

### Student Success Consent Items

- **Resolution to Modify Access to Campus for Purposes of Commercial Solicitation or Adversiting Policy 3356-7-19**

Trustee Seals moved, Trustee Peterson seconded and the committee unanimously approved the resolution.

#### **RESOLUTION TO MODIFY ACCESS TO CAMPUS FOR PURPOSES OF COMMERCIAL SOLICITATION OR ADVERTISING, POLICY 3356-7-19**

WHEREAS, University Policies are reviewed and reconceptualized on an ongoing basis; and

WHEREAS, this process can result in the modification of existing policies, the creation of new policies, or the deletion of policies no longer needed; and

WHEREAS, action is required by the Board of Trustees prior to replacing and/or implementing modified or newly created policies, or to rescind existing policies; and

WHEREAS, the Disposition of Residual Funds from External Grants and Contracts policy has been reviewed and formatted in accordance with Policy 3356-1-09, Development and Issuance of University Policies.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the modification of the University Policy Access to Campus for Purposes of Commercial Solicitation or Advertising, policy number 3356-7-19, shown as Exhibit C attached hereto. A copy of the policy indicating changes to be made is also attached.

**YR 2021-27**

### Academic Excellence and Student Success Action Items

- **Resolution to Endorse the 2020 State of Ohio Mandated Completion Plan.** Dr. Jeffrey T. Coldren, convener of the Academic Senate Student Success Task Force and Acting Chair, Psychological Sciences and Counseling, and Dr. Claire Berardini, Associate Provost for Student Success, reported. Trustee Jakubek moved, Trustee Hackstedde seconded and the committee unanimously approved the resolution.

#### **RESOLUTION TO ENDORSE THE 2020 STATE OF OHIO MANDATED COMPLETION PLAN THAT IS ALIGNED WITH THE PLAN FOR STRATEGIC ACTIONS TO TAKE CHARGE OF OUR FUTURE**

WHEREAS, Section 3345.81 of the Ohio Revised Code requires that each institution of higher education adopt an institution-specific completion plan consistent with the mission and strategic priorities of the institution that includes measurable student completion goals; and

WHEREAS, Criterion 4.C. of the Higher Learning Commission's Criteria for Accreditation requires the institution to "demonstrate a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs" by having ambitious but attainable persistence and completion goals and by using data to inform decisions to increase student persistence and completion; and

WHEREAS, the Ohio Revised Code requires that the board of trustees of each institution of higher education shall update its plan at least once every two years and provide a copy of their updated plan to the chancellor upon adoption; and

WHEREAS, the first, second, and third Completion Plans for Youngstown State University were approved by the Board of Trustees and submitted to the Ohio Department of Higher Education in 2014, 2016 and in 2018; and

WHEREAS, the Completion Plan has been updated in 2020 considering the goals and objectives of the 2018 Plan; and

WHEREAS, the academic leadership as well as the Academic Senate Student Success Taskforce have been involved in the development of the YSU 2020 Plan and that Academic Senate is anticipated to endorse the plan December 2, 2020, with Senators having provided comments and feedback related to the Plan; and

WHEREAS, the Completion Plan has been updated in 2020 to be aligned with the Board of Trustees adopted Plan for Strategic Actions to Take Charge of Our Future.

NOW THEREFORE, BE IT RESOLVED, that the Youngstown State University Board of Trustees adopts the Youngtown State University 2020 Campus Completion Plan; and

BE IT FURTHER RESOLVED, that the strategic planning process created a framework for institutional effectiveness that includes this updated student success plan as expressed in this Board's Resolution YR 2018-76.

**See Addendum I  
YR 2021-28**

- **Resolution to Modify Minors on Campus/Background Checks, Policy 3356-7-50.** Trustee Kerola moved, Trustee Peterson seconded and the committee unanimously approved the resolution.

#### **RESOLUTION TO MODIFY MINORS ON CAMPUS/BACKGROUND CHECKS, POLICY 3356-7-50**

WHEREAS, University Policies are reviewed and reconceptualized on an ongoing basis; and

WHEREAS, this process can result in the modification of existing policies, the creation of new policies, or the deletion of policies no longer needed; and

WHEREAS, action is required by the Board of Trustees prior to replacing and/or implementing modified or newly created policies, or to rescind existing policies; and

WHEREAS, the Disposition of Residual Funds from External Grants and Contracts policy has been reviewed and formatted in accordance with Policy 3356-1-09, Development and Issuance of University Policies.

# ADDENDUM I

**YOUNGSTOWN STATE UNIVERSITY  
STUDENT RETENTION, PERSISTENCE, AND COMPLETION PLAN  
(2020-2022)**

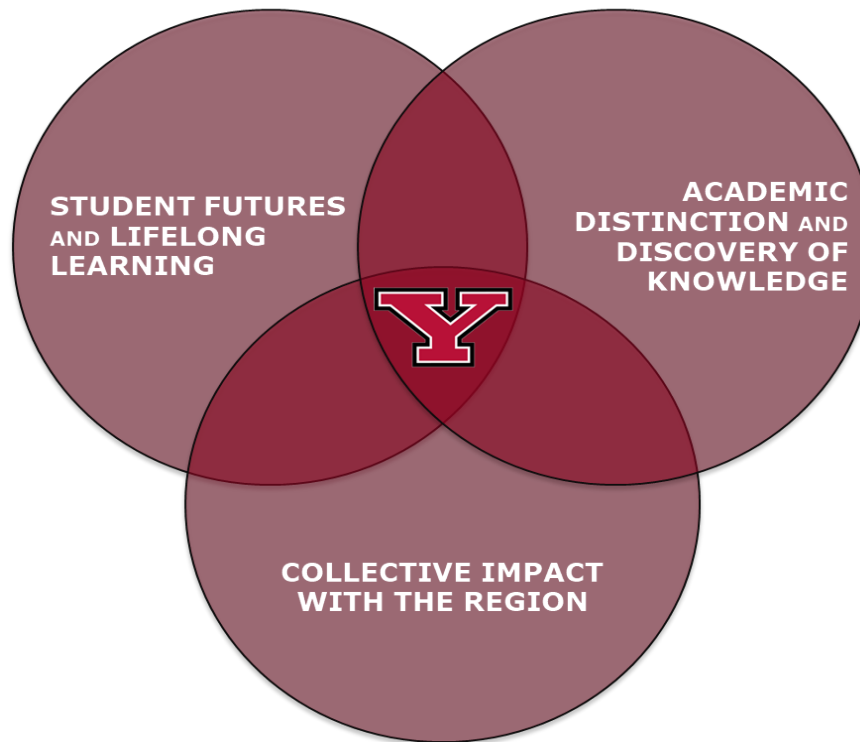
**ALIGNED WITH THE  
PLAN FOR STRATEGIC ACTIONS TO TAKE CHARGE OF OUR FUTURE**

*and*

**BRIDGING OHIO'S WORKFORCE GAP**

*and*

**COMPLETE TO COMPETE OHIO**



**To be Considered for both Endorsement by the Academic Senate and  
Approval by the Board of Trustees  
December, 2020**

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## Executive Summary

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Institutional Framework

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

### University Mission

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

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

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

### University Vision

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

### University Values

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

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

## The Institution

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

## Enrollment

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

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

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

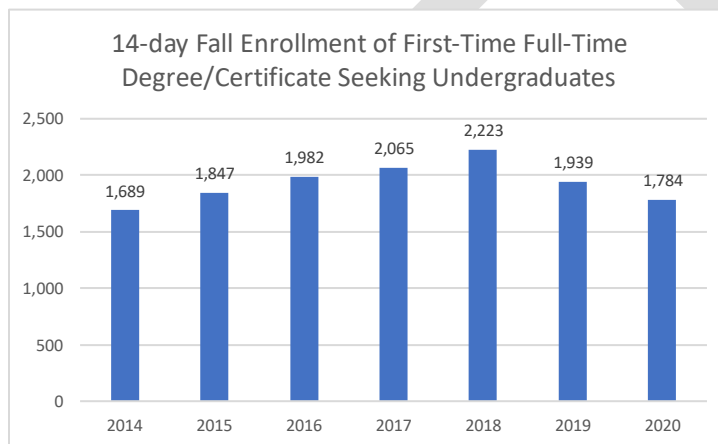
Students entering YSU are better prepared to become engaged with faculty in research, and the number of honors students has increased substantially.

- For first-time undergraduate students enrolled in fall semester from 2014 to 2020, IPEDS reported fall average High School GPA has risen steadily from 3.2 to 3.5, and the average ACT from 21.35 to 21.64.



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

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



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

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

The fall 2015 transition from an Honors Program to an Honors College, and a strategic change in the way scholarship aid was utilized, produced an almost three-fold increase in Honors College freshmen.

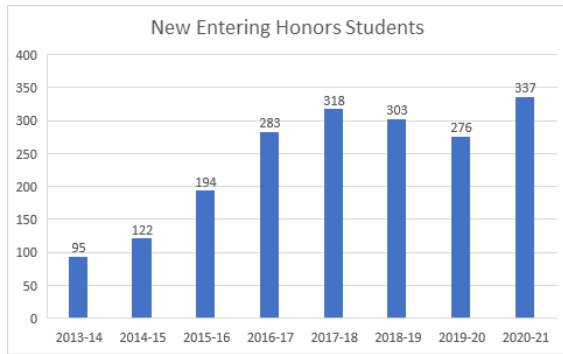


Figure 2: With a focus on the Honors College as an important attraction for highly academically prepared students, the entering class size has increased substantially.

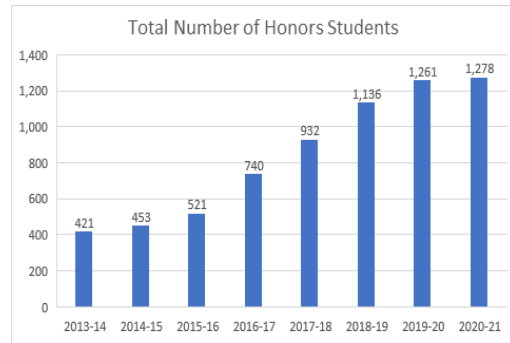


Figure 3: The total number of honors students has increased concurrently with the increasing size of the entering class.

The increased enrollment in the Honors College and the slightly increased minimum admission standards created improvements in average freshmen grade point average and average freshmen ACT scores.

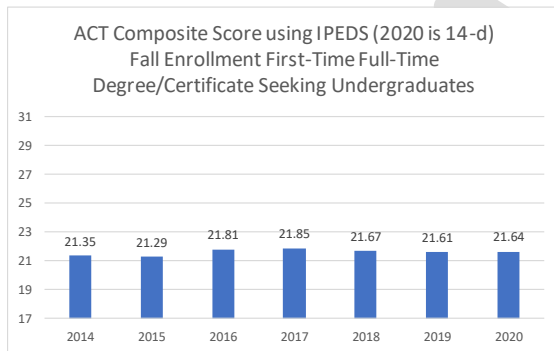


Figure 4: With YSU moving from an open-selectivity admissions institution to a traditionally-selective institution, the academic preparation of the entering class has improved.

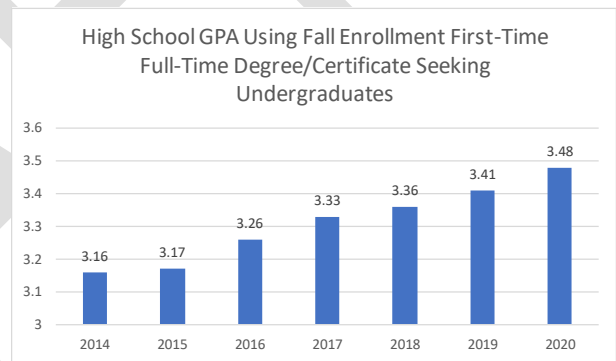


Figure 5: The improved academic preparation of the incoming class is also reflected by the increased average high school GPA of the entering class.

## Retention

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



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

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

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

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

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

### Persistence Risk Factors as Applied to YSU Students

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

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

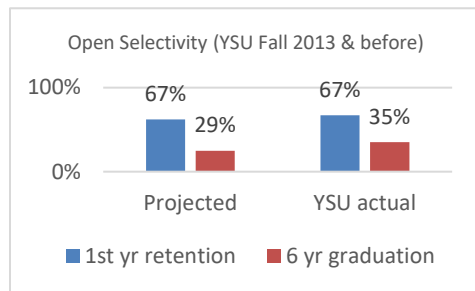


Figure 9: Projected and YSU actual 1<sup>st</sup>-year retention and 6-year graduation rates for when YSU was an openly selective admitting institution (Fall 2013 and before). ([http://www.act.org/content/dam/act/unsecured/documents/retain\\_2015.pdf](http://www.act.org/content/dam/act/unsecured/documents/retain_2015.pdf))

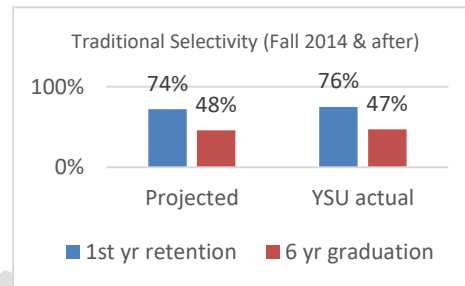


Figure 10: Projected and YSU actual 1<sup>st</sup>-year retention and 6-year graduation rates for YSU as traditionally selective admitting institution (Fall 2014 and after). ([http://www.act.org/content/dam/act/unsecured/documents/retain\\_2015.pdf](http://www.act.org/content/dam/act/unsecured/documents/retain_2015.pdf))

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

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

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

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

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

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

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

## **Institutional Context**

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

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

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

## **2020-2022 Strategies for Retention, Persistence and Completion**

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

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

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

## Workforce Development

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

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

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

## Priorities

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

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

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

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

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

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

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

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

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



collaboratively and accelerate the training and education of the 21<sup>st</sup> century workforce.

### The Mahoning Valley Innovation and Commercialization Consortium (MVICC)

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

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

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

### The Excellence Training Center (ETC) at Youngstown State University

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

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

### Workforce Accelerator

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

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

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

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

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

### Williamson College of Business Administration (WCBA)

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

#### Business Engagement and Impact

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

#### Internships and Professional Development

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

and Testing sites.

