

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

**Sudershan K. Garg, Chair**  
**James E. “Ted” Roberts, Vice Chair**  
**All Trustees are Members**  
**James P. Tressel, *Ex-Officio***

**BACKGROUND MATERIALS  
Thursday, May 28, 2015**

- 1. Career Services Spring 2015 Job Fair Report** **Tab 1**  
Student Readiness for Post-College Success is one of the more critical metrics of the Strategic Plan. This spring’s Job Fair was very successful and set a record for employer audience.
- 2. Student Activities Awards** **Tab 2**  
The Annual Student Activities Awards Banquet is an appropriate celebration of our growing student engagement.
- 3. 15+ Most Promising Places to Work in Student Affairs** **Tab 3**  
Youngstown State University’s Division of Student Affairs has been named one of the 15+ Most Promising Places to Work in Student Affairs in the nation. This is the second consecutive year that YSU is named on the list. The list is based upon workplace diversity, staffing practices and work environment and includes categories such as family friendliness, salary/benefits and professional development opportunities.
- 4. Grants and Sponsored Programs Report** **Tab 4**  
The FY15 Third Quarter Report from the Office of Grants and Sponsored Programs is presented for the Board of Trustees’ information.
- 5. Current Accreditation Activity** **Tab 5**  
The report on accreditation activity shows recent accreditations and upcoming site visits and documents submitted.
- 6. Academic Programs Update** **Tab 6**  
The report outlines new program development.
- 7. Distinguished Professorship Awards and Watson Merit Award** **Tab 7**  
The list of faculty members who were awarded Distinguished Professorship Awards and the chairperson who was awarded the Watson Merit Award for 2014-15 is attached.

**BACKGROUND MATERIALS:**  
Academic Quality and Student Success Committee

**TAB 1:** Career Services Spring 2015 Job Fair Report

**STAFF CONTACT:** Jack Fahey, Vice President for Student Success and Student Experience

**HIGHLIGHTS OR ISSUES:**

- Student readiness for post-college success is one of the more critical metrics of the strategic plan. On the statewide level, economic and workforce development issues are such a priority that it is likely that post-graduation outcomes will become a part of the higher education funding formula. The Office of Career Services has been moving aggressively to provide students with the appropriate tools to compete. One example of these efforts is the Job Fair, held twice annually. As you will see from the report, this program is growing and improving quickly.

**TAB 2:** Student Activities Awards

**STAFF CONTACT:** Jack Fahey, Vice President for Student Success and Student Experience

**HIGHLIGHTS OR ISSUES:**

- Student involvement is a critical indicator for undergraduate student success. Perhaps more importantly, involvement in leadership activities correlates highly with post-college success. Employers increasingly stipulate that candidates must have the communication, problem-solving, and teamwork skills that student involvement develops.
- Developing a vibrant co-curricular life is especially difficult on a commuter campus where students' time demands leave little opportunity for co-curricular participation. YSU's most recent NSSE scores indicate that we lag behind our peers in terms of providing opportunities for students to be involved as well as students' attendance at campus events.
- Beginning in 2011, part of the re-organization of the Student Affairs Division included a strengthening of our Student Activities program. This effort has been very successful. All indicators (programs sponsored, program attendance, membership in student organizations, participation in leadership development events, etc.) are trending up. The most significant indicator has been an overall increase in the quality of students' experiences and development. Perhaps the best barometer of this phenomenon is the fact that nominations for student activities awards have tripled. Our students are thriving.



**TAB 3: 15+ Most Promising Places to Work in Student Affairs**

**STAFF CONTACT:** Jack Fahey, Vice President for Student Success and Student Experience

**HIGHLIGHTS OR ISSUES:**

The College Student Educators International, *Diverse: Issues in Higher Education*, and the Center for Higher Education Enterprise (CHEE) recently announced that YSU is one of “15+ Most Promising Places to Work in Student Affairs.”

- With a focus on workplace diversity, staffing practices, and work environment, the CHEE research team used a web-based survey approach to examine categories such as family friendliness, salary/benefits, and professional development opportunities, to name a few.
- College Student Educators International (ACPA) has nearly 7,500 members representing 1,200 private and public institutions from across the U.S. and around the world. ACPA members include graduate and undergraduate students enrolled in student affairs/higher education administration programs, faculty, and student affairs educators from entry-level to senior student affairs officers and organizations and companies that are engaged in the campus marketplace. Since its founding in 1984, *Black Issues In Higher Education* (which is now *Diverse*) has been America’s premier news source for information concerning these vitally important issues. The Center for Higher Education Enterprise is a university research and policy center at The Ohio State University. CHEE is committed to one critical goal, student success, and our work is situated in one of four priority areas: access, affordability, engagement, and excellence. Led by Dr. Terrell Strayhorn, the Center also includes prominent educational leaders including Gordon Gee and Vincent Tinto as senior fellows.

YSU is one of only six universities to receive the designation in both 2014 and 2015.

**TAB 4: Grants and Sponsored Programs Report**

**STAFF CONTACT:** Dr. Edward Orona, Director, Office of Grants and Sponsored Programs, and Dr. Scott Martin, Interim Associate Dean for Graduate Research

**HIGHLIGHTS OR ISSUES:**

- Twenty-three grant submissions totaling \$4,344,969 were submitted during this quarter.
- Five grants were awarded during the third quarter totaling \$696,971.
- There is a decrease in dollars received compared to the same quarter last year.



**TAB 5: Current Accreditation Activity**

**STAFF CONTACT:** Dr. Kevin E. Ball, Associate Provost for Academic Programs and Planning

**HIGHLIGHTS OR ISSUES:**

- The on-site evaluation accreditation visit for YSU's Department of Theater and Dance has been postponed by the National Association of Schools of Theater (NAST) from the 2016-2017 to the 2017-2018 academic year.

**TAB 6: Academic Programs Update**

**STAFF CONTACT:** Dr. Kevin E. Ball, Associate Provost for Academic Programs and Planning

**HIGHLIGHTS OR ISSUES:**

- The Bachelor of Arts in Theater Studies has added an Interdisciplinary Film / Video Studies concentration.
- YSU has received approval to offer an undergraduate-level program leading to the Ohio Intervention Specialist Moderate to Intensive license.
- The program name change from Master of Science in Environmental Studies to Master of Science in Environmental Science has been approved by RACGS.

**TAB 7: Distinguished Professorship Awards and Watson Merit Awards**

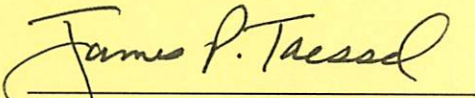
**STAFF CONTACT:** Dr. Kevin E. Ball, Associate Provost for Academic Programs and Planning

**HIGHLIGHTS OR ISSUES:**

- Article 4.4 of the *Agreement between YSU and YSU-OEA 2011-2014* outlines a procedure for faculty to be selected for Distinguished Professorship Awards.
- Up to twenty-four (24) persons shall be selected for the awards.
- Awards are allocated as follows: eight (8) on the basis of excellence in teaching, eight (8) on the basis of excellence in scholarship, and eight (8) on the basis of excellence in service. Unfilled slots can be used at the discretion of the selection committee.

- For the 2014-15 academic year, 24 individuals were selected for awards, and slots were allocated to allow for nine (9) awards in teaching, eight (8) awards in service, and seven (7) awards in scholarship.
- The Watson Merit Award is given to one or two outstanding department chairpersons for administrative performance.
- For the 2014-15 academic year, one department chairperson was selected for the award.

