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, December 2, 2020 at 4:00 P.M.

Virtual Attendance Only at the Following URL:
https://ysu.webex.com/ysu/j.php?MTID=md130a40ede90e5cd4a58729b7108f98b

1. **[4:00 PM] Call to Order/Certification of Quorum**
2. **[4:01 PM] Approval of Agenda**
3. **[4:02 PM] Video Recording/Minutes of WebEx Senate Meeting of November 4, 2020**
   https://ysu.webex.com/recordingservice/sites/ysu/recording/playback/4659901410844912b974eafb0cc64f8d
   Password: GpFB8VMP
   Minutes (taken by Adam Earnheardt): see attachment
   Attendees: see attachment
   Approval of 11/4/20 minutes?
4. **[4:04 PM] Chair/Senate Executive Committee Report**
5. **Ohio Faculty Council Report** – No Report
6. **Charter and Bylaws Committee** – No Report
7. **Report of the Elections/Balloting Committee** – No Report
8. **[4:10 PM] Reports from Senate Committees**
   a. Undergraduate Curriculum Committee – Tom Wakefield, Chair (see attachment)
   b. Teaching and Learning – Minutes of meeting held 10/29 (see attachment)
   c. General Education – Joe Palardy (see attachment)
   d. Student Success – Jeff Coldren, Chair (see attachment)
   e. Library Committee – Johnathan Farris, Chair (see attachment)
9. **[4:30 PM] Provost Smith**
10. **[4:45 PM] Unfinished Business**
    a. Update: CR/NC policy for Fall 2020 – Jeanne Herman
    b. Other?
11. **[4:50 PM] New Business**
    a. Discussion: Creating an inclusive classroom – Carol Bennett
    b. Other?
12. **[5:00 PM] Adjournment**

NEXT SENATE MEETING:
Wednesday, December 2, 2020 at 4:00 P.M.

ACADEMIC SENATE MINUTES
for Wednesday, November 4, 2020
4:00 P.M.
Virtual Attendance Only

4:00 PM   Call to Order/Quorum Certified – C. Cooper (provided ground rules for virtual meeting).

4:01PM   Approval of Agenda – C. Cooper (no additions or objections to agenda)

4:02PM   Approval of Video Recording of September 2, 2020 WebEx Senate Meeting (https://ysu.webex.com/recordingservice/sites/ysu/recording/play/fc7584626dcb4dbd96748b16f36c7369 Password: pRap2v9f). Written minutes to follow. Recording approved. Test poll used to approve recording.

4:03PM   Ohio Faculty Council Report–No Report
               Charter and Bylaws Committee–No Report

4:04PM   Report of the Elections/Balloting Committee – Senate Chair election results. E. Ulusoy announced that Chet Cooper won the election for Senate Chair. Adam Earnheardt received second most votes and will be Senate Vice Chair. Term runs the calendar year, January 1, 2021 to December 31, 2021.

4:06PM   Senate Executive Committee Report

- QR Codes: Remind students, Seating Charts/Contact Tracing – Cooper said to remind students about QR codes and seating charts so that we're able to do contact tracing.
- Committee Chairs: Please remember to submit committee reports to Carol Lamb and Chet Cooper.
- Conflicts with exams: Cooper reported that some faculty are scheduling exams outside of normal meeting times. This is creating conflicts for students. Exams in synchronous courses should be given during normal synchronous course meeting times.

4:10PM   Reports from Senate Committees

Undergraduate Curriculum Committee – T. Wakefield, Chair (no report; see attachment)

Student Success – J. Coldren, Chair (attachment). Coldren reported that this is a new senate committee formed in the spring with good representation. We need a student on the committee. Committee has met twice this semester to review charge and make plan to gather input from stakeholders. Plan committee creates will need to be approved by the board of trustees. Addressing several action items: 1. Review implementation of Degree Works system (successor to UAchieve system). 2. Reviewing CRM advise. 3. Reviewing strategies for transitioning students from cohort-based advising model. 4. Reviewing current policies and

procedures related to advising, etc. 5. Reviewing the needs of underserved and underrepresented students. Several senators asked questions about the committee charge and representation (e.g., how committee aligns with first year experience committee, how are advisors involved with the committee). C. Beradini addressed questions concerning links between this committee and the first year experience committee.

Library Committee – Johnathan Farris, Chair (attachment). Farris reported because there was little time to adjust to the summer reorganization, that we the library was allocate funds at the department level. Be proactive in contacting the librarians on your needs, as they will be dealt with on a case-by-case basis. The current process for allocating funds is very old, needs to be revised – YSU needs a system for allocation, not a tradition. Committee will be meeting again later this month to discuss developing a questionnaire about how funds should be allocated. Reminder that if the library has electronic access to a resource, we should not be requesting hard copies of that resource.

Honors Committee – Amy Weaver, Chair (no report, see attachment). Weaver reported several courses and changes to what courses can be used for honors credit. Meeting minutes are attached.

Teaching and Learning – C. Wecht, Chair. Minutes of meetings held 9/10, 9/24, and 10/1 attached. Wecht reported that the main tasks in two subgroups, one on updating hosting the common syllabus and one that is focused on student evaluations while looking at best practices, models, etc.

4:35PM   Unfinished Business

Update on Gray Associates – Provost B. Smith discussed meeting with Gray Associates and shared slides related to a workshop held Thursday and Friday, October 29-30, 2020. The software will be used to make decisions about funding programs, both new and existing programs. The software helps us look at how efficient we're being with our programs, program costs, and how we might invest in programs. We looked at student demand, employment opportunities, and competition and intensity. Our data and their data work in tandem to help us make these decisions. Many of the senators were in attendance during those workshops. Several senators asked questions (e.g., how to predict trends; definitions of four terms "grow, sustain, adjust, further review", what are CIP codes, will final report be shared with faculty, bias in algorithms and models, how categories were determined).

Discussion regarding potential extension of CR/NC policy for Fall 2020 – Dawna Cerney, Chair, Academic Standards (see attachment). Cerney reported on her committees work as it related to extended CR/NC. J. Herman provided a friendly amendment that we set a deadline of December 18 as this impacts sending out grades, certifying graduations, etc. Cerney reported that Motion to approve committee recommendation to extend CR/NC with friendly amendment from Jeanne Herman to set deadline of December 18, 2020 (one time only, case-by-case basis) for students to request change to CR/NC, must petition their department to do

with and with documentation so that students are fully aware of consequences for requesting CR/NC. This only applies to Fall term. Committee will address Spring needs at a later date. Motion passed 61 yeas to 4 nays.

4:50PM   New Business

Campus Covid-19 Update – Dr. Eddie Howard and Ms. Julie Gentile. Cooper introduced Howard and noted that Howard is leaving YSU for Northern Kentucky University soon, and thanked him for his service to YSU. Howard provided update on COVID-19 cases and testing, and importance of mask wearing and QR codes for tracing. Rapid testing will be more available and YSU received funding for mental health for students (i.e., telehealth, etc.).

Transfer Standing Form Discussion (see attachment) – Cooper noted that the executive committee addressed the concerns among some programs and students who will never set foot on campus (AP programs, fully online; e.g., RN/BSN) that this form should not apply to them. Cooper noted that policy is being considered to be applied to student in similar programs (i.e., those who are fully online). Nancy Wagner noted that the RN/BSN program is asking for a permanent waiver for their program. Tammy King agreed to help with the committee considering that many of those programs come from HHS.

Senate Podcast. Note that M.B. Earnheardt posted a link to the next episode of the Academic Senate podcast, featuring Joe Palardy, Gen Ed Committee chair: https://soundcloud.com/user-520015485

5:20 PM   Adjournment

NEXT SENATE MEETING:
Wednesday, December 2, 2020 at 4:00 P.M.
Modality for meeting to be determined closer to the meeting date.

Minutes composed by Adam Earnheardt

Academic Senate Sign-In Sheet: November 4, 2020

Present?	Senator Name	Department	Type of Senator	Term
	Allen through Fuhrman			
WebEX	Allen, Jeffrey	Dean, BCHHS	Administration	2020-2021
	Amin, Isam	Geology and Env. Sci.	Departmental	2019-2021
WebEX	Arntsen, Christopher	Chemistry	Departmental	2019-2021
WebEX	Bagley, Morgan	Kinesiol. & Sport Sci.	Departmental	2020-2022
WebEX	Balaz, Snjezana	Physics & Astronomy	At Large	2020-2021
WebEX	Ball, Kevin	Associate Provost	Administration	2020-2021
WebEX	Benedict, Jim	Physical Therapy	Departmental	2019-2021
WebEX	Bennett, Carol	AP, Div., Eq. and Incl.	Administration	2020-2021
WebEX	Berardini, Claire	AP, Student Success	Administration	2020-2021
WebEX	Boczkowaska, Ewelina	Music	At Large	2020-2021
WebEX	Brahmandam, Balakrishna	STEM	Student Govt.	2020-2021
WebEX	Briley, Margaret	Counseling, SP & EL	At Large	2019-2020
WebEX	Bruns, Kristin	Counseling, SP & EL	At Large	2019-2020
WebEX	Cahn-Lipman, Kivie	Music	At Large	2020-2021
WebEX	Caven, Robert	Elec. Computer Eng.	Departmental	2020-2022
WebEX	Clutter, Susan	Criminal Justice	Departmental	2019-2021
WebEX	Congdon, Eleanor	History	At Large	2019-2020
Present	Cooper, Chet	Biological Sciences	Departmental	2019-2021
WebEX	Cossentino, Amy	Dean, Honors College	Administration	2020-2021
WebEX	Costarell, Mike	Engineering Technol.	Departmental	2020-2022
WebEX	Cripe, Kathleen	Teacher Education	Departmental	2018-2020
WebEX	Donnachie, Katharine	STEM	Student Govt.	2020-2021
Present	Earnheardt, Adam	Communication	Departmental	2020-2022
WebEX	Epler, Pam	Counseling, SP & EL	At Large	2019-2020
	Faerber-Ovaska, Rachel	Foreign Languages	Part-Time	
WebEX	Farris, Johnathan	Art	At Large	2020-2021
WebEX	Fluker, Amy	History	Departmental	2020-2022
WebEX	Fuhrman, Hillary	Int. Dir., Inst. T&L	Administration	2020-2021

