YOUNGSTOWN STATE UNIVERSITY

ACADEMIC MASTER PLAN

YSU

November 1, 1982

"The goal of yesterday will be
the starting point of tomorrow."
                    -Carlyle

"...there is a relationship between clarity of purpose and vigorous educational leadership, on the one hand, and institutional vitality and excellence of achievement, on the other,..."

Algo Henderson, 1960

ACKNOWLEDGEMENTS

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ACADEMIC PROGRAM GOALS COMMITTEE

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Mr. Ed Salata, Jr.
Ms. Janet Stano

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I. INTRODUCTION

The need for institutions to develop long range academic plans has become increasingly apparent. There is no single approach to the academic planning process, a fact that is evidenced by the large number of articles, handbooks, models and meetings, covering all facets of academic planning, which have been developed within the past decade. It is a fact that budgets are becoming more restrictive, and as enrollments become less certain, as the inflation cuts into real dollar value, and as funding patterns shift, each institution that wishes to control its own direction must do so through deliberate coordinated planning efforts.

Thus, at the general faculty meeting on September 15, 1978, President John J. Coffelt stated, "It is highly desirable that periodically we take time and devote sufficient resources to plan the University's future. It is vital that all building planning and all financial planning be based on a sound academic plan. Accordingly, the Board of Trustees has directed by Summer, 1980, we have completed a new academic master plan to guide up through the next decade. This academic plan will set forth the educational programs we expect to add, or strengthen, and a method of evaluating existing programs." At the same meeting, the President announced that he was appointing Dr. Earl E. Edgar, Academic Vice President, "to assume general direction of the academic plan development."

The fact that no "formal" academic plan existed at the time of the President's announcement is not meant that no academic planning had been done in the past nor that none was being done at that time. On the contrary, the change of the University from private to state ownership in 1967 imposed new obligations upon the University and at the same time provided financial resources to allow program expansion. Many new programs were added, ranging from one-year certificate and associate degree, through baccalaureate and master's degree programs. Each demanded considerable planning to take place before it was approved by the Ohio Board of Regents. The periodic Master Plans for Higher Education in Ohio, as well as the local University Mission statement and the long established objectives of the University, in effect, have served as the academic master plan to date.

Vice President Edgar initiated the planning process by the appointment of several committees charged with determining what data should be collected both internally to the university, as well as from external sources, that might have some impact on planning, determining the nature of the reports to be prepared by each constituency of the university, and establishing the time schedule for the entire planning process. The faculty of each department were involved in preparing a report that included historical data on a number of items aimed at observing

trends, plans for the future in regard to new programs and resource needs, and suggestions for improving the university's operation and structure. The departmental reports were reviewed and commented upon by the appropriate deans. These reports were completed near the end of 1979 and represent supportive documents to this plan.

In the spring of 1980, the Executive Committee of the Academic Senate became concerned over the planning procedure. The Committee felt it important that greater involvement of the faculty and the Academic Senate exist in the procedure. With concurrence of the Administration, a resolution was passed by the Academic Senate on May 7, 1980, creating an ad hoc Planning Committee with a designated membership, to "review the information gathered by the already completed phases of the Academic Planning Process and establish academic program priorities from that information and any supplemental information that may be sought and/or gained and take into account the goals established by the Academic Goals Committee."

The Academic Planning Committee held its first meeting on May 12, 1980 and met almost weekly for the rest of the 1980 year. The work of the Academic Planning Committee can best be described as a "learning experience in planning." Some members of the Committee felt that the result of the planning process should be recommendations so specific that they could serve as a "blueprint" for the Budget Committee; others felt that only general recommendations should be included in the final report. Complicating the discussion was the issue of how the approved list of academic goals was to be correlated with the departmental planning reports that were prepared prior to and independent of the goals formulation process. Consensus was reached on a procedure that called for a discussion of the goals and for making recommendations on how the achievement of these goals may be enhanced. The recommendations appear in Appendix A.

Since the deadline for submitting the Committee's report was found impossible to meet, the Committee was faced with the issue of requesting an extension in order to complete its assigned task or to coming to an abrupt conclusion by making a list of recommendations on how the planning process might be continued. It was the consensus of the Committee to choose the second alternative. Since a program-by-program analysis could not be achieved in a reasonably short period, the task was deferred. Obviously without this analysis, no specific set of priorities could be established for the different programs. The recommendations for continuation appear in Appendix B.

The Planning Committee reviewed the list of goals, shown in Appendix A, made some minor modifications to eliminate redundancy or to clarify intent, and then rearranged the goals as they seemed to apply most directly to one of five areas: STUDENTS, PROGRAMS, FACULTY, ADMINISTRATION, AND COMMUNITY. It was felt that including the statement of the goals in the planning process was

most appropriate and that some recommendations should be made as to what future actions might be taken to enhance the achievement of the stated goals. To that end, following the statement of each goal in Appendix C, the committee has provided one or more recommendations that future studies, actions, or policies might address. These recommendations are in the form of comments, suggestions for action or recommendations for particular studies to be made. In some instances, the recommendation may address an activity that is currently under way but is mentioned now for the purpose of emphasizing its importance in achieving a specific goal. Obviously, the recommendations made are not meant to be the only method by which the achievement of a goal may be enhanced. In fact, future studies may even reveal that a given recommendation had very little effect in achieving the goal. The recommendations are offered only to provide some guidance for future planning toward achieving the stated goals.

Though the output of the Committee was not monumental, it has served the purpose of initiating discussion, for the first time, of considering the University as a single entity rather than groups of isolated enterprises; considering Youngstown State University as a university rather than a multiuniversity. It was the hope of the Academic Planning Committee that the efforts and discussions continue in that direction.

II. <u>HISTORY</u>

Youngstown State University had its beginning in 1908 with the establishment of the School of Law of the Youngstown Association School, sponsored by the Young Men's Christian Association. In 1920 the state of Ohio empowered the School to grant the degree of Bachelor of Laws; in the same year the school offered a four-year course in business administration. In 1921 the School changed its name to the Youngstown Institute of Technology, and liberal arts classes were offered, in the evening, for the first time. In 1927 the College of Arts and Sciences, offering daytime classes, was established. In 1928 the institute again changed its name to Youngstown College and in 1930 the College conferred its first Bachelor of Arts degree.

Dana's Musical Institute, founded in nearby Warren in 1869, became the Dana School of Music of the College in 1941. In 1946, the engineering department, organized several years before, became the William Rayen School of Engineering; two years later the business administration department became the School of Business Administration; and in 1960, the department of education became the School of Education.

In 1944 the trustees of the Young Men's Christian Association transferred control of the institution to the members of the Corporation of Youngstown College, and in 1955 the corporation was re-chartered as The Youngstown University. The University joined the Ohio system of higher education in September, 1967 as Youngstown State University.

The Graduate School and the College of Applied Science and Technology were established during the spring of 1968. In 1972, the University became a member of the consortium, formed by the University of Akron, Kent State University and Youngstown State University, which sponsors the Northeastern Ohio Universities College of Medicine. The College of Fine and Performing Arts was established in 1974.

III. THE OHIO SYSTEM OF HIGHER EDUCATION

The state system of higher education(1) includes twelve universities, two independent medical colleges and forty-nine two-year campuses. Through this system, the state has met its goal of establishing a campus within commuting distance of every Ohio citizen.

The system of higher education places strong emphasis on the concept of institutional autonomy for the colleges and universities. Primary authority for managing the institutions is vested in individual boards of trustees. There does appear to be movement toward increased centralized planning and control by a likely legislated academic program review and evaluation, through funding model modifications, and through other requirements dictated by the Ohio Board of Regents.

The twelve universities offer unique blends of programming at the baccalaureate and graduate levels, function as important research centers, and make major public service contributions.

Five of the institutions are urban universities; the category includes the University of Akron, Cleveland State University, the University of Toledo, Wright State University, and Youngstown State University. Five of the universities are residential campuses: Bowling Green State University, Central State University, Kent State University, Miami University, and Ohio University.

The University of Cincinnati is committed equally to metropolitan affairs, research, and scholarship, while Ohio State University is the major research university in terms of program and mission.

Further strengthening higher education in Ohio is the state's system of two-year campuses, which includes community colleges, university branches, state general and technical colleges, technical colleges, and urban university community and technical colleges. A major element of this system is technical education, which educates thousands of students for semi-professional jobs.

In addition to the state campuses, Ohio's system of postsecondary education also includes 61 independent, non-profit colleges and universities, over two hundred proprietary schools and a broad range of adult occupational education programs.

These colleges and universities are avenues of opportunity for men and women seeking to realize their full potential, both as individuals and as members of society. The campuses foster the intellectual qualities essential for growth and achievement, broaden human horizons by advancing knowledge, and perhaps most important, transmit the values and wisdom which are the foundation of our democratic society. This concern for

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(1) Higher Education in Ohio Master Plan: 1976, Ohio Board of Regents

intellectual growth is central to the mission of higher
education.

   The colleges and universities prepare people for
employment, open doors to opportunity for the
disadvantaged, and provide the opportunities for
continuing education so important in today's rapidly
changing world. Through their research programs and
public service activities they also stimulate economic
growth and help resolve critical social problems.

IV. UNIVERSITY MISSION

A. Current Mission

Youngstown State University is an urban university, established and assisted by the State of Ohio, and maintained in order to provide a wide range of opportunities in higher education to satisfy the needs particularly--but not exclusively--of the residents of the five county areas in northeastern Ohio and western Pennsylvania consisting of Mahoning, Trumbull and Columbiana counties in Ohio and Mercer and Lawrence counties in Pennsylvania.

The University seeks to reflect the age in which it lives, responding to the changing needs of its students and our society through the development of various programs while still retaining the best elements of the long tradition of humanistic, liberal education. The institution seeks to develop in its students an awareness of their cultural heritage and the qualities of intellectual and emotional maturity necessary to produce graduates who can enjoy productive, fulfilling lives as individuals and citizens.

The University is committed to instruction, research and scholarship and public service. Instruction is, and will continue to be, the primary function of the University. Research, which usually emphasizes the extension of the boundaries of knowledge, and scholarship, which is directed more at a synthesis and reorganization of existing knowledge, constitute a secondary function. Together research and scholarship undergird instruction and a tertiary function of the University, public service--apart from the service inherent in making instruction available to the public.

1. Access - the University has long been committed to the goal of broad access to higher education. When the University joined the state system of higher education, this policy was continued under the state provision for "open admission" for Ohio students who had earned a high school diploma or its equivalent. Realizing that this policy admits students with varied academic backgrounds, the University offers a wide range of curriculum options including special assistance through the Developmental Education Program and special courses. Financial subsidies from the state have similarly strengthened economic access to higher education, by making possible a fee structure which is within the means of most prospective students; extensive programs of financial aid to students have further aided in achieving this goal. In addition to academic and economic access, the institution fulfills the state's commitment to geographic access. Located in the center of its service region, the University seeks to provide adequate facilities for commuting students as well as for those who are housed within the University area. The University also offers courses and programs at locations off campus, when this is appropriate.

2. Range of Programs - The range of courses and programs offered has expanded to meet the needs of a society substantially more complex than it was a few decades ago. The University recognizes that change and complexity are accelerating, making it more important than ever that the University assume a leadership role and provide graduates capable of dealing with social, economic, and technical problems. The Graduate School, the College of Applied Science and Technology and the Office of Continuing Education are examples of recent institutional development aimed at responding to the needs of students served by institutions and providing society with the leadership it requires. The programs of these organizational units, along with those in Arts and Sciences and in the professional schools, now serve the University constituents by providing a broad range of educational experiences, from the one-day workshop to graduate degrees; from the non-credit course offered for personal enrichment to the technological training needed to prepare the individual for immediate employment; from the course offered the professional who needs periodically to renew licensure or certification to the traditional programs of study in the liberal arts; from the program which permits the high school student an early opportunity to commence a University career to the course which offers renewed intellectual stimulation to the senior citizen.

The consortium formed between the University of Akron, Kent State University and Youngstown State University sponsors the Northeastern Ohio Universities College of Medicine (NEOUCOM) as another program designed to meet regional needs. Similarly, the Northeastern Educational Television of Ohio is a public television consortium operated by these same institutions to provide public broadcast services efficiently to the region.

The Center for Urban Studies is a newly formed research and community service institute to undertake urban applied research and to provide technical assistance and training for local government, business and public service organizations. The Charles B. Cushwa Center for Industrial Development and the Small Business Institute both guide new local enterprises, and aid in identifying new marketable products, as well as the supportive resources needed.

3. Region - A major mission of the institution through its 75 years of history as a law school, as an institute, as a college, and as a University, has been to serve primarily the postsecondary educational needs of the residents of its geographical region. The University has been, and will continue to be, basically a non-residential campus, and it has placed emphasis on the students who have wished to pursue their education with employment off campus. While nurturing its regional identity, the University has welcomed students from other parts of the nation and from around the world. But as an urban university, the institution has been, and is committed to remain, outstanding and a leader within its service

region.

B. <u>Changing Societal Conditions</u>

Should the mission change to reflect changing state priorities, to recognize the status of the economy, the reassertion of quality and its effect upon the mission of open access due to the economic pressures and state funding patterns? As John Silber puts it, "who will blow the whistle on open admissions, open advancement, and open graduation?" The assurance of quality must be a continuing goal, and the mission is key to the proper establishment of such a goal.

While for the most part the mission is stated in broad terms quite adequate for the next five years, the above conditions require some minor modification in the mission statement. The Board of Regents' endorsement of the "Report of the Advisory Council on Articulation between Secondary Education and Ohio Colleges" and our own board of Trustees' supporting resolution are clear indicators of a redirection of efforts with impact and conditions placed upon the "open admission" philosophy.

Trends do not reveal what the future will really be like, they only provide us with a convenient point of departure for thinking of the future. Trends conflict, enhance, accelerate, decelerate, and reverse. The horse population declined since 1915, and then increased since the 1960's. Similarly, the Franklin stove declined in use and then boomed in the 1970's.

V. ASSUMPTIONS, 1981 to 1986

A. Societal Factors
1. Economic

The United States' economy will be spurred by incentives toward investment and as a result productivity will continue to increase. The application of supply-side economic theory will not produce as rosy a picture as presented by the Reagan Administration with respect to solving all of the inflation problems. Indexing will meet with further resistance, because of its contribution to inflation.

The economic interdependence of nations causes European problems of inflation and recession to be felt by our economy.
2. Public Policy (Government)

Decreases already underway in governmental regulation will continue with greater focus of control at the State and local level. A sharpening of fiscal controls and intensification of the demand for justification of public programs will continue, including an expanded role for sunset legislation. The shift in control of many programs to the local level should result in greater efficiencies. The proliferation of well-organized single interest groups has led to the inability to produce comprehensive policies to meet national needs. A greater trust and a willingness to sacrifice in the larger interest is necessary to achieve broad agreement on solutions. To achieve this, a more enlightened public to understand the long range needs and implications of policy will be required. Optimistically, there is some indication of a drift in this direction.

The decreases in the Pell Grants will impose greater burdens upon the students, and require reliance upon other forms of financial aid; these forces have the effect of depressing the enrollment potential.
3. Technology

Information explosion is the dominant technology feature. It results from the advances in computer technology, electronic mail, microfilming, and cable television which permit a wealth of information even extending into the home. Automation of industry will show an impact upon the labor force as mentioned later, and it too is a result of technological advances.
4. Demographics and Labor Force

The dip in the number of graduating high school students together with a pick up of the economy will result in a tapering off of overall enrollment leading to a decrease of 8-13% by 1985, at which time a leveling will occur.