**REVIEWED:**

  
James P. Tressel, President

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**Office of Career Services**  
**Spring 2015 Career Fair Report**

**At a Glance**

**Date:** Tuesday, March 31, 2015

**Location:** Kilcawley Center – Chestnut Room

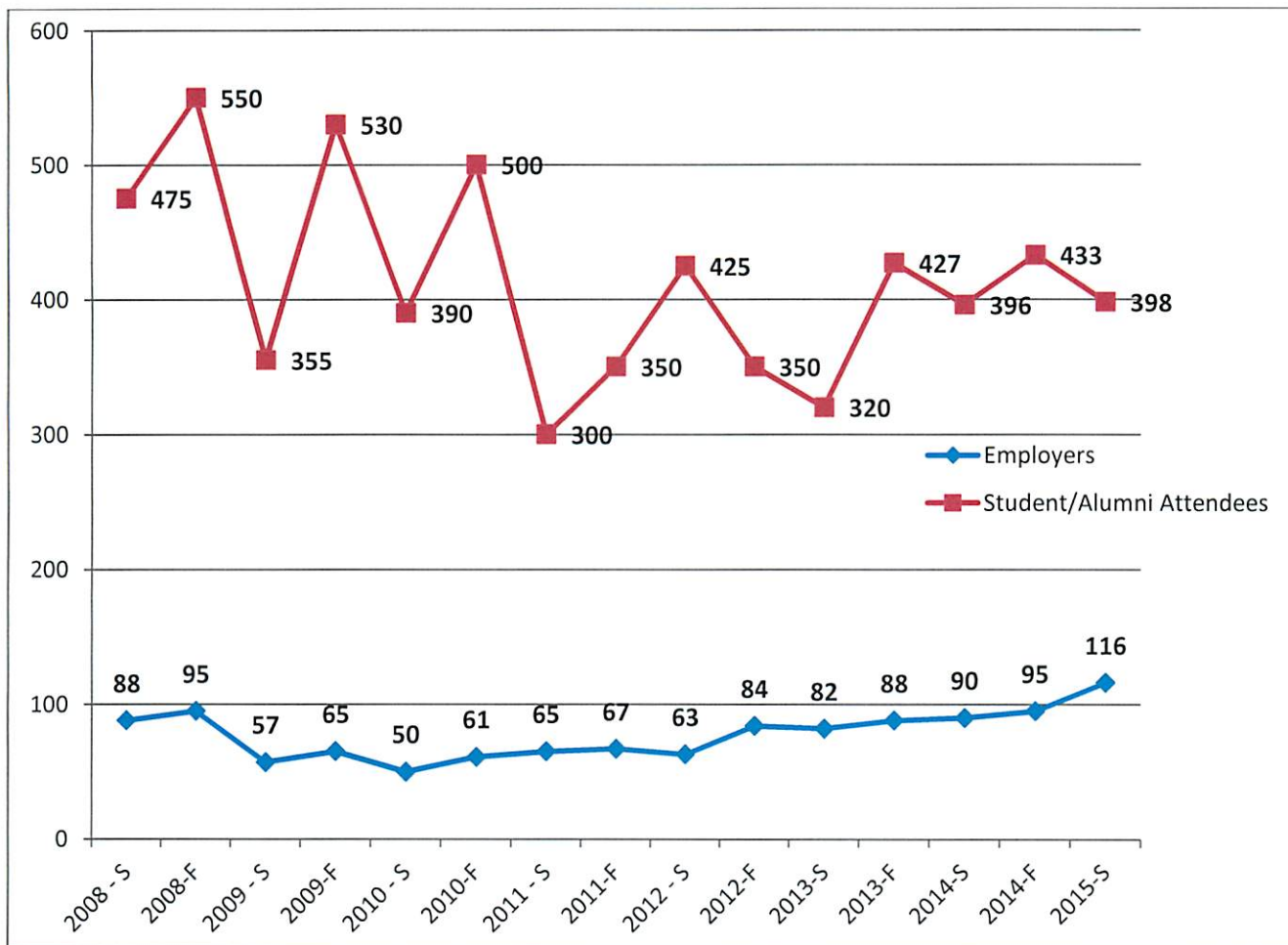
**Weather:** Rain early then sunny; mild temps

**Registered Employers:** 116

**Registered Student/Alumni Attendees:** 398



**Attendance Trends**



**NOTE:** Largest number of participating employers ever to participate in a YSU career fair

## Attendee Demographics

Sprint 2015 Career Fair Attendance	Response Percent	Response Count
Currently enrolled YSU student	89%	353
YSU Alumni	7%	28
Community Member/Other	4%	<u>17</u>
<b>TOTAL</b>		<b>398</b>

### Class Rank (current students)

Freshman	20	6%
Sophomore	45	13%
Junior	54	15%
Senior	155	44%
Post Bacc	22	6%
Graduate Student	57	16%
<b>TOTAL RESPONSES</b>	<b>353</b>	



# PRESENTATION OF AWARDS

## MASTERS OF CEREMONIES

### WELCOME:

Michael Slavens, SGA President  
Jacob Schriener-Briggs, SGA Executive Vice President

### GREETING

Jack Fahey, Vice President for Student Affairs

### DINNER SERVED . . .

## THE ORION AWARD

### PRESENTER:

Leslie Page, Assistant Director,  
Orientation Services

### RECIPIENT:

Urban Gaming Club  
Rich Newton, President

## THE CONSTELLATION AWARD

### PRESENTER:

Tysa Egleton, Associate Registrar,  
Registration, Records, & Student One Stop

### RECIPIENT:

Student Affairs Leadership Support  
Association  
"Student Affairs Mentorship Program"  
Chad Warrick, President

## THE NOVA AWARD

### PRESENTER:

Jennifer Tomerlin, Financial Aid Counselor,  
Office of Financial Aid & Scholarships

### RECIPIENT:

YSUscape  
Nicholas Chretien, President

## LIBRA AWARD

### PRESENTERS:

Fiona Kelly & Rich Newton,  
Urban Gaming Club

### RECIPIENT:

Dr. Matt O'Mansky, Associate Professor,  
Sociology, Anthropology & Gerontology

## THE DeCRANE-HOUSER AWARD

### PRESENTER:

Nicky Uerling, Campus Minister  
The Catholic Newman Center at YSU

### RECIPIENT:

Kelly Dahman

## CARDINAL NEWMAN SERVICE AWARD

### PRESENTER:

Nicky Uerling, Campus Minister  
The Catholic Newman Center at YSU

### RECIPIENT:

Jessica Kimmet

## AVI LEADERSHIP SCHOLARSHIPS

### PRESENTER:

Tracie Mavrogianis, Vice President for Human  
Resources/AVI Foodsystems, Inc.

### RECIPIENTS:

Sam Anderson  
Joe Duncko  
James MacGregor

## HIRSCH-SATRUM LEADERSHIP

### SCHOLARSHIP:

### PRESENTER:

Kayla Micco, Marketing Manager/Chartwells

### RECIPIENTS:

Paul Farbman  
Julian Jones  
Gianna Marinucci  
Marissa Mraz

## MENTOR OF THE YEAR

### PRESENTER:

Ashley Orr, SGA VP for Financial Affairs

### RECIPIENT:

Dr. Tom Wakefield, Associate Professor  
Mathematics and Statistics

## MULTICULTURAL STUDENT SERVICES AWARD

### PRESENTER:

Michael Beverly, Senior Coordinator,  
Multicultural Student Services  
Center for Student Progress

### RECIPIENT:

Julian Harris

## THE SIRIUS AWARD

### PRESENTER:

Karen Graves, Assistant Director,  
First Year Student Services  
Center for Student Progress

### RECIPIENT:

Hope Bobonick

## THE GINA TENNEY MEMORIAL SCHOLARSHIP

### PRESENTER:

Kathy Leeper, Coordinator, Graphic Services

### RECIPIENT:

Quincy Carrier

## THE BERNADINE MARINELLI MEMORIAL SCHOLARSHIP

### PRESENTER:

Lynn Haug, Retail Operations Manager,  
Kilcawley Center

### RECIPIENTS:

Michael Bellas  
Shalon Salters  
Shannon Verlotte

## THE EMERGING LEADER PROGRAM

### PRESENTERS:

Christina Yovick, Student Life  
Graduate Assistant for the Emerging Leader  
Program  
Kevin Carmody, Associate Director,  
Student Life