Academic Senate Sign-In Sheet: November 4, 2020

Fusillo through Licata

	Senator Name	Department	Type of Senator	Term
WebEX	Fusillo, Ida	Health Professions	At Large	2019-2020
WebEX	Garlick, Katherine	Theater and Dance	Departmental	2019-2021
	Ge, Weiqing	Physical Therapy	At Large	2019-2020
	Gitimu, Priscilla	Human Ecology	Departmental	2018-2020
Present	Grubb, Max	Communications	At Large	2020-2021
	Han-Hass, Helen	Management	Departmental	2020-2022
WebEX	Henderson, Kerri	Accounting & Finance	Departmental	2020-2022
WebEX	Herman, Jeanne	Registrar	Administration	2020-2021
WebEX	Howard, Avery	CSTEM [Exec. VP]	Student Govt.	2020-2021
WebEX	Howard, Eddie	VP, Student Affairs	Administration	2020-2021
WebEX	Howell, Charles	Dean, BCLASSE	Administration	2020-2021
	Jackson, Carrie	Counseling, SP & EL	Departmental	2018-2022
WebEX	Jackson, John	Chemistry	At Large	2020-2021
WebEX	Jiang, Qi	Sociology/Anthropology	Departmental	2019-2021
WebEX	Juergensen, James	Psychology	Departmental	2018-2020
WebEX	Karpak, Birsen	Accounting & Finance	At Large	2019-2020
WebEX	Keillor, Bruce	Marketing	Departmental	2019-2021
	Khalayleh, Daniah	BCHHS [VP Pub. Rel.]	Student Govt.	2020-2021
WebEX	Khavari, Sepideh	Math & Statistics	Departmental	2019-2021
WebEX	Kimosop, Peter	Geography	Departmental	2020-2022
WebEX	Kirova, Alena	Foreign Language	Departmental	2020-2022
WebEX	Koupiaris, Nicholas	WCBA	Student Govt.	2020-2021
	Kramer, Bob	Comp. Sci. Inf. Sys.	At Large	2020-2021
	Kress, Victoria	Counseling, SP & EL	At Large	2019-2020
Present	Lamb, Carol	Engineering Technology	At Large	2020-2021
WebEX	Larson, Karlis	WCBA	Student Govt.	2020-2021
WebEX	Licata, Betty Jo	Dean, WCBA	Administration	2020-2021

Academic Senate Sign-In Sheet: November 4, 2020

Marie through Shaughnessy

	Senator Name	Department	Type of Senator	Term
WebEX	Marie, Hazel	Mech. Industrial Eng.	Departmental	2020-2022
WebEX	Mir, Mustansir	Philosophy and Religion	Departmental	2019-2021
WebEX	Mitchell, Andrew	Music	Departmental	2019-2021
WebEX	Morgan, Dave	Music	At Large	2020-2021
	Naples, Daniel	WCBA	Student Govt.	2020-2021
WebEX	Olshanski, Nicole	Nursing	Departmental	2019-2021
WebEX	Oltmanns, Caroline	Music	At Large	2020-2021
WebEX	Ovaska, Tomi	Economics	Departmental	2020-2022
	Palich, Ruth	Health Professions	Departmental	2020-2022
WebEX	Park, Byung-Wook	Civil Env. Chem. Eng.	Departmental	2020-2022
	Paul, Phyllis	Dean, CCCA	Administration	2020-2021
WebEX	Pintar, Jenn	Associate Provost	Administration	2020-2021
WebEX	Pompeo, Mark	WCBA	Student Govt.	2020-2021
WebEX	Powe, Nicolette	Health Professions	At Large	2019-2020
WebEX	Randolph-Bettura, Derek	WCBA	Student Govt.	2020-2021
WebEX	Reday, Peter	Marketing	At Large	2019-2020
WebEX	Roby, Amanda	Health Professions	At Large	2019-2020
WebEX	Root, Jena	Music	At Large	2020-2021
WebEX	Sacco, Michael	BCLASSE	Student Govt.	2020-2021
WebEX	Sanders, Sal	Dean, Grad. Stud.	Administration	2020-2021
WebEX	Schueller, Kriss	Comp. Sci. Inf. Sys.	Departmental	2019-2021
WebEX	Scrocco, Diana Awad	English	Departmental	2019-2021
WebEX	Sebastiano, Taylor	STEM	Student Govt.	2020-2021
	Sethi, Swati	Psychology	At Large	2019-2020
WebEX	Sharma, Suresh	Civil Engineering	At Large	2020-2021
Present	Shaughnessy, Justin	GRAD [President]	Student Govt.	2020-2021

Academic Senate Sign-In Sheet: November 4, 2020

Smith through Williams

Initials	Senator Name	Department	Type of Senator	Term
Present	Smith, Brien	Provost	Administration	2020-2021
WebEX	Smith, Suzanne	Health Professions	At Large	2019-2020
WebEX	Sperry, Dana	Art	Departmental	2020-2022
	Steelant, Wim	Dean, CSTEM	Administration	2020-2021
WebEX	Sumell, AJ	Economics	At Large	2019-2020
WebEX	Ulusoy, Emre	Marketing	At Large	2019-2020
WebEX	Vaughn, Mariko	BCLASSE	Student Govt.	2020-2021
WebEX	Vendemia, Bill	Management	At Large	2019-2020
WebEX	Venkataraman, Meena	Social Work	Departmental	2019-2021
WebEX	Villano, Michael	Accounting & Finance	At Large	2019-2020
WebEX	Walker, Gary	Biological Sciences	At Large	2020-2021
WebEX	Walker, Jason	Mech. Industrial Eng.	At-Large	2020-2021
	Weidow, Danyelle	BCHHS	Student Govt.	2020-2021
	Williams, Amy	Counseling, SP & EL	At Large	2019-2020
	VACANT	CLASS	At Large	2020-2021
	VACANT	CLASS	At Large	2020-2021
	VACANT	CLASS	At Large	2019-2021
	VACANT	Physics and Astronomy	Departmental	2020-2022
	VACANT	TBD	Part-Time	
	VACANT	TBD	Student Govt.	2020-2021
	VACANT	Political Science	Departmental	2019-2021

Guests (non-Senators)

Present:

By WebEX: Amy Crawford, Brian Wells, Denise Walters-Dobson, Laurie Paul, Nicole Wells, Kelley Colwell, Jeff Coldren, Debora Kucharski, Jacob Labendz, Tim Francisco, Dawna Cerney, Julie Felix, Brendan McEvoy, Mike Sherman, Tysa Egleton, Tammy King, Amy Weaver, Nancy Wagner, Sara Michaliszyn, Shelly Blundell, Cary Wecht, Jeff Tyus, John Hazy, Elaine Ruse, Joy Christiansen Erb, Nancy Landgraff, Mary Beth Earnheardt, Ted Roberts

By Phone:

Recommendation

The following courses were approved by UCC at their 11/17/2020 meeting.

Undergrad Curr Committee Chair (27)				
Code	**Title**	**Status**	**Initiator**	**Received**
ART 1543	ART 1543: Survey of Art History: Gods and Monsters--Religion, Myth, and the Supernatural	Added	jfarris01	10/22/2020
ART 1545	ART 1545: Survey of Art History: Politics, Cities, and Art for the Public	Added	jfarris01	10/22/2020
DNCE 2662	DNCE 2662: Practicum in Theatre and Dance	Deleted	ssmith	10/28/2020
GEOG 3780	GEOG 3780: Medical Geography	Deleted	rshaklee	11/5/2020
GEOG 4820	GEOG 4820: Urban-Regional Studies Seminar	Added	rshaklee	11/5/2020
GEOG 4840C	GEOG 4840C: Seminar Medical Geography	Deleted	rshaklee	11/5/2020
MATH 1510	MATH 1510: College Algebra	Edited	tpwakefield	10/28/2020
MATH 1552	MATH 1552: Applied Mathematics for Management	Edited	tpwakefield	10/28/2020
MATH 1570	MATH 1570: Applied Calculus 1	Edited	tpwakefield	10/28/2020
MATH 1571	MATH 1571: Calculus 1	Edited	tpwakefield	10/28/2020
MATH 2662	MATH 2662: Mathematics for Elementary Teachers 2	Edited	tpwakefield	10/28/2020
NURS 2646	NURS 2646: Pathophysiology	Edited	nhwagner	10/28/2020
NURS 3749	NURS 3749: Nursing Research	Edited	nhwagner	10/28/2020
STAT 2601	STAT 2601: Introductory Statistics	Edited	tpwakefield	10/28/2020
STAT 2625	STAT 2625: Stat Lit and Crit Reasoning	Edited	tpwakefield	10/28/2020
THTR 2662	THTR 2662: Practicum in Theatre and Dance	Deleted	ssmith	10/28/2020
THTR 3792	THTR 3792: Projects in Production	Deleted	ssmith	10/28/2020
THTR 4895	THTR 4895: Arts in Education Internship: Theatre	Deleted	ssmith	10/28/2020
THTR 4899N	THTR 4899N: Topics in Theatre: Irish Drama, Literature, and History	Deleted	ssmith	10/28/2020

The following courses are being held, pending questions about lab credit hours:

NURS 2643	NURS 2643: Health Assessment	Edited	nhwagner	10/28/2020
NURS 2643L	NURS 2643L: Health Assessment Laboratory	Edited	nhwagner	10/28/2020
NURS 3731	NURS 3731: Child Bearing, Family, and Women's Health Nursing	Edited	nhwagner	10/28/2020
NURS 3731L	NURS 3731L: Childbearing, Family, and Women's Health Nursing Laboratory	Edited	nhwagner	10/28/2020
NURS 3741	NURS 3741: Professional Nursing 2	Edited	nhwagner	10/28/2020
NURS 3741L	NURS 3741L: Professional Nursing 2 Laboratory	Edited	nhwagner	10/28/2020
NURS 3743	NURS 3743: Professional Nursing 3	Edited	nhwagner	10/28/2020
NURS 3743L	NURS 3743L: Professional Nursing 3 Laboratory	Edited	nhwagner	10/28/2020

Senate Committee on Teaching and Learning – Common Syllabus Subgroup

Meeting Minutes: October 29, 2020, 3-4pm

The subgroup met via Webex. Present were Cary Wecht (Chair), Terry Benton, Hillary Fuhrman, Alison Kaufman, Christina Saenger, Joy Tang.

1. The group discussed the draft document by Saenger and made further suggestions.
2. Kaufman will create a draft webpage for further consideration.

Respectfully submitted,

Cary Wecht, October 29, 2020

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

Date **Nov. 25, 2020**   Report Number (For Senate Use Only) _____

Name of Committee Submitting Report
General Education Committee

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

Names of Committee Members

Elected Members
Peter Reday: WCBA, Mary LaVine: BCLASSE, Alina Lazar: STEM, Johnathan Farris: FPA,
Kelly Colwell: HHS

Appointed Members
Ron Fields: AH, Mark Vopat: SPA, Thomas Madsen: Skills, Adam Earnheardt, Alison Kaufman:
Assessment, Molly Burdette: Advisors, Avery Howard: Student

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

1. The following is a summary of the Gen Ed Approvals for the Fall 2020 Semester:

Course #	Course Title	Date Received	Domain	Hearing	Notes
ART 1543	Art History -- Gods and Monsters	3/27/20	AH/SPA	10/2/20	
ART 1545	Art History – Politics, Cities, and Art for the Public	3/27/20	AH/SPA	10/2/20	
MATH 1510C	College Algebra with Co-requisite Support	9/15/20	MATH	10/2/20	Combined course and coreq. Similar to ENGL 1549.
MATH 1511C	Trigonometry Algebra with Co-requisite Support	9/15/20	MATH	10/2/20	Combined course and coreq. Similar to ENGL 1549.
MATH 2625C	Quantitative Reasoning with Co-requisite Support	9/15/20	MATH	10/2/20	Combined course and coreq. Similar to ENGL 1549.
STAT 2625C	Statistical Literacy with Co-requisite Support	9/15/20	MATH	10/2/20	Combined course and coreq. Similar to ENGL 1549.