A larger proportion of the work force and population will be in the twenty-five to forty-four age group, the so called prime-age category. A continued increase in the "pink-collar" worker to approximately a 55% proportion of the labor force for female participation is anticipated by 1986. There will also be an increase of those 65 years of

age or older who are working. A more stable and
potentially more productive work force, better educated on
the statistical average, will result, although there will
still be a shortage of participation by minority groups,
and high unemployment in these groups will still be a
problem. Unemployment will decrease, even though such
rates in comparison to the past lose relevancy in the
light of such major changes in the labor force.

Dependency upon professional, and technical skills
over manual labor will continue to accelerate. The
advances in technology and computerization will affect a
wide range of jobs and large numbers of people leading to
more flexible arrangements in work patterns. An improved
labor market for college graduates toward 1985 will ease
the current pressures toward vocational education.

5. Energy

Increasingly rapid development of existing and
alternate domestic energy sources will take place as
decontrol of the various fuels brings all energy sources
to the same relative cost per BTU. Added capital recovery
allowances also will promote more capital investment, lack
of which has hampered the development of alternate energy
sources. However, the long lead times needed for the
development and application of new technologies for
alternative energy sources will not make them available in
substantial amounts by 1986.

6. Lifestyle

Steadily increasing costs for energy and its effects
on lifestyle can be readily anticipated. Air quality will
continue to improve and water supplies remain satisfactory
except in some areas of the south and west. Bioscience
discoveries bring some benefits to health within this
period.

With respect to values and attitudes, individuality
and independence of thought, fiscal conservatism, quality
consciousness, and conservation mindedness will mark the
1980's and will be increasingly apparent.

B. Implications For Education

Because of continued growth in demand for the
practice-oriented programs, control of enrollment will
continue to be required in certain professional fields, as
Engineering, Business Administration, and the Health
related fields will also be dependent upon restrictions
from their respective accreditation bodies. There will be
a stabilization of enrollments in the field of teacher
education because of emerging demands and phase-out of
such programs in the private sector. Fine Arts in general
will show long term stability but there is further growth
anticipated in the programs of the Speech Communication,
and Theater department. At the Graduate level, the Fine
Arts and Social Sciences will probably decline in
enrollment. At the University, this applies to Music,
Economics, and History.

To maintain vitality the University must develop new
emphases and new programs dictated by the needs of
society. Some programs will necessarily have to be phased

out, however, to provide the resources for the new programs. The curricula will have to deal with the increasingly heavy flow of information and integrate more fully the professional or vocational skills related to income producing activity with the social, scientific, and cultural aspects which must be a part of a college education. Continuing needs at the primary skills level will continue and must be addressed until the effect of improvements in secondary curricula are felt. This latter need will have to be addressed through technology, learning psychology, and newer organizational models, as the present methods are too expensive due to their present labor-intensive nature.

New programs to be anticipated should include a generic baccalaureate program in Nursing, a Master of Science degree in Computer Science, a baccalaureate degree in Respiratory Therapy, and ultimately a Master of Science degree in Nursing.

An upgrading of the University's interactive computing capabilities will be needed and quite rapidly. The use of video disc technology for on-and-off-campus instruction should be anticipated. Computer-assisted instruction will grow in use. Space for a modest expansion of our research efforts is needed. Expansion of funded research projects will continue.

The replacement of equipment which is either beyond repair or obsolete and, therefore, inappropriate for teaching the state of the art in many of our disciplines must be placed on a cyclic basis in the same way that media equipment is currently maintained.

National projections indicate that tuition will probably keep rising 8 to 12% annually. The utility of some small campuses and community colleges to serve as overflow institutions decreases to the point of closing some of them. This will aid in retention of some of the enrollment of Youngstown State University.

Federal and private support for graduate students will decrease markedly requiring graduate students to rely more and more on debt as a means of financing their education, except where it is paid by their employers. Thus, the projected labor market conditions are particularly important for this group. The market for Ph.D's in college teaching will be exceedingly low except in technological areas.

VI. LONG RANGE GOALS AND OBJECTIVES

What are the central issues, problems, concerns
and needs?
How do the goals and objectives address them?

The Chinese character for CRISIS is made up of one
character meaning "danger" and one meaning "opportunity".
No matter what conditions may befall higher education in
the next five years, some may be construed to be a crises.
It is in such crises that opportunities must be
recognized. By the establishment of long-range goals and
objectives it is the intent to be prepared to do so, to be
proactive rather than reactive.

A. Admissions and Articulation
     In view of an anticipated decline in enrollment over
the next decade, pressures on the Admissions Office will
increase to recruit even more of the students within our
service area and at the same time maintain or increase the
quality of the admitted students. Admission policies of
the University should be changed within the next two years
to be consistent with the resolution of the Board of
Trustees which supported the "Report of the Advisory
Commission on Articulation Between Secondary Education and
the Ohio Colleges." The report, endorsed unanimously by
the Ohio Board of Regents and the State Board of
Education, recommended that students be accepted
unconditionally to the University only if they have
completed a proper college preparatory curriculum that
included four years of English, and three years of
Mathematics. The report also recommended three years each
of Social Science, Science, and Foreign Language. Those
students who do not meet these criteria would still be
accepted to the university under Ohio's open-admission
policy for state-assisted universities, but under a
"conditional " status. The latter is not defined, but
common sense should require that the necessary remedial
work be completed prior to permitting student choice as to
curriculum.
     For baccalaureate student admissions, the term the
student is admitted should be that which best matches the
University's ability to provide the needed remediation.
It should be cost effective along with permitting the
optimum fit of the student into the curriculum to be
ultimately chosen. For example, students who fall below a
certain level of predicted performance based upon pre-
college tests, or secondary education curricula, might be
admitted during the Summer Term. For those placed in a
category of either part-time students, or remedial
students, a prescribed curriculum would be assigned with a
time limitation given for correcting the deficiencies.
The student's performance after the time limitation would
dictate continuance or non-continuance at the University.
The student with less than a 2.0 cumulative quality point
average should be suspended.
     The rationale for such a policy is the fact that it

is a disservice to the students to encourage the
investment of time and money if their prognosis for
completion of a higher education degree is extremely poor
or non-existent. It is also wasteful of tax money spent
in support of higher education.

The most effective strategic marketing by the
Admissions Office is dependent upon identifying strengths
of the University, students' needs, and what can be done.
A combination of the following strategies seems most
appropriate to Youngstown State University.

1. Reasonable Cost and High Quality
2. Diverse Curricula with Special Areas
3. Location and Accessibility
4. Scheduling
5. Financial Aid
6. Athletics

The strengths of the University in these areas can be
emphasized in the recruitment of students, even though we
already hold the majority of the market for high school
graduates in our service area.

Continued efforts to attract the non-traditional
students should be made. This can be accomplished by off-
campus credit offerings, when it clearly does not simply
drain off enrollment from the campus. Expansion into
locations of sufficient population density is appropriate.

B. Programs

The primary activity of a University is the education
of students through the provision of academic programs.
To aid in the assurance of a bright future for Youngstown
and its metropolitan area as well as its environs,
including the counties of Mahoning, Trumbull, and
Columbiana which are in the service area of Youngstown
State University, the academic programs must fill the need
for trained and educated personnel; this will allow the
continued development, modification and orderly growth of
the area. The success of a University is dependent upon
how well the programs that it offers meet the needs of
society. As society changes, so should the programs that
a University offers. Some changes are large and some are
small, from the institution of a new academic major to the
small modification of a course already in the curriculum.
The need for change is assessed through program
evaluation.

New programs require preliminary approval from the
Chancellor's Office of the Ohio Board of Regents through
the Academic Vice President. After this, the proposed
programs must advance through the various University
committees before being presented to the Board of Trustees
and ultimately to the Ohio Board of Regents for final
approval. A recent resolution passed by the Ohio Board of
Regents has placed a moratorium on new programs unless a
program of equal fiscal impact is withdrawn. This places
the burden of program review and prioritization directly
and explicitly on the institutions and makes it a matter
of urgency to develop a review process at Youngstown State
University for the baccalaureate programs.

The need for an annual program review applied consistently across campus is made clear by the biennial appropriations bill of the Ohio Legislature, which states:

Boards of trustees shall during the 1981-83 biennium initiate on-going processes for the review and evaluation of all programs of instruction presently conducted by the institutions for which they are responsible. Such review and evaluation shall have as its purposes among other things determined by such boards of trustes the strengthening of programs of special urgency to the institution's purposes, the modification of programs better to serve the changing needs of students, the reduction of costs within programs of continuing value to the institutions, and the elimination of programs, which are too costly for the benefits derived from such programs, which are underproductive because of changes in enrollment patterns or otherwise, or which are unnecessarily duplicative of programs elsewhere available within the universities and colleges of Ohio.

Departmental statistics are amply available as collected by the Budget Office. It is the evaluation of those data together with the goals and objectives of the programs which is lacking. Neither prioritization of programs within a school nor within the University has been done on a consistent, annual basis. Now it is necessary to do so, to identify those which should be phased out or reduced to provide resources for some new programs of greater potential or need.

The program evaluation process should be simple and direct, so that the gathering of information is neither cumbersome nor the reading of the resultant evaluation obtuse.

It is inescapable that some statistical information is a part of program evaluation, but it need not be the major factor in determining the viability of an academic program. If one looks for priorities in an enrollment-driven system, however, it becomes clear what programs rate a top priority. The University should and will continue support of the traditional academic disciplines it currently offers in the arts, sciences, and professions. Through program evaluation and societal needs assessment, programs at all levels will be selectively modified, expanded, or discontinued. Questions dealing with the true significance of some traditional disciplines may be appropriate.

To retain flexibility and viability to adjust to changing conditions, it may be necessary to eliminate programs that are no longer needed or are under enrolled. The institutional practice of program euthanasia requires a great deal of skill, but it is indeed necessary with declining enrollments foreseen by all.

The Academic Senate at the University could play an important role in program review, and deletion, as it does

in program approval if it would be willing to assert its collective academic judgment on these matters. Recognized is the fact that timing is critical, for the phase-out of any program must be done over a 3-or-4 year period, to prevent students from being stranded. Resource reallocation takes time.

Each School or College was reviewed with respect to its goals, plans, and perceived needs out to 1986. The listing and comments for each follow:

1. The College of Applied Science and Technology

The College had its origin as the Community and Technical College serving the five county region surrounding Youngstown. With the subsequent growth of programs, it now offers many baccalaureate level programs as well as one masters' program. Such a trend will undoubtedly continue in certain areas. Because of its growth the College has been a subject of continued scrutiny, question, and suggestion. Some of this will be covered in the subsequent section entitled Organization. Current programs are organized under six departments which include Allied Health; Business Education and Technology; Criminal Justice; Engineering Technology; Home Economics; and Nursing.

In the Allied Health Department the following programs are offered and listed in priority order:

Dental Hygiene - Associate Degree
Respiratory Therapy - Certificate, Associate Degree
Medical Assistant - Associate Degree
Medical Technology - Bachelor of Science in Applied Science
Medical Laboratory - Associate in Applied Science
Emergency Medical Technology - Paramedic - Certificate, Associate Degree

Two programs - Dental Hygiene and Respiratory Therapy - should be developed into baccalaureate programs at the earliest opportunity. Development of the former is desirable to place our graduates in more competitive situations even though the current market in the service area would not necessarily demand the baccalaureate. Respiratory therapy nationally is progressing toward the need for a baccalaureate for accreditation. The Emergency Medical Technology Program suffers from a shortage of clinical sites and students and it may be that the demand for these graduates is sufficiently small that the program would never assume an efficient size; and even if it did, the difficulty in placement at this level of degree would be too uncertain. Additional programs given some potential consideration are Radiologic Technology and Veterinarian's Assistant. Neither of these, however, are high-demand programs from any standpoint. The former would be also plagued with a shortage of clinical sites.

The Business Education and Technology Department offers programs in the areas of business, labor, and education. Associate degrees are offered in labor studies and in the business area under Business Management, Accounting, Marketing, General Secretary, Office

Management, Medical Secretary, Executive Secretary, Advertising, Real Estate, Transportation Management, Graphics, Word Processing, Court/Conference Reporting. A Comprehensive Business Degree is offered leading to the Bachelor of Science in Education. Several of the areas should be combined for greater effectiveness in organization and to tighten the curriculum. For example, Business Management might be combined with Transportation Management while Advertising and Marketing and Real Estate may be combined. Word Processing has a low enrollment currently but it has a sufficient potential in the years ahead that this area should be improved. The Court/Conference Reporting is so small and the dropout rate of students sufficiently high that it is extremely marginal. Furthermore, it is offered elsewhere in the community.

The Criminal Justice Department offers the following programs:

Law Enforcement Administration - Bachelor of Science in Applied Science

Corrections - Bachelor of Science in Applied Science

Police Science Technology - Associate Degree

Private Security and Public Safety - Certificate

The Police Science Program may become more viable through recognition of Police Academy work. A cooperative statewide articulation policy may provide impetus for officers to seek the Associate Degree.

The Engineering Technology Department offers the following programs:

Electrical Engineering Technology - Bachelor of Science in Applied Science and Associate Degree

Mechanical Engineering Technology - Bachelor of Science in Applied Science and Associate Degree

Civil Engineering Technology - Bachelor of Science in Applied Science and Associate Degree

Computer Technology - Bachelor of Science in Applied Science and Associate Degree

All these programs are burgeoning and Civil, Electrical and Mechanical are accredited at the Associate Degree level and undergoing accreditation at the Bachelor of Science in Applied Science level. The Computer Technology program is application oriented and some benefits could accrue by an amalgamation with part of the Mathematics Department to form a new Computer Science Department. This will be discussed under Organization. Continued expansion of Computer Technology is anticipated. Additional facilities and computer equipment will enhance the growth even more.

The Home Economics Department offers the

following programs:

    Food and Nutrition (Dietetics)- Bachelor of
        Science in Applied Science
    General Home Economics - Bachelor of Science in
        Applied Science
    Home Economics Education - Bachelor of Science
        in Education
    Dietetic Technology - Associate in Applied
        Science
    Child Care Technology - Associate in Applied
        Science

The Food and Nutrition Program has the potential
for development of an M.S. degree if enrollments in
the region can justify it.
The Department of Nursing offers the expected
programs:

    Bachelor of Science in Nursing - (Non-generic)
    Associate in Applied Science

The department will be preparing for the
transformation of the B.S. in Nursing from a non-
generic to a generic program over the next several
years.
The Social Services Technical Program in the College
of Applied Science and Technology leading to the Associate
Degree has so few students in the program that it should
be reviewed for intent to drop the program.
The two-year Associate Degree programs are reviewed
on a five-year cycle, however, and they are determined to
be viable or not. The next review is set for the Summer
of 1983.
The major programmatic changes for the College then
appear to be the continued development of baccalaureate
programs in the Allied Health area and revision or
elimination of two-year programs in general.

2. College of Arts and Sciences

The College offers programs and majors in all of the
traditional disciplines as well as providing the
supportive courses for many of the professional schools'
curricula.   Almost all of the general education
requirements are offered by this College. Many sections
of service course offerings are provided for remedial work
English and Mathematics.   This remedial work should
decline in in the future to the benefit and satisfaction
of all, as the recommendations from the Report on the
Council on Articulation between Secondary Schools and Ohio
Colleges become implemented.
The programs, not in priority order, are listed
below. One asterisk indicates it is of primary importance
and two asterisks indicate the program is of secondary
importance.

