

# YSU 2020

## Cornerstone on Student Success Executive Summary May 2013

The Student Success Cornerstone is divided into three themes. Each theme has a host of initiatives and metrics. The themes are:

- Academic Achievement (fourteen initiatives, thirteen metrics)
- Student Satisfaction with Academic and Non-Academic Experiences (eight initiatives, four metrics)
- Readiness for Post-College Success (four initiatives, four metrics)

### Progress on Initiatives

Significant progress has been made on twenty-three of twenty-eight initiatives.

### Highlights include:

- Creation of enrollment management teams which spun recruitment into a campus-wide effort resulting in doubling attendance at recruitment Open Houses.
- Implementation of a new conditional admit policy which raises the standard for admission and creates a very structured program (based on best practices research) for students who are admitted conditionally. In the first semester of implementation, sixty-four percent (64%) successfully completed the semester and were allowed to continue.
- Orientation processes and programs were improved resulting in increased effectiveness of the program.
- Implementation of the Starfish Early warning system. Faculty participation in the program has increased from an average of 2% to 34%. The cumulative GPA for freshmen in fall semester 2011 was 2.39; in fall semester of 2012, it increased to 2.46. In addition, the percentage of credit hours earned out of attempted hours was 76% in 2011, and it increased to 81% for the fall of 2012. In 2012, the analysis also showed many classes that utilized the Starfish system had higher completion rates than those that did not use the system.
- Raising more money for scholarships, including working with YSUF to increase their annual distribution and partner with YSU to strategically package awards, increase graduate assistantships, increase scholarship philanthropy, and institute the Provost's Scholarship for out-of-state students.
- Successfully piloting a freshman year experience course in the College of Health and Human Services and making plans to implement similar courses in each college.

### Measurement/Metrics

Becoming a culture of data is as challenging an undertaking as is working on the initiatives. Collecting, interpreting and reporting the data has been an interesting challenge.

Maintaining, updating, and dispersing the data as new data is a second challenge. Of course, the most important challenge is using the data to set priorities and adjust course as results prescribe. Over a relatively short span of time, we have developed an infrastructure to inform our progress and empowered the “wonkification” of our staff. As the Higher Learning Commission has noted, we have made remarkable strides in developing a culture of assessment.