

## STRATEGIC PLAN MATRIX

<b>Legend:</b>	Critical Delay		Behind But Manageable		On Schedule		Completed		Status Has Been Revised	
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### ACCOUNTABILITY & SUSTAINABILITY

Start Date	Est. Date of Completion	Summary of Initiative	Current Status	Statu
2011-2012		Utilize new budget model to ensure strategic alignment of budgets and expenditures. Leader: Neal McNally	Efforts in the 3rd quarter of 2013-14 are focused on achieving a balanced budget in light of declining revenues and some increasing costs. However, cost reductions are still being achieved through strategic prioritization with an emphasis on growing and/or protecting revenue streams. Work is already underway to define a balanced budget for FY2014-15 with similar efforts to reduce costs in strategic ways that enhance revenues.	
2011-2012		Create a central database to support all initiatives. Leader: Gene Grilli <b>NOTE:</b> <i>(The Steering Committee will evaluate this initiative and appoint a new leader as necessary.)</i>	<i>Efforts remain focused on the Business Intelligence (BI) proof of concept deliverable as defined by executive management. The solution provided will facilitate the financial planning and budget development processes through the aggregation of various instructional costs. The product of this effort will be applied to a request recently submitted by the Dean of the Beeghly College of Education allowing for the identification and analysis of instructional costs at the departmental level. The BI team is in the process of delivering the requested solutions utilizing the recently acquired IBI Active Reports and Visual Discovery platforms.</i>	
2011-2012		Systematically review, simplify, and automate business practices. Leader: Paul Kobulnicky <b>NOTE:</b> <i>(The Steering Committee will evaluate this initiative and appoint a new leader as necessary.)</i>	Work continues on the three fronts articulated last quarter. (1) As an overarching issue we are looking at a metric for efficiency that looks at increasing the percentage of direct instructional expenses against the total University expenses. Increasing the percentage of the budget given to direct instructional expenses, especially in a time of decreasing net revenues, means that we are becoming more efficient. The technique can also be compared across institutions since the relevant data is reported to the state and federal governments. (2) We are nearing a recommendation on steps we can take to reduce "bad debt." Our committee is focused on three major improvements to reduce bad debt: improving our contact information for current students, especially telephone numbers, the provision of better and more timely financial management and debt repayment counseling, and working with faculty to improve attendance taking since proper attendance is related to the University's ability to receive federal funds related to outstanding student tuition invoices. (3) Training on new travel processes has begun. In addition, we are working on the consolidation of summer term classes to fewer buildings to reduce cooling costs across campus, focusing cooling and classes on buildings with sensitive labs that must be cooled.	
2011-2012		Explore and implement shared services as needed. Leader: Paul Kobulnicky (See <b>NOTE</b> above.)	YSU reported its efficiency activities to the State Efficiency Advisory Committee as required. The report focused on: YSU's health care insurance changes, YSU's faculty severance program, YSU's reductions in support services costs, IUC collaborative insurance purchases, Ohio Edison Enernoc energy savings programs, Youngstown thermal heating cost reductions, and IUC collaborative software licensing agreements.	
2011-2012		Establish a culture of customer service. Leaders: Jack Fahey	<i>A campus climate survey was administered to faculty and staff this Fall. Results are being scored for dissemination.</i>	
2011-2012		Establish effective communication systems. Leaders: Joe Mosca	Communications on the Strategic Plan continue to be focused on interaction with groups. President Dunn takes the message of Enrollment, Excellence and Engagement to all of the communities with which he interacts. He also communicates to the campus community through regular columns in the YSUpdate, and he appears regularly on WYSU radio. Matters of strategic importance are now a regular part of the agendas of Executive Administrative Staff Council, the Dean's Council and the Departmental Chairs Council.	
2012-2013		Update and implement the Technology Master Plan on an ongoing basis. Leader: Ken Schindler	<i>Analysis of the current state of educational and administrative technology at YSU continues. Server and core network upgrades have been addressed. Further infrastructure upgrades have been identified, and budget initiatives are being developed. Long-term shifts in software strategies to embrace open source strategies when appropriate have begun.</i>	

2012-2013		Form an IT steering committee to align IT priorities with strategic priorities. Leader: Ken Schindler	Duplication between two committees has been resolved. Working with the Information Technology Advisory Committee (ITAC), the department of Information Technology Services (ITS) has chartered a Learning Management System review, has endorsed a password change cycle of 180 days, and has recommended moving to a combination of WordPress and Drupal as website content management systems of choice. University Administration has approved the ITAC recommendations.	
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## REGIONAL ENGAGEMENT

Start Date	Est. Date of Completion	Summary of Initiative	Current Status	Statu
2011-2012	Ongoing	Develop strong relationships with regional economic development agencies. Leader: Ron Chordas	Youngstown State University and the Youngstown Warren Regional Chamber were recognized for their collaboration in developing the relationship with Siemens Corp. that led to a \$440 million in-kind software grant to YSU at the Ohio Economic Development Association 2013 Annual Summit in Columbus. In July, the Youngstown Business Incubator ranked No. 11 out of 150 incubators worldwide on a list of the best university-affiliated incubators in the world. The University Business Incubator Index, based in Stockholm, compiled the list. The University collaborated with NASA Glenn and MAGENT – The Manufacturer’s Advocacy and Growth Network – to conduct a “NASA Roadshow” event to assist local manufacturers in solving technical challenges. That event will be held December 5, 2013 at Kilcawley Center. The Center for Urban and Regional studies was awarded a grant from EDA to develop economic development strategies in partnership with the City of Youngstown. The grant award in the amount of \$219,792 runs from October 1, 2013 to September 30, 2015. The grant will conclude with an Economic Development Summit in the Fall of 2015.	
2011-2012	Ongoing	Offer diverse arts and cultural programming to broaden audience demographics. Leader: Bryan DePoy	<ul style="list-style-type: none"> <li>The Department of Theater and Dance has devoted one of their season's programming spots to support audience diversification. This year's programming was a collaboration between the Jewish Federation and the University Theater program to produce “Tribunal”, which performed to seven consecutively sold out performances this past October (2013). This performance allowed us to not only engage with the Jewish community, but it allows us to present various historical perspectives regarding this troubling time in history. It was among the most successful theater runs by every measure in recent history.</li> <li>Over the past year, arts and culture programming alone brought 33,067 individuals onto campus.</li> <li>The academic units are working very closely with the Office of Diversity and Multicultural Affairs to ensure that diversity programming is not only being reported but is strategically implemented by the academic units. All academic units are represented and serving on this active task force led by Sylvia Imler.</li> <li>The Department of Theater and Dance is in the very early stages of a youth theater project titled “Penguin Playhouse,” which is a theater initiative designed to focus on a younger demographic.</li> <li>A partnership in cultural programming has been established at the Jewish Community Center to include a theater camp for youth serving citizens on the north side of Youngstown and the community at large.</li> <li>The College of Creative Arts &amp; Communication is entering into a formal agreement with Chaney High School (Visual and Performing Arts School) to expand early arts and culture opportunities to the diversity represented at the school. The goal is to expand our audience reach by directly collaborating with the Youngstown City Schools and to facilitate access to programming. We already have several faculty and students working with instructors and students at Chaney High School, and this relationship continues to grow.</li> </ul>	
2011-2012	2014	Establish policies to reduce barriers to partnerships. Leader: Task Force to be identified by Chet Cooper and Bryan DePoy	<ul style="list-style-type: none"> <li>It was decided that the focus would be placed on exploring barriers to academic partnerships with community colleges. As our recruiting demographic changes, a renewed importance will likely be placed on our positive and mutually beneficial relationships with two-year institutions. A task force has convened to address this challenge and has identified four primary components: 1) Faculty collaboration between the respective institutions is critical; 2) We should conduct a study to assess programs at the partner and host institution for program congruence; 3) We must streamline the transfer and articulation process; and 4) We must broaden and formalize our relationship with Eastern Gateway Community College. We are now reviewing the construct of possible Dual Admission agreements, to begin with Eastern Gateway Community College, as well as master agreements for transfer equates.</li> </ul>	
2011-2012	Ongoing	Increase coordination/communication among academic units related to economic development and community engagement. Leader: Ron Chordas	<ul style="list-style-type: none"> <li>Within the Williamson College of Business Administration (WCBA), the Monus Entrepreneurship Center is collaborating with the Gerontology Program (Bitonte College of Health and Human Services; BCHHS) to plan a regional conference that will include a student entrepreneurship competition focusing on new business ideas for the senior market.</li> <li>The Small Business Development Center (WCBA) continuously utilizes the skills of faculty members across campus to address business-related needs and planning.</li> <li>New graduate courses have been developed by the WCBA. One is an elective course in Entrepreneurship, Technology and Innovation for MBA students, as well as those in the College of STEM.</li> <li>The Engagement Task Force recently sponsored a Faculty Summit on Engagement in Kilcawley Center for YSU faculty and staff that focused on global engagement activities; best practices in setting objectives, evaluation of outcomes, and assessment for student internship placements; and development</li> </ul>	