    ** American Studies - Bachelor of Arts
     * Biology - Bachelor of Arts and Bachelor of Science
    ** Black Studies - Bachelor of Arts
     * Chemistry - Bachelor of Arts and Bachelor of

Science
** Combined Science - Bachelor of Arts and Bachelor
          of Science
** Earth Science - Bachelor of Arts and Bachelor of
          Science
 * Economics - Bachelor of Arts
 * English - Bachelor of Arts
 * French - Bachelor of Arts
** Geography - Bachelor of Arts
** Geology - Bachelor of Arts
 * German - Bachelor of Arts
** Health Education - Bachelor of Science in
          Education
** Physical Education - Bachelor of Science in
          Education
 * History - Bachelor of Arts
 * Humanities - Bachelor of Arts
** Italian - Bachelor of Arts
** Latin - Bachelor of Arts
 * Mathematics - Bachelor of Arts, Bachelor of
          Science, and Bachelor of Science in
          Education
 * Computer Science - Bachelor of Science
 * Philosophy - Bachelor of Arts
** Religious Studies - Bachelor of Arts
 * Physics - Bachelor of Arts and Bachelor of Science
** Physics/Astronomy - Bachelor of Science
** Political Science - Bachelor of Arts
** Social Sciences - Bachelor of Arts
 * Psychology - Bachelor of Arts and Bachelor of
          Science
** Russian - Bachelor of Arts
** Sociology - Bachelor of Arts
** Anthropology - Bachelor of Arts
** Social Work - Bachelor of Arts
 * Spanish - Bachelor of Arts

The College has several priority areas to develop as
well as several to review for change or reduction. The
Social Work program, which is more attractive to some
students than Sociology, should be developed with staff to
become stronger, otherwise realistically it should be
dropped. Accreditation under the Council of Social Work
Education appears to be impractical. The provision of
ethics courses to service the School of Business
Administration and the School of Engineering is needed.
This requires an additional staff member in Philosophy.

Again, it is important to note that both the Computer
Technology program in the College of Applied Science and
Technology and the Computer Science program in Mathematics
are application-oriented. This duplication should be
addressed and eliminated or exploited.

The smallness of several departments such as
Geography, Geology, and Physics makes a broad coverage of
those disciplines difficult. This may not pose a
significant problem if their faculty expertise is
appropriate. A similar problem exists in the foreign

languages, and the numbers of faculty and majors in German and Russian suggest that these should be service course areas rather than full-fledged major programs.

3. Williamson School of Business Administration

The American Assembly of Collegiate Schools of Business (AACSB) accreditation for the bachelor's and master's degrees in this school is being sought. The study year is projected for 1982, and the evaluation year will be 1983. The programs offered are:

  Accounting - Bachelor of Science in Business Administration

  Finance - Bachelor of Science in Business Administration

  Advertising and Public Relations - Bachelor of Science in Business Administration

  Advertising Art - Bachelor of Science in Business Administration

  General Administration - Bachelor of Science in Business Administration

  Industrial Management - Bachelor of Science in Business Administration

  Management - Bachelor of Science in Business Administration

  Fashion/Industrial/Retail Marketing - Bachelor of Science in Business Administration

  Marketing Management - Bachelor of Science in Business Administration

  Public Administration - Bachelor of Science in Business Administration

  Transportation Management - Bachelor of Science in Business Administration

  Secretarial Studies - Bachelor of Science in Business Administration

The curriculum in Accounting has been revamped in accord with the AACSB guidelines. The curriculum in Finance should also be revised because while a significant number of students take courses in the Finance area, there are few majors and few faculty. Similarly, the Advertising and Public Relations program needs some modification and should consider merging its program with Marketing.

Transportation Management should be reviewed as a program, per se. The service courses provided to Transportation Technology students could be taught by the other Departments.

The Public Administration program uses the same techniques as the General Administration program, so its small number of students could be served by the latter program.

The Management Department has a large number of majors in General Business/Administration. A decrease in enrollment of the Industrial Management program might be offset by relabeling it Management Science, and this would work well with Industrial Engineering. The English Department has offered to teach courses on Business Report Writing for this major.

All the programs should institute internships into their curriculum, not as a requirement, but as a option for our better students to gain valuable experience. The core curriculum is the same for all students, but if fewer Public Relations and Finance courses were required, some combination of English, Speech, and Communications could be taken by the students to acquire the additional writing ability felt to be needed. A Business Ethics course given by the Philosophy Department would be a nice curricular addition.

Fashion Marketing should be eliminated as a program. It belongs more properly in the Home Economics Department. Industrial Marketing as a program should be merged with General Marketing.

The Retailing program should investigate the development of internships, not as a requisite, but as an elective for our better students. Similarly, the interactions with the Small Business Institute from a curricular aspect should be broadened to all departments.

More hours of computer experience should be incorporated into the School of Business Administration programs.

4. School of Education

The programs of the School of Education all involve teacher education and are:

Elementary Education - Bachelor of Science in Education

Certification: Elementary only
Elementary plus Kindergarten
Educable Mentally Retarded
Learning Disabilities/Behavioral
Disorder

Special Education - Bachelor of Science in Education

Educable Mentally Retarded Moderately, Severely, and Profoundly Retarded

Secondary Education - Bachelor of Arts and Bachelor of Science in Education

Educable Mentally Retarded	Home Economics
Art	Italian
Biological Sciences	Latin
Business Education Comprehensive	Mathematics
Chemistry	Music
Communication Comprehensive	Physical Education
Earth Science	Physics
Economics	Political Science
English	Russian
French	Science Comprehensive
Geography	Social Psychology
German	Social Studies Comprehensive
Health Education	Sociology
History	Spanish

Speech

The curricula all have to meet the new standards for certification established by the Teacher Education Redesign Project. An evaluation is scheduled for the Fall of 1983. Documentation of what has been done will be needed.

Entrance standards into the professional school at the 90 quarter hour level are virtually in place. Teacher education advisory groups need to be developed on field work, university curricula, and on administration. Perhaps the University should sponsor, through the School of Education, an area educational leadership event annually to maintain close ties with all of the schools in our service area and to aid in determination of curricular changes. The elementary education students need some acquaintance with a computer through their curricula.

5. William Rayen School of Engineering

The programs all leading to the degree Bachelor of Engineering are:

Chemical Engineering
Civil Engineering
Electrical Engineering
Industrial Engineering
Mechanical Engineering
Metallurgical Engineering

The programs' goals are to maintain accreditation in at least four fields of engineering. Under attempts to limit enrollment, it is anticipated that a total enrollment of 1,200 or about 620 FTE students will be maintained. The curricula, in general, require too many quarter hours to complete them all in the space of 12 quarters, or four years. Thus, a careful reduction of curriculum by at least one course to 192 quarter hours required is desirable by 1986.

Drawing and surveying, currently taught in the School of Engineering, should be transferred to, and taught in, the College of Applied Science and Technology.

A Professional Ethics course and a Public Speaking course would also be desirable additions provided such additions don't exacerbate an already overdemanding course schedule.

A post-baccalaureate program of undergraduate courses given in the evening to provide opportunities to our graduates or those working in our community to upgrade their skills should be investigated. If promising for certain majors, it should be offered by 1986.

6. College of Fine and Performing Arts

The programs of this college leading to degrees Associate of Arts, Bachelor of Arts, Bachelor of Music, Bachelor of Fine Arts, and Bachelor of Science in Education consist of:

Art - Associate of Arts and Bachelor of Science in
        Education
Art History - Bachelor of Arts

Graphic Design and Commercial Art - Bachelor of Arts
Studio Art - Bachelor of Arts and Bachelor of Fine
                    Arts
Speech Communication - Bachelor of Arts
Theatre - Bachelor of Fine Arts
Music Performance - Bachelor of Music
Music Education - Bachelor of Music
Music Composition - Bachelor of Music
Applied Music - Bachelor of Arts
Music Theory/Composition - Bachelor of Arts
Music History - Bachelor of Arts

There are no enrollment increases foreseen in the Fine Arts as a total area. This conclusion is drawn from the general stability of enrollments over fine arts areas as a whole, together with the 8-13% generally predicted enrollment decline in the University. Greater participation by the population in general in appreciation courses is hopefully anticipated.

The Art Department has been discussing the potential of an Interior Design program with the Department of Home Economics. The graphics area appears to have some attractive potential for students, but it needs further development. There appears to be a small continuing shift from music education to music performance. The Speech Communications enrollments are the fastest growing in the College, especially the Speech Service courses. Most of the majors in Speech Communication are taking an emphasis in telecommunications. The programs leading to the A.B. by majoring in Speech Communication with a theatre emphasis or the B.F.A. program is in the development stage. Dance, if it needs to be developed, belongs in this College, and probably in the theatre area.

Clarification on the direction of the Speech Communication major with emphasis on telecommunications is needed in order to assure high quality and to avoid any student confusion. In Theatre, there is a need to attract students for summer programs, which could aid in expansion of the co-curricular Dinner Theatre program. A series of activities that are credit-oriented with visiting artists might accomplish this.

There are several other weaknesses in the College. Sculpture as an emphasis is currently reliant upon Limited Service faculty, although two full service faculty are capable and qualified to teach sculpture should that be necessary. The string program in Music also needs students and further development.

The teacher certification program in music must be further reviewed in light of the teacher education redesign project. There may be a need to clarify that students should choose either certification for teaching or a large number of electives but not both, if they expect to finish in four years with a baccalaureate.

Aside from the weaknesses cited above, some strengths might be provided through a cut in some co-curricular efforts. Praise is due to the high quality of work done

in theatre and in the Dana School of Music, both of which have been repeatedly recognized.

7. Graduate School

The Graduate Programs are listed in Appendix I. No new programs have been developed for some time. In part, this is due to the anticipated decline in enrollment, the budget restrictions of recent years, and the absence of a long-range master plan.

The primary goal of the Graduate School will be to increase the quality of the entering and exiting students. Toward this end the accreditation of programs in Business and Engineering are of great significance to the Graduate School.

Balance between theory and practical issues in the graduate programs should be sought to meet the desire for this balance reflected in the responses received from the questionnaire survey of the master's recipients of 1976. A number of graduate programs should be developed to meet the perceived needs of the community. Among these are a community Counseling Program leading to a Master of Science in Education, a Master of Arts Degree in Art, a Master of Science in Nursing, a Master of Science Degree in Nutrition and a Master of Arts/Master of Science in Psychology which can be interdisciplinary and possibly serve as a feeder program into a Kent State or Akron University doctoral program. Along these lines, the joint PH.D. program with the University of Akron needs a firming of schedule, some degree of focus and cuirriculum integration to be of benefit to Youngstown State University. Currently, our University is merely serving as an outpost for the University of Akron.

Although the Master of Business Administration program has suffered some losses in the last two years in terms of new admissions it was not the Graduate Management Admissions Test requirements that was the cause but, rather a saturation period. The numbers are now increasing. An Executive Master of Business Administration program is perceived to be needed by 1986 with an emphasis upon Broad Management. The feasibility of the Degree of Master of Accountancy should be studied and a proposal developed by 1986, if it is found appropriate. Adjunct programs with the Northeastern Ohio Universities College of Medicine at the master's degree level in Biology and Chemistry are in the process of being developed. Nutrition has also been suggested as an adjunct program. Joint appointments of faculty may be necessary.

A master's degree in Computer Science is an appropriate extension of the Mathematics and Computer Science and Computer Technology programs but may have to be planned commensurate with further conversion of mathematics faculty to this field.

In Engineering, continuation of the Master of Sciences is anticipated. A Master of Engineering Administration is suggested as a suitable replacement for the current administrative option. Indeed, some generic

program in Engineering at the master's level might well supplant the current fractionation of Engineering master's programs.

The Master of Science in Nursing as a program should be reviewed for its potential and demand. It is appropriate as part of a consortium with the University of Akron and Kent State University. If promising, a Fall of 1985 admission date could be projected.

In Criminal Justice the number of students and credit hours in the master's program is currently down, but a recent review of the program indicates a basic soundness, and if sufficient students were admitted per year, it would be a healthy program. Many of the students appear just to be taking courses. There are relatively small numbers of graduates since 1974, albeit this is a program principally of part-time students.

C. ORGANIZATION

The preferred method of additional efficiencies at a time of contracting enrollment, in many cases, may well be a restructing of organization after elimination of weaker or unnecessary functions, rather than actual trimming or cutting of a necessary function.

The vacancy in the position of Dean of Graduate Studies and Research allowed a total review of the operations of that area to determine if there would be benefit in its reorganization. There are a number of traditional working models of graduate operations besides the centralized administrative model which we follow. Because the professional schools are not sufficiently large, nor in some cases fully developed at this time, the current model will persist for the immediate future.

One possible organization which has thus been discussed numerous times in various groups has been the establishment of a University College to provide for general education requirements on a university-wide basis. The difficulty with this concept is that it implies additional administration, and the University's current administrative structure is too lean to provide for this additional organization. The concept also becomes associated with the role additional organization. It would also need much study to determine the staffing patterns needed, and even more complicated would be the means to reach them. The concept also becomes associated with the role of the College of Applied Science and Technology, which houses two-year programs within the University. An extensive review of the organization of the University occured in 1975, and recommendations on that work were contained in the so-called "Martorana Report". The principal recommendations of the "Martorana Report" called for placing programs of the College of Applied Science and Technology in other schools of the University where a relationship could be rationalized. There are many valid suggestions in the "Martorana Report" at first glance. It stated that Computer Technology should be combined with Computer Science and placed in a department. The business-related two-year programs could go to the School of Business Administration. There would still be be programs remaining. It was suggested that these would be left in a College of Human Ecology and consist of the Allied Health, Nursing, Home Economics, and Criminal Justice Departments. Others on campus have suggested a College of Health Services to have Respiratory Therapy, Nursing, Nutrition, Medical Technology, Medical Assisting, Emergency Medical Training, Dental Hygiene, and Health and Physical Education programs housed within it. This is particularly attractive in view of the need to provide programs of health support services to complement the Medical College in the region. This concept is worth discussion and study. In the final analysis, however, outside factors seem to preclude such drastic reorganization at this time. The need to coordinate the two-year programs with the Ohio Board of Regents dictates

a single coordinator. Such matters as the two-year program approval procedures, the review cycle, the allocation of technical equipment funds, educational services to the community, are all individual and specific for the two-year programs. It seems at this time that entrusting it to the Dean of the College of Applied Science and Technology is the more efficient method as that office is best equipped to provide the needed coordination.

With the continuing trend toward a need and desire for more, rather than less, certification and award of credentials in society, one thing should be clear. The University should not be moving toward more extensive development downward in favor of two-year programming but rather upward towards four-year and graduate programming, assuming that curricular needs point in that direction.

Even the idea of developing a General College to provide the general education curriculum would need much study to determine the staffing patterns needed, and even more complicated would be the means to reach them.

It is appropriate to reinvestigate the movement of the Economics Department to the school of Business Administration. The principal reasons for the suggestion would be the extensive service provided by the department to business curricula and the addition of staff with terminal credentials to the school of Business Administration as an aid to accreditation.

In the School of Education, the need for reorganization appears due. Several of the small departments could and should be combined. There are sufficient existing models in the field to provide for something appropriate to the faculty and programs at Youngstown State University.

Whenever two-year programs are dropped in favor of four-year programs in the same discipline or field, a review should take place for possible shifting of the department to a different school or college, if an overall restructuring of the academic area is desireable.