### RECIPIENTS:

Nicollette Airhart  
Rebecca Banks  
Jada Beasley  
Linda Crosby  
Lauren Eisenreich  
Austin Hilt  
Leanne Johnson  
Anna Kolar  
Joshua Lisko  
Tyler Luonuansuu  
James MacGregor  
Ashley Martof  
Sarah Mindek  
Natalie Noday  
Emeka Obinnakwelu, Jr.  
Jennifer Sprague  
Brianna Wise

## THE STUDENT SERVICE AWARD

### PRESENTER:

Jack Fahey, Vice President for Student Affairs

### RECIPIENTS:

Angela Messenger, Coordinator, Writing Center  
Mollie Hartup, Assistant Director,  
Office of University Events



### THE EDNA K. McDONALD CULTURAL AWARENESS AWARD

**PRESENTER:**

Jack Fahey, Vice President for Student Affairs

**RECIPIENTS:**

Rebecca Banks, General Studies, Senior  
Dr. Joseph Mosca, Dean, Bitonte College of  
Health and Human Services

### THE GILLESPIE-PAINTER AWARD

**PRESENTER:**

Jack Fahey, Vice President for Student Affairs

**RECIPIENT:**

Matthew Novotny, Executive Director of  
Student Services

### WHO'S WHO AMONG STUDENTS IN AMERICAN UNIVERSITIES AND COLLEGES

**PRESENTERS:**

Carrie Anderson, Assistant Director,  
Student Activities  
Erin Driscoll, Director, Student Activities

**RECIPIENTS:**

See Page 4 and 5 for Recipients

### THE DR. LUKE N. ZACCARO MEMORIAL AWARD

**PRESENTER:**

Jacob Schrinier-Briggs, SGA Executive  
Vice President

**RECIPIENT:**

Ashley Orr, SGA VP for Financial Affairs

### THE DR. CHARLES A. MCBRIARTY AWARD

**PRESENTER:**

Michael Slavens, SGA President

**RECIPIENT:**

Jack Fahey, Vice President for Student Affairs

### THE SMITH-MURPHY AWARD

**PRESENTER:**

Michael Slavens, SGA President

**RECIPIENT:**

Dr. Karen Becker, Coordinator, Reading and  
Study Skills

### THE STUDENT GOVERNMENT SPIRIT AWARDS

**PRESENTER:**

Jacob Schrinier-Briggs, SGA Executive  
Vice President

**RECIPIENTS:**

Sam Anderson, SGA Representative of  
Williamson College of Business  
Carmen Marinucci, SGA Science, Technology,  
Engineering and Math

### THE PRESIDENT CYNTHIA E. ANDERSON LIFETIME ACHIEVEMENT AWARD

**PRESENTER:**

Jacob Schrinier-Briggs, SGA Executive  
Vice President

**RECIPIENT:**

Michael Slavens, SGA President

### THE JOHN J. GOCALA SERVICE AWARD

**PRESENTER:**

Michael Slavens, SGA President

**RECIPIENT:**

Dr. Chet Cooper, Professor, Biological  
Sciences

### DR. MARTIN T. "MARTY" MANNING AWARD

**PRESENTER:**

Michael Slavens, SGA President

**RECIPIENT:**

Dr. Amy Cossentino, Assistant Director,  
University Scholars Program

### PASSING OF THE GAVEL:

Michael Slavens/Jacob Schrinier-Briggs  
& Ashley Orr/ Jacob Schrinier-Briggs

### PRESIDENTIAL MENTORS

**PRESENTERS:**

James P. Tressel, President  
Jack Fahey, Vice President  
for Student Affairs

**RECIPIENTS:**

Edmond Adu-Poku  
Josiah Banks  
Rebecca Banks  
Christopher Copeland  
Linda Crosby  
Zeana Fields  
Maxwell Gocala  
Julian Harris  
Tarika Holness  
Jonathan Hutnyan  
Julian Jones  
Anna Kolar  
Scott Miller  
Sterling Morris  
Lance Nave  
Jessica Nicastro  
Alyssa Olmi  
Ashley Orr  
Torrian Pace  
Nicole Pavlichich  
Taylor Phillips  
Luke Politsky  
Paige Rassega  
Lisa Ronquillo  
Caroline Standohar  
Ahmed Sutton  
Antoine Watkins  
Trevon Wright  
Andrew Zajac

### THE YSU PIN AWARD

**PRESENTER:**

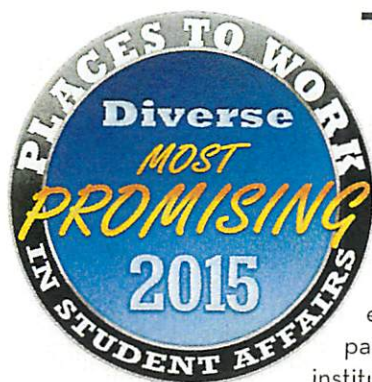
James P. Tressel, President

**RECIPIENTS:**

Anna Kolar  
Paige Rassega  
Eric Shehadi  
Michael Slavens  
Caroline Standohar







The Most Promising Places to Work in Student Affairs national survey was first commissioned by the American College Personnel Association (ACPA) and *Diverse: Issues In Higher Education* in 2011. The national survey is administered by the Center for Higher Education Enterprise (CHEE) at The Ohio State University, which is directed by Professor Terrell Strayhorn. Among other things, Strayhorn served as ACPA director of research and scholarship from 2009 to 2012.

The purpose of this commissioned study was to examine the extent to which diversity and inclusion permeates aspects (e.g., administrative structures, commitments, work environments, staffing practices) of various divisions of student affairs (or equivalent) at participating ACPA member institutions across the globe. On the following pages, you will see institutional profiles of five of the Most Promising Places to Work in Student Affairs. The full list (in alphabetical order) for 2015 is:

Institution	Senior Student Affairs Officer	Location	Control	Level	Classification	Student Enrollment
California State University Channel Islands	Dr. Wm. Gregory Sawyer	Camarillo, Calif.	Public	4-year	Master's	3,862
California State University, Fresno	Dr. Frank Lamas	Fresno, Calif.	Public	4-year	Master's	21,500
Florida State University	Dr. Mary B. Coburn	Tallahassee, Fla.	Public	4-year	Research	39,785
Indiana University Southeast	Jason L. Meriwether	New Albany, Ind.	Public	4-year	Master's	6,840
McKendree University*	Dr. Joni J. Bastian	Lebanon, Ill.	Private	4-year	Master's	3,284
The Ohio State University	Dr. Javaune Adams-Gaston	Columbus, Ohio	Public	4-year	Research	55,014
Saint Louis University	Dr. Kent Porterfield	St. Louis, Mo.	Private	4-year	Research	16,317
Shepherd University*	Dr. Thomas C. Segar	Shepherdstown, W.Va.	Public	4-year	Master's	4,256
Southern Illinois University Edwardsville*	Dr. Narbeth R. Emmanuel	Edwardsville, Ill.	Public	4-year	Master's	13,940
The Stony Brook University*	Dr. Peter M. Baigent	Stony Brook, N.Y.	Public	4-year	Research	24,681
Sweet Briar College*	Cheryl Steele	Sweet Briar, Va.	Private	4-year	Bachelor's	756
The University of Alabama	Dr. Steven Hood	Tuscaloosa, Ala.	Public	4-year	Research	28,699
The University of Maine at Machias	Dr. Melvin D. Adams III	Machias, Maine	Public	4-year	Bachelor's	964
The University of Maryland, Baltimore County	Dr. Nancy Young	Baltimore, Md.	Public	4-year	Research	12,870
The University of Vermont*	Dr. Annie Stevens	Burlington, Vt.	Public	4-year	Research	13,391
University of West Georgia*	Dr. Scot A. Lingrell	Carrollton, Ga.	Public	4-year	Master's	11,500
Youngstown State University*	Jack Fahey	Youngstown, Ohio	Public	4-year	Master's	14,644

\* Institution was a member of the inaugural class of *Most Promising Places to Work in Student Affairs* in 2014.