			<p>of service learning courses and activities.</p> <ul style="list-style-type: none"> <li>The College of Creative Arts and Communication has been directly involved (Dean serves as co-chair) in a transformation regional arts advocacy initiative (Power of the Arts). To this date, the initiative has commissioned the first economic impact study for arts and culture in the region. In addition, the College is partnering with the organization to offer a quarterly professional development series for the community titled, "Arts Mean Business."</li> </ul>	
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2011-2012	Ongoing	<p>Improve communication between community outreach units and academic departments. Leader: Ron Chordas</p>	<ul style="list-style-type: none"> <li>The College of Creative Arts and Communication is partnering with the Metro College to establish a Corporate Communication Training Center (funded, in part, by an Ohio Hub of Innovation and Opportunity grant) to offer communication skills training sessions to regional industry on a fee-based basis. The center will begin operating in Fall 2013.</li> <li>Meetings were conducted with the Chairs of CLASS and BCHHS regarding opportunities for student engagement relating to community projects. These meetings will continue as needed throughout the academic year as opportunities arise.</li> <li>The Beeghly College of Education submitted the Promise Neighborhoods Grant, a collaborative effort between Beeghly College, BCHHS, CLASS, and the Center for Urban and Regional Studies. They have also worked to obtain commitments from multiple social service organizations providing services on the east side of Youngstown.</li> <li>The Executive Director of the Center for Urban and Regional Studies, along with the MRCI coordinator, serve on the board of directors of the Northeast Ohio Sustainable Communities Consortium, a twelve county consortium. This initiative is funded by a \$4.3 million grant from HUD. The grant's goals include creating a resilient Northeast Ohio, connecting our communities, restoring and protecting the natural resources. It is based upon a competitive framework for the economic vitality of the region.</li> </ul>	
2013-2014		<p>Develop other general strategies to bolster engagement and institutional awareness. Leader: Scott Evans (See <b>NOTE</b> on Page 1, Initiative 2)</p>	<p>A subcommittee of the Cornerstone team met to identify possible strategies that are in progress or planned that are appropriate for this initiative. The offices of Marketing and Communications, Alumni Relations, and Diversity and Multicultural Affairs developed a raw list for further evaluation.</p>	
<b>STUDENT SUCCESS</b>				
2011-2012		<p>Examine and revise admissions and retention requirements. Leader: Jack Fahey</p>	<p><i>The recent changes in deadlines and conditional admission requirements are being monitored closely. We've seen a significant improvement in conditional compliance with the stipulations of their admission. For Fall 2013, 97% of conditional admits signed a conditional admission agreement. As a result of their compliance, conditional student success has grown from 27% in Fall 2009 to 70% this semester. We've begun the transition from open enrollment to open access by empowering the Director of Admissions, and her admissions committee, to review all conditional student applications and deny admission to those students who are most unlikely to be successful. In addition, a work group identified the factors that are driving the recent declines in enrollment of African American students, and their recommendations are being prioritized and implemented.</i></p>	
2011-2012		<p>Develop Freshman-Year experience. Leader: Shearle Furnish</p>	<p>The final recommendations of the committee include:</p> <ul style="list-style-type: none"> <li>The six undergraduate colleges should implement a one-to-three-hour freshman seminar. The seminar has been piloted in the Bitonte College of Health and Human Services. The College of Liberal Arts and Social Sciences is developing their seminar.</li> <li>YSU should expand the implementation of learning or living/learning communities beyond the successful current instances.</li> <li>YSU should improve and enhance outreach and communications with first-year students.</li> <li>Deans should consider training and appointing faculty mentors.</li> <li>The University should train resource allies among the student body, faculty, and staff.</li> <li>The University should implement a virtual and physical "Ask the Penguin" informational service.</li> <li>YSU should re-invent Freshman Convocation as a Welcome Week event for first-year students.</li> </ul>	
2011-2012		<p>Improve course completion rates. Leader: Shearle Furnish</p>	<p><i>This initiative group has crafted OBOR-mandated the College Completion report for BOT approval. That work being done, the group plans to explore courses that are barriers/bottlenecks to completion.</i> <b>METRIC – The % of students registering for more than 14 semester hours has increased over the last two years (Fall = 9% increase, Spring = 3% increase).</b> <b>METRIC – The Fall 2013 course completion rate of 83.3% is 2.5% higher than Fall 2012 and is the highest Fall rate in at least 5 years.</b></p>	
2011-2012		<p>Align advising systems. Leader: William Buckler</p>	<p><i>Although initially envisioning development of a "Faculty Advising Syllabus" to complement the existing "Academic Advising Syllabus" used by the professional advisors, emphasis veered toward developing a single more comprehensive advising syllabus for use by both professional and faculty advisors. The term "syllabus" is thought to present confusion with students so the effort has been re-titled to Academic Advising Roadmap. At the time of the last update the new four-page Roadmap was in the proof stage. It has since gone into distribution during Early SOAR and response has been very positive. Incoming</i></p>	

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			<p>freshmen are given hardcopies of the Academic Advising Roadmap during SOAR and a digital file of the brochure is available to all departmental chairs or individual faculty advisors for use in their department. The Roadmap is also to be made available on the advising website.</p> <p>The coordinator of academic advising is continuing efforts to build a curriculum sheet website to display in a single venue current requirements for all undergraduate majors available on campus. But concurrently, he is taking an active role in working with the department chairpersons to see that their</p>	
2011-2012		Align advising systems. Leader: William Buckler	<p>(continued from page 3)</p> <p>Bulletin descriptions are accurate, clearly expressed with students in mind, and that needed changes in program requirements go through the required approval process.</p> <p>The template for the curriculum sheet web page is now included on the advising website and individual curriculum sheets are about to be posted.</p> <p><b>METRIC</b> - In Spring 2013, the Office of Assessment administered the National Survey of Student Engagement (NSSE) to measure YSU student experiences in practices known to positively impact student engagement, retention, and success. As an add-on, YSU included an academic advising module to examine freshmen and senior students' experiences with academic advising, including frequency of use, accessibility, information provided, and primary source of advice. Freshmen advising scored higher on all questions relative to peer institutions, whereas senior advising fared somewhat more poorly on most questions relative to peer institutions.</p> <p><b>METRIC – The most recent Noel Levitz National Student Satisfaction survey indicates that the University's rating for Quality of Academic Advising is our highest strength in comparison to other four-year public institutions.</b></p>	
2012-2013		Increase learning-assessment endeavors. Leader: Hillary Fuhrman	<p>YSU has significantly increased student learning assessment activities on campus:</p> <ul style="list-style-type: none"> <li>• Substantial participation in (86% academic/95% co-curricular) and high quality of assessment reports (83% academic/85% co-curricular)</li> <li>• Numerous professional development opportunities to build assessment capacity (19 workshops with 300+ participants, 50+ review volunteers)</li> <li>• Programs to promote innovation and best practices in student learning assessment (best practices poster competition, innovation mini-grants)</li> <li>• Opportunities to build on and celebrate a vital assessment culture (university-, college-, and student affairs-level assessment bodies active, assessment participation recognition, and appreciation)</li> </ul> <p>General education has contributed significantly to student learning endeavors, with professional development opportunities:</p> <ul style="list-style-type: none"> <li>• Development and implementation of the campus-wide ROAD project for general education learning outcome assessment in critical thinking and writing</li> <li>• Use of recommendations from ROAD data for curricular improvements</li> <li>• Further development in process to expand ROAD to promote faculty discourse around student learning</li> <li>• Expansion of the ROAD process for other areas of general education knowledge and skills, areas the HLC's new criteria places stronger emphasis upon</li> </ul> <p>Assessment and General Education are also working collaboratively to join the ROAD project with VSA reporting requirements to increase faculty participation in general education assessment while fostering campus-wide dialogue on student learning and success.</p>	
2012-2013		Raise more money for scholarships. Leader: Jack Fahey	<p>For the second year in a row, the YSU Foundation authorized a significant increase in scholarship funding. Funds are earmarked for merit and graduate scholarships. The University created a new automatic and renewable freshmen scholarship called the First Opportunity Award. This \$1,000 award seeks to reach students with a 3.0 GPA with a 20 or 21 ACT. In addition, continuation requirements for the Dean's and President's Scholarships are being reviewed, as we believe the 3.5 requirement for renewal is out-of-line with our sister institutions and their requirements. The Advancement Division has completed a scholarship needs and prioritization process by college and is promoting gifts via the annual fund and through new and existing endowed scholarships. \$3.8 Million dollars was raised in FY 2013. <b>METRIC – The federal IPEDS 2013 data indicates we have significantly improved our performance compared to both our peer group and IUC universities in terms of average net price of attendance.</b></p>	
2012-2013		Streamline academic experiences—e.g., 3-year degrees, credit for prior learning. Leader: Teri Riley	<p>The state required each institution to have three-year degree plans for 10% of all baccalaureate degree programs by October 15, 2012 and plans for 60% of programs by June 30, 2014. We have met the 10% requirement, and the pathways are posted on the YSU website at <a href="#">Academics: Bachelor's Degree</a>. We continue steady progress toward this goal and will meet the June 30, 2014 deadline for identifying three-year degree pathways for 60% of our programs.</p>	
2012-2013		Develop a major marketing campaign to position YSU as a university of choice (e.g., YSU Success Stories). Recruit under-represented students, the best students, and students outside the immediate area. Leader: Mark Van Tilburg	<p><b>Current Status:</b> We are continuing this ongoing work, with reduced emphasis on supporting recruitment of "students outside the immediate area," because of recent data and recommendations from Gary Swegan, our new associate vice president for enrollment planning and management. Our initiative includes:</p> <ul style="list-style-type: none"> <li>• Increasing YSU visibility and improving the public perception of the University as a high value, quality institution through traditional and new media platforms, both paid and unpaid.</li> <li>• Expanding our electronic and social media footprint across all established and emerging platforms.</li> <li>• Creating and publishing student, faculty, alumni success stories in print and video formats.</li> <li>• Working with EyeFlow, a Pittsburgh-based new media and web design research firm conducted in-depth audit of our website in preparation for major redesign of the YSU website, which is now underway using the data and recommendations from the audit.</li> </ul>	



