

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

**Carole S. Weimer, Chair
James B. Greene, Vice Chair
All Trustees are Members
Cynthia E. Anderson, *Ex-Officio***

**Thursday, May 30, 2013
1:00 p.m.**

**Tod Hall
Board Meeting Room**

AGENDA

A. Disposition of Minutes for Meeting Held February 21, 2013

B. Old Business

C. Committee Items

1. Student Affairs

a. Student Affairs Action Items

1) Enrollment Update

Tab 1

A review of our enrollment progress for Fall 2013 will be presented for discussion by Jack Fahey, Vice President for Student Affairs and Ombudsperson.

2) Strategic Plan Student Success Cornerstone Update

Tab 2

A detailed report of ongoing progress of Student Success initiatives will be presented for discussion by Jack Fahey, Vice President for Student Affairs and Ombudsperson.

b. Student Affairs Discussion Item

1) Dining Transition Report

Tab 3

Recently, Sodexo announced that it was leaving YSU, citing profitability problems. A report outlining the RFP process and our progress finding a new vendor is attached.

2. Academic Affairs

Academic Affairs Action Items

- 1) Resolution to Authorize Conferral of Faculty Emeritus Status** **Tab 4**
The resolution nominates 19 recently retired faculty members for Faculty Emeritus Status. Dr. Ikram Khawaja, Provost and Vice President for Academic Affairs, will report. Policy Number 7003.01, Emeritus Status, from the University Guidebook, is attached for your information.
- 2) Resolution to Modify Honorary Degrees Policy, 1005.01** **Tab 5**
Dr. Ikram Khawaja, Provost and Vice President for Academic Affairs, will report.
- 3) Resolution to Authorize Recommendation of Candidates for Honorary Degrees** **Tab 6**
Dr. Ikram Khawaja, Provost and Vice President for Academic Affairs, will report.

b. Academic Affairs Discussion Items

- 1) College Name Change** **Tab 7**
Dr. Ikram Khawaja, Provost and Vice President for Academic Affairs, and Dr. Bryan DePoy, Dean, College of Fine and Performing Arts, will discuss the proposed name change of the College of Fine and Performing Arts to the College of Creative Arts and Communication.
- 2) YSU/HMHP Collaborative Project Update** **Tab 8**
R. Scott Evans, Vice President for University Advancement, and Dr. Ikram Khawaja, Provost and Vice President for Academic Affairs, will report.

D. New Business

E. Adjournment

Enrollment Update

Retention

Retention efforts are always more important than recruitment activities. It is more cost effective to retain an existing student than it is to recruit a new one. More importantly, we have an obligation to partner with each of our current students to help them be more successful and persist to graduation. Below are highlights of our most important retention initiatives.

Retention Initiatives:

- *Starfish*
The Starfish early warning system is designed to flag struggling students so that an intervention can occur to address the barrier to success. Faculty have embraced the program. This Spring, 42% of faculty used Starfish. Initial outcomes have been very positive. In the first semester, freshman GPA and course completion increased. We anticipate that these early successes will lead to increases in retention and persistence.
- *Freshman Year Experience*
Providing a structured freshman year experience is positively associated with increased student success. National research indicates that YSU is among a small minority (less than 5%) of universities that do not have a structured Freshman Year Experience. This Spring, the Bitonte College of Health and Human Services piloted an orientation class successfully. The Committee on Freshman Year Experience completed its work this Spring with the following recommendations:
 1. All undergraduate colleges should implement a one-hour freshman seminar.
 2. Expand living/learning communities.
 3. Improve and enhance outreach and communication to first-year students (i.e., Faculty mentors, resource allies).
 4. Re-invent Freshman Convocation as a Welcome Week event.
- *Conditional Admission*
One of the most important changes implemented is our new conditional admission program. Prior to Fall 2012, we provided neither structure nor support for our underprepared students. As a result, their success rates were abysmal.

Conditional admits earning an associate or bachelor's degree entering:

Fall 2005 – 6% graduated within 7 years
Fall 2006 – 3.01% graduated within 6 years
Fall 2007 – 1.42% graduated within 5 years
Fall 2008 – 0.88% graduated within 4 years

The new program identifies a larger pool of students and provides a very structured program (based on best practices) to enhance students' opportunity to succeed. In the first semester of implementation, 65% of the conditionally admitted students were successful. We anticipate a higher number when Spring 2013 data is available. Enhancing success for this large cohort (approx. 1,000 students annually) is critical to improving our retention, course completion, and graduation rates.

- *Summer Bridge*
This high impact program identifies at-risk minority students, provides them with a structured one-week, residential, pre-college experience, and supports them throughout their first year. The result is that the graduation rates of these at-risk, minority students, is typically higher than the overall YSU graduation rate. In 2012, the program was one of 56 nationally recognized “promising strategies” for student success by the Department of Education. Because this program is so successful, we continue to strive to identify funds to increase the size of the group. Generous gifts from McDonalds, Home Savings & Loan, and the Wean Foundation have allowed us to expand to 40 students annually.
- *Remediating Holds*
Each Spring, approximately one quarter of our students who are eligible to register for Fall classes are unable to do so because they either have an academic or financial hold preventing them from doing so. An academic hold typically means they need to meet with an academic advisor. A financial hold typically means they owe more than \$200 on their account. To date, we have just less than 4,000 students with holds. The Registrar’s Office initiates a process involving Student Accounts, Financial Aid, the Student One Stop Center and the academic colleges to work individually with each of these students to assist them. We currently have 2,000 fewer student with holds than last Spring.
- *Retooling Orientation*
Our SOAR orientation program was reworked to provide a more meaningful experience for our students as they transition to University life. Our data indicates that these changes were very effective.

Recruitment

Recruitment is increasingly challenging. The reasons:

- Declining pool of high school graduates.
- Improving employment outlook shrinks adult student population.
- Creation of Eastern Gateway funnels some students to community college.
- Increasing competition in our backyard from Northeast Ohio IUC universities.

Our Strategic Plan calls for us to do the following:

- Recruit more graduate students.
- Recruit more international students.
- Recruit more distance education students.
- Position YSU as a University of first choice.
- Recruit the best students.
- Recruit students from outside the immediate area.

Below are highlights of our most important recruitment initiatives:

- *Transform Open Houses to Crash Day Format*
The most important change implemented has been the campus-wide involvement in our Open House program. Effective campus visits and face-to-face involvement with faculty drives matriculation. The Crash Day format provides prospective students with a fun and informative immersion into the academic experience at YSU.

Join **Youngstown State University** for the **SUMMER EDITION** of

YSU CRASH DAY

MONDAY, JUNE 17, 2013 • 9 A.M. – 3 P.M.



If you are a high school student considering college, we'd love to see you at YSU's unique **OPEN HOUSE** event.

AT CRASH DAY, YOU CAN

"Crash" the University. Visit and tour our beautiful campus.

Experience classes. Choose from a variety of YSU courses—open to you.

Meet future friends. Meet YSU students and hear about their experiences.

Try it on for size. Explore what interests you and see where you fit in!

**Friends and parents
are welcome at Crash Day!**

What is Crash Day?

Visit Youngstown State University and explore on your own terms. It's our campus open to you!

You will get a taste of everything YSU as you sit in on classes and discuss your future plans with faculty, staff, admissions, and financial aid professionals. Meet key people on campus who can help you turn your interests into a fulfilling academic experience—and then a rewarding career!

If you've never seen our campus, you'll be impressed with how beautiful it is! We have some special things planned for you including great tours and activities on the campus core where you can meet YSU students and experience a bit of campus life for yourself.

Register for the June 17
Crash Day and Crash Night at

crash.ysu.edu

The deadline to make a reservation
is **Monday, June 10.**

Accommodations: YSU seeks to accommodate all people with disabilities. If accommodations are required for this event, please call 330-941-2000.

Youngstown
STATE UNIVERSITY

Be one of
100
STUDENTS
to experience
CRASH
NIGHT!

NEW THIS SUMMER

**CRASH
NIGHT**

Spend the night in a YSU Residence Hall!
Enjoy this new, all-night program with fun activities at
Cafaro House (a YSU residence hall) and some special surprises when
we escort you for dinner and fun in Youngstown's lively downtown!
This new event is first-come, first-served, so sign up soon.
Visit **crash.ysu.edu** for details.

For more information on Crash Day
and Crash Night, contact the Office of
Admissions at 330-941-2000 or toll free
at 877-468-6978.

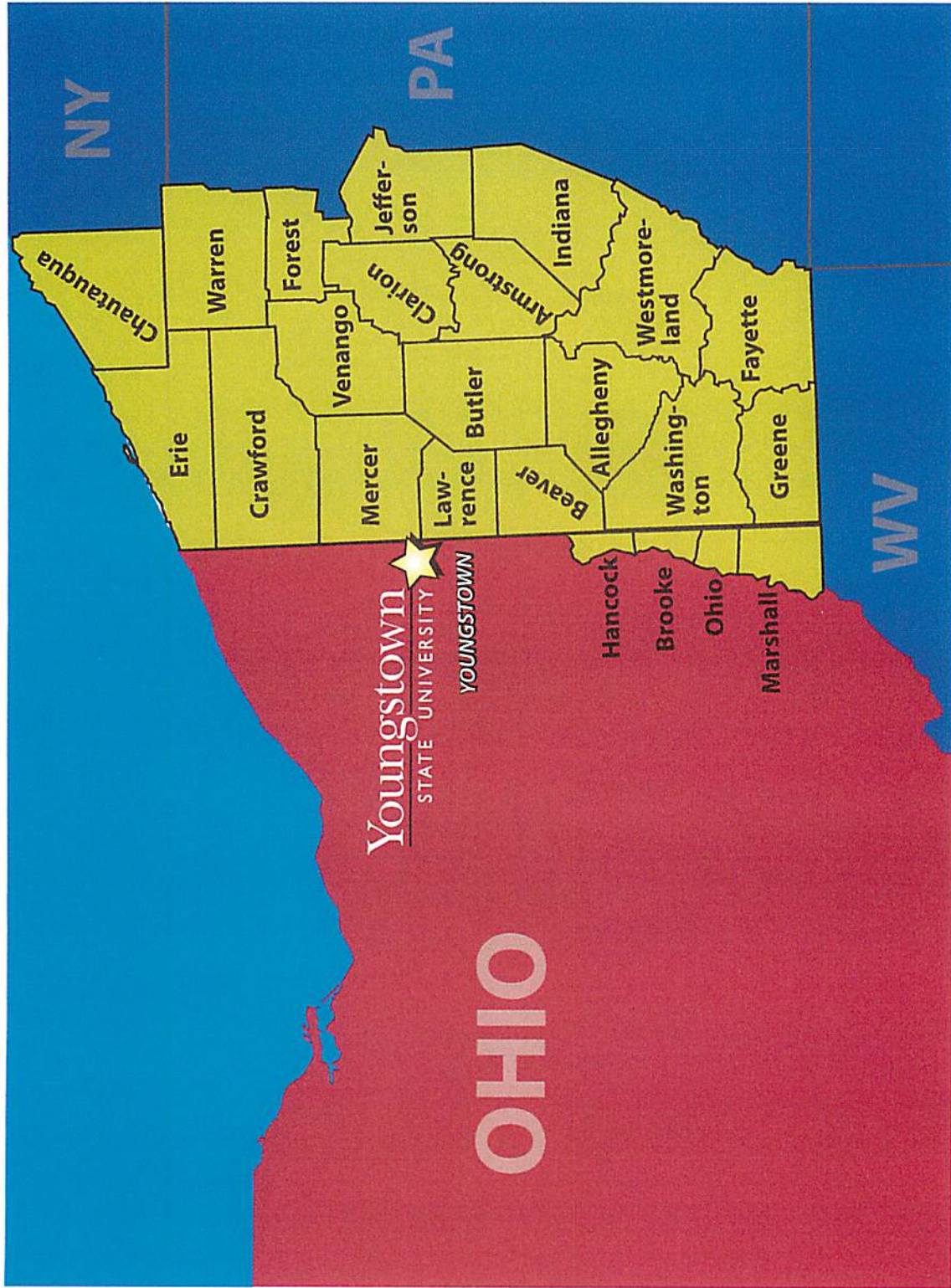
Each college and their faculty and staff has found increasingly creative ways to facilitate students' visit.

The fact that we have almost tripled attendance at our open houses indicates that we have marketed extremely well and that the program is very effective. We anticipate that the success of the program will increase our yield of students who have applied.

- *Expand Recruitment into an Enlarged Geographic Area*
Each time we have expanded favorable tuition rates into a larger geographic area, it has enhanced recruitment. This year we added 13 counties in Western PA and West Virginia. Since none of the counties we added have a large comprehensive university like YSU, we believe we will be immediately successful.

In addition, we created the Provost's Scholarship, a \$4,000 grant for high achieving students who are out of state and outside the Regional Service Area.

- *Improve Graduate Recruitment*
We have made significant enhancements to graduate admissions processing, improving time from application to admission from 77 days to 25 days. We continue to work to our goal which is 3-5 days. We anticipate that the new Associate Provost will lead this transformation. For the first time in recent history we attended 27 Graduate Fairs. With generous support from the YSU Foundation (YSUF) we have added assistantships and scholarship dollars available to enhance our recruitment efforts. This is the area that is poised to grow the fastest.
- *Distance Education*
Our distance education program is developing rapidly. We currently have five programs and 32 courses developed or being developed and we will have our first cohort of students this Fall.
- *Leverage Financial Aid*
While affordability has always been one of the strengths of the YSU experience, our scholarship awarding hasn't kept pace in recent years with the marketplace. While our tuition and fees remain attractive, our competitors are offering much larger awards for merit than we are. Effective immediately, that factor has changed. The YSUF just expressed an interest in significantly increasing the size of our merit awards. Working closely with YSUF, we have enhanced our merit scholarships in a manner that should have the highest possible impact on recruitment and retention. Equally important, YSUF has expressed a strong interest in helping us to award endowed scholarships early so that we have the ability to include them in students' initial aid package. This will enhance our ability to provide a more competitive scholarship offer at the time that they and their family are comparing YSU to their other offers.



NY

PA

WV

Youngstown
STATE UNIVERSITY
YOUNGSTOWN

OHIO

Chautauque

Warren

Forest

Jefferson

Indiana

Erie

Crawford

Venango

Clarion

Armstrong

Westmoreland

Mercer

Lawrence

Butler

Beaver

Allegheny

Fayette

Washington

Greene

Hancock

Brooke

Ohio

Marshall



Youngstown
STATE UNIVERSITY

For Immediate Release

May 14, 2013

YSU Foundation provides \$1.7M more in scholarships
Students will get up to \$6,000 more over four years

Nearly 3,000 Youngstown State University students will receive \$1.7 million in additional scholarship funding next academic year thanks to increased support from the YSU Foundation.

The Foundation, under a new distribution plan approved earlier this year, will allocate \$6.8 million to YSU for student scholarships next academic year, up from \$5.1 million this current academic year. That's a 33 percent boost in funding.

"I want to thank the YSU Foundation for its continued generosity and this historic increase in scholarship support for our students," YSU President Cynthia E. Anderson said. "Students will feel the impact of these changes immediately and where it counts – in their wallets."

The funding will help students attending graduate school and also will target the more than 1,300 undergraduate students receiving merit-based Scholarships for Excellence from the university. For example, recipients of the university's President's Scholarships will receive \$4,000 next academic year, an increase of \$1,500 from this current year. That means that over the course of four years, recipients of the President's Scholarships will get \$6,000 more in funding. The same is true for the Deans' Scholarships (up \$1,000 a year for a total increase of \$4,000 over four years) and the Red and White Scholarships and Trustees Scholarships (up \$500 a year for a total of \$2,000 over four years).

In addition, nearly 1,500 other Foundation-funded scholarships will be increased by 4 percent for next academic year.

The increased funding is the result of a change in the way in which the Foundation distributes money to the university. In the past, only the income from the Foundation's endowment holdings was distributed. The new plan allows for 4 percent of a three-year rolling average of the endowment's market value to be distributed annually to the university.

YSU Foundation/Add 1

“This new distribution plan puts the YSU Foundation more in line with other university endowments nationwide and allows us to provide an even higher level of assistance to YSU students facing increasing educational costs,” said Thomas Fleming, chair of the YSU Foundation Board of Trustees.

Founded in 1966, the YSU Foundation is a private, non-profit corporation independent from the university that supports YSU exclusively, mostly through scholarships for students. Earlier this year, the Foundation announced that it has surpassed the \$200 million mark in assets and is now among the top third of university endowments in the nation.

Elaine Ruse, YSU director of Financial Aid and Scholarships, said the changes in the Foundation’s allocations will reduce the cost of education – right now – for qualified students.

“This increase in funding from the Foundation makes YSU’s scholarship programs more competitive,” she said.

Garry Mrozek, vice chair of the YSU Foundation Board of Trustees, said the Foundation looks forward to continuing to work with the university to help students. “We want to provide YSU and its students a strategic advantage, allowing them to pursue their educational goals and professional dreams,” he said.

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Youngstown
STATE UNIVERSITY

Scholarships for Excellence

Nearly 3,000 YSU students will receive \$1.7 million in additional scholarship funding next academic year thanks to increased support from the YSU Foundation. In particular, more than 1,300 undergraduate students receiving merit-based Scholarships for Excellence will each receive up to \$1,500 more a year in scholarship funding.

<u>Scholarship</u>	<u>Current</u>	<u>New</u>	<u>Increase</u>	<u>Students*</u>
Trustees	\$4,500	\$5,000	\$ 500	158
Presidents	\$2,500	\$4,000	\$1,500	162
Deans	\$2,000	\$3,000	\$1,000	139
Red & White	\$1,500	\$2,000	\$ 500	843
			Total:	1,302

*based on 2012-13 numbers
Source: YSU Office of Financial Aid and Scholarships

Enrollment Indicators

FAFSAs (Free Application for Federal Student Aid)

The number of students who have submitted FAFSAs to the University has lagged throughout the recruitment cycle. Initially, we anticipated that this was due to IRS delays in tax processing (especially for families claiming educational credits). Although we are making some progress we do not anticipate that we will catch up. Admissions and Financial Aid work closely together to motivate all FAFSAs applicants to apply for admission and all admission applicants to submit the FAFSA.

Campus Visits

As mentioned earlier, campus visits are one of the keys that turns an applicant into a student. We are 12% ahead of last year and we hope that this increases our yield.

