

ACADEMIC SENATE MINUTES
Wednesday, September 2, 2015, 4:00 P.M.
Room 132, DeBartolo Hall

1. **Call to Order @4:05**
2. **Minutes from May meeting approved**
3. **Senate Nominations**
 - a. Nominations for Senate Chair
 - i. Helene Sinnerich, Chet Cooper, and Mike Crist were nominated
 1. Dr. Learman will conduct an election for chair. He will do this electronically through Blackboard.
 - b. Appointment of Senate Secretary
 - i. Amy Flick appointed
 1. Motion passed
 - c. Appointment of Senate Parliamentarian
 - i. Dan O'Neill appointed
 1. Motion passed
4. **Nominations for Charter and Bylaws Committee**
 - a. Four positions available
 - i. Ellen Jones asked about the time commitment. It was explained that the Charter and Bylaws Committee meet fairly irregularly.
 1. Jacob Schriner Briggs
 2. Gary Walker
 3. Sara Michaliszyn
 4. Zara Rowlands
 5. Jozsi Jalics
 - a. Ken Learman will hold election
5. **Senate Executive Committee Report – Chet Cooper, Senate Chair**
 - a. Committee lists have been sent. Some committees have already met. The chairperson suggested that a regular meeting time be set by each committee. He also explained that meeting minutes must be recorded and submitted to the Senate Secretary and that these records may be a part of HLC accreditation.
 - b. The Chairperson addressed openings on committees. If a person is interested in being on these committees, he/she should contact Chet Cooper. The following openings are available:
 - i. Elections and Balloting (needs BCOE, WCBA, and CCAC reps)
 - ii. General Education (needs CLASS and CCAC reps)
 - iii. Three openings for BCOE
 1. Integrated Technology Committee
 2. Professional Conduct Committee
 3. Library Committee
 - a. If you are interested, please email Dr. Cooper as soon as possible.
 - c. The Skeggs Lecture Series will feature Nathan Wolf, a renowned virus hunter in October. To generate student interest, Dr. Cooper is holding the Nathan Wolfe Essay Contest. The essays will be featured on a blog (approximately 200 words). Winners will get reserved seating, an invitation to the pre-lecture dinner, and an autographed copy of his book.
 - i. Diana Fagan volunteered
6. **Gary Swegan to discuss Fall 2015 enrollment**

- a. Started Spring 1,069 fewer students eligible to return. As of this morning we are only down 84. New students up by 611. He is confident that we will be up in the Spring. First time ever that ACT average is over 21, the GPA, is 3.14. The retention of the stronger students is up. The university's big goal to expand the net, to get outside the five counties we traditionally draw from. Early metrics show some success. All of our gains are from areas that we have not traditionally pulled from before.

7. Provost Martin Abraham to address Senate (Attachment 1)

- a. Deborah Mower asked Dr. Abraham to speak to the fact that the Program Improvement Plans that were completed in May, but that departments were waiting for feedback before implementing changes.
 - i. Martin said that departments should not wait for the Provost to make decisions. If there is evidence/support for changes that can be made at the department level that can improve or enhance the program or make the program more attractive to students, the department should initiate those changes. No one is going to know your program better than you. This needs to be faculty led and faculty driven. We will get better when we look at ourselves and what we do on a daily basis and work to improve those things. If the change cannot be made by faculty, the faculty should work with department chairs, deans, and the Provost.
 - ii. Deborah Mower then asked about marketing of the programs, which is a university level issue.
 - iii. Dr. Abraham stated that some of the program reviews were very good, but others were not as strong. He acknowledged that specific directive feedback had not been given to the departments. He further acknowledged that the market issues are there and are the subject of discussion at all levels. He then reiterated the idea that programs should work to address their own specific challenges and needs. He stated that initiatives led by faculty are important, and that if faculty has ideas, they should be presented to marketing to see how they can be implemented. In general, the provost believes that changes that are faculty led and driven are going to be more successful as they know their programs best.
- b. Karen Larwin suggested that the programs which do accreditation regularly should go through the more abbreviated process because those programs are in good shape for program review. The programs that have not been reviewed recently need more focus.
 - i. Dr. Abraham stated that we are probably going to go the other route because programs that have not been doing the review are potentially not prepared to answer the questions on the review. He also mentioned that external accrediting bodies vary, so a program going through accreditation regularly does not necessarily mean that they are prepared to do the university's review. But this discussion is still going on in committee.
- c. Dr. O'Neill asked if a program is totally dysfunctional, whether there is a potential for program discontinuation or absorption.
 - i. Dr. Abraham said that this is not a goal, but it is a possibility.