Another organizational matter considered in need for review is the academic terms under which the university operates. More and more of the universities in Ohio are moving from the quarter to the semester system. There are many pragmatic reasons for this which should be apparent. Among the most commonly cited are the fewer schedules to prepare, fewer registrations, fewer grading periods and reports, fewer billings, fewer subsidy enrollment reports, fewer contracts, less books to buy (use of the same book for two courses may be possible), and fewer admissions periods.

The semester system would provide a graduation date and cermony after each term. The arguments against any change would be principally based upon the inconvenience of change and alluding to the dire consequences of change. There are no significant academic advantages or disadvantages of one system over another. Both have been extensively used and tested in all types of settings.

Beyond the Academic Area, there is an apparent need to explicate the distinction in mission and responsibility of the Alumni Association and the Youngstown Educational Foundation, so that the faculty can discern the direction of their activities.

Similarly, continuing education as a University endeavor is poorly understood by many and might be an area worthy of providing a thoughtful exposition of the future plans and developments to the University constituencies.

D. Developmental Education

The developmental education program is charged with addressing the basic study skills of students in writing, reading, and mathematics so that the students may improve their potential for passing college courses. The basic premise and University mission behind this effort is that in serving the community, the University should provide an opportunity to all who have the ability for a college education, and who wish to pursue one.

The improvement of basic skills can best be addressed in those departments where the expertise resides. Thus, writing skills can be an area addressed by the English Department, reading skills by the Elementary Education Department, and mathematics by the Mathematics Department. General study skills development can be addressed by faculty knowledgeable in the area by scheduling general sessions for students throughout the academic year.

The remediation for the selected students should occur upon their admission and aim at completion within the first year of attendance if their is to be any value to the students and the University. The students selected for the program are those who apply for admission and who on the basis of appropriate criteria or assessment, have weaknesses in the necessary basic study skills which are needed for the completion of a college degree. Under the Articulation Report recommendations, they would be those students who do not qualify for unconditional admission, but the number of such students may be limited due to practicality.

Only those students who have the motivation and follow the prescribed remedial work would be continued in the program and then only to the extent that resources permit. Evaluation of progress will determine the appropriateness of continuation in college.

E. Public Service

Planning for stability, orderly growth, or improvement in quality of life is of paramount importance to a metropolitan area. Failure to develop new growth or newer areas of technology generally precedes the decline of an area. On the other hand, a diversified economy is perhaps the best protection against "boom and bust" economic conditions. A University can and must play a significant role in stimulating industrial, technological, and cultural development to retain economic vitality in a metropolitan region. Growth-generating innovation can be nurtured by a University.

Through the Cushwa Center for Industrial Development and the Small Business Institute, the University can also foster the development of locally owned and administered enterprises. Such local involvement resists exploitation and some aspects of decline. Since manufacturing uses a constantly dwindling portion of the total labor force, other resources of the area must be used, including capital, entrepreneurism, skilled labor, and education.

The Center for Urban Studies can be beneficial to the Youngstown area in fostering and promoting urban renaissance, since the urban area is an enormous resource simply begging for recycling. The Center can also advocate or aid in the development of public policies which are needed for such a renaissance.

F. Research and Scholarship
            As one of the missions of the University, albeit not
of the same priority level as teaching, research and
scholarship will continue to be fostered and supported by
the administration among the faculty who have the clear
inclination and desire to carry out projects contributory
to teaching and which contribute to the pool of knowledge
so necessary for the advancement of society.

        While the desire for assistance in writing successful
proposals for research grants has been expressed from
several quarters, there is no panacea for this. Technical
assistance in the form of typing, duplication, and
budgeting is made available and will continue. The germ
of the research idea, its exposition and expression of
significance, scope and ramifications can only be done by
the expert in that field, the faculty member.

        Governmental support of research continues to wane.
But it is anticipated that corporate financing of research
in Universities in response to a mutual need will increase
with proper respect for academic openness.

        Research activity can be stimulated if the research
component of faculty evaluation is more rigorously
interpreted.

G. Continuing Education

    Although this plan is to address only the credit granting activity of the University, the general mission of the University does incorpotate both credit and non-credit activities, both beyond the high school level. Indeed, there are some programs offered under this heading that provide either credit or non-credit learning experiences to the enrollees. The distinction then at times becomes blurred with respect to program category. The distinction in financing, however, is quite sharp. The non-credit programs and offerings are to be financially self-sufficient. For this reason, the only containment for these programs, aside from finances, stems from the mission of the University to provide educational opportunities for those beyond the high school level.

    The potential for non-credit programs to upgrade the capabilities of those in most of the professions is seemingly very great. It poses a challenge in that assessments are necessary to determine the specific needs; an estimate of whether the numbers of people and the costs for the programs needed are of an order of magnitude which will permit organization of instruction is required; and if justified, the necessary expertise to provide the instruction must be found.

    In view of the similarity of responsibilities involved with the needs assessment and delivery of instruction in this non-credit area, with that of credit offerings off-campus, the Director of Continuing Education was given the responsibility of carrying on the Outreach Program, that is, coordination of all off-campus credit-bearing courses.

    The experiment, to be carried out over two years, thus far is reaping benefit from more efficient advertising, consistency in the treatment of external groups registration, establishment of relationships with the academic departments for scheduling, and community thrust.

H. <u>Quality and Standards</u>

Academic quality will be the major factor in
determing the vitality of Youngstown State University
through the end of this century and its role in the com-
munity of Northeastern Ohio. The following factors are
those which will have to be considered in striving for
improved quality:

Philosophy and Values: Level of Program offerings;
Control; Fundamental obligations and Principles;
Principles of Governance

Goals and Objectives: Student development;
Advancement of knowledge; Cultural and clinical
services; Life-long learning; Survival

Clientele Mix: Student Quality, orgins, majors;
Relative emphasis

Product/Program/Service Mix: Program offerings;
Program priorities; Cost/Quality relationships;
New program development; Program size

Geographic Service Area: Location of programs;
Targets for development

Comparative Advantages: Quality of Faculty;
Location; Facilities; Reputation; Programs
offered; Extracurricular activities

Financial Plan - Expansion of resources;
Reallocation of

Enrollment Plan - Mix of majors;
Demographic mix

Admissions Plan - University standards,
Program standards

Faculty Development Plan - Program
development; Individual

Organizational Plan - Consolidation/
restructuring; Development or
termination

Facilities Plan - Expansion; Reallocation
of facilities

The review and accreditation status of academic
programs is listed in Appendix <u>H</u>.

VII. FISCAL YEAR GOALS AND OBJECTIVES
A. ACADEMIC AFFAIRS
1981-82 FY

I. The development and Publication of an Academic Master Plan.
   a) Circulation of draft to faculty before final adoption by Board of Trustees.
   b) Communication of Goals and Fiscal Year's Objectives.

II. The Collation of Academic Policies for the Preparation of an Academic Affairs Manual.

III. The Maintenance and Improvement in the Quality of Academic Programs.
   a) Establish a periodic evaluation schedule of programs, both undergraduate and graduate.
   b) Review three programmatic areas for possible reorganizations.
   c) Develop a procedure for the elimination or phase-out of an academic program.
   d) Evaluate anticipated use of and service from the Computer Center by the School of Business Administration and the Willian Rayen School of Engineering.

IV. Review Academic Affairs Area for Potential Improvement of Affirmative Action Procedures and Results.
   a) Provide for upward mobility.
   b) Assure non-discrimination.
   c) Compose all search committees with fair representation.

V. Clarify the Role of the Academic Senate and Stimulate their Proper Involvement with Academic Policy Areas.

VI. Edit and Improve the Catalog Revision Procedures.
   a) Put undergraduate catalog on computer disk file.
   b) Investigate direct computer tape to typesetting procedure possibilities.

VII. Review Personnel Policies and Procedures.
   a) Conduct Annual Dean's Evaluations.
   b) Develop a new Chairpersons' Evaluation Procedure.
   c) Develop a Dean's Improvement Leave Policy.
   d) Provide for the results of Faculty Improvement Leaves to be presented at a Faculty Forum and to be filed in the Library as a report.
   e) Develop an instrument for the evaluation of academic advisors.
   f) Reevaluate the concept and purpose of the Faculty Develment functions.

VIII. Ascertain Proper Budget Controls and Expenditure Levels.
   a) Complete the revamping and implementation of Limited-

Service faculty controls.
b) Monitor overload each quarter to hold within budget.
c) Review salary levels for each open position for potential adjustments.
d) Aid in establishment of an equipment replacement budget.

IX. Community Activity
a) Join and participate in representative community groups to help assess educational needs and promote university image.

X. Collective Bargaining Agreement
a) Monitor the activities under active sections of the Agreement for potential improvements upon renegotiation.

B.   COLLEGE OF APPLIED SCIENCE AND TECHNOLOGY

1. Provide comment on and for the development of an academic
    master plan and incorporate it into the College of Applied
    Science and Technology long range goals and objectives.

2. Maintain and improve the quality of programs.

    a) Prepare adequately for successful accreditation visits
        for   Medical   Laboratory   Technology,   Engineering
        Technology, Nursing (Associate Degree and Bachelor of
        Science in Nursing) and site visit for CUP in Home
        Economics.

    b) Prepare for Board of Regents evaluation of all two-
        year programs in Summer of 1983 including assembling:-

            Information on Advisory Committee composition and
                meetings
            Data on placement of graduates
            Data on viabilty of programs in relation to Board
                of Regents' criteria

    c) Aid in the development of University-wide evaluation
        of baccalaureate programs.

    d) Continue to increase the percentage of instruction
        done by full service faculty to reach at least 75% by
        1983.

3. a) Assess needs through market research and feasibility
        study for new programs, such as:

            Generic Bachelor of Science in Nursing
            Masters in Nursing
            Masters in Home Economics (Dietetics)
            Masters in Computer/Information Science
            Industrial/Private Security
            Information Management Technology
            Nurse Anesthetist
            Small Animal Health Assisting

    b) Prepare plans for upgrading certain two-year programs
        to baccalaureate level in selected cases.

4. Continue emphasis on faculty development.

    a) Counsel   four eligible   faculty   to use   Faculty
        Improvement Leave to augment academic credentials.

    b) Increase faculty participation   in research   and
        scholarship through development of grant proposals,
        use of research professor awards, and presentation of
        scholarly papers.

5. Revise existing C.A.S.T. policies and procedures and/or develop new ones to complement the Academic Affairs manual when published.

C. COLLEGE OF ARTS AND SCIENCES

1. Conduct a study of the cost-effectiveness of teaching English as a Second Language and make appropriate recommendations.

2. Assist the Department of Mathematical and Computer Sciences in responding to the increasing demand for instruction in Computer Science.

    a. Monitor recruiting procedures to achieve appointment of additional faculty.
    b. Determine whether the additional terminals (that are expected) meet students needs and, if not, to justify the purchase of additional terminals.
    c. Attempt to work out a method of allocating (or transferring budgeted funds) to purchase demonstration equipment for classroom use.

3. Encourage the filing of the application and the completion of the Self Study report for seeking accredition of the Social Work program by the Department of Sociology, Anthropology and Social Work.

4. Monitor, plan and guide the use of limited service faculty to stay within the budget allocation. To the extent that this may not be possible, justify the need of additional funding.

5. Review departmental allocations of the Library budget and make recommendations for future allocations.

    a. Appoint a College Library Committee to provide guidance in the process.

6. Recommend revision of policy of hiring new faculty only at the "instructor" level to central administration.

7. Maintain the College's involvement in providing activities for the community.

    a. Schedule a minimum of three programs in our Faculty Forum series.
    b. Encourage and assist departments in the planning, implementation and in the continuance of such programs as the English Festival, History Day, Foreign Language Day, and Physics Olympics.

8. Provide continued guidance to department chairmen

    a. to assure adherence to budget allocations
    b. to assure that policy of nondiscrimination in hiring is followed.
    c. to assure compliance with procedures and time deadlines stated in the Agreement.

D. SCHOOL OF BUSINESS ADMINISTRATION

I. Demonstrate increased quality in regard to students, faculty, and curricula.

   A. Prepare report procedures and strategy for 1982-1983 as the study year for AACSB accreditation.

   B. Show progress toward meeting AACSB Accreditation standards.

   C. Attract higher quality entering students (ACT).

   D. Recognize superior students through assignments (e.g. honors sections) and awards.

   E. Reduce the relative importance of business-course requirements.

   F. Develop two interdisciplinary programs.

II. Improve the efficacy of advising and scheduling of business majors.

   A. Revise catalog and curriculum sheets for clarity.

   B. Increase course selection flexibility within a particular major.

   C. Provide preliminary data to chairmen for scheduling.

   D. Increase the availability of academic counselors.

   E. Revise advisement procedures to facilitate student flow and understanding.

III. Make more productive use of faculty resources.

   A. Increase number of large instructional classes in basic courses.

   B. Progressively decrease the production of limited-service faculty to no more than 25 percent of the SCH total for the School.

   C. Assign terminally-qualified faculty to maximize their value.

IV. Evaluate academic programs for possible deletion to strengthen others.

V. Improve procedures and communication in the Dean's office.

   A. Reorganize the Dean's office.

B. Improve administrative procedures.

VI. Develop additional relationships with the business community.

A. Set up joint programs.

B. Promote greater business school involvement in the community.

E.   SCHOOL OF EDUCATION

I.   Improve the institutional image of the School of Education.

II.   Continue curriculum development and implementation pursuant to changed state requirements and good professional practice.

III.   Develop a concise student handbook containing policies and procedures in the School of Education.

IV.   Promote more active faculty participation in the acquisition of library materials.

V.   Promote scheduling procedures that would make faculty more available for student access.

VI.   Develop and implement a curriculum accountability system worthy of a professional school.

VII.   Develop and maintain local budget accounting procedures at all levels within the School of Education.

VIII.   Reassign duties and responsibilities inside the Dean's office to insure high efficiency.

IX.   Develop a systematic evaluation and follow-up for all programs and graduates.

X.   Encourage development of new programs and curriculum in areas of defined need.

XI.   Research the possibility of developing an electronic clinical laboratory facility for the School of Education and issue a report.

XII.   Develop and maintain a strong inservice relationship with city and county school systems.

XIII.   Work toward curriculum scheduling procedures that will allow minimum student inconvenience, maintain strong academic credibility, and maintain good pedogocial practice.

F. WILLIAM RAYEN SCHOOL OF ENGINEERING

I. Improve quality and quantity of faculty.
   A. Terminate and replace unsatisfactory faculty member(s).
   B. Fill all open positions with qualified and needed persons.
   C. Increase research/consulting activities.
   D. Increase professional/technical society participation.
   E. Increase participation in student activities.
   F. Justify additional faculty members, particularly in IE.

II. Maintain and improve quality of programs.
   A. Develop support for equipment for computer/microprocessor/robotics area(s).
   B. Establish additional equipment support, internal and external.
   C. Respond to deficiencies defined by final accreditation report.
   D. Reorganize/eliminate underenrolled programs.
   E. Increase curricular commonality.
   F. Add senior level communications courses to each program.
   G. Integrate study of ethics in each curriculum.

III. Improve quality/reduce number of students.
   A. Shake down enrollment control system.
   B. Obtain authority to suspend/drop/disqualify students with unsatisfactory academic behavior patterns.
   C. Recommend improved repeat/prerequisite/recalculation regulations/procedures.
   D. Evaluate use of qualifying examinations for admission to the School of Engineering.
   E. Increase student involvement in organized activites.

IV. Increase effectiveness of Staff.
   A. Work out flexible, reliable work assignment system.
   B. Provide increased training opportunities.
   C. Request travel funds for Staff.