Open House Attendance

As mentioned earlier we have almost tripled our open house attendance. We recently held a very successful "Virtual Open House" and our Spring Adult Open House had roughly twice as many students as last year.

Orientation Participation

We had outstanding participation in our EARLY SOAR; participation was 10% higher than last year. Regular SOAR reservations are reaching 2% ahead of last year.

Admission Applications

Both Graduate and Undergraduate applications have come in at the same rate as last year, indicating that if we are going to increase the number of our new students, we likely need a higher yield from the same number of applicants.

Retention Indicators

Faculty use of Starfish has increased to 42% which should result in increased retention. Conditional admit compliance is consistent and should increase to about 95% as it did this Spring. Current student registration by appointment was flat, which is impressive because we have approximately 1,000 students less than last Spring indicating a 4% increase in registration rate.

Current YTD Enrollment

The most important indicator is trending worse than the others. As of today, we have 97 fewer students enrolled and 149 fewer FTE. All of our offices and all of the colleges are working to increase our registrations.

Statewide Indicators

Since most IUC universities have a spring application deadline and require a deposit May 1, their Fall enrollment picture is much clearer than ours is at this point. The data as of May 1 indicates that in general the rural campus (except Bowling Green) are having a good year and the urban campuses (except perhaps Cleveland) are having a challenging year.

		YTD 13	YTD 14	
FAFSAs	New Freshmen	2298	2098	91%
	All	11411	10484	92%
Recruitment	Campus Visits	449	501	112%
	Open House attendance	477	1354	284%
SOAR	Reservations	1971	2009	102%
	EARLY registrations	820	900	110%
Applications	Undergraduate	4277	4247	99%
	Graduate	457	462	101%
Retention	Faculty use early warning	5%	42%	840%
	Conditional admit compliance	21%	21%	100%
Enrollment	Current Student Registration	7,186	7,185	100%
	Headcount	8,927	8,830	99%
	FTE	7,618	7,469	98%

Youngstown State University
 Registration Headcount Comparison
 Fall 2013 vs Fall 2012
 (UG = Undergraduate, GR = Graduate, DO = Doctoral)

Prepared by the Office of Institutional Research & Policy Analysis - Becky Geltz

College/Department/Major	Fall 2013 5/13/2013 6:00 AM			Fall 2013 5/13/2013 6:00 AM Total	Fall 2012 5/14/2012 6:00 AM			Fall 2012 5/14/2012 6:00 AM Total	Fall 2012 14th Day			Fall 2012 14th Day Total
	UG	GR	DO		UG	GR	DO		UG	GR	DO	
Business Administration	931	47		978	1,001	40		1,041	1,486	105		1,591
Education	938	146	1	1,085	996	165	1	1,162	1,354	309	47	1,710
Fine & Performing Arts	662	18		680	668	13		681	933	29		962
Health & Human Services	2,734	119	42	2,895	2,678	97	30	2,805	3,969	218	70	4,257
Liberal Arts & Social Sciences	1,112	70		1,182	1,173	78		1,251	2,265	120		2,385
Science, Tech, Engineering & Math	1,952	54		2,006	1,916	64		1,980	2,649	184		2,833
School of Graduate Studies & Research		4		4		7		7		75		75
Grand Total	8,329	458	43	8,830	8,432	464	31	8,927	12,656	1,040	117	13,813

For Fall 2013, student "major" changes are reflected in the distributions as the changes are processed. For Fall 2012, student "major" reflects the last major the student held as of the 14th day of Fall 2012.

Youngstown State University
FTE Comparison
Fall 2013 vs Fall 2012

College/Department	Fall 2013			Fall 2013 Total	Fall 2012			Fall 2012 Total	Fall 2012 14th Day			Fall 2012 14th Day Total
	UG	GR	DO		UG	GR	DO		UG	GR	DO	
Business Administration	498.46	17.13		515.59	490.66	16.06		506.72	687.87	49.47		737.33
Education	344.60	75.20	0.07	419.87	360.15	78.47	0.40	439.02	620.93	149.80	13.40	784.13
Fine and Performing Arts	678.77	6.34		685.11	757.33	2.81		760.14	1,027.67	14.87		1,042.53
Health and Human Services	1,334.88	61.74	34.87	1,431.47	1,197.94	42.81	26.80	1,267.55	1,598.53	129.60	56.07	1,784.20
Liberal Art and Social Science	1,890.25	36.00		1,926.25	2,001.67	35.53		2,037.20	3,395.80	73.80		3,469.60
Science, Tech, Engineer, Math	2,168.94	22.19	5.07	2,196.20	2,142.81	29.53		2,172.34	3,243.20	107.73	2.27	3,353.20
Grand Total	6,915.88	218.60	40.01	7,174.49	6,950.56	205.21	27.20	7,182.97	10,574.00	525.27	71.73	11,171.00

5/6/2013 as of 6:00 AM vs.
5/7/2012 as of 6:00 AM

Prepared by the Office of Institutional Research and Policy Analysis

UG = Undergraduate
GR = Graduate
DO = Doctoral
FTE = Course Credit Hours/15

New Student Applications ~ Fall 2013 Report
Council of Admission Officers of the State Affiliated Universities in Ohio
Total Freshmen and Transfer

Data as of May 1, 2013

	Freshmen									
	Fall Applications					11-13 Difference		12-13 Difference		
	2009	2010	2011	2012	2013	#	%	#	%	
Akron (Main Only)	12204	13055	13139	12487	12091	-1048	-8.0%	-396	-3.2%	
BGSU	10120	13509	15812	15724	15352	-460	-2.9%	-372	-2.4%	
Central State						0	-	0	-	
Cincinnati	14893	16230	16339	16575	15911	-428	-2.6%	-664	-4.0%	
Cleveland State		3779	4226	5103	6170	1944	46.0%	1067	20.9%	
Kent State	14021	14585	17958	20653	21608	3650	20.3%	955	4.6%	
Miami	16741	16916	18442	20294	22519	4077	22.1%	2225	11.0%	
Ohio State	21123	26536	29208	28549	35451	6243	21.4%	6902	24.2%	
Ohio	14,046	13,244	13,105	17,319	20,668	7563	57.7%	3349	19.3%	
Shawnee	3275	3471	3978	3867	4019	41	1.0%	152	3.9%	
Toledo	11747	11352	10914	11532	11222	308	2.8%	-310	-2.7%	
Wright State	5793	6331	7295	6743	5737	-1558	-21.4%	-1006	-14.9%	
Youngstown State	3491	3876	3839	3556	3580	-259	-6.7%	24	0.7%	
Total	127,454	142,884	154,255	162,402	174,328	20,073	13.01%	11,926	7.34%	

New Student Applications ~ Fall 2013 Report
Council of Admission Officers of the State Affiliated Universities in Ohio
Total Freshmen and Transfer

	Transfer									
	Fall Applications					11-13 Difference		12-13 Difference		
	2009	2010	2011	2012	2013	#	%	#	%	
Akron (Main Only)	1506	1543	1646	1545	1444	-202	-12.3%	-101	-6.5%	
BGSU	906	1246	1551	1377	1273	-278	-17.9%	-104	-7.6%	
Central State						0	-	0	-	
Cincinnati	1842	1791	1835	1986	2159	324	17.7%	173	8.7%	
Cleveland State		1393	1468	1738	2121	653	44.5%	383	22.0%	
Kent State	1899	2141	2455	2572	2538	83	3.4%	-34	-1.3%	
Miami	610	723	789	766	817	28	3.5%	51	6.7%	
Ohio State	3647	3997	4258	5073	5213	955	22.4%	140	2.8%	
Ohio	968	966	1,006	1,053	1,133	127	12.6%	80	7.6%	
Shawnee	407	476	519	480	513	-6	-1.2%	33	6.9%	
Toledo	1087	1094	1066	1262	1529	463	43.4%	267	21.2%	
Wright State	983	962	1399	1229	1338	-61	-4.4%	109	8.9%	
Youngstown State	416	438	426	470	550	124	29.1%	80	17.0%	
Total	14,271	16,770	18,418	19,551	20,628	2,210	12.00%	1,077	5.51%	

STUDENT SUCCESS CORNERSTONE

- Academic Achievement
- Student Satisfaction with Academic & Non-Academic Experiences
- Readiness for Post-College Success



Implement a University College or similar idea

Align systems of advising

Improve orientation processes or programs

Create an enrollment management team

Examine and revise admissions and retention requirements.

Develop a major marketing campaign to position YSU as a University of choice

Tighten and improve enforcement of academic progress

Develop collaborative partnerships with PK-12

Create early-warning processes to improve student success

Enhance learning-assessment endeavors

Implement dual enrollment with EGCC

Improve course completion rates

Provide Interview training and preparation

Support faculty development in teaching & learning

Formalize exit interviews

Enhance job fairs and professional days— e.g. Press Day

Ensure that course are available when needed

Reduce cost to students by improving time to completion of degree

Raise more money for scholarships

Increase internship, cooperative education, service learning and study abroad opportunities

Publish lists of companies/agencies that recruit on campus

Use data to make improvements

Expand service learning initiatives

Streamline academic experiences— e.g. 3 yr. degrees

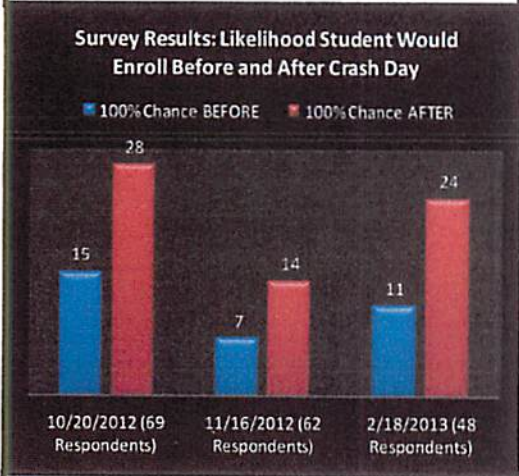
Offer flexibly scheduled, alternative delivery, and distance education courses



STUDENT SUCCESS CORNERSTONE PROGRESS AND ACCOMPLISHMENTS

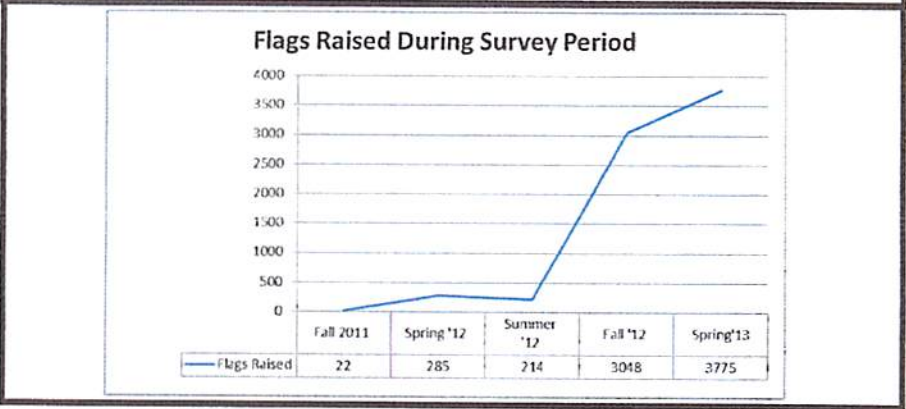
MARCH 2013

CRASH DAY



In 2012-13, 946 prospective students attended a Crash Day, more than doubling the total number of student participating in Open House programs in 2011-12. 52% of these students applied and were admitted to YSU. 79% of those attendees admitted for Fall 2012 or Spring 2013 subsequently enrolled at YSU.

STARFISH IMPLEMENTATION



IMPROVE ORIENTATION PROCESSES

- Recommendations include:
- Schedule more SOAR dates. Cap total students per SOAR at 150.
 - Increase faculty involvement by presenting College Preview sessions at college locations. Request Department Chairs solicit faculty involvement. Include a tour of college.
 - Provide students with pre-advising materials through CSP website to facilitate preparation for scheduling and registration.

FIRST YEAR EXPERIENCE

- Recommended initiatives include:
- College Based FYE Course
 - Ask the Penguin
 - Faculty Mentor Program
 - Resource Ally Program
 - Modified Freshman Convocation
 - Learning Community Expansion

ADDITIONAL INITIATIVE PROGRESS

- **Examine & Revise Admission/ Retention Requirements.** Conditional Admittance Policy and process has been strengthened and implemented.
- **Raise more money for scholarships.** YSU Foundation increased scholarship disbursement to graduate students. Additionally, out of state students are being targeted for scholarships. Students can receive up to \$4,000 per year; these scholarships are renewable.
- **Develop a major marketing campaign to position YSU as a University of choice.** Marketing & Communications has implemented additional campaigns in Western Pennsylvania and grown YSU's social media presence.
- **Align Academic Advising Systems.** Proposed improvements include a Faculty Advising Syllabus, an online advising manual, and a single website which includes curriculum sheets for all university programs.

Cornerstone Name: First Year Experience

INITIATIVE: No.: 1

Responsibility Assignment (Leader): Shearle Furnish

Note:

Time:

Components of the initiative (each begins with a verb, i.e., Establish...): **Percent Complete**

1. See Attached.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Overall impact on university departments and/or students:

Additional program choices, improved recruitment opportunities, increased enrollments, increased revenues

Monitoring process:

Person responsible:

Metrics:

When/How are they updated (i.e., Annually, after 14th day):

April 2013

Final Recommendations of the Committee for First-Year Experience

Youngstown State University's YSU 2020 Strategic Plan lays out four cornerstones, among which is Student Success. The first bulleted initiative under Student Success is: "Implement a University College or similar idea – e.g., a freshman boot camp or seminar." A committee of the following members was assembled early in 2012 and issues this report outlining four major categories of recommendations:

1. The six undergraduate colleges should implement a one-to-three-hour freshman seminar suggested by the model being piloted now in the Bitonte College of Health and Human Services.
2. YSU should expand the implementation of learning or living/learning communities beyond the successful current instances.
3. YSU should improve and enhance outreach and communications with first-year students.
 - Deans should consider training and appointing faculty mentors
 - The university should train resource allies among the student body, faculty, and staff
 - The university should implement a virtual and physical "Ask the Penguin" informational service
4. YSU should re-invent Freshman Convocation as a Welcome Week event for first-year students.

Respectfully Submitted,

Travis Battiest (SGA nominee)
Dr. Brian Bonhomme (History)
Dr. William Buckler (Geography, Advising)
Dr. Michael Crist (Dana School of Music)
Erin Driscoll (Student Activities)
Tysa Egleton (Registrar's Office)
Jack Fahey (VPSA)

Julie Felix (Academic Advising)
Dr. Shearle Furnish (CLASS, chair)
Elyse Gessler (SGA nominee)
Karla Krodel (Metro Credit)
Justin McIntyre (SGA nominee)
Angela Messenger (English, Writing Center)
Cory Okular (SGA nominee)

Recommendation 1: First-Year Experience Course

Nationally, almost a third of first-year college students do not return to begin their second-year, and the five-year graduation rate for undergraduates is only about 40%. At YSU, 34.5% of first-year students do not persist to the second year, and five- and six-year graduation rates are 26.2% and 35.2%, respectively. Many first-time college students, and especially first-generation college students, arrive on campus unprepared to succeed in higher education. Accordingly, it is imperative for universities, including YSU, to implement intervention strategies to arrest this first-year loss and to increase the likelihood that students continue to a degree. One strategy embraced by a majority of universities is to offer a freshman orientation course. Such a course can help students adjust to university life, act as a bridge connecting students to resources they

need to excel personally and academically, and provide a foundation upon which to base their journey to graduation.

For example (Cambridge-Williams, et al., in press), George Mason University realized significant increases in academic retention and graduation rates for students who participated in a first-year orientation course. And effects on retention and graduation were even stronger for sections of the orientation course that involved living-learning communities. These experiences also resulted in increasing student engagement with the university, motivation, and self-regulated learning. Furthermore, Millikin (2011) reported higher persistence and graduation rates and better success at passing remedial courses for students at a two-year college who enrolled in a freshmen orientation course than those who did not.

It is the recommendation of this committee that a first-year orientation course be developed and implemented by each of the six undergraduate colleges, each college molding their course to the specific needs of their own student population. Some colleges may decide that all of their entering and transfer students would profit from a first-year experience course, whereas other colleges may require only select at risk or undecided freshman students be enrolled in such a course. BCHHS is piloting a first-year experience course in spring 2013, and the outline for the class could serve as a model for the other colleges.

Support for a first-year orientation course is not new at YSU. The University's 2007-2013 Academic Strategic Plan cites a 2002 Retention Audit Report (STAMATS Communications) that recommends "a first-year experience/success course." This endorsement was in a context of providing intervention strategies for undecided students and students who require more intensive academic support. This committee, however, believes that all newly enrolled and transfer YSU students would benefit from an orientation course.

Crucial questions not addressed in this initial proposal, among others, are: cost; staffing; departmental workload; instructional training; supervisory responsibility; scheduling; class size; student cohort criteria; and specific college course curriculum.

Topics for a first-year course typically revolve around four major interrelated issues that face most newly matriculating university students: (1) developing a campus community connection and sense of inclusion, (2) transitioning to college and personal growth, (3) navigating the university system, and (4) growing and succeeding academically. Possible themes under each category are noted below, although it is recognized that not all can likely be covered in a single class.