			<ul style="list-style-type: none"> <li>Executed limited February-March 2014 blitz campaign for local, western Ohio and west PA markets, in addition to ongoing marketing efforts in high-potential recruitment geographic areas.</li> <li>Working with Gary Swegan, as well as key admission professionals, the design and production of key print recruitment materials were fast-tracked this year to ensure timely distribution to potential students.</li> </ul>																					
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2012-2013		Develop a major marketing campaign to position YSU as a university of choice (e.g., YSU Success Stories). Recruit under-represented students, the best students, and students outside the immediate area. Leader: Mark Van Tilburg	(Continued from page 4) <ul style="list-style-type: none"> <li>Other initiatives underway include additions to stadium banners to emphasize our "Experience Y" branding; working with the Chamber and the City of Youngstown to expand the street banner program downtown and in contiguous areas around campus; contracting for four new digital display billboards inside the Akron/Canton airport; and increasing our sponsorships of appropriate high school conferences and events.</li> </ul>																					
2012-2013		Increase internship, cooperative-education, service-learning, and study-abroad opportunities. Leader: Betty Jo Licata	<p><b>Internships/Cooperative Education:</b>  Develop a university website that directs employers and students to department or college internship information  Establish common course numbers for all internship courses  Establish zero credit-hour internships so noncredit internships can be tracked  Consider a university-wide internship support structure  Be proactive in offering career development programming  Be proactive in recruiting and educating employers regarding internships and coop  Determine YSU's position on paid vs. unpaid internships</p> <p><b>Service Learning</b>  Increase marketing of service-learning courses and the Service Learning Citizen Scholars Program  Promote community service opportunities  Sponsor of YSU Service Day  Create an inventory of service-learning courses  Offer faculty development workshops on designing service-learning courses  Promote the hands on Volunteer Network database  Promote Service-Learning successes  Create Global Service Learning Project</p> <p><b>Study Abroad</b>  Develop university-specific partnerships  Link opportunities with specific colleges or academic programs  Create cross-college/interdisciplinary collaborations</p>																					
2012-2013		Offer flexibly scheduled, alternative delivery, and distance-education courses and programs. Leader: Millie Rodriguez	<p>With the focus of enrollment increases in distance education, as a primary initiative, the following are indicators that are currently in our favor:</p> <ol style="list-style-type: none"> <li>Our Student Support Position was approved, and the person is slated to start mid-May. This person should have a significant impact on our conversion rates, as that will be their primary role in the office.</li> <li>We have had a 38.5% increase in our monthly prospects since last year. Average monthly prospects in 2013 were 53. Average monthly prospects in 2014 have been 137.</li> </ol> <table border="1"> <thead> <tr> <th>Program</th> <th>Applicants</th> <th>Prospects</th> <th>Notes</th> </tr> </thead> <tbody> <tr> <td>Allied Health</td> <td>64</td> <td>172</td> <td>59 leads all of last year / 113 in the last 4 months</td> </tr> <tr> <td>Public Health</td> <td>24</td> <td>114</td> <td>27 leads all of last year / 87 in the last 4 months</td> </tr> <tr> <td>Engineering Mgmt</td> <td>12</td> <td>75</td> <td>33 leads all of last year / 42 in the last 4 months. Also they show lower inquiries; higher conversion</td> </tr> <tr> <td>MBA</td> <td>40</td> <td>264</td> <td>170 leads all of last year / 94 in the last 4 months</td> </tr> </tbody> </table>	Program	Applicants	Prospects	Notes	Allied Health	64	172	59 leads all of last year / 113 in the last 4 months	Public Health	24	114	27 leads all of last year / 87 in the last 4 months	Engineering Mgmt	12	75	33 leads all of last year / 42 in the last 4 months. Also they show lower inquiries; higher conversion	MBA	40	264	170 leads all of last year / 94 in the last 4 months	
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2012-2013		Offer flexibly scheduled, alternative delivery, and distance-education courses and programs. Leader: Millie Rodriguez	<p><i>(Continued from page 5)</i></p> <p>3. We have had a 31% increase in our monthly applications since last year. Average monthly applicants in 2013 were 3.58, and average monthly applicants in 2014 are 12.5.</p> <p>4. I am confident we could add the following in our programs:</p> <ul style="list-style-type: none"> <li>• 20 - 25 MBA students</li> <li>• 30 Public Health</li> <li>• 30 Allied Health</li> <li>• 15 Engineering</li> <li>• 15 - 20 Financial Econ.</li> <li>• Our other online programs are hard to gauge at this point given the enrollment history to date but our prospect increases are promising for increased production.</li> <li>• If we can get the RN to BSN program up, then we will see an added 20 - 25 students for Fall. They are still dragging their feet, but we are close.</li> </ul> <p><b>New Programs being worked on for 2015</b> Increasing the number of programs that we have will offer will increase our student enrollments and overall revenue.</p> <ol style="list-style-type: none"> <li>1. Assoc. in General Education: this could service so many students but primary markets to benefit are Military and International students.</li> <li>2. Professional Writing Certificate</li> <li>3. BA Journalism completion program</li> <li>4. MA Interdisciplinary Communication</li> </ol> <p><b>Continuous Improvement</b> We are working on a military 'scholarship' (ie tuition credit) to lower the cost of our tuition to meet military TA for our Active Duty military. Improving the quality of our programs will allow us to market excellence in online education. This would include the QM review process, our internal review process, and most recently added is the ability to ProctorCam our exams and verify our students in the online courses. The proctoring option for faculty is slated to start in the Fall 2014. Acquiring the student work force from the ITC and formulating the Instructional Design and Development Center has allowed uninterrupted support of our faculty in the design, development, and delivery of their online courses.</p>																	
2011-2012		Formalize exit interviews. Leader: Jeanne Herman	<p><b>Components of the initiative:</b></p> <table border="0"> <tr> <td>1. Identify students who do not return to YSU.</td> <td>100%</td> </tr> <tr> <td>2. Contact students who have completely withdrawn from YSU during the term.</td> <td>100%</td> </tr> <tr> <td>3. Counsel students who want to completely withdraw from YSU.</td> <td>30%</td> </tr> <tr> <td>4. Identify where YSU students go if they do not register for the next term.</td> <td>50%</td> </tr> <tr> <td>5. Identify where YSU graduates go after graduation.</td> <td>100%</td> </tr> <tr> <td>6. Create a survey designed to identify key reasons a student leaves YSU.</td> <td>100%</td> </tr> <tr> <td>7. Respond to issues causing students to leave YSU.</td> <td>25%</td> </tr> <tr> <td>8. Measure impact of outreach.</td> <td>25%</td> </tr> </table> <p>Our current process of contacting student once they have withdrawn from the University yields a low response rate. The data we have received reveals that 42% of the students who withdraw do so due to reasons that no one could have prevented. This is a solid start but we need to reach a greater number of students. Beginning Fall 2014, we will send an exit interview out to all students who came to YSU in the Spring, but did not register for classes in the Fall. We are also working with the IT staff to utilize the Banner survey function. This function will require a student to complete a survey before they withdraw from classes. This is a complicated process and will require some time to implement and properly test.</p>	1. Identify students who do not return to YSU.	100%	2. Contact students who have completely withdrawn from YSU during the term.	100%	3. Counsel students who want to completely withdraw from YSU.	30%	4. Identify where YSU students go if they do not register for the next term.	50%	5. Identify where YSU graduates go after graduation.	100%	6. Create a survey designed to identify key reasons a student leaves YSU.	100%	7. Respond to issues causing students to leave YSU.	25%	8. Measure impact of outreach.	25%	
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8. Measure impact of outreach.	25%																			