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

#### Curriculum and Certifications

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

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

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

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

Beeghly College of Liberal Arts, Social Sciences, and Education

Department of Humanities and Social Sciences

#### Geography:

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

#### History:

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

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

### New undergraduate programs

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

### New graduate programs

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

(2020)

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

### Discontinued Programs

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

### Admission Suspended

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

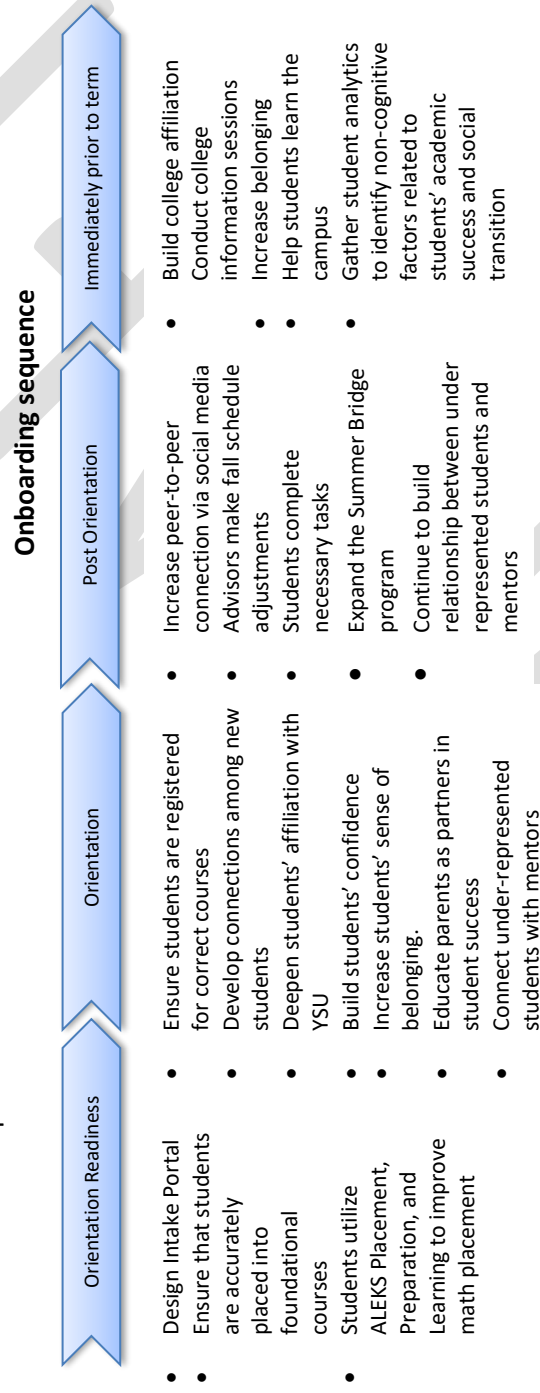
Implementing Degree Works is the foundation for installing and implementing another enterprise-compatible system, CRM Advise (SR-Advise). This student relationship enhancement technology seamlessly interacts with Degree Works and is available to the student, adviser, and, for various components, faculty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

DRAFT

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

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

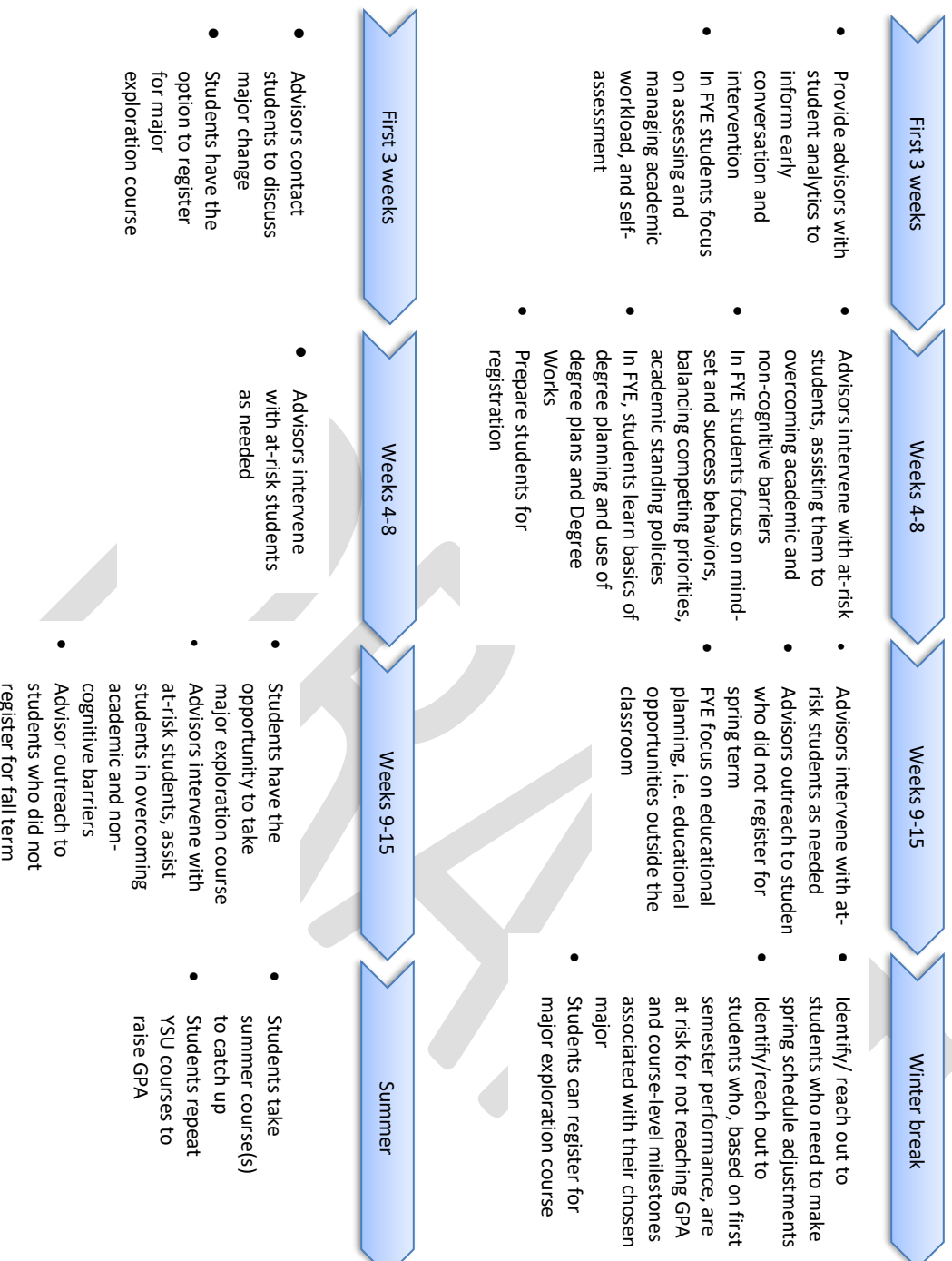
**Strategy 1. Develop an onboarding strategy** intentional sequence of readiness experiences from the point of admission to the start of the first semester by identifying five sequences of intentionally connected and carefully timed experiences and events that ensure ongoing and purposeful engagement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



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

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

### First Semester



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

- Advisors intervene with at-risk students as needed

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

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

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

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

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

- Continuing to bring co-remediation in mathematics and English to scale;
- Developing alternate instructional delivery methods and learning environments for mathematics;
- Developing math pathways for students whose programs do not require algebra or calculus sequences;
- Increasing faculty use of Starfish Early Alert; and
- Developing cross-divisional teams to identify and coordinate pedagogical, advising, and academic support strategies.

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

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

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

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

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

### **Strategies**

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

### **Strategies**

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

- Goal: Create frameworks to optimize student and postgraduate success

### **Strategies**

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

# Exhibit D

3356-7-50 **Minors on campus/background checks.**

Responsible Division/Office: [Student Experience](#)

Responsible Officer: [Vice-President](#) for

[Student Experience, Vice President for](#)

[Academic Affairs/Provost, Associate Vice President for University Relations, Executive Director for Athletics](#)

Revision History: December 2014; [December 2020](#)

Board Committee: [Academic Excellence and](#)

[Student Success](#)

Effective Date: **December 3, 2020** Next Review: **2025**

Deleted: Previous Policy Number: - New¶

Deleted: Human Resources

Deleted: Chief Human Resources Officer

Deleted: University Affairs

Deleted: 16

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Deleted: 19

(A) Policy statement. Youngstown state university (“university”), as part of its educational mission, offers and participates in youth-oriented programs and allows minors to access the university and its facilities. The university is committed to ensuring a safe environment for minors and requires that all staff, volunteers, program participants and campus visitors hold themselves to the highest standards of conduct.

(B) Purpose. To establish standards and requirements for university programs or activities involving minors and for minors accessing the university and its facilities.

(C) Scope.

- (1) This policy applies to university programs and activities specifically designed for participation by minors and all participants, volunteers and employees, including student employees, who exercise direct supervision, chaperone, or otherwise oversee minors, in the course of their duties in these particular programs.

This policy does not apply to: enrolled or dually enrolled minor university students participating in normal class and academic settings; employees or volunteers at university events or single performances open to the general public; or employees or volunteers who may have incidental contact with minors but do not work directly with minors within a program or activity.

(2) This policy also applies to minors who are on campus as guests or as members of the general public. Refer to section (E)(6) below, “Minors on campus not participating in programs,” for procedures applicable to minors on campus generally.

(3) Minor children of residential students who reside on campus either full or part-time are expected to follow this policy when they are on campus in any facility other than the residential hall in which they reside. While inside the residence hall, the minor child and the student parent should defer to housing policies regarding having minor children in residence.

(4) A program or activity may impose additional requirements than those found in this policy.

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(5) This policy does not replace the requirements for reporting child abuse or neglect pursuant to the Revised Code or other statutory reporting requirements.

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(6) Except where required by law, background checks conducted pursuant to this policy will be used only for purposes consistent with this policy and will otherwise be kept confidential.

(D) Definitions.

(1) “Abuse or neglect of minors.” Infliction or threat of physical or mental injury, sexual abuse or exploitation, or neglect of a person under age 18 or of someone who is incapable of self-care because of a mental or physical disability.

(2) “Minor.” A participant in a program for minors who is under 18 years old or is incapable of self-care because of a mental or physical disability.

(3) “Programs for Minors.” An organized activity or event that is specifically designed for minor participants, is staffed by university employees and/or volunteers, and is offered by an academic or administrative unit of the university, whether on or off campus.



- (4) “University organization.” Any academic or administrative unit of the university unit staffed by university employees, including student employees, acting within the scope of their employment.
- (5) “Volunteer.” Any individual working in an unpaid capacity in a program for minors, including interns and practicum students; however, this does not include invited speakers or guests who do not oversee minor participation.
- (6) [“Direct Supervision”. Supervision, guidance or instruction of children in lieu of parent or guardian by campus employees or volunteers.](#)

(E) Procedures.

- (1) Standards of behavior. All programs must provide reasonable monitoring of employee, volunteer, and participant behavior and all program participants, staff, leaders, employees, associates and volunteers must refrain from and promptly address inappropriate behavior. Inappropriate behavior includes, but is not limited to:
  - (a) Abusive conduct of any kind;
  - (b) Possession, distribution, or use of alcohol, illegal drugs, fireworks, guns or other weapons or dangerous materials;
  - (c) Hazing, bullying;
  - (d) Theft, misuse or destruction of property;
  - (e) Accessing by or making available to a minor any sexually oriented materials.
- (2) [“Ratio of Counselors.” The university does not offer camp programming for participants under the age of 5. The ratio of counselors to program participants shall be based on the American Camping Association current guidelines which are available on the student experience website.](#)
- (3) Reporting requirements.

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(a) Any employee or volunteer who in the course of their duties witnesses abuse or neglect of a minor or has information that would lead a reasonable person to believe that a minor faces a substantial threat of such abuse or neglect, shall immediately contact the county children services agency and the Youngstown state university police department (330) 941-3527.

(b) The Youngstown state university police department shall ensure that the applicable county children’s services agency has been notified that a minor faces a substantial threat of such abuse or neglect and shall notify the appropriate municipal or county peace officer department, the office of general counsel and the office of human resources of such threat. The office of human resources will contact the director of the university program to ensure that the director has been notified of such threat.

(4) Training.

(a) Colleges and units of the university offering programs and activities specifically designed for participation by minors, regardless of whether supervision of minors is part of the program or activity, must ensure that employees and volunteers staffing the program or activity, annually complete applicable training provided by the office of human resources and keep records of such training.

Training content must include at a minimum child abuse awareness and prevention, and reporting obligations and procedures.

(b) In order to insure appropriate oversight in the event of staff shortages, departments offering programs or activities which include direct supervision of minors must insure that at least one professional staff undergo annual applicable training as described in paragraph (4)(a) above.

(5) Background checks. Background checks must be conducted on all employees and volunteers working with minors in programs and activities covered by this policy, as follows:

(a) Employees and volunteers in programs which do not involve overnight stays must have a bureau of criminal

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investigation (“BCI”) background check prior to working in a program for minors and once every four years thereafter.

- (b) Parental consent must be obtained for the background check of a minor age employee or volunteer.
- (c) Where required by Ohio law or where the employee or volunteer is engaged at a facility or in a program that involves the use of showering, changing or sleeping facilities, the background check shall include both a BCI and federal bureau of investigation (“FBI”) records check.
- (d) Employees and volunteers who have not lived in Ohio for five consecutive years must have a BCI and FBI background check.
- (e) Employees and volunteers who have any break in service for any time period must have a new BCI background check prior to rehire and an FBI criminal records check must be completed if the employee or volunteer lived in a state other than Ohio during the break in service.
- (f) Employees and volunteers must self-disclose to the program leader or administrator any felony or misdemeanor convictions or pleas of guilty or no contest (nolo contendere) that occur after hire or after being accepted as a volunteer within three days of pleading or being convicted.
- (g) Employees and volunteers must self-disclose any pending felony or misdemeanor charges to the program leader, college, or unit, prior to the time of or after hire or that are pending at the time of or after acceptance as a volunteer.
- (h) Programs or units may perform background checks more frequently at their discretion and must do so if required by law.

(i) BCI and FBI background checks will be forwarded to the director of the office or unit responsible for the program or activity.

(6) Background check review.

(a) Adverse or unfavorable information revealed through a background check or self-disclosure shall be reviewed by the university police department in coordination with the divisional administrator or designee. The review will be an individualized assessment in order to identify potential risk to minors.

(b) Following receipt of a background check by the director of the office or unit responsible for the program or activity and review with the university policy department, All background check forms and records, regardless of whether they contain adverse or unfavorable information, shall be provided to and maintained in the office of human resources. The office of human resources shall maintain these documents separate from personnel or student files and shall only disclose adverse information on a need to know basis or pursuant to legal requirements.

(7) Addressing reports of abuse or neglect.

(a) Investigation of allegations of child abuse, sexual abuse, or neglect will be addressed in accordance with the investigatory protocols of children services agencies, local law enforcement agencies, and/or the university.

(b) Upon receipt of an allegation and during the course of an investigation, the person against whom an allegation has been made may be removed from a program or activity and/or may have his/her contact with minors limited until such allegation has been satisfactorily investigated and resolved.

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- (8) Minors on campus not participating in programs. The university's campus and facilities are not generally an appropriate environment for minors unless they are matriculated students or enrolled in a university program specifically designed for their participation and are appropriately supervised by their parents, legal guardians or properly trained responsible adults (hereinafter collectively referred to as guardian). The following policies apply to any minor on campus who is not participating in a university program or as an enrolled or dually enrolled as a student:
- (a) No minor under the age of fourteen may be left alone on campus at any time for any reason.
  - (b) The university police department will be notified if a minor under the age of fourteen is left unattended on campus or at an athletic event or public program or event.
  - (c) A guardian must have line of sight supervision of the minor at all times.
  - (d) A guardian must assure that the minor is not disruptive to others and if the minor becomes disruptive, the guardian shall correct the situation.
  - (e) The university retains the right to require visitors who are unwilling or unable to exercise appropriate control over minors to leave university facilities.
  - (f) Minors age fourteen and above are held to the same standards of conduct that apply to all members of the university community.
  - (g) Minors may not accompany students to class unless specifically approved by the class instructor. This restriction does not apply to university programs involving campus visits by prospective students or university sponsored family or sibling programs.
  - (h) Unless authorized by the appropriate dean, or department head, or as part of a university program, a minor may not accompany a parent or guardian to work.