V. Improve relations with Technical/Civic community.
   A. Increase participation of Faculty/Administrators in Speakers' Bureau.
   B. Increase offerings of aid to local industries and civic groups.
   C. Develop cooperative arrangements with industry.
   D. Organize activities to enhance the image of the William Rayen School of Engineering.

G. College of Fine and Performing Arts

I. Improve relationships with community groups and institutions: Public schools, Youngstown Symphony, Youngstown Playhouse, Butler Institute of American Art.

A. Investigate and report feasibility of special classes for young people ages 8-18.

II. Improve communications procedures, leading to - -

A. Adherence to deadlines
B. Adherence to established procedures

III. In response to student demand, expand and modify programs.

A. Alter academic priorities

IV. Address attrition/retention issues.

A. Develop specific programs to solve identifiable problems

V. Conduct appraisal/apprisal sessions with Department Chairpersons, including goal setting discussions.

VI. Investigate and develop new summer programs.

VII. Increase membership of Fine and Performing Arts Alumni Club.

VIII. In conjunction with the President's Office, plan and implement a Second Annual Gallery of the Arts Week in cooperation with AASCU.

IX. Develop new marketing/recruiting publications, e.g. fact sheets for each department.

X. Hold open house in conjunction with Career Day as part of expanded outreach.

XI. Increase visibility of College through touring.

A. Search for increased subvention

H.   Graduate Studies & Research

I.   Enter data on graduate students/applicants into on-line computer system; these data are to be updated as changes occur and will be stored for a six-year period.

II.   Develop a form and method for the routine relaying of pertinent information about graduate students to Admissions and Records.

III.   Monitor and report on work flow and other aspects of office activity. Determine new computer capabilities, with a view to maintaining high efficiency within the office.

IV.   Through the Regents' Advisory Committee on Graduate Studies, recommend uniformily among the state-assisted universities with respect to policies governing transfer of credits and grading systems.

V.   Review evaluation reports for the graduate programs in Biology and Chemistry, and action on those for Elementary Education, Business Administration, and Economics (hold-overs from 1980-81).

VI.   Examine existing programs and options to make the Graduate School increasingly responsive to the changing needs of this geographic area.

VII.   Maintain surveillance over and report on grade distributions in graduate courses and programs, in line with Graduate Council's expressed concern regarding creeping grade inflation.

VIII.   Strengthen participation in and scope of activity of the Graduate Student Advisory Committee.

IX.   With the aid of the Alumni Office, sample the 1976 graduates of master's-level programs at this University and their retrospective perceptions of the strengths and weaknesses of the programs.

X.   Examine the role of Graduate Studies and Research in light of decreasing enrollments and budgetary considerations and offer suggestions for its possible restructuring.

<u>1982-83 FY</u>

A. <u>ACADEMIC VICE PRESIDENT'S OFFICE</u>:

I. The collation of Academic Policies for the Preparation of an Academic Affairs Manual.

II. Monitor Academic Affairs division for potential improvement of Affirmative Action procedures and results.
   a) Provide for upward mobility.
   b) Assure non-discrimination.
   c) Compose all search committees with fair representation.

III. Clarify role of the office with respect to the Academic Senate and Stimulate their proper involvement with academic policy matters.

IV. Edit and improve the <u>Graduate</u> catalog revision procedures.
   a) place Graduate Catalog text on computer disk file.
   b) Bid computer tape to typesetting for text.

V. Develop an instrument for the evaluation of Academic Advisors.

VI. Aid in the establishment and implementation of an equipment replacement budget and programs.

VII. Update Academic Master Plan.

VIII. Liaison with community groups, including NEOUCOM.

B. <u>ACADEMIC AFFAIRS DIVISION</u>:

I. <u>Academic Programs</u>:

A. Maintenance of Accreditation of the Rayen School of Engineering Programs.
B. Continuance of progress toward achievement of the Accreditation of the Williamson SChool of Business Administration.
C. Formulation and implementation of a program evaluation procedure.
   1. Prioritization of academic programs.
   2. Constriction of certain curricula.
   3. Strengthening of high priority programs.
   4. Devise and review a process for phase-out of weak, low priority programs.

II. <u>Faculty</u>:

A. Reduction of Limited Service personnel full-time equivalents as a percentage of total teaching personnel full-time equivalents.

B. Improvement of advising through use of the Faculty Development program and School or Department incentives.

III. Academic Support:

A. Developmental Education -
   1. Clearly identify target population for the provision of remedial services.
   2. Devise procedures for the monitoring of student progress.
   3. Communicate with all departments and Schools or Colleges of the procedures used.
   4. Report on the results annually.

B. Media Center -
   1. Complete the computerization of inventory and maintenance schedules for all university media equipment.
   2. Provide consultation and guidance to faculty on instructional programs.

C. Faculty Development -
   1. Arrange a nice kaleidoscope of workshops for the faculty through the year.

IV. Articulation with Secondary Schools:

A. Establish academic means of fulfilling conditional admission requirements.

B. Investigate the desireability of restricting courses or curricula for conditional admittees.

C. Disseminate university policies on articulation to High Schools in our service area.

D. Include superintendents in final discussions.

V. Diamond Jubilee:

Ensure maximum participation of the community and the university groups in the celebration and activities planned.

C. College of Applied Science and Technology

GOAL

To provide technical education programs whose principal aim is preparation for immediate job entry in various career fields, those baccalaureate programs needed to articualte with two-year programs to provide upward educational mobility, and baccalaureate programs preparing individuals in those applied spheres of learning that directly deal with human health and well-being.

OBJECTIVES

1. Maintain and improve the quality of programs.

   Activities:

   a) Prepare adequately for successful accreditation visits for Medical Laboratory Technology, Engineering Technology, Nursing (Associate Degree and Bachelor of Science in Nursing) and site visit for CUP in Home Economics.

   b) Prepare for Board of Regents evaluation of all two-year programs in Summer of 1983 including assembling:-

      Information on Advisory Committee composition and meeting.
      Data on placement of graduates.
      Data on viability of programs in relation to Board of Regents' criteria.

   c) Aid in the development of University-wide evaluation of baccalaureate programs.

   d) Continue to increase the percentage of instruction done by full-service faculty to reach at least 75% by 1983.

2. Respond to community needs for changes in programs.

   Activities:

   a) Assess needs through market research and feasibility study for new programs, such as:

      Generic Bachelor of Science in Nursing
      Masters in Nursing
      Masters in Home Economics (Dietetics)
      Masters in Computer/Information Science
      Industrial/Private Security
      Information Management Technology
      Nurse Anesthetist

Small Animal Health Assisting

b) Prepare plans for   upgrading certain two-year
    programs to baccalaureate level in selected cases.

D. College of Arts and Sciences

I. Provide quality instruction to students enrolled in courses offered by the College of Arts and Sciences.

    A. Encourage chairmen to schedule courses to meet student demands and interests.

        1. Review course offerings to see that distribution of courses strives to meet the student needs.

        2. Encourage chairmen and faculty to see that all classes are met as scheduled and to arrange for substitutes when emergencies occur.

    B. Strive to maintain academic standards.

        1. Distribute information to departments showing grading trends.

    C. Encourage professional growth of faculty.

        1. Support meritorious research or innovative teaching projects.

        2. Encourage participation in Faculty Development activities.

        3. Have chairmen discuss low student evaluations with the faculty member concerned.

    D. Appoint the most qualified individuals available to vacant positions.

        1. Make efforts to attain proper rank and salary authorization.

        2. Attend presentations made by candidates during campus interviews.

II. Provide quality advising of all students.

    A. Continually review summer advising of incoming students.

        1. Make certain that an adequate number of capable advisors are available to meet needs.

    B. Keep departmental faculty aware of policies and advising procedures.

        1. Academic advisors of the dean's office will meet with departmental faculty for such exchange of information.

III. Provide adequate resources to departments to enable them to offer quality programs.

    A. Review department budget requests for reasonableness

and sufficiency.

    1. Share budgeted resources among departments to meet unforeseen needs.

B. Keep proportion of instruction by limited service faculty reasonable.

    1. Inform administration when additional full-time faculty are necessary.

C. Allocate library resources as appropriately as possible.

    1. Review allocations recommended by the College Library Committee and adjust if appropriate.

IV. Establish and maintain involvement of faculty in community activities.

A. Continue the Faculty Forum Series.

B. Encourage and assist departments in the planning, implementation and continuance of such programs as the English Festival, History Day, Foreign Language Day, and Physics Olympics.

C. Cooperate with Urban Studies Center projects by releasing faculty involved from teaching assignments when appropriate.

E. Williamson School of Business Administration

I. Demonstrate increased quality in regard to students, faculty, and curricula.

   A. Prepare report procedures and strategy for 1982-1983 as the study year for AACSB accreditation.

   B. Show progress toward meeting AACSB Accreditation standards.

   C. Attract higher quality entering students (ACT).

   D. Recognize superior studnets through assignments (e.g. honors sections) and awards.

   E. Reduce the relative importance of business-course requirements.

   F. Develop two interdisciplinary programs.

II. Improve the efficiency of advising and scheduling of business majors.

   A. Revise catalog and curriculum sheets for clarity.

   B. Increase course selection flexibility within a particular major.

   C. Provide preliminary data to chairmen for scheduling.

   D. Increase the availability of academic counselors.

   E. Revise advisement procedures to facilitate student flow and understanding.

III. Make more productive use of faculty resources.

   A. Increase number of large instructional classes in basic courses.

   B. Progressively decrease the production of limited-service faculty to no more than 25 percent of the SCH total for the School.

   C. Assign terminally-qualified faculty to maximize their value.

IV. Evaluate academic programs for possible deletion to strengthen others.

V. Improve procedures and communication in the Dean's office.

   A. Reorganize the Dean's office.

      B.   Improve administrative procedures.

VI. Develop   additional   relationships   with   the   business community.

      A.   Set up joint programs.

      B.   Promote   greater business   school   involvement in   the community.

F. School of Education

Goals

1. To continue to improve the School of Education's public and professional image.

2. To continue curriculum implementation pursuant to changed state requirements and sound professional practice.

3. Encourage development of new programs and curricula in areas of defined need.

Objectives

1. Promote active faculty participation in library and curriculum resources center activity and acquisitions.

2. Develop and maintain a curriculum accountability system of professional school quality.

3. Maintain sound local budget control procedures.

4. Develop a pre-assignment field experience evaluation system to be operated by student Field Experience Office.

5. Develop clinical laboratory and support site for new computer based curriculum currently being proposed.

Activities

1. Distribute revised student handbook containing changed admission selection and retention requirements currently being adopted by School of Education faculty.

2. reassign duties within the Dean's office to improve line efficiency.

3. Continue to develop In-Service Network activities with local and city school districts.

4. Continue efforts toward integrated curriculum scheduling procedures that allow minimum student inconvenience, maintain strong academic credibility and strong professional practice.

5. Promote activities and communication among faculty and staff to maintain smooth operation of the School of Education.

G.   William Rayen School of Engineering

I.   Improve quality and quantity of faculty.
   A. Terminate and replace unsatisfactory faculty member(s).
   B. Fill all open positions with qualified and needed persons.
   C. Increase research/consulting activities.
   D. Increase professional/technical society participation.
   E. Increase participation in student activities.
   F. Justify additional faculty members, particularly in Industrial Engineering.

II.   Maintain and inprove quality of programs.
   A. Develop support for equipment for computer/microprocessor/robotics area(s).
   B. Establish additional equipment support, internal and external.
   C. Respond to deficiencies defined by final accreditation report.*
   D. Reorganize/eliminate underenrolled programs.
   E. Increase curricular commonality.
   F. Add senior level communications course to each program.
   G. Integrate study of ethics in each curriculum.

III. Improve quality/reduce number of students.
   A. Shake down enrollment control system.
   B. Obtain authority to suspend/drop/disqualify students with unsatisfactory academic behavior patterns.
   C. Recommend improved repeat/prerequisite/recalculation regulations/procedures.
   D. Evaluate use of qualifying examinations for admission to the School of Engineering.
   E. Increase student involvement in organized activities.

IV.   Increase effectivness of Staff.
   A. Work out flexible, reliable work assignment system.
   B. Provide increased training opportunities.
   C. Request travel funds for Staff.

V.   Improve relations with Technical/Civic community.
   A. Increase participation of Faculty/Administrators in Speakers' Bureau.
   B. Increase offerings of aid to local industries and civic groups.
   C. Develop cooperative arrangements with industry.
   D. Organize activities to enhance the image of the William Rayen School of Engineering.

* II (C)   Technical   support   deficiencies   were   strongly
    indicated.

H. Fine & Performing Arts

I. To provide the highest possible quality of instruction in the fine arts and to serve as a principle purveyor of cultural enrichment to the campus and community.

II. Apply program evaluation procedures as determined by the Academic Vice President.

    a. Establish internal (College) priorities
    b. Strengthen high priority programs
    c. Phase out weak programs

III. Place special emphasis on improving instructional standards within the College by the examination of grading policies, revision and update of course syllabi, and examination of alternative teaching modes.

IV. Maintain recruiting and promotional activities in the region through:

    a. touring of both faculty and student groups
    b. presentation of the Fine and Performing Arts slide and tape show to schools
    c. hosting the regional Scholastic Art Competition

V. Develop a highly visible month (November, 82) of fine arts activities contributing to the Diamond Jubilee Celebration.

    a. Monitor work of Committee assigned to this task within the College

VI. Institute additional cooperative endeavors with arts institutions in the community, e.g., Butler Institute of American Art, Youngstown Playhouse, Youngstown Symphony Orchestra, Ballet Western Reserve.

VII. Continue the stress on meeting deadlines within the College.

    a. Improve procedures within Departments of the College; delegate authority in order to accomplish this end

VIII. Continue to expand pool of limited service faculty in order to conform more easily to new regulations limiting teaching loads.

IX. Continue to encourage and support the faculty in their professional development.

X. Assure the undergirding of all programs with adequate instructional supplies and equipment.

XI.   Continue efforts to expand summer programs.

      a.   Examine all possible course offerings for all student constituencies.

      b.   Institute workshops in areas of greatest need for teachers in the region

XII.   Improve communication within the College as well as with alumni and the public at large.

      a.   Upgrade the quarterly College Newsletter to meet appropriate publication standards.

XIII.   Seek levels of support for ongoing academic programs to keep pace with inflation.

      a.   Provide cogent arguments in all appropriate forums for funds to achieve this.

I. Graduate School - Dean's Office

I. Streamline procedures for admission, monitoring, and certification for graduation of those applying to/enrolled in the Graduate School
    A. Utilize capabilities of on-line computer system to track status of applicants and graduate students
        1. Enter data on new applicants as received
        *2. Move toward elimination of backlog by entering data on current students and former applicants for the past six years
        3. On ongoing basis, update data bank

II. Improve quality of graduate students and graduate course offerings
    A. Conduct periodic review of current graduate programs and facilitate their improvement
    B. Systematically survey past Master's recipients concerning their perceptions of the strengths and weaknesses of the program
    C. Encourage departments to recruit and accept more promising students and fewer who must be admitted provisionally
    D. Monitor grade distributions in graduate classes

III. Develop new graduate programs appropriate to the needs of the region
    A. Pursue internal and external procedures required for obtaining approval for the five new programs now in varying stages of development
    B. With the cooperation of the appropriate departments and colleges, explore the regional needs for additional Master's-level programs

IV. Publicize, through participation in the Diamond Jubilee,* quarterly publication of Frontiers, and other means, the offerings and activities of the Graduate School

V. Stimulate, facilitate, and monitor research proposals for submission for external funding

*Requires Level 2 funding. All others pertain to maintenance-level request.

