge of Our Future" by increasing enrollment by implementing a student success strategy that will have a positive effect on the financial integrity and sustainability of YSU (BOT Resolution March 2019).

<p align="center">**Conditional Admit Student Success Initiative**</p>

While admission to Youngstown State University (YSU) has become slightly more selective, YSU has continued the tradition of serving the region as an access institution. Through its practice of admitting students with restrictions, YSU provides access to students who have potential to succeed in college but whose standardized test scores may not adequately reflect that potential. Yet, progress and persistence data indicate that these students leave YSU without a degree at a higher rate than students who are regularly admitted. To optimize the success of these students, support structures, services, and interventions are necessary to optimize the likelihood of retention, persistence, progress and completion from YSU. The average first-year retention rate for the past three cohort years is 56.6% while the first-year retention rate for the entire cohort is in the mid-70%. The completion outlook for these students is not acceptable as only 26% of first-year students admitted with restrictions in 2015 have persisted to the fourth year. The national 6-y degree completion rates for 4-y public baccalaureate/master's institutions with open to traditional admissions is 22% to 44%. To improve these metrics, we must no longer serve their needs in the typical fashion.

To ensure these students get off to the strongest start possible, YSU will implement a cohort-based first-year program for YSU students admitted with restrictions. The program will combine sustained academic development, coaching, and guided major and career exploration to promote students' belonging and purpose, and help them build and sustain momentum to completion.

Proposed Program Components

1. Program Orientation
To promote belonging within the university and strengthen students' transition to college, students will attend a program orientation prior to the start of their first semester at YSU. Students will complete various non-cognitive inventories/assessments to begin the process of self-discovery, learn the basics of mindset theory (which they will explore in greater depth during their first semester), develop a strong network, and start college with confidence.

2. First-semester Learning Community
Learning communities, associated with improvements in retention, academic performance, and engagement among academically underprepared and predominantly low-income students, will be a key element of the first-semester learning environment. In addition to taking one or two courses, either in general education or the major, students will participate in a block-style learning community. The learning community will consist of First Year Experience, English composition, and one or two additional courses.

3. A program-specific FYE course focused on academic success
Students will take a program-specific First Year Course designed specifically to help them establish a solid foundation for continued success at YSU. Students will learn the conventions that govern the academic community and their responsibilities within that community, basic reading and study skills needed to successfully manage their academic workload, determine what they believe about their ability and learn habits of mind that promote resilience, identify and balance competing priorities, identify academic and non-cognitive barriers as they arise, and use appropriate campus resources to overcome them.

4. FYE taught by the students' program advisor to facilitate relationship-based, intrusive advising throughout the first year
To ensure effective support throughout their first year, all students will be assigned a first-year program advisor. Approximately 40 students will be assigned to each program advisor. The program advisor will teach FYE and provide holistic advising throughout students' first year.   Upon successful completion of the first year, students will be assigned an advisor in their college.

5. Guided and sustained major and career exploration
Many first-generation and low-income students lack knowledge about major and career options. As a result, their choice of major is often poorly informed and poorly aligned with their strengths, contributing to poor academic performance and low motivation.   To ensure that students make informed decisions about their major and career path, students will take a major and career exploration course in their second semester.

Policies/Requirements
Recommended policies/practices are outlined below. Current policies/practices are included for reference.