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- (i) Minors are restricted from access to safety sensitive areas such as laboratories and workshops, except as part of a university program or as a university student pursuant to an academic course or program.
- (j) Due to the potential health risks to others, children with communicable illnesses cannot be brought to campus.
- (k) Students, faculty or staff who have child care emergencies are advised to stay home or make alternative arrangements and not bring children to campus. No university space is to be used as an alternative to child care, including but not limited to libraries, classrooms, laboratories, residence halls, lounges, and restaurants or other public space.

(9) Departments, programs, and schools may impose additional limitations on the presence of minors.

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(F) Violation and accountability. Individuals, entities, programs or units that violate this policy will be held accountable for their actions under the applicable program's standards of behavior and expectations, university policies and rules, and applicable law including, but not limited to:

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(1) Volunteers are subject to reprimand or loss of volunteer status.

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(2) Students are subject to the code of student rights, responsibilities, and conduct.

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(3) Employees, including student employees, are subject to applicable disciplinary action up to and including termination.

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(4) Suspension or termination of the use of university facilities for a program or activity.

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**3356-7-50 Minors on campus/background checks.**

Responsible Division/Office: Student Experience  
Responsible Officer: Vice-President for Student Experience, Vice  
President for Academic Affairs/Provost, Associate  
Vice President for University Relations,  
Executive Director for Athletics  
Revision History: December 2014; December 2020  
Board Committee: Academic Excellence and  
Student Success  
**Effective Date: December 3, 2020**  
Next Review: 2025

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- (A) Policy statement. Youngstown state university (“university”), as part of its educational mission, offers and participates in youth-oriented programs and allows minors to access the university and its facilities. The university is committed to ensuring a safe environment for minors and requires that all staff, volunteers, program participants and campus visitors hold themselves to the highest standards of conduct.
- (B) Purpose. To establish standards and requirements for university programs or activities involving minors and for minors accessing the university and its facilities.
- (C) Scope.
- (1) This policy applies to university programs and activities specifically designed for participation by minors and all participants, volunteers and employees, including student employees, who exercise direct supervision, chaperone, or otherwise oversee minors, in the course of their duties in these particular programs.

This policy does not apply to: enrolled or dually enrolled minor university students participating in normal class and academic settings; employees or volunteers at university events or single performances open to the general public; or employees or volunteers who may have incidental contact with minors but do not work directly with minors within a program or activity.

- (2) This policy also applies to minors who are on campus as guests or as members of the general public. Refer to section (E)(6) below, “Minors on campus not participating in programs,” for procedures applicable to minors on campus generally.
  - (3) Minor children of residential students who reside on campus either full or part-time are expected to follow this policy when they are on campus in any facility other than the residential hall in which they reside. While inside the residence hall, the minor child and the student parent should defer to housing policies regarding having minor children in residence.
  - (4) A program or activity may impose additional requirements than those found in this policy.
  - (5) This policy does not replace the requirements for reporting child abuse or neglect pursuant to the Revised Code or other statutory reporting requirements.
  - (6) Except where required by law, background checks conducted pursuant to this policy will be used only for purposes consistent with this policy and will otherwise be kept confidential.
- (D) Definitions.
- (1) “Abuse or neglect of minors.” Infliction or threat of physical or mental injury, sexual abuse or exploitation, or neglect of a person under age 18 or of someone who is incapable of self-care because of a mental or physical disability.
  - (2) “Minor.” A participant in a program for minors who is under 18 years old or is incapable of self-care because of a mental or physical disability.
  - (3) “Programs for Minors.” An organized activity or event that is specifically designed for minor participants, is staffed by university employees and/or volunteers, and is offered by an academic or administrative unit of the university, whether on or off campus.



- (4) “University organization.” Any academic or administrative unit of the university unit staffed by university employees, including student employees, acting within the scope of their employment.
  - (5) “Volunteer.” Any individual working in an unpaid capacity in a program for minors, including interns and practicum students; however, this does not include invited speakers or guests who do not oversee minor participation.
  - (6) “Direct Supervision”. Supervision, guidance or instruction of children in lieu of parent or guardian by campus employees or volunteers.
- (E) Procedures.
- (1) Standards of behavior. All programs must provide reasonable monitoring of employee, volunteer, and participant behavior and all program participants, staff, leaders, employees, associates and volunteers must refrain from and promptly address inappropriate behavior. Inappropriate behavior includes, but is not limited to:
    - (a) Abusive conduct of any kind;
    - (b) Possession, distribution, or use of alcohol, illegal drugs, fireworks, guns or other weapons or dangerous materials;
    - (c) Hazing, bullying;
    - (d) Theft, misuse or destruction of property;
    - (e) Accessing by or making available to a minor any sexually oriented materials.
  - (2) “Ratio of Counselors.” The university does not offer camp programming for participants under the age of 5. The ratio of counselors to program participants shall be based on the American Camping Association current guidelines which are available on the [student experience](#) website.
  - (3) Reporting requirements.

- (a) Any employee or volunteer who in the course of their duties witnesses abuse or neglect of a minor or has information that would lead a reasonable person to believe that a minor faces a substantial threat of such abuse or neglect, shall immediately contact the county children services agency and the Youngstown state university police department (330) 941-3527.
  - (b) The Youngstown state university police department shall ensure that the applicable county children's services agency has been notified that a minor faces a substantial threat of such abuse or neglect and shall notify the appropriate municipal or county peace officer department, the office of general counsel and the office of human resources of such threat. The office of human resources will contact the director of the university program to ensure that the director has been notified of such threat.
- (4) Training.
  - (a) Colleges and units of the university offering programs and activities specifically designed for participation by minors, regardless of whether supervision of minors is part of the program or activity, must ensure that employees and volunteers staffing the program or activity, annually complete applicable training provided by the office of human resources and keep records of such training. Training content must include at a minimum child abuse awareness and prevention, and reporting obligations and procedures.
  - (b) In order to insure appropriate oversight in the event of staff shortages, departments offering programs or activities which include direct supervision of minors must insure that at least one professional staff undergo annual applicable training as described in paragraph (4)(a) above.
- (5) Background checks. Background checks must be conducted on all employees and volunteers working with minors in programs and activities covered by this policy, as follows:

- (a) Employees and volunteers in programs which do not involve overnight stays must have a bureau of criminal investigation (“BCI”) background check prior to working in a program for minors and once every four years thereafter.
- (b) Parental consent must be obtained for the background check of a minor age employee or volunteer.
- (c) Where required by Ohio law or where the employee or volunteer is engaged at a facility or in a program that involves the use of showering, changing or sleeping facilities, the background check shall include both a BCI and federal bureau of investigation (“FBI”) records check.
- (d) Employees and volunteers who have not lived in Ohio for five consecutive years must have a BCI and FBI background check.
- (e) Employees and volunteers who have any break in service for any time period must have a new BCI background check prior to rehire and an FBI criminal records check must be completed if the employee or volunteer lived in a state other than Ohio during the break in service.
- (f) Employees and volunteers must self-disclose to the program leader or administrator any felony or misdemeanor convictions or pleas of guilty or no contest (nolo contendere) that occur after hire or after being accepted as a volunteer within three days of pleading or being convicted.
- (g) Employees and volunteers must self-disclose any pending felony or misdemeanor charges to the program leader, college, or unit, prior to the time of or after hire or that are pending at the time of or after acceptance as a volunteer.
- (h) Programs or units may perform background checks more frequently at their discretion and must do so if required by law.

- (i) BCI and FBI background checks will be forwarded to the director of the office or unit responsible for the program or activity.
- (6) Background check review.
  - (a) Adverse or unfavorable information revealed through a background check or self-disclosure shall be reviewed by the university police department in coordination with the divisional administrator or designee. The review will be an individualized assessment in order to identify potential risk to minors.
  - (b) Following receipt of a background check by the director of the office or unit responsible for the program or activity and review with the university policy department, All background check forms and records, regardless of whether they contain adverse or unfavorable information, shall be provided to and maintained in the office of human resources. The office of human resources shall maintain these documents separate from personnel or student files and shall only disclose adverse information on a need to know basis or pursuant to legal requirements.
- (7) Addressing reports of abuse or neglect.
  - (a) Investigation of allegations of child abuse, sexual abuse, or neglect will be addressed in accordance with the investigatory protocols of children services agencies, local law enforcement agencies, and/or the university.
  - (b) Upon receipt of an allegation and during the course of an investigation, the person against whom an allegation has been made may be removed from a program or activity and/or may have his/her contact with minors limited until such allegation has been satisfactorily investigated and resolved.
- (8) Minors on campus not participating in programs. The university's campus and facilities are not generally an appropriate environment for minors unless they are matriculated students or enrolled in a

university program specifically designed for their participation and are appropriately supervised by their parents, legal guardians or properly trained responsible adults (hereinafter collectively referred to as guardian). The following policies apply to any minor on campus who is not participating in a university program or as an enrolled or dually enrolled as a student:

- (a) No minor under the age of fourteen may be left alone on campus at any time for any reason.
- (b) The university police department will be notified if a minor under the age of fourteen is left unattended on campus or at an athletic event or public program or event.
- (c) A guardian must have line of sight supervision of the minor at all times.
- (d) A guardian must assure that the minor is not disruptive to others and if the minor becomes disruptive, the guardian shall correct the situation.
- (e) The university retains the right to require visitors who are unwilling or unable to exercise appropriate control over minors to leave university facilities.
- (f) Minors age fourteen and above are held to the same standards of conduct that apply to all members of the university community.
- (g) Minors may not accompany students to class unless specifically approved by the class instructor. This restriction does not apply to university programs involving campus visits by prospective students or university sponsored family or sibling programs.
- (h) Unless authorized by the appropriate dean, or department head, or as part of a university program, a minor may not accompany a parent or guardian to work.
- (i) Minors are restricted from access to safety sensitive areas such as laboratories and workshops, except as part of a

university program or as a university student pursuant to an academic course or program.

- (j) Due to the potential health risks to others, children with communicable illnesses cannot be brought to campus.
  - (k) Students, faculty or staff who have child care emergencies are advised to stay home or make alternative arrangements and not bring children to campus. No university space is to be used as an alternative to child care, including but not limited to libraries, classrooms, laboratories, residence halls, lounges, and restaurants or other public space.
- (9) Departments, programs, and schools may impose additional limitations on the presence of minors.
- (F) Violation and accountability. Individuals, entities, programs or units that violate this policy will be held accountable for their actions under the applicable program standards of behavior and expectations, university policies and rules, and applicable law including, but not limited to:
- (1) Volunteers are subject to reprimand or loss of volunteer status.
  - (2) Students are subject to the code of student rights, responsibilities, and conduct.
  - (3) Employees, including student employees, are subject to applicable disciplinary action up to and including termination.
  - (4) Suspension or termination of the use of university facilities for a program or activity.

# ADDENDUM II

## 2020 University Remediation Report YOUNGSTOWN STATE UNIVERSITY

Ohio Revised Code Section 3345.062 requires the president of each state university to issue a report by December 31, 2018, and each thirty-first day of December thereafter, regarding the remediation of students. The report must include the following areas:

### 1. The number of enrolled students that require remedial education (FY20 actual).

Number of Students	Description (if needed)
528	Of the 10,451 undergraduate degree-seeking students who were enrolled at any point during the Summer 2019, Fall 2019, and Spring 2020 terms, a total of 2,446 students were placed into at least one developmental course in either composition, mathematics, or reading and study skills. Of those students, 528 took at least one remedial course during that period. (Note: YSU has developed required math pathways based on major.) Therefore, requirements for remedial instruction in math may change for students who change their major.
	<b>YSU added the following to understand how this impacts new students:</b>
319	Of the 2,711 new (first-time and transfer) undergraduate degree-seeking students who were enrolled at any point during the Summer 2019, Fall 2019, and Spring 2020 terms, a total of 664 students were placed into at least one developmental course in either composition, mathematics, or reading and study skills. Of those students, 319 took at least one remedial course during that period. (Note: YSU has developed required math pathways based on major.) Therefore, requirements for remedial instruction in math may change for students who change their major.

### 2. The cost of remedial coursework that the state university provides (FY20 actual).

**Please select the type of cost in the following areas and describe.**

- **Costs to the university:** Please include a description of all university resources allocated in support of and/or on behalf of remedial education, including but not limited to costs associated with the following: faculty & staff, buildings/classrooms, administration, and additional student advising, among others.
- **Costs to the student:** Please include a description of tuition paid by students in pursuit of remedial education.
- **Costs to the state:** Please include a description of state resources provided to your institution in support of remedial education. (See Appendix A containing this information for all state universities.)

Cost Type	Amount	Description
Costs to the university	\$224,400	Includes help centers (Writing Center, Math Assistance Center, Center for Student Progress, Testing Center), faculty and classrooms at \$425 per student (given FY17 cost per student).
Costs to the student	\$546,480	Includes total credit hours multiplied by cost per credit hour for all students taking a course designated as remedial at \$1,035 per student (given FY17 cost per student).
Costs to the state	\$147,460	Sum of SSI for Completed and At-Risk FTE as interpolated from last year's 2019 Report (\$208,064 associated with 745 students in 1. Item1).

## 2020 University Remediation Report

### YOUNGSTOWN STATE UNIVERSITY

#### Name of University:

Ohio Revised Code Section 3345.062 requires the president of each state university to issue a report by December 31, 2018, and each thirty-first day of December thereafter, regarding the remediation of students. The report must include the following areas:

#### 3. The specific areas of remediation provided by the university.

Subject Area	Description
English Composition	The University provides two remedial writing courses that do not count toward the graduation requirement in composition. <b>ENG 1509: Academic English for Non-native Speakers</b> is a three-credit course that helps students develop writing and reading comprehension skills in English. The course is open to students on the basis of the placement process. Must be taken until a grade of C or better is achieved. <b>ENG 1541: Introduction to College Writing</b> is a three-credit course that provides intensive individualized instruction in written communication and college-level reading practices; it is open to students based on their ACT English score, SAT score, or proficiency as demonstrated by their YSU Composition and Reading Placement Test results. Students who place into English 1541 will move on to English 1549.
Mathematics	The University provides one stand-alone remedial course in mathematics that does not count toward the degree. Placement is based upon students' Math ACT score, Math SAT score, or proficiency as demonstrated by their score on an ALEKS placement assessment; MATH 1500: Mathematics Preparation for Algebra Placement; a two-credit hour course intended to prepare STEM and business majors for their college-level mathematics requirement through time spent remedialing in the ALEKS product. Students who place into remedial math but who wish to fulfill their mathematics graduation requirement may enroll in designated sections of non-remedial math to which additional hours of remedial instruction are added, if their placement permits. These include: MATH 1510: College Algebra and MATH 1510C: Co-requisite Support for College Algebra; MATH 1511: Trigonometry and MATH 1511C: Co-requisite Support for Trigonometry; MATH 2623: Quantitative Reasoning and MATH 2623C: Co-requisite Support for Quantitative Reasoning; MATH 2651: Mathematics for Early Childhood Teachers 1 and MATH 2651C: Co-requisite Support for Mathematics for Early Childhood Teachers 1; STAT 2625: Statistical Literacy and Critical Reasoning and STAT 2625C: Co-requisite Support for Statistical Literacy and Critical Reasoning. These co-requisite courses have greatly reduced the number of students taking stand-alone remedial mathematics courses at YSU.
Reading and Study Skills	The University provides three three-credit hour instructional options for students who, based upon their high school GPA and their ACT Reading score or proficiency as demonstrated by their ACCUPLACER reading test score, to determine if the student requires remediation in reading and study skills. R33 1510A: Advanced College Success Skills is designed to develop students' skills essential for college studying; the primary focus is improving the comprehension and retention of information in college textbooks; and from lecture and laboratory materials.