2012-2013		Implement Dual Enrollment with EGCC. Leader: Teri Riley	We've decided not to transition Math 1500 and 1501 to EGCC at this time. Dean DePoy is chairing a committee which is investigating a dual enrollment partnership with EGCC. This agreement will facilitate students transferring from EGCC to YSU.	
<b>URBAN RESEARCH</b>				
	<b>Est. Date of Completion</b>	<b>Summary of Initiative</b>	<b>Current Status</b>	<b>Statu</b>
2011-2012	Ongoing	Expand undergraduate research opportunities. Leader: Jeff Coldren	<i>During the past semester, we held the 25th anniversary of Quest: A Forum for Student Scholarship. This was another highly successful year as 389 students were involved in 192 projects. We held an additional event called the Best of Quest to celebrate the 25th anniversary at which the top students in each college presented their projects to a distinguished panel of judges and to the audience. We were pleased to have the cooperation of Turning Technologies to supply the scoring equipment. Plans for the summer include revision and expansion of the Undergraduate Research website.</i>	
2011-2012	Ongoing	Create opportunities for interdisciplinary collaboration. Leader: Bryan DePoy	<i>The Colleges of STEM and Creative Arts &amp; Communication are in the planning stages for a 3D printing facility in the Beecher Center of the Butler Institute of American Art. This facility will serve as a hub for interdisciplinary activity in STEM and the Creative disciplines to blend form and function (STEAM) and create more innovative research, creative output, and experiential opportunities for our students. The Colleges of STEM and Creative Arts &amp; Communication (Department of Art) are in the final approval stages for a new general education course (Arts &amp; Humanities) that incorporates design components into the engineering disciplines. Faculty development activities have created connections and collaboration. This year, workshops (e.g., teaching students about metacognition, employing classroom assessment tools, distance education, course design, prolific writing) create spaces for faculty from all corners of the campus to cross-pollinate ideas and strategies. Research collaboration is a goal of the InterCampus Mentors Program, which pairs new faculty members with experienced faculty from other colleges. Learning communities bring together colleagues from varied departments to focus on specific topics (this year, student writing and using classroom technology). New faculty orientation, followed by organized social activities, offer opportunities for that cohort to find commonalities.</i>	
2011-2012	Ongoing	Provide training for grant management and development. Leader: Ed Orona & Scott Martin	<b>Activities of the Office of Grants and Sponsored Programs (OGSP):</b> <i>The OGSP - which is responsible for assisting YSU faculty and staff in submitting grant proposals for external funding, and for accepting grant awards for research, service, and academic development - is providing and/or sponsoring the following grant support and training. These activities also apply to benchmarking best practices in grant development and management.</i> <i>(a) Grant Workshops: The OSGP director has continued a series of presentations on grant development for new and experienced faculty and staff; workshops on focused and specialized topics were scheduled; and presentations to department chairs and deans were delivered. Fall 2013 workshops (FY14) for new and returning faculty were delivered. There was maximum attendance (25) in Coffelt conference room. A workshop (Spring 2014) was offered to new and continuing faculty on "The Transition: Pre-Award Proposal to Post-Award Funding", with 20 in attendance. Additional workshops are being scheduled for Fall 2014.</i> <i>(b) OGSP Coordinator: The search for a new staff member "Coordinator" (0.75 FTE) was re-initiated in January 2014; the Coordinator will be trained to assist with grant programs and procedures. Outreach to Departments and Colleges is to be expanded with the goal of encouraging and facilitating submission of proposals for external funding. The Search Committee will provide the short list of candidates to the Director in May.</i> <i>(c) OGSP Website: The Director continues to update the OGSP Website which was self-initiated and describes the services offered and provided by the OGSP. The site is the single best source for grant information in the context of standard operating procedures and University policies. (Forms and processes are available.) The website describes and provides on-line resources for external and internal grant funding opportunities, grant development and submission, post award guidance for management and grant/contract agreements, terms and conditions, intellectual property, compliance and regulations.</i> <i>(d) RCR Training: Responsible Conduct of Research: YSU is implementing processes to provide training and oversight on the responsible conduct of research (RCR) or ethics to YSU faculty and staff. The RCR training is required and mandated by sponsors, such as the National Science Foundation and other agencies. Equally important is the mentoring and training of undergraduates, graduate students, and postdoctoral researchers supported by agencies such as the NSF. OGSP is assisting in review of policies and best practices in the choice of an RCR training program. Commercially available software - CITI (Collaborative Institutional Training Initiative) Training Program, for faculty and staff certification, has been purchased. This CITI program is used by a host of other universities and planned for rollout for YSU use in the Fall semester 2014. Its use is being implemented in its initial stages for RCR training by the IRB (Institutional Review Board), which provides oversight on research involving human subject participants (below).</i> <i>(e) Other Mandated Compliance and Training (Human and Animal Research): The OGSP provides oversight of University adherence to federal and state laws</i>	

			(compliance regulations), which require individual certifications on the responsible use of human and animal subjects in research. The IACUC (Institutional Animal Care and Use Committee) is the committee at YSU designated to provide oversight and monitor federal regulations on research involving animals. Compliance under federally-supported research is under the domain of the USDA and OLAW (Office of Laboratory Animal Welfare). YSU has had a long-standing arrangement with NEOMED. A consortium comprised of YSU, NEOMED, Summa Health Systems, Kent State University, the	
Start Date	Est. Date of Completion	Summary of Initiative	Current Status	Statu
2011-2012	Ongoing	Provide training for grant management and development. Leader: Ed Orona & Scott Martin	(Continued from page 7) University of Akron, and the Akron General Medical Center is involved. A consortial "protocol" has been used for institutions to process and approve research on animal subjects; the current system of practice was updated starting in 2012 with Dr. Walter Horne (at NEOMED), who serves as the YSU veterinarian of record. Human subjects' research projects, when proposed, are reviewed and approved (as "protocols") by the YSU Institutional Review Board (IRB). The Full Committee of the IRB meets monthly to approve projects involving vulnerable populations, such as children and prisoners. In addition, the IRB Chair reviews a hundred expedited protocols annually, which do not go to the full committee. To date, and since 2010, OGSP has provided oversight and required YSU personnel to receive training on conducting research on human subjects. All YSU faculty, students, and staff who are involved with Human Subjects research were required to complete training and be certified. On-line training was provided by the module at the NIH (National Institutes of Health) Office of Extramural Research (module-Protecting Human Research Participants). About 100-150 individuals have sent their Certifications to the secretary of the IRB. The IRB will be using the new CITI training modules to assist with the online training and the new certifications.	
2011-2012		Develop marketing and recruitment strategies for graduate students and selected undergraduates. Leader: Jack Fahey	Current Status: We are continuing this ongoing work, with reduced emphasis on supporting recruitment of "students outside the immediate area," because of recent data and recommendations from Gary Swegan, our new associate vice president for enrollment planning and management. Our initiative includes: <ul style="list-style-type: none"> <li>Increasing YSU visibility and improving the public perception of the University as a high value, quality institution through traditional and new media platforms, both paid and unpaid.</li> <li>Expanding our electronic and social media footprint across all established and emerging platforms.</li> <li>Creating and publishing student, faculty, alumni success stories in print and video formats.</li> <li>Working with EyeFlow, a Pittsburgh-based new media and web design research firm conducted in-depth audit of our website in preparation for major redesign of the YSU website, which is now underway using the data and recommendations from the audit.</li> <li>Executed limited February-March 2014 blitz campaign for local, western Ohio and west PA markets, in addition to ongoing marketing efforts in high-potential recruitment geographic areas.</li> <li>Working with Gary Swegan, as well as key admission professionals, the design and production of key print recruitment materials were fast-tracked this year to ensure timely distribution to potential students..</li> <li>Other initiatives underway include additions to stadium banners to emphasize our "Experience Y" branding; working with the Chamber and the City of Youngstown to expand the street banner program downtown and in contiguous areas around campus; contracting for four new digital display billboards inside the Akron/Canton airport; and increasing our sponsorships of appropriate high school conferences and events.</li> </ul>	
2011-2012	Ongoing	Add/implement selected graduate programs. Leader: Sal Sanders	The Economics department proposal for a <b>4+1 Master of Arts in Economics</b> has been reviewed by both Graduate and Undergraduate Curriculum Committees and RACGS has been informed that undergraduate students meeting the requirements to participant in the program, will be permitted to take up to 9 semester hours of graduate credit that will be applied to meet both undergraduate and graduate degree requirements. A program development plan (PDP) for a <b>Doctor of Nursing Practice (DNP)</b> has undergone the campus review process, and comments from RACGS have been received. The Nursing department continues to develop the full proposal. The <b>Post-Master's Family Nurse Practitioner Certificate</b> has received RACGS approval. The <b>Adult Gerontology Acute Care Nurse Practitioner Option</b> for the <b>Master of Nursing (MSN)</b> degree and the <b>Adult Gerontology Acute Care Nurse Practitioner Post MSN Certificate</b> remain tabled at this time. The full proposal for a <b>Master of Engineering Physics</b> remains in preparation by the department. The Department of Art has developed a PDP for a <b>Master of Fine Arts in Interdisciplinary Visual Arts</b> , which has undergone the campus review process and is currently being reviewed by RACGS. A draft proposal for a <b>Master of Arts degree in Media Entrepreneurship</b> has been developed. Finally RACGS has been informed that the <b>Master of Business Administration (MBA)</b> degree will be offered at Lorain County Community College beginning Fall 2014. The Economics department proposal for a <b>4+1 Master of Arts in Economics</b> has been reviewed by both Graduate and Undergraduate Curriculum Committees and RACGS has been informed that undergraduate students meeting the requirements to participant in the program, will be permitted to take up to 9 semester hours of graduate credit that will be applied to meet both undergraduate and graduate degree requirements. A program development plan (PDP) for a <b>Doctor of Nursing Practice (DNP)</b> has undergone the campus review process, and comments from RACGS have been received. The Nursing department continues to develop the full proposal. The <b>Post-Master's Family Nurse Practitioner Certificate</b> has received RACGS approval. The <b>Adult Gerontology Acute Care Nurse Practitioner Option</b> for the <b>Master of Nursing (MSN)</b> degree and the <b>Adult Gerontology Acute Care Nurse Practitioner Post MSN Certificate</b> remain tabled at this time. The full proposal for a <b>Master of Engineering Physics</b> remains in preparation by the department. The Department of Art has	