Current Policy/Practice	Proposed Policy/Practice
Conditionally admitted students shall not be admitted for enrollment in the summer semester.	Restrict program admission to first-time freshmen to Fall terms only.
Conditionally admitted [first year] students are required to attend freshman Orientation; failure to do so will defer admittance to a subsequent fall or spring semester.	Add a required program orientation to provide early support to take place the week before IGNITE
Conditionally admitted students shall be classified as having an undetermined major (BCOE, BCHHS), an undetermined or exploratory major (CLASS) a pre-major (STEM, CCAC) or an undeclared Business major (WCBA) designation, a status that shall remain until the student satisfies all requirements to exit the conditional admission classification.	Require students to enroll at YSU as Exploring Undecided student. Students will declare a major at the end of their first year or remain Exploring Undecided.
Students may only take courses from an approved list.	Allow students to take a course or courses in their desired major in their first semester if they meet pre-requisites
During their first semester, conditionally admitted students must fulfill a contract with the Center for Student Progress, which includes meeting weekly with their Academic Coach and two times during the term with their professional Academic Advisor.	Center for Student Progress coaches will serve as first-year academic advisors for conditionally admitted students.
All conditionally admitted students are to be advised by professional Academic Advisors and not by faculty or departmental advisors.	
Conditionally admitted students must receive approval of their course schedule by a professional Academic Advisor and may not make further changes without approval of the advisor.	
Conditionally admitted students cannot register for more than 14 semester hours of courses in a single semester.	Students may take up to 16 s.h. in their first term. With structured support in place, students should be adequately challenged term one to better prepare them for term two.
All first-year conditionally admitted students must take an appropriate FYE course during their first year of enrollment.	Students must take the program's FYE in their first semester.

Students placing into RSS 1510A, RSS 1510B, RSS 1510C (STEM only), 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.	Integrate elements of RSS 1510 into the FYE course and eliminate RSS 1510 as a required course. This reduces the number of non-degree credits students must complete
The restrictions imposed on coursework and semester hours will be removed when the student has done the following: 1. Successfully completed developmental courses into which the student has tested (RSS 1510A, RSS 1510B, RSS 1510C (STEM only), ENGL 1539 or ENGL 1540). 2. Successfully completed six semester hours of non-developmental courses. 3. Achieved good academic standing (a GPA of 2.00 or above). See the YSU Course Catalog for more information on academic standing. 4. Fulfilled all conditional admission requirements. 5. A student fulfilling these requirements will be released from conditional admission status by the Dean or Dean's designee (in consultation with the Academic Advisor), and the registration restriction will be lifted. 6. If a Youngstown Early College (YEC) student has earned a GPA of 2.00 or above and has passed all required developmental courses, they may be released from conditional status by the Center for Student Progress.	All students will remain in the program for conditionally admitted students until the end of their first year.
	Students will be required to take a 7-week major and career exploration seminar in the spring semester (pending course approval).
Failure to fulfill the first semester requirements and achieve good academic standing (a GPA of 2.00 or above) shall result in the conditionally admitted student being dismissed from the university. After a period of one calendar year, the student may petition any college Dean for reinstatement. If approved, the student will be considered for readmission as a former transfer student (if they've attended another institution during that calendar year) or be readmitted by the Records Office (if they did not attend a transfer institution). If the student's transfer GPA is less than 2.0, the student will be admitted with restrictions and required to fulfill the conditional admission contract. If the student is approved for reinstatement but did not attend a transfer institution, the student will again be required to fulfill the conditional admission contract.	Students will be dismissed following their first semester if they do not pass FYE.
	Students will be dismissed following their first semester if they do not earn at least a 2.0 term GPA. Students may petition a program appeals committee. The committee will be comprised of program staff and one academic advisor from each of the six colleges.
	Students who do not earn a cumulative GPA of at least 2.0 by the end of their first year will be dismissed.
If a conditionally admitted student withdraws from the entry term and registers for a subsequent term, that student shall be treated as a first-semester student and must adhere to the conditional admission policy, including meetings with the Center for Student Progress and the professional academic advisor.	
Conditionally admitted status is not to be applied to students in BCHHS's Emergency Medical Services Certificate, Police Academy and solely online degree programs. Students accepted in the Police Academy are not required to take the placement test.	