#### 4. Causes for remediation.

##### Please select all that are relevant from the following categories and provide detail:

- Lack of student preparation at the K-12 level
- Prescriptive placement policies (over reliance on a single assessment measure)
- Deferred entry into higher education (adult students returning to higher education)
- Other (any other cause identified by the university)

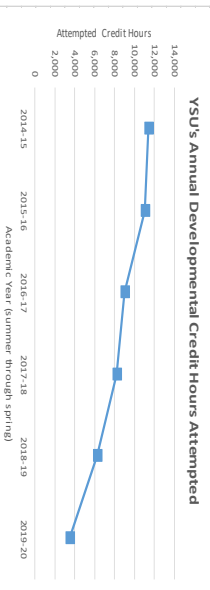
Cause	Description
Lack of student preparation	<i>Consistent with the 2017 report</i> , 9,086 students enrolled for one or more terms between Summer 2019 and Spring 2020 were 25 years of age or younger. 2,212 (24.4%) required remedial instruction in at least one subject area. These students account for 90.4% of all undergraduate students who required remedial instruction during these terms.
Deferred entry	<i>Consistent with the 2017 report</i> , 1,365 students enrolled for one or more terms between Summer 2019 and Spring 2020 were over the age of 25. 234 (17.1%) required remedial instruction in at least one subject area. These students account for 9.6% of all undergraduate students who required remedial instruction during these terms.
Lack of student preparation	YSU added the following to understand how this impacts new students
Deferred entry	2,504 New students enrolled for one or more terms between Summer 2019 and Spring 2020 were 25 years of age or younger. 632 (25.2%) required remedial instruction in at least one subject area. These students account for 95.2% of all new students who required remedial instruction during these terms.
Deferred entry	207 New students enrolled for one or more terms between Summer 2019 and Spring 2020 were over the age of 25. 32 (15.5%) required remedial instruction in at least one subject area. These students account for 4.8% of all new students who required remedial instruction during these terms.



Name of University:

2020 University Remediation Report  
YOUNGSTOWN STATE UNIVERSITY

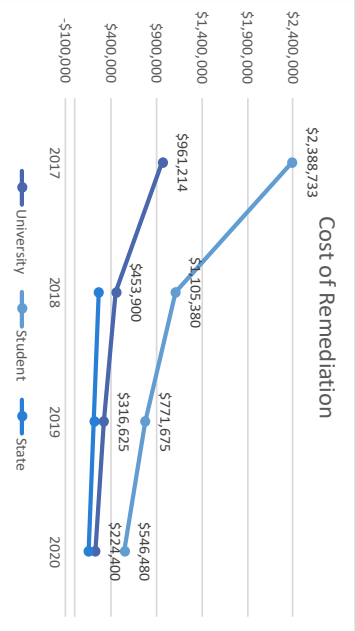
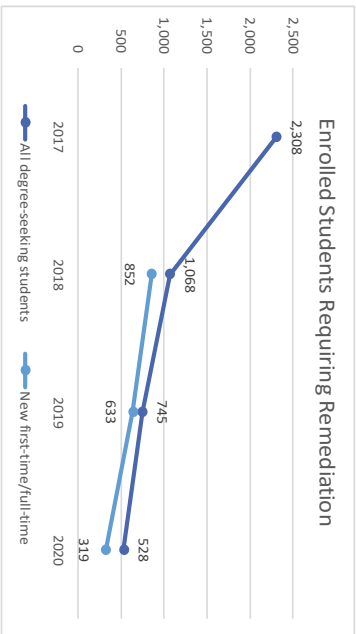
Ohio Revised Code Section 3345.062 requires the president of each state university to issue a report by December 31, 2018, and each thirty-first day of December thereafter, regarding the remediation of students. The report must include the following areas:



One-Year Difference (#)	Five-Year Difference (#)
2018-19: 6,222	2014-15: 11,367
2019-20: 3,443	2019-20: 3,443
	2014-15: -7,924

Annual Developmental Credit Hours Attempted
2014-15: 11,367
2015-16: 11,052
2016-17: 3,009
2017-18: 6,217
2018-19: 6,222
2019-20: 3,443

Source: YSU's course enrollment data reported via HEL to OPHS.



## **Academic Program Enhancement and Effectiveness Initiative Update Program Portfolio Assessment Workshop**

On October 29-30, Youngstown State University conducted a virtual two-day Program Assessment Workshop to evaluate the University's current and potential new academic programs. The offices of Academic Affairs and Institutional Effectiveness collaborated with Gray Associates to create this workshop as an initial step in the Academic Program Enhancement and Effectiveness Initiative. The workshop was an important step in an assessment process that began in late 2019 and will culminate in recommendations to the Board in June 2021.

YSU engaged Gray Associates to assist us in the assessment by using its market data on student demand, employment, and competition in the markets we serve. Gray Associates has also worked with YSU to model the revenue, instructional cost, and margins for our academic programs, courses, and class sections.

### **Shared Governance**

All of the academic leadership participated in the workshop including the Office of Academic Affairs, deans, chairs, and senators and members of the executive committee of the Academic Senate.

### **Workshop Goals**

The goal of the workshop was to combine the Gray Associates data with the knowledge, disciplinary expertise, and judgement provided by YSU academic leadership. The workshop enabled us to begin to understand, discuss, and integrate the data on market opportunity, workforce requirements, and financial contribution so we can better assess the health of each current and potential program. The Plan for Strategic Actions to Take Charge of Our Future and the priorities it has set for the institution were referenced throughout the discussions.

The workshop's first day considered market opportunities for possible new programs. The second day focused on an assessment of YSU's current portfolio of 147 majors/degrees from both market and economic perspectives. The market assessment considered student demand, employment, competition, and alignment with degrees offered. The economic assessment considered gross revenue, discounts, net revenue, instructional costs, and contribution margin.

### **Preliminary Findings**

The outcomes of the two-day workshop were described as "preliminary findings" as it is imagined that much additional consultation will occur to create preliminary—and then final—recommendations. At this point in time, all current academic programs were described using the following categories: Grow, Sustain, Adjust, and Further Review. It is expected that these designations will become more action-oriented as the consultations continue.

Consistent with its normal practice, Gray Associates facilitated the sessions but did not make program recommendations during or after the workshop. Instead, the workshop's preliminary findings will flow through campus shared governance processes that will assure continued

engagement of the deans and chairs. Faculty members will become actively involved during this continued engagement, and Academic Senate will be included in all appropriate ways throughout the academic year. As has been the case since this initiative began, updates will be provided at each meeting of the Academic Senate. In addition, the Board of Trustees will be updated at each of its upcoming meetings.

Continuing this work over this academic year will help assure YSU's academic program portfolio aligns with its mission, vision, and values and contributes to academic vibrancy and regional vitality.

CIP: 302501 Cognitive Science

Market: 100-Mile Radius

Modality: All

Award Level: Associate...

Current Programs

Export to PNG

## 97 Percentile 302501 Cognitive Science [25 Score]

Student Demand [ 10 Score ]

Employment [ 3 Score ]

Category	Pct	Criterion	Value	Score
Inquiry Volume (12 Month)	0	IFT Page View (12 Month)	420	1
Google Scholar	88	Google Scholar (3 Months)	NA	NS
Online completions at InAction	0	Online completions at InAction (18 Institutions)	0	1
Online completions by 14-Mile	64	Online completions by 14-Mile (Institutions)	0	1
Survey 110 and CTIL	0	Survey 110 and CTIL (Institutions)	0	0
IFT Volume (Year Change)	0	IFT Volume (Year Change)	0	NS
Google Scholar (Year)	47	Google Scholar (Year)	47	2
Online Volume (Year Change)	NA	Online Volume (Year Change)	NA	NS
Correlation (Year)	NS	Correlation (Year)	NS	NS
Correlation (Year)	2	Correlation (Year)	2	NS

91 Pct

**Competitive Intensity [ 12 Score ]**

Category	Pct	Criterion	Value	Score
Online Volume (12 Month)	0	IFT Page View (12 Month)	2	0
Google Scholar	11	Google Scholar (3 Months)	0	NS
Online completions at InAction	0	Online completions at InAction (18 Institutions)	0	2
Online completions by 14-Mile	32	Online completions by 14-Mile (Institutions)	2	2
Survey 110 and CTIL	32	Survey 110 and CTIL (Institutions)	32	2
IFT Volume (Year Change)	0	IFT Volume (Year Change)	0	2
Google Scholar (Year)	0	Google Scholar (Year)	0	2
Online Volume (Year Change)	0	Online Volume (Year Change)	0	NS
Correlation (Year)	0	Correlation (Year)	0	NS
Correlation (Year)	NA	Correlation (Year)	NA	NS
Correlation (Year)	NS	Correlation (Year)	NS	NS

### 97 Pct



### Degree Fit [ 0 Score ]

Category	Pct	Criterion	Value	Score
IMBSEdit1	2	Co-instructor Student workload index	NA	NS
			NA	NS

### National Completions by Level (0 Score)

Completion	Completions (Market)	Inquiries (Market)
Award-Level	0	0
Certificate	0	0
Bachelor	0	0
Political Science Certificate	0	0
M.A./M.S.	0	0
Ph.D.	0	0
Doctoral	0	0
Unknown	0	0

### National Workforce Ed Attainment (0 Score)

Level	BIS Educational Attainment
Associate	15%
Bachelor	27%
Master's	14%

### CIP Description

A program that focuses on the study of the mind and the nature of intelligence. The multidisciplinary perspectives of cognitive science, philosophy, mathematics, psychology, neuroscience, and the development of intelligence in humans and logic, cognitive process modeling, dynamic systems, neural networks, brain and cognition, learning networks, perception, and perception and behavior. Degree: Bachelor's, Master's, Doctorate, Certificate, Diploma, Associate's.

\*\* Color Scale in Reverse

Google, Microsoft, Apple, Amazon, Facebook, LinkedIn, YouTube, Twitter, Instagram, Snapchat, etc.  
 \* Color scale in reverse.  
 \*\* Color scale in reverse.  
 \*\*\* Color scale in reverse.  
 \*\*\*\* Color scale in reverse.  
 \*\*\*\*\* Color scale in reverse.

**Academic Excellence  
and  
Student Success**

**Background  
Agenda**



**YOUNGSTOWN  
STATE  
UNIVERSITY**

**BOARD OF TRUSTEES  
ACADEMIC EXCELLENCE AND STUDENT SUCCESS COMMITTEE**

**James E. “Ted” Roberts, Chair  
Allen L. Ryan, Vice Chair  
All Trustees are Members**

**BACKGROUND MATERIALS  
Wednesday, December 2, 2020**

- 1. Higher Learning Commission Report** **Tab 1**  
A copy of the YSU Graduation Persistence Response, which was submitted to the Higher Learning Commission on September 25, 2020, is attached.
- 2. Office of Research Services Quarterly Report** **Tab 2**  
The First Quarter Report from the Office of Research Services is presented for the Board of Trustees’ information.
- 3. Current Accreditation Activity** **Tab 3**  
The report on accreditation activity shows recent accreditations and upcoming site visits and documents submitted.
- 4. Academic Programs Update** **Tab 4**  
The report outlines new program development.
- 5. Tenure List** **Tab 5**  
A list of faculty members who were awarded tenure to take effect in the 2021-2022 academic year is attached.

## **Higher Learning Commission (HLC) Nonfinancial Data Request**

**September 25, 2020**

On August 17, 2020, YSU received a request from HLC following review of the institution's nonfinancial data submitted in the 2020 Institutional Update. YSU's data triggered HLC Indicator 6—Weak Graduation/Persistence Rate (number of full-time equivalent undergraduate students divided by undergraduate degrees awarded placing the institution in the bottom five percent of the institution's peers).

YSU was asked to provide the following information:

- Fall-to-fall retention by student population
- An explanation of the retention/completion data

YSU provided the following response to HLC on September 25, 2020. In addition to noting YSU's ongoing responsibility to submit a Completion and Retention Plan through its Board of Trustees to the Chancellor of the Ohio Department of Education every two years, the response outlined multiple institutional initiatives intended to enhance graduation and persistence rates including: participation in the Ohio Strong Start to Finish grant, implementation of student success seminars in Fall 2020, staged implementation of a new degree audit system, and the expected implementation of CRM Advise in Fall 2021.

**Youngstown State University**  
**Graduation/Persistence Rates Compared to Peers**  
**Report**  
**September 25, 2020**

Youngstown State University is responding to HLC’s recent inquiry about weak graduation/persistence rates compared to peers. YSU has focused on this issue for many years and has, is, and will continue to implement targeted strategies designed to enhance student retention, progress, persistence, and completion. In fact, like every state institution, YSU submits a Completion and Retention Plan through the Board of Trustees to the Chancellor of the Ohio Department of Education every two years. YSU has diligently followed those plans, and there is progress.

Based on the HLC formula for undergraduate FTE (FT HDC + 1/3 PT HDC) of IPEDS Fall Enrollment, over the last few years the undergraduate FTE (fall term) has increased until Fall 2019 and Fall 2020:

Fall 2014	9,360.33
Fall 2015	9,023.33
Fall 2016	9,127.67
Fall 2017	9,111.67
Fall 2018	9,292.89
Fall 2019	8,952.62

For the same academic years, the number of baccalaureate degrees awarded hit some noteworthy high points:

<b>2014-15</b>	<b>1,682</b>
2015-16	1,632
<b>2016-17</b>	<b>1,730</b>
2017-18	1,608
2018-19	1,615
2019-20	1,746

The largest number of baccalaureate degrees ever awarded at YSU occurred in 1971-1972. YSU hit high marks for degrees awarded in the period between 2014-2019. In 2014-2015, for example, YSU awarded 1,682 baccalaureate degrees, the largest number of baccalaureate degrees awarded since 1973. And in 2016-2017, YSU awarded 1,730 baccalaureate degrees, the second largest number of baccalaureate degrees awarded since YSU became a state institution.



The largest number of degrees awarded in YSU's history since 1971-72 (1,746 degree) were awarded in 2019-20.

YSU associate degrees are on the decline:

2014-15	202
2015-16	185
2016-17	166
2017-18	133
2018-19	147
2019-20	125

Calculating the HLC FTE UG/degrees for the past four years produces the following results:

Fall 2014	$9,360.33 / (1,682 + 202) = 4.97$
Fall 2015	$9,023.33 / (1,632 + 185) = 4.97$
Fall 2016	$9,127.67 / (1,730 + 166) = 4.81$
Fall 2017	$9,111.67 / (1,608 + 133) = 5.23$
Fall 2018	$9,292.89 / (1,615 + 147) = 5.27$
Fall 2019	$8,952.62 / (1,746 + 123) = 4.78$

The number of baccalaureate degrees awarded in 2017-18 reflects the aftermath of having such a significant number of degrees awarded the previous year in concert with an increase in undergraduate FTE. Had YSU not experienced its second highest number of baccalaureate degrees awarded in its history as a state institution, it is reasonable to expect that the FTE UG/degrees value would have fallen at or below the 5.18 cut-off. In fact, for four of the six illustrated years, YSU fell below the 5.18 cut-off.