### About the Center for Higher Education Enterprise

The Center for Higher Education Enterprise (CHEE) is an interdisciplinary research and policy center that promotes the important role postsecondary education plays in global society, especially the vital roles and responsibilities of public higher education. CHEE is committed to improving student success by doing distinctive research, policy analysis and outreach that will help make higher education more accessible, affordable, engaged and all-around excellent.

CHEE's mission is to become the country's preeminent higher education research and policy center, solving issues of national significance. And in terms of vision, CHEE exists to advance the higher education enterprise through the creation and dissemination of distinctive research that informs policy, strengthens communities and enables student success. For more, go to: <http://chee.osu.edu>.

### CHEE Core Goals

**Educational Excellence:** to ensure student access and success.

**Research and Innovation:** to make high-quality, distinctive contributions.

**Outreach and Engagement:** to cultivate mutually beneficial partnerships.

### Project Team Biographies

**Dr. Terrell Lamont Strayhorn** (principal investigator) is a professor of higher education at The Ohio State University, where he also serves as director of CHEE. Author of eight books, over 100 journal articles and book chapters, more than 150 papers at international and national conferences, and over 200 keynotes, Strayhorn was named one of the top scholars in his field by *Diverse: Issues In Higher Education* in 2011.

**Derrick L. Tillman-Kelly** (project coordinator) is special assistant to the director in CHEE and a doctoral candidate in the Higher Education and Student Affairs (HESA) graduate program at The Ohio State University. Author of several journal articles and book chapters, his research interests center on administrative issues, social identity and sexuality, and presidential derailment.

In addition to the principal investigator and project coordinator, the project benefited from the contributions of other CHEE staff who helped contact administrators, craft institutional profiles and elicit quotations. These include (in alpha order): Trevion Henderson, Royel Johnson, Dr. Joey Kitchen, Tiger Litam, Katy Nash, Amber Samimi, Sondra Shook and Christopher Travers.



## METHODOLOGY

Initial planning and development of this national study of student affairs divisions began in fall 2011, with advice and meaningful input from a national advisory board comprised of researchers, practitioners and experts on student affairs work-life. Given the project's focus on workplace diversity, staffing practices and work environment, the advisory board and project team agreed to six initial categories, including family friendliness, salary/benefits and professional development opportunities, to name a few.

Initial categories, response options and data types were piloted during a concurrent session at the 2010 ACPA Convention in Las Vegas, Nevada. Feedback from that session and additional input from experts led to revision of the web-based survey, renaming of original categories, or clarifying response options to satisfy the diversity of institutional types and division organization. The final web survey was mounted to a secure server managed by the Center for Higher Education Enterprise via Qualtrics, an online survey software. Using a list provided by ACPA, CHEE staff sent electronic invitations to institutional representatives at hundreds of campuses; electronic invitations included a hyperlink to the website on which the survey was placed.

Participants responded to the survey online, typically requiring 30 minutes to complete the instrument once data were assembled. No incentives were offered to encourage participation and respondents understood that their institutional identity might be released in a special edition(s) of *Diverse: Issues In Higher Education*. The survey launched in late fall 2014 with release of the initial invitations to all ACPA member institutions; follow-up reminders were sent at two-week intervals and CHEE staff placed calls to senior student affairs officers to call attention to the invitation and encourage their response. Accounting for bounce-backs and undeliverables, the estimated response rate is 15 percent.

### Promising Places to Work in Student Affairs Advisory Board

Tracey Cameron, Ph.D.

Assistant Dean of Intercultural Education

Director of Harambee House

Advisor to Students of African Descent

Wellesley College

Stan Carpenter, Ph.D.

Dean

College of Education

Texas State University

Kristen A. Renn, Ph.D.

Professor of Higher, Adult, & Lifelong Education

Associate Dean of Undergraduate Studies/Director

for Student Success Initiatives

Michigan State University

Joan B. Hirt, Ph.D.

Professor, Educational Leadership and Policy Studies

School of Education

College of Liberal Arts and Human Sciences

Virginia Polytechnic Institute and State University

Sue Saunders, Ph.D.

Program Coordinator, Higher Education and Student Affairs Administration

Extension Professor, Department of Educational Leadership

Neag School of Education

University of Connecticut

Note: Dr. Terrell Strayhorn, Derrick Tillman-Kelly and Ralph Newell (at *Diverse*) served as ex-officio members of the national advisory board to this project.

## ANALYSIS

Data from the online, web-based survey were analyzed in several stages. First, descriptive data were computed or reported as is. For instance, institution

names, locations and characteristics (e.g., 2- vs. 4-year, control, enrollment) were transferred directly from the survey to various parts of this report. Second, quantitative data were averaged, where necessary, across participating institutions within the sample of respondents. For instance, average salaries (by rank) and percent diverse representation (% female) were computed and reported in this report. Third, "ratings" were computed using a 3-point scale ranging from "A" to "B" and "C." For each rating item, we first computed the sample mean (removing any zero "0" scores, which indicate absence of practice/policy) for all participating institutions. Then, we evaluated or benchmarked each item score for the highest overall scoring institutions using the following: A = above average, B = at average, C = below average, for each dimension assessed by the survey.

### Description of Variables

The Most Promising Places to Work in Student Affairs national survey is comprised of approximately 50 items, including informed consent, study description and background information. Below are operational definitions for 32 items as they appear on the national survey instrument.

**Institution Name.** Information was provided by respondents via online survey and distinguishes individual campuses from larger statewide or multicampus systems.

**Location.** Information was provided by respondent via online survey and subsequently verified using data from the Carnegie Classification website. For more information, go to: <http://carnegieclassifications.iu.edu/>

**Control.** Information was provided using data from the Carnegie website. Publicly controlled institutions include state and tribally controlled institutions. Private universities are universities not operated by state or tribal governments. For more information, go to: <http://carnegieclassifications.iu.edu/>

**Level.** Information was provided using data from the Carnegie website. Indicates whether institution is classified as two-year versus four-year institution, which generally refers to the average time required to complete basic degree option.

**Carnegie Classification.** Information was drawn from the Carnegie website based on the "institution name" provided by respondents; "Associate" includes institutions where all degrees are at the associate level or where bachelor's degrees account for less than 10% of all undergraduate degrees, "Bachelor's" includes institutions where bachelor's degrees represent at least 10% of all undergraduate degrees and that award(ed) fewer than 50 master's or 20 doctoral degrees; "Master's" includes institutions that award(ed) at least 50 master's degrees and fewer than 20 doctoral degrees, "Research" includes institutions that award(ed) at least 20 doctoral degrees, and "Special Focus" includes institutions that offer bachelor's degree (or higher) where over 75% are in a single field or related field (excludes tribal colleges). For more information, go to: <http://carnegieclassifications.iu.edu/descriptions/>

**Student Enrollment.** Information was provided by respondent via online survey and subsequently verified using data from the Carnegie website. For more information, go to: <http://carnegieclassifications.iu.edu/>

**Number of full-time student affairs staff.** Information was provided by respondents via online survey, based on institutional employee records.

**Average salary(-ies).** Information was provided by respondents via online survey, based on rank of professional positions. For comparative data, visit College and University Professional Association for Human Resources (CUPA-HR) at <http://www.cupahr.org>.

**50% female student affairs staff.** Information was provided by respondents via online survey, based on institutional employee records.

**30% ethnic minority student affairs staff.** Information was provided by respondents via online survey and compiled to include Black, Latina/o, Asian/Pacific Islander, Native American and multiracial.

**5% LGBT student affairs staff.** Information was provided by respondents via online survey, based on institutional employee records.