Conditional Admit Student Success Fall 2018 Pilot

Through its practice of admitting students with restrictions, YSU provides access to students who have potential to succeed in college but whose standardized test scores may not adequately reflect that potential. Yet, progress and persistence data indicate that these students leave YSU without a degree at a higher rate than students who are regularly admitted. In addition to lower ACT/SAT scores or high school averages than their regularly admitted peers, many of these students come from backgrounds that result in additional barriers to their success. Many lack the cultural capital and "college know-how" necessary to understand, adapt to, and reach their potential in the university environment. Many are the first in their families to attend college, over two-thirds are Pell-eligible, and roughly half are non-white

Fall 2018 Pilot

To improve the success rate of first-time, full-time students admitted with restrictions, the Division of Student Success, in consultation with Enrollment Management and the Provost, piloted a program for students admitted with restrictions that combined a learning community, sustained academic development, and coaching to help them build and sustain momentum to completion.

All colleges were invited to participate in a Fall 2018 pilot. Students from HAHS, CLASS, WCBA, and Exploring Undecided students participated. The table below outlines the strategies that were introduced.

Pilot Strategy	Rationale
First-semester block-schedule learning community	Increase sense of belonging and supportive relationships among learning community members
Incorporate study skills, time management, mindset, campus resources, etc. into content of FYE	- Use pedagogies of engagement to teach students success strategies - Align coaching session content with FYE content
Assign students to coaches by FYE section	- Coaches present periodically to their students in FYE. - Facilitates timely intervention, which is especially necessary for students with a history of academic under-performance - Increased contact helps establish relationships with students; relationships are critical to the success of under-resourced and under-represented students who are more likely to respond to and seek out a coach they know and trust.

Pilot results

First-to-second semester retention, first-semester GPA, end-of-year CUM GPA, and first-to-second year retention of the 121 Fall 2018 first-year students in the pilot was compared with the 67 first-year students not participating in the pilot and with all 163 first-year students who were admitted in Fall 2017 with restrictions. Results are promising; pilot participants retained to the second term at a higher rate and earned higher grades in their first term than non-participants:
- first-to-second semester retention for 2018 pilot participants was 81% vs. 65.7% for non-participants and vs. 76.1% for 2017 students admitted with restrictions
- 14.3% of 2018 pilot participants (who completed the first term) earned a first-term GPA below 2.0 vs. 29% of non-participants and 21.5% for 2017 students admitted with restrictions ;
- 76.4% of 2018 pilot participants (who completed the first term) earned at least a 2.5 first-term GPA vs. 59.7% for non- participants and 57.7% for 2017 students admitted with restrictions;
- first-to-second year retention for 2018 pilot participants was 63.6% vs. 44.8% for non-participants and 57.1% for 2017 students admitted with restrictions.

2018 Results Admitted with Restrictions
Pilot vs. Not in Pilot

	WCBA		STEM		BCOE		CCCAC	
	PILOT	NOT IN PILOT	PILOT	NOT IN PILOT	PILOT	NOT IN PILOT	PILOT	NOT IN PILOT
Number	12	8	20	2	0	16	0	14
First Term GPA								
W	0	0	1 (5%)	0		0		1(7.1%)
< 2.0	4 (33.3%)	3 (50%)	6 (30%)	1 (100%)		3 (18.8%)		3 (21.4%)
2.01 - 2.49	2 (16.7%)	3 (37.5%)	0	0		2 (12.5%)		2 (14.2%)
2.5 - 2.99	0	0	2 (10%)	0		3 (18.8%)		0
3.0 +	6 (50%)	1 (12.5%)	11 (55%)	0		8 (50%)		8 (57.1%)
RETAINED TO TERM 2	**10 (83.3%)**	**6 (75%)**	**14 (70%)**	**0**		**12 (75%)**		**10 (71.4%)**
End of year CUM								
< 2.0	2 (20%)	1 (16.7%)	2 (14.2%)			1 (8.3%)		1 (10%)
2.01 - 2.49	2 (20%)	1 (16.7%)	1 (7.1%)			1 (8.3%)		0
2.5 - 2.99	1 (10%)	3 (50%)	4 (28.6%)			5 (41.7%)		4 (40%)
3.0 +	5 (50%)	1 (16.7%)	7 (50%)			5 (41.7%)		5 (50%)
RETAINED TO TERM 3 (as of Aug 27)	**8 (66.7%)**	**4 (50%)**	**12 (60%)**	**0**		**8 (50%)**		**7 (50%)**