Developing a Campus Community Connection and Sense of Inclusion

- Faculty-student interaction
- Formation of a strong peer network
- Learning communities
- Social involvement
- Supportive community
- Relationship fostering and maintenance

- Campus and community engagement
- Global citizenship

Transitioning to College and Personal Growth

- Exploring differences between high school and university life
- Taking and accepting responsibilities
- Making good decisions and ethical choices
- Assessing one's abilities and capabilities
- Establishing realistic academic expectations and goals
- Facing academic challenges and adversity
- Identifying sources of stress and effective coping strategies
- Developing effective student/instructor relationships and classroom conduct
- Improving time management and organizational skills
- Building self confidence
- Managing financial resources
 - Understanding financial aid
 - Managing money and credit cards
 - Recognizing the responsibility of debt
 - Managing a YSU student online account
 - Seeking campus jobs
- Living in a diverse, multicultural society
- Reviewing expected computer and software skills
- Getting proper sleep, nutrition, and exercise
- Managing conflict

Navigating the University System

- University and college policies and procedures
- YSU publications/communications
 - Undergraduate Bulletin
 - YSU portal
 - YSU website
 - Blackboard
 - YSU e-mail account
 - Student code of conduct
- University, college, degree, general education, and major requirements
- Academic standing and GPA
- Academic advising and course registration
- Managing enrollment – adds, drops and withdrawals – and impact on financial aid
- Incompletes and late withdrawals
- University/college organizational structure
- Student rights and responsibilities
- Solving an academic problem
- Ombudsman
- Campus safety – YSU police

- Student academic resources
 - Center for Student Progress
 - Writing Center
 - Reading and Study Skills Center
 - Math Assistance Center
 - Disability Services
 - Maag Library Services
 - Career Services / MyPlan / PenguinLINK
- Other student campus resources
 - Student Health Services
 - Andrews Recreation and Wellness Center
 - Counseling Services
 - Office of Financial Aid
 - Student organizations
 - Student Government Association
 - Housing & Residence Life
 - Computer labs and Tech Desk

Growing and Succeeding Academically

- General education requirements and the value of a liberal education
- Active participation in the learning process
- Exploration and development of academic interests and career pathways
- Classroom and homework expectations
- Effective listening, lecture comprehension, and note taking
- Effective study habits, exam preparation, and test taking
- Effective reading comprehension
- Collaborative learning skills and formation of a strong peer network
- Identification and adaptation to various teaching and learning styles
- Learning, memory, concentration and critical thinking strategies
- Declaring and pursuing a major and minor
- Internships, coops, and study or travel abroad opportunities

References:

Cambridge-Williams, T., Winsler, A., Kitsantas, A., & Bernard, E. (in press). University 100 Orientation Courses and Living-Learning Communities Boost Academic Retention and Graduation via Enhanced Self-Efficacy and Self-Regulated Learning. *Journal of College Student Retention*.

Millikin, M.A. (2011). Promoting Student Success: Evaluation of a Freshman Orientation Course. *Innovation and Empowerment: SNU-Tulsa Research Journal*, Volume 3, Issue 2.

STAMATS Communications. (2002). *Academic Advising Audit Report*. Youngstown State University.

Recommendation 2: Student Living/Learning Communities

Overview: Nationally, Learning Communities (LCs) have repeatedly proven their worth as profitable, cost-effective ways of increasing retention and graduation rates among under-resourced and at-risk student populations. YSU's own limited experiences with Learning Communities such as Summer Bridge, Career Pathways, and Living Learning Communities in Residence Life have provided similar benefits on this campus. The committee believes that YSU has not yet maximized the potential (including financial) of LCs. Rather than a one-time significant expansion, however, we suggest a prudent, targeted, *incremental* increase in the scale and number of Learning Communities over several semesters or years in search of the point of maximum return.

Need: Fifty percent of YSU students receive need-based financial aid, making under-resourced students a priority population at this institution. Learning communities provide tangible and relevant support needed by under-resourced students (details below).

YSU has three established and successful learning communities: Summer Bridge, serving diverse students; Career Pathways Learning Community, serving low-income, first-generation HHS majors; and Living Learning Communities in Residence Life. The honors program, Youngstown Early College, athletes, College in High School entrance cohorts, and other groups represent potential learning communities. The chart below reflects the impact on retention of programs like Summer Bridge and Bridge and beyond.

YSU has knowledge, capacity, and resources that are not being used to their potential. We are early on the curve representing the correlation between investment of resources and improved retention, in search of the "sweet spot" where maximum results are yielded for maximum return on investment.

The committee recommends the expansion and improvement of existing learning community programs to serve more students, thereby increasing retention and completion rates among targeted high-risk (or distinctively identified) student populations and generating tuition revenue from increased retention.

The following hypothetical scenarios reflect a starting point, serving only a fraction of students that ultimately might be better served in a more contextualized, cohort based learning community model.

1. Suppose an increase in retention of first time minority students from 48% to 60% by building Summer Bridge into a one-credit, tuition-funded, flexibly scheduled, orientation serving 60 students per year.

Revenue from orientation program

$$\text{\$321/sh} \times 60 \text{ students} = \text{\$19,260 tuition revenue}$$

ROI

60 students at current 48% minority retention means 28.8 returning students

60 students at proposed 60% retention means 36 returning students
7.2 more students returning at \$7,952/student tuition = \$57,254

ROI plus Revenue = \$76,514

2. Suppose an increase in retention of first time HHS and Education majors who test into three developmental courses by 10%, by expanding the Career Pathway Learning Community to serve 160 HHS and Education majors per year.

160 students at current 58% retention means 92.8 returning students
160 students at proposed 68% retention means 108 returning students

ROI

15.2 more students at \$7,952/student tuition = \$120,870

3. Suppose an improved academic engagement of 100 residential living learning community (LLCs) students by strengthening advisement and course scheduling.

4. Consider the benefits of exploring staffing models that incorporate graduate assistants and interns.

Key Components of College Success Supported by Learning Communities

Support systems and relationships: Reliable support systems (transportation, childcare, etc.) and relationships that are positive and supportive of college achievement are lacking for many under-resourced YSU students. Relationships are a driving force for low-income students because, in the absence of money, one needs people (relationships) to survive. However, in low-income environments, friends and family may see college as a threat—a way of “losing” their friend/child/spouse to education and a career. Further, inter-generational transfer of “college knowledge” from friends and family members who have successfully completed college degrees is frequently missing.

Social knowledge and engagement: Under-resourced students frequently report feeling out of place and isolated on college campuses. College success demands that students understand and function using the social knowledge or “hidden rules” of middle class. Many students from poverty operate using the hidden rules of poverty and do not know any others. Thus, they “don’t fit in” and avoid the associations, groups, and support services that are designed to help them.

Motivation and self-agency: The fact that under-resourced students became motivated enough to apply and come to school doesn’t mean they have the persistence to stay and take responsibility for what they do and do not do. Many must balance work and family obligations, and often these responsibilities take priority over education. Small problems snowball into crises that derail plans time after time.

Academic preparation and persistence: Under-resourced students are far more likely to test into remedial coursework. They are frequently among the last students to register, at which time the most desirable courses and times are filled, so they end up with a schedule that meets neither

their academic nor personal needs. Last, even if they do get an appropriate and reasonable schedule, the typical first- and second-semester courses can seem alien to personal career goals or interests. It is difficult to see relationships between the courses and the desired major.

Learning communities foster positive new relationships among students of similar backgrounds. Peer-to-peer support grows quickly as students share information about support systems on and off campus. These particular benefits apply to students of all backgrounds and are not limited to the under-resourced.

LCs foster a sense of accountability to the group, which is motivating and makes it easier to identify problems quickly and help students find solutions before things get out of hand. It is easier to organize LC students to attend an event collectively or participate in an activity because “safety in numbers” generates confidence.

Tacit knowledge can be taught directly within entry-level and developmental courses. The connections between the student services, academic coursework, and desired major are made explicit. Ideally, instructors, advisors, and support staff interact to coordinate specific planning and time management activities across the curriculum, thus reinforcing the importance of these strategies and increasing students’ awareness of how their choices affect the future.

Finally, LCs require block scheduling, thus assuring students enroll in the right courses, in the right sequence, and have some stability in their schedule from semester to semester.

The learning communities already in existence on campus present unique opportunities to expand best practices and benefit from lessons learned. The revenue generated from increased retention appears adequate to cover the costs or at least eventually return the investment of staffing and resources.

Recommendation 3: Improve and Enhance Outreach and Communications

Faculty Mentors

- It is recommended to the deans of undergraduate colleges that they make provision for one to three (depending upon the relative size of their college) FACULTY MENTORS, receiving a stipend of some number of hundreds of dollars per semester of service (or RT if under the provisions of Article 27.4), to act in the role of minor ombudsman, advisor, mentor, and facilitator for students, especially first-time freshman students. Authority in such a role would be delegated by the dean, and the MENTOR would work in close consultation with the dean or dean’s designee.

Nominees or applicants should have known record as a student advocate and for excellence in teaching. These attributes should be the primary criteria for appointment. Term instructors and part-time instructors may be considered for appointment, provided their record at the university is ample and long-standing.

The role and duties of the MENTOR may vary from college to college and may be customized to the dean's perception of need or the skills and vision of the MENTOR. Service in this role will be recognized as service toward tenure and/or promotion. For example, MENTORS may have widely and frequently advertised hours to:

- Facilitate student concerns
- Act as liaison on behalf of students with offices and resources of the university
- Refer students to off-campus, community resources
- Conduct preliminary screenings of certain student complaints
- Augment the college advisors' services during registration season
- Participate at SOAR
- Intervene with certain students flagged in Starfish
- Facilitate the interaction of dean's office and one-stop student service center
- Perform other services as local creativity develops them

Campus-wide, FACULTY MENTORS should be encouraged to organize and meet as a whole body to share insights and deliberate first-year-success initiatives and challenges, as well as to explore how they may individually and collectively achieve a YSU web presence.

Resource Allies

- Rather than saying, "we have the services but students don't use them," we need a campus culture that says, "How can we provide proactive ways of ensuring that students are supported by the programs we offer?" RESOURCE ALLIES are one component of a strong, supportive outreach initiative that allows anyone to be part of a strong, student centered, supportive environment.

YSU should establish and maintain cadres of RESOURCE ALLIES comprised of faculty, staff, and students attracted to the mission of helping students overcome barriers and build personal resources. Anyone can achieve the designation, including those already in student support roles such as advisors, faculty, and peer mentors, but also classified staff, administrators, and others. Students might be employed for this purpose. All other faculty and staff will incorporate the training and service into their daily work.

Three levels of resource-ally expertise can be achieved through training workshops.

- Level One would be trained primarily in the art of listening and questioning and techniques to negotiate change and assist with planning and goal setting. Diversity issues, such as race, gender, sexual orientation, and socio-economic class are included. Sufficient expertise exists on campus to facilitate training.
- Level Two would be individuals with extensive knowledge of campus supports and resources as well as the policies and procedures that affect students. Sufficient expertise exists on campus to facilitate training.

- Level Three would possess extensive knowledge of community resources available through government agencies, social services, health, and education systems. Expertise for this training can be accessed at no cost through the One Stop system, a state program.

YSU should employ students as an integral part of training development and delivery. Students from Bridges Out of Poverty Student Union, CSP peer mentors, Student Government Association, and others are uniquely prepared to be active contributors to work with faculty and staff to complete development of the resource-ally training.

Modeled after Safe Zone training (which supports students in the LGBTQIA community) RESOURCE ALLIES will be identified via door decals or desk plaques. Incoming students will be advised during SOAR, via peer mentors, at financial aid, etc., to look for the designation anytime they need help and guidance. As the culture builds, word of mouth will further disseminate this option.

Ask the Penguin (see below) is designed to deliver concrete answers and direction. Faculty mentors are high-level educators and exist in limited numbers. While there may be considerable overlap in what faculty mentors and resource allies do, RESOURCE ALLIES can be anybody with interest and would not need supplemental payment. All students are under-resourced in some way, and the concept of the resource ally provides for both short-term help in overcoming barriers as well as the longer-term support extending beyond the freshman year.

Imagine, in any given office area on campus, seeing numerous individuals with resource-ally decals on their doors. The scene would be tangible evidence of a campus-wide commitment to student success at all levels. Synergies exist among learning communities, Ask the Penguin, orientation courses, and faculty mentors because resource-ally training and Ask-the-Penguin knowledge are foundational to the efficacy of the other plans.

Ask the Penguin

- YSU should create and offer an informational service for students called, provisionally, ASK THE PENGUIN. It should be available both on the physical and in the virtual campus. It should be readily identified in both settings by a well-marketed and visually appealing icon or logo of some sort.

ASK THE PENGUIN will provide students with easy and ready access to a kind of “switchboard” or “help-desk” of trained personnel – either students, faculty, or staff – who can in short order accept any question from any student regarding any campus- or academic-related matter and, if not provide an immediate answer, at least refer the student to the appropriate office. Ideally, and at least in the virtual realm, the service would be available 24/7, and at least from 8AM-8PM on the physical campus.

It bears stressing that the goal here is not just to provide students with a useful informational service (though this is critical), but to create a brand or icon that students will know, recognize, and can access. The Student Success Committee suspects that what is missing from the YSU campus, and what may help retention and graduation, is not so much the creation of new services and offices as a *clearly identified portal leading TO these services and offices*. The point is less to expand services than to provide students better access to the wealth thereof already available. Metaphorically speaking, “Ask the Penguin” seeks not to create new parking spaces, but to provide an attendant who can point available ones out to students – many of whom are currently driving away thinking the lot is full or that finding a space is more effort than it is worth.

ASK THE PENGUIN On-Line

A recognizable icon or tab should appear on all screens students use frequently for YSU business. It should be like that old “paper clip” fellow on earlier versions of Microsoft Word *except* that unlike the clip, the Penguin should provide useful answers rather than escalating irritation. This could be achieved by having the Penguin connect directly to a person or persons rather than an elaborate and useless piece of software. Students clicking on the Penguin will get one of two options, depending on what YSU can afford and effectively maintain: either an email screen or one of those instant-messaging-type services that allows you to text back-and-forth with a live operator. In either case, students’ questions will be funneled to a student, faculty, or staff operator who has received appropriate training and can respond either immediately or within a specified period. Operator-training would be oriented toward two outcomes: good and quick knowledge of existing services on campus, and recognition of the best connection to make between students’ specific questions and these available services. Training could be modeled on the Safe-Zone program, “graduates” earning incrementally higher qualifications via targeted training sessions.

ASK THE PENGUIN on the Physical Campus

A permanent table or booth (or several) should be maintained throughout the day in a prominent and well-advertised location, such as outside Kilcawley Center, in its lobby, or in the lobbies of principal classroom halls, perhaps in all of these on a rotating basis. Appropriately-trained student volunteers or paid student employees should staff it. Student government should probably play a leading role. Students should also be able to access ASK THE PENGUIN by phone.

Challenges

Particular forethought should be given to the likely number and nature of student questions, the volume of participation, the appropriate number and expertise-level of “Ask the Penguin” operators, and any expenses incurred. To minimize the latter, the committee suggests the following:

- Use appropriately-trained student volunteers or paid student-employees, including from existing Greek organizations. It is likely the service could run primarily in this manner. However, it might also be useful to involve faculty on a voluntary

basis at some level in the program. This should be done by offering service credit in exchange for specific commitments (in terms of hours per week or month) made by faculty. In particular, we suggest the recognition of ASK THE PENGUIN service as a legitimate form of service in tenure and promotion reviews, commensurate with committee service outside the department.

- To provide continuity and final responsibility, ASK THE PENGUIN will probably need an overall director or coordinator. Ideally, this would be a full-time position, and therefore a potential cost to the university. Perhaps the responsibility could be met with existing personnel?
- Consideration should also be given to the role the CSP might play in this program. Its mission and the proposals made here overlap considerably and we ought to aim for good synergy.

Benefits

ASK THE PENGUIN, if done properly, would offer students a clear, easy option for gaining pertinent information quickly at a minimal cost to the university. It would help coordinate existing resources on campus. It would minimize barriers between a student's question or problem and its resolution. It could also work synergistically with this committee's other propositions: Faculty Mentors, Resource Allies, and Learning Communities – in particular sharing responsibilities and personnel with the first two.

Although ASK THE PENGUIN and the one-stop center pursue many of the same benefits for students, the committee perceives a great difference between them in that the one-stop center is precisely that -- a single, convenient location -- whereas ASK THE PENGUIN should be all but omnipresent in student life.

Recommendation 4: Welcome-Week Event for First-Year Students

The Complete College Ohio Task Force in its Report and Recommendations suggests a way to create a sense of belonging leading to better retention: "Implement Welcome Week activities for all first-year students. In addition to orientation, develop activities during Welcome Week that engage new students with the campus community."

YSU hosts myriad Welcome-Week activities each fall semester. As part of these wonderful traditions, this committee recommends the continuation of an event that specifically welcomes first-year students to the campus community. Beginning in 2008, Freshman Convocation was the event marked for incoming students and their families, hosting approximately 1200 attendees, including faculty, students, and guests. However, the event was cancelled in 2011 due to poor response. Since the convocation included a luncheon, the activity had a considerable cost.

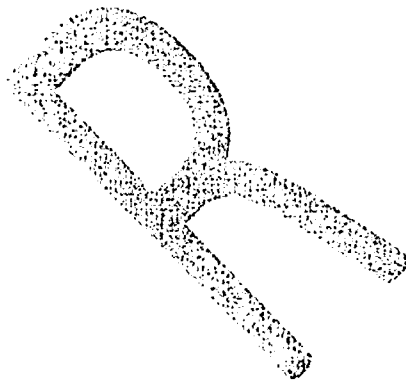
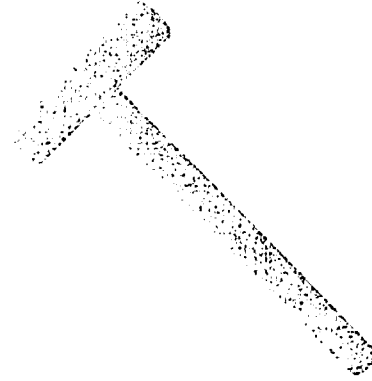
Designed to be a formal welcome to the academic experience, Freshman Convocation was accompanied by the appropriate pomp and circumstance. However, students and their families, dressed for warm weather and possibly moving boxes into residence halls, might have felt out of place surrounded by professors in full academic regalia.