J. Media Center

Goal
: To support and enhance the effective use of media within the University community.

Objective
: To provide technical and support services, in media related areas, to the instructional component of the University.

To provide technical and support services, in media related areas, to assist faculty research projects.

To provide technical and support services, in media related areas, to assist administrative departments.

Activities
: The selection, purchase, storage, maintenance, repair, and utilization of audio-visual equipment.

The ordering (through University purchasing procedures), storage, cataloging, maintainance, repair and circulation of instructional materials.

The selection, training, and scheduling of student assistants.

The production, editing, and playback of non-broadcast, closed-circuit instructional video materials.

The use of graphic arts, photography, and reproduction processes to produce photographic prints, slides, overhead projection transparencies, etc.

Audio tape production, duplication and editing.

The production of synchronized, sound-slide single and multi-image presentations.

The provision of equipment, materials, and space for teaching courses in media.

Consultation singly, or through in-service workshops, with faculty members who wish to utilize or prepare audio-visual materials.

Computerize the inventory and maintenance schedules for all University media equipment.

K. Developmental Education

GOALS

    I.   To assist identified students to improve their level of academic competency.

    II.   To assist the University's retention efforts to maintain competent students and to successfully graduate these students.

    III.   To provide assistance to faculty and staff in the development of skills needed to work with the identified students.

OBJECTIVES

    I.   To strengthen students basic skills (i.e. Reading, English, and Mathematics) through their participation in learning labs.

    II.   To develop students' cognitive skills by providing assistance through tutoring and other methods.

    III.   To enhance faculty and staff skills in the improvement of students' basic skills by providing workshops and materials.

ACTIVITIES

    I.   Identify students to be developmental education program participants.

    II.   Arrange any needed academic assessments or diagnostic tests.

    III.   Arrange academic assistance in developing students' basic skills.

    IV.   Make quarterly evaluations on the progress of program participants.

    V.   Evaluate Program activities.

VIII. IMPLEMENTATION

A. Resources

Influenced by the aspirations of faculty members and by the expectations of students, conditioned by tradition, responsive to the wants of professions and of employers of educated talent, alert to local community interests, buffeted by federal government regulations, concerned to meet accreditation and approval standards--state colleges and universities are aware of many institutional needs which their available income will not satisfy. Like so many other individual and social desires, the desires of public higher education cannot be satisfied in an environment of limited resources, ...1

It is already clear that the resources for implementation of the academic master plan will not only have to come from within as part of reallocation processes but also will be increasingly scarce.

As an aid to the reallocation process, and to provide for the legislatively mandated program review of all of the University's academic programs, a simplified program evaluation process was developed. The program evaluation forms which will be used are shown in Appendix J.

The current status of some of the conceived new programs which will require a reallocation of resources is listed in Appendix K.

The goal of lowering the amount of instruction done by limited-service faculty in those departments where the ratio of limited-service teaching to full-service teaching is greater than 0.25 will have to be accomplished by the addition of more full-service faculty if enrollments are maintained in such departments. A planned and systematic approach to this implementation is needed, whereby additional full-service faculty are added each budget year to reach the objective by 1986 consistent with the projected enrollment. Some savings will occur in reduction of the limited-service faculty component, but the achievement of this goal will result in increased cost of instruction unless added efficiencies simultaneously occur from and in the teaching of our full-service faculty.

Enrollment decline would be accompanied by a drop in revenue, and presumably by some drop in state appropriation. While a reduction of part-time teaching would accommodate some of this decline, the financial loss

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1
    OBOR, Developing a Process Model for Institutional and State Level Review and Evaluation of Academic Programs, April 1979, p. 115.

would have to be either absorbed or ameliorated by other means. Use of faculty in research and public service might be beneficial but probably not result in much cost savings. Their use in such traditional services as are currently performed by Students Serving Students would effect some current expenditure saving if that is continued.

Obviously, it would be beneficial to provide greater unity among the faculty in the trying times anticipated ahead. For that reason, service award dinners, retirement functions, and teas could be effectively used to bring the faculty together in association with an appropriate event or purpose.

Mounting costs for maintenance contracts point up the need to review this area closely. The question was even raised, "Could our own personnel service our typewriters at any greater efficiency?" In some cases, state-of-the-art advances have made some new office and laboratory equipment maintenance-free, and this makes its replacement cost-effective.

The use of word processing should be pursued by all schools, along with some reorganization to balance the cost of equipment with savings in labor.

Even the motor vehicle pool may be reduced to save expenditures, using a leasing alternative.

B. Facilities

The facilities planning must follow and flow out of the academic plan. It is time to restudy the long range needs and the detail cannot be adequately treated by those in the academic area. Nevertheless, the following paragraphs represent well-intentioned thoughts.

The University has completed its extensive campus development program with the completion of the All-Sports Complex. Added property aquisition adjacent to the campus will continue for proper parking, buffer, and auxiliary uses. The principal capital projects forseen in the future concentrate upon the erection of a building to house centrally the extensive computers and computerized equipment required by our curricula and the expanding demands of students and society for education in such technology. This is funded as a proposed Institute for Advanced Applied Science and Technical Studies. Projects will also consist of the remodeling of existing structures, either to lower maintenance or energy costs, or to provide better usage of space. Included in the latter are additional modifications to make program areas more accessible to the handicapped. The major renovations anticipated in the next five years are those on the Williamson School of Business Administration, Ward Beecher Hall, and Bliss Hall modifications.

Large lecture halls, a theatre, a physical plant complex are needed but may be found fulfilled by using existing buildings appropriately modified or community facilities.

A Summary of the Capital Improvements request submitted to the Ohio Board of Regents for 1981-1987 is shown in Appendix G. Even if enrollment were to decline, certain shifts in enrollment might require modification of space.

Equipment replacement funds have on several occasions been incorporated into a Capital Appropriations Bill. Currently, the existent Bill incorporates $10,000,000 for two-year institutions and $6,000,000 for four-year institutions. Youngstown State University is eligible for part of each of these sums as the Bill was passed.

The high costs of renovation of the Lincoln parking ramp should be compared with the cost of surface parking, maintenance and security over a 10 year period to determine with some degree of assurance that the land might not better be used for an academic building. The site is contiguous to the central campus core. If the estimated $1,750,000 would pay for demolition, purchase of lots, and surfacing for parking, and if that with the operating costs over 10 years is less than ramp parking, then it would seem that the site should be leveled to make room for an academic facility, such as a Computer Science and Computer Center Building. The southwest portion of the campus, however, needs either this ramp or alternative parking.

The possible use of the Motel on Wick Avenue for Continuing Education Offices, non-credit courses, and

summer conference usage has been mentioned several times by a number of persons. Whether or not the space could be reasonably modified for such use is up to speculation. There do seem to be some advantages to this site, such as accessibility and parking.

On the surface it would appear that more large classrooms would aid in the ratio of full-time equivalent student members to full-time equivalent faculty members. The fact is that the existent large classrooms are not fully scheduled. Preponderance of scheduling occurs between 9:00 a.m. to 2:00 p.m., and this means that classes could be spread out more at capital savings.

Similarly, while it would be desirable to have a large convocation and performing arts center proximate to the University and downtown, the attendant maintenance costs would become burdensome versus the current practice of renting Stambaugh and Powers Auditoria.

The combining of several small departments has been mentioned previously. If the Geography Department were moved from Cushwa Hall to the Arts and Sciences Building, there would be room for growth of technology commensurate with staff and students.

If the Television Center were to close as an option to alleviate budget, the space in Cushwa including the studio, control room, and film chain area should be turned over to the Media Center. Several Offices could be well used by the Cushwa Center for Industrial Development as it expands under contract with the Ohio Technical Transfer Organization, or similar state attempts to aid in economic development.

The recent or impending completion of greatly increased athletic and recreation facilities should be anticipated to retain students on campus for greater periods of the day and evening.

Because much of the physical plant was built at the same approximate time, it will be critical to administer and plan preventive maintenance to the physical plant in such a way that a huge bulge does not suddenly arise in renovation costs at some future time.

C. Academic Services

    The principal support areas for the academic programs are Admissions, Library, Computer Center, Media Center, and Records. There is no clear separation between these and academic programs. What is done in programs affects these areas and vice versa.

    The implementation of the report on Articulation between Secondary Schools and Ohio Colleges will have an effect upon the job the Admissions Office performs and the efforts by the Admissions office will no doubt have to be increased to succeed in keeping our enrollments of good students in our service region.

    The Library has been playing a substantial and effective role in accreditation of the programs within the University and this will be depended upon as we seek yet others, such as accreditation of the Williamson School of Business Administration.

    The Computer Center will be required to expand the interactive capabilities across the University and change its role to make the users more knowledgeable about useful programs and cataloged procedures, which would permit controlled access to data and information. Efforts should be made to obtain additional systems that are easy for the user, such as the new Data Analyzer, so that the motivated faculty member or administrator can have access to information or data specific to their responsibilities. In addition, the concept of "stewardship" should be reenforced to make the responsibility for the integrity of the data in computer files that of the owning office and not the Computer Center. All this would make the Computer Center responsible for guaranteeing the computer runs 99% of the time, the training and education of users, serving as a repository for information and maintaining the capability of modifying it, and much less for the authoring or programming for specific users. Further, computer-assisted instruction is also anticipated to expand as access to more computer terminals becomes a reality.

    The Media Center should expand to incorporate at least parts of other media operations within the University and in this way some consolidation may result. The result would also make the combined holdings open to all students, while yet performing the desired specific service needed for a particular discipline. Centralized purchasing and inventory would also be assured. A more global mission within the University seems to be worthy of exploration because of the available equipment and expertise. This could properly include, then, such services as programs to use by the Alumni Association, slide programs used by Admissions, University pictures and slide materials for use by the University Relations, tape duplication for Personnel tests, photographs, stickers and charts for Security, and Student Orientation media for various schools and colleges.

    The Records Office would benefit from conversion to a semester system from the quarter system. In 1967 the

University converted to the quarter system because of a state requirement. Since then, a significant number of the State Universities have converted to an early semester system.

The Records Office should also eliminate the redundant tally board system of registration while incorporating a "demand-count" on student registrations. This would provide valuable information for more effective scheduling while saving much in personnel costs.

There has been some need for the separation of statistics on course registrations between graduate and undergraduate enrollments in each course.

D. Additional Planning Components

In addition to the academic master plan, and the need for a study of the facilities required which grows out of the planned mix of academic programs, there is also a need for fiscal planning. Recent events make it very difficult to follow any plan with precision, but the fiscal plans provide a parameter within which to operate.

Beyond fiscal planning, there is also the need to develop long-range goals and objectives for the service and support areas within the University. These too are somewhat dependent upon the mix of academic programs, but they are even more dependent upon the subsequent fiscal plans. Currently all areas prepare goals, objectives and activities on an annual basis, but there has been no basis upon which to develop such long-range plans. With this academic master plan as a beginning, it is hoped that the other plans will be able to be developed.

IX. Planning Evaluation

An evaluation of the status of the goals and objectives should take place on an annual basis, at the time of budget preparation, which itself is an essential part of planning because of the need to see if the funds are used most effectively.

A similar evaluation of the status of goals or objectives should take place prior to a revision of the academic master plan to determine whether the timetable and strategies for implementation used were successful and appropriate, and if not, why not. Further, it may be necessary to amend, drop, or reemphasize certain objectives if the assumptions that were made as a basis for their formulation so dictate.

X. PERCEPTIONS OF THE UNIVERSITY

In the long-range planning process it was felt that it was important to determine how the University was being perceived by both the University community and by the general public. To the extent that these perceptions might highlight weaknesses or strengths or even identify misperceptions, the information obtained would be helpful in future planning. It was decided that an attempt to obtain such information would be done by means of surveys conducted by the Urban Studies Center.

During the Fall Quarter, 1979, a mail survey was conducted of the University community, including students (N-1778), alumni (N-1306), full-service faculty (N-283), classified personnel (N-256), limited service faculty (N-186), administrative personnel (N-96), deans and chairpersons (N-41) and academic support personnel (N-6) where N represents the number of respondents. During the Summer Quarter, 1980, a telephone survey of 1700 adults in Trumbull, Mahoning and Columbiana counties was also conducted. Both surveys resulted in information relevent to long-range academic planning for the University, and it was incorporated into many of the goals and objectives of this document.

Based upon the perceptions of relevant groups within the University community and within the community-at-large, several aspects of academic life at the University require special attention in the planning process in the form of ameliorative action or further study, review and evaluation. The following represents a summary of these aspects as prepared by the Center.

Quality of Instruction

The quality of instruction at the University is highly regarded by most concerned, but some suggest that improvement is needed.

Course Content

Course content is perceived by most as good. Two major concerns, however, are that more opportunities for experience beyond the classroom should be provided and more attention to writing be given in all courses.

Student ability/preparation

Students, in general, are perceived as not being well prepared for college-level work. Ways of corecting this perceived problem should be examined.

Student commitment

Students appear to be committed to their course work rather than to simply securing a degree. However, all groups surveyed agree that students prefer a field of study with definite job possibilities.

Student awareness

Students are perceived to be less than well-informed about two major areas: opportunities available in graduate school and career choices and opportunities available to them. Methods of providing such information should become more effective.

Grading

Differing opinions are obtained an the matter of grading. The faculty perceive a grade inflation occuring; the student body perceives quite the opposite.

Course change procedures

The criterion, mechanism, and timing of course changes, especially dropping of courses, appears to be viewed differently by faculty and students. The current procedures may require review.

Research-related activities

Research is perceived as being important, and necessary, and therefore, should be encouraged more. It is felt that researchers are not given enough credit for their activities. The importance of research at this University should be reviewed.

Student/faculty interaction

The level of student/faculty interaction seems to be acceptable with faculty preferring more involvement with students and students desiring more time of faculty for advising. Means should be examined as to how these mutual desires can be satisfied.

Department programs

Departmental programs appear to be well perceived by both students and faculty. Some student concern exists concerning the relevancy of some of the courses required in certain programs.

Faculty/administration relationships

Relations between faculty and administration are perceived to need substantial improvement.

Support departments

Support departments are perceived quite favorably with few exceptions. Some concerns should be noted: some deficiency in library holdings for research in certain disciplines, need for expansion in computer facilities,

registration is perceived as taking too much time, student concern about bookstore services.

Campus image
The physical appearance of the campus is viewed by all concerned as excellent. A major problem noted was traffic congestion in the campus area.

University fees
Everyone participating in these studies disagrees with the amount of tuition and fees charged. No clear policy implications are apparent because all concerned have very different expectations.

Faculty development
Faculty desire more opportunities for faculty development.

University image
The immage of the University, both by the university community and the general public, is perceived as excellent. Yet all of those questioned felt that it should be improved.

XI. Planning Cycle

The planning cycle should result in a revision of the Academic Master Plan every two years. If the desirable steps were not so time-consuming , it would be preferable to revise the Plan every year using the annual program evaluations and the analysis of perceptible changes in national, state and local conditions of society and its needs. The biennial cycle would also fit into the biennial appropriation cycle and thus could be more closely tied to budgeting.

Accordingly, the following cycle is suggested while simultaneously not preordaining the precise procedures to be followed:

September 1983 - Revise assumptions and anticipated context of higher education during 1984-1989.

November 1983 - Impact analysis and formulation of Long Range Goals and Objectives.

January 1984 - Review of Program Evaluations, preparation of Annual Budget

February 1984 - Senate Review of Long Range Goals and Objectives.