2018 Results Admitted with Restrictions
Pilot vs. Not in Pilot, continued

	HHS			CLASS			EXP UND			2018 TOTALS	
	PILOT	**NOT IN PILOT**		**PILOT**	**NOT IN PILOT**		**PILOT**	**NOT IN PILOT**		**PILOT**	**NOT IN PILOT**
Number	56	11		5	11		28	5		121	67
First Term GPA											
W	1	2 (18.2%)		0	1 (9.1%)		0	0		1 (0.8%)	4 (6.2%)
< 2.0	5 (9.1%)	1 (9.1%)		0	3(27.3%)		2 (7.1%)	3 (60%)		17 (14.2%)	18 (27.7%)
2.01 - 2.49	6 (10.9%)	0		0	0		3 (10.7%)	0		11 (9.2%)	7 (10.8%)
2.5 - 2.99	6 (10.9%)	0		1 (20%)	3 (27.3%)		4 (14.3%)	0		13 (10.8%)	6 (9.2%)
3.0 +	38 (69.1%)	8 (72.7%)		4 (80%)	4 (36.7%)		19 (67.9%)	2 (40%)		78 (65%)	30 (46.2%)
RETAINED TO TERM 2	**48 (85.7%)**	**6 (54.5%)**		**5 (100%)**	**8 (72.7%)**		**21 (75%)**	**2 (20%)**		**98 (81.7%)**	**44 (65.7%)**
End of year CUM											
< 2.0	8 (16.7%)	0		1 (20%)	2 (25%)		4 (19%			17 (17.3%)	5 (11.6%)
2.01 - 2.49	8 (16.7%)	0		0	3 (37.5%)		3 (14.3%)	1 (50%)		14 (14.3%)	5 (11.6%)
2.5 - 2.99	12 (25%)	1 (16.7%)		2 (40%)	1 (12.5%)		5 (23.8%)			24 (24.5%)	14 (35.6%)
3.0 +	20 (41.7%)	5 (83.3%)		2 (40%)	2 (25%)		9 (42.9%)	1 (50%)		43 (43.9%)	19 (44.2%)
RETAINED TO TERM 3 (as of Aug 27)	**37 (66.1%)**	**5 (45.5%)**		**4 (80%)**	**4 (36.4%)**		**16 (57.1%)**	**2 (20%)**		**77 (64.2%)**	**30 (44.8%)**

2017 vs. 2018 Outcomes
Students admitted with Restrictions

Fall semester			Spring semester		
	2017 cohort	**2018 cohort**		**2017 cohort**	**2018 cohort**
Number of AR students	163	188	**Number of continuing AR students**	124	142
First Term GPA			**End of year CUM**		
W	6 (3.7%)	7 (3.7%)	< 2.0	24 (19.4%)	22 (15.5%)
< 2.0	35 (21.5%)	35 (18.6%)	2.01 - 2.49	21 (16.9%)	19 (13.4%)
2.01 - 2.49	30 (18.4%)	18 (9.6%)	2.5 - 2.99	32 (25.8%)	39 (27.5%)
2.5 - 2.99	25 (15.3%)	19 (10.1%)	3.0 +	47 (37.9%)	62 (43.7%)
3.0 +	69 (42.3%)	109 (58%)			
RETAINED TO TERM 2	**124 (76.1%)**	**142 (75.5%)**	**RETAINED TO TERM 3 (as of Aug 27)**	**93 (57.1%)**	**107 (56.9%)**