Joseph Palardy, Chair General Education Committee (2019-2020)

YOUNGSTOWN STATE UNIVERSITY
STUDENT RETENTION, PERSISTENCE, AND COMPLETION PLAN
(2020-2022)
ALIGNED WITH THE
PLAN FOR STRATEGIC ACTIONS TO TAKE CHARGE OF OUR FUTURE
and
BRIDGING OHIO'S WORKFORCE GAP
and
COMPLETE TO COMPETE OHIO
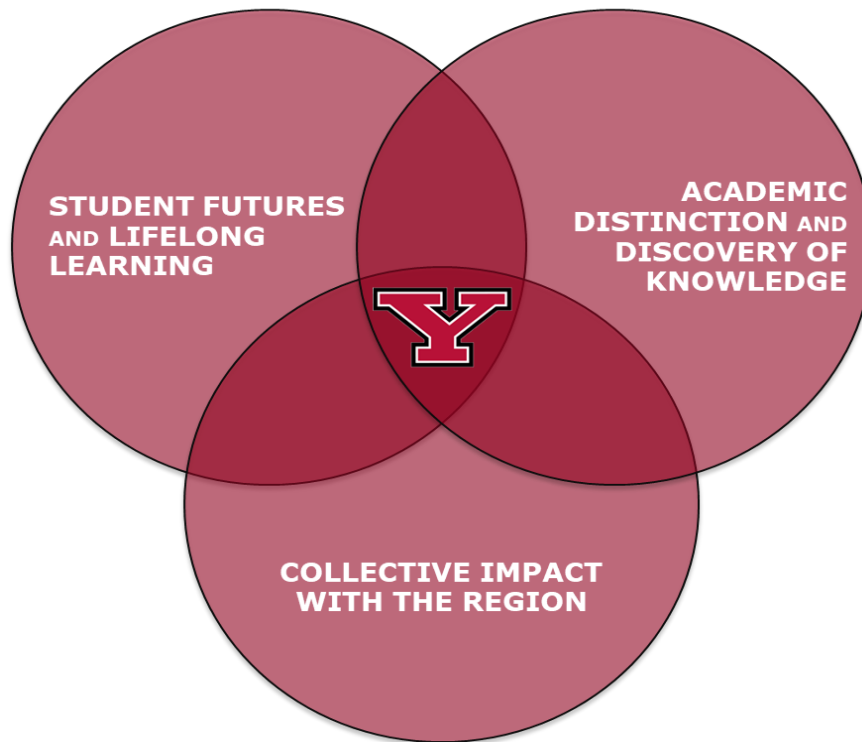
To be Considered for Approval by the Board of Trustees
December, 2020

CONTENTS

Executive Summary

Youngstown State University (YSU) is becoming an institution of first-choice by an increasingly larger number of students entering college as higher proportions of students graduating from local high schools have chosen to attend YSU. The combinations of the quality of the academic experience, along with co-curricular and experiential learning opportunities leading to job placement for a low annual cost, creates an inherently high value proposition of a YSU degree.

In the fall semester of 2015, 12,471 students were enrolled at YSU. Total enrollment was at its highest in the last five years in 2016 at 12,756, and was 11,788 in fall 2020. This is a decline of 968 students or 7.6% between the peak in fall 2016 and fall 2020.

The number of new first-time and full-time undergraduates peaked at 2,286 in fall 2018 and fell to 1,791 in fall 2020. This is a decline of 495 students or 21.7% over two years. This clearly indicates YSU must assess the future state of enrollment given demographic shifts in high school graduates, a large number of adult learners with some college and no degree, and the attractiveness of on-line programs of study.

For these same entering classes, the average composite ACT score increased slightly following a move to moderately more selective admissions requirements (21.29 at the lowest and 21.85 at the highest composite ACT score between 2014 and 2020), while the average high school GPA has risen from 3.16 to 3.48 (+10.1%) for this same time period.

Accordingly, first-time undergraduate fall-to-fall retention rates rose slightly from the fall 2014 entering class (75.0%) through the fall 2016 entering class (76.8%) but fell through 2018 (to 72.8%), and then increased for the fall 2019 entering class (76.0%). Specific initiatives have been put in place to address these varying yearly outcomes so the success of each entering class is optimized and more consistently high.

The impact of the increased academic preparation of the incoming class will likely take more than four years to reflect increased degree completion. In 2013-14, 1,557 bachelor's degrees were awarded. In 2019-20, YSU awarded the second-largest number of bachelor's degrees in its history (1,746 degrees). Importantly and impressively, the six-year graduation rate for the fall 2014 entering class was 47% having risen from 30% for the fall 2009 entering class. This 17% increase in the six-year graduation rate is significant as it indicates that with student graduating at a faster rate, recruitment of new students is even more paramount to maintain enrollment at constant levels.

YSU is taking significant actions to improve the persistence and completion rates of accepted students. Because of the still mostly open access policy, the student body of the University includes students with a wide variety of backgrounds and academic preparation. A substantial portion of the admitted students belong to groups who, according to national statistics, have a lower probability of successfully completing a degree in a timely manner.

Nonetheless, YSU is strongly committed to optimizing the successes of students admitted to attend the university. Among the significant actions the University has taken to improve the completion rates of accepted students is its participation in the Ohio Department of Higher Education's *Ohio Strong Start to Finish* initiative. YSU has worked with colleagues from colleges and universities across the state to develop, share, and implement high impact strategies aimed at substantially

increasing the number of Ohio college students completing gateway Mathematics and English courses as part of a guided pathway in their first year. To this end, the Department of Mathematics has implemented a successful corequisite-remediation of mathematics pathway that is a focused strategy to improve the success rates of students in entry-level mathematics courses. In addition, the instructors of mathematics have participated in several directed workshops to enhance mathematics instruction.

Significant adjustments have been made to the student experience with a strong focus on being proactive and appropriately reactive to the circumstances of students. For example, conditionally admitted students are enrolled in a Strong Start initiative that focuses on their specifically identified needs; the timeline and interactions amongst offices related to financial holds have been adjusted, and the services of the Penguin Service Center, a student one-stop assistance center have been strategically enhanced.

For fall 2020, YSU transformed the experiences of entering students and transfer students with less than 30 accumulated credit hours. Students are advised as cohorts throughout their first-year via the introduction of a newly developed student success seminar. This creates the opportunity for college-based advisers to focus their attention on sophomore through senior ranks. There is an opportunity to improve persistence and gain enrollment by reducing degree program barriers and revising policies to appropriately complement continued enrollment.

A new degree audit system will have phased implementation beginning spring 2021, anticipating that a new technology-enhanced advising system will be implemented beginning fall 2021. This will provide capabilities of real-time interventions and a holistic and student-specific approach to advising. This signals a significant investment by YSU in technology to enhance student success.

Overall, the University achieved many of the goals established in the 2018 Retention, Persistence and Completion Plan. Many of the original strategies have been completed, while several more have been deemed effective and will be continuing.

Importantly, the newly Board-endorsed *Plan for Strategic Actions to Take Charge of Our Future* has a strong emphasis on student success with several goals and many strategies anticipated to improve the success rates of students.

Youngstown State University provides significant value to the Youngstown-Warren metropolitan area. A 2018 Economic Impact Study estimated the impact by YSU on the region approached $700 million.

Our academic and workforce development priorities include those "in-demand" industries, identified by *JobsOhio,* which are poised to transform Ohio. In support of Workforce Development, YSU is committed to cultivating and sustaining appropriate bilateral and multilateral engagements amongst faculty, staff, students, and regional business, technological enterprises, industry, and non-profit organizations. In particular, the soon to be opened Excellence Training Center will have a substantial impact on regional workforce development, components of which are a collaboration with Eastern Gateway Community College and various areas of manufacturing.

YSU is committed to student futures and life-long learning, academic distinction and discovery of knowledge, and collective impact with the region.

As an institution of opportunity, Youngstown State University inspires individuals, enhances futures, and enriches lives.

Institutional Framework

Over an 18-month period, and with substantial involvement by the University Community, the Board of Trustees endorsed in June, 2020, the *Plan for Strategic Actions to Take Charge of Our Future*. In this process, the mission, vision, and values of Youngstown State University were adjusted to be more relevant to the region and state, and to align with goals and evolving strategies to assure a sustainable future predicated upon academic vibrancy that engages the University's intellectual capacities and action-oriented capabilities to support regional vitality.

University Mission

The Youngstown State University mission, approved by the Board of Trustees in June 2020, is reflected by the following statements.

An Institution of Opportunity: YSU inspires individuals, enhances futures, and enriches lives.

As a student-centered university, Youngstown State University's mission is to provide innovative lifelong learning opportunities that will inspire individuals, enhance futures and enrich lives. YSU inspires individuals by cultivating a curiosity for life-long learning; enhances the futures of our students by empowering them to discover, disseminate and apply their knowledge; and enriches the region by fostering collaboration and the advancement of civic, scientific, and technological development. YSU's culture of enrichment flourishes in our diverse, accessible, and quality education.

University Vision

Youngstown State University is where students thrive in their educational and career pursuits, where scholarship creates innovative solutions, and where community engagement is a cornerstone of collaboration that collectively contributes to the sustainable prosperity of the region and beyond.

University Values

We—the faculty, staff, administrators, and students of Youngstown State University—hold the following values essential to achieving the mission and realizing the vision.

- Centrality of Students – We put students first, fostering their holistic and lifelong success.
- Excellence and Innovation – We bring academic excellence and innovation to learning and life for all stakeholders.
- Integrity and Human Dignity – We root all behaviors, decisions and actions in the achievement of integrity, mutual respect, collegiality, equity and inclusion.
- Collaboration and Public Engagement – We embrace collaboration and create innovative partnerships to foster sustainability and enrich our university, our culture, and region.

The Institution

Youngstown State University, which became a state assisted institution in 1967, is currently organized into five academic colleges: the Williamson College of Business Administration; the Cliffe College of Creative Arts; the Bitonte College of Health and Human Services; the Beeghly College of Liberal Arts, Social Sciences, and Education; and the College of Science, Technology, Engineering, and Mathematics. The Honors College provides enrichment experiences for undergraduate students accepted into the honors program. There is also a College of Graduate Studies that administers all graduate programs.

Enrollment

YSU has a long and proud tradition of serving first-generation college students and was for many years the only regional option for a higher education before the creation of Eastern Gateway Community College in fall 2009. The addition of a community college provides much-needed support for underprepared students and serves as a true "gateway" from associate to baccalaureate degree programs. This event is reflected in a gradual change in YSU's enrollment profile, with students coming in with higher ACT and high school GPAs. In 2014, YSU moved away from open admission to moderate selectivity for incoming students. Students now need a high school GPA of 2.00 and a composite ACT of 17 or higher to be admitted unconditionally.