8. Ken Schindler to address Senate

- a. In October, there will be a third party audit regarding ADA.
- b. Faculty should be focusing on Spring 2016 content.
- c. Next week a faculty support lab will be made available through the office of Distance Education.
- d. General Council is requesting that we push the ADA dates back because the Office of Civil Rights has not given feedback.

9. Report of the Charter and Bylaws Committee – No Report

- 10. Ohio Faculty Council Report – No Report**
- 11. Report of the Elections and Balloting Committee - No Report**
- 12. 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, Chair) – No Report
 - e. General Education Committee (Joe Palardy, Chair) – No Report
 - f. Honors Committee – No Report
 - g. Library Committee – Susan Clutter explained that the Provost had requested to create a new formula for allocating the approximately \$325,000 in departmental acquisitions that is not already encumbered for OhioLINK and other Core/Cross Discipline purchases regardless of subject specialty. To do this, the committee will be recruiting mathematicians/statisticians at YSU to develop several potential mathematical models to determine how to allocate these funds for the purchasing of materials needed in subject areas. It is hoped that that they will be able to take into account several variables, including number of students in the major, number of degrees within the department, level of these degree, accreditation regulations, governing department research, the usage rates for resources when applicable, and whether Maag is the only state library with specific holdings. Regardless of this process and its outcomes, the main objective of the committee is to increase Maag’s acquisition budget, which is not able to keep up with inflation rates for the cost of materials, nor the addition of more graduate programs, especially at the doctoral level.
 - h. Professional Conduct Committee– No Report
 - i. Student Academic Affairs Committee – No Report
 - j. Student Academic Grievance Committee– No Report
 - k. Undergraduate Curriculum Committee– No Report
- 13. Unfinished Business**
- 14. New Business**
- 15. Adjournment @ 5:11 PM**

Attachment 1

Undergraduate Program Review—Self Study Evaluation Rubric

Name of Degree Program	
Program Director/Coordinator and Person completing the review if different	
Review Completion Data	
Review Team—Lead	
Review Team members	

CRITERIA	(1) Program is missing evidence or enough detail to demonstrate the component has been met.	(2) Program provides evidence of progress toward meeting the component.	(3) Program provides evidence that the component has been met.	(4) Program provides evidence that the component has been met and exceeded.	Comments
I. Program Mission and Strategic Alignment					
A. Mission and Strategic Plan Alignment	The program mission and strategic plan are not aligned with the mission of the discipline, department, college, and/or university.	The program mission and strategic plan show some alignment to at least one of the following missions: discipline, department, college, or university.	The program mission and strategic plan show direct alignment to the mission of the discipline, department and college but not to the university.	The program mission and strategic plan show direct alignment to the mission of the discipline, department, college and university.	
B. Strategic Alignment—Community Engagement	There is no evidence of direct engagement with local, regional, or discipline communities of interest.	There is evidence of indirect engagement with local, regional, or discipline communities of interest. The program has tenuous partnerships with such entities.	There is evidence of direct engagement with local, regional or discipline communities of interest. There is evidence of strong partnerships with such entities.	There is evidence of direct engagement with local, regional or discipline communities of interest. There is evidence of strong partnerships with such entities. In addition, program shows how communities of interest rely on the program to	