April 1984 - Board of Trustees Acceptance of Academic Master Plan

September 1985 - Repeat of Cycle

The Academic Senate Committee on Academic Planning is currently wrestling with the procedures to be recommended to accomplish cyclic planning, but it has proposed broad outlines to achieve planning results.

XII. APPENDICES

A. Academic Program Goals Developed by the Academic Program Goals Committee of the Academic Senate

B. Academic Planning Committee of the Academic Senate Recommendations for the Continuation of Planning

C. Academic Planning Committee of the Academic Senate Recommendations on Means of Achieving Goals

D. Enrollment Facts 1976-1980

E. Personnel Resource Allocation and Re-allocation

F. Faculty Resource Allocation Guidelines

G. Summary, 1981-1987 Capital Improvements Request to the Ohio Board of Regents

H. Program Accreditation and Review Dates

I. Graduate Programs and Concentrations

J. Program Evaluation Forms

K. New Programs Status

ACADEMIC PROGRAM GOALS
DEVELOPED BY THE ACADEMIC PROGRAM GOALS COMMITTEE OF THE ACADEMIC SENATE

In the planning process, a committee was appointed to recommend a set of goals for the academic programs of the University. This committee, designed as the "ad hoc Academic Program Goals Committee" and composed of faculty, students and academic administrators, held a series of meetings to allow the University community an opportunity to provide input into its deliberations. The Committee then prepared a statement that listed appropriate goals and submitted it to the Academic Senate for discussion and approval. At the meeting on June 4, 1980, the Academic Senate took formal action and approved the following goals statement:

In order to assure that it is fulfilling its mission to serve the public, the University will:

1) Periodically review goals to establish academic program priorities;

2) review program needs and make adequate plans to adjust and/or accommodate those needs;

3) seek the public's assistance in identifying its needs;

4) intensify publicity campaigns, as prescribed by the Martorana Report, within its geographical region;

5) provide the student support services necessary for attaining the identified academic program goals;

6) be guided in the allocating of its resources by the academic program priorities which are established.

In order to carry out its instructional mission, the University will:

1) provide quality programs that incorporate "the best elements of the long tradition of humanistic, liberal education";

2) identify, establish and maintain programs which meet specifically determined needs;

3) provide the facilities necessary to support academic programs;

4) provide programs that serve tha wide range of student needs and permit maximum flexibility in curriculum;

5) provide a wide range of opportunities for creative expression and to encourage the development of those creative faculties possessed by all students;

6) encourage academic excellence in our students;

7) use its resources, both personnel and physical plant, to serve the students and the community on a year-round basis;

8) develop and support programs to improve the quality of instruction;

9) seek faculty of distinction and reward those of merit;

10) support the research and scholarly activities of the faculty and the exchange of ideas within and beyond the University;

11) encourage and support Inter-University Programs and the cooperation among departments.

In order to carry out its mission to serve the post-secondary needs of the residents of this geographical area, the University will:

1) provide programs for the academically gifted students;

2) provide programs for the academically poorly-prepared students;

3) provide educational opportunities for the non-traditional student through flexibility in time, place and mode of delivery;

4) expand graduate studies to meet the rising educational needs of society;

5) attract a heterogeneous student body, representative of the area the University serves.

In order to carry out its mission to serve as a leader within its service area, the University will:

1) enrich the cultural life of the community;

2) enrich the intellectual life of the community;

3) fulfill the continuing education needs of adults through both the programs of the academic departments and the Department of Continuing Education;

4) maintain and broaden professional relationships with area schools, service agencies, and the business community;

5) serve the resource and information needs of local governmental and community agencies.

APPENDIX B

ACADEMIC PLANNING COMMITTEE OF THE ACADEMIC SENATE
RECOMMENDATIONS FOR THE CONTINUATION OF PLANNING

1. Determine that applicability of current academic programs to the needs of the YSU geographical area, to Ohio, and to the nation.
2. Suggest new or modified academic programs for which need can be projected on the basis of changes, particularly in northeast Ohio, of the demography, economics, and other regional influences.
3. Develop a basis for establishing academic priorities.
4. Suggest academic administrative structural changes which should accommodate he introduction or modification of academic programs effectively and efficiently.
5. Provide sufficient bases to permit consideration of the future fiscal and physical needs of YSU to accommodate the scope and dimensions of projected academic programs and curricula.

APPENDIX C

ACADEMIC PLANNING COMMITTEE OF THE ACADEMIC SENATE
RECOMMENDATIONS ON MEANS OF ACHIEVING GOALS

A) STUDENTS

The University will

1) encourage academic excellence in our students;

   Recommendations:

   a) Determine the impact on the above by the following:

      1) current grading policies
      2) recalculation policy on repetition of courses
      3) withdrawal and audit policies
      4) reinstatement policy

   b) Put greater emphasis on oral and written communication in all courses within the University.

   c) Expand and fully implement the honors program.

   d) Review course offerings so that expectations of student performance are appropriate to course level and discipline.

2) provide a wide range of opportunities for creative expression and encourage the development of particular creative talents possessed by students;

   Recommendations:

   a) Emphasize courses/programs that develop creativity.

   b) Encourage and emphasize independent study in as many areas as possible.

   c) Emphasize the opportunities provided through the Individualized Curriculum Program (ICP).

   d) Strengthen the present general education requirements.

3) provide educational opportunities for the non-traditional student by flexibility of choice in time, place, and mode of instruction;

   Recommendations:

   a) Examine possibilities of weekend offerings/off campus courses.

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A) <u>STUDENTS</u> (continued)

        b)   Provide facilities and mechanisms for registration, counseling, congregating areas and/or meeting rooms, day-care center, and other needed services.

        c)   Develop effective orientation and developmental programs.

    4)   <u>attract a heterogeneous student body, one representative of the area the University serves</u>;

Recommendations:

        a)   Make an extra effort to attract outstanding students and provide more programs for the gifted.

        b)   Recruit more students from the inner city schools.

B) <u>PROGRAMS</u>

The University will

    5)   <u>provide programs that serve a wide range of student needs with flexibility in curriculum construction</u>;

Recommendations:

        a)   Develop alternative modes of delivery, e.g., further use of mass media and extension of Individualized Curriculum Program..

    6)   <u>review program needs periodically and make adequate plans to accomodate those needs</u>;

Recommendations:

        a)   Under the direction of the Academic Vice President

            i)   establish a schedule for program review.

           ii)   develop a system/mechanism for the review process.

        b)   Reallocation of University resources should be considered when enrollment increases are encountered in any given program due to society's increased demand for graduates of that program.

        c)   While goal A(1) speaks to encouraging academic excellence in our students, it was felt that the review process ought to make an effort to highlight several academic areas as deserving of special attention to maintain or attain distinction.

B) <u>PROGRAMS</u> (continued)

7) <u>provide quality programs that incorporate the best elements of the long tradition of the humanities and liberal education</u>";

Recommendations:

a) Submit this goal for consideration by the subcommittee on General Requirements of the Academic Affairs Committee.

b) Formalize efforts to create new interdisciplinary offerings.

c) Undertake a study to determine how the humanities are incorporated in all curricula.

8) <u>expand graduate programs to meet the rising educational needs of society</u>;

Recommendations:

a) Initiate a study to evaluate graduate program needs in the University service area.

b) Investigate possibilities of cooperative graduate programs with the University of Akron, Kent State University and the Northeastern Ohio Universities College of Medicine (NEOUCOM).

c) Continue the periodic review of existing graduate programs in regard to sustaining quality and responding to continuing needs.

9) <u>periodically review goals to readjust academic program priorities, if necessary</u>;

Recommendations:

a) this should be done every 2 years at the initiation of the Academic Vice President in connection with the continuing planning process.

b) The review process should involve representatives of the entire university community (i.e., faculty, student, and administrators).

10) <u>fulfill the continuing education needs of adults by utilizing both the programs of the academic departments and the Department of Continuing Education</u>;

Recommendations:

a) Make a greater effort to attracting non-traditional students by the methods suggested in A 3a.

b) Plan and offer programs to up-date individuals in various professions and careers (e.g., engineers, accountants, computer scientists, teachers, health professionals, etc.). The courses offered might be intensive and offered over a short period of time.

c) Continue offering and expanding the weekend course offerings.

d) Explore the possibility of the offering of courses by modes of delivery other than through regular classes (e.g., by television, newspapers, etc.).

e) Assure coordination between the "Phase II" credit program and non-credit offerings through the Department of Continuing Education.

11) provide special programs for the academically gifted students;

Recommendations:

a) Establish a Freshman Scholars Program to give greater visibility and recognition to outstanding freshman (e.g., valedictorians who currently qualify for scholarships for remission of fees).

b) Provide additional "honors courses" at all levels.

c) Develop and promote accelerated programs enabling students to finish baccalaureate degrees in less than four years.

d) Establish programs for departmental honors.

e) Make students aware of availability of current programs (e.g., Individualized Curriculum Program, independent study, etc.).

12) provide special programs for the academically poorly prepared students;

Recommendations:

a) Expand the publicity on programs which currently exist.

b) Expand tutoring services.

c) Pursue related federal programs.

d) Expand developmental education programs with appropriate staff.

B) PROGRAMS (continued)

13) encourage the support of inter-university programs and cooperative efforts among the University's own departments;

   Recommendations:

   a) Develop additional graduate programs including doctoral programs, in cooperation with the University of Akron, Kent State University and NEOUCOM.

   b) Assign a task force to assess the ramifications of inter-departmental team teaching.

   c) Establish regular meetings of all department chairmen.

   d) Develop reciprocal agreements with other Universities for exchange of faculty.

C) FACULTY

14) support the research, scholarly, and community service activities of the faculty and exchange of ideas within the University and beyond its walls;

   Recommendations:

   a) Improve information flow about research grants, e.g., those available through government and private sources that are publicized to administrative sources.

   b) Provide additional means of re-enforcing research and scholarly activity.

   c) Publicize the faculty's willingness to share their talents with the community through talks, séminars, and consultations.

   d) Develop a faculty newsletter to publicize achievements in the areas of research, scholarship, and community service.

   e) Improve support for professional development activities (travel funds).

15) develop and support programs to improve the quality of instruction;

   Recommendations:

   a) Continue Faculty Development Seminars and encourage

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C) <u>FACULTY</u> (<u>continued</u>)

                    faculty with low student evaluations to attend.

      b) Sharpen teaching skills through self-development programs such as conducting seminars, giving public addresses, and participating in discussion groups.

      c) Magnify opportunities to present scholarly papers before highly critical professional audiences.

16) <u>seek</u> <u>faculty</u> <u>of</u> <u>distinction</u> <u>and</u> <u>reward</u> <u>those</u> <u>of</u> <u>merit</u>;

    <u>Recommendations</u>:

      a) Encourage recruitment at the levels of Assistant Professor and above of individuals who possess the terminal degree.

      b) Standardize criteria for promotion.

      c) Provide sufficient lead time for advertising of faculty vacancies.

      d) Provide opportunities to employ faculty to half-time positions at one-half salary rather than only at limited service rate.

      e) Establish endowed chairs.

17) <u>maintain</u> <u>and</u> <u>broaden</u> <u>professional</u> <u>relationships</u> <u>with</u> <u>continuing</u> <u>education</u> <u>institutions</u>, <u>service</u> <u>agencies</u> <u>and</u> <u>business</u> <u>organizations</u>;

    <u>Recommendations</u>:

      a) Invite key figures representative of these groups as classroom speakers.

      b) Encourage active participation of the faculty in the Speakers Bureau.

      c) Availability of faculty to serve as counselors, consultants, or advisors.

      d) Increase the use of community advisory committees for the academic programs.

D) <u>ADMINISTRATION</u>

The University will

18) <u>be</u> <u>guided</u> <u>in</u> <u>the</u> <u>allocation</u> <u>of</u> <u>its</u> <u>resources</u> <u>by</u> <u>the</u> <u>academic</u> <u>priorities</u> <u>which</u> <u>are</u> <u>established</u>;

19) <u>provide</u> <u>the</u> <u>funding</u> <u>and</u> <u>facilities</u> <u>necessary</u> <u>to</u> <u>support</u>

D) ADMINISTRATION (continued)

academic programs;

20) utilize its resources, e.g., personnel, physical plant, etc. to serve the students and the community on a year-round basis;

21) intensify publicity campaigns as prescribed by the Martorano Report, within its geographical region.

E) COMMUNITY

The University will

22) enrich the cultural life of the community.

Recommendations:

a) Encourage greater participation of the community in University-related functions.

b) Re-establish the Artist Lecture Series to allow support for the appearance of professional artists and/or touring companies.

c) Develop programs during the summer, e.g., art fairs, summer theatre, outdoor concerts, etc.

23) enrich the intellectual life of the community;

Recommendations:

a) Give greater encouragement to the community to attend and/or participate in the University's lecture series, professional seminars and workshops, musical concerts, theatre offerings, etc.

b) Promote the educational programs offered on WYSU and Channel 45/58.

24) seek the community's assistance in identifying the community's needs;

Recommendations:

a) Conduct periodic surveys of the community to determine its interests and needs in various educational programs, time of offering of courses, etc.

25) serve the resource and information needs of local governmental and community agencies;

Recommendations:

a) Encourage greater involvement by University personnel in assisting the solving of the community's problems.

b) Allow the community to make use of the resources of the Maag Library.

APPENDIX D

ENROLLMENT FACTS
1976-1980

Fall Quarter

	1976	1977	1978	1979	1980
Student Headcount	15,898	15,696	15,652	15,303	15,784
Student Credit Hours	180,000	178,386	175,332	174,924	181,796
FTE Students	12,000	11,852	11,689	11,662	12,120
Undergraduate FTE Students	11,395	11,249	11,038	11,145	11,633
Graduate FTE Students	605	603	650	517	487
Percent Enrolled Part-time:					
Undergraduate	29.2	28.9	28.9	30.0	30.1
Graduate	91.1	91.3	94.7	92.4	90.6
Student Credit Hours by Subsidy Level:					
General Studies I	27,593	28,304	26,633	26,389	27,108
II	23,346	21,956	20,962	21,676	21,746
III	13,037	12,986	12,638	12,812	14,001
Technical I	6,535	6,092	6,052	5,203	5,487
II	509	196	172	--	--
III	6,945	7,888	9,126	10,177	12,017
Baccalaureate I	59,285	57,871	56,641	57,644	59,695
II	16,095	15,116	14,848	13,861	14,434
III	17,580	18,331	18,515	19,407	20,002
Masters I	6,395	6,233	7,348	5,198	4,808
II	2,082	2,024	1,779	1,898	1,973
III	598	789	618	659	525
University Total	180,000	177,786	175,332	174,924	181,796
Degrees Conferred:	1975-76	1976-77	1977-78	1978-79	1979-80
Associate	479	518	506	512	519
Baccalaureate	1,393	1,354	1,291	1,372	1,369
Masters	331	366	398	357	365
Total	2,203	2,238	2,195	2,241	2,253

APPENDIX E

PERSONNEL RESOURCE ALLOCATION AND RE-ALLOCATION

1. When vacancies occur in a budgeted and unclassified position the position will revert to Academic Affairs. Ordinarily it will be reduced to an Instructor or Assistant Professorship at a salary level no more than that already budget.

2. the Department in which the vacancy had occurred may present to the Dean justification for retention of the position by the Department at the salary or rank equal to or less than shown in the budget for the previous position.

3. The Dean may appeal for retention of the position in his/her School and, if ample justification is given and the position allocated, the Dean upon receiving the position is authorized to re-allocate the position within the College or School.