YSU's enrollment is consistent with the themes associated with *The Plan* and aligns with YSU as a University of Opportunity that inspires individuals, enhances futures, and enriches lives. Perspectives associated with the university's mission, vision, and values include the following.

- In fall 2020, 72.1% of incoming undergraduate students (first-time undergraduates, transfers and transients) were from a five-county service region including Mahoning, Trumbull, and Columbiana counties in Ohio and Lawrence and Mercer counties in Pennsylvania.
- The Mahoning County 2010 census data showed that 79.9% of the residents were white and 20.1% were non-white. The fall 2020 YSU student population (both undergraduate and graduate) was 77.3% white, 12.2% non-white, and 10.5% unspecified.
- In fall 2020, 1% of first-time undergraduate students graduated from Youngstown Early College, a partnership with Youngstown City Schools, wherein high school students seek to earn a high school diploma and associate's degree simultaneously.
- 10.1% of the 2020 undergraduate student population earned college credits through College Credit Plus prior to matriculation
- Of all undergraduates in fall 2020, 11.7% were nontraditional age; and 88.3% were traditional age (less than 25 years of age).

Students entering YSU are better prepared to become engaged with faculty in research, and the number of honors students has increased substantially.
- For first-time undergraduate students enrolled in fall semester from 2014 to 2020, IPEDS reported fall average High School GPA has risen steadily from 3.2 to 3.5, and the average ACT from 21.35 to 21.64.

- In 2016, the Honors College was expanded, and the number of honors students grew from 453 in 2014 to 932 in 2017, and was 1,278 in 2020. The growth of the Honors College is significantly changing the composition of the student body. The average high school GPA was 3.8 in fall 2017 and 4.0 in fall 2020 and average ACT scores were 27.39 in fall 2017 and 27.40 in fall 2020

Like many public universities, and particularly regional publics, YSU has become increasingly reliant on the health of its enrollment, and the capability to project that enrollment to sustain its fiscal viability. After a five-year period of declining enrollment, the past four years have seen significant shifts in enrollment patterns, after the university transitioned to a more selective admission process for the fall class of 2014. However, it has become increasingly clear that shifting demographics will influence the size of future incoming classes. This perspective must be addressed considering the long-term vibrancy and sustainability of YSU. The Board of Trustees will dedicate a significant portion of its efforts during the 2020-2021 academic year addressing the *Future State* of YSU.
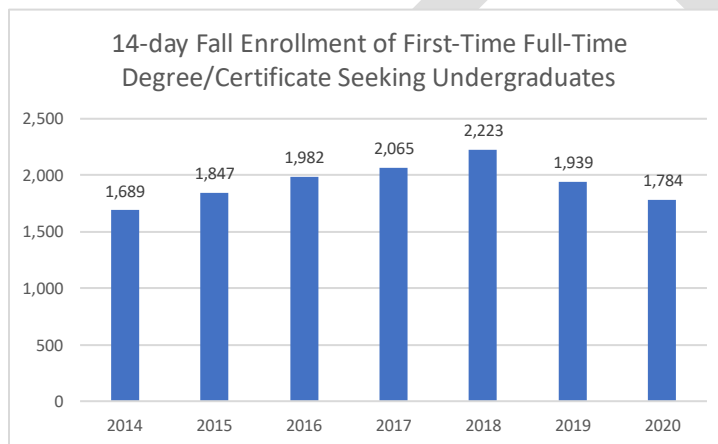

Figure 1: Admission became slightly more selective in fall 2014. Data in Figures 1 through 6 include both full-time and part-time students.

The increased academic preparation of new students sets the stage for an anticipated improvement in the retention that is expected to support sustained momentum towards persistence and completion. Significant focus has been given to the recruitment of more students who are better academically prepared, while remaining a gateway to higher education for the region.

The fall 2015 transition from an Honors Program to an Honors College, and a strategic change in the way scholarship aid was utilized, produced an almost three-fold increase in Honors College freshmen.
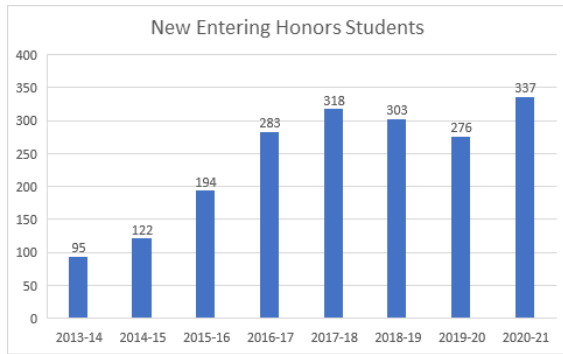
Figure 2: With a focus on the Honors College as an important attraction for highly academically prepared students, the entering class size has increased substantially.
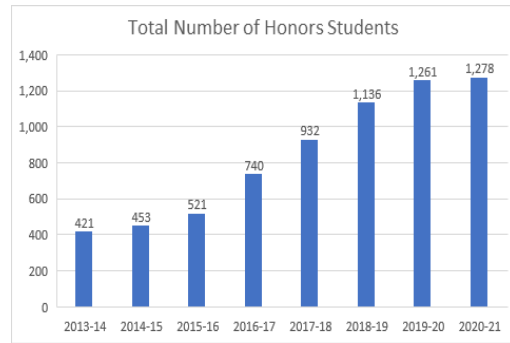
Figure 3: The total number of honors students has increased concurrently with the increasing size of the entering class.

The increased enrollment in the Honors College and the slightly increased minimum admission standards created improvements in average freshmen grade point average and average freshmen ACT scores.
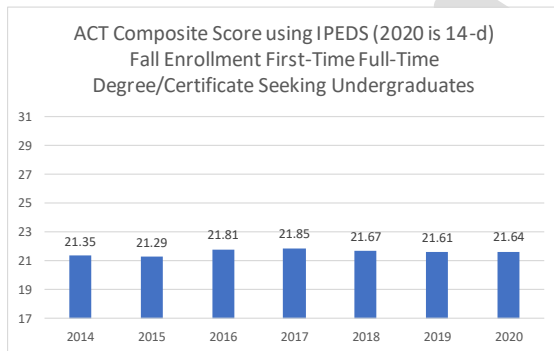
Figure 4: With YSU moving from an open-selectivity admissions institution to a traditionally-selective institution, the academic preparation of the entering class has improved.
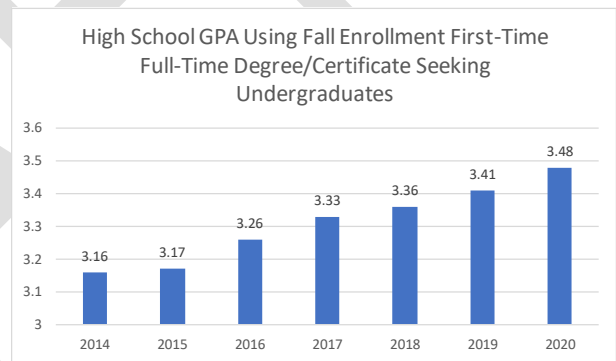
Figure 5: The improved academic preparation of the incoming class is also reflected by the increased average high school GPA of the entering class.

Retention

As better students have been successfully recruited, and as was expected, more of them initially returned; however, that increase has been followed by a decline across 2017 and 2018 and then an increase for the 2019 entering class.

Fall Retention Rate Using IPEDS (2019 is 14-d)
Enrollment of First-Time Full-Time
Degree/Certificate Seeking Undergraduates

Figure 6: Retention of the incoming class increased and was followed by a decline in the two subsequent years, followed by an increase. This high level of variability has been identified as a cause for concern. This is why in this Plan it will be illustrated how the experiences of each first-time full-time student are being enhanced via a new and specially designed Student Success Seminar with the specific objective of improving retention, progress, persistence and completion.

*It is important to note that CARES funding and a special $1.4 million allocation for scholarships from the YSU Foundation have provided one-time funds for a significant number of students enrolled in the previous academic year. This one-time funding is likely to have contributed to the increase in the Fall Retention Rate for students entering 2019. Other contributing factors include permitting students with an outstanding balance to register for the subsequent term; extending the deadline to change a grade option for spring 2020; and extending the deadline to complete an "I" (incomplete grade) for spring 2020.*

Persistence, Progress, and Completion in Context

The Plan for Strategic Actions to Take Charge of Our Future has a strong focus on student success. In fact, student futures and lifelong learning are the foundation upon which the YSU educational experience resides. To this end, the persistence, progress and completion rates are illustrated below. These are milestones that will be addressed by the specific plan of action steps illustrated in this document and aligned with *The Plan.*

Figure 7: The graduation rates, both 4- and 6-year, have increased. While the 4-y graduation rate is significantly less than desirable (and is being addressed via this Plan), the 6-year graduation rate just reached 47%, a new high for the university.

Figure 8: Persistence is increasing gradually for the incoming students beginning after the 2014 entering class.

According to the 2019-20 Undergraduate Bulletin: "Applicants must have a high school grade point average of 2.00 or higher on a 4-point scale, have an ACT composite score of 17 or higher..."

Because of this commitment to access, the student body of the University includes students with a wide variety of backgrounds and academic preparation. A substantial portion of the students belong to groups who, according to national statistics, have a lower probability of successfully completing a degree in a timely manner.

The following table describes the proportion of YSU students with those risk factors.

Persistence Risk Factors as Applied to YSU Students

Lower socioeconomic class	98% of YSU 1st time full-time students received financial aid in fall 2018 (IPEDS Student Financial Aid Survey)
Being academically underprepared	44% of fall 2018 entering students took at least one developmental class (YNGS fall 2018 Scorecard from ODHE)
Having a disability	Approximately 529 (5%) of all fall 2019 undergraduate students were registered with the Office of Disability Services (IPEDS institutional characteristics survey)
Working more than 20 hours per week	Over 37% of YSU students work more than 20 hours per week (2018 NSSE Survey of Freshmen and Seniors with a 20% response rate)
Being a commuter student	94% of all fall 2020 students commute or live in non-University housing (per IR Preliminary 14th- day data set)
Going to school part time	21% of all fall 2020 students attend part time (per IR Preliminary 14th day dataset)
Being a first-generation college student	43% of fall 2020 undergraduate students are first-generation (Preliminary 14th day dataset)
Receive Pell Grant	40% of fall 2018 students are eligible to receive a Pell Grant (YNGS Fall 2018 Scorecard ODHE)
Coming from an underrepresented population	15% of fall 2020 students are from underrepresented populations (Preliminary 14th day dataset)
Conditionally admitted	9% of fall 2020 new students are conditional admits having less than a 17 on the ACT composite or a high school GPA less than 2.0 (per IR Preliminary 14th day data set)
Adult learners	18% of all students are older than 24 years of age (per IR Preliminary 14th day data set). Additional analysis that identifies adult learners using the ODHE and other criteria indicate that this population may be as high as 30% of the YSU student population.