CRITERIA	(1) Program is missing evidence or enough detail to demonstrate the component has been met.	(2) Program provides evidence of progress toward meeting the component.	(3) Program provides evidence that the component has been met.	(4) Program provides evidence that the component has been met and exceeded.	Comments
				achieve their mission/goals.	
C. Strategic Alignment— Interdisciplinary Engagement	There is no evidence of interdisciplinary engagement with other fields or programs.	There is evidence of sporadic engagement with other fields or programs.	There is evidence of long-term, sustained engagement with other fields or programs.	There is evidence of long-term, sustained engagement with other fields or programs that result in ???????	
D. Strategic Alignment— Global Engagement	There is no evidence that the program addresses or allows for an awareness of a global society.	The program demonstrates an awareness of the need for global engagement but does not have a plan in place for it to occur.	The program demonstrates active participation in activities that address or allow for an awareness of a global society.	The program demonstrates how it's participation in global society has made a difference in the lives of individuals or groups.	
II. PROGRAM GOALS AND OUTCOMES					
A. Program Student Learning Outcomes Assessment	No outcomes stated or outcomes are not appropriate to the mission of the program.	Outcomes are present but are vague, or are not measurable.	Outcomes are clearly stated and include adequate formative and summative assessments to measure them.	Level 3 plus a comprehensive review of program strengths, challenges and ways to address them.	
B. Curricular Effectiveness— Alignment	No evidence of scope and sequence related to KAS (knowledge, application and synthesis) or no evidence of alignment to program goals.	Evident scope and sequence but not related to KAS, or partial alignment to program goals.	Scope and sequence show how knowledge, application, and synthesis are distributed across courses and the program. Direct alignment to program goals.	Level 3 plus a visual representation of direct alignment between program goals, student learning objectives, courses, KAS's, and assessments.	
B. Curricular Effectiveness— Content	Course content is not related to the content area competencies demanded by	Course content is vaguely related to content area competencies	Course content is clearly related to competencies demanded by	Level 3 plus the program is nationally accredited.	

CRITERIA	(1) Program is missing evidence or enough detail to demonstrate the component has been met.	(2) Program provides evidence of progress toward meeting the component.	(3) Program provides evidence that the component has been met.	(4) Program provides evidence that the component has been met and exceeded.	Comments
	the discipline or the profession <u>or</u> content competencies are not stated.	demanded by the discipline or profession.	the discipline or profession.		
B. Curricular Effectiveness— Pedagogy	There is no evidence of anything other than direct instruction used in the courses.	There is evidence that content is presented in modes other than direct instruction in courses.	Content is presented using a variety of modalities and technology in courses.	Level 3 plus courses include projects and/or opportunities to apply content (experiences outside of class).	
B. Curricular Effectiveness— Data	Data is not used to demonstrate curricular effectiveness.	A limited amount of data is presented to demonstrate curricular effectiveness.	Various forms of data are presented to demonstrate curricular effectiveness.	Program demonstrates use of data to make appropriate changes to positively impact curriculum effectiveness.	
C. Program Evaluation— Data	Data is not used to demonstrate program effectiveness.	A limited amount of data is presented to demonstrate program effectiveness.	Various forms of data are presented to demonstrate program effectiveness.	Program demonstrates use of data to make appropriate changes to positively impact program effectiveness.	
III. Program Resources					
A. Personnel- Faculty	Faculty lack expertise, scholarship, service, and/or sufficient diversity to adequately meet program needs.	Faculty exhibit expertise, scholarship, service, and diversity in some, but not all, area of program and university need.	Faculty exhibit sufficient expertise, scholarship, service, and diversity to support the program and university.	Faculty exhibit breadth of expertise, scholarship, service, and diversity to support program and university excellence.	
A. Personnel- Staff	Staff support is inadequate.	Staff support may be inadequate.	Staff support is adequate.	Staff support is adequate and enhances program excellence.	