**5% student affairs staff with disability.** Information was provided by respondents via online survey, based on institutional employee records.

**Caregiving leave for all.** Indicates whether the division/department or institution allows all staff to request leave for caregiving reasons.

**Childcare services.** Indicates whether the division/department or institution



# Youngstown STATE UNIVERSITY

**One of the Top 15+  
Most Promising Places to Work  
in Student Affairs.**

provides childcare services or referrals.

**Continuing education.** Indicates whether the institution or department offers continuing education to student affairs staff; includes for-credit and non-credit options.

**Education leave.** Indicates whether the division/department or institution allows all staff to request leave for educational reasons.

**Elder care services.** Indicates whether the division/department or institution provides elder care services or referrals.

**Flexible work schedules.** Indicates whether the division/department or institution allows flexible work schedules.

**Mentoring.** Indicates whether staff in the division/department of student affairs at the institution receive formal mentoring support.

**Stress reduction programs.** Indicates whether the division/department or institution provides stress reduction programs.

**Bias monitoring.** Rates the extent to which the division/department of student affairs has a formal reporting system for instances of discrimination or harassment and responds appropriately to reported incidents.

**Climate toward diversity.** Rates the extent to which staff in the division/department of student affairs perceive the unit's climate toward diversity as friendly versus hostile.

**Overall commitment to diversity.** Rates the extent to which the division/department of student affairs' commitment to diversity has increased over the last five years.

**Comprehensive new staff orientation.** Rates the extent to which the division/department of student affairs new staff orientation includes the following: educational and operational philosophies and procedures, history and culture, and importance of diversity of the division and campus, to name a few.

**Hiring process strategy.** Rates the extent to which the division/department of student affairs has a strategy to guide the hiring process including assessment of need for position to decision to hire.

**Long-term planning participation.** Rates the extent to which staff in the division/department of student affairs at the institution participate in long-term planning.

**Perceptions of leadership towards diversity.** Rates the extent to which the administrative leadership of the division/department of student affairs embraces, celebrates and stresses the importance of diversity to the division/department's work.

**Performance evaluation process.** Indicates whether the division or institution has a systematic process for evaluating employee performance.

**Professional development.** Rates the extent to which the division/department of student affairs at the institution provides professional development opportunities for staff members, including conferences, workshops and reading groups.

**Staff autonomy.** Rates the extent to which staff in the division/department of student affairs at the institution exercise autonomy in decision-making.

**Support for departure.** Rates the extent to which the division/department of student affairs is supportive of staff as they leave position or institution.

**Support for professional development.** Rates the extent to which the division/department of student affairs at the institution supports professional development of staff including financial support for conference travel, lodging, registration, research or technical assistance, and sponsored receptions at meetings.

  
**THE OHIO STATE UNIVERSITY**  
 OFFICE OF STUDENT LIFE

*\*One of the 15 Most Promising Places to Work in Student Affairs!*



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MEMORANDUM

DATE: May 4, 2015

TO: Martin Abraham, PhD, Interim Provost and VP Academic Affairs

FROM: Scott Martin, PhD, Interim Associate Dean for Research  
Edward Orona, PhD, Director, Office of Grants and Sponsored Programs (OGSP)



RE: **FY 2014-15 – 3rd Quarter OGSP Report**  
(Grant Activity from January 1, 2015 – March 31, 2015)

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Attached is the FY15 Third Quarter Report from the Office of Grants and Sponsored Programs for presentation to the Academic Quality and Student Success Committee of the Board of Trustees.

**3rd Quarter Submissions: (23 submissions requesting \$4,344,969)**

For the third quarter year-to-date (YTD), there was a decrease in the number of total submissions and a **small increase (1%)** in the total dollars requested in grant proposals and contracts (**\$18,036,324**).

Noteworthy submissions included:

Dr. Tim Wagner, Dept of Chemistry, and several colleagues applied to the National Science Foundation for a grant of \$1,173,246 for the "Development and Validation of a Computer Model by Integrated Simulation and Experiment for Rational Design of Multifunctional Ceramic-Metallic Composites".

Dr. Bonita Sharif, Computer and Information Systems also applied to the NSF (for \$249,997) for a grant project entitled "Gazes to Traces: Empowering Software Traceability with Eye Tracking".

**3rd Quarter Awards: \$696,971 (5 funded grants and contracts)**

Noteworthy awards included:

Dr. Mary Lou DiPillo, Associate Dean, Beeghly college of Education received award of \$500,000 from the Ohio Department of Education for the program (Penguin Assistants for Student Success)

Martyn Moss, Support Services, received \$62,070 from the Mahoning County Commissioners for the YSU Materials Exchange & Recycling Grant.

**Awards: Year-To-Date (YTD)**

Compared to the same time last year, there was a decrease in the total awarded dollars. The funded grants and contracts totaled **\$3,180,856**.

In spite of the decrease in funded awards, the significant increases in grant submission activity provide reason to remain optimistic for expected growth in the next quarter.

**YOUNGSTOWN STATE UNIVERSITY**

**School of Graduate Studies and Research**

**Office of Grants and Sponsored Programs**

**THIRD QUARTER REPORT**

**FY 2014-2015**

**January 1, 2015 - March 31, 2015**



## EXECUTIVE SUMMARY

### Third Quarter Report FY2014-2015 January 1, 2015 - March 31, 2015

(Includes previous year comparison)

#### SUBMITTED PROPOSALS (Number)

	<u>FY2013-2014 Third Quarter</u> 1/1/2014-3/31/2014		<u>FY2014-2015 Third Quarter</u> 1/1/2015-3/31/2015	
TOTAL PROPOSALS	\$	6,306,234 (36)	\$	4,344,969 (23)
	<u>YTD - FY2013-2014</u> 7/1/2013-3/31/2014		<u>YTD - FY2014-2015</u> 7/1/2014-3/31/2015	
TOTAL PROPOSALS	\$	17,925,927 (90)	\$	18,036,324 (83)

#### FUNDED PROPOSALS (Number)

	<u>FY2013-2014 - Third Quarter</u> 1/1/2014-3/31/2014		<u>2014-2015 - Third Quarter</u> 1/1/2015-3/31/2015	
TOTAL PROPOSALS	\$	955,237 (13)	\$	696,971 (5)
	<u>YTD - FY2013-2014</u> 7/1/2013-3/31/2014		<u>YTD - FY2014-2015</u> 7/1/2014-3/31/2015	
TOTAL PROPOSALS	\$	6,341,903 (59)	\$	3,180,856 (44)