YSU recognizes that graduation/persistence rates are of critical importance to the well-being of the institution and from an accountability perspective. An increased focus on recruitment during the time periods reflected in this response have generated stronger incoming freshman classes. Each year, the average grade point average (GPA) of the incoming class has risen. For the same years the ACT composite score has increased slightly. Although they are not a guarantee, these average scores are a good predictor of persistence and retention, and it is expected that the persistence and retention rates of those classes will exceed previous years.

However, YSU has every intention to enhance the success of each student to the greatest extent possible. Thus, YSU has undertaken multiple other initiatives to boost retention and persistence even further. For instance, YSU is partnering with the Ohio Department of Higher Education (ODHE) with its state of Ohio Strong Start to Finish grant, which focuses on increasing the number of freshmen completing gateway math and English courses by the end of their first academic year. Best practice research indicates that these co-requisite courses offer a promising model for guiding students through courses that typically delay students in their progress toward graduation. Initial results are promising and have produced some adjustments for placing students in various levels of mathematics.

YSU's new strategic plan focuses heavily on academic excellence and student success. The new strategic plan replaces the expiring 2020 strategic plan and has a more student-centric focus with retention and graduation rates as metrics. For more information, see:

<https://ysu.edu/strategicplanning>

Implementation of student success seminars represents one of the most promising actions taken at YSU to promote retention and persistence. In Fall 2020, the YSU Office of Academic Affairs and the Division of Institutional Effectiveness and Student Success in collaboration with the YSU Academic Senate that will be further guided by the Student Success committee implemented a required ten-week first semester student success seminar for all first-time freshmen and first-year transfer students.

The strategies for the student success seminar include:

- Ensure all students benefit from a holistic, relational, developmental, and integrated model for student success
- Develop and deploy comprehensive, integrated, and proactive student intervention strategies
- Enhance student experiences through implementation of specific initiatives designed to actively engage students in co-curricular and extra-curricular activities

In the student success seminar, students learn what is expected of them as college students, skills needed to successfully manage their academic workload, habits of mind that promote resilience, and to be responsible advisees who understand and can use degree planning and progression tools. Students are also given opportunities to participate in a range of co-curricular activities, encourage their curiosity, promote their active engagement in all YSU has to offer, and enrich their experience. YSU expects these student success seminars to positively impact student retention and persistence. This is a transformational step for YSU. Incoming students will now have a success instructor in classes with a student-to-instructor ratio in the range of 20-60:1. As the existing college academic advisers will not be responsible for the incoming students, they will be able to focus on sophomores, juniors, and seniors, who are a significant loss to the institution based upon our fall-to-fall analytics. The planned collateral impact of this shift is that the student-to-adviser ratio for college-level advising will decrease significantly. In addition, colleges will develop targeted persistence, progress, and completion strategies for these students at a higher rank.

In addition, YSU has taken some important foundational steps to support student success. A new degree audit system is being incrementally implemented beginning Spring 2021. Concurrently, degree maps are being revised as appropriate. This is setting the stage for the implementation of CRM Advise in Fall-2021, a student success platform that will facilitate a real-time picture of student success, facilitate holistic advising, as well as create the opportunity for various alerts to occur and student success steps or interventions to be triggered. This represents a significant investment by YSU in student success and is involving every constituency at YSU.

Finally, although this report relates to retention and persistence, it is important to point out that the graduation rate has increased from 34% (for the 2008 cohort) to 40% (for the 2013 entering cohort) and is likely to be around 45% for the 2014 cohort. This increase represents an 11% improvement over six years. YSU understands there is still room for improvement, particularly in reducing the achievement gap. This gap is why we have submitted and will eventually be the recipients of a federal TRIO student success grant, have implemented an initiative particularly focused on the success of undetermined/conditionally-admitted students, and hired an assistant provost for diversity, equity, and inclusion to assist the institution to be more inclusive and to help create a classroom environment in collaboration with institutional leadership and the Institute of Teaching and Learning that addresses equity and inclusion.

The requested YSU fall-to-fall retention data is attached.

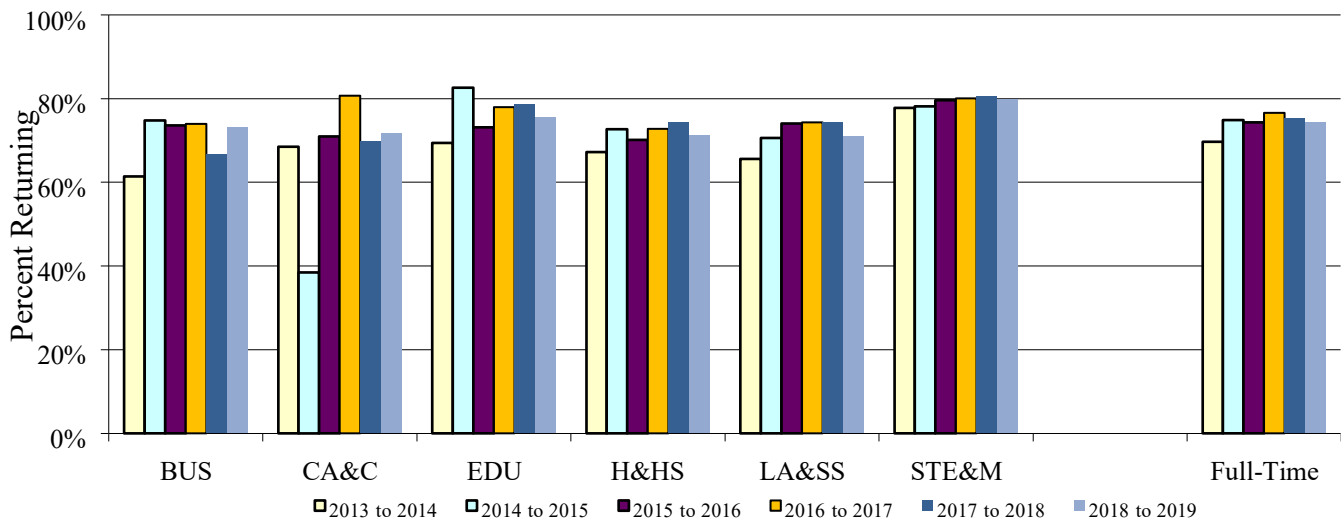
# Youngstown State University

## First-Time Undergraduates Fall-to-Fall Retention

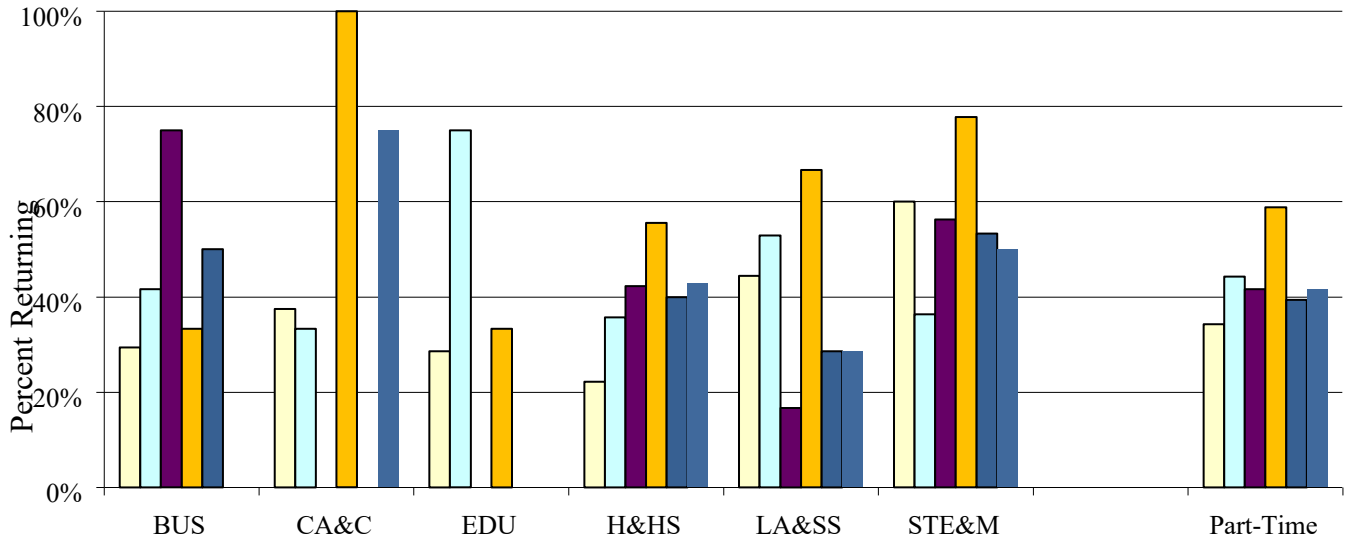
(Includes students who began their undergraduate academic careers summer term.)

	2013 to 2014	2014 to 2015	2015 to 2016	2016 to 2017	2017 to 2018	2018 to 2019
<b>BUS</b>	61.4%	74.8%	73.6%	74.0%	66.7%	73.2%
<b>CA&amp;C</b>	68.5%	68.5%	70.9%	80.7%	70.0%	71.7%
<b>EDU</b>	69.4%	82.6%	73.2%	78.0%	78.7%	75.7%
<b>H&amp;HS</b>	67.2%	72.7%	70.2%	72.8%	74.3%	71.4%
<b>LA&amp;SS</b>	65.6%	70.6%	74.0%	74.4%	74.4%	71.1%
<b>STE&amp;M</b>	77.8%	78.2%	79.6%	80.1%	80.6%	79.9%
<b>Full-Time</b>	<b>69.7%</b>	<b>74.9%</b>	<b>74.3%</b>	<b>76.6%</b>	<b>75.4%</b>	<b>74.3%</b>
<b>BUS</b>	29.4%	41.7%	75.0%	33.3%	50.0%	0.0%
<b>CA&amp;C</b>	37.5%	33.3%	0.0%	100.0%	0.0%	75.0%
<b>EDU</b>	28.6%	75.0%	N/A	33.3%	0.0%	0.0%
<b>H&amp;HS</b>	22.2%	35.7%	42.3%	55.6%	40.0%	42.9%
<b>LA&amp;SS</b>	44.4%	52.9%	16.7%	66.7%	28.6%	28.6%
<b>STE&amp;M</b>	60.0%	36.4%	56.3%	77.8%	53.3%	50.0%
<b>Part-Time</b>	<b>34.3%</b>	<b>44.3%</b>	<b>41.7%</b>	<b>58.8%</b>	<b>39.4%</b>	<b>41.7%</b>
<b>Total</b>	<b>67.9%</b>	<b>73.8%</b>	<b>73.4%</b>	<b>76.3%</b>	<b>74.9%</b>	<b>74.0%</b>

Full-Time



Part-Time



**Youngstown State University**  
**Preliminary 14th Day Fall-to-Fall Retention of**  
**First-Time Undergraduates**  
**by College and Major**  
**2018-2019**

College/Major	Entering Fall 2018	Returning Fall 2019	Returning Fall 2019 in the Same Program *	Returning Fall 2019 in the Same College
<b>Business Administration</b>				
Accounting	8	7	6	6
Adv and Public Relations	2	1	1	1
Business Administration	16	16	15	16
Business Economics	3	2	1	1
Finance	4	4	4	4
Finance CFP Track	3	3	3	3
Finance Financial Mgt Track	3	3	3	3
Human Resource Management	1	0	0	0
Pre Business	71	51	41	45
Pre Business Accounting	25	19	19	19
Pre Business Economics	6	4	4	4
Pre Business Finance	6	6	6	6
Pre Business Management	16	7	5	5
Pre Business Marketing	9	7	4	4
Undeclared Business	85	58	10	43
<b>Business Administration Total</b>	<b>258</b>	<b>188</b>	<b>122</b>	<b>160</b>

\*Students who return in the same major or a major residing in the same overarching program (ex. Enetered in Art Studio Graph Inter Dsgn Op who return the following fall term in Art Studio Digital Media Optn) as well as students who entered in a "Pre", "First Year", or "STEM..." major and return in the parent or subsequent major (ex. Pre Business Finance who return in the fall term in Finance).

**Youngstown State University**  
**Preliminary 14th Day Fall-to-Fall Retention of**  
**First-Time Undergraduates**  
**by College and Major**  
**2018-2019**

<b>College/Major</b>	<b>Entering Fall 2018</b>	<b>Returning Fall 2019</b>	<b>Returning Fall 2019 in the Same Program *</b>	<b>Returning Fall 2019 in the Same College</b>
<b>Creative Arts &amp; Communication</b>				
Art Studio	3	1	0	1
		33.3%	0.0%	33.3%
Art Studio Digital Media Track	3	2	2	2
		66.7%	66.7%	66.7%
Art Studio Graph Inter Dsgn Tr	14	8	7	7
		57.1%	50.0%	50.0%
Art Studio Interdisc St Art Tr	6	3	2	2
		50.0%	33.3%	33.3%
Art Studio Paint Printmkg Tr	2	2	2	2
		100.0%	100.0%	100.0%
Art Studio Photography Track	8	7	6	6
		87.5%	75.0%	75.0%
Comm St Interpersnl Org Track	1	1	1	1
		100.0%	100.0%	100.0%
Comm St Media Track	1	0	0	0
		0.0%	0.0%	0.0%
Comm St Social Media Track	2	2	2	2
		100.0%	100.0%	100.0%
Communication Studies	6	6	4	5
		100.0%	66.7%	83.3%
Dance Management	2	2	2	2
		100.0%	100.0%	100.0%
Journalism	18	15	12	12
		83.3%	66.7%	66.7%
Mus Perf Emphasis Music Record	9	6	5	5
		66.7%	55.6%	55.6%
Music Composition	1	1	1	1
		100.0%	100.0%	100.0%
Music Educ Instrumental Jazz	2	2	1	2
		100.0%	50.0%	100.0%
Music Education	3	2	1	1
		66.7%	33.3%	33.3%
Music Education Instrumental	19	13	9	11
		68.4%	47.4%	57.9%
Music Education Vocal	4	4	2	4
		100.0%	50.0%	100.0%
Music Performance Instrument	7	5	3	5
		71.4%	42.9%	71.4%
Music Performance Jazz	4	3	3	3
		75.0%	75.0%	75.0%

**Youngstown State University**  
**Preliminary 14th Day Fall-to-Fall Retention of**  
**First-Time Undergraduates**  
**by College and Major**  
**2018-2019**

Music Performance Piano	1	1	100.0%	1	100.0%	1	100.0%
Music Performance Voice	2	1	50.0%	1	50.0%	1	50.0%

\*Students who return in the same major or a major residing in the same overarching program (ex. Entered in Art Studio Graph Inter Dsgn Op who return the following fall term in Art Studio Digital Media Optn) as well as students who entered in a "Pre", "First Year", or "STEM..." major and return in the parent or subsequent major (ex. Pre Business Finance who return in the fall term in Finance).