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2011-2012	Ongoing	Advance Centers of Excellence to prominence. Leader: Ikram Khawaja	<p><b>Center of Excellence in International Business</b>            State Recognition – Ohio Chancellor Jim Petro named YSU’s Center of Excellence in International Business an Ohio Center of Excellence on 11/3/11.            Curriculum:</p> <p><b>Curricular Developments</b></p> <ul style="list-style-type: none"> <li>• The WCBA offered three Global Learning Experiences, each with a different focus. In December 2013, seven students and two faculty members participated in a GLE to Prague with a focus on transitional economics; eight students traveled to Dublin, Ireland in March to study global entrepreneurship and five students and one faculty member traveled with Cleveland State University to China to study supply chain management. In addition, approximately 15 students will participate in the four-week London Learning Experience where students live in London, participate in academic coursework, and complete team projects for London-based businesses.</li> <li>• The new course in Exporting engages students in developing export plans for regional businesses. In Spring 2014, students completed exporting plans for seven businesses. In addition, two of these businesses are establishing paid internships for the summer.</li> <li>• We are preparing students to take the Certified Global Business Professional (CGBP) exam offered by NASBITE International.</li> <li>• A faculty member is visiting South Korea this summer to explore partnerships.</li> <li>• A minor in International Business has been developed and approved.</li> </ul> <p><b>Business Community Outreach</b>            The Small Business Development Center, under the leadership of Ms. Patricia Veisz, houses the highly successful International Trade Assistance Center (ITAC) to assist businesses in starting or expanding international trade activities. The grant funds programming and an international trade assistance advisor to work with companies to initiate or expand international trade activity. Mousa Kassis is the ITAC Adviser. Workshops are conducted throughout the year for the business community.            Export Needs Assessment: The Williamson Center, in partnership with the ITAC, completed an export needs assessment of local businesses. Approximately 1,200 businesses and organizations within NE Ohio were surveyed regarding their export experience, interests, and perceived needs. Findings provided direction for future Center and ITAC initiatives.            Plans for 2014-2015 include:</p> <ol style="list-style-type: none"> <li>1. Aggressively build the BSBA in International Business.</li> <li>2. Expand course offerings in International Business.</li> <li>3. Expand international business projects and international internships with the regional business community.</li> <li>4. Provide grants to support faculty research and instructional development.</li> <li>5. Expand Global Learning Experiences at undergraduate and graduate levels.</li> <li>6. Expand YSU's academic presence outside of the U.S. market.</li> <li>7. Increase the opportunities for YSU students to interact with students from other universities.</li> <li>8. Expand student-business interactions through student projects and internships.</li> <li>9. Increase integration of Ohio Small Business Development Center and International Trade Assistance Center with WCBA activities.</li> <li>10. Seek external grants to support new international business initiatives.</li> </ol> <p><b>Center for Autistic Studies</b>            Scholarship – Refereed Publications and Presentations – Since March of 2014, faculty and researchers affiliated with the Center for Autism Studies submitted or completed the following manuscripts, publications, or presentations.  <b>Refereed Papers or Posters Presented at National or International Conferences:</b>            Unger, D.D. (2014, April). Green Acres or Park Avenue? Increasing opportunities for common core knowledge and skill instruction for students with autism and intellectual disabilities through sustainable communities initiatives. Paper presented at the international meeting of the Council for Exceptional Children, Philadelphia, PA.</p>	

			Rogers, K. (2014, March). <i>Transitioning older adolescents living with autism spectrum disorder to a medical home. Paper submitted to OCALICON 2014, Columbus, OH.</i>	
Start Date	Est. Date of Completion	Summary of Initiative	Current Status	Statu
2011-2012	Ongoing	Advance Centers of Excellence to prominence. Leader: Ikram Khawaja	<p><i>(Continued from page 9)</i></p> <p>Johnson, E. &amp; Unger, D. (2014, March). <i>The relationship between technology-enhanced, standards-based instruction and the learning and application of science concepts and processes for students with autism. Manuscript submitted to OCALICON, 2014, Columbus, OH.</i></p> <p><b>Proposed &amp; On-going Research</b></p> <p>Mr. Jon Dean's investigation of the effects of a music-based curriculum (i.e., <i>Count Me In</i>) on learning, sleep quality, and melatonin levels in children with autism is in the final stages of data collection with students and families involved with the Rich Center for Autism. His research has been guided by a faculty sponsor from YSU's biology program. During late Spring and early summer of 2014, Mr. Dean will begin to analyze the melatonin samples and responses to survey instruments.</p> <p>Dr. Suzanne Guiffre (BCHHS) and three of her doctoral students in physical therapy are continuing to analyze data from their research related to the health benefits of hippotherapy, such as trunk strength, balance and social engagement, of students diagnosed with autism.</p> <p>Dr. Darlene Unger (Center for Autism Studies/BCOE) continues to work with Dr. An Chih Cheng (DePaul University) and Dr. Brian McMahon (Virginia Commonwealth University) to complete data analysis for two retrospective studies which examine patterns of employment discrimination alleged by working age-Americans with autism, and subsequent case resolutions, filed under Title I of the Americans with Disabilities Act. Manuscripts for the two studies should be completed by June 1 and August 1.</p> <p>Relatedly, Dr. Unger was invited to participate in the EEOCDATANET project based on her involvement with the National EEOC - Americans with Disabilities Act (ADA) Research Project and her prior research regarding the employment discrimination experiences of individuals with autism and other significant disabilities. The EEOCDATANET project is housed at the University of Massachusetts-Amherst and supported by funding from NSF. The project aims to enhance collaboration among researchers in relation to discriminatory practices in employment and improve knowledge translation.</p> <p>Ms. Elizabeth Johnson, an undergraduate student in special education at YSU continues to collect data at the Rich Center pertaining to her study of whether the use of text-to-speech graphic organizers and systematic instruction improves students' abilities to learn science vocabulary and concepts (e.g., food web and the relationship between species in an organization).</p> <p><b>Service and Outreach</b></p> <p>The YSU-Transition Options in Postsecondary Settings Project (YSU-TOPS), which serves students with autism, is collaborating with the Mahoning Valley Educational Service Center and the Mahoning Board of Developmental Disabilities to provide internships and work experiences for young adults with autism. Representatives from all agencies were selected to participate in Ohio's Employment First Transition Initiative, aimed at improving interagency collaboration in the high school-to-college and careers transition process for students receiving special education services.</p> <p><b>The YSU Center for Applied Chemical Biology</b></p> <p>The Center continues to meet its goal of preparing both undergraduates and graduate students for careers in the chemical biological fields through rigorous laboratory training experience. At least 10 student trainees received their M.S. degrees with their research focus in projects supporting the field of chemical biology. Several of these students have secured positions in industry or are continuing to pursue academic interests in programs at other institutions. In addition, more than 25 undergraduates have participated in various research projects within the Center.</p> <p>Over the past year, nearly a dozen publications and two dozen more conference presentations document the research endeavors of the Center. Approximately 6 new grant submissions were made to external funding sources. Dr. Min received a small grant to study gene splicing from the Ohio Plant Biotechnology Consortium. Meanwhile, several grant-funded projects continue within the Center, including investigations in wound healing, biofuel production, and bioinformatics.</p> <p>The Center continues joint ventures with St. Elizabeth Hospital and NewTech (Salem). Recently, through the Youngstown State University Research Foundation, Dr. Caguat performed biotesting assays for Environmental Water Solutions (Florida).</p> <p><b>Centers of Excellence in Materials Science and Engineering</b></p> <p>Based on reported activities of ten CEMSE-affiliated faculty/research staff, CEMSE activities over the past year (2013-14) include:</p> <ol style="list-style-type: none"> <li>1. Thirty-six (36) papers were published or accepted for publication in refereed journals.</li> </ol>	