# PROPOSALS SUBMITTED TO EXTERNAL FUNDING SOURCES

**Third Quarter Report - FY2014-2015**  
**January 1, 2015 - March 31, 2015**

PRINCIPAL INVESTIGATOR	DEPARTMENT	FUNDING SOURCE	PROJECT TITLE	AMOUNT
DiPillo, Mary Lou/ Saunders-Smith, Gail	Teacher Education	Ohio Department of Education	Penguin Assistants for Student Success (PASS)	\$ 453,525
Brothers, Leslie	McDonough Museum	Ohio Arts Council	OAC Sustainability Grant	60,000
Sharif, Bonita	Computer Science and Information Systems	National Science Foundation	Gazes to Traces: Empowering Software Traceability with Eye Tracking	249,997
Manogharan, Guha/ Conner, Brett/ Cortes, Pedro	Mechanical & Industrial Engineering	National Science Foundation	Acquisition of Laser Powder-Bed Fusion Machine for Multidisciplinary Advanced Manufacturing Research and Education	254,590
Wang, Ruigang	Chemistry	National Science Foundation	Acquisition of a Gas-Flow Heating Holder to Upgrade YSU High Resolution TEM to an Environmental TEM for <i>In Situ</i> Study	323,950
Wagner, Tim/ Cortes, Pedro/ Moldovan, Stefan/ Solomon, Virgil/ Peters, Mark	Chemistry	National Science Foundation	Simulation and Experiment for Rational Design of Multifunctional Ceramic-Metallic Composites	1,173,246
Conner, Brett	Mechanical & Industrial Engineering	NASA	Low-Cost Solar Thermal Propulsion for CubeSats	10,955
Lovelace-Cameron, Sherri	Chemistry	American Chemical Society	American Chemical Society Project SEED	5,500
Kuzma, Dan	Support Services	Mahoning County Green Team	YSU Materials Exchange & Recycling Grant	62,070
Pallante, Martha	History	Ohio Humanities Council	Rocket Boys: Launch Pad for the Final Frontier	4,972
Cortes, Pedro/ Wagner, Timothy/ Manogharan, Guha	Civil, Environmental, and Chemical Engineering	National Science Foundation	Structure-processing-property Relationship of 3D Printed Hierarchical Multilayered Metal- ceramic Composites	314,545
Langarica, Alicia	Mathematics and Statistics	Mathematics Association of America	Minorities in Mathematics Speaker Series (MIMSS)	6,000
Ryu, Jae Joong/ Monogharan, Guha	Mechanical & Industrial Engineering	National Science Foundation	Tribological Behavior of Direct Metal Deposition (DMD)-Built Biomedical Grade Cobalt Chromium Alloy in Corrosive Environment	215,145
Marie, Hazel	Mechanical & Industrial Engineering	Ohio Space Grant Consortium	OSGC Scholar Program	6,000
Van Dussen, Daniel	Sociology, Anthropology, and Gerontology	Area Agency on Aging	Veteran's Directed Care and Caregiver Burden among Rural Dwelling Older Adults	7,575
Hughes, Tiffany	Sociology, Anthropology, and Gerontology	National Institute on Aging	Mild Cognitive Impairment: A Prospective Community Study	169,935
O'Dell, Valerie	Nursing	Health Resources and Service Administration	Nurse Anesthesia Traineeship Program	350,000

Martin, Holly	Civil, Environmental, and Chemical Engineering	American Chemical Society - Petroleum Research Fund	Reducing the Corrosion of Steel Pipelines by Chemically Bonding the Biopolymer Chitosan	55,000
Chordas, Ronald	Center for Urban & Regional Studies	The Raymond John Wean Foundation	3D City Center Youngstown Map	2,290
George, Ricky	Center for Human Services Development	Ohio Department of Education	East Liverpool Elementary Afterschool - LMAP - Year 1	200,000
George, Ricky	Center for Human Services Development	Ohio Department of Education	Brookfield Elementary Afterschool - LMAP - Year 1	200,000
George, Ricky	Center for Human Services Development	Ohio Department of Education	Campbell Elementary Afterschool - LMAP - Year 1	200,000
Feldmeier, John	Physics & Astronomy	NASA through the Space Telescope Science Institute	A Journey to the Edge of the Pinwheel- -An Innovative Digital Planetarium Show	19,674
Total Proposals Submitted to External Sources Third Quarter FY2014-2015				\$ 4,344,969 (23)

**PRE-PROPOSALS SUBMITTED TO EXTERNAL SOURCES**

<b>PRINCIPAL INVESTIGATOR</b>	<b>DEPARTMENT</b>	<b>FUNDING SOURCE</b>	<b>PROJECT TITLE</b>
Diggins, Thomas	Biological Sciences	National Science Foundation	Hydrology, Sedimentology, and Geomorphology and their Roles in Successional vs. Disturbance Processes in Riparian Forests
Cooper, Chet	Biological Sciences	National Science Foundation	Collaborative Research: RUI: Functional Analysis of Septins in the Dimorphic Fungus <i>Penicillium marneffeii</i>



## PROPOSALS FUNDED BY EXTERNAL SOURCES

**Third Quarter Report - FY2014-2015**  
**January 1, 2015 - March 31, 2015**

PRINCIPAL INVESTIGATOR	DEPARTMENT	FUNDING SOURCE	PROJECT TITLE	AWARD
DiPillo, Mary Lou	College of Education	Ohio Department of Education	Penguin Assistants for Student Success	\$ 500,000
Marie, Hazel	Mechanical & Industrial Engineering	Ohio Space Grant Consortium	Ohio Space Grant Consortium Scholar Program	8,000
Moss, Martyn	Support Services	Mahoning County Commissioners	YSU Materials Exchange & Recycling Grant	62,070
Unger, Darlene	Counseling, Special Education & School Psychology	Autism Speaks	YSU-Transition Options in Postsecondary Settings for Students with ASD	25,000
Howell, Charles	College of Education	Ohio Board of Regents	Youngstown Early College High School 2014-2015	101,901
Total Proposals Funded from External Sources Third Quarter FY2014-2015				\$ 696,971 (5)

## CURRENT ACCREDITATION ACTIVITY

### June 2015

#### Summary of recent site visits:

- The on-site evaluation accreditation visit for YSU's Department of Theater and Dance has been postponed by the National Association of Schools of Theater (NAST) from the 2016-2017 to the 2017-2018 academic year.

#### Summary of recent accreditation actions:

- On March 26, 2014, the HLC notified YSU that its Quality Initiative, "Focusing on Retention: Youngstown State University's Student Success Plan," has been approved. The Quality Initiative project focuses on student retention through the Student Success initiatives of the strategic plan.

#### Details:

Program	Status
<b>Art</b> National Association of Schools of Art and Design (NASAD)	Self-study submitted March 2006. Site visit conducted April 2006. In Oct. 2006, NASAD granted continued accreditation for the BA in Art History, the BFA in Fine Arts in Studio Arts, and the BS in Education (Art Education) through 2015-16. NASAD approved the MA in Art Education for final listing in November 2011. Next accreditation visit scheduled for 2015-2016. Plan approval applications were submitted to NASAD for painting/printmaking and digital media studio programs. The department is in the process of responding to action reports requested on the two applications. Responses will be submitted by March 1, 2015. The department received the NASAD consultant's report and has forwarded it to the CCAC dean. The consultant's comments and recommendations will be used in preparation of the self-study document for the accreditation visit scheduled for spring 2016.
<b>Business</b> AACSB International—The Association to Advance Collegiate Schools of Business	The AACSB Board of Directors has ratified the recommendation to extend the AACSB accreditation of the YSU BSBA and MBA programs. The next review is scheduled for 2019-2020. The WCBA was commended in seven different areas including the co-location of its centers, the physical facility, faculty engagement, leadership team, advisory councils, partnership with the business incubator, and required professionalism course.
<b>Chemistry</b> American Chemical Society (ACS)	An annual report is submitted each August/September. A periodic, five-year program review was submitted in July 2009. Because of reorganization at the ACS, the next review will begin no earlier than Fall 2015.
<b>Counseling</b> Council for Accreditation of Counseling and Related Educational Programs (CACREP)  Counseling (continued)	In Jan. 2007, CACREP granted full accreditation to the MS. Ed. in Community Counseling and the MS. Ed. in School Counseling for an 8-year period, until March 31, 2015. CACREP extended the accreditation of Student Affairs to match the accreditation date of the other counseling program