When the admission standards changed for fall 2014, the institution moved from an open to a traditional institution in terms of selectivity. For institutions with traditional selectivity, first-to-second-year retention rate is projected to be 74% for bachelor's/master's/doctoral degree granting institutions. YSU's first-to-second-year retention rates have exceeded 70% since 2014; however, in recent years, the retention rate fell, but most recently rose to 76%.
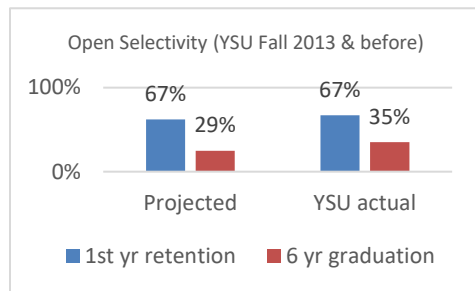

Figure 9: Projected and YSU actual 1st-year retention and 6-year graduation rates for when YSU was an openly selective admitting institution (Fall 2013 and before). (http://www.act.org/content/dam/act/unsecured/documents/retain_2015.pdf)
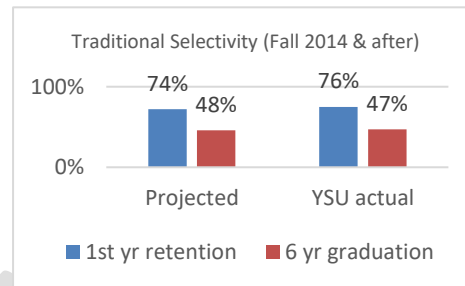
Figure 10: Projected and YSU actual 1st-year retention and 6-year graduation rates for YSU as traditionally selective admitting institution (Fall 2014 and after). (http://www.act.org/content/dam/act/unsecured/documents/retain_2015.pdf

The institutional objective is to improve first-to-second year retention rates, particularly with the expected outcomes from implementing a standardized student success seminar tied to relational and case-based academic advising. YSU has implemented a required success seminar for first-year students. Conditionally admitted freshmen now take a two-credit hour seminar, taught by their program adviser, as part of the new Strong Start Program, a year-long cohort-based program for students who require more specific guidance to successfully navigate college and complete their degree. A pilot of this approach demonstrated a 30% increase in retention compared to previous years. Regularly admitted first-time and transfer freshmen will take a one-credit hour success seminar taught by a student success specialist. Sections were capped at 20 to ensure low student to advisor ratios. Complimenting these strategies will be a persistent YSU application for federal TRIO Student Support Services funding that would provide support for YSU to focus even more energy and effort on students who are first-generation, low-income, and both first-generation and low-income. YSU barely missed the funding cut-off for the 2020 award cycle and intends to resubmit the proposal having consulted various entities to improve the likelihood for funding.

Implementing the student success seminar will permit the professional advisors in the colleges to focus on continuing students, particularly sophomores, juniors, and seniors, to facilitate degree progress and completion. This is important because fall-to-fall persistence can and must be increased; from fall 2018 to fall 2019 slightly more than 900 students in good academic standing left the university, while slightly more than 600 students left the institution who were in good academic standing with no holds and a GPA of 2.87 who did not enroll at any other institution. This fact highlights another opportunity for YSU to review its level of student-centeredness.

While elements of enrollment are student matriculation and retention from the first-to-second year, potentially even more important factors are the extent to which students persist from semester to semester and accumulate academic credits that contribute to degree completion. The State of Ohio has recognized that course and degree completion are key to the financial well-being

of the state's economy and thus state funding for higher education is now largely dependent upon these two factors (80%), with some weighting of the distribution for the academic success of at-risk students.

The 6-year degree completion rate of the 2014 first-time full-time cohort was 47%. As YSU was an open-selectivity institution for the 2011 entering class, degree completion is projected to be about 29.0%. As a traditional selectivity institution, degree completion is projected to be about 48%. As was stated earlier, degree completion should increase in a manner commensurate with the increasing academic preparation of the incoming class. The YSU objective will be to perform better than the projections. This is the framework around which the institution is now pursuing a compliment of student academic success strategies.

These later milestones are anticipated to improve over time, particularly as YSU invests in technological capacity and enhances concomitant competencies. A highly functional enterprise compatible degree-audit system will be implemented beginning spring 2021. Furthermore, implementing a new student advising system in fall 2021 that has "triggering" capabilities will allow the institution to focus more on increasing student sense of belonging---a major contributor to student success.

With this shift in focus, it is intended that graduates will, over time, have experiences that help them contribute to their work, community and the success of their family, perspectives that are to some extent extractable by use of the results of NSSE survey every two-years.

Institutional Context

YSU, along with the other universities in Northeastern Ohio, the State, and most of the nation face challenges and opportunities related to enrollment over the next decade. The number of students graduating from high school will decline in Ohio by -15% between 2017 and 2029 (EAB). This is already evident as enrollment by first-time and full-time students decreased by -5% and -8% for Fall 2019 and Fall 2020, respectively. We are conducting the analytics to determine how the graduation rates for the school districts in our primary matriculation areas will change over time so we might reasonably model the yield rates from these areas over time.

Concurrently, we are embarking upon an Academic Program Enhancement and Effectiveness Initiative that provides analytics and decision-making opportunities from the perspectives of new markets, as well as insights for actions related to curricular efficiencies and economics. One consideration beyond serving the NEO region is supporting degree attainment of the more than 500,000 Ohioans and millions of individuals in adjacent states with some college but with no degree.

In addition, the Board of Trustees is undertaking a year-long assessment of enrollment recognizing the YSU mission, vision, and values that will, over time, assure fiscal sustainability, academic vibrancy, and regional vitality. This will also include renewing the integrated marketing and communication strategy.

2020-2022 Strategies for Retention, Persistence and Completion

As has been discussed in the previous sections and aligned with the *Plan for Strategic Actions to Take Charge of Our Future,* the priorities for the next cycle of The Plan will include:

- Installation, implementation, and refinement of Degree Works, the degree-audit system
- Installation, implementation, and refinement of CRM-Advise, a system that integrates with Degree Works and creates opportunities for a highly relationship- and case-management-based advising system
- Develop and implement new principles, processes and procedures focused on retention, persistence, and completion of students in their sophomore year and beyond as a component of an entirely redesigned approach to student advising given the introduction to the student success seminar
- Assessment of practices, procedures, and policies to reduce barriers and to enhance student progress
- Alignment of the institution's commitment to diversity, equity, and inclusion with the student retention, persistence and completion strategies, as well as with the student experience strategies

Information in Appendix A provides an additional contextual framework extended from the 2018-2020 Plan.

Workforce Development

To best serve our region, YSU develops programs and services that are based on market and economic circumstances as well as persistence and completion research and best practices. YSU is aware of the objective to bridge Ohio's workforce gap as many of the initiatives described below and those that are emerging that are not described below contribute to the objective to have 1 million more adults with high-value credentials. As a member of the Inter-University Council of Ohio, YSU is also supporting the objectives associated with Complete to Compete Ohio.

Youngstown State University provides significant value to the Youngstown-Warren metropolitan area, northeast Ohio, the state and the nation through research, scholarship, innovation, creative/scholarly activities, and workforce development. We recognize that economic and community development and advancement requires a symbiotic relationship amongst businesses, industries, technological enterprises, government, and non-profit organizations. Collective impact with the region is one of the three foundational principles in YSU's ongoing strategic planning efforts. This principle states that YSU will create deliberate, mutually beneficial, educational, civic, industry, and philanthropic partnerships to achieve equitable, sustainable, and innovative regional development.

In order to be responsive to the workforce needs of the region, YSU will continually evaluate academic offerings as well as create new and advance current relationships with local public, private and non-profit organizations. Reallocating resources towards areas most relevant to the sustainable prosperity of the region, investing in undergraduate, graduate, apprenticeship, and certificate programs in growing fields, as well as discontinuing and suspending admissions to other programs, will allow YSU to develop meaningful career pathways for students, bolster the economic competitiveness of the region, and enhance the quality of life of the community. In addition, YSU will continue to develop completion programs in select areas for students wanting to transition from an applied Associate's Degree to a Bachelor's Degree.

Priorities

Academic and workforce development priorities include the following "in-demand" industries identified by *JobsOhio* as poised to transform Ohio:

1. Advanced Manufacturing
2. Aerospace & Aviation
3. Automotive
4. Energy and Chemicals
5. Financial Services
6. Health Care
7. Food and Agriculture
8. Logistics and Distribution
9. Technology

Team NEO's 2020 Aligning Opportunities Report identifies the following occupational fields as having the greatest misalignment between employer demand and supply of matching credentials in Northeast Ohio in 2020 (Misalignment = Current Employer demand for workers – Annual Supply of matching credentials):

1. Computer & IT Workers (misalignment of 15,234 under).
2. Health Diagnosing & Treating Practitioners (misalignment of 13,122 under).
3. Finance Information & Record Clerks (misalignment of 12,767 under).
4. Skilled Production Workers (misalignment of 8,055 under).
5. Health Technologists & Technicians (misalignment of 6,784 under).

YSU is committed to address these workforce needs in the state and in Northeast Ohio by producing graduates with degrees and credentials in these in demand industries and occupational fields. The following are initiatives designed to serve these purposes.

Mahoning Valley Innovation and Commercialization Consortium (MVICC) and The Excellence Training Center (ETC) at Youngstown State University

Manufacturing continues to be one of the cornerstone sectors of the U.S. economy. Ohio ranks among the top manufacturing states in the country, with much of that manufacturing occurring in northeast Ohio.

The manufacturers of the Youngstown region and the educational institutions that serve them stand at the crossroads of a rapidly evolving landscape. To meet the diverse needs of this evolving community, YSU has led the development of a regional partnership of manufacturing stakeholders. Comprised of academic, industrial, and economic development organizations, the **Mahoning Valley Innovation and Commercialization Consortium (MVICC)** addresses broad perspectives on the needs and opportunities of manufacturing in northeast Ohio.

A key component of that partnership is the concept of shared resources and cross-institutional collaboration. The cornerstone of that shared resource model is **YSU's Excellence Training Center (ETC)**, which will provide a central facility to house a full spectrum of manufacturing training and research equipment. It will serve not only as a one-of-a-kind training and research center, but it also will provide an invaluable opportunity for students, faculty, and industry professionals to work

collaboratively and accelerate the training and education of the 21st century workforce.

The Mahoning Valley Innovation and Commercialization Consortium (MVICC)

The MVICC partnership is the culmination of many years of discussion and was formally created in Fall 2019. The MVICC is made up of the following partners:

- • Youngstown State University (YSU)
- • Youngstown State University Research Foundation (YSURF)
- • Eastern Gateway Community College (EGCC)
- • Youngstown Business Incubator (YBI)
- • Youngstown City Schools/Choffin Career and Technical Center
- • Mahoning County Career and Technical Center (MCCTC)
- • Trumbull Career and Technical Center (TCTC)
- • Columbiana County Career and Technical Center (CCCTC)
- • Mahoning Valley Manufacturers Coalition (MVMC)

The regions served by the MVICC partners include areas with high numbers of families who have no college graduates. The regions also include diverse ethnic populations and underrepresented populations who may be best served by having a variety of career pathway options. Training new workers and retraining the incumbent workforce is a key focus of the regional workforce training partners. Through the MVICC consortium, partners may take advantage of the strengths of the various educational partners to best address the needs of specific student learner populations.