<b>College/Major</b>	<b>Entering Fall 2018</b>	<b>Returning Fall 2019</b>	<b>Returning Fall 2019 in the Same Program *</b>	<b>Returning Fall 2019 in the Same College</b>
Music Theory	1	0	0.0%	0
Pre Telecommunication	14	12	85.7%	9
Telecomm St Spts Broadcast Tr	3	2	66.7%	2
Theatre Musical Theatre Track	2	2	100.0%	1
Theatre Studies	5	5	100.0%	5
Undetermined Art	9	4	44.4%	2
Undetermined Communication	9	5	55.6%	0
Undetermined Music	7	4	57.1%	2
Undetermined Theatre	2	1	50.0%	0
<b>Creative Arts &amp; Communication Total</b>	<b>170</b>	<b>122</b>	<b>71.8%</b>	<b>88</b>
			<b>51.8%</b>	<b>106</b>
				<b>62.4%</b>

\*Students who return in the same major or a major residing in the same overarching program (ex. Entered in Art Studio Graph Inter Dsgn Op who return the following fall term in Art Studio Digital Media Optn) as well as students who entered in a "Pre", "First Year", or "STEM..." major and return in the parent or subsequent major (ex. Pre Business Finance who return in the fall term in Finance).

<b>College/Major</b>	<b>Entering Fall 2018</b>	<b>Returning Fall 2019</b>	<b>Returning Fall 2019 in the Same Program *</b>	<b>Returning Fall 2019 in the Same College</b>



**Youngstown State University**  
**Preliminary 14th Day Fall-to-Fall Retention of**  
**First-Time Undergraduates**  
**by College and Major**  
**2018-2019**

<b>Education</b>									
Art Education	3	3	100.0%	2	66.7%	2	66.7%		
Early Childhood Education	2	2	100.0%	1	50.0%	1	50.0%		
EC EC Intervention Specialist	49	40	81.6%	30	61.2%	33	67.3%		
Integrated Language Arts Educ	12	9	75.0%	6	50.0%	7	58.3%		
Integrated Math Education	7	4	57.1%	3	42.9%	3	42.9%		
Integrated Sciences Education	6	4	66.7%	3	50.0%	4	66.7%		
Integrated Social Studies Educ	12	7	58.3%	3	25.0%	3	25.0%		
Middle Child Educ Undetermined	4	3	75.0%	1	25.0%	1	25.0%		
Middle Child Lang Art Math Trk	2	2	100.0%	2	100.0%	2	100.0%		
Middle Child Lang Art S St Trk	5	5	100.0%	4	80.0%	5	100.0%		
Middle Child Lang Art Sci Trk	1	1	100.0%	1	100.0%	1	100.0%		
Middle Child Math Science Trk	6	6	100.0%	6	100.0%	6	100.0%		
Middle Child Math Soc St Trk	5	4	80.0%	1	20.0%	3	60.0%		
Middle Child Science Soc St Tr	2	1	50.0%	1	50.0%	1	50.0%		
Middle Childhood Education	6	5	83.3%	3	50.0%	5	83.3%		
Physical Education	5	5	100.0%	4	80.0%	4	80.0%		
Spanish Education	2	1	50.0%	1	50.0%	1	50.0%		
Spec Ed Mild Moderate Dis	9	5	55.6%	4	44.4%	5	55.6%		
Spec Ed Moderate Intensive Dis	1	0	0.0%	0	0.0%	0	0.0%		

**Youngstown State University**  
**Preliminary 14th Day Fall-to-Fall Retention of**  
**First-Time Undergraduates**  
**by College and Major**  
**2018-2019**

Undetermined Education	39	27	69.2%	16	41.0%	21	53.8%
<b>Education</b>	<b>178</b>	<b>134</b>	<b>75.3%</b>	<b>92</b>	<b>51.7%</b>	<b>108</b>	<b>60.7%</b>
*Students who return in the same major or a major residing in the same overarching program (ex. Enetered in Art Studio Graph Inter Dsgn Op who return the following fall term in Art Studio Digital Media Optn) as well as students who entered in a "Pre", "First Year", or "STEM..." major and return in the parent or subsequent major (ex. Pre Business Finance who return in the fall term in Finance).							
<b>College/Major</b>	<b>Entering Fall 2018</b>	<b>Returning Fall 2019</b>	<b>Returning Fall 2019 in the Same Program *</b>	<b>Returning Fall 2019 in the Same College</b>			
<b>Health and Human Services</b>							
Allied Health	1	1	100.0%	1	100.0%	1	100.0%
Criminal Justice Associate	5	2	40.0%	2	40.0%	2	40.0%
Criminal Justice Bachelors	67	46	68.7%	38	56.7%	40	59.7%
Didactic Program in Dietetics	2	1	50.0%	1	50.0%	1	50.0%
Early Childhood Associate PreK	3	3	100.0%	1	33.3%	2	66.7%
Emergency Medical Services	5	1	20.0%	0	0.0%	0	0.0%
Exercise Science	52	39	75.0%	32	61.5%	34	65.4%
Exercise Science Grad Prep Trk	26	21	80.8%	17	65.4%	18	69.2%
Family and Consumer Studies	1	1	100.0%	0	0.0%	0	0.0%
Forensic Sci Anthropology Trck	3	1	33.3%	1	33.3%	1	33.3%
Forensic Sci Biology Track	3	1	33.3%	0	0.0%	0	0.0%
Forensic Sci Chemistry Track	2	2	100.0%	2	100.0%	2	100.0%
Forensic Science	40	36	90.0%	24	60.0%	31	77.5%
Hospitality Management	4	3	75.0%	2	50.0%	3	75.0%
Medical Assisting Technology	1	0	0.0%	0	0.0%	0	0.0%

**Youngstown State University**  
**Preliminary 14th Day Fall-to-Fall Retention of**  
**First-Time Undergraduates**  
**by College and Major**  
**2018-2019**

Merch Fashion and Interiors	4	2	50.0%	1	25.0%	1	25.0%
Nursing BSN	6	5	83.3%	4	66.7%	4	66.7%
Pre Dental Hygiene	48	28	58.3%	22	45.8%	23	47.9%
Pre Dietetics	7	5	71.4%	3	42.9%	4	57.1%
Pre Medical Laboratory Sci	7	7	100.0%	4	57.1%	5	71.4%
Pre Medical Laboratory Tech	1	1	100.0%	0	0.0%	1	100.0%

\*Students who return in the same major or a major residing in the same overarching program (ex. Enetered in Art Studio Graph Inter Dsgn Op who return the following fall term in Art Studio Digital Media Optn) as well as students who entered in a "Pre", "First Year", or "STEM..." major and return in the parent or subsequent major (ex. Pre Business Finance who return in the fall term in Finance).

<b>College/Major</b>	<b>Entering Fall 2018</b>	<b>Returning Fall 2019</b>	<b>Returning Fall 2019 in the Same Program *</b>	<b>Returning Fall 2019 in the Same College</b>
Pre Nursing	213	157	73.7%	122
Pre Respiratory Care	5	5	100.0%	5
Pre Social Work	26	15	57.7%	11
Respiratory Care Completion Tr-DL	1	1	100.0%	1
Social Work	2	1	50.0%	1
Undetermined HHS	104	69	66.3%	18
<b>Health and Human Services</b>	<b>639</b>	<b>454</b>	<b>71.0%</b>	<b>313</b>

\*Students who return in the same major or a major residing in the same overarching program (ex. Enetered in Art Studio Graph Inter Dsgn Op who return the following fall term in Art Studio Digital Media Optn) as well as students who entered in a "Pre", "First Year", or "STEM..." major and return in the parent or subsequent major (ex. Pre Business Finance who return in the fall term in Finance).

**Youngstown State University**  
**Preliminary 14th Day Fall-to-Fall Retention of**  
**First-Time Undergraduates**  
**by College and Major**  
**2018-2019**

<b>College/Major</b>	<b>Entering Fall 2018</b>	<b>Returning Fall 2019</b>	<b>Returning Fall 2019 in the Same Program *</b>	<b>Returning Fall 2019 in the Same College</b>
<b>Liberal Art and Social Science</b>				
Anthropology	11	9	7	8
Associate of Arts	5	3	0	1
Economics	1	1	1	1
English	14	9	6	8
Exploratory Undecided	229	160	67	81
General Studies	1	1	1	1
Geography	1	1	1	1
History	8	6	4	4
Italian	3	3	2	2
Philosophy	3	2	2	2
Philosophy Pre Counseling Trck	1	1	0	0
Political Science	14	13	11	12
Pre Law	15	12	8	9
Psychology	68	46	36	39
Psychology-PT Track	2	1	1	1
Religious Studies	1	0	0	0
Sociology	1	1	0	0
Spanish	4	4	2	2
Undetermined CLASS	26	14	5	12
<b>Liberal Art and Social Science</b>	<b>408</b>	<b>287</b>	<b>154</b>	<b>184</b>

**Youngstown State University**  
**Preliminary 14th Day Fall-to-Fall Retention of**  
**First-Time Undergraduates**  
**by College and Major**  
**2018-2019**

\*Students who return in the same major or a major residing in the same overarching program (ex. Enetered in Art Studio Graph Inter Dsgn Op who return the following fall term in Art Studio Digital Media Optn) as well as students who entered in a "Pre", "First Year", or "STEM..." major and return in the parent or subsequent major (ex. Pre Business Finance who return in the fall term in Finance).

<b>College/Major</b>	<b>Entering Fall 2018</b>	<b>Returning Fall 2019</b>	<b>Returning Fall 2019 in the Same Program *</b>	<b>Returning Fall 2019 in the Same College</b>
<b>Science, Tech, Engineer, Math</b>				
Biochemistry	11	11	7	9
Biology	20	19	16	18
Biology Pre Dentistry	3	3	2	2
Biology Pre Medical	43	37	32	32
Biology Pre Veterinary	7	4	2	2
Biology PT Track	5	5	3	3
Chemistry	9	8	5	6
Chemistry Pre Medical	6	6	3	4
Chemistry Pre Optometry	1	1	1	1
Chemistry Pre Pharmacy	6	5	3	4
Chemistry Pre Veterinary	1	1	1	1
Civil and Construct Eng Tech A	1	1	0	1
Computer Information Systems B	1	1	1	1
Computer Science	1	0	0	0
Electrical Engineering	1	1	0	1
Environmental Studies	6	5	2	3
First Year Engineering	5	5	3	5
Geology	4	3	3	3
Mathematics	13	13	11	11

**Youngstown State University**  
**Preliminary 14th Day Fall-to-Fall Retention of**  
**First-Time Undergraduates**  
**by College and Major**  
**2018-2019**

Physics	5	4	80.0%	4	80.0%	4	80.0%
Physics Astronomy	3	3	100.0%	2	66.7%	3	100.0%
Pre Computer Information Sys B	3	2	66.7%	0	0.0%	1	33.3%
Pre Computer Science	11	11	100.0%	8	72.7%	8	72.7%
Pre Electric Utility Tech	1	1	100.0%	1	100.0%	1	100.0%
Pre Engineering and Tech B	2	2	100.0%	0	0.0%	2	100.0%
Pre Information Technology B	3	3	100.0%	1	33.3%	3	100.0%

\*Students who return in the same major or a major residing in the same overarching program (ex. Enetered in Art Studio Graph Inter Dsgn Op who return the following fall term in Art Studio Digital Media Optn) as well as students who entered in a "Pre", "First Year", or "STEM..." major and return in the parent or subsequent major (ex. Pre Business Finance who return in the fall term in Finance).

<b>College/Major</b>	<b>Entering Fall 2018</b>	<b>Returning Fall 2019</b>	<b>Returning Fall 2019 in the Same Program *</b>	<b>Returning Fall 2019 in the Same College</b>			
STEM Engineering	54	36	66.7%	27	50.0%	30	55.6%
STEM Engineering A	6	3	50.0%	2	33.3%	2	33.3%
STEM First Year Engineering	215	177	82.3%	143	66.5%	162	75.3%
STEM Natural Science	78	57	73.1%	40	51.3%	44	56.4%
STEM Physical Science	25	17	68.0%	8	32.0%	14	56.0%
STEM Technology BSAS	74	54	73.0%	30	40.5%	47	63.5%
Undetermined STEM	45	34	75.6%	6	13.3%	23	51.1%
<b>Science, Tech, Engineer, Math</b>	<b>669</b>	<b>533</b>	<b>79.7%</b>	<b>367</b>	<b>33.5%</b>	<b>451</b>	<b>67.4%</b>

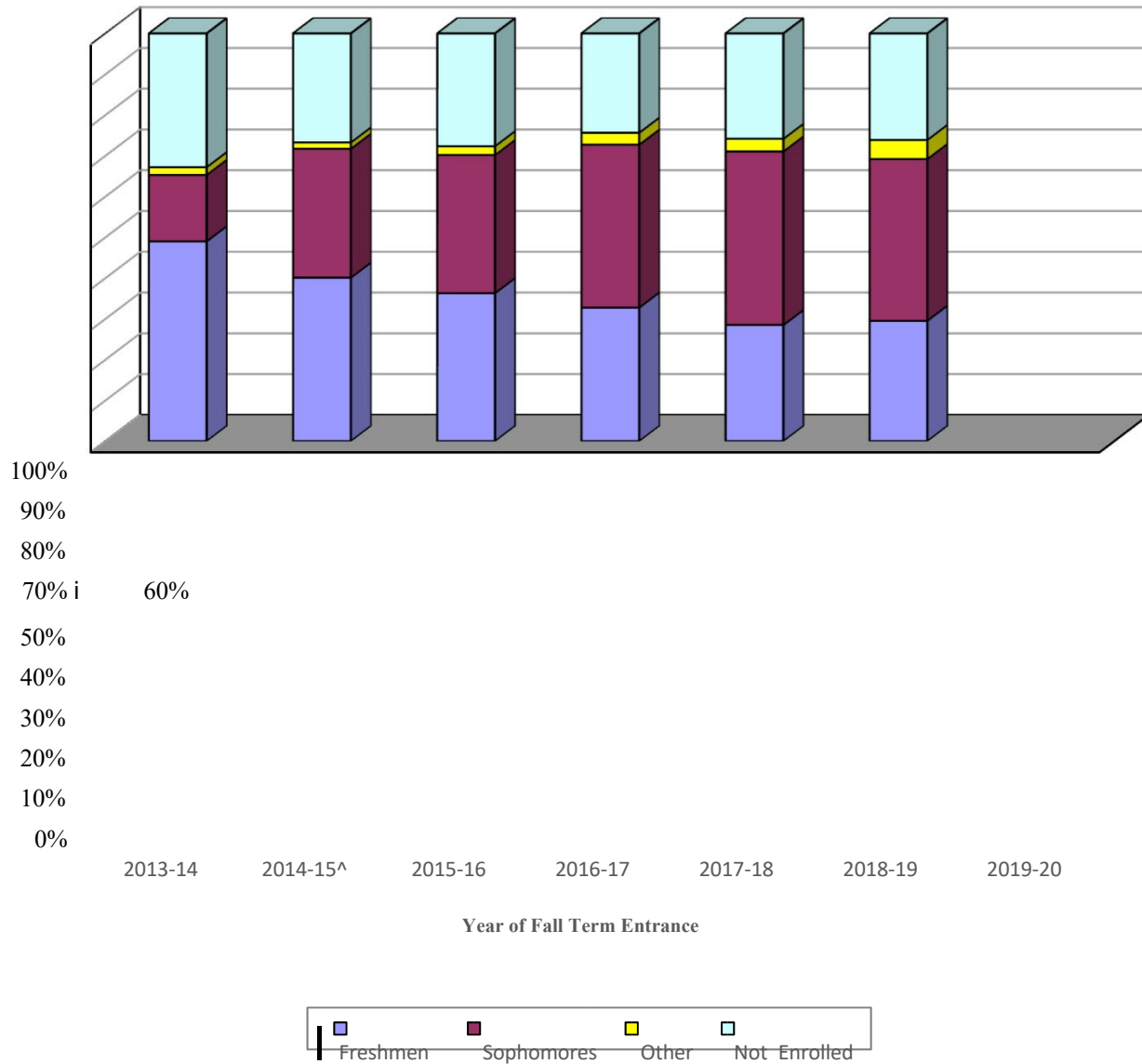
\*Students who return in the same major or a major residing in the same overarching program (ex. Enetered in Art Studio Graph Inter Dsgn Op who return the following fall term in Art Studio Digital Media Optn) as well as students who entered in a "Pre", "First Year", or "STEM..." major and return in the parent or subsequent major (ex. Pre Business Finance who return in the fall term in Finance).