			2. Over \$1.1 million in external grant funds were awarded to CEMSE-affiliated faculty and staff from the National Science Foundation, America Makes – National Additive Manufacturing Innovation Institute, and the Ohio Board of Regents. External proposals requesting about \$2.5 million in funding are still pending.				
Start Date	Est. Date of Completion	Summary of Initiative	Current Status	Statu			
2011-2012	Ongoing	Advance Centers of Excellence to prominence. Leader: Ikram Khawaja	(Continued from page 10) 3. Four (4) patents were co-authored (with external agencies) by CEMSE-affiliated faculty. 4. Over 30 external conference presentations were given by CEMSE-affiliated faculty, staff, and students. 5. Six (6) MS students completed their thesis work in a Materials Science/Engineering area and graduated from YSU. 6. A team of five (5) undergraduate students (Ashley Martof, Lauren Rodomsky, Caitlyn Rodomsky, Dakesha Jordan, and James Limperos; Advisor, Dr. Brett Conner) won the 2014 “Best of Quest (STEM)” and the ‘Choose Ohio First North East Ohio Poster Conference Top Project’ Awards for their project: “Developing Customization and Complexity Scales for Additive Manufacturing Products”; an undergraduate student, Kristen Hernandez, was awarded a competitive NSF-REU scholarship to participate in a summer 2013 research program in crystal engineering at Kansas State University.				
2012-2013		Re-engineer processes to reduce time, paperwork, and divisional barriers to research and scholarly activity. Leader: Gene Grilli <b>NOTE:</b> (The Steering Committee will evaluate this initiative and appoint a new leader as necessary.)	A final report summarizing the subcommittee’s finding and recommendations for “best practices” has been completed. It was presented to Provost Khawaja and Dr. Elias on 4/30/13. The subcommittee’s work on this initiative is now complete. The report may be accessed in full at <a href="#">Public</a> . This initiative has been referred to the Provost for funding.				
2012-2013		Publicize research outcomes. Leader: Betty Jo Licata	The team consists of Betty Jo Licata (WCBA), Ron Cole (Marketing & Communications), Tim Francisco (English), Howard Mettee (Chemistry), Patrick Bateman (Management), Ying Wang (Marketing), Ganesaratnam Balendiran (Chemistry), Darlene Unger (Education), Rachael Pohle-Krauza (Human Ecology), and Ewelina Boczkowska (Music). The primary task is to recommend steps to be taken to proactively promote the quality and impact of the scholarship/research being done at YSU. The team will build upon the recommendations of the Urban Research Transition subcommittee report in developing a marketing and communications strategy that increases the visibility of YSU in the regional, national, and international arenas, promotes the outcomes and impact of faculty scholarship, and positions our faculty as experts with the national media." Articles on faculty research are included in each issue of the YSU Magazine and YSU News. There also is our twice a month listing of faculty and staff scholarly activities. These stories are widely circulated to news media throughout the region; many are picked up and published by regional newspapers, broadcast stations, etc. The stories also appear prominently on our YSU News Center site, which is visited thousands of times every week.				
2012-2013		Benchmark and apply best practices in grant management. Leader: Theresa Orwell	Document detailing current best practices is being developed to be posted on the YSU website.				
<b>Legend:</b>	<b>Critical Delay</b>		<b>Behind But Manageable</b>	<b>On Schedule</b>	<b>Completed</b>	<b>Status Has Been Revised</b>	

## YSU 2020 STRATEGIC PLAN COMPLETED INITIATIVES

Start Date	Date of Completion	Summary of Initiative	Current Status																												
<b>REGIONAL ENGAGEMENT</b>																															
2011-2012		Develop a task group for nonviolent behavior and community safety. Leader: Tammy King	A task force to examine violent behavior and community safety was created in Spring 2012. The task force, referred to as the Community Safety Committee, promulgated two successful initiatives: 1) a new YSU Workplace Violence Policy (in collaboration with the Domestic Violence Committee) and 2) the Community Safety Summit. The Board of Trustees approved the Workplace Violence Policy (#7001.04) on December 14, 2012. The Community Safety Summit, sponsored by the Bitonte College of Health and Human Services, was held on November 10, 2012. More than 100 persons attended and partook in the opportunity to engage with other individuals and organizations to address the myriad of issues pertaining to community safety.																												
2012-2013		Identify and secure sources of external funding to support student athletes and enhance their competitiveness. Leader: Ron Strollo	<ul style="list-style-type: none"> <li>• <i>The Department of Athletics is in the first year of a three year agreement with IMG, a national leader in sports marketing and promotions, to provide an analysis of corporate marketing efforts, oversee our sales efforts, and assist with corporate sponsorship revenue.</i></li> <li>• <i>The Athletic Department will begin investigating a third party to assist in the sales of football and basketball tickets.</i></li> <li>• <i>The new video board in Beeghly Center will enhance marketing and fundraising capabilities.</i></li> <li>• <i>Discussions are underway with several potential donors to fund a portion of construction for the new softball field and track on the west side of campus.</i></li> <li>• <i>A 10% increase in external funding was secured over the past year.</i></li> </ul>																												
<b>STUDENT SUCCESS</b>																															
2011-2012		Improve orientation processes and programs. Leader: Jonelle Beatrice	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><b>Components of the Initiative</b></th> <th style="text-align: center;"><b>Percent Complete</b></th> </tr> </thead> <tbody> <tr> <td><i>Appoint a committee to study and recommend process and program improvements for orientation.</i></td> <td style="text-align: center;">100%</td> </tr> <tr> <td><i>Add program dates to decrease number of students at each orientation.</i></td> <td style="text-align: center;">100%</td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>• <i>Cap is 150 when possible</i></li> <li>• <i>College cap is 50 when possible</i></li> <li>• <i>Added Saturday SOAR for EARLY programs</i></li> </ul> </td> <td></td> </tr> <tr> <td><i>Increase student involvement at orientation:</i></td> <td style="text-align: center;">100%</td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>• <i>Identified competencies for student development which are included on student agenda and incorporated into the program. (The Three C's – Curious, Connected, Confident)</i></li> <li>• <i>Added "Get Connected Session" to include student organizations as a way for new students to explore organizations on campus.</i></li> <li>• <i>Included ice breakers during tours and general sessions.</i></li> </ul> </td> <td></td> </tr> <tr> <td><i>Extend College Preview Session</i></td> <td style="text-align: center;">100%</td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>• <i>Added fifteen minutes to session</i></li> </ul> </td> <td></td> </tr> <tr> <td><i>Involve faculty</i></td> <td style="text-align: center;">100%</td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>• <i>Increased participation by using lunch invitations and reservations via Survey Monkey.</i></li> <li>• <i>Include easy identification of students by college so faculty can connect to their students.</i></li> <li>• <i>Send thank you letters to faculty in attendance</i></li> </ul> </td> <td></td> </tr> <tr> <td><i>Improve Online Orientation</i></td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>• <i>Completed videotaping for online orientation</i></li> <li>• <i>Researching companies to hire to build website for online orientation.</i></li> <li>• <i>Plan to track students who utilize online orientation</i></li> </ul> </td> <td></td> </tr> <tr> <td><i>Improve Communication to students and parents</i></td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>• <i>Changed from confirmation letters to succinct confirmation postcards</i></li> <li>• <i>Include link to campus map</i></li> </ul> </td> <td></td> </tr> </tbody> </table>	<b>Components of the Initiative</b>	<b>Percent Complete</b>	<i>Appoint a committee to study and recommend process and program improvements for orientation.</i>	100%	<i>Add program dates to decrease number of students at each orientation.</i>	100%	<ul style="list-style-type: none"> <li>• <i>Cap is 150 when possible</i></li> <li>• <i>College cap is 50 when possible</i></li> <li>• <i>Added Saturday SOAR for EARLY programs</i></li> </ul>		<i>Increase student involvement at orientation:</i>	100%	<ul style="list-style-type: none"> <li>• <i>Identified competencies for student development which are included on student agenda and incorporated into the program. (The Three C's – Curious, Connected, Confident)</i></li> <li>• <i>Added "Get Connected Session" to include student organizations as a way for new students to explore organizations on campus.</i></li> <li>• <i>Included ice breakers during tours and general sessions.</i></li> </ul>		<i>Extend College Preview Session</i>	100%	<ul style="list-style-type: none"> <li>• <i>Added fifteen minutes to session</i></li> </ul>		<i>Involve faculty</i>	100%	<ul style="list-style-type: none"> <li>• <i>Increased participation by using lunch invitations and reservations via Survey Monkey.</i></li> <li>• <i>Include easy identification of students by college so faculty can connect to their students.</i></li> <li>• <i>Send thank you letters to faculty in attendance</i></li> </ul>		<i>Improve Online Orientation</i>		<ul style="list-style-type: none"> <li>• <i>Completed videotaping for online orientation</i></li> <li>• <i>Researching companies to hire to build website for online orientation.</i></li> <li>• <i>Plan to track students who utilize online orientation</i></li> </ul>		<i>Improve Communication to students and parents</i>		<ul style="list-style-type: none"> <li>• <i>Changed from confirmation letters to succinct confirmation postcards</i></li> <li>• <i>Include link to campus map</i></li> </ul>	
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<ul style="list-style-type: none"> <li>• <i>Completed videotaping for online orientation</i></li> <li>• <i>Researching companies to hire to build website for online orientation.</i></li> <li>• <i>Plan to track students who utilize online orientation</i></li> </ul>																															
<i>Improve Communication to students and parents</i>																															
<ul style="list-style-type: none"> <li>• <i>Changed from confirmation letters to succinct confirmation postcards</i></li> <li>• <i>Include link to campus map</i></li> </ul>																															