Position allocation and re-allocation is normally part of the annual budget review cycle that occurs within a given fiscal year. Department Chairpersons, in their budget request to the Deans, make the case for staffing needs in their department with particular attention to expected vacancies. The Deans in turn in their budget presentation to the*Academic Vice President will propose internal re-allocations they may wish to make within their School or College, and such requests for additional positions as can be justified. In the analysis of these budget requests, the teaching load reports of a department, the student credit hours produced, and a summary of their use of full-service, limited-service, graduate teaching assistants and overload must be analyzed.

*(Office of the Provost)

FACULTY RESOURCE ALLOCATION
GUIDELINES

I.   Vacancies to be retained: If the loss of a position would
     result in the generation of over 450 SCH/FTE Fall quarter
     and/or over 25% of faculty FTE are limited service
     category.

II. Vacancies to be discontinued: If the discontinuance of an
     open position would result in the generation of less than
     450 SCH/FTE in the Fall quarter and/or less than 25% of
     faculty FTE are in the limited service category.

III. No additional faculty needed: If current faculty generate
     less than 450 SCH/FTE in the Fall quarter and/or are
     constituted with less than 25% in the limited service
     category.

IV. Faculty needed-Priority I: If department   or unit
     generates over 450 SCH/FTE in the Fall quarter and over
     25% of faculty FTE are in the limited service category.

V.   Faculty needed-Priority II: If over 25% of faculty FTE is
     in the limited service category and the department or unit
     is generating a high SCH/FTE ratio or a new program
     anticipates needed faculty.

SUMMARY

1981-1987 CAPITAL IMPROVEMENTS REQUEST TO OBOR

1981-1983 BIENNIA (in order of priority)

1.	School of Business - Remodeling	$ 2,220,000
2.	Ward Beecher - Remodeling	7,525,000
3.	Utilities and Renovations	2,047,000

a.	Emergency lighting	60,000
b.	Bliss improvements	60,000
c.	Steam distribution modifications	95,000
d.	Chilled-water piping and controls	30,000
e.	Security and safety improvements	175,000
f.	Arts & Sciences Improvements	75,000
g.	Jones Hall - storm windows	50,000
h.	Physical Plant Warehouse - renovations	145,000
i.	North Annex renovations	60,000
j.	Lightning protection	150,000
k.	Computer Center improvements	175,000
l.	Cushwa Hall skylight	160,000
m.	Asbestos and lead containment	40,000
n.	Handicapped Barrier removal	150,000
o.	Utility monitoring and control	175,000
p.	Dana Recital Hall - renovations	222,000
q.	Cushwa waterproofing	225,000

4.	Bliss Hall-Energy Conservation Modifications (non-federal share)	212,000
5.	Energy conservation and retrofit	2,900,000
6.	Outdoor lighting improvements	320,000
7.	Power back-feed systems	350,000
8.	Chilled water tie-ins to Beeghly and Central Services	620,000
9.	Exterior walkway improvements	250,000
10.	Beeghly renovations	650,000
11.	Land purchase	1,200,000
	1st BIENNIA TOTAL	$18,294,000

1983-85 BIENNIA

1.	Utilities and renovations	$ 500,000

a.	Sidewalks and paving	100,000
b.	Landscaping	150,000
c.	Irrigation	250,000

2.	Land acquisition	1,000,000
3.	Outdoor classroom development	300,000
4.	Day-care facility	1,500,000
	2nd BIENNIA TOTAL	$ 3,300,000

1985-87 BIENNIA

1.	Chilled water to school of education	$ 400,000
2.	Land acquisition	500,000
3.	Bliss Hall ceramics lab	300,000
4.	Clingan-Waddell - remodeling	200,000
5.	New Physical Plant Building	3,000,000

	3rd BIENNIA TOTAL	$ 4,400,000

APPENDIX H

SCHEDULE OF PROGRAM REVIEW
BY ACCREDITATION AGENCIES, STATE REVIEWS AND APPROVALS
AND INTERNAL REVIEW

School or College	Department	Degree	Major	Accrediting Agency	Review/ Status	Internal Review
College of Applied Science and Technology	Allied Health	A.A.S.	Dental Hygiene Comm. on A.H. Educ. & Accred.			1983
	Allied Health	A.A.S.	E.M.T.-P	OBOR		1983
	Allied Health	A.A.S.	Medical Lab Tech.	OBOR		1983
	Allied Health	A.A.S.	Resp. Therapy Comm. on A.H. Educ. & Accred.			1983
	Allied Health	Cert.	Resp. Therapy Tech. Comm. on A.H. Educ. & Accred.			1983
	Criminal Justice	Masters	Criminal Justice Ac. of Criminal Justice Sciences			--
	Engineering Tech.	A.A.S.	Civil Engineering Tech.	ABET		1983
	Engineering Tech.	B.S.A.S.	Civil Engineering Tech.	ABET		
	Engineering Tech.	A.A.S.	Electrical Engr. Tech.	ABET		1983
	Engineering Tech.	B.S.A.S.	Electrical Engr. Tech.	ABET		
	Engineering Tech.	A.A.S.	Metallurgical Engr. Tech.	ABET		1983
	Engineering Tech.	B.S.A.S.	Metallurgical Engr. Tech.	ABET		
	Home Economics	B.S.A.S.	CUP-Diet.	ADA		1982
	Nursing	A.A.S.	Nursing	NLN & OH State Bd. of Nurs. Educ.	annual	
	Nursing	B.S.N.	Nursing	BSNNLN	& Nurs. Reg.	
College of Arts and Sciences	Chemistry	B.S.	Chemistry	American Chemical Society	1969 & 1970	Annual Reaccreditation
	Sociology	B.S.	Social Work	Council on SW Educ.	1983	1981-82
Williamson School of Business Administration				AACSB	1983	
School of Education	Elem. Ed.	B.S.E.D.	Elementary	State	1983	--
				NCATE	1985	
	Spec. Ed.	B.S.E.D.	Special Ed.	State	1983	--
				NCATE	1985	
	Sec. Ed.	B.S.E.D.	(Various Fields)	State	1983	
			45 hrs.	NCATE	1985	--
	Elem. Ed.	*M.S.E.D.	Elementary	NCATE	1985	1980
	Elem. Ed.	*M.S.E.D.	Administration	NCATE	1985	1980
	Elem. Ed.	*M.S.E.D.	Administration	NCATE	1985	1980
	Spec. Ed.	*M.S.E.D.	Special Ed.	NCATE	1985	1980
	Sec. Ed.	*M.S.E.D.	Secondary Ed.	NCATE	1985	1980
	Sec. Ed.	*M.S.E.D.	Administration	NCATE	1985	1980
	Sec. Ed.	*M.S.E.D.	Administration	NCATE	1985	1980

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School or College	Department	Degree	Major	Accrediting Agency	Review/Status	Internal Review
	Guidance & Counseling	*M.S.E.D.	Counseling	NCATE	1985	1980
William Rayen School of Engineering	Chem/Met.	B.E.	Chem. Engr.	ABET	1980-81	
		B.E.	Met. E.		none	
		M.S.E.	Matl. Sci.			1978
	Civil	B.E.	C.E.	ABET	1980-81	
		M.S.E.	C.E.			1978
	Electrical	B.E.	E.E.	ABET	1980-81	
		M.S.E.	E.E.			1978
	Industrial	B.E.	I.E.	none	--	--
	Mechanical	B.E.	M.E.	ABET	1980-81	
		M.S.E.	M.E.			1978
College of Fine and Performing Arts	Music	B.M.	Performance	Natl Assoc. of Schools of Music	1989-90	1988-89/annual
	Music	B.M.	Music Education	"	"	"
	Music	B.M.	Music Composition	"	"	"
	Music	B.A.	Applied Music	"	"	"
	Music	B.A.	Music History	"	"	"
	Music	B.A.	Music Theory	"	"	"
Graduate School	Civil Engr.	M.S. in Engr.		North Central Assoc.	1978	1977-78
	Electrical Engr.	M.S. in Engr.			1978	1977-78
	Mechanical Engr.	M.S. in Engr.		"	1978	1977-78
	Materials Science	M.S. in Engr.		"	1978	1977-78
				"		
	English	M.A.			1978	1978-79
	Music	M.M.		"	1978	1978-79
	Criminal Justice	M.S.		"	1978	1978-79
				"		

School or College	Department	Degree	Major	Accrediting Agency	Review/ Status	Internal Review
	Special Education	M.S.E.D.		North Central Assoc.	1978	1979-80
	Guidance & Couns.	M.S.E.D.		''	1978	1979-80
.	Sec. Educ.	M.S.E.D.		''	1978	1979-80
	programs in Master Teacher Secondary and Secondary Principalship					
	Elem. Educ.	M.S.E.D.		''	1978	1979-80
	programs in Master Teacher Elementary and Elementary Principalship					
	Mathematics	M.S.		''	1978	1979-80
	History	M.A.		''	1978	1980-81
	Economics	M.A.			1978	1980-81
	MBA	MBA		''	1978	1980-81
	programs in Accounting, Accounting/Finance Management, Marketing					
	Biology	M.S.		''	1978	1981-82
	Chemistry	M.S.		''	1978	1981-82

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*Graduate programs will be reviewed by the State Department of Education in the Fall of 1983

APPENDIX I

GRADUATE PROGRAMS AND CONCENTRATIONS
Youngstown State University

M.A. (Master of Arts)
Economics
English
History

M.M. (Master of Music)
Performance
Music Theory & Composition
Music History & Literature
Music Education

M.B.A. (Master of Business Administration)
Accounting
Accounting/Finance
Management
Marketing

M.S. (Master of Science)
Biology
Chemistry
Criminal Justice
Mathematics

M.S. in Engr. (Master of Science in Engineering)
Civil Engineering
Electrical Engineering
Mechanical Engineering
Materials Science

M.S. in Ed. (Master of Science in Education)
Master Teacher Elementary, Curriculum
Master Teacher Elementary, Reading Specialist
Master Teacher Elementary, Early Childhood
Elementary Principalship

Master Teacher Secondary, Art
Master Teacher Secondary, Biology
Master Teacher Secondary, Business Education
Master Teacher Secondary, Chemistry
Master Teacher Secondary, Curriculum
Master Teacher Secondary, Economics
Master Teacher Secondary, English
Master Teacher Secondary, French
Master Teacher Secondary, Geography
Master Teacher Secondary, German
Master Teacher Secondary, Health & Physical Educ.
Master Teacher Secondary, History
Master Teacher Secondary, Italian
Master Teacher Secondary, Mathematics
Master Teacher Secondary, Music
Master Teacher Secondary, Physics
Master Teacher Secondary, Political Science
Master Teacher Secondary, Reading
Master Teacher Secondary, Spanish
Master Teacher Secondary, Speech and Dramatics
Master Teacher Secondary, Social Studies
Master Teacher Secondary, Sociology
Secondary Principalship

Guidance and Counseling

Special Education

YOUNGSTOWN STATE UNIVERSITY
PROGRAM EVALUATION
WORKSHEET

_____
Name of Program*

1. Description _____

   _____

   _____

2. Degree _____   3. Academic Year Reporting _____

4. Enrollment _____   _____
              Number of majors   Number of degrees awarded

5. Accreditation _____

   _____   _____
   Date of Last Visit   Date of Next Visit

6. Personnel
   Resources   _____   _____
              FTE Full-Service Faculty   FTE Limited-Service Faculty

   _____
   Support and Non-Teaching Staff

7. Capital
   Resources   _____

   _____

8. Financial
   Resources   _____

   _____

9. Other   _____

   _____

   _____

   Date _____   Department Chairman _____

   *Authorized Major.

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EVALUATION QUESTIONS

1. Program Description (Additional pages may be appended)

    A. What are the primary objectives of the program? _____ ___

    _____

    _____

    _____

    _____

    B. How does the program relate to the mission of the University?

    _____

    _____

    _____

    C. How has the current, continuing, or expanded need for this
        program been determined?

    _____

    _____

    _____

    _____

    D. Additional descriptive information about the program.

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

II. Program Evaluation _ (Additional pages may be appended)

A. What are the existing methods used to evaluate this program?

_____

_____

_____

B. List or attach the recommendations from the most recent
accreditation, or external or internal review. What is
the present status of each recommendation?

_____

_____

_____

_____

C. What specific action or follow-up do you feel is needed to
improve the program?

_____

_____

_____

D. How are evaluations and recommendations followed up?

_____

_____

_____

E. What are the major strengths of the program? _____

_____

_____

_____

_____

F. What are the major limitations and needs of the program?

_____

_____

_____

III.   Program Resources_   (Additional pages may be appended)

   A.   How are the teaching and non-teaching personnel being
        utilized in the program? Indicate what percent of their
        time is spent in a non-teaching capacity.
        (Since this is program specific, indicate percent of
        personnel being used in this program versus other programs)

   _____

   _____

   _____

   _____

   _____

   _____

   B.   How are the capital resources being utilized in the program?
        (This refers to equipment and facilities.)

   _____

   _____

   _____

   _____

   _____

   _____

   C.   What are the major costs of the program?

   _____

   _____

   _____

   _____

Total Personnel Budget $_____

Total Operating Budget $_____

Total Equipment Budget $_____

      Total Budget $_____

Comments:_____

NEW PROGRAMS
STATUS

	B.A. in Labor Relations		B.S.A.S. in Allied Health		B.F.A. in Musical Theatre		B.A. in Telecommunications	
	Date yr/mo/da	Action	Date yr/mo/da	Action	Date yr/mo/da	Action	Date yr/mo/da	Action
Stage I								
1. To Academic Administration For Consideration		OK		OK		OK		OK
2. Needs Assessment		OK		OK		OK		OK
Stage II								
1. To Ohio Board of Regents For Pre-Planning Approval	81/03/11 82/03/18	NO	81/03/11 82/03/18	NO	81/12/09 82/03/18	NO	81/03/11 82/03/18	NO
2. Program Detail and Resource Requirements Developed								
Stage III								
1. Academic Senate Processing	81/02/04		81/05/20					
2. To YSU Board of Trustees	81/04/25		81/11/13	HELD				
3. To Ohio Board of Regents	81/10/06 82/03/18	NO						
Stage IV								
1. Budgeted for following FY								
2. Program Implementation								

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NEW PROGRAMS
STATUS

		Programs					
	B.S.N.-Generic (Nursing)		M.S.N. (Nursing)		M.S. in Computer Science	M.S. in Nutrition	
Stage I	Date yr/mo/da	Action	Date yr/mo/da	Action	Date yr/mo/da	Action	Date yr/mo/da	Action

Stage I

1. To Academic Administration
   For Consideration

2. Needs Assessment

Stage II

1. To Ohio Board of Regents
   For Pre-Planning Approval

2. Program Detail and Resource
   Requirements Developed

Stage III

1. Academic Senate Processing

2. To YSU Board of Trustees

3. To Ohio Board of Regents

Stage IV

1. Budgeted for following FY

2. Program Implementation

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NEW PROGRAMS
STATUS

	Programs							
	M.A./M.S. in Psychology		M.A. in Art		M.S.Ed. in Community Counseling			
	Date yr/mo/da	Action	Date yr/mo/da	Action	Date yr/mo/da	Action	Date yr/mo/da	Action
Stage I								
1. To Academic Administration For Consideration								
2. Needs Assessment								
Stage II								
1. To Ohio Board of Regents For Pre-Planning Approval								
2. Program Detail and Resource Requirements Developed								
Stage III								
1. Academic Senate Processing								
2. To YSU Board of Trustees								
3. To Ohio Board of Regents								
Stage IV								
1. Budgeted for following FY								
2. Program Implementation								

TG 82/09/01