**Youngstown State University  
Preliminary 14th Day Fall-to-Fall Retention of  
First-Time Undergraduates  
by College and Major  
2018-2019**

College/Major	Entering Fall 2018	Returning Fall 2019	Returning Fall 2019 in the Same Program *	Returning Fall 2019 in the Same College			
<b>Grand Total</b>	<b>2322</b>	<b>1718</b>	<b>74.0%</b>	<b>1136</b>	<b>48.9%</b>	<b>1397</b>	<b>60.2%</b>

\*Students who return in the same major or a major residing in the same overarching program (ex. Entered in Art Studio Graph Inter Dsgn Op who return the following fall term in Art Studio Digital Media Optn) as well as students who entered in a "Pre", "First Year", or "STEM..." major and return in the parent or subsequent major (ex. Pre Business Finance who return in the fall term in Finance).

# Youngstown State University First-Time Freshman\* One Year Later



## Gross Progression of First-Time Freshmen

(Indicates the percentage of students completing the required number of course credits to advance in academic rank)

Fall to Fall

Returning Fall Term Rank	2013-14	2014-15^	2015-16	2016-17	2017-18	2018-19	2019-20
<b>Freshmen</b>	48.98%	40.08%	36.28%	32.74%	28.47%	29.51%	



<b>Sophomores</b>	16.31%	31.62%	33.89%	39.96%	42.57%	39.68%
<b>Other</b>	1.89%	1.54%	2.17%	2.93%	3.10%	4.68%
<b>Not Enrolled</b>	32.82%	26.76%	27.67%	24.37%	25.86%	26.14%

\* First-Time Freshmen including all first time degree-seeking undergraduates.

^ Beginning Fall 2015 the University lowered total completed credit hour requirements to advance in rank from 32 to 30 completed hours. This change resulted in a significant shift in the percentage of returning students whose subsequent ranks progresses from Frshman to Sophomores.

Note Based on preliminary 14th day enrollment

Source: HESTUD15 Model 204 computer file and YSU\_IR\_DATA\_SETS Table

Prepared by the Office of Institutional Research and Analytics

Aaron Meyerl - 6/8/2020

## MEMORANDUM

Date: October 15, 2020

To: Dr. Brien Smith, Provost and Vice President for Academic Affairs

From: Ashley Riggleman - Office of Research Services (ORS)

Re: FY21 First Quarter Report

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Please see attached the FY21 First Quarter Report as prepared for delivery to the Academic Quality and Student Success Committee of the Board of Trustees.

ORS staff managed **58** major grant administration activities during this quarter (**24** submissions and **34** awards/contracts). Additionally, the IRB processed **20** new protocols and **6** modifications.

### Notable highlights:

- YSU was awarded \$2,025,000 by the Air Force Research Laboratory, through Wright State University for the ADMETE project. This project supports the development of education and training programs for workforce development, in the areas of digital design, microelectronics and assured development
- YSU received a new NSF award in the field of computer science
- Cayuse Human Ethics (Cayuse IRB) implementation is completed, soft go-live started in September
- Grant writing seminar (September 17 & 18, 2020)

Accompanying this submission is the FY21 Quarter 1 Detail Report, which provides greater detail regarding institutional submissions and awards.



**EXECUTIVE  
SUMMARY**

First Quarter Report – FY21  
July 1, 2020 to September 30, 2020

**Submitted Proposals to External Agencies:** **Total**

Q1 Total Dollars Requested:	<b>\$4,809,165</b>
Q1 Indirect Cost Requested:	<b>\$776,353</b>
Q1 Total Proposals Worked:	<b>27</b>
Q1 Total Projects Submitted:	<b>24</b>

**Funded Proposals from External Agencies:** **Total**

Q1 Total Dollars Awarded:	<b>\$4,514,863</b>
Q1 Indirect Costs Awarded:	<b>\$421,552</b>
Q1 Total Projects Awarded:	<b>34</b>

**Q1 YTD Comparison:** **Total**

	<b>FY 20</b>	<b>FY 21</b>
<i>Q1 Submissions</i>	26	24
<i>Q1 Awards</i>	34	34
<i>Q1 Dollars Awarded**</i>	\$2,249,702	\$4,514,863
<i>YTD Submissions</i>	26	24
<i>YTD Awards</i>	34	34

\*\* awarded amounts are reported according to budget periods

Q1 Total Active Awards: 115  
Q1 Total Research Expenditures: \$1,391,361

## Proposals Submitted to External Agencies

First Quarter Report – FY21  
July 1, 2020 – September 30, 2020

P/PPD	Department	Funding Agency	Amount Requested	Indirect Costs Requested	YSU Cost Share
Ge, W.	Graduate Studies in Health and Rehabilitation Sciences	State Department	\$50,000	\$10,412	\$0
Ge, W.	Graduate Studies in Health and Rehabilitation Sciences	Foundation for Physical Therapy Research	\$100,000	\$0	\$0
Disotell, K.	Rayen School of Engineering	National Science Foundation	\$499,998	\$95,682	\$0
Boerio, G.	The Rich Center	The Ohio State University	\$30,000	\$2,220	\$10,000
Durrell, P.	Physics, Astronomy, Geology and Environmental Sciences	Space Telescope Science Institute	\$7,168	\$1,493	\$0
Deschenes, R.	Rayen School of Engineering	National Science Foundation	\$508,080	\$91,224	\$0
Davis, D.	Human Services	Council on Social Work Education	\$2,000	\$0	\$0
Bralich, J.	Humanities	City of Youngstown	\$25,000	\$0	\$0
Bralich, J.	Humanities	City of Youngstown	\$12,750	\$0	\$0
Brozina, C.	Rayen School of Engineering	National Science Foundation	\$299,866	\$62,442	\$0
Prieto-Langarica, A.	Mathematics	National Science Foundation	\$291,582	\$15,690	\$0
Lally, A.	Student Counseling Services	NEOMED	\$4,296	\$0	\$0
Sharma, S.	Rayen School of Engineering	Muskingum Watershed Conservancy District	\$48,562	\$10,112	\$35,450
Howell, C.	College of Liberal Arts, Social Sciences, and Education	Youngstown Community School	\$9,218	\$500	\$0
Disotell, K.	Rayen School of Engineering	Ohio Space Grant Consortium	\$9,500	\$0	\$3,000
Cameron, A. & Epler, P.	Center for Human Services Development	U.S. Department of Education	\$1,996,638	\$404,524	\$0

## Proposals Submitted to External Agencies

First Quarter Report – FY21  
July 1, 2020 – September 30, 2020

<b>PI/PPD</b>	<b>Department</b>	<b>Funding Agency</b>	<b>Amount Requested</b>	<b>Indirect Costs Requested</b>	<b>YSU Cost Share</b>
Veisz, P.	Small Business Development Center	Ohio Development Services Agency	\$122,450	\$0	\$0
Veisz, P.	Small Business Development Center	Department of Defense	\$39,267	\$0	\$54,262
Veisz, P.	Small Business Development Center	Ohio Development Services Agency	\$34,743	\$0	\$0
Wendland, M.	Graduate Studies in Health and Rehabilitation Sciences	American Physical Therapy Association	\$10,000	\$0	\$0
Epler, P.	Teacher Education & Leadership Studies	American Educational Research Association	\$5,000	\$0	\$0
Moldovan, S.	Rayen School of Engineering	Duramax Marine	\$40,005	\$8,330	\$0
Veisz, P.	Small Business Development Center	Small Business Administration	\$237,000	\$0	\$135,368
Lewis, L. & Walker, J.		National Science Foundation	\$426,042	\$73,724	\$0
		<b>TOTALS</b>	<b>\$4,809,165</b>	<b>\$776,353</b>	<b>\$238,080</b>

**Projects Awarded from External Agencies**  
 First Quarter Report – FY21  
 July 1, 2020 – September 30, 2020

<b>P/PPD</b>	<b>Department</b>	<b>Funding Agency</b>	<b>Amount Awarded</b>	<b>Indirect Costs Awarded</b>	<b>YSU Cost Share</b>
Cameron, A. & Epler, P.	Center for Human Services Development	Ohio Deans Compact	\$100,000	\$6,907	\$0
Pugh,	Upward Bound	Dept. of Education	\$297,598	\$20,344	\$0
Renne, I.	Chemical and Biological Studies	Ohio Army National Guard	\$2,599	\$573	\$0
Genna, D.	Chemical and Biological Studies	National Science Foundation	\$92,789	\$24,874	\$0
Italiano, K.	Teacher Education & Leadership Studies	PNC Bank	\$72,000	\$10,270	\$0
Johnson, P.	Human Services	Ohio Job and Family Services	\$115,000	\$8,250	\$0
Marchionda, D.	Regional Economic Development	Economic Development Agency	\$216,909	\$45,168	\$0
Wakefield, T.	Mathematics	Ohio Dept. of Higher Education	\$25,350	\$0	\$25,350
Bralich, J.	Humanities	Ohio Dept. of Higher Education	\$40,000	\$0	\$0
Cortes, P.	Rayen School of Engineering	Ohio Federal Research Network	\$248,510	\$15,559	\$166,912
Martin, D.	Psychology Sciences and Counseling	Youngstown City Schools	\$70,000	\$2,500	\$110,334
O'Dell, N.	Nursing	US Dept. of Health and Human Services	\$20,169	\$0	\$0
Veisz, P.	Small Business Development Center	Ohio Development Services Agency	\$246,667	\$22,424	\$0
Martin, D.	Psychology Sciences and Counseling	Poland Local Schools	\$10,000	\$500	\$15,762
Howell, C.	College of Liberal Arts, Social Sciences, and Education	Youngstown City School District	\$98,500	\$2,500	\$98,500
Oder, T.	Physics, Astronomy, Geology and Environmental Sciences	National Science Foundation	\$136,400	\$0	\$15,155
McCartney, R.	Regional Economic Development	City of Youngstown	\$25,000	\$3,522	\$0

**Projects Awarded from External Agencies**  
 First Quarter Report – FY21  
 July 1, 2020 – September 30, 2020

<b>P/PPD</b>	<b>Department</b>	<b>Funding Agency</b>	<b>Amount Awarded</b>	<b>Indirect Costs Awarded</b>	<b>YSU Cost Share</b>
Bralich, J.	Humanities	City of Youngstown	\$9,815	\$0	\$0
Davis, D.	Human Services	Council on Social Work Education	\$2,000	\$0	\$0
Bralich, J	Humanities	City of Youngstown	\$12,750	\$0	\$0
Schroeder, S.	College Access and Transition	Ohio Department of Higher Education	\$23,302	\$0	\$0
Rodabaugh, S.	STEM College	Ohio Department of Higher Education	\$50,226	\$0	\$50,226
Rodabaugh, S.	STEM College	Ohio Department of Higher Education	\$341,250	\$0	\$341,250
Bonhomme, B.	Humanities	Ohio History Connection	\$120,000	\$24,683	\$27,000
Cameron, A.	Center for Human Services Development	Ohio Department Education	\$200,000	\$14,815	\$0
Cameron, A.	Center for Human Services Development	Ohio Department Education	\$150,000	\$11,111	\$0
Cameron, A.	Center for Human Services Development	Ohio Department Education	\$150,000	\$11,111	\$0
Howell, C.	College of Liberal Arts, Social Sciences, and Education	Youngstown Community Schools	\$9,218	\$500	\$0
Disotell, K.	Raven School of Engineering	Ohio Space Grant Consortium	\$9,500	\$0	\$3,000
Arslanyilmaz, A.	Computer Science, Information and Engineering Technology	National Science Foundation	\$143,263	\$22,961	\$0
Veisz, P.	Small Business Development Center	Ohio Development Services Agency	\$15,000	\$0	\$0
Dewberry, L.	Management & Marketing	Wean Foundation	\$86,048	\$4,098	\$0
Cortes, P.	Rayen School of Engineering	Air Force Research Lab	\$1,350,000	\$168,892	\$0
Bralich, J.	Humanities	City of Youngstown	\$25,000	\$0	\$0
		<b>TOTALS</b>	<b>\$4,514,863</b>	<b>\$421,552</b>	<b>\$712,155</b>

**CURRENT ACCREDITATION ACTIVITY**  
**December 2020**

**Summary of recent site visits:**

- The Bachelor of Social Work site visit occurred on October 21, 2020. Results of that visit have not yet been announced.
- The Electrical Engineering, Civil Engineering, Chemical Engineering, and Mechanical Engineering programs are fully accredited by ABET until 2026. Industrial Engineering is fully accredited until 2023.

**Summary of recent accreditation actions:**

- On July 30, 2018, the Higher Learning Commission continued the accreditation of YSU with the next Reaffirmation of Accreditation scheduled to occur in 2027-28.

**Details:**

<b>Program</b>	<b>Status</b>
<b>Art</b> National Association of Schools of Art and Design (NASAD)	The NASAD Commission granted renewal of membership for the following degree options: BA in Art History, BS in Art Education, BFA in Studio Art, and MA in Art Education. The next full review is scheduled for 2025-2026. The Commission voted to accept the Progress Report regarding the MFA in Interdisciplinary Visual Arts degree. An affirmation statement and audit was submitted on June 27, 2020, noting that no significant changes had been made to the majors and programs.
<b>Athletic Training</b> Commission on Accreditation of Athletic Training Education (CAATE)	The Master of Athletic Training program was granted initial accreditation by CAATE in 2018. The accreditation is for five years. The next review will occur in 2023. A progress report is due December 1, 2020, because the program is out of compliance with the unfilled position of a required program director as well as inadequate support of the Clinical Education component of the program. The accreditors have requested a plan to correct these aspects to come into compliance with standards.
<b>Business</b> AACSB International—The Association to Advance Collegiate Schools of Business	AACSB International approved the extension of accreditation in January 2020. Accreditation of the undergraduate and graduate business programs is extended for the standard five years. The next accreditation review will be in 2024. AACSB cited a deficiency in the number of finance faculty and the heavy reliance on lecturers.