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2011-2012		Improve orientation processes and programs. Leader: Jonelle Beatrice	<p>• Updated testing information to clarify testing requirements</p> <p><i>(Continued from page 12)</i>  <b>Overall impact on University departments and/or students:</b>            Additional program dates give students more choices as well as more attention during advising sessions.            Program ratings by students attending orientation have improved significantly since the implementation of the changes.</p> <p><b>Additional program choices, improved recruitment opportunities, increased enrollments, increased revenues:</b>            EARLY-SOAR program numbers are at their highest level in over a decade.</p> <table border="1"> <thead> <tr> <th>TOTAL</th> <th>MARCH</th> </tr> </thead> <tbody> <tr><td>684</td><td>2003</td></tr> <tr><td>725</td><td>2004</td></tr> <tr><td>752</td><td>2005</td></tr> <tr><td>754</td><td>2006</td></tr> <tr><td>713</td><td>2007</td></tr> <tr><td>768</td><td>2008</td></tr> <tr><td>749</td><td>2009</td></tr> <tr><td>788</td><td>2010</td></tr> <tr><td>877</td><td>2011</td></tr> <tr><td>820</td><td>2012</td></tr> <tr><td>900</td><td>2013</td></tr> </tbody> </table> <p><b>Monitoring process:</b>  <b>Person Responsible:</b> Becky Varian, Assistant Director, Center for Student Progress  <b>Metrics:</b> Please see attached Evaluation Report noting the following metrics:</p> <ul style="list-style-type: none"> <li>64% of students rated 2012 SOAR programs as 'great' compared to a 55% 'great' rating average for the previous four years.</li> <li>79% of students rated 2012 SOAR staff as 'great' compared to a 69% 'great' rating average for the previous four years.</li> </ul> <p>63% of students rated SOAR processes including check-in, signs and registration information as 'great' while the previous four year 'great' average was 57%.</p>	TOTAL	MARCH	684	2003	725	2004	752	2005	754	2006	713	2007	768	2008	749	2009	788	2010	877	2011	820	2012	900	2013
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2011-2012		Tighten and improve enforcement of academic progress. Leader: Jonelle Beatrice	<p>On May 2, 2012 Academic Senate passed a new conditional admission policy which raises the standard for regular admission and creates a very structured program (based on best practices research) for students who are admitted conditionally. The program should provide a set of expectations (such as regular meetings with staff, regular attendance) and a safety net that helps serious students to be more successful. The program should increase student retention. Approximately 2/3 of these at risk students succeed each semester (which is a surprisingly high percentage compared to 27% in 2009).</p> <table border="1"> <thead> <tr> <th>Components of the Initiative</th> <th>Percent Complete</th> </tr> </thead> <tbody> <tr> <td>Appoint a committee to study and recommend improved policies and procedures for conditionally admitted students.</td> <td>100%</td> </tr> <tr> <td>Alter entrance requirements to provide improved support (conditional admission status) for entering students with high school GPAs below 2.0 or composite ACT scores below 17.</td> <td>100%</td> </tr> <tr> <td>Require that conditionally admitted students:           <ul style="list-style-type: none"> <li>Sign and adhere to a contract with the Center for Student Progress</li> <li>Meet weekly with a Center for Student Progress Academic Coach and meet twice per semester with an Academic Advisor</li> <li>Be in good academic standing after the first semester</li> <li>Be admitted for the Fall or Spring semesters only</li> <li>Attend freshman orientation</li> <li>Enter with an undetermined major</li> <li>Register for no more than 14 semester hours</li> <li>Take developmental Reading and/or English courses the first semester</li> </ul> </td> <td>100%</td> </tr> <tr> <td>Research and determine appropriate courses for conditionally admitted students.</td> <td>100%</td> </tr> </tbody> </table>	Components of the Initiative	Percent Complete	Appoint a committee to study and recommend improved policies and procedures for conditionally admitted students.	100%	Alter entrance requirements to provide improved support (conditional admission status) for entering students with high school GPAs below 2.0 or composite ACT scores below 17.	100%	Require that conditionally admitted students: <ul style="list-style-type: none"> <li>Sign and adhere to a contract with the Center for Student Progress</li> <li>Meet weekly with a Center for Student Progress Academic Coach and meet twice per semester with an Academic Advisor</li> <li>Be in good academic standing after the first semester</li> <li>Be admitted for the Fall or Spring semesters only</li> <li>Attend freshman orientation</li> <li>Enter with an undetermined major</li> <li>Register for no more than 14 semester hours</li> <li>Take developmental Reading and/or English courses the first semester</li> </ul>	100%	Research and determine appropriate courses for conditionally admitted students.	100%														
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2011-2012		Create early-warning processes to improve student success. Leader: Jeanne Herman	<ul style="list-style-type: none"> <li>The committee has implemented the "Early Alert" product of Starfish. The system is designed to capture all at-risk behaviors of students. It also allows the University to track all campus resources for intervention and retention. Early Alert permits faculty members to easily identify students who are not progressing in class, refer information to designated campus services, and then receive up-to-date information regarding the referral. We anticipate that implementation will immediately improve retention. Initial indicators appear to show increases in freshman GPA and course completion. Youngstown State is one of six institutions nationally selected to participate in a Success Score Beta project. This system enhancement will provide a score or rating of each student's potential academic risk or current success. Scores will provide a method of prioritizing student outreach to assist in addressing concerns impacting individual student persistence.</li> <li>Youngstown State has been invited to be a charter partner of Starfish Insights, a student success analytic program. This enhancement to Starfish will: <ul style="list-style-type: none"> <li>Measure support program effectiveness (what is working)</li> <li>Measure effort/student outcomes for various services on campus</li> <li>Provide success data on individual student groups being served</li> </ul> </li> </ul>																																																								

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2011-2012		<p>Support faculty development in teaching and learning. Leader: Cary Wecht</p>	<p><i>The Faculty Development Committee and Coordinator have worked very hard to expand development opportunities throughout the academic year. New Faculty Orientation is the first scheduled event of the year, where we begin the process of acclimation assistance and support. Also, a cross-campus mentoring program for new faculty is in its second year, designed to create additional support and connectivity, and opportunities for interdisciplinary research and creativity. There is also a social chair, who organized merriment for the new faculty cohort.</i></p> <p><i>Learning communities are offered to all faculty, this year on the subjects of classroom technology and student writing. Various workshops and brown bag sessions organized throughout the year aid all faculty, whether full- or part-time, in improvement in teaching, research productivity, classroom management, and life balance. Assessments indicate overall satisfaction with offerings to date.</i></p> <p><i>The Faculty Development website displays events and activities along with helpful links and information for YSU faculty. The site has a new, user-friendly URL: <a href="#">YSU Faculty and Staff</a></i></p> <p><i>The Provost's office sponsors and provides generous support for all activities here under the umbrella of "Faculty Development." Wholly separate faculty development efforts are also underway via the Chairs Committee (meetings, yearly retreat) and other technology training opportunities through the offices of Human Resources, Distance Learning, and Media and Academic Computing.</i></p> <p><b>Major Activities</b></p> <ol style="list-style-type: none"> <li>1. New Faculty Orientation, August 15 (Provost's Office)</li> <li>2. Social (New faculty only) Social Chair Michael Jerryson: <a href="mailto:mjerryson@gmail.com">mjerryson@gmail.com</a></li> <li>3. Mentoring/Networking Pairs – Cross-Campus Mentorship (Year 2): Thirty-five faculty mentoring/networking pairs were established in 2013-2014.</li> <li>4. Learning Communities, 2013-2014 <ul style="list-style-type: none"> <li>• Teaching Technology Study</li> <li>• Student Writing Study</li> </ul> </li> <li>5. Workshops and Brown Bag Sessions (certificates, some light refreshments)</li> </ol> <table border="1" data-bbox="846 776 2190 1140"> <tr><td><i>"Teach students how to learn: Metacognition is the key"</i></td></tr> <tr><td><i>Tips for Dealing with Challenging Student Behavior</i></td></tr> <tr><td><i>"Classroom Assessment Techniques – CATs"</i></td></tr> <tr><td><i>"Teach students how to learn: Metacognition is the key"</i></td></tr> <tr><td><i>YSU Teaching, Research, and Service Stars</i></td></tr> <tr><td><i>Tips for Yearly Evaluation toward Tenure and Promotion</i></td></tr> <tr><td><i>Two-Day Workshop – Scholarship and Teaching</i></td></tr> <tr><td><i>Day-long Workshop – Everybody's Responsibility: Creating Accessible Documents, Videos, Websites, and Materials</i></td></tr> <tr><td><i>Creating Assignments That Teach Students To Read the Literature</i></td></tr> <tr><td><i>"Creating Meaningful Reflective Journaling Assignments"</i></td></tr> <tr><td><i>How to Lecture Less and Teach More: Problem-Based Learning</i></td></tr> <tr><td><i>"Ving" – interactive messaging technology</i></td></tr> <tr><td><i>Grant Writing</i></td></tr> </table>	<i>"Teach students how to learn: Metacognition is the key"</i>	<i>Tips for Dealing with Challenging Student Behavior</i>	<i>"Classroom Assessment Techniques – CATs"</i>	<i>"Teach students how to learn: Metacognition is the key"</i>	<i>YSU Teaching, Research, and Service Stars</i>	<i>Tips for Yearly Evaluation toward Tenure and Promotion</i>	<i>Two-Day Workshop – Scholarship and Teaching</i>	<i>Day-long Workshop – Everybody's Responsibility: Creating Accessible Documents, Videos, Websites, and Materials</i>	<i>Creating Assignments That Teach Students To Read the Literature</i>	<i>"Creating Meaningful Reflective Journaling Assignments"</i>	<i>How to Lecture Less and Teach More: Problem-Based Learning</i>	<i>"Ving" – interactive messaging technology</i>	<i>Grant Writing</i>
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2011-2012		<p>Publish lists of companies that recruit on campus. Leader: Jennifer Johnson</p>	<ul style="list-style-type: none"> <li>• Efforts include employer site visits, email, and phone communication with hiring employers, participation in events on and off campus, and collaboration with colleagues to establish relationships with employers.</li> <li>• Weekly email notices of PenguinLINK job postings are sent to faculty and staff for their respective majors.</li> <li>• Efforts to increase alumni usage of PenguinLINK include collaboration with Alumni Relations and the creation of marketing pieces to make alumni aware of Career Services/PenguinLINK.</li> <li>• More support/interest is needed to proceed with merging all Symplicity recruiting programs on campus into one system, which would provide "one-stop" recruiting services for employers and allow sharing of employer contacts across departments/academic units.</li> <li>• Student awareness/usage of PenguinLINK will be the focus of Career Services programming/marketing in the 2013/2014 academic year.</li> </ul>													