The Excellence Training Center (ETC) at Youngstown State University

The ETC facility will provide resources to the broader partner community. The combined project reflects more than $11-million already invested in planned construction of the ETC facility and roughly $10-million of advanced manufacturing and research equipment. That includes a significant commitment of MVICC partner resources, philanthropic donations, and funding commitments from across several federal, state, and local funding agencies. The buy-in to the success of this effort is broad-based and substantial.

The ETC will manage shared assets in support of the region's education, workforce development, research and commercial needs. The teaching factory concept of the ETC provides an opportunity for students and faculty at all partner institutions and from a wide range of programs to work side-by-side, gaining not only excellent support for education in their own programs, but also exposure to career options that they might never have otherwise considered. The ETC will serve as the cornerstone of the Mahoning Valley's manufacturing education eco-system.

Workforce Accelerator

YSU, in partnership with IBM, has created an IT Workforce Accelerator to help better align the regional workforce with market in-demand skills. The goal is to provide greater access to industry 4.0 skills and jobs through supplemental training programs like apprenticeships and pre-apprenticeships.

The IT Workforce Accelerator serves individuals in both degree and non-degree pathways through the YSU Excellence Training Center and convenes local employers, workforce intermediaries, and

other ecosystem partners who are interested in learning about, implementing, and supporting apprenticeship programs.

YSU is a state and federal registered apprenticeship sponsor and can support companies in all 50 states by providing program design, enablement, and administration. Current pre-apprenticeship training programs include: software engineer, cybersecurity specialist, data scientist, IT support, and mainframe system administrator. Additional roles can be added based upon employer demand.

Importantly, an Executive Director for Strategic Workforce Development and Innovation was just appointed to support this and other opportunities to help meet the region's and Northeastern Ohio education for employment opportunities.

Williamson College of Business Administration (WCBA)

WCBA workforce development falls into three interrelated categories: Business Engagement and Impact, Internships and Professional Development, and Curriculum and Certifications.

Business Engagement and Impact
- WCBA offers continuing education courses and professional development programs in accounting, nonprofit leadership, human resource management, and the real estate license.
- The WCBA houses the 2019 National SBDC Excellence and Innovation Award-winning Ohio Small Business Development Center (SBDC) at YSU, which provides consulting and training to companies and new business ventures, international trade consulting and export programs through its Ohio SBDC Export Assistance Network (EAN), and in partnership with the Mahoning Valley Procurement Technical Assistance Center (PTAC), assists companies with government contracting opportunities. The SBDC served 395 clients, generating growth of $13.9 million in sales, 1,341 jobs, $19.8 million in capital formation, and $36.55 million in export sales.
- Most SBDC projects actively involve Beeghly Fellow interns, SBDC graduate assistants, and WCBA students and faculty (111 students, 6 faculty, 1,678 hours). Total WCBA student engagement with business and non-profit projects totaled 789 students and 105 projects.
- WCBA hosts regional, national, and international award-winning professional student organizations, as well as one of the largest student-managed investment funds in the nation.

Internships and Professional Development
- The WCBA's Center for Career Management (CCM) assists undergraduates with professional development, and MBA and MAcc students with career management. In 2019-20, the Center for Career Management conducted 261 internship advising appointments, 252 resume reviews, and 64 mock interviews, job searches, MBA career advice, and LinkedIn assistance appointments. The CCM supported 245 paid internships with 139 employers in 2019-20 (+ 20.7%). Of 243 BSBA graduates in 2019-20, 58.4% completed at least one internship. CCM-sponsored professional development events totaled 1,083 in student participation with 300 professionals in 2019-20.
- In partnership with the Ohio Development Services Agency, the WCBA offers the Ohio Export Internship program. To date, 62 students completed the program, 13 received full-time job offers from their internship employers, and 14 passed the Certified Global Business Professional (CGBP) Exam. YSU WCBA is one of 13 NASBITE certified CGBP Training

and Testing sites.

- The WCBA's Center for Nonprofit Leadership offers the Summer Nonprofit Leadership Honors Internship Program through an $86,000 Raymond John Wean Foundation grant, funding ten, 12-wk, full-time, paid summer interns, building nonprofit and public sector leadership capacity.
- The Monus Fellows program funds students' work with entrepreneurial companies including Youngstown Business Incubator portfolio companies and Valley Growth Ventures.

Curriculum and Certifications

- The WCBA offers undergraduate certificates comprised of credit-bearing courses in Entrepreneurship (20 students), Leadership (125), and Nonprofit Leadership (42), as well as a certificate in Enterprise Resource Planning, leveraging our SAP University Alliance partnership (103). The HR Management major is SHRM-certified, and the Finance-CFP track is Board of Standards-approved. WCBA offers a CFA exam prep course, and students who earn national professional certifications, such as CGBP, SHRM-CP, and Six Sigma Green Belt, receive fee reimbursement. Coursework involves the use of industry-standard software, including Qualtrics, Quick Books, Adobe Creative Cloud applications, and Tableau, among others.
- The WCBA houses the 3D printing Launch Lab in collaboration with the STEM college and Department of Art, supporting coursework in marketing, operations, and entrepreneurship.
- Over 30 WCBA students help file 540 federal tax returns, 460+ state returns, and 400+ local returns for over 570 taxpayers via the Voluntary Income Tax Assistance (VITA) program.

Workforce Development in the Bitonte College of Health Sciences and Human Services

- Offers emergency medical technician training to Youngstown firefighters.
- Offers advanced training to Youngstown area Emergency Medical Technicians.
- The AAS Respiratory Therapist to BSAS Respiratory Therapist completion program is offered completely online and is available to students throughout the United States.
- The AAS Medical Laboratory Technician to BSAS Medical Laboratory Scientist completion program is offered completely online and is available to students throughout the United States.
- Anyone having earned an associate degree in a health-related field can pursue YSU's AAS to BSAS in Allied Health. The BSAS is often required for upward career mobility in many fields.
- The Polysomnography certificate has been moved to an online format. It is offered to any licensed Respiratory Therapist to pursue certification and employment in the area of sleep study.
- The graduate certificate in Health Care Administration is offered to students pursuing an administrative position in the health care field.
- Registered Nurses who hold an associate degree can complete the RN-BSN program online to obtain their baccalaureate degree nationwide. In many states, major healthcare facilities are requiring that Nurses have the BSN to obtain or retain employment.
- The Hospitality Program is expanding their program to training students on knowledge and skills need to operate and work in cafes.
- The College is developing a certificate in TeleHealth. The certificate will initially be marketed to Nursing and Dietetic students.

- Social Work and Criminal Justice are offered at Lakeland and Lorain County Community Colleges to expand the workforce in the northern part of Ohio.

Beeghly College of Liberal Arts, Social Sciences, and Education

Department of Humanities and Social Sciences

Geography:

- The geography program offers internships which connect our majors to private companies and public agencies, including the Columbiana County Development Department, the Eastgate Regional Council of Governments, the Trumbull Neighborhood Partnership, WKBN/WYTV, the City of Niles, and First Energy.
- The geography program hosts workshops for local and regional professionals in GIS and ArcGIS Pro. These workshops have been incredibly successful for outreach beyond YSU and for promoting the capabilities of the geospatial program. Individuals attended these workshops from Cleveland, Akron, Columbus, Ashtabula, and beyond. Each of these workshops filled to capacity with excellent feedback from participants regarding the transition and application of ArcGIS Pro.

History:

- The graduate certificate in Applied History is offered to students pursuing employment in historic preservation and museum studies.
- The history program offers Graduate Assistant Internships ($7,500.00 e.a. plus a tuition scholarship). Two internships are funded by the Ohio History Connection and one is privately funded by a grant from the Youngstown Northside General Duty Nurses Association. Recipients work 20 hours per week at the Youngstown Historical Center of Industry and Labor.
- The applied history program offers graduate and undergraduate internships for credit. Interns work 150 hours for 3 credit hours. Past recipients have interned at the Mahoning County Courthouse, Spring Hill Historical Site, Pro Football Hall of Fame, McKinley Birthplace Memorial, Mahoning Valley Historical Society, Trumbull County Historical Society, and the Ohio History Connection.
- The history program also offers two competitive paid internships through the Tyler History Center (funded by George Beehlan) and the Youngstown Historical Center of Industry and Labor (funded by the Wuslich Applied History Scholarship).
- The Robert W. Reeder I Series in Professionalization sponsors and coordinates professional development events involving students, faculty, staff, alumni, and employers.
- The history program and the history honor's society, Phi Alpha Theta, coordinates the annual History Across the Humanities Conference (HATH). In addition to showcasing student research, the conference provides resume-building and networking opportunities. HATH also features professional development workshops. In 2020, those workshops included presentations by YSU career services and employers like the AmeriCorps Ohio History Service Corps.
- History coursework provides students with marketable skills and experiences. Class projects help students develop skills in critical thinking, interpretation, analysis, and effective written and oral communication. Class projects also provide real-world experience, including exhibit development and design.

Adjustments to Academic Programs accumulated since the submission of the first state-mandated Retention and Completion Plan.