In 2012, the committee encouraged Alumni and Events Management to expand their Welcome-Week event to better meet the former goals of the convocation as well as the more relaxed objectives of a Welcome Week event. The committee believes that the resulting event was a more inviting, enjoyable event upon which YSU can build future activities. Here were some key components:

- **All of the YSU community was invited** (students, faculty, staff, administration, Board of Trustees, alumni). There was particularly strong attendance of **student-athletes**, and teams that were in season could promote their meets, etc. **Free food and beverages** likely contributed to the attendance, about 400 participants. As the event grows to a similar size as the former Freshman Convocation, the costs of the event can still be better controlled since the expectations are for lighter fare. Picnic-style dining encourages more social interaction, so students can connect with faculty to pave the way for future mentoring.
- **Freshmen were recognized with a penguin pin.** Students could be encouraged to keep this pin and wear it on graduation day. As resources allow, t-shirts or caps might be the occasion of such recognition. More freshmen could be reached by including invitations in the (EARLY-)SOAR packets, and families of first-year students might also be invited. However, this could require a change in location.
- This academic year the event was held at the Alumni House on the porch and lawn with tents. This was very accommodating, especially since students might not otherwise have a chance to familiarize themselves with this or other properties, such as Coffelt Hall, which houses the School of Graduate Studies, until much later in their academic careers. On the other hand, space constraints (or weather restrictions) might necessitate an expansion of the event to a festival-style street fair down University Plaza or on the campus core near Kilcawley Center and the fountain area. Other options might include hosting a tailgate for a home football game, especially if the game falls on a weekday when classes are held.
- **Incentives for non-freshmen included a small token** for attending, but this could be expanded to raffles for t-shirts or other prizes. **Rookery Radio** also provided a DJ for the event, and the **Marching Pride** performed. Other ideas which could showcase the personal side of our faculty include hosting an academic regalia fashion show, faculty karaoke, or other musical performance by faculty bands or ensembles. Creating better signage on the campus to publicize the event could draw in more upperclassmen.
- There is also a place for the more traditional emphasis on academics by having **college displays** (using the same ones that are displayed at the Canfield Fair), a **department fair**, or having a **welcome by the university president**.

In the course of its deliberations, the Committee for First-Year Experience has compiled a large, comprehensive bibliography on student success in all its aspects. The bibliography is

composed to be as interactive as possible and is available upon request from Dean Furnish,
sfurnish@ysu.edu .



Cornerstone Name: Align Academic Advising Systems

INITIATIVE: No.: 2

Responsibility Assignment (Leader): Bill Buckler

Note:

Time:

Components of the initiative (each begins with a verb, i.e., Establish...): **Percent Complete**

- 1. Develop a Faculty Advising Syllabus.**
- 2. Develop an online advising manual**
- 3. Develop a single website which includes up-to-date curriculum sheets for all academic programs.**
- 4.**
- 5.**
- 6.**
- 7.**
- 8.**
- 9.**
- 10.**

Overall impact on university departments and/or students:

Additional program choices, improved recruitment opportunities, increased enrollments, increased revenues

Monitoring process:

Person responsible:

Metrics:

When/How are they updated (i.e., Annually, after 14th day):

Cornerstone Name: Student Success

INITIATIVE: Improve Orientation processes and programs

Responsibility Assignment (Leader): Jonelle Beatrice

Note:

Time:

Components of the initiative	Percent Complete
Appoint a committee to study and recommend process and program improvements for orientation.	100%
Add program dates to decrease number of students at each orientation. <ul style="list-style-type: none">• Cap is 150 when possible• College cap is 50 when possible• Added Saturday SOAR for EARLY programs	100%
Increase student involvement at orientation: <ul style="list-style-type: none">• Identified competencies for student development which are included on student agenda and incorporated into the program. (The Three C's – Curious, Connected, Confident)• Added "Get Connected Session" to include student organizations as a way for new students to explore organizations on campus.• Included ice breakers during tours and general sessions.	100%
Extend College Preview Session <ul style="list-style-type: none">• Added fifteen minutes to session	100%
Involve faculty <ul style="list-style-type: none">• Increased participation by using lunch invitations and reservations via Survey Monkey.• Include easy identification of students by college so faculty can connect to their students.	100%

Overall impact on university departments and/or students:

Additional program dates give students more choices as well as more attention during advising sessions.

Program ratings by students attending orientation have improved significantly since the implementation of the changes.

Additional program choices, improved recruitment opportunities, increased enrollments, increased revenues

EARLY-SOAR program numbers are at their highest level in over a decade.

TOTAL	MARCH
684	2003
725	2004
752	2005
754	2006
713	2007
768	2008
749	2009
788	2010
877	2011
820	2012
900	2013

Monitoring process:

Person Responsible: Becky Varian, Assistant Director, Center for Student Progress

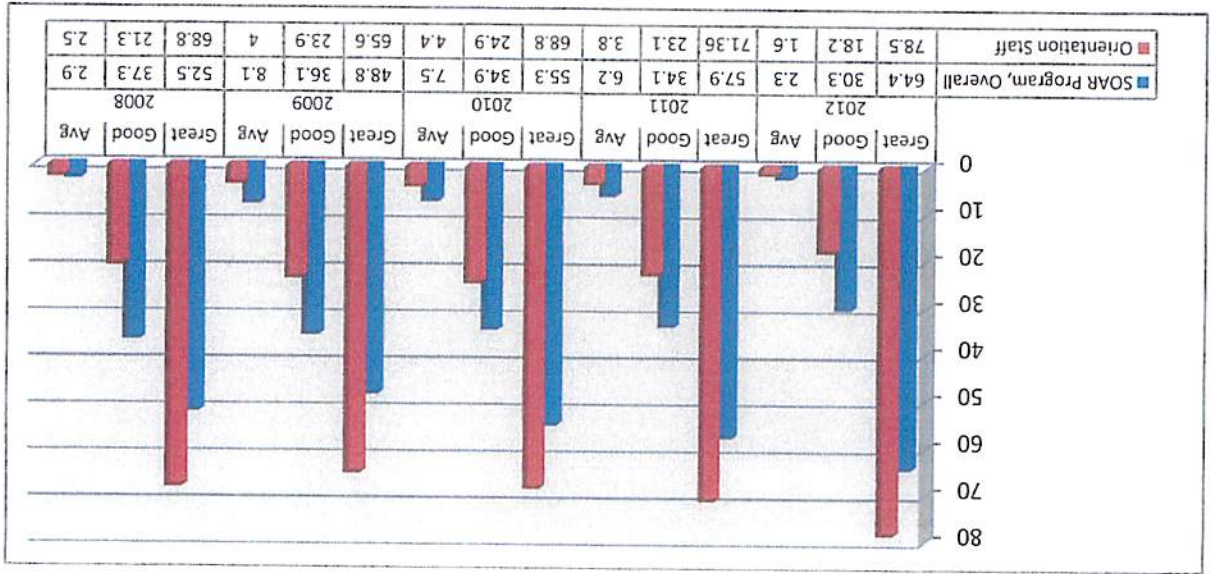
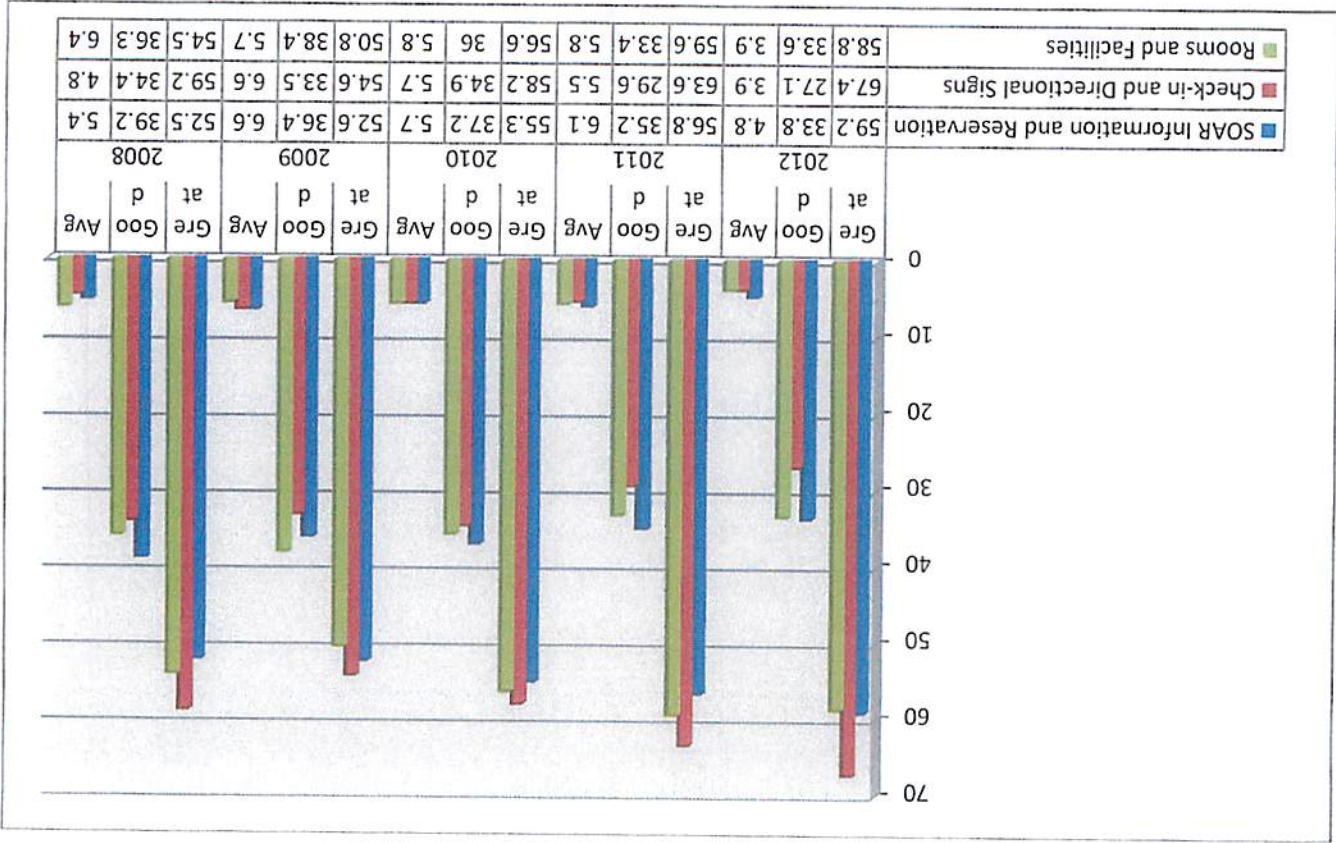
Metrics: Please see attached Evaluation Report noting the following metrics:

- 64 percent of students rated 2012 SOAR programs as 'great' compared to a 55% 'great' rating average for the previous four years.
- 79 percent of students rated 2012 SOAR staff as 'great' compared to a 69% 'great' rating average for the previous four years.
- 63 percent of students rated SOAR processes including check-in, signs and registration information as 'great' while the previous four year 'great' average was 57 percent.

When/How are they updated (i.e., Annually, after 14 days):

Data is collected at each orientation program and reported at the end of each program group (Spring, EARLY-SOAR, and Fall).

A comparative analysis will compare ratings by students during the past five years. See chart below.



Cornerstone Name: Student Success

INITIATIVE: Tighten and Improve Enforcement of Academic Policies – Conditional Admission

Responsibility Assignment (Leader): Jonelle Beatrice

Note:

Time:

Components of the initiative	Percent Complete
Appoint a committee to study and recommend improved policies and procedures for conditionally admitted students.	100%
Alter entrance requirements to provide improved support (conditional admission status) for entering students with high school GPAs below 2.0 or composite ACT scores below 17.	100%
Require that conditionally admitted students: <ul style="list-style-type: none">• Sign and adhere to a contract with the Center for Student Progress• Meet weekly with a Center for Student Progress Academic Coach and meet twice per semester with an Academic Advisor• Be in good academic standing after the first semester• Be admitted for the fall or spring semesters only• Attend freshman orientation• Enter with an undetermined major• Register for no more than 14 semester hours• Take developmental Reading and/or English courses the first semester	100%
Research and determine appropriate courses for conditionally admitted students.	100% and ongoing
Establish University policy by acquiring Academic Senate approval.	100%
Develop consistent guidelines for each college to follow for continuation of enrollment.	100%

Overall impact on university departments and/or students:

Please see attached Conditional Admission Progress Report.

Additional program choices, improved recruitment opportunities, increased enrollments, increased revenues

To be determined. To date, 46% of the Conditionally Admitted students complied with the policy. A comparison of students who complied with the previous policies is illustrated on the chart below.

SEMESTER	PERCENT COMPLIED
Fall 2012	46%
Summer 2012	37%
Spring 2012	15%
Spring 2011	26%
Summer 2011	27%
Fall 2011	21%
Spring 2010	24%
Summer 2010	16%
Fall 2010	21%
Spring 2009	21%
Summer 2009	22%
Fall 2009	30%
Spring 2008	26%
Summer 2008	31%
Fall 2008	32%

Monitoring process:

Person Responsible: Chris Khumprakob, Assistant Director, Center for Student Progress

Metrics: Please see attached Conditional Admission Progress Report noting the following metrics:

- Total number of Conditionally Admitted students
- Total number of Conditionally Admitted students who complied with policy and were successful academically
- Total number of Conditionally Admitted students who did not comply with the conditions of their admission but were able to succeed academically without assistance
- Total number of students who did not comply with the conditions of their admission and/or did not attain good academic standing resulting in suspension

When/How are they updated (i.e., Annually, after 14 days):

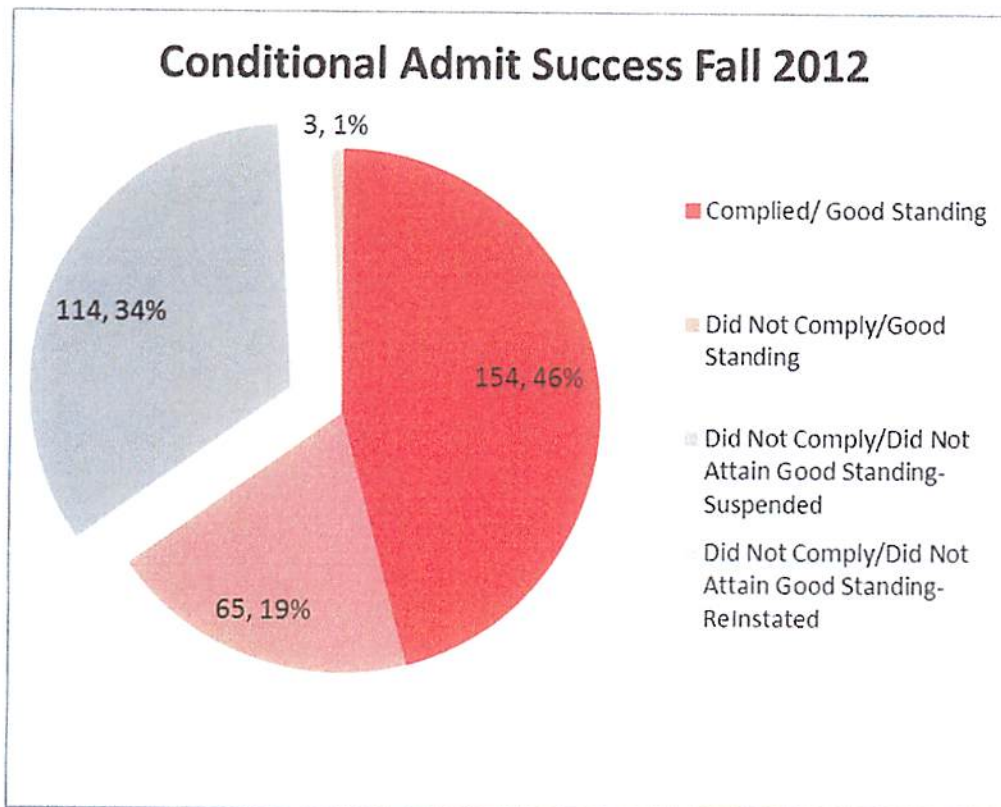
Data will be collected and reported each semester noting the metrics above. A comparative analysis will compare progression and graduation of cohorts.

Conditional Admission Progress Report

In May 2012, Academic Senate passed a new conditional admit policy which raises the standard for admission and creates a very structured program (based on best practices research) for students who are admitted conditionally.

First semester results are as follows:

- A total of 336 students were in the cohort earmarked for extra attention through the new conditional admission policy.
- One hundred fifty four students (46%) complied with the conditions of their admission and were successful academically. These students were recommended to continue their enrollment.
- Sixty-five students (19%) did not comply with the conditions of their admission but were able to succeed academically without assistance. These students were allowed to continue.
- One hundred seventeen students (35%) did not comply with the conditions of their admission and/or did not attain good academic standing. All of these students were suspended except for three individual cases (10%) where a Dean reinstated a student.



Cornerstone Name:

INITIATIVE: No.: 5 **Implement Dual Enrollment with EGCC**

Responsibility Assignment (Leader): Jeanne Herman and Terri Riley

Note: Student Affairs and the Office of the Provost have partnered on this project.

Time: Initial dual enrollment is scheduled to begin Spring 2014

Components of the initiative (each begins with a verb, i.e., Establish...):	Percent Complete
1. Establish specific developmental courses that will be taught at EGCC.	100%
2. Develop a plan with EGCC that allows dual enrollment.	90%
3. Communicate plan with relevant YSU departments (advisement).	50%
4. Communicate plan with students attending both institutions.	0%
5. Enroll students for both institutions.	0%
6. Synchronize enrollment by working with key individuals from both institutions.	0%
7. Implement dual enrollment Spring 2014 with students who need to take Math 1500.	0%
8. Implement dual enrollment Fall 2014 for Math 1501, 1502, 1503, 1507 and 1508.	0%
9. Establish additional developmental courses to be taught at EGCC.	100%

Overall impact on university departments and/or students:

Additional program choices, improved recruitment opportunities, increased enrollments, increased revenues

1. Reduce YSU's presence in developmental education.
2. Increase retention and success in YSU courses.
3. Assure that general education courses meet TAG standards and become TAG approved.
4. YSU academic standards will align with YSU's mission of being an urban research institution.
5. Ensure easy transitions between EGCC and YSU.

Monitoring process:

Person responsible: Terri Riley

Metrics:

Measure student retention.

All math courses at YSU are TAG approved.

YSU in line with state regulations

When/How are they updated (i.e., Annually, after 14th day): Semester

Cornerstone Name: Develop a Major Marketing Campaign to Position YSU as a University of Choice...

INITIATIVE: No.: 8

Responsibility Assignment (Leader): Mark Van Tilburg

Note: See Background materials for more extensive report of marketing initiatives.

Time:

Components of the initiative (each begins with a verb, i.e., Establish...): **Percent Complete**

- 1. Increase YSU visibility.**
- 2. Improve YSU's image.**
- 3. Expand electronic and social media footprint.**
- 4. Write and distribute student, faculty, alum success stories.**
- 5.**
- 6.**
- 7.**
- 8.**
- 9.**
- 10.**

Overall impact on university departments and/or students:

Additional program choices, improved recruitment opportunities, increased enrollments, increased revenues

Increased enrollment.

Increased awareness of YSU in broader geographic areas.

Improved perception of YSU including improved perception of City of Youngstown.

Monitoring process:

Person responsible: Mark Van Tilburg

Metrics:

Student View Reports

Webpage hits

Google analytics

Friends/Followers

Number of student success stories

Number of positive articles published

When/How are they updated (i.e., Annually, after 14th day):

Annually

The Office of Marketing & Communications Dashboard May 2013

Increasing YSU's Visibility.....

Awareness Index on 4.0 scale of College-bound High School students who have heard of YSU

	2011	2012	2013
Awareness Index NE Ohio	2.00	1.99	2.08
Awareness Index Western PA	1.70	1.73	1.82

Improving Institutional Image of YSU.....

Perception Index on 4.0 scale of College-bound High School students who have heard of YSU

	2011	2012	2013
Perception Index NE Ohio	1.96	1.94	1.91
Perception Index Western PA	1.80	1.85	1.91

Web Hits and Activity	2011	2012
Total Unique Visits	1,725,713	2,300,00
"Home Page" Hits	3,224,448	2,344,280
"Apply to YSU" Page Hits	30,417	47,688

Most Frequently Viewed YSU Websites

2013

1. Homepage
2. Athletics
3. Visit
4. Campus 360 Tour
5. Major Guidelines
6. Academic Calendar
7. Employment
8. A-Z Index
9. Academic Programs
10. Admissions

2012

1. Homepage
2. Visit
3. Campus 360 Tour
4. Employment
5. A-Z Index
6. Undergraduate Majors
7. Colleges & Programs
8. Campus Evens Calendar
9. About YSU
10. Apply to YSU

Social Media Metrics

	2/2012	4/2013
• Facebook Fans	1,927	16,000
• Twitter Followers	900	2,300
• YSU News Center Blog Visitors	0	139,714
• We are also seeing dramatic increases in other online and social media engagement on all platforms such as Pinterest, LinkedIn, Google+, YouTube, etc.		
• In the past six months, an aggressive effort to publicize our successful students has resulted in news releases to 1,278 newspapers nationwide, 27,812 social media impressions, 1,010 social media actions and 6,548 hits on YSU's Student Success Story/Merit page: http://ysu.meritpages.com/		

Key Marketing Initiatives

- We continue our marketing focus on Western PA/Pittsburgh with roughly 65% of our media spend in this market and the remaining 35% spent locally and in northeast Ohio markets.
- Our marketing messages continue to emphasize student success, the availability of a wide range of rigorous academic programs and internships.
- We hired a full-time new/social media editor and made a few key personnel moves to advance into roles of responsibility people with the technological skills, education and appropriate expertise to manage our radical shift in operational philosophy and digital media communications capabilities.
- We expanded our new and digital media production capabilities by building out a new and much larger digital media center and studio in the basement of Tod Hall.

Cornerstone Name: Create an Enrollment Management Team

INITIATIVE: No.: 9

Responsibility Assignment (Leader): Jack Fahey

Note: Actually two teams have been created.

Time:

Components of the initiative (each begins with a verb, i.e., Establish...): **Percent Complete**

- 1. VPSA and three Deans meet every other week to steer enrollment management efforts.**
- 2. Crash Team Committee meets monthly to plan and coordinate recruitment events.**
- 3.**
- 4.**
- 5.**
- 6.**
- 7.**
- 8.**
- 9.**
- 10.**

Overall impact on university departments and/or students:

Additional program choices, improved recruitment opportunities, increased enrollments, increased revenues

Increased enrollment

Monitoring process:

Person responsible: Jack Fahey

**Metrics: Retention data
14th day Enrollment Report**

When/How are they updated (i.e., Annually, after 14th day): Each semester

Cornerstone Name: Student Success

INITIATIVE: Create Early Warning Processes

Responsibility Assignment (Leader): Jonelle Beatrice

Note:

Time:

Components of the initiative	Percent Complete
Establish early warning implementation team.	100%
Research early warning systems.	100%
Purchase Starfish early warning system.	100%
Develop training sessions through YSU Technology Training Coordinator.	100% and ongoing
Pilot initial Starfish flag survey.	100%
Assess pilot and implement changes based on results.	100%
Publicize the system through Academic Senate presentation, YSU announcements, and a letter to all faculty.	100%
Pilot system in all first-year courses.	100%
Assess pilot and implement changes based on results.	100%
Implement Starfish in all undergraduate courses.	100%
Present results in semester report.	100% and ongoing

Overall impact on university departments and/or students:

After one semester of Starfish implementation in all 1500 level courses, data was collected by Institutional Research on the fall 2012 first-time, full-time cohort. It demonstrates improvement in end-of-term Cum GPA, improvement in % yield of credit hours earned to credit hours attempted, and improvement in persistence, as well as a decrease in the number of NAFs. A comparison of the fall 2012 cohort of first-time, full-time students with the fall 2011 first-time, full-time cohort (before Starfish was implemented), demonstrates the following:

- The end-of-term Cum GPA of the fall 2012 cohort of freshmen was 2.46 compared to 2.39 for the fall 2011 cohort.

- The % yield of credit hours earned to credit hours attempted by the fall 2012 cohort was 80.73% compared to 75.98% for the fall 2011 cohort.
- The percentage of the fall 2012 cohort persisting into spring semester was 82.07% (9th day) compared to 81.79% (14th day) for the fall 2011 cohort.
- The number of NAFs of the fall 2012 cohort was 459 compared to 467 for the fall 2011 cohort.
- The number of NAF-NC of the fall 2012 cohort was 198 compared to 250 for the fall 2011 cohort.
- The number of NAF+NAF-NC of the fall 2012 cohort was 657 compared to 717 for the fall 2011 cohort.

Course Completion Analysis

Institutional Research is collecting and analyzing data from fall 2012 for comparison of course outcomes (e.g. completion rates, retention, etc.) between the thirteen courses from fall 2012 that were identified as having high rates of Starfish flags and other sections of the same courses in the same semester that did not have Starfish flags raised. Additionally, prior semester course outcomes (e.g. F11, S12, etc) will be compared to these same set of thirteen courses with raised Starfish flags from fall 2012. This allows for a comparison within and between semesters for the same course set. Preliminary analysis demonstrates the following:

- Data from fall semester 2012 shows the Psychology 1560 courses that participated in Starfish had a higher completion rate (63.7%) than the Psychology 1560 courses that did not participate (58.5%). Additionally, the Withdraw rate was 9.9% in the participant courses as compared to 14.3% in the non participant courses.

Additional program choices, improved recruitment opportunities, increased enrollments, increased revenues

To be determined. Initial results above indicate improved course completion and progression.

Monitoring process:

Person Responsible: Jonelle Beatrice

Metrics: Please see data above. We will continue to monitor the following each semester for first-time, full-time freshmen. A comparative analysis will compare course completion and progression of cohorts to course completion and progression before Starfish implementation:

- Average number of credits earned
- Percentage of students with a GPA of 2.0 or higher or end-of-term cumulative GPA
- Percentage of credits passed compared with credits attempted
- Percentage persisting into the next semester
- Percentage of NAFs as total number of courses
- Percentage of NAF-NC as total number of courses
- Course completion analysis for courses with historically high D-F-W rates (30% or higher)
- Withdraw rates in survey participant courses compared to non-participant courses

When/How are they updated (i.e., Annually, after 14 days):

- All metrics will be compiled and analyzed at the end of each semester.

STARFISH RESULTS
Spring Semester 2013

- 440 of 1,052 faculty members used Starfish spring semester
 - This resulted in a 42% participation rate
- During the semester, 4,365 total flags were raised (survey and non-survey)
 - 1,780 were due to low grades
 - 294 flags were cleared
 - 1,981 were due to poor attendance
 - 355 flags were cleared
 - 367 were due to non attendance
- 177 Kudos were given

TOTAL ITEM SUMMARY REPORT

Total Items Raised			
Item Name	Total Raised	Manually Raised	Survey Raised
FLAGS	4188	939	3249
Counseling Referral	17	17	0
CSP Mandate	4	4	0
Low Grades / Poor Academic Performance	1780	373	1407
Needs CSP Outreach	26	26	0
Never Attended / No Show	367	96	271
Poor Attendance	1981	410	1571
Tutoring Referral	13	13	0
KUDOS	177	177	0
Exam Score	69	69	0
Improvement Shown	67	67	0
Successful Semester	41	41	0
GRAND TOTAL	4365	1116	3249
Total Unique Students With a Flag or Kudo	2383		
Average Number of Flags Per Student	1.84		
Average Number of Kudos Per Student	1.11		

STARFISH RESULTS
Spring Semester 2013

TOTAL PARTICIPATION DATA

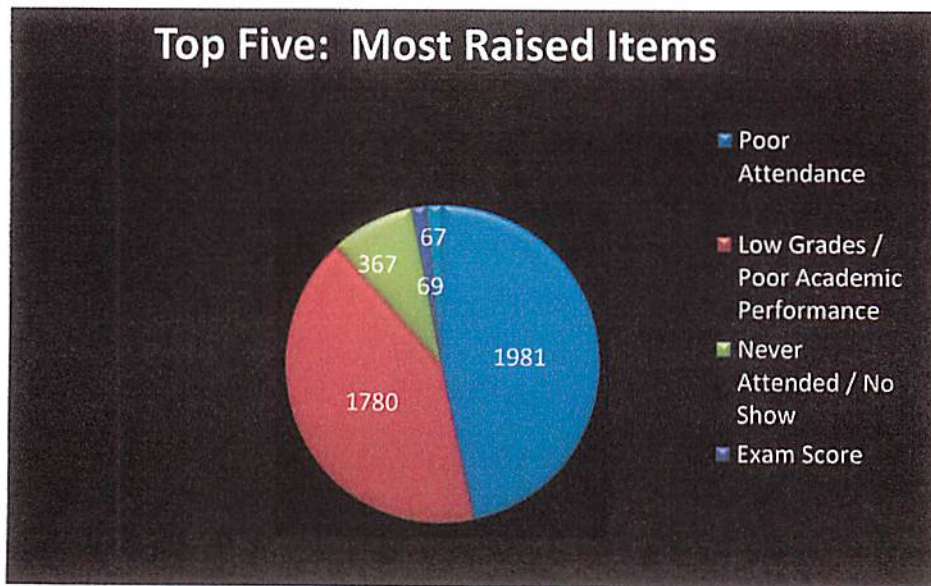
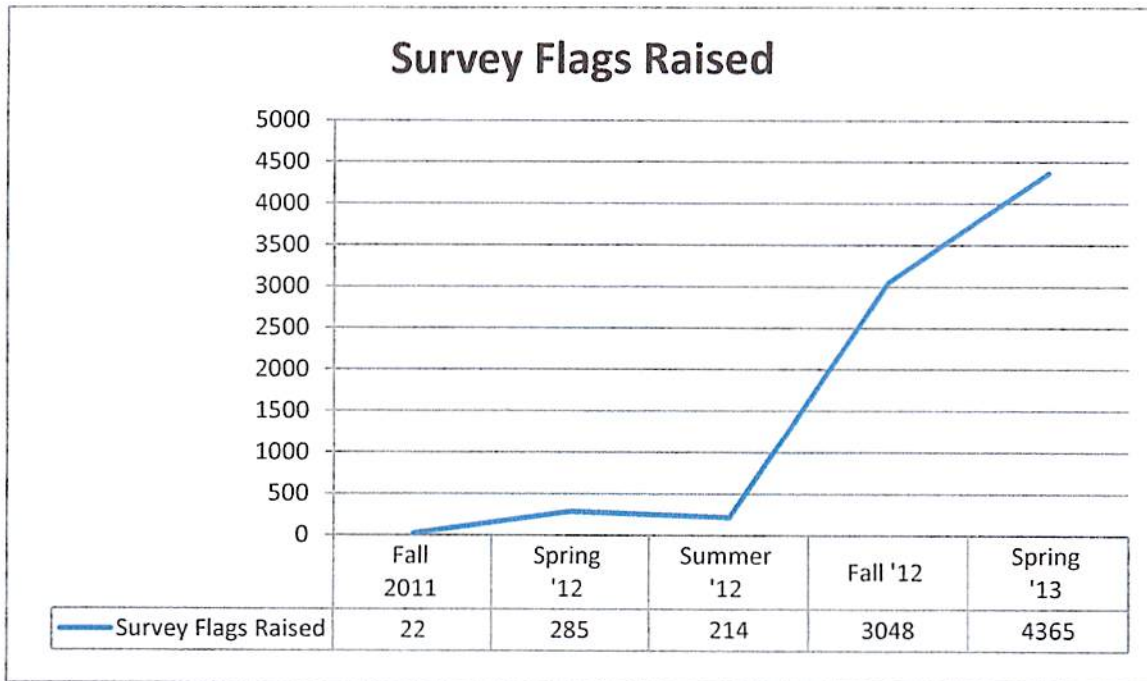
<u>Pilot:</u> Fall Semester 2011	<u>Pilot:</u> Spring Semester 2012	<u>Pilot:</u> Summer Semester 2012	<u>Pilot:</u> Fall Semester 2012	<u>Full Implementation:</u> Spring Semester 2013
5 Sections	7 Sections	93 Sections – Summer I 57 Sections – Summer II	1,006 Sections	All Undergraduate Courses 2,364 Sections
80% Faculty Participation	100% Faculty Participation	42% Faculty Participation	34% Faculty Participation	42% Faculty Participation

SURVEY PARTICIPATION DATA

Two Starfish surveys were launched Spring Semester in all undergraduate courses.

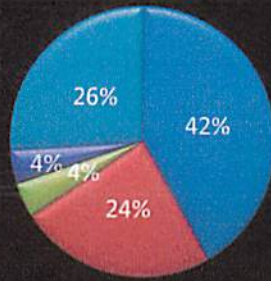
ITEM	ATTENDANCE SURVEY Week 2	ATTENDANCE/PERFORMANCE SURVEY Week 5
Surveys Sent	2,356	2,364
Faculty Members Received Surveys	1,065	1,051
Faculty Participated	326 (31%)	360 (34%)
Surveys Completed	734 (31%)	782 (33%)

STARFISH RESULTS Spring Semester 2013



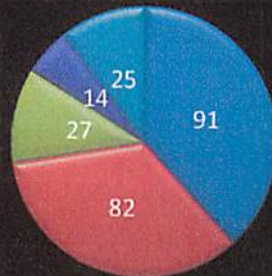
STARFISH RESULTS
Spring Semester 2013

Top Five: Most Concentrated
Sections
(Percent Raised)



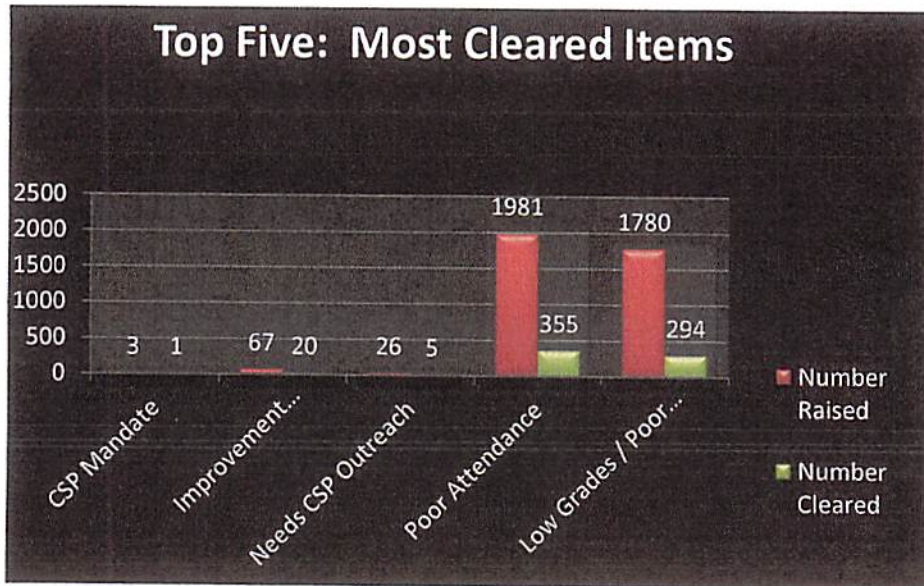
- AHLT.4805.24581 .2013.Spring
- ENGL.1550.21600 .2013.Spring
- CLTC.3703.22475. 2013.Spring
- EDTC.3771.22312 .2013.Spring
- SCWK.3730.2594 1.2013.Spring

Top Five: Most Concentrated
Sections
(Number Raised)



- PSYC.1560.21784. 2013.Spring
- PSYC.1560.21777. 2013.Spring
- ASTR.1504.20216. 2013.Spring
- HIST.1500.22797. 2013.Spring
- BIOL.3705.20288. 2013.Spring

STARFISH RESULTS
Spring Semester 2013



Cornerstone Name: Support faculty development

INITIATIVE: No.: 14

Responsibility Assignment (Leader): Cary Wecht

Note:

Time:

Components of the initiative (each begins with a verb, i.e., Establish...): **Percent Complete**

1. See Attached.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Overall impact on university departments and/or students:

Additional program choices, improved recruitment opportunities, increased enrollments, increased revenues

Monitoring process:

Person responsible:

Metrics:

When/How are they updated (i.e., Annually, after 14th day):

Faculty Development - Updated Activities, 2012-2013
March 21, 2013, Cary Wecht

August	Milton Cox on Learning Communities and Assessment ¹
September	Mentoring at YSU: Connecting Across Campus ²
October	Dealing with At Risk Students, and Challenging Behaviors ³ 10/30 and 10/31: Jake Protivnak Beeghly College of Education, Dean's Conference Room
November 2	Engagement Summit
November	Start NOW: Tips for Yearly Eval and Tenure & Promotion 11/14, 11/15: Teri Riley Fine and Performing Arts, Dean's Conference Room
January 9	Half-Day Workshop: Design your online course! Millie Rodrigues and Sal Sanders WCBA
February 8	Half-Day Workshop: Design your online course! Millie Rodrigues and Sal Sanders WCBA
March	Brush-Up on Research Statistics: What's a Chi Square, Again? ⁴ 3/27 and 3/28: Molly Jameson-Cox FPA Dean's Conference Room
April 5	Half-Day Workshop: Best Practices in Teaching Online Courses Millie Rodrigues, Sal Sanders, Bill Swan, and others WCBA
April	Breathe New Life into Your Courses Over the Summer: Developing Stunning Students: How to Add Mastery and Meaning to Every Class 4/10 and 4/11: Marsha Huber FPA Dean's Conference Room
May	2012-2013 Redux: New Faculty and Mentors Date and Time, TBA

¹ Campus Events Supported by Faculty Development

² Year-Long Program: Each new faculty member was assigned a faculty mentor from outside his/her college. Mentors were given information about strategies and effective mentoring. Assessment will be done in May 2013.

³ Faculty Development Offerings Completed and Assessed (see attached)

⁴ Programming yet to be completed

Workshop Assessment: Strategies for Success with Challenging Student Behavior
Presenters: Jake Protivnak and Matthew Paylo
October, 2012

(N = 11)

The information presented was	Very informative 18%	45%	36%	-	Little Value -
Manner with which the presentation was made was	Effective 64%	36%	-	-	Not Effective -
The amount of knowledge gained was	Adequate 18%	36%	36%	9%	Inadequate -
The presenter's knowledge about the topic was	Excellent 55%	45%	-	-	Poor -
The usefulness of the information was	Relevant 27%	55%	18%	-	Not Relevant -
The quality of the handouts were	Excellent 45%	18%	36%	-	Poor -
Overall, I thought the presentation was	Excellent 36%	55%	9%	-	Poor -

Comments

1. Helpful to hear some of the ways other faculty set up courses.
2. Info and handouts were very useful.
3. Maybe workshops specific to subcategories (e.g., aggression, autism).
4. Workshops on specific topics – good idea. Liked the informal format.
5. Effective first foray into broad topic. Down road, more specific. Need an updated STAT handout.
6. Update handout.
7. Informative, but was expecting more specific strategies.

Assessment of Faculty Development Workshop "Yearly Evaluation, Tenure & Promotion"

Presenter: Teri Riley

November, 2012

	1 st year	2 nd year	3 rd year	4 th year	5 th year	6 or more
Faculty status	4	1	3	0	1	1

(N = 10)	Strongly agree	Somewhat agree	Undecided	Somewhat disagree	Strongly disagree
The workshop on yearly faculty evaluation and progress toward tenure was worthwhile to me.	60%	30%	10%	-	-
The manner of presentation was effective.	70%	30%	-	-	-
The handouts were helpful to me.	40%	30%	30%	-	-
I will use the information from this workshop in the future.	70%	20%	10%	-	-
Overall, I thought the workshop was excellent.	70%	20%	10%	-	-

Other Comments about the workshop:

The presenter was very clear and made effective use of the time.

It would be helpful to see successful tenure binders.

Absolutely wonderful! I would recommend it to all junior faculty members.

The workshop was great and pointed me out in the right direction on what to do to get tenure. I already schedule my meeting with the Chair to talk about it.

Assessments of Online Course Development Workshop 1: January 7
 Approximately 40 attendees, two main facilitators and 6 or 7 assistant facilitators.

(N = 18)	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
I found the online teaching workshop useful.	22%	44%	11%	22%	0%
I left the workshop with at least a portion of my course developed.	28%	50%	0%	22%	0%
The time allotted to the workshop was effective	22%	44%	22%	11%	0%
I was able to get personal help when I needed it.	59%	41%	0%	0%	0%
As a workshop designed for basic online course construction, it was effective	17%	39%	22%	22%	0%
I will attend a future workshop designed for more specific training (e.g., incorporating video, validating student identity, assessing speeches, podcasting, increasing student interaction)	61%	22%	17%	0%	0%

Comments:

- The title of the course led me to believe that what was to be delivered was best practices for online courses. There were no recommendations for what works best for assessments, media format, how to ensure academic honesty, etc which was what I was looking for. All that was delivered was a Blackboard template. Useful in its own right, but not what I would call "Best Practices". I did not get what I was looking for.
- I think the workshop was informative and valuable, but had I known exactly what the workshop entailed I would have been more prepared and could have gotten more out of it.
- I like the idea of the workshop, however, it would have been more effective for me to have more structured direction first, with free time to work on individual projects later. I was lost much of the time. I did get some specific individual help for some of my questions, but for the most part, I felt like I was wasting time. I found previous workshops to be very useful, and I will attend again in the future with the hope that I will have a better experience next time.
- Prior to the workshop and any meeting a detailed agenda should be made available. I thought some structure to the insight would have helped immensely.
- I misunderstood the purpose of the workshop. I have been using Blackboard and WebCT before that for some time. I did not need an introductory course, but I am interested in some more advanced courses.
- The workshop offered little of what I, and I think many others, needed most: instruction in how to use the Blackboard software, and what it can do. Instead, there was more attention to rather obvious things, such as the differences between what should go into an online course versus a real-classroom one. The one-on-one help we got later was more useful. And I learned a lot from some of the people sitting around me as we played around with the software. Thanks.
- The course was effective for people who don't already have all their written materials organized on Blackboard. I would like to see a course more focused on how you actually have a lesson with your students online, that is, how you actually interact, talk, and possibly see each other, all at the same time (I teach foreign languages and a virtual classroom where we all are interacting together is crucial.)
- I particularly liked having personal help - I am fairly proficient in using Blackboard, but there are still shortcuts and tricks about which I was unsure and needed some guidance.
- Many folks there were expecting more instruction on best practices and pedagogy. Others needed basic blackboard help. Others were there representing depts involved in DE online majors starting out. So the large block of unstructured time didnt work for many. One suggestion-- spend part of session w best practices then divide group according to their needs. W so many good people there w expertise to help each could work w one small group.
- I think there could have been more basic tutorials for the whole class in the beginning, like here are some tips on how to design a class, structure, upload assignments, videos, grade, etc.
- I know some people were disappointed but the seminar, but it was quite helpful to me. I got the questions answered that I need to have answered and am implementing them in one of my classes this semester.

**Assessments of Online Course Development Workshop 2
February 8**

Approximately 25 attendees, two main facilitators and 2 or 3 assistant facilitators.

(N = 13)

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
I found the online teaching workshop useful.	46%	46%	7%	0%	0%
I left the workshop with at least a portion of my course developed.	46%	39%	15%	0%	0%
The time allotted to the workshop was effective	39%	54%	0%	8%	0%
I was able to get personal help when I needed it.	85%	15%	0%	0%	0%
As a workshop designed for basic online course construction, it was effective	54%	31%	8%	8%	0%
I will attend a future workshop designed for more specific training (c.g., incorporating video, validating student identity, assessing speeches, podcasting, increasing student interaction)	85%	8%	8%	0%	0%

Comments

1. The atmosphere and workshop leaders were very helpful!
2. I enjoyed the introduction class. Thank you hope to see you in March for next class.
3. VERY well done. VERY helpful.
4. The professor who was helping had quite a few courses developed and some wonderful ideas --like a syllabus test etc. It would be nice to have access to one of his courses to borrow ideas from.
5. Having several professionals walk around and help us individually with all our questions was a HUGE help!!! Thanks so much for a WONDERFUL session!!
6. Was just what I needed. Thank you
7. Will need more advanced course. One-on-one assistance was very, very helpful!
8. It will be helpful if the future workshops used an already developed class as a model example and at least make the people realize what all they can accomplish with an online course.
9. A little simpler than I thought is would be but I did learn stuff about Blackboard and the format of online classes that I didn't know.

Cornerstone Name:

INITIATIVE: No.: Formalize Exit Interviews

Responsibility Assignment (Leader): Jeanne Herman

Note: There are 3 types of students who leave the University: students that complete a term and do not register for the next, students who completely withdraw during the term, and graduates.

Time:

Components of the initiative (each begins with a verb, i.e., Establish...): **Percent Complete**

1. Identify students who do not return to YSU.	100%
2. Contact students who have completely withdraw from YSU during the term.	100%
3. Counsel students who want to completely withdraw from YSU.	30%
4. Identify where YSU students go if they do not register for the next term.	50%
5. Identify where YSU graduates go after graduation.	0%
6. Create a survey designed to identify key reasons a student leaves YSU.	25%
7. Respond to issues causing students to leave YSU.	25%
8. Measure impact of outreach.	0%

Overall impact on university departments and/or students:

Additional program choices, improved recruitment opportunities, increased enrollments, increased revenues

Increased retention from term to term.

Improved customer service in areas identified from survey.

Provides strategic enrollment information that will help identify areas of improvement.

Monitoring process:

Person responsible: Jeanne Herman

Metrics:

Measure the number of students who leave the University from term to term.

Track post graduation success.

When/How are they updated (i.e., Annually, after 14th day): Semester

Cornerstone Name: STUDENT SUCCESS

INITIATIVE: Raise more money for scholarships.

Responsibility Assignment (*Leader*): Scott Evans, Vice President for University Advancement

Note: Scholarships were identified as a fundraising priority during a review of institutional needs conducted by the division of institutional advancement in the fall of 2012.

Time: July 1, 2012 - current

Element Responsibility: Development Team

Components of the Initiative:

1. Determine which types of scholarship would benefit each college of the university. (Development Officers and Deans are responsible – 33% complete)
2. Compile and prioritize all the scholarship needs of each college, then develop an overall strategy to secure contributions for the most important scholarships needed to advance YSU. (VPUA, Development Officers, Financial Aid are responsible – 0% complete – pending data)
3. Promote annual scholarship support via Annual Fund marketing efforts. (Office of Development is responsible – 100% complete and ongoing)
4. Encourage new gifts for new and existing endowed scholarship funds. (Office of Development is responsible – 100% complete and ongoing)

Overall impact on university departments:

Students will benefit the most from increased scholarship support. This is likely to have a positive impact on enrollment and retention and graduation rates. Success in philanthropy, especially in the area of scholarship support, inspires others to be generous once the marketing and public relations department are engaged in sharing the story with the university community.

It is important to note that increased scholarship support (immediate or endowment) will likely result in increased workloads for the Departments of Development, General Accounting, Financial Aid and the YSU Foundation due to the administrative and stewardship tasks associated with scholarship funds.

Monitoring process:

Person responsible: Office of University Development

Metrics:

- Dollars raised
- Number of donors
- New scholarship dollars distributed
- Retention rates
- Graduation rates

When/How are they updated?: Annually and after June 30, the end of the fiscal year.



Youngstown
STATE UNIVERSITY

Scholarships for Excellence

Nearly 3,000 YSU students will receive \$1.7 million in additional scholarship funding next academic year thanks to increased support from the YSU Foundation. In particular, more than 1,300 undergraduate students receiving merit-based Scholarships for Excellence will each receive up to \$1,500 more a year in scholarship funding.

<u>Scholarship</u>	<u>Current</u>	<u>New</u>	<u>Increase</u>	<u>Students*</u>
Trustees	\$4,500	\$5,000	\$ 500	158
Presidents	\$2,500	\$4,000	\$1,500	162
Deans	\$2,000	\$3,000	\$1,000	139
Red & White	\$1,500	\$2,000	\$ 500	843
			Total:	1,302

*based on 2012-13 numbers
Source: YSU Office of Financial Aid and Scholarships

Cornerstone Name: Flexibly Scheduled, Alt. Delivery Distance Education Programs

INITIATIVE: No.: 2

Responsibility Assignment (Leader): Millie J. Rodriguez- Director of Distance Education

Note: Each component represents a 10% need for the completion of the initiative. * represents ongoing initiatives beyond review period.

Time: Spring 2013 to Spring 2014

Components of the initiative (each begins with a verb, i.e., Establish...): **Percent Complete**

- | | |
|--|-----|
| 1. Build an interest in Distance Education programs to produce an increase in available programs for new applicants and enrollees interested in YSU. | 8%* |
| 2. Assist in the development of a DE application individual to state-side graduate, undergraduate, and international students who plan to stay in their country of origin. | 7% |
| 3. Develop a tuition plan that will serve to maximize the revenues of out of region distance education students. This will help to guide the market dollar spending . | 10% |
| 4. Participate and advise in a variety of venues to such as; distance education meetings, online market planning, online recruitment planning, & process committees | 6%* |
| 5. Create the Office of Distance Education to serve as a full-life cycle venue for online program students.. | 6% |
| 6. Provide a professional training hub to support to all faculty in Distance Education at Youngstown State University. | 6%* |
| 7. Advise the Faculty, Deans, Provost, President, and State body on a full array of service-level issues surrounding the students involved in online/web-based education. | 7%* |
| 8. Develops a website and specific training for the Distance Education Office at Youngstown State University | 8%* |
| 9. Research technology and assist in the acquisition of key technology needed for the successful outreach, tracking, and efficiencies needed to successfully meet goals and service online students. | 7%* |
| 10. Collect Distance Education Prospective, applicant, and student data to evaluate and make recommended future changes where necessary to increase enrollments | 0%* |

Monitoring process:

Person responsible: Ikram Khawaja

Metrics:

Tuition developed	Done
Application developed	
Distance Education Committee Established	Done
Learning Management Committee Established	Done
Number of programs created	5 programs under development
Number of courses developed	32 under development
Number of faculty attending training	118 faculty have attended training
Number of applicants	N/A at this time
Number of enrollees	N/A at this time
Amount of revenue generated	N/A at this time

When/How are they updated (i.e., Annually, after 14th day): Annually

Student Success

Enhance job fairs and professional days.

Responsibility Assignment: Jonelle Beatrice

Committee: Leigh Ann Waring, Marijean Benedik

Time: Ongoing each semester

Components of the Initiative

- Expand the “Careers In “ programs to include more departments
- Increase promotion of Job Fairs
 - Send postcards with information so that family members can be informed
 - Include promotion on *Symplicity* with monthly job updates
- Increase faculty buy-in and promotion
 - Include faculty in the *Symplicity* on-line recruiting program so that they can view “Job Alerts” and share them in classes
 - Send direct e-mails and campus announcements to all, but request faculty promotion (perhaps credit for attending)
- Expand the hours of job fairs
- Expand our employer base with more big name employers

Cost Elements for Each Component

- “Careers In” programs promotion costs for marketing and printing
- Postage and printing of postcards announcing Job Fairs
- The cost for increased use of *Symplicity* program for faculty is \$5,000 for the unlimited user package
- Recruiting costs of employer base expansion: travel, time out of office
 - Staff to cover student load if recruiting staff member is out of the office

Overall Impact on University Departments

- Workload concerns if staff members are assigned to recruit employers in lieu of seeing students. Career Services Director will provide majority of employer recruitment for that area.
- Workload concerns of faculty regarding the use and sharing information from the *Symplicity* program.

Monitoring Process

Person/Area Responsible

- Career Services – Marijean Benedik

Job Expo - Spring 2013 REPORT

At a Glance

Date: Wednesday, April 3, 2013

Location: Kilcawley Center – Chestnut Room

Weather: Cool, light rain, periods of sun

Employers: 82 (86 registered)

Registered Student/Alumni Attendees: 317*

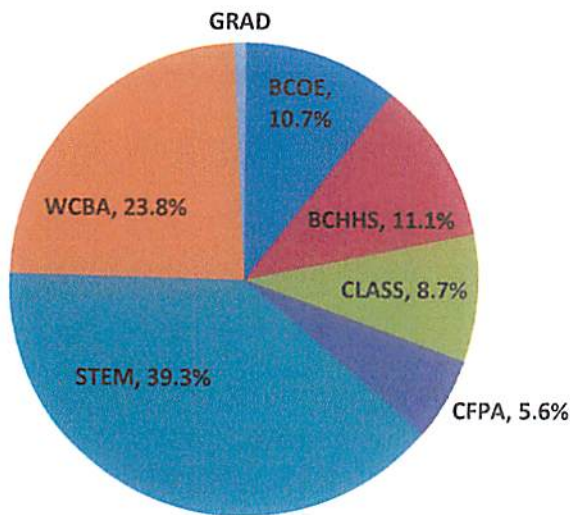
**We estimate that actual attendance was 350 based on observation of students entering back door/did not register*



Attendee Demographics

	Response Percent	Response Count
Currently enrolled YSU student - Undergraduate degree program	67.9%	214
Currently enrolled YSU student - Graduate (Master's) degree program	11.1%	35
YSU Alumni	17.5%	55
Other	3.8%	<u>11</u>
Total Responses		315
<i>skipped question</i>		2

College Enrolled

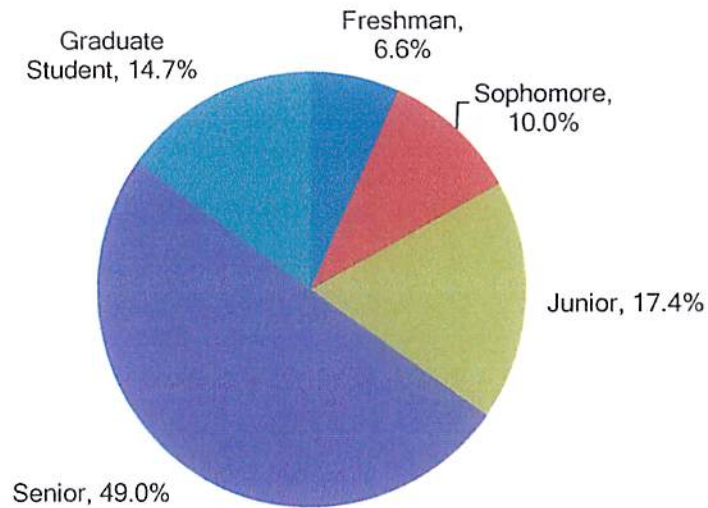


By Major

Engineering	58	Marketing/PR & Advertising	12
Accounting/Finance/Economics	32	Communications/Telecommunications	12
Computer Science/IT/CIS	29	Mathematics	10
Education	26	Psychology	10
Business Admin/Management	18	H&HS majors (other)	8
CLASS (other)	17	General Studies/Undecided	8
Criminal Justice/Forensic Science	15	Nursing	5
Sciences	14	F&PA majors (other)	4
Human Ecology majors	14	TOTAL RESPONSES	292
		<i>Skipped Question</i>	25

Class Standing

Freshman	17
Sophomore	26
Junior	45
Senior	127
Graduate Student	38
Other	6
TOTAL RESPONSES	259
<i>Skipped Question</i>	58

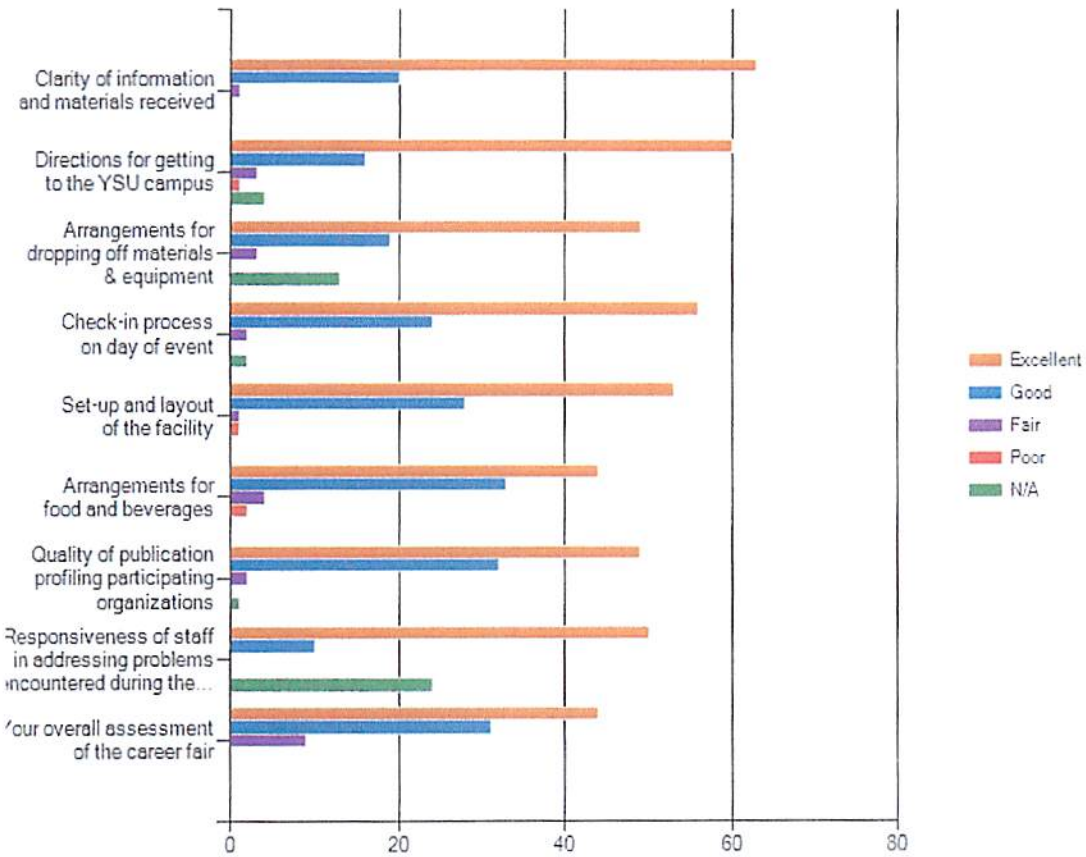


Advertising

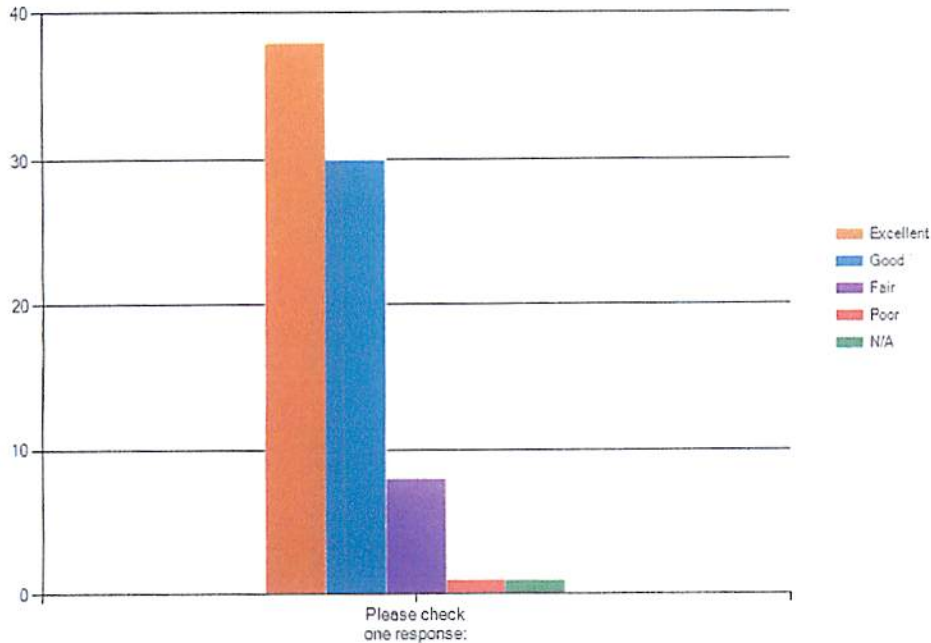
Responses to "How did you learn about Expo?"
(registrants were asked to check all that apply)

Email	38.1%	119
Word of Mouth	22.4%	70
Red yard signs around campus	17.9%	56
Flyer received in class/class presentation	13.8%	43
Career Services Website	10.6%	33
People cut-outs	6.1%	19
Flyer - In student lounges	6.1%	19
PenguinLINK	5.8%	18
Other (please specify)	1.0%	3

Employer Feedback – 84 Surveys Completed



In comparison to other career fairs that your organization has attended, how would you evaluate this Career Fair?



What one thing about this event would you recommend that we not change when planning future Job Expo events?

Common answers include:

- Layout/location
- Courteous staff
- Lunch/food/snacks
- Program booklet
- Timeframe (10-3:00)/date
- Event logistics/planning/communications
- On-campus advertising to students

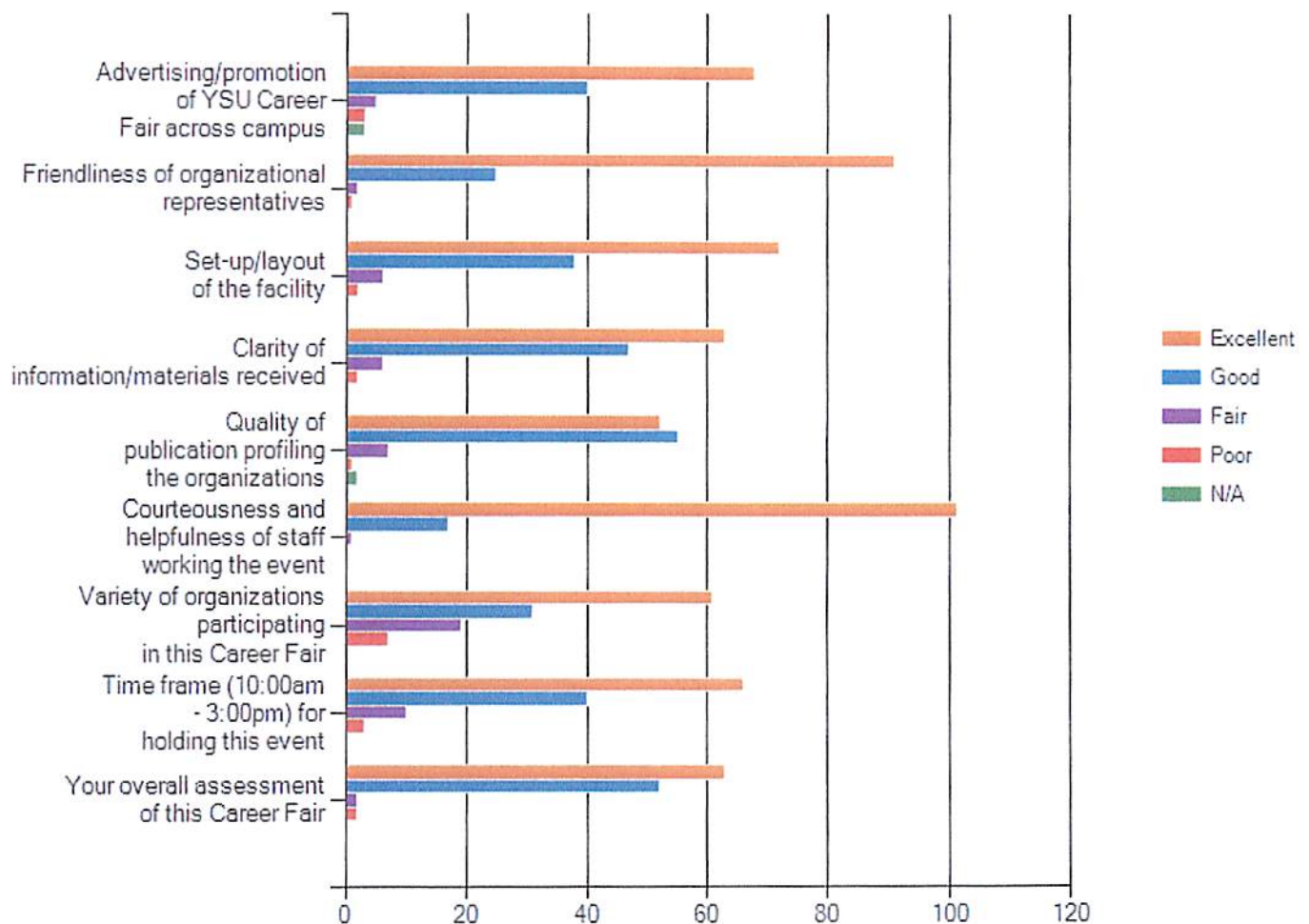
What suggestion(s) do you have for improving future Job Expos?

Common answers include:

- More candidates/better attendance (overwhelming majority of comments)
- Group employers by industry
- Hold major-specific job fairs that are shorter in length
- Time period too long especially with low student attendance
- List specific job openings in booklet
- Parking closer to facility
- Have major stand out more on nametags/consider color-coding

Attendee Feedback – Surveys Completed

On a scale of 1 to 4, please circle the number that represents your assessment of this Career Fair on each of the following categories:



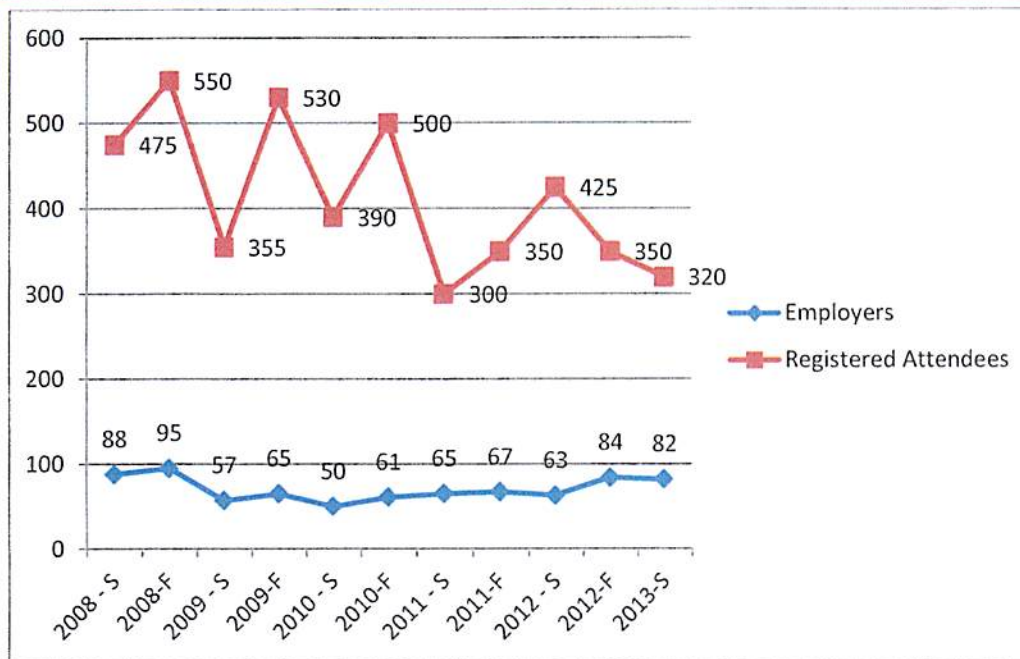
What recommendation(s) do you have for improving future Career Fair events?

- More variety of employers
- Group employers by industry
- Change time to better accommodate students (ie earlier or later)
- Provide information/clarity on specific positions employers are recruiting

How has participating in this Career Fair been beneficial to you?

- Networking opportunities
- Made aware of job opportunities
- Received interview
- Gained insight into career paths

Attendance Trends



Worth Noting

- Career Services conducted 25 presentations to senior-level classes of majors targeted by employers registered for Career Fair. These majors represented the majority of students who ultimately attended the Career Fair.
- 95 students pre-registered for the Career Fair, an option implemented in an effort to increase Career Fair preparedness and attendance of majors sought by registered employers. All pre-registrants received an advance electronic copy of the program booklet, tips for Career Fair success, professional dress guidelines and a pre-printed name tag. Class presentations appear to have spurred interest in the pre-registration option. It was observed at the Career Fair that pre-registered students were professionally dressed, arrived early and were overall better prepared to navigate the fair.
- In addition to the class presentations, marketing efforts included:
 - Campus signage: banner in Wick Ave bridge; “people cutout” displays in buildings
 - Flyers in study lounges around campus
 - Multiple PenguinLINK emails to students; announcement/event details in PenguinLINK
 - Inclusion in Student Activities Digest (email)
 - “Majors Recruited Flyer” to faculty & staff (email)
 - Announcements on electronic displays (i.e. WCBA, DeBartolo)
 - Lawn signs throughout campus
 - YSU News Briefs article
- Despite extensive marketing efforts, student attendance is down from previous Spring Career Fairs and not indicative of the number of graduating seniors assumed to be seeking employment. Interestingly, there does not appear to be a correlation between enrollment and spring career fair attendance. Nonetheless, attendance will continue to be the focus of improvement efforts for future Career Fairs.

Student Success

Provide interview training and preparation.

Responsibility Assignment: Jonelle Beatrice

Committee: Leigh Ann Waring, Marijean Benedik

Time: Depending upon Academic Senate approval, one semester to pilot and two semesters for full implementation

Components of the Initiative

- Require that faculty provide one of the following types of interview training as part of each Capstone Course:
 - Provide for a class presentation about interviewing
 - Have faculty perform mock interviews with Capstone students
 - Require students to have a mock interview with the appropriate campus resource
 - Require students to participate in a mock interview with *Perfect Interview*, an electronic interviewing program.
 - Recruit employers to provide mock interviews or presentations on interviewing
 - Provide workshops on interviewing

Cost Elements for Each Component

- *Perfect Interview* can be purchased for \$599.95/year. The College of Business currently uses the program. Additional users would have to be added to the lease.
- Time for faculty training
- Staffing for additional student mock interview assessment

Overall Impact on University Departments

- Staffing for workshops and interview assessment
- Possibility of faculty concerns regarding workload

Monitoring Process

Person/Area Responsible

- Department Chairs, Deans

Metrics

- Employer surveys
- Student self assessments (pre and post Capstone)

December 2012

Career Services offers comprehensive resources to YSU students and alumni including:

- Individualized career counseling
- Career information center
- Resume and interview preparation assistance
- On-campus workshops and recruitment events
- PenguinLINK, a web-based software program that connects students and alumni with hundreds of job postings

Greetings from Career Services!

Our staff is dedicated to assisting students at all class levels with the definition, preparation and implementation of their career plans. We value the relationships we have with faculty and staff and rely on your support to reach students and encourage them to utilize the services offered by our department which are so vital to their college experience.

Also, as we develop relationships with employers – both local and national – we will continue to alert you of job opportunities targeted to your students' particular majors. We hope you will

refer to us companies with whom you are in contact that have recruiting needs. We will work with those companies to develop a personalized recruitment strategy to help them attract our talented YSU students and graduates and ensure these opportunities are communicated to all students and registered alumni.

Throughout this newsletter, you will see information regarding events that you can help promote to students. Please keep these in mind as you plan for Spring semester.

You can expect more frequent communication from Career Services to the campus community and more efforts to collaborate on initiatives to enhance employer development and the career services provided to students and alumni.

Here is to a happy and productive New Year!

Jennifer L. Johnson, Director
BSBA '98, MBA '03



Our Staff



Christina Hardy, Career Coordinator
College of Liberal Arts and Social Sciences
Williamson College of Business Administration
Ph: 330.941.3514
Walk-In Hours:
Mondays & Wednesdays 10:00 a.m.—11:30 a.m.



Diane Hritz, Career Coordinator
Bitonte College of Health and Human Services
College of Fine & Performing Arts
Ph: 330.941.3570
Walk-In Hours:
Tuesdays & Thursdays 1:30 p.m.—3:00 p.m.



Marybeth Keeler, Career Coordinator
College of Science, Technology, Engineering and Mathematics
Beeghly College of Education
Ph: 330.941.3569
Walk-In Hours: Tuesdays 3:00 p.m.—4:30 p.m.;
Thursdays 10:00 a.m.—11:30 a.m.

Note: Marybeth will be on a leave of absence during Spring semester, but Career Services has retained experienced occasional service resources to serve students during her absence.



Chad Hickman, Graduate Assistant
• All majors
• Special projects



Susan George, Admin. Assist.
Ph.: 330.941.3299
• Career Fair
• On-campus Recruiting
• Graduate survey
• PenguinLINK



Pam Schmalzried, Secretary
• Receptionist
• Student appointments

Skills Employers Seek Regardless of Major:

- Interpersonal
- Verbal Communication
- Analytical
- Computer
- Written Communication
- Leadership

Source: National Association of Colleges and Employers (NACE)

PenguinLINK – Students Link to JOBS!

PenguinLINK is Career Services' on-line recruiting system designed to connect YSU students and alumni with employers. Employers post internship and co-op opportunities* as well as full- or part-time professional jobs.

Career Services creates accounts for all junior and senior students each semester, but for students to get the most out of the system, they must login, update their profile, upload a resume and create search agents to ensure they are notified of all jobs posted for their major.

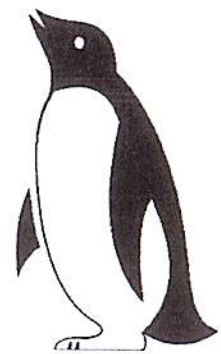
Benefits to students who are

registered with PenguinLINK and actively engage the system:

- View and apply for job postings and on-campus interviews
- View employers participating in Career Fairs
- Resumes are automatically sent to employers who are actively recruiting for job openings in their major
- Receive email announcements about recruiting events such as Information Sessions, Information Tables, Workshops and more!

Students seeking assistance with PenguinLINK can contact Career Services at 330.941.3515. ♦

**Internship and co-op opportunities for STEM and WCBA disciplines are posted in PPOD by the colleges' respective professional practice departments.*



We Will Come to You!

While individualized counseling is most effective when delivering career services to students, we find addressing groups of students in a class setting is very effective in introducing students to Career Services or to a specific topic such as resume writing or interview skills.

Here is a sampling of the presentations our staff delivers to classes:

- Career Exploration Based on Personality & Interests (*MyPLAN*)
- Making Career Services Work for You

- Resume/Cover Letters
- Interviewing
- Job Search Techniques (customized by major)
- PenguinLINK – how to maximize the benefits of Career Services' online recruiting system

Contact the career coordinator assigned to your college to schedule a presentation for spring semester.

Any presentation can be customized to meet the needs of your class. ♦

“Do what you love to do and you will do it well!”

Career Planning Workshops

Part of the Reading and Study Skills College Success Workshop Series

Time: 12:00 – 12:50 p.m.

Location: Jones Hall, Room 1034



Undecided? Tips for Choosing a Major	Monday	February 18
Developing an Effective Resume	Tuesday	February 19
Effective Interview Skills	Wednesday	February 20
Taking Charge of Your Job Search	Thursday	February 21
Job Expo Tips & Developing an Effective Resume	Monday	April 1
Job Expo Tips & Taking Charge of Your Job Search	Tuesday	April 2
Undecided? Tips for Choosing a Major	Thursday	April 4



Spring 2013 Career Fair: April 3, 2013

Encouraging Student Attendance

Career Services will be exploring new ways to advertise the biannual campus Career Fairs (formerly called "Job Expos") and prepare students for a successful experience.

How can faculty help with these efforts?

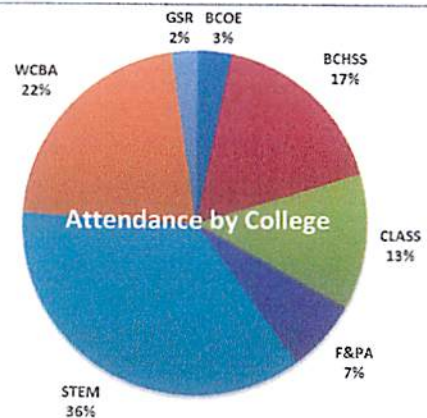
- Include the date in your class syllabi.
- Encourage attendance by offering extra credit or otherwise working the event into your curriculum.
- Invite a Career Services staff member to your upper level classes to give a brief presentation on the Career Fair. We will highlight the participating companies that are recruiting for your students' particular major or career path and give students tips on how to best showcase their education, achievements and skills to employers attending the fair. ♦



Fall 2012 Job Expo Recap

84 Participating Employers

Total Attendees	346
Freshman	59
Sophomore	24
Junior	41
Senior	96
Graduate Student	27
Other/No Response	99



An Opportunity Seniors Will Not Want to Miss!

~ All students and alumni welcome ~

Spring 2013 Career Fair

Wednesday, April 3, 2013

10:00 a.m. - 3:00 p.m.

Kilcawley Center Chestnut Room

Visit the Career Services website and watch your email throughout the semester for other on-campus recruiting events!



Jones Hall
Room 1034

Phone: 330.941.3515

Fax: 330.941.7290

web.ysu.edu/careerservices

Office Hrs:

Monday-Friday 8 AM—5 PM

The Office of Career Services wishes you a Happy New Year!



Student Success

Publish lists of companies/agencies that recruit on campus.

Responsibility Assignment: Jonelle Beatrice

Committee: Leigh Ann Waring, Marijean Benedik

Time: Depending upon prioritization from IT, one year is feasible for implementation; the process typically takes approximately 4 weeks for *Symplicity* to integrate on their end.

Components of the Initiative

- Provide all students access to *Symplicity* through Banner
 - *Symplicity* maintains a running database of current employers/job opportunities
- Identify and collaborate with departments who have area-specific contacts with employers
 - Incorporate all departments' employer information into *Symplicity*

Cost Elements for Each Component

- Internal cost for IT work
- The cost for integrating with Banner is a one-time fee of \$4,500.
- The cost for expanding *Symplicity* users (already leased through Career Services and the College of Business) is \$5,000 for unlimited use.

Overall Impact on University Departments

- Time needed to collaborate and compile information
- Ongoing time demand on individual identified to maintain all employee information
- Possibility of department concerns regarding employer information/contact being released out of department

Monitoring Process

Person/Area Responsible

- Career Services: Susan George currently manages *Symplicity*. Marijean Benedik would supervise the collaboration with departments and input/distribution of employer information.

Metrics

- Pre and post student and employee activity reports from *Symplicity*.

STUDENT SUCCESS CORNERSTONE

Academic Achievement Metrics Executive Summary, May 2013

	3 year average	Current	Trend	2020 Goal	Data Source	Data Date
Degrees Awarded	2064	2034	↓	2500	YSU IR Degrees Awarded Report	4/23/2013
6 Year Graduation Rate	35.40%	32.10%	↓	43%	YSU IR Graduation Rates for First-Time Full-Time Freshmen	4/30/2013
Minority Graduation Rate	15.70%	12.60%	↓	25%	YSU IR Graduation Rates for First-Time Full-Time Freshmen	4/30/2013
First-Generation Graduation Rate	NA				YSU began tracking First-Generation status in F12	
Student-Athlete Graduation Rate	58%	59%	↑	67%	NCAA YSU Federal Graduation Rate Report	
Collegiate Learning Assessment	NA	0.52	-	0.55	YSU Office of Assessment	Spring 2010
Entering Freshmen Average ACT	19.87	20.17	↑	22	YSU IR First Time Undergraduate Average Composite ACT scores	9/6/2012
Retention Rate	67%	68%	↑	72%	YSU IR First-Time Undergraduates Fall-to-Fall Retention	9/7/2012
Course Completion Rate	78.60%	78%	-	85%	YSU IR Report: Fall 2012 - Grade Success for all course sections and all levels	1/17/2013
Students in Good Academic Standing	86%	88%	↑	92%	Academic Standing F12 Summary	5/1/2013
International Students	163	199	↑	300	YSU IR 14th Day Enrollment Report	9/7/2012
Study Abroad Students	135	138	-	225	Center for International Studies and Programs	5/8/2013
Adult Students (Undergraduates >=25)	29%	27%	↓	30%	YSU IR 14th Day Enrollment Age Distribution	10/5/2012

STUDENT SUCCESS CORNERSTONE

Student Satisfaction Metrics Executive Summary, May 2013

	3yr Average	Most recent data reported	2020 Goal
NSSE: First Year: Entire Education Experience at YSU Good or Excellent		87%	90%
NSSE: Senior Year: Entire Education Experience at YSU Good or Excellent		82%	95%
NLSSI: Traditional Students: Very satisfied/satisfied with YSU experience		56%	60%
NLSSI: Adult Students: Very satisfied/satisfied with YSU experience		62%	65%
QOL: Overall Satisfaction with University Housing	80%	79%	85%
ACUHO-I/EBI: Extent satisfied with on campus housing experience	75%	75%	80%
ACUI/ EBI: Overall satisfaction with student union (Kilcawley Center)	70.50%	70%	75%
CRUSS: Satisfied of very satisfied with Campus Recreation Experience		83%	87%

Data Sources	Website	YSU Implementation	New data available
NSSE: National Survey of Student Engagement	nsse.iub.edu	2010, 2013	Fall 2013
NLSSI: Noel- Levitz Student Satisfaction Inventory	www.noellevitz.com	2012, 2015	Spring 2015
ACUHO-I/EBI Resident Assessment (National Benchmarking Survey)	www.webebi.com	Annually in February	Summer 2013 (comparative data)
QOL: Housing & Residence Life Quality of Life Survey	housing.ysu.edu	Annually in October	Fall 2013
ACUI/ EBI Student Center Assessment (National Benchmarking Survey)	www.webebi.com	Spring 2010, Spring 2013	Summer 2013 (comparative data)
CRUSS: Campus Recreation User Satisfaction Survey	ysu.edu/reccenter	Biannually in Spring	Spring 2015

STUDENT SUCCESS CORNERSTONE

Post-College Success Metrics Executive Summary, May 2013

	Current	Benchmark	Benchmark Reference	2020 Goal
First Time Pass Rate- Licensure Exams ¹	99%			
Standardized Exams: GRE Verbal Reasoning Mean ²	149.7	150.8	Mean National Score	
Standardized Exam: GRE Quantitative Reasoning Mean ²	146.8	151.3	Mean National Score	
Standardized Exam: GMAT Total Mean ²	427.4	544	Mean National Score	
Standardized Exam: LSAT ³	149	150	Mean National Score	
Collegiate Learning Assessment ⁴	0.52		YSU scores in the 67th percentile compared to other CLA participants	0.55
NSSE Senior Year: Writing clearly and effectively ⁵	3.11	3.04	Average Score (Peer Institutions)	
NSSE Senior Year: Speaking clearly and effectively ⁵	3.09	2.93	Average Score (Peer Institutions)	
NSSE Senior Year: Thinking critically and analytically ⁵	3.34	3.26	Average Score (Peer Institutions)	
Graduates Employed Full Time (Undergraduate only) ⁶	52%	53%	3 Year Average	
Graduates Seeking Additional Education (Undergraduate only) ⁶	29%	13%	3 Year Average	

Footnotes

	Data Source	Additional info
1	Health & Human Services Report, April 2013 2012 Ohio Board of Regents Educator Preparation Performance Report for Youngstown State University	Data includes average pass rate for the following programs: Nursing, Dental Hygiene, EMS-EMT, EMS- Paramedic, and Respiratory Care (HHS) as well as Praxis (Education)
2	YSU IR: Scores reported 1/1/12- 12/31/12	Mean reflects scores for YSU students who requested YSU data submission
3	Law School Admissions Council (LSAC) Report, May 2013	www.lsac.org
4	YSU Office of Assessment, 2010	http://cae.org/performance-assessment/category/cla-overview/
5	National Survey of Student Engagement, 2010	Data for Spring 2013 implementation available November 2013
6	Career Services Graduate Employment Outcome Report, 2010-2011	49% Response Rate in 2010-2011 2011-2012 Career Services Graduate Outcome Report available June 2013

Youngstown State University Dining Bid Process, 2013

In early February, Sodexo submitted a letter of termination of services to Youngstown State University. We immediately began preparations of the RFP for Dining Service.

The schedule was as follows:

- The RFP was released and mailed to potential vendors on **February 27, 2013**.

- A pre-proposal conference was held on **March 12, 2013**. Four vendors participated.

AVI Fresh	Aramark	Chartwells	Metz
The RFP process, dining service expectation, and requirements were discussed. Tours of the facilities were given. A question and answer period was held.			

- Vendors were invited to schedule campus visits, focus groups, and surveys to get additional information to create a comprehensive dining plan for retail dining and catering. Each vendor scheduled a site visit. Vendor scheduled visits were as follows:

Chartwells:	February 28: Sales team visited to meet with Novotny, Young, and Meyer. Also met with Fahey and Grilli. March 19: Eight-member research team visited. Held campus review and student focus group session. March 28: Follow-up sales team visited.
Aramark:	March 6 and 7: Conducted student intercept interviews and surveys. March 11: Seven-member team visited to meet with Novotny, Young, and Meyer and conducted campus review. March 15: Regional Vice President met with Novotny.
Metz:	March 22: Six-member research team met with Novotny, Young, and Meyer. Held campus review and student focus group session.
AVI Fresh:	March 4: VP of Operations visited to meet with Novotny and Young. Also: AVI conducted unscheduled visits for campus review.

- Deadline for submitting additional written questions was **Thursday, March 21, 2013**. One addendum was issued containing responses to the submitted questions.

- The 2013 Dining Services RFP committee was formed. It included:
 - Matt Novotny**, Executive Director, Student Services
 - John Young**, Director, Kilcawley Center
 - Danielle Meyer**, Director, Housing & Residence Life
 - Greg Morgione**, Associate General Counsel, Office of General Counsel
 - Olivia Cupp**, Coordinator, Housing & Residence Life
 - Emily Wollet**, Assistant Athletic Director, YSU Athletics
 - Carrie Clyde**, Wellness Coordinator, Human Resources
 - Michael McGiffin**, Operations Manager, Kilcawley Center
 - Kathy Leeper**, Graphic Services Coordinator, Kilcawley Center
 - Luke Politsky**, YSU Student Government Representative
 - Octavious Jones**, YSU Student
 - Jessica Williams**, YSU Student

- To investigate vendors' qualifications, campus visits were arranged. On **April 2 and 3**, Matt Novotny, John Young, and Danielle Meyer visited dining facilities operated by each of the interested vendors. The purpose of the visits was to learn about their operations, meet university representatives, and observe food services. Board, retail, and catering were observed. The committee members visited:
 - For AVI Fresh: **Slippery Rock University**
 - For Aramark: **University of Toledo**
 - Chartwells: **Cleveland State University**
 - For Metz: **Gannon University**

- Proposals were due **April 18**, and we received four proposals. Committee members received copies of each proposal to review.

- On-campus presentations were scheduled. Presentations included an open forum for faculty, students, and staff; and a second presentation for the committee. These were held on **April 29** (Metz); **May 1**, (AVI Fresh); **May 2** (Chartwells); and **May 3** (Aramark). Presentation feedback forms were collected and assessed.
 - AVI Open Forum:** Approx. 26 in attendance.
 - Aramark open forum:** Approx. 14 in attendance.
 - Chartwells Open Forum:** Approximately 14 in attendance.
 - Metz Open Forum:** Approximately 23 in attendance.

- A meeting of the committee was held on **May 8** to discuss the proposals. Each vendor's RFP response was discussed and evaluated thoroughly. The committee members submitted a ranked list, and the results were tallied. The ranking was as follows:
 - #1: Chartwells**
 - #2: Metz**
 - #3: Aramark**
 - #4: AVI Fresh**

May 9, 2013

Dear Mr. Fahey,

The Dining Selection Committee, created expressly to review all proposals submitted to YSU for consideration to be our next long term partner in dining services and to make a recommendation, has unanimously chosen Chartwells to be our next food service provider. This decision comes after many weeks of careful review, thoughtful debate and hours spent in provider presentations.

We have unanimously chosen Chartwells for the following reasons:

- **Commitment**—Chartwells spent a significant amount of time on campus researching YSU's overall campus culture and dining needs. This is evident in their proposal, which provides a clear strategic plan for their approach to dining at YSU. They have a comprehensive marketing plan, transition plan, fully formed implementation plan for years one, two and beyond, a strategic social media plan and a realistic financial plan.
- **Options**—Chartwells has proposed a dining program that includes national brands Chick-fil-a, Jamba Juice, Starbucks, Dunkin' Donuts and Denny's Express. They will add new and fresh options Chop'd and Wrap'd and Mondo Subs in addition to YSU specific concepts Youngstown State Bagel Co. and Youngstown State University Signature Bakery. These, along with the redesign of the dining hall to Chartwells' Pulse on Dining program will provide remarkable recruitment opportunities and increased satisfaction on campus.
- **Meal Plans that make sense**—Chartwells took feedback from the students and brought it to life with their proposed meal plans. Year one offers ultimate flexibility in the ability to use meal exchanges, meal equivalency and no reduction in Pete's Points. Year two introduces a multi-leveled tier of plans designed to help students upsell to create plans unique to their circumstances and offer generous amounts of flex dollars while still maintaining healthy amounts of Pete's Points.
- **Financial Proposal**—The financial backbone of the Chartwells proposal is impressive. They provide a reasonable board rate increase, a healthy commission, a \$125,000 signing bonus which will help offset the override and a total investment of nearly \$1.4 million. They also outline a clear plan to increase voluntary meal plan sales and to encourage residents to upsell their meal plans.

These are merely highlights of an excellent proposal put forth by Chartwells. We believe the YSU community would be excited about such a positive change and we look forward to this partnership.

Sincerely,


Matthew Novotny, Executive Director



Greg Morrone, Associate General Counsel

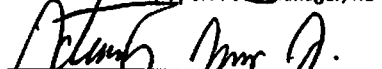

Olivia Cupp, Housing Coordinator


Luke Politsky, Student Government Assoc.


John Young, Director, Kicawley Center

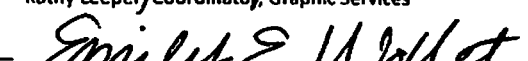

Carrie Clyde, Wellness Coordinator



Michael McGiffin, Operations Manager, KC


Octavius Jones, Student


Danielle Meyer, Director, Housing & Residence Life


Kathy Leeper, Coordinator, Graphic Services


Emily Wollet, Assistant Athletic Director


Jessica Williams, Student

2013 RFP Dining Committee Members Rankings

Aramark	3	4	3	3	3	4	3	3	3	4	4	3	40	(THREE)
AVI	4	2	4	4	4	3	4	4	4	3	3	4	43	(FOUR)
Chartwells	1	1	1	1	1	1	1	1	1	1	1	1	12	(ONE)
Metz	2	3	2	2	2	2	2	2	2	2	2	2	25	(TWO)

**Please note the lowest score received the most votes!*
























































2013 RFP Feedback from Open Forum Attenders

	Attendance	Overall Opinion	Good Food and Servi	Meals plans	healthy options	Catering	Christman Concepts	Hub Concepts	KC Food Court Conce	Pete's Place Concept	Satellites Concepts	Christman Hours	Hub Hours	KC Food Court Hours	Pete's Place Hours	Satellites Hours	Responsiveness	Natl Brands	Plan will increase salt	Ovrall Average	
Aramark	14	54%	85%	85%	92%	31%	46%	38%	31%	46%	31%	77%	62%	62%	54%	38%	92%	92%	77%	61%	(TWO)
AVI	26	42%	83%	46%	92%	33%	42%	54%	33%	38%	33%	29%	29%	29%	29%	29%	100%	88%	75%	50%	(FOUR)
Chartwells	14	87%	100%	87%	100%	67%	87%	87%	67%	80%	73%	67%	47%	33%	40%	40%	100%	93%	100%	75%	(ONE)
Metz	23	65%	90%	60%	90%	35%	55%	55%	55%	50%	45%	40%	40%	40%	35%	45%	90%	70%	80%	58%	(THREE)

**Please note the percents equal portion of respondents who selected "Excellent" rating!*

DINING BID COMPARISONS

RETAIL LOCATIONS AND BRANDING

	Aramark	AVI Fresh	Chartwells	Metz
KC FOOD COURT, KILCAWLEY CENTER		 Pizza and Italian Concept  Grab and Go Concept	 Pizza and Italian Concept  chop'd & wrap'd Fresh