CRITERIA	(1) Program is missing evidence or enough detail to demonstrate the component has been met.	(2) Program provides evidence of progress toward meeting the component.	(3) Program provides evidence that the component has been met.	(4) Program provides evidence that the component has been met and exceeded.	Comments
B. Classroom, laboratory, clinic, and technology support	Facilities and resources are inadequate and cannot meet program needs.	Facilities and resources may be adequate in some, but not all, areas.	Evidence that facilities and resources are sufficient to support program needs.	Evidence that facilities and resources are used to effectively meet program goals and enhance educational experiences.	
C. Instructional equipment and supplies	Equipment and supplies are inadequate and cannot meet program needs.	Equipment and supplies may be adequate in some, but not all, areas.	Evidence that equipment and supplies are sufficient to support program needs.	Evidence that equipment and supplies are used to effectively meet program goals and enhance educational experiences.	
D. Affiliations for internships, practicums, co-ops, and clinical instruction (if applicable)	Program does not have sufficient affiliations for applied experience to meet the goals of the program..	Program may have affiliations in place, but not to sufficient breadth or depth of applied experience to meet the goals of the program.	Program provides evidence of sufficient affiliation to meet applied experience goals of the program.	Program provides evidence of strong affiliations that support alignment of applied experience with program goals. Communication supports direct alignment of experience with program goals	
Addressing resource deficiencies	Inadequacies are identified, and no plan or capacity for improvement is in place.	Inadequacies are identified; however, plan and capacity for improvement are in place.	Inadequacies are identified, but action steps have been taken to improve.	There are no inadequacies.	
IV. Ethical and Responsible Conduct					
A. Advising and Support for Student Progress and Completion	Program materials are not up-to-date or multiple versions exist. Policies and advising support	Some program materials are up-to-date, but not all or there are multiple versions. Policies and	Program materials are up-to-date, and policies and advising practices assist students in	Program materials, policies, and advising practices support and promote	

CRITERIA	(1) Program is missing evidence or enough detail to demonstrate the component has been met.	(2) Program provides evidence of progress toward meeting the component.	(3) Program provides evidence that the component has been met.	(4) Program provides evidence that the component has been met and exceeded.	Comments
	is inadequate and/or hinders student progress to completion.	advising may not sufficiently support student progress to completion	progress to completion.	efficient progress for students to completion. Program works with students to revise plans and/or overcome obstacles to completion	
B. Publications and Disclosure	Public information may be incomplete, contradictory, out-of-date, or missing. Public materials are not ADA compliant.	Some public information may not current and/or consistent. Public materials may not be ADA compliant.	Public information communicated about the program is current. Public materials are ADA compliant.	All public information on the program and program completion is clear, up-to-date, and consistent. ADA compliance is considerate of the range of potential and current students and is fully integrated into all public communications and materials.	
C. Agreements	Affiliate agreements are not formalized or are inadequate to fulfill the educational needs of the program and students.	Affiliate agreements may not be appropriately formalized, have roles and responsibilities articulated for all involved parties.	Affiliate agreements are formalized, outline roles and responsibilities of the program, students, and affiliates.	Affiliate agreements are formalized, outline roles and responsibilities of the program, students, and affiliates. Communication ensures parameters of agreements are met and educational needs of students fulfilled.	
V. Next Steps					
A. Goals and Action Steps	Goals and action steps for the program were		Goals and action steps for the program		

CRITERIA	(1) Program is missing evidence or enough detail to demonstrate the component has been met.	(2) Program provides evidence of progress toward meeting the component.	(3) Program provides evidence that the component has been met.	(4) Program provides evidence that the component has been met and exceeded.	Comments
	not identified and were not identified in the departmental strategic plan.		identified or were included in the departmental strategic plan.		

Comments/feedback:

YSU Undergraduate Program Review Guidelines

Program review is integral to effective planning at the department, college, and university levels. The major objective of program review is to allow individual academic programs to evaluate their effectiveness in meeting their goals and outcomes through a continuous improvement process. This process involves collecting and analyzing data, developing and implementing action plans for improvement if necessary, and reevaluating the progress of the program. Effective program review fosters a strong and positive sense of each unit's identity and contributions to the mission of Youngstown State University.

The expected outcomes of program review must be consistent with and responsive to the mission and strategic plan of the University as well as the expectations of the communities of interest served by the program. Communities of interest may include, but are not limited to, faculty, students, graduates, employers, community stakeholders, University administration, and advanced degree programs.

The purpose of the review process is to:

- Ensure that a program's goals and outcomes are consistent with the University's mission and strategic plan;
- Identify program strengths and areas in need of improvement;
- Identify challenges, opportunities, and potential areas for program change(s);
- Evaluate the use, allocation, need for, and availability of program resources.

Program review will follow a **five-year cycle** that includes an annual Progress Report. A program may elect to follow a shorter review cycle to meet accrediting or other reporting needs.

Program Review Process and Methodology

Program Goals and Outcomes

Program goals and outcomes related to student learning provide the basis for program planning, implementation, and evaluation. The goals and outcomes for student learning must be compatible with the mission and expectations of the University and the communities of interest. The goals and specific outcomes related to student learning are based upon the educational needs of the students, graduates, employers, and advanced degree programs.

Program goals and outcomes should be:

- Measurable
- Realistic and attainable
- Based upon the needs of communities of interest
- Aligned with the mission of the University
- Aligned with the accrediting body or professional organization

Note: The program may identify as many goals and outcomes as are relevant to its needs but is encouraged to prioritize for effectiveness.

Review of Goals and Outcomes

Program review is a cyclical process that includes: determining goals, defining outcomes, collecting and analyzing data, and reporting results. Following this analysis, the program will design an action plan that leads to program improvement. The program must regularly assess stated goals and outcomes through an annual review (Progress Report) to measure program improvement. Revisions to program goals and outcomes should reflect outcome data and/or newly identified program needs.

Strategic Plan

The program must have a strategic plan (including steps to implement that plan) in place to begin this process. Program goals should align with the department's strategic plan.

Sources of Evidence

Not all sources of evidence described in these guidelines will be applicable to every program. The program should select applicable sources of evidence to conduct its review process. The program may also utilize other sources of evidence not listed in the guidelines.

Evaluation Standards

Program Improvement Plan

In their 2014-15 Program Improvement Plans, programs formed Action Plans and identified significant challenges and significant opportunities. The plans also outlined specific action steps for addressing those challenges and opportunities to improve the program.

Provide the program's 2014-15 Action Plan.

Report on the program's successes in achieving the action steps outlined in the Program Improvement Plan. Describe the impact of these successes. Provide specific evidence to illustrate progress. If any goals were not achieved, provide an explanation and a timeline with specific dates for achieving those goals.

I. Program Mission and Strategic Alignment

A. Mission(s) Alignment

The program should align with the mission of the discipline/profession, academic department, academic college, and University.

Provide the program's strategic plan and mission statement.

Describe and demonstrate how the program aligns with and contributes to the mission of its discipline/profession, department, college, and university. Discuss any instances in which the program is not aligned with these missions. If applicable, discuss how the program fulfills a specialized need outside any of these missions.

B. Strategic Alignment

- **Community Engagement**

The program should demonstrate a commitment to the educational, economic, and societal needs of the region through direct engagement to local, regional, and discipline communities of interest. Describe evidence of the program's community engagement activities and scholarship, including level of participation and impact upon the community and/or the program's field.

- **Interdisciplinary Engagement**

Dynamic programs seek to create or extend connections between fields and programs. Faculty members work together to answer big questions and solve problems in order to advance knowledge in their respective fields as well as to seek innovative ways to serve students and communities of interest.

Describe the program's interdisciplinary engagement at the following levels:

- Curriculum
- Department, college, and university
- Research and scholarly activity

- Other as applicable
- **Global Engagement**
Programs also serve to meet needs beyond the region and fulfill areas of societal and global concern. Describe evidence that the program addresses or allows for an awareness of a global society.

II. Program Quality

A. Program Student Learning Outcomes Assessment

Assessment of student learning is a primary indicator of program quality. The program should assess student learning in relation to stated competencies. Data should provide both students and faculty with valid and timely indicators of student progress toward stated goals and outcomes across the learning domains.

Analysis of outcome data is used to identify strengths, weaknesses, and obstacles in/opportunities for student learning at the program level. An action plan based on the analysis is developed and implemented. Periodic data analysis will determine the effectiveness of the plan. A progress report including adequate documentation of student learning, progression, and achievement of required minimum expectations and competencies must exist in sufficient detail.

The program should document and demonstrate the **effectiveness** of the following:

- Appropriate plans to assess student learning with adequate formative and summative assessment instruments
- Assessment reports that reflect collection of data and analysis of all learning outcomes in the program
- Holistic review of the assessment cycle for strengths and challenges
- Evidence of appropriate program improvements and impact on learning

B. Curricular Effectiveness

The program's curriculum must be structured to ensure achievement of the program goals and outcomes in all learning domains. In order to ensure curricular effectiveness, the following should occur at the program level:

- Scope and sequence of courses should be reviewed periodically to ensure student success.
- Syllabi should be written clearly and include stated goals, outcomes, and competencies required for course completion.
- Courses should be aligned to provide for student success in program completion.
- Content of the curriculum must meet or exceed the content and competencies demanded by the discipline or profession.
- Course instruction should follow best practices related to content and pedagogy.

Use the forms of evidence listed below to discuss the **curricular effectiveness** of the program:

- Course completion rates (last five years)
- Evidence that course sequencing is appropriate to meet the educational needs of the students
- Evidence of curriculum changes made the last ten years to meet the needs of the discipline or profession

- Evidence of analysis of syllabi for alignment to program goals and outcomes
- National or state exam pass rates
- Other evidence as appropriate

C. Program Effectiveness Evaluation

The program must assess its effectiveness in achieving its goals and outcomes in all learning domains. Student progress, completion, and post-graduation data are used to evaluate the effectiveness of the program.

Use the forms of evidence listed below to discuss the **effectiveness** of the program:

- Enrollment trends (last five years)
 - Number of students
 - Admission requirements
 - Diversity of student population
 - Number of applicants (last five years)
 - Number of accepted/provisional/denied applicants (last five years)
- Graduation rates (last five years)
- Attrition (identify reasons for attrition)
- Average time to degree completion
- Student success
 - Employment
 - Graduate school admissions
- Exit interviews at the conclusion of the program
- Student surveys
- Graduate surveys
- Employer surveys
- State or national board exam performance
- Status of accreditation with external agency (if applicable)
- Other evidence as appropriate

III. Program Resources

The program resources must be sufficient to ensure the success of the program and achievement of the goals and outcomes.

A. Personnel

An adequate number of qualified faculty and staff with the necessary qualifications must exist to perform the necessary job functions to achieve the goals and outcomes of the program.

- **Faculty**

Describe the adequacy of the program's faculty in relation to the following areas:

- Diversity (gender, ethnicity, length of service)
- Full-time and part-time teaching
- Ratio of "qualified by credential" to "qualified by exception"¹
- Continuous activities and achievements in teaching, scholarship, and service
- Need for additional faculty

¹ Consult the Provost's website at <http://web.yosu.edu/provost/> for YSU's policy on qualified faculty.

Describe the adequacy of faculty resources including office computers, technology, and software as well as institutional support for travel, grant writing, and grant administration.

- **Professional, Clerical, and Support Staff**

Describe the adequacy of the program's professional, clerical, and support staff. Describe any additional needs.

B. Classroom, laboratory, clinic, technology, and technology support

Adequate facilities must exist to achieve the goals and outcomes of the program. Describe the adequacy of the program's information resources and classroom, laboratory, clinic, technology, and technology support. Include information from any of the following sources as evidence:

- Resource survey
- Student exit interviews
- Graduate survey
- Employer survey
- Adequacy of library resources

C. Instructional equipment and supplies

An adequate amount, type and distribution of equipment and supplies must exist to achieve the goals and outcomes of the program. Describe the adequacy of the program's instructional equipment and supplies. Include information from any of the following sources as evidence:

- Resource survey
- Student exit interviews
- Graduate survey
- Employer survey

D. Affiliations for internships, practicums, co-ops, and clinical instruction

Adequate affiliations must exist to achieve the goals and outcomes of the program. Describe the adequacy of the program's affiliations. Include information from any of the following sources as evidence:

- Resource survey
- Student exit interviews
- Graduate survey
- Employer survey

IV. Ethical and Responsible Conduct

A. Advising Support for Student Progress and Completion

The program should demonstrate concern for student aptitude or ability to benefit in the program. The program should provide education, instruction, and guidance to assist students in making reasonable progress in the program; are aware of university policies and procedures that concern them; and refer students to support services and resources to assist them with their academic and non-academic needs.

The program should document and demonstrate the effectiveness of the following:

- Up-to-date curriculum sheets and four-year graduate plans
- Accurate program information in DARS
- Program/department advising policies
- Curriculum sheets / four-year plans
- Committee/program/department minutes with advising discussion/action steps/progress reports
- Department advising handbooks that are up to date

B. Publications and Disclosure

All announcements, catalogs, bulletins, publications, and advertising must accurately reflect the program. Discuss the adequacy of the program's publications and disclosures in relation to the following areas:

- Current and up-to-date curriculum for distribution
- Accurate web-site information from all sources (regularly updated and maintained)
- ADA compliance
- Clear information on plan(s) to successfully complete the program

C. Agreements

Formal affiliation agreements or memorandum of understanding between the program and all other entities involved in the education of the students, University, and affiliated site. Please summarize any relevant agreements. The agreement must describe the relationship, role, and responsibilities of the program, University, and affiliated site. Describe the adequacy and status of any of the program's agreements at all sites.

V. Next Steps

A. Goals and Action Steps

Identify new goals and actions steps for the program's strategic plan that were generated during the program review process.

Academic Senate Meeting Sign-In Sheet: September 2, 2015

College of Liberal Arts and Social Sciences (CLASS)









Senator Name	Department	Type of Senator	Term
<i>HS</i> Helene Sinnreich	History	At Large	2015-2016
<i>AF</i> Amy Flick	English	At Large	2015-2016
<i>DM</i> Deborah Mower	Philosophy and Religion	At Large	2015-2016
Tomi Ovaska	Economics	At Large	2015-2016
Bill Buckler	Geography	At Large	2015-2016
<i>LB</i> Laura Beadling	English	At Large	2015-2016
<i>DAW</i> Diana Awad Scrocco	English	Departmental	2015-2017
Mark Vopat	Philosophy and Religion	Departmental	2015-2017
<i>KL</i> Keith Lepak	Political Science	Departmental	2015-2017
Paul Gordiejew	Sociology/Anthropology	Departmental	2015-2017
Dennis Petruska	Economics	Departmental	2014-2016
<i>GV</i> Gina Villamizar (Fall only)	Foreign Language	Departmental	2014-2016
<i>P.K.</i> Peter Kimosop	Geography	Departmental	2014-2016
<i>DA</i> Daniel Ayana	History	Departmental	2014-2016
<i>JC</i> Jeff Coldren	Psychology	Departmental	2014-2016

College of Creative Arts and Communication (CCAC)











Senator Name	Department	Type of Senator	Term
<i>AE</i> Adam Earnhardt	Communications	At Large	2015-2016
Matthew Mazuroski	Theater and Dance	At Large	2015-2016
<i>MM</i> Missy McCormick	Art	At Large	2015-2016
<i>HJL</i> Hae-Jong Lee	Music	At Large	2015-2016
<i>FF</i> Francois Fowler	Music	At Large	2015-2016
<i>SR</i> ^{STEPHEN} Stephen Reale	Music	At Large	2015-2016
<i>EJ</i> Ellen Jones	Theater and Dance	Departmental	2014-2016
<i>MG</i> Max Grubb	Communication	Departmental	2014-2016
<i>SM</i> Stacie Mickens (Fall only)	Music	Departmental	2014-2016
Robert Thompson	Art	Departmental	2014-2016

Academic Senate Meeting Sign-In Sheet: September 2, 2015

Williamson College of Business Administration (WCBA)

Senator Name	Department	Type of Senator	Term
 Remesh Dangol	Management	At Large	2015-2016
 Peter Reday	Marketing	At Large	2015-2016
 William Vendemia	Management	At Large	2015-2016
 Jeremy Schwartz	Accounting and Finance	At Large	2015-2016
Doori Song	Marketing	At Large	2015-2016
 Birsen Karpak	Accounting and Finance	At Large	2015-2016
 Emre Ulusoy	Marketing	Departmental	2015-2017
 Mona Bahl	Management	Departmental	2014-2016
 Kathleen Mumaw	Accounting and Finance	Departmental	2014-2016

Bitonte College of Health and Human Services (BCHHS)

Senator Name	Department	Type of Senator	Term
 Mari Alschuler	Social Work	At Large	2015-2016
 Ken Learman	Physical Therapy	At Large	2015-2016
 Susan Clutter	Criminal Justice	At Large	2015-2016
Weiqing Ge	Physical Therapy	At Large	2015-2016
 Cathy Bieber Parrott	Physical Therapy	At Large	2015-2016
 Richard Rogers	Criminal Justice	Departmental	2015-2017
 Stephanie Rhee	Social Work	Departmental	2015-2017
 Dave Griswold	Physical Therapy	Departmental	2015-2017
Cynthia Daniels	Nursing	Departmental	2015-2017
 Amanda Roby	Health Professions	Departmental	2014-2016
 Sara Michaliszyn	Human Perf. Exer. Sci.	Departmental	2014-2016
 James Dombrosky	Human Ecology	Departmental	2014-2016

Academic Senate Meeting Sign-In Sheet: September 2, 2015

College Science, Technology, Engineering and Mathematics (CSTEM)

Senator Name	Department	Type of Senator	Term
<u>JKL</u> Jodie Krontiris-Litowitz	Biological Sciences	At Large	2015-2016
<u>GMW</u> Gary Walker	Biological Sciences	At Large	2015-2016
<u>RW</u> Ruigang Wang	Chemistry	At Large	2015-2016
<u>VS</u> Virgil Solomon	Mechanical Engineering	At Large	2015-2016
<u>JJ</u> Jozsi Jalics	Mathematics & Statistics	At Large	2015-2016
<u>JA</u> Jim Andrews	Physics and Astronomy	At Large	2015-2016
<u>IA</u> Isam Amin	Geology and Env. Sci.	Departmental	2015-2017
<u>FY</u> Feng Yu	Comp. Sci. Inf. Sys.	Departmental	2015-2017
<u>CC</u> Chet Cooper	Biological Sciences	Departmental	2015-2017
<u>NS</u> Nina Stourman	Chemistry	Departmental	2015-2017
<u>JT</u> Jamal Tartir	Mathematics/Statistics	Departmental	2014-2016
<u>BC</u> Brett Conner	Mech. Industrial Eng.	Departmental	2014-2016
<u>DP</u> Donald Priour	Physics and Astronomy	Departmental	2014-2016
<u>LS</u> Lin Sun	Elec. Computer Eng.	Departmental	2014-2016
<u>JS</u> Joe Sanson	Engineering Technology	Departmental	2014-2016
<u>HM</u> Holly Martin	Civil Env. Chem. Eng.	Departmental	2014-2016

Beeghly College of Education (BCOE)

Senator Name	Department	Type of Senator	Term
Jennifer Vaschak	Counseling Spec. Ed.	At Large	2015-2016
<u>P.S.</u> Patrick Spearman	Ed. Found. RTL	At Large	2015-2016
Darlene Unger	Counseling Spec. Ed	At Large	2015-2016
C. Sue deBlois	Ed. Found. RTL	At Large	2015-2016
Mary Levine	Teacher Education.	At Large	2015-2016
<u>MB</u> Margie Briley	Counseling Spec. Ed.	Departmental	2014-2016
<u>KL</u> Karen Larwin	Ed. Found. RTL	Departmental	2014-2016
Bobby Ojose	Teacher Education	Departmental	2014-2016

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Administrative Senators

MAA Martin Abraham, Provost
KB Kevin Ball, Associate Provost
MS Gregg Sturuss, Interim Dean, STEM
CH Charles Howell, Dean, BCOE
Eddie Howard, Assoc. VP, Stud. Exp.
MHR Mike Hripko, VP Research
AC Amy Cossentino, Dir., Univ. Scholars
Betty Jo Licata, Dean, WCBA

MC Mike Crist, Interim Dean, CACC
MR Mike Reagle, Assoc. VP, Stud. Suc.
JK Jane Kestner, Interim Dean, CLASS
GS Gary Swegan, Assoc. VP, Enrollment
SS Sal Sanders, Dean, Grad. Studies
Sylvia Imler, Ex. Dir., Diver. Multi. Aff.
JM Joseph Mosca, Dean, BCHHS

Student Senators

AO Ashley Orr, SGA President
JS Jacob Schriener-Briggs, SGA Exec. VP
JE Jordan Edgell, SGA Chief of Staff
FK Fiona Kelly
Lindsay Heldreth Lindsay Heldreth
JD Stephanie Davis
AM Andrew Morgan
GF Greta Frost

JW Jordan Wolfe
ES Evangelos Sisalouis
Ernest Barkett Ernest Barkett
AD Ashley Dillon
KK Karissa Kuneli
Josh Ivack
ME Megan Evans

Others (Non-Voting) Attendees

James Tressel James Tressel, YSU President
DO Dan O'Neill, Senate Parliamentarian

Joe Palardy Joe Palardy, General Education Chair
CL Carol Lamb, Senate Exec. Comm.