<b>Program</b>	<b>Status</b>
<p><b>Chemistry</b> American Chemical Society (ACS)</p>	<p>The American Chemical Society (ACS) notified the YSU Chemistry Department in August 2017 that its BS Chemistry program has met the requirements for continued ACS accreditation through 2022. At that time, the department must apply for re-accreditation.</p>
<p><b>Counseling</b> Council for Accreditation of Counseling and Related Educational Programs (CACREP)</p>	<p>The Council for Accreditation of Counseling and Related Educational Programs (CACREP) granted full accreditation to the MS. Ed. in Counseling—Addiction Counseling, Clinical Mental Health Counseling, School Counseling, and Student Affairs/College Counseling program tracks for the full eight-year period, until March 31, 2023.</p>
<p><b>Dental Hygiene</b> American Dental Association (ADA)</p>	<p>The self-study for continuing accreditation of the Dental Hygiene program was submitted in September 2017. This was the initial site visit following the transition from the Associate of Applied Science (AAS) degree to the Bachelor of Science in Dental Hygiene (BSDH) degree. A site visit occurred in November 2017, and the program was awarded full accreditation status, Approval Without Reporting Requirements, at the 2018 ADA CODA Summer Commission meeting. The accreditation cycle for allied dental programs is seven years. The next site visit will be due in late 2024 or early 2025.</p>
<p><b>Dietetics Program</b> Academy of Nutrition and Dietetics (AND)  Accreditation Council for Education in Nutrition and Dietetics (ACEND)</p>	<p>The three ACEND accredited dietetics programs that co-exist at this time are the Didactic Program in Dietetics, the Coordinated Program in Dietetics, and the Master in Public Health-Dietetics Future Model (MPH-DFM). The Coordinated Program will graduate its last cohort in Summer 2021, at which time it will be completely replaced by the MPH-DFM. The first cohort in the MPH-DFM started Fall 2020. All three programs continue in good standing. The Dietetic Technician Program closed in August 2020 after the last cohort graduated. Low enrollment and faculty resources informed this decision.</p> <p>As part of its re-accreditation requirements, the Didactic Program in Dietetics completed an ACEND site visit in January 2020 and is now awaiting the decision by the ACEND board. COVID-19 has delayed this process.</p>

<b>Program</b>	<b>Status</b>
Dietetics (continued)	The MPH-DFM pilot program received final approval in November 2019. In accordance with ACEND guidelines, changes to facilitate internship hours were made to accommodate program progress under COVID-19 conditions.
<b>Education and Licensure Programs</b> The Council for the Accreditation of Educator Preparation (CAEP)  Accreditation occurs at the unit (BCOE) level.	The Council for the Accreditation of Educator Preparation (CAEP) conducted a site visit of YSU's Beeghly College of Education on April 2-4, 2017. CAEP's Accreditation Council met on October 23, 2017, and granted accreditation status effective Fall 2017 through Fall 2024. The next site visit will occur in Spring 2024.
<b>Emergency Medical Services</b> State of Ohio Department of Public Safety / Division of Emergency Medical Services          Commission on Accreditation of Allied Health Education Programs—EMS Professions (CoAEMSP—CAAHEP)	The Emergency Medical Services (EMS) program was site visited on March 3, 2016, by the Ohio Department of Public Safety (ODPS) Division of EMS, and on March 3 and 4 by the Committee on Accreditation of Education Programs for the EMS Profession (CoAEMSP). The program received no citations from either the state or CoAEMSP reaccreditation visit.          Subsequent to the submission of the self-study documents and site visit, the program received full reaccreditation by the ODPS Division of EMS and has received its findings letter from CoAEMSP indicating there were no citations and the program is being forwarded to the Commission on Accreditation of Allied Health Education Programs (CAAHEP) for full reaccreditation for five years. The EMS program received official notification from CAAHEP of its recognition for the full five-year period.
<b>Engineering</b> Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET)	The Electrical Engineering, Civil Engineering, Chemical Engineering, and Mechanical Engineering programs are fully accredited by ABET until 2026. Industrial Engineering is fully accredited until 2023.
<b>Engineering Technology</b> Engineering Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (ETAC-ABET)	Final findings from ETAC of the ABET visit were received on August 29, 2018. All of the AAS and BSAS Engineering Technology programs (CCET, EET, and MET) are accredited through September 30, 2024.

<b>Program</b>	<b>Status</b>
<p><b>Exercise Science</b>            Committee on Accreditation for the Exercise Sciences (CoAES) /            Commission on Accreditation of Allied Health Education Programs (CAAHEP)</p>	<p>The Committee on Accreditation for the Exercise Sciences (CoAES) granted initial accreditation of the YSU undergraduate Exercise Science program on May 18, 2018. The accreditation is for five years.</p>
<p><b>Forensic Science</b>            American Academy of Forensic Sciences (AAFS)</p>	<p>Application for initial accreditation is pending. Program self-study and site visit will follow.</p>
<p><b>Long-Term Care Administration</b>            National Association of Long-Term Care Administrator Boards (NAB)</p>	<p>The Long-Term Care Administration program applied for its first accreditation review from the National Association of Long-Term Care Administrator Boards (NAB) in Fall 2018 and had its site visit in March 2019. The program was granted accreditation on June 14, 2019. The 2019-2020 annual report was submitted and approved by NAB in October 2020. Our first graduates will begin taking their Nursing Home Administrator License exams soon.</p>
<p><b>Medical Assisting Technology</b>            American Association of Medical Assistants (AAMA) / Commission on Accreditation of Allied Health Education Programs (CAAHEP)</p>	<p>The most recent accreditation was in July 2004. A reaccreditation self-study was submitted in December 2012. The site visit occurred in 2013. CAAHEP granted the program continuing accreditation for a full eight years. Voluntary withdrawal of Accreditation for the Medical Assisting Accreditation was requested and granted by CAAHEP on January 28, 2020. The next review was scheduled to occur Fall 2020 although this program is being phased out due to low enrollment. The last class will be conducted Summer 2021.</p>
<p><b>Medical Laboratory Technology</b>            National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)</p>	<p>The Medical Laboratory Technology program self-study and response were submitted Spring 2020. A virtual site visit was conducted on July 23-24, 2020. The program is waiting for a response from NAACLS.</p>

<b>Program</b>	<b>Status</b>
<p><b>Medical Laboratory Science</b> National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)</p>	<p>An initial accreditation application was submitted to NAACLS in 2014 with the full self-study submitted in 2016. The site visit occurred in 2017. The site visit team found no standards violations and awarded YSU a full seven-year accreditation. The Medical Laboratory Science program's next accreditation self-study will be due in Fall 2021.</p>
<p><b>Music</b> National Association of Schools of Music (NASM)</p>	<p>In 2012, the NASM Commission on Accreditation voted to continue YSU and the Dana School of Music in good standing. A follow-up report on activities was sent to NASM. In 2013, the NASM Commission on Accreditation voted to accept the YSU progress report. In July 2016, the NASM Commission on Accreditation accepted YSU's Application for Plan Approval of Dana's Bachelor of Music in Music Recording. The next full review, scheduled for 2020-2021, has been deferred until 2021-2022 due to the COVID-19 pandemic.</p>
<p><b>Nursing</b> Accreditation Commission for Education in Nursing (ACEN)</p> <p>Commission on Collegiate Nursing Education (CCNE)</p> <p>Council on Accreditation of Nurse Anesthesia Educational Programs (COA) St. Elizabeth Health Center School for Nurse Anesthetists, Inc. (YSU MSN nurse anesthesia option only)</p>	<p>Full accreditation for BSN, MSN, and post-graduate certificate programs. Next evaluation visit: Spring 2022.</p> <p>Initial accreditation was granted for BSN, MSN, and post-graduate advanced practice registered nurse certificate programs for five years after site visit in February 2017. Next evaluation visit: Spring 2022.</p> <p>The program was found to be in full compliance and was granted continued accreditation effective May 2017 for a period of ten years. Next evaluation visit: Spring 2027.</p>
<p><b>Physical Therapy</b> Commission on Accreditation in Physical Therapy Education (CAPTE)</p>	<p>The MPT has been discontinued. Accreditation now applies to the DPT program approved by the HLC in 2008. A CAPTE team visited YSU in 2014 for a self-study visit for the DPT program. The self-study was submitted in 2014 for this visit. The site team gave a favorable report. Ten-year accreditation was reaffirmed in writing in 2014 with a compliance report due in 2015. This</p>

Program	Status
Physical Therapy (continued)	<p>report was submitted, and CAPTE granted the program continuing accreditation with the next scheduled self-study and site visit in Spring 2024. In May 2019, the program received CAPTE approval to increase class size to 45 per cohort. Class sizes will be increased incrementally to admit 45 students by 2021. The program submitted a progress report to CAPTE prior to March 1, 2020, regarding the impact of this increase. After the CAPTE board reviewed the progress report in April, the program's accreditation was continued. The program must submit a compliance report by September 1, 2020, and a second report by March 1, 2021.</p>
<p><b>Public Health (Consortium of Eastern Ohio Master of Public Health)</b> Council on Education for Public Health (CEPH)</p>	<p>The MPH is offered by a consortium of institutions, including YSU. Initial accreditation was earned in 2003. A site visit occurred April 20-21, 2009. In October 2009, the Council renewed accreditation for seven years, until December 31, 2016. Site visit occurred October 3-4, 2016, with all compliant findings. In June 2017, the program received official notification of full accreditation.</p>
<p><b>Respiratory Care and Respiratory Care “Polysomnography Specialty Option”</b> Commission on Accreditation for Respiratory Care (CoARC)</p>	<p>The self-study documents (CSSR and PSSR) for the BSRC entry into practice, BSRC degree advancement, completion program, and the Master of Respiratory Care have been submitted by the required deadlines and accepted by CoARC. The site visit for the Respiratory Care programs have been rescheduled due to COVID-19. The virtual site visit for the BSRC entry into practice program is presently being scheduled and is anticipated to occur in the next three months.</p> <p>Both the BSRC degree advancement completion program and the Master of Respiratory Care program had the letters of intent and the PSSRs accepted and sent to a referee for a virtual site visit. Virtual site visits for these programs should occur after the BSRC entry into practice program during Spring 2021 (Feb.-March) depending upon the pandemic.</p>

Program	Status
Respiratory Care (continued)	<p>YSU has increased capacity of its BSRC entry into practice program, placing enrollment at 25 allowable students, which is max for classroom capacity and clinical rotation sites. Originally, site visits were scheduled for July/Sept 2020. In the interest of substantial financial savings, the site visits were to occur as one CoARC visit. This visit will now be performed virtually while retaining the multiple program savings.</p> <p>The polysomnography certificate program is a free-standing certificate program that is not actively accredited by CoARC</p>
<p><b>Social Work</b> Council on Social Work Education (CSWE)</p>	<p>Following submission of reaffirmation materials and an on-campus site visit in 2012, the Bachelor of Social Work program earned re-affirmed accreditation status in February 2013. This accreditation status remains in effect until February 2021. The self-study was submitted on April 15, 2020. On July 14, the program received its Letter of Instruction (LOI) outlining questions to address for the Fall 2020 site visit. The LOI expressed concerns about faculty-to-student ratio. A site visitor and site date have not yet been determined.</p> <p>In 2012, the Council on Social Work Education granted reaffirmation of accreditation of the Master of Social Work Program. The program remains accredited until 2020. In 2014, Significant Program Changes reports were submitted to the Council on Social Work Education for expansion of the MSW degree program offerings at Lorain County Community College and Lakeland Community College sites. The MSW program submitted its self-study in March 2019. The Council on Accreditation (COA) review was completed successfully, and the MSW program's site visit occurred on February 19, 2020. The site visit report was received on March 15, and a response was submitted on April 14. Concerned about the program's high faculty-to-student ratio, the COA deferred its decision for a third time. The</p>

<b>Program</b>	<b>Status</b>
Social Work (continued)	<p>program must meet all standards in order to be re-accredited.</p> <p>On October 15, after reassessing the program's candidacy, COA placed the program on Conditional Accredited Status based upon non-compliance with Accreditation Standard M3.3.4(c). The program must comply with the standard by June 2021.</p> <p>The BSW accreditation site visit occurred on October 21, 2020. Results of that visit have not yet been announced.</p>
<b>Theatre</b> National Association of Schools of Theatre (NAST)	<p>Due to cuts in the number of tenure-track faculty and ongoing staffing issues, the Department of Theatre and Dance officially resigned its NAST accreditation effective May 3, 2018, and will not seek reaccreditation until these issues have been resolved. Covid-19 led to the cancellation of the NAST conference and prevented completion of the internal self-study. The department will continue to gather information with the plan to present in Fall 2021.</p>
<b>World Languages and Cultures</b> American Council on the Teaching of Foreign Languages (ACTFL) Recognition for Italian Education and Spanish Education	<p>Resubmission of the Italian Education and Spanish Education programs to the American Council on the Teaching of Foreign Languages (ACTFL) in March 2016 has resulted in national recognition for both programs effective August 2016. Next submission is Spring 2021.</p>

**ACADEMIC PROGRAMS UPDATE  
DECEMBER 2020**

**1. Undergraduate Program Development:**

**Undergraduate Program Actions Requiring Board of Trustees Action and/or Notification or Approval by the Ohio Department of Higher Education**

Since the last set of YSU Board of Trustees meetings, the Ohio Department of Higher Education has approved the following undergraduate program changes:

- No changes to report.


**2. Graduate Program Development:**


**Graduate Program Actions Requiring Board of Trustees Action and/or Notification or Approval by the Chancellor's Council on Graduate Studies (CCGS)**

- A new **Graduate Certificate in Public Health** is under review by campus committees.
- A new **Graduate Certificate in Public Health Research** is under review by campus committees.
- A new **Graduate Certificate in Public Health Administration** is under review by campus committees.
- A new **Post Master Principal Certificate** was approved by campus committees and is being prepared for the CCGS review process.
- A request to discontinue the following graduate programs was approved by campus committees and is currently under review at CCGS: **M.S. in Education Content Areas: Art, Family and Consumer Sciences, Foreign Language, Health, History, Economics, English, K-12 Reading Endorsement, Mathematics, Music, Physical Education, Science, and TESOL.**
- A request for online delivery of the **Superintendent Licensure Program** was approved by campus committees and is currently under review at CCGS.
- A request for online delivery of the **Edd in Educational Leadership** was approved by campus committees and is currently under review at CCGS.





TO: James P. Tressel, President 

FROM: Brien N. Smith, Provost and Vice President for Academic Affairs 

DATE: November 10, 2020

SUBJECT: TENURE RECOMMENDATIONS

I recommend the granting of tenure to the seven faculty members listed below who have been reviewed and recommended by either or all of the following: their respective colleagues, chairpersons, and deans. All seven faculty members are also being recommended for promotion.

**COLLEGE OF BUSINESS ADMINISTRATION**

Shelley Blundell (with promotion).....Communication

**COLLEGE OF CREATIVE ARTS AND COMMUNICATION**

No applicants

**COLLEGE OF LIBERAL ARTS, SOCIAL SCIENCES, AND EDUCATION**

Kristin Bruns (with promotion).....Psychological Sciences and Counseling  
 James Juergensen (with promotion).....Psychological Sciences and Counseling  
 Lillian Lewis (with promotion).....Teacher Education and Leadership Studies/Art  
 Ying (Joy) Tang (with promotion).....Psychological Sciences and Counseling

**COLLEGE OF HEALTH AND HUMAN SERVICES**

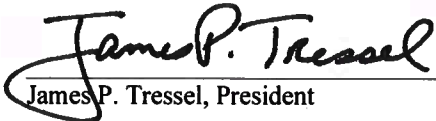
Kelly Colwell (with promotion).....Health Professions

**COLLEGE OF SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS**

Jason Zapka (with promotion).....School of Computer Science, Information, and Engineering Technology

APPROVED

DISAPPROVED, as specified

  
 James P. Tressel, President

11-11-20  
 Date