	options until March 31, 2015. CACREP accreditation team members conducted a site visit in Dec. 2014 and reported the Counseling Program met all 475 standards. The Counseling Program will submit its response to the report in Feb. 2015. The program will receive an official accreditation decision from the CACREP board during Spring 2015.
<b>Dental Hygiene</b> American Dental Association	Self-study for continuing accreditation of the Dental Hygiene program submitted in February 2010. Site visit occurred April 27-28, 2010. The program received full accreditation "without reporting requirements." Next site visit is scheduled for 2017.
<b>Dietetics Program</b> Academy of Nutrition and Dietetics; Accreditation Council for Education in Nutrition and Dietetics (ACEND)	The five-year midpoint Program Assessment Reports (PAR) for the Coordinated and Didactic Programs in Dietetics and the Dietetic Technician programs are due in July 2015. The next re-accreditation site visit will be in 2020. ACEND has reduced the accreditation cycle from 10 years to seven years for all programs currently applying for accreditation and re-accreditation, which will affect the next re-accreditation. The Dietetic Tech program at Lorain County Community College will be discontinued following the graduation of the current cohort due to low enrollment. Despite intense marketing and recruitment efforts, there have been no new applicants to the program. Given that only five students comprised the first cohort, it was no longer fiscally responsible to continue this program offering.
<b>Education and Licensure Programs</b> National Council for Accreditation of Teacher Education (NCATE)  Accreditation occurs at the unit (BCOE) level.	The NCATE site visit took place March 20-24, 2010. On November 5, 2010, NCATE sent official notice that accreditation "is continued at the initial teacher preparation and advanced preparation levels." YSU meets all 6 NCATE standards. The next site visit will take place in spring 2017.
<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)	Self-study submitted to the Ohio Department of Public Safety Division of EMS Dec. 2010. Site visit was conducted on May 2, 2011. The EMS program was granted full accreditation for five years. Next self-study will be due to CoAEMSP by May 2015. The site visit will occur in 2016.  CoAEMSP awarded the program continuing accreditation on Nov. 17, 2006. The 2011 site team reported no citations at the exit meeting. CAAHEP awarded a full 5-year accreditation. A request for re-accreditation was submitted to CAAHEP on September 29, 2014. It is anticipated that the self-study will be due in May 2015 and the site visit will occur in Fall 2015. The re-accreditation by the Ohio Department of Public Safety will occur concurrently with the CoAEMSP process.
<b>Engineering</b> Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET)	The Electrical Engineering and Mechanical Engineering programs are fully accredited by ABET until September 30, 2020. A request to ABET by January 31, 2019, will be required to initiate a reaccreditation visit. YSU has requested the initiation of a reaccreditation report evaluation for its Civil Engineering and Chemical Engineering programs.
<b>Engineering Technology</b> Engineering Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (ETAC-ABET)	ETAC-ABET granted continuing accreditation in August 2012. CCET (AAS), CCET (BSAS), EET (AAS), EET (BSAS), MET (AAS), and MET (BSAS) have been accredited through September 30, 2018.



<p><b>Foreign Languages</b> ACTFL (American Council on the Teaching of Foreign Languages) Recognition for French Education, Italian Education, and Spanish Education</p>	<p>Resubmission of the French Education, Italian Education, and Spanish Education programs to ACTFL in October 2013 has resulted in national recognition for all three programs effective January 31, 2014.</p>
<p><b>Forensic Science</b> American Academy of Forensic Sciences (AAFS)</p>	<p>Application for initial accreditation pending; self-study and site visit to follow.</p>
<p><b>Medical Assisting Technology</b> American Association of Medical Assistants (AAMAE) / Commission on Accreditation of Allied Health Education Programs (CAAHEP)</p>	<p>Most recent accreditation July 2004. Reaccreditation self-study was submitted December 27, 2012. The site visit is scheduled for May 6-7, 2013. CAAHEP granted the program continuing accreditation for a full ten years. The next review will occur in 2023.</p>
<p><b>Medical Laboratory Technology</b> National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)</p>	<p>Most recent accreditation in 2006. Reaccreditation self-study was submitted to NAACLS May 1, 2012. Site visit occurred October 15-16, 2012. Program received no citations or recommendations. NAACLS awarded continuing accreditation for the full seven years until April 30, 2020. Submission of the next Self-Study Report will be due April 1, 2019, and a site visit will be scheduled during Fall 2019.</p>
<p><b>Medical Laboratory Science</b> National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)</p>	<p>A letter requesting an initial accreditation application was submitted to NAACLS on October 10, 2014.</p>
<p><b>Music</b> National Association of Schools of Music (NASM)</p>	<p>In June 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 June 2013, the NASM Commission on Accreditation voted to accept the YSU progress report. The next full review will take place in 2020-2021.</p>
<p><b>Nursing</b> Accreditation Commission for Education in Nursing (ACEN)</p>	<p>Self-study for BSN, MSN, and post-Master's certificate submitted January 2014; site visit conducted February 18-20, 2014. Next Evaluation Visit: Spring 2022. Follow-up Report: Fall 2016.</p>
<p><b>Physical Therapy</b> Commission on Accreditation in Physical Therapy Education (CAPTE)</p>	<p>Accreditation report for the Physical Therapy Education program submitted spring 2004. Self-study for master's program submitted February 2004; site visit conducted April 19-21, 2004. Notice of 10-year accreditation received November 19, 2004. Progress report submitted August 15, 2005, and accepted in October 2005; CAPTE continued the accreditation granted the year before. The department submitted an additional progress report in August 2006, and CAPTE found the program in full compliance. In October 2006, the Commission continued the accreditation granted in 2004.</p> <p>The MPT has been discontinued. Accreditation now applies to the DPT program approved by the Higher Learning Commission in 2008. A site team from CAPTE visited YSU from April 27-30, 2014, for a self-</p>

Physical Therapy (continued)	study visit for the DPT program. The self-study was submitted February 2014 for this visit. The site team gave a favorable report. Ten-year accreditation was reaffirmed in writing on November 12, 2014, with a compliance report due February 15, 2015.
<b>Public Health (Consortium of Eastern Ohio Master of Public Health)</b> Council on Education for Public Health (CEPH)	The MPH is offered by a consortium of six institutions, including YSU. Initial accreditation earned in 2003. Site visit occurred April 20-21, 2009. In October 2009, the Council renewed accreditation for seven years, until December 31, 2016. Interim report is due in fall 2011.
<b>Respiratory Care and Respiratory Care “Polysomnography Specialty Option”</b> Commission on Accreditation for Respiratory Care (CoARC)	The Polysomnography [Sleep-Study] Specialty Option in the Respiratory Care program received “continuing accreditation” September 19, 2008, and will undergo accreditation review with the respiratory care program. A progress report is submitted annually. Self-study documents for the BS in Respiratory Care and Polysomnography Specialty Option were submitted on August 28, 2010. The site visit for Respiratory Care and Polysomnography took place in February 2011. CoARC granted both programs full continuing accreditation, with no further progress reports due. The next site visit is scheduled for 2018.
<b>Social Work</b> Council on Social Work Education (CSWE)	<p>Following submission of reaffirmation materials in April 2012 and an on-campus site visit in October 2012, the Bachelor of Social Work program earned re-affirmed accreditation status in February 2013. This accreditation status remains in effect until February 2021.</p> <p>In February 2012, the Council on Social Work Education granted reaffirmation of accreditation of the Master of Social Work Program. The program remains in accredited status until 2020.</p> <p>In October 2014, Significant Program Changes reports were submitted to the Council on Social Work Education for expansion of the Master of Social Work degree program offerings at Lorain County Community College and Lakeland Community College sites. No further action is necessary until the reaffirmation of accreditation report is due in 2020.</p>
<b>Theater</b> National Association of Schools of Theater (NAST)	Self-study submitted summer 2006; site visit conducted October 5-6, 2006. In April 2007, NAST renewed accreditation, commended YSU for addressing program needs and making Theater a “free-standing” unit, and requested a follow-up report. The follow-up report was accepted, and the program is in full compliance. Next renewal and on-site visit will occur in 2016-17. A non-binding site visit in preparation for 2016-17 review is scheduled for May 2014. The self-study document is being written in 2015-16 in preparation for a Fall 2016

Theater (continued)	review. YSU was granted a one-year extension for self-study based upon campus conversations regarding Program Improvement Plans, Program Review, and potential college reorganizations.
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### Update on Assessment of Student Learning

YSU has made and continues to make progress in fostering meaningful and relevant assessment of student learning, including assessment of the general education program:

- **General Education:** Progress continues on the two initiatives begun in 2011 to assess the general education program: the ROAD project initiative and the domain assessment initiative.