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2011-2012		Publish lists of companies that recruit on campus. Leader: Jennifer Johnson	<p><i>(Continued from page 15)</i></p> <ul style="list-style-type: none"> <li>On average 54 new employers are listed per month.</li> <li>As of January 2014, all current students are automatically uploaded to Symplicity/PenguinLINK from Banner and information is updated weekly. In addition, students have one-click access from the MyYSU portal – no separate username/password or registration is required. The number of resumes uploaded by students has increased and our ability to communicate with students regarding Career Fair information and job posting alerts has greatly improved.</li> </ul> <table border="1" data-bbox="817 326 2255 529"> <thead> <tr> <th>PenguinLINK Metrics</th> <th>June 2012-May 2013</th> <th>June 2013 – YTD (Mar 2014)</th> </tr> </thead> <tbody> <tr> <td>Total number of full-time, degreed positions posted in PenguinLINK</td> <td>1,133</td> <td>946</td> </tr> <tr> <td>Average number of active job postings (all)</td> <td>n/a</td> <td>246</td> </tr> <tr> <td>Average number of new job postings added per month (all)</td> <td>n/a</td> <td>169</td> </tr> <tr> <td>Average number of new companies registered per month</td> <td>54</td> <td>47</td> </tr> <tr> <td>On-Campus Recruiting Events (OCI, Info Sessions/Tables)</td> <td>61</td> <td>31</td> </tr> <tr> <td>Average number of alumni registered in PenguinLINK</td> <td>3,500</td> <td>4,065</td> </tr> </tbody> </table>	PenguinLINK Metrics	June 2012-May 2013	June 2013 – YTD (Mar 2014)	Total number of full-time, degreed positions posted in PenguinLINK	1,133	946	Average number of active job postings (all)	n/a	246	Average number of new job postings added per month (all)	n/a	169	Average number of new companies registered per month	54	47	On-Campus Recruiting Events (OCI, Info Sessions/Tables)	61	31	Average number of alumni registered in PenguinLINK	3,500	4,065
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2011-2012		Enhance Job Fairs and Professional Days. Leader: Jennifer Johnson	<p>Career Services has increased promotion of Job Fairs via:</p> <ul style="list-style-type: none"> <li>Class presentations</li> <li>Campus signage: Banner on Wick Ave bridge; “people cutout” displays in buildings</li> <li>Flyers in study lounges around campus</li> <li>Multiple PenguinLINK emails to students; announcement/event details in PenguinLINK</li> <li>Inclusion in Student Activities Digest (email)</li> <li>“Majors Recruited Flyer” to faculty and staff (email)</li> <li>Announcements on electronic displays (i.e., WCBA, DeBartolo)</li> <li>Lawn signs throughout campus</li> <li>YSU News Briefs article</li> </ul> <p>Additional efforts include increasing faculty buy-in and promotion and expanding our employer base with more “big name” employers. Career Services is partnering with Alumni &amp; Events Management on an Alumni mentoring program that will give students the opportunity to shadow and/or conduct informational interviews with alumni and other professionals to learn about career paths. <b>METRIC - The Spring 2014 career fair had the highest number of participating employers since Fall 2008 and was the largest Spring career fair in recent history; student attendance was up 24% over Spring 2013.</b></p>																					
2011-2012		Provide interview training and preparation. Leader: Jennifer Johnson	<p>Current interview training and preparation provided by Career Services:</p> <ul style="list-style-type: none"> <li>Interview Skills presentations to capstone classes. The long-term goal is that each capstone class includes interview training.</li> <li>Mock-Interview services – promoted in all department marketing and required by some classes.</li> <li>Interview Skills Workshops offered each semester in conjunction with Reading &amp; Study Skills Workshop series.</li> <li>Career Services annually presents STEM Meet the Employers Day, an event where students can practice interviewing and networking skills with participating employers.</li> <li><b>Career Services is assessing student learning outcomes of interview presentations and mock interview appointments through pre- and post-surveys. Results will be analyzed at the close of the Spring 2014 semester.</b></li> </ul> <p><b>Update:</b> The original component of this initiative was to require that faculty provide one of the following types of interview training as part of each Capstone Course:</p> <ul style="list-style-type: none"> <li>Provide for a class presentation about interviewing</li> <li>Have faculty perform mock interviews with Capstone students</li> <li>Require students to have a mock interview with the appropriate campus resource</li> <li>Require students to participate in a mock interview with Perfect Interview, an electronic interviewing program.</li> <li>Recruit employers to provide mock interviews or presentations on interviewing</li> <li>Provide workshops on interviewing</li> </ul> <p>Due to changes in leadership, this component has not been presented to Academic Senate or Deans Council for approval/support. Career Services’ is currently addressing this Initiative by attempting to expand interview training and preparation services to more students through collaboration and partnerships with faculty and staff working to meet a goal of co-curricular/classroom requirements. This will require an evaluation of needed resources and strong support from Deans and the academic units.</p>																					



Start Date	Date of Completion	Summary of Initiative	Current Status
2011-2012		Provide interview training and preparation. Leader: Jennifer Johnson	<p><i>(Continued from page 16)</i>            Current interview training and preparation provided by Career Services:</p> <ul style="list-style-type: none"> <li>• Interview Skills presentations to capstone classes</li> <li>• Mock-Interview services – promoted in all department marketing and required by some classes</li> <li>• Interview Skills Workshops offered each semester in conjunction with Reading &amp; Study Skills Workshop series</li> <li>• Career Services annually presents STEM Meet the Employers Day, an event where students can practice interviewing and networking skills with participating employ</li> </ul> <p>New initiatives underway that may expand interview training and preparation include:</p> <ul style="list-style-type: none"> <li>• Career Services and Athletics are partnering to create a comprehensive career development program for student athletes. The program will focus on interview tra for third year athletes.</li> <li>• Development of new programming and partnerships to increase the number of students who receive interview training.               <ul style="list-style-type: none"> <li>○ On 10/20/13, Career Services presented an Interview Skills workshop as a Resident Assistant In-Service</li> </ul> </li> <li>• Through participation in networking events and other programming, increase employer involvement in delivery of interview training.</li> </ul> <p><b>Metrics</b></p> <ul style="list-style-type: none"> <li>• Career Services conducted 221 mock interviews during Academic Year 2012/2013 (Oct 2012 thru May 2012 due to implementation of new Banner reporting process 281 academic YTD (June 2013-March 2014).</li> <li>• Efforts are underway to expand reporting capabilities to track type of service provided (i.e. mock interview, classroom presentation, workshop) by class rank and r which will enable Career Services to set goals and monitor progress toward increasing reach of interview training.</li> <li>• The learning outcome defined in Career Services’ 2013/2014 Co-Curricular Assessment Plan is: Through classroom presentations on Interviewing Skills, students will effective strategies for successful interviewing. This will aid the department in determining if a classroom presentation is an effective forum for student learning. results are positive, presentations may be expanded to maximize the number of students who receive interview training with current resources. As part o Assessment Plan, Career Services will track the number of students who schedule mock interviews as a result of a classroom presentation. Pre- and post-surveys w administered to students who complete a mock interview regardless of whether or not it was a class requirement or was scheduled as a result of a class presentation to determine effectiveness of mock interviews in student learning. Pre-and post-surveys implemented Oct 2013. Results are being tracked and w reported at end of academic year.</li> </ul> <p><b>Next Steps:</b>            Start a dialogue between Career Services and academics around long-term goals and resources needed to meet Initiative.</p>
<b>URBAN RESEARCH</b>			
2011-2012		Develop a comprehensive startup packages policy. Leader: Peter Kasvinsky	Revised policy/procedures complete and reviewed by Deans. To be posted on the School of Graduate Studies and Research website.
2011-2012		Examine admission standards and policies for graduate students. Leader: Jack Fahey	<p>Committee work is complete – see “Graduate School Best Practices” document. The University has elected to implement a transition of graduate admissions processi undergraduate admissions. The goals of this change are to modernize and improve processing, improve customer service and increase graduate enrollment. Signif changes have been made and are continuing to be made.</p> <p><b>UPDATE – Graduate Admissions recruitment and processing has been migrated back to the Graduate School.</b></p>
2011-2012		Provide technical support for grant writing and statistical analysis. Leaders: Ed Orona and Scott Martin	Discussions have been completed with the Chair of the Department of Mathematics and Statistics to identify ways to provide statistical expertise to principal investig who need significant data analysis for either grant submission and/or publication of results. Support can be provided by either faculty or graduate students in Department. Incentives for faculty participation in these activities were evaluated and suggested (such as using reassigned time or supplemental compensation University resources). These incentives can also be incorporated into new grant applications and external submissions for a variety of proposed projects.