New undergraduate programs

- Bachelor of Science in Respiratory Care (completion program) (2014)
- Bachelor of Arts in Journalism (online format) (2014)
- Bachelor of Science in Biochemistry (2015)
- Bachelor of Science in Applied Science (BSAS) in Criminal Justice (online format) (2016)
- Bachelor of Engineering in Manufacturing Engineering (2016)
- Bachelor of General Studies (completion program, online format) (2017)
- Ohio Early Childhood (PK-3) and Early Childhood Intervention Specialist Dual License (2017)
- Bachelor of Science in Business Administration in Management (2019)
- Ohio Multi-Age (PK-12) Physical Education and Health License (2019)

New graduate programs

- Graduate Certificate in Economics (2015)
- Graduate Certificate in English (2015)
- Graduate Certificate in Mathematics (2015)
- Graduate Certificate in Teaching of Literature (2015)
- Graduate Certificate in Aging Studies (2015)
- Graduate Certificate Instructional Communication (2015)
- Accelerated 4+1 Master of Art in Economics (2015)
- Accelerated 4+1 Master of Science in Mathematics (2015)
- Master of Accountancy (2016)
- Master of Athletic Training (2016)
- Graduate Certificate in Biological Sciences (2016)
- Master of Fine Arts in Interdisciplinary Visual Arts (2016)
- Post-Master's Certificate in Adult Gerontology Acute Care Nurse Practitioner (2016)
- Master of Science in Nursing Option for Adult Gerontology Acute Care Nurse Practitioner (2017)
- Health Information Certificate (2017)
- Accelerated 4+1 Master of Public Health (2017)
- Master of Public Health (online program) (2017)
- Accelerated 4+1 Master of Respiratory Care (2018)
- Master of Public Health Nutrition track (2018 approved, 2019 planned enrollment)
- 4 + 1 Master of Respiratory Care (2018)
- Master of Science in Applied Behavior Analysis (reactivated 2018)
- Teacher Leadership Endorsement Certificate (2019)
- Ph.D. in Health Services (2019)
- Master of Science in Health Sciences (2019)
- Master of Science in Education-Special Education, Intervention Specialist Mild Moderate (2019)
- Doctor of Nursing Practice (2020)
- Master of Science in Education-Curriculum and Instruction Specialization: Teacher Leader

(2020)
- Master of Science in Education-Curriculum and Instruction Specialization: STEM (2020)
- Master of Science in Education-Curriculum and Instruction Specialization: Math (2020)
- Homeland Security Certificate (2020)
- Data Analytics Certificate (2020)

Discontinued Programs

- Discontinued Autism and Related Disabilities Certificate (2017)
- Discontinued Associate of Applied Science in Drafting and Design Technology (2018)
- Discontinued Bachelor of Arts in American Studies (2018)
- Discontinued Bachelor of Arts in Mathematics (2018)
- Discontinued Bachelor of Arts in Africana Studies (2018)
- Discontinued Bachelor of Arts in Art History (2018)
- Discontinued Associate of Applied Science in Medical Assisting (2019)
- Discontinued Bachelor of Applied Science in Consumer and Family Sciences (2019)

Admission Suspended

- Master of Science in Education – Educational Technology (Officially suspended July 2015)
- Master of Science in Education: Early Childhood Education (Officially suspended March 2017)
- Master of Science in Education: Special Education General Option (Immediate Discontinuation March 2017)
- Master of Science in Nursing – School Nurse Option (Officially suspended July 2017)
- Master of Science in Nursing – Adult Gerontology – Clinical Nurse Specialist (Officially suspended July 2017)
- Master of Science in Education, Literacy (2019)

In support of Workforce Development, YSU is committed to cultivating and sustaining partnerships faculty, staff, students, and regional business, technological enterprises, industry, public, and non-profit organizations. The University is focused on building strong relationships with University faculty and the respective organizations' professional staff, leading to a broad and deep relationship amongst a variety of stakeholders, and creating significant and lasting Workforce Development opportunities for YSU students.

Status of strategies described in the 2018-2020 Retention, Persistence and Completion Plan

Overall, the University successfully implemented strategies outlined in the 2018-2020 Retention, Persistence and Completion Plan, as described below.

Strategy 1. Develop an onboarding strategy including an intentional sequence of readiness experiences from the point of admission to the start of the first semester by identifying intentionally connected and carefully timed experiences and events that ensure ongoing and purposeful engagement with new students and parents.

In Summer 2018, YSU redesigned its new student Orientation program to ensure students have a variety of opportunities to engage with each other, their Orientation leader, academic advisors, and staff. YSU has also designed a parent program as part of Orientation, allowing YSU staff to share information of interest to parents. Following Orientation, Orientation leaders remain in contact with students throughout the summer, and meet them again at IGNITE, YSU's kick-off to the Fall semester. The new approach to new student intake has resulted in an increase in the percent of students who attended Orientation and who are still registered for classes on the 14th day of the fall term from 85.9% in 2017 to 93.8% in 2020.

Strategy 2. Build a first-year advising structure to facilitate the successful academic integration of all first-year students, ensuring that students have and know how to use four-year degree plans and the electronic degree audit tool, and developing a student success curriculum to strengthen student progress and increasing persistence.

In Fall 2020 YSU implemented holistic first-year advising for regularly admitted freshmen and transfer students entering with fewer than 30 credit hours by formally linking academic advising to a required first-semester success seminar.   Regularly admitted students, i.e. students who are neither offered conditional admission nor accept admission to the Honors College, make up the majority of new first-year students who enroll at YSU (78% in Fall 2018). While the average HS GPA and ACT composite score of incoming regularly admitted students has continued to rise, first-to-second year retention has decreased from 75.7% for the Fall 2017 cohort to 71.8% for the 2018 cohort.

Success Seminar content focuses on helping students develop and maintain effective study plans, use information on course syllabi to monitor their performance in each class, apply principles of mindset theory to rise to challenges and/or overcome setbacks, know and understand standards for good academic standing and financial aid eligibility, know how to calculate a grade point average, and understand and follow their curriculum sheet, four-year plan, and know the academic progress requirements for their major.

The Success Seminar instructor also serves as the first-year advisor for students in their section, allowing students to extend learning in class to individual conversations with their advisor. Students also are guaranteed regular contact with their advisor throughout their first semester continuing into the second semester, which helps them build relationship and establish a sense of belonging.

Strategy 3. Utilize the advising structure to facilitate a comprehensive intervention strategy:

Seeing their first-year advisees in the Success Seminar twice each week facilitates timely intervention in the fall semester, and the relationship facilitates effective intervention all year since students are more likely to responds to outreach from someone they know and trust than from someone they have never met.

Beginning in Fall 2020, first year advisors will proactively intervene with students in the following ways:

- Respond to course-level alerts raised by faculty
- Inform students of account balances before registration is blocked and guide them to find solutions

- Check course registrations for errors and work with students to correct them
- Reach out to students who have not registered for the upcoming semester before they depart campus for winter or summer break
- Identify and reach out to students over winter break who need to make schedule adjustments based on final course grades
- Identify and reach out to students who, based on academic performance, are at risk for not reaching GPA and course-level milestones associated with their chosen major
- Encourage students to register for *CARD 1520: Exploring Majors and Careers* if appropriate (see Strategy 7 below).

Strategy 4. To help lower equity gaps, develop a comprehensive year-long program intentionally designed to foster the personal and academic transformation of students admitted with restrictions who often lack the cultural capital and "college know-how" necessary to understand, adapt to, and reach their potential within the university environment.

Beginning in Fall 2020, first-time students who did not meet the University's criteria for regular admission were admitted into the Strong Start Program. The Strong Start Program is a yearlong, cohort-based program that provides academic and personal support to students through the following:

- A first-semester success seminar aimed at strengthening their study and time management skills, helping them adopt habits of mind that promote success, identifying and balancing competing priorities, and using campus resources
- A first-semester block-style learning community
- An academic advisor who also teaches their success seminar and meets regularly with them on an individual basis throughout the year, tracks their progress, assists in problem solving, and advises on course selection and registration
- An eight-week major and career exploration course in the spring semester

Components of Strong Start were introduced on a pilot basis for students conditionally admitted in Fall 2018 and Fall 2019. First-to-second year retention among Fall 2018 conditionally admitted students who participated in the pilot was 22% higher than for students who did not participate.

Strategy 5. Develop mentoring pathways for under-represented and under-resourced students to encourage engagement and support problem-solving.

YSU implemented The Penguin Ally Collective (PAC), a mentoring program for Black, Hispanic, and multi-racial students, in Fall 2019. Information and the invitation to participate were sent to 286 eligible incoming first-year students over the summer. Thirty-one (11%) students responded and were matched with an individual faculty or staff volunteer mentor, with whom they met regularly throughout the year. Students, along with their mentors, also participated in monthly group enrichment experiences. Although the number of participants was small, gains in retention among them are promising. 71% of participants were retained to year two, compared to 62% of their peers who did not participate.

Strategy 6. Improve success rates in gateway courses and lower-level courses with historically high D, F, and W

YSU has focused this strategy on gateway math courses, for several reasons: a number of students enroll in gateway math courses, D, F, and W rates in these courses have been high historically, and YSU is one of the state's institutions participating in *Ohio Strong Start to Finish.* YSU has used funds granted by Strong Start to Finish support development activities for math faculty, with a strong focus on improving co-requisite mathematics instruction. Partnering with the Center for Teaching and Learning and the Center for Student Progress, the Math Department conducted faculty workshops on growth mindset, integrating adaptive learning technology, study skills for math success, and pedagogies that encourage active learning and engagement.

Additionally, to better ensure students were adequately prepared to succeed in math, the Math Department revised math placement practices, now requiring students with an ACT math score below 27 to take the ALEKS placement test. Together, these strategies had a significant impact on success rates in gateway math courses (with the exception of MATH 1511C), as demonstrated below:

Percent D, F, W grades			
	Fall 2017	**Fall 2018**	**Fall 2019**
MATH 1500: Preparation for Algebra Placement	NA	NA	53.3%
MATH 1505: Intermediate Algebra with Applications	62.6%	80.7%	Eliminated
MATH 1510: College Algebra	40.5%	50.6%	31.7%
MATH 1510C: Co-requisite Support for College Algebra	50.5%	40.1%	36.8%
MATH 1511: Trigonometry	41.9%	49.4%	38.4%
MATH 1511C: Co-requisite Support for Trigonometry	NA	41.7%	67.6%
MATH 1513: Algebra with Transcendental Function	17%	28.3%	19.7%
MATH 1552: Applied Mathematics for Management	28.1%	25%	19.1%
MATH 1571: Calculus 1	27.2%	39%	29.6%
MATH 2623: Quantitative Reasoning	27.8%	25.5%	19.2%
MATH 2623C: Co-requisite Support for Quantitative Reasoning	9.7%	23%	10.2%

Strategy 7. Transition students who are not progressing in their intended major to Career and Academic Advising and change their major status to Exploring; offer an 8-week course to help students gain major and career clarity that can be offered in both the first and second of half of spring term.

CARD 1520: Exploring Majors and Careers, a 1-credit, 8-week course, designed to teach students who are exploring majors how to locate and use resources and information to make an informed decision about their academic path, was approved in Spring 2020 and will be offered for the first time in Spring 2021.

Strategy 8. Develop a comprehensive approach to student success based upon attributes of academic preparation, predictors of the likelihood of success in selected programs of study, and appropriate anticipatory triggers for institutional involvement in guiding students to degree completion and job placement.

This strategy incorporates the previous seven strategies into an integrated approach to student success. An enterprise-compatible degree audit system, Degree Works, is being installed and incrementally implemented Spring 2021. This required a review and update of all degree guides that not only assisted with this build/implementation, but also facilitated adviser and student interactions for the first-year student success seminar. Implementing Degree Works is also

accompanied by an enhanced compatibility with Transferology that will support transfer access and success at YSU.

Implementing Degree Works is the foundation for installing and implementing another enterprise-compatible system, CRM Advise (SR-Advise). This student relationship enhancement technology seamlessly interacts with Degree Works and is available to the student, adviser, and, for various components, faculty advisers and course instructors. The build and implementation allows for a highly customized student-centric relationship with triggers, alerts, and highly specific interventions via multiple technology interfaces. A multi-faceted team is guiding implementation and it is anticipated SR-Advise will be implemented in a phased fashion beginning Fall 2021. Importantly, the Academic Senate Student Success Task Force will be involved at important milestone implementation and activation success points, and will make recommendations on policy adjustments to the appropriate Academic Senate committee, YSU office or division.