In Fall 2015, General Education will begin two new projects: 1) Performance-Project General Education Assessment and 2) General Education Course Review. The Performance-Project Assessment will use “messy assignments” to holistically assess general education goals at the capstone level. A pilot of this assessment program will take place during the 2015-16 academic year. In addition, General Education has begun investigating the use of course portfolios to periodically review courses in General Education domains. Criteria and sample portfolios are to be developed during the 2015-16 academic year.

- **Writing Curriculum Maps:** Assessment and General Education have partnered to use existing assessment reporting structures to gather curriculum data on writing outcomes in conjunction with program assessment reports. Undergraduate academic programs were trained in submitting Writing Curriculum Maps, a conceptual curricular mapping tool that outlines the expectations for the development of writing skills for required courses in academic majors. A total of 61 (66%) of all undergraduate programs have submitted writing curriculum maps to date.

This intersection between general education writing and academic program learning outcomes is an area of focus in the HLC Criteria for Accreditation. The aim is to better articulate variations in writing development that are inherent and appropriate to various disciplines, to foster discussions among faculty about curricular expectations around writing communication, and to promote dialogue at the campus level about how to use best practices to improve writing development and achievement. Results from these maps will be used in support of the general education assessment plan and in a fall 2015 writing symposium.

- **Program Assessment Participation:** The Office of Assessment is making good progress in the assessment reporting and review cycles for 2014-15. Co-curricular departments showed a high level of engagement and quality in the 2014-15 cycle: 95% of departments (20 of 21) reported, with 95% evaluated as high quality (processes assessed as “exemplary” or “proficient”). The 2015-16 co-curricular cycle began in May 2015, and reports will be submitted in June 2015.



Due to development of the writing curriculum maps, academic programs were asked to submit an abbreviated report that focused on the essential areas of student learning data analysis and its use for learning improvements in the 2014-15 reporting year. Reports on student learning outcomes assessment processes for the 159 academic programs were due in fall 2014. On-time submissions have been excellent this year, with submission by the reporting deadline up by 66%. To date, 91% of academic programs have submitted reports. More than 45 faculty and staff, representing all colleges and four university divisions, have volunteered and reviewed academic reports for evidence of process quality. Although reviews are still in process, currently 85% have been scored as providing evidence of high quality assessment processes.

- **Activities to Promote a Positive Assessment Culture:** A critical part of meeting HLC accreditation expectations is fostering a vital campus community with faculty and staff engaged in meaningful student learning assessment activities. The Office of Assessment meets this expectation in part through programming provided to the campus community. In addition to fulfilling HLC expectations, these activities meet the goals of the 2020 Strategic Plan Cornerstones in the areas of Accountability, Student Success, and Urban Research.

To support an evidence-based culture of student learning and foster innovation in assessment practice, the Office of Assessment supports and celebrates assessment activities and participation in YSU's Annual Assessment Appreciation Event and Poster Competition. Not in its fifth year, the event, held on April 29<sup>th</sup>, included displays of 20 posters outlining best practices in student learning assessment as well as results from Assessment Innovation Mini-Grants from 2013 and 2014. The event includes appreciation of the 50+ assessment review volunteers, Assessment Council members, academic and co-curricular assessment coordinators, and the 45 poster competition participants and 2015-16 Mini-Grant award winners. The event boasts strong participation by a wide cross-section of faculty and staff, including nine co-curricular departments, 17 academic departments, and six colleges.

- **Assessment's Impact on Student Learning and Student Success:** Assessment innovation and best practice programs support significant impacts upon student learning and student success. Project represented in 2015 include:
  - Opportunity for students to gain applied energy audit experience while contributing to YSU data center cost savings
  - Training to increase area K-12 administrator-student skills in data visualization techniques for better communication with constituents
  - Train-the-trainer support for the establishment of a peer-run sexual assault prevention educational group
  - Training to optimize clinical faculty use of nursing simulation facilities
  - Effect of resiliency training on academic student learning
  - Use of writing curriculum maps for curricular improvements in discipline-specific writing skills
  - Financial literacy training pilot to improve retention and reduce loan default rates
  - Mandatory coaching policy's impact on retention and credit generation

**ACADEMIC PROGRAMS UPDATE  
JUNE 2015**

**1. Undergraduate Program Development:**

**Undergraduate Program Actions Requiring Board of Trustees Action and/or OBOR Notification or Approval**

The Ohio Board of Regents (OBOR) is continuing to revise its approval processes for undergraduate program proposals. Since the last set of YSU Board of Trustees meetings, OBOR has approved the following undergraduate program changes:

- The Bachelor of Arts in Theater Studies has added an Interdisciplinary Film / Video Studies concentration.
- YSU has received approval to offer an undergraduate-level program leading to the Ohio Intervention Specialist Moderate to Intensive license.

**2. Graduate Program Development:**

*A new proposal (Program Development Plan or PDP) for graduate programs must be approved internally by YSU's Graduate Curriculum Committee and Graduate Council before it is presented to the Board of Trustees Academic Quality and Student Success Committee as an information item. The PDP is then forwarded to the Regents Advisory Committee on Graduate Study (RACGS) for comment, and a full program proposal is prepared, in response, if there are no serious objections. The full proposal must be reviewed by the internal curriculum process and then go to the Board of Trustees for action and approval. The proposal then goes to RACGS for a second review and in-person presentation. If RACGS recommends the program for approval—and after YSU Board of Trustees approval—it goes to the Chancellor's staff, which makes a recommendation to the Chancellor based on RACGS review and public comments. The Chancellor's signature is the final step of the approval process. Board of Trustees approval is required prior to any final decision by the Chancellor's office.*

- A PDP for a **Master of Athletic Training** completed the campus curriculum review process and will be sent to RACGS for review.
- The **Master of Accountancy** has completed the campus curriculum review process and will be sent to RACGS for review.
- The program name change from **Master of Science in Environmental Studies** to **Master of Science in Environmental Science** has been approved by RACGS.
- The PDP for a **Master of Science in Nursing Option for Adult Gerontology Acute Care Nurse Practitioner and Post-Master's Adult Gerontology Acute Care Nurse Practitioner** has completed the campus curriculum review process and will be sent to RACGS for review.

## **DISTINGUISHED PROFESSORSHIP AWARDS 2014-15**

### **For excellence in teaching ~**

**Philip Brady**, Department of English  
**G. Andy Chang**, Department of Mathematics and Statistics  
**Helen Han-Haas**, Department of Management  
**Gabriel Palmer-Fernandez**, Department of Philosophy and Religious Studies  
**Rachael Pohle-Krauza**, Department of Human Ecology  
**Molly Roche**, Department of Nursing  
**Jeremy Schwartz**, Department of Accounting and Finance  
**Stephanie Tingley**, Department of English  
**Alan Tomhave**, Department of Philosophy and Religious Studies

### **For excellence in scholarship ~**

**Diane Barnes**, Department of History  
**Scott R. Irelan**, Department of Theater and Dance  
**Don Martin**, Department of Counseling, Special Education, and School Psychology  
**Gang Peng**, Department of Management  
**Alicia Prieto Langarica**, Department of Mathematics and Statistics  
**Bruce Waller**, Department of Philosophy and Religious Studies  
**Jane L. Wetzel**, Department of Physical Therapy

### **For excellence in service ~**

**Tiffany Anderson**, Department of English  
**James Andrews**, Department of Physics and Astronomy  
**Ramesh Dangol**, Department of Management  
**John Hazy**, Department of Criminal Justice and Forensic Science  
**Deborah Mower**, Department of Philosophy and Religious Studies  
**Joseph Palardy**, Department of Economics  
**Helene Sinnreich**, Department of History  
**William Vendemia**, Department of Management

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## **WATSON MERIT AWARDS 2014-15**

**Jake J. Protivnak**, Department of Counseling, Special Education, and School Psychology