Appendix A. Relationship of the 2018-2020 Plan to the 2020-2022 Plan

The following is an illustration provided in the 2018-2020 Plan that continues to be relevant to the 2020-2022 Plan. Many of the attributes are best-practices that will become better integrated into the student success strategy as the strategies associated with the 2020-2022 Plan are implemented and successfully achieved.

Strategy 1. Develop an onboarding strategy intentional sequence of readiness experiences from the point of admission to the start of the first semester by identifying five sequences of intentionally connected and carefully timed experiences and events that ensure ongoing and purposeful engagement with new students and parents.

Onboarding sequence

Orientation Readiness	Orientation	Post Orientation	Immediately prior to term
• Design Intake Portal • Ensure that students are accurately placed into foundational courses • Students utilize ALEKS Placement, Preparation, and Learning to improve math placement	• Ensure students are registered for correct courses • Develop connections among new students • Deepen students' affiliation with YSU • Build students' confidence • Increase students' sense of belonging. • Educate parents as partners in student success • Connect under-represented students with mentors	• Increase peer-to-peer connection via social media • Advisors make fall schedule adjustments • Students complete necessary tasks • Expand the Summer Bridge program • Continue to build relationship between under represented students and mentors	• Build college affiliation Conduct college information sessions • Increase belonging • Help students learn the campus • Gather student analytics to identify non-cognitive factors related to students' academic success and social transition

Strategy 2. Build a first-year advising structure to facilitate the successful academic integration of all first-year students, ensuring that students have and know how to use four-year degree plans and the electronic degree audit tool, and developing a student success curriculum to strengthen student progress and increase persistence.

Strategy 3. Utilize a revised and enhanced advising structure to facilitate a **comprehensive intervention strategy**.

First Semester

First 3 weeks	Weeks 4-8	Weeks 9-15	Winter break

- Provide advisors with student analytics to inform early conversation and intervention
- In FYE students focus on assessing and managing academic workload, and self-assessment

- Advisors intervene with at-risk students, assisting them to overcoming academic and non-cognitive barriers
- In FYE students focus on mind-set and success behaviors, balancing competing priorities, academic standing policies
- In FYE, students learn basics of degree planning and use of degree plans and Degree Works
- Prepare students for registration

- Advisors intervene with at-risk students as needed
- Advisors outreach to student who did not register for spring term
- FYE focus on educational planning, i.e. educational opportunities outside the classroom

- Identify/ reach out to students who need to make spring schedule adjustments
- Identify/reach out to students who, based on first semester performance, are at risk for not reaching GPA and course-level milestones associated with their chosen major
- Students can register for major exploration course

First 3 weeks	Weeks 4-8	Weeks 9-15	Summer

- Advisors contact students to discuss major change
- Students have the option to register for major exploration course

- Advisors intervene with at-risk students as needed

- Students have the opportunity to take major exploration course
- Advisors intervene with at-risk students, assist students in overcoming academic and non-cognitive barriers
- Advisor outreach to students who did not register for fall term

- Students take summer course(s) to catch up
- Students repeat YSU courses to raise GPA

Strategy 4. To help lower equity gaps, develop a comprehensive year-long program intentionally designed to **foster the personal and academic transformation of students admitted with restrictions** who often lack the cultural capital and "college know-how" necessary to understand, adapt to, and reach their potential within the university environment.

Strategy 5. In addition to a first-year advising structure, **develop mentoring pathways for under-represented and under-resourced** students to encourage engagement and support problem-solving.

Strategy 6. Improve success rates in gateway courses and lower-level courses with historically high D, F, and W rates by:
- Continuing to bring co-remediation in mathematics and English to scale;
- Developing alternate instructional delivery methods and learning environments for mathematics;
- Developing math pathways for students whose programs do not require algebra or calculus sequences;
- Increasing faculty use of Starfish Early Alert; and
- Developing cross-divisional teams to identify and coordinate pedagogical, advising, and academic support strategies.

Strategy 7. Transition students who are not progressing in their intended major to Career and Academic Advising and change their major status to Exploring; offer an 8-week course to help students gain major and career clarity that can be offered in both the first and second of half of spring term.

Strategy 8. **Develop a comprehensive approach to student success** based upon attributes of academic preparation, predictors of the likelihood of success in selected programs of study, and appropriate anticipatory triggers for institutional involvement in guiding students to degree completion and job placement.

Appendix B. Relationship of this plan to *The Plan for Strategic Actions to Take Charge of Our Future*

Goals and strategies related to student success in *the Plan for Strategic Actions to Take Charge of Our Future* adopted by the YSU Board of Trustees in June, 2020. This Plan will be used to inform progress on the student success aspects of *The Plan.* The following three of eight GOALS are directly related to student success and many of the strategies associated with the following goals have been addressed in the narrative of this document. It is anticipated that the 2022-2024 Retention, Persistence and Completion Plan will be more obviously and directly aligned with these attributes of goals and strategic actions.

- Goal: Implement best practices that address student needs throughout the student life cycle to increase persistence, completion, and postgraduate success

  Strategies
    o Ensure all students benefit from holistic, relational, developmental, and integrated academic advising
    o Develop and deploy comprehensive, integrated and proactive student intervention strategies
    o Enhance student experiences through implementation of specific initiatives designed to actively engage them in co-curricular and extra-curricular activities
    o Improve support and resources for students facing non-academic challenges
    o *Focus* on post-graduation planning across the student life cycle to reinforce the value of completion

- Goal: Develop a recruitment and enrollment strategy that aligns with a completion strategy

  Strategies
    o Develop an integrated and comprehensive market and brand communication strategy to distinguish the value of the YSU degree
    o Develop an enrollment cultivation strategy linked to the value proposition of earning a YSU degree for each program of study
    o Expand and enhance outreach and engagement with students prior to enrollment
    o Develop innovative approaches to increase enrollment and completion of under-represented students
    o Develop and enhance partnerships and collaboration agreements with international universities

- Goal: Create frameworks to optimize student and postgraduate success

  Strategies
    o Institute specific initiatives to help guide student success objectives and strategies: create the working group to implement the strategy
    o Establish consultation and timely reporting expectations to inform the campus community about institutional progress related to student success
    o Create timely reports and dashboards related to student progress
    o Create a structure of feedback to assess the impact and influence of student success objectives and strategies

Date: **11/20/2020**
Senate Meeting Date: **12/02/2020**
Report #:   **_____**

Intended Action: **Informational**

Committee: **Library**

Committee Status: **Appointed Chartered**

Names of Committee Members:

Johnathan Farris, CCCA **(Co-Chair)**
Jacob Labendz, BCLASSE **(Co-Chair, Fall only)**
Eleanor Congdon, BCLASSE
Laura Calcagni, BCHHS
Kristin Bruns, BCLASSE
Alice Wang, CCCA
Rick Deschenes, CSTEM
Kimberly Pleva, WCBA
Jeremy Schwartz, WCBA
Maddy Johns, Student
Michael Sacco, Student
Martha Pallante, BCLASSEE. (ex officio, fmr. Admin.)
Ana Torres, Dir. Maag Library (ex officio)
Phyllis Paul, Admin. (ex officio)
Gary Walker, CSTEM (ex officio)
Christine Adams (ex officio)

Brief Summary

The Senate Library Committee met for the second time this semester to assess the current system by which the library allocates funds on an annual basis to departments and programs.

The following includes a proposal for how to more fairly and systematically allocate the library's acquisition funds. It includes a two-step process whereby academic-unit allocations are revised and a new system for allocating annual surpluses will be developed in consultation with the university community.

If substantive changes in your committee recommendation are made from the floor, the committee would prefer that the matter be returned to it for further considerations?

Introduction and Rationale

The current system by which library acquisition funds are distributed between departments has been in place for over fifty years. We lack any information which would clarify how those in charge determined how much to allocate to each department or program. We have only the tradition that specific departments receive specific allotments. New programs often go without an allocations budget. In sum, we have a tradition, not a system.

Our work over the past two years, nonetheless, has been to bring allocations into order by ensuring that departments do not exceed their budgets and that departments that under-allocate are aware of missed opportunities. This work took on renewed importance this year, as we helped the library to accommodate the restructuring of our academic units.

This process was made easier in FY18 when the administration increased its allocation to the library's acquisition fund by $126,000. Of that amount we earmarked $60,000 to cover an ongoing shortfall in funding for OhioLink, which was due to rising costs.

This left $66,000 in new funds to be allocated, for which we solicited proposals. We decided to allocate some of this money to pay for the video-streaming service, Films on Demand, which provides access to thousands of films for online courses and research. In FY20, we allocated a total of $30,507.40 through this system.

We then used the remaining funds to cover the additional costs of departments that had exceeded their budgets, on the condition that they brought their expenses in line with their allocations moving forward. This process has worked well. ($10,592.06 was encumbered to offset the costs of OhioLink in FY21.)

It is now appropriate that we develop a more responsive, fair, and flexible allocations system for the library. This will help us weather any future structural changes at YSU.

Revises Policies

The only reason why our various departments and programs enjoy their current allocations is tradition. Some programs lack budgets altogether. We seek a more sensible and fair system, one that can be revised and modified.

With this in mind, we propose a two-step allocations system. Both will require immediate attention to provide faculty and administrators with opportunities to shape this process.

Phase One

All academic units—programs and departments—will submit a detailed proposal for their baseline allocations budget. This list should be ranked and include a justification for each expense line. Academic units may divide their requests into the following categories:

- Necessary for accreditation
- Necessary for instruction and degree completion
- Necessary for student research or instruction

Working closely with the library leadership, the Senate Library Committee will draft a proposed baseline budget for each academic unit. This process will be conducted on a biennial basis, in order to accommodate the addition of new or expanded academic units, as well as novel or increased expenses that fall into one of the categories above.

Once this budget has been established, we will move on to secondary allocations. We hope to create a budget of sufficient size to provide more flexibility in the allocations system and to facilitate new teaching and research initiatives.

Phase Two

We would like to initiate a university-wide discussion early next semester. Our task will be to create a system for allocating all funds not encumbered in phase one. Unlike phase one, this will eventually be an annual allocations process.

We will hold a few online forums where faculty and administrators can propose different uses for the funds not encumbered in phase one. This will be followed by the use of a questionnaire to assess the general will of the university community.

Some possibilities for phase-two allocations include:

- A set allocation for new faculty members to be used during their first year.
- A set (or negotiated) allocation for new or expanded academic units. (This would be incorporated into phase-one budgeting upon its biennial revision.)
- A process for vetting and assessing acquisition proposals:
  - from part-time and non-TT faculty members.
  - from full-time faculty awarded FILs, sabbaticals, or research professorships.
  - for designing new courses.
  - for general proposals.

Guidelines must also be developed for how the prioritize and review applications.

Recommendation

Senators should provide feedback to the Senate Library Committee, advise their departments and academic units of the proposed changes to the allocations policies, and encourage their colleagues to participate in information- and feedback-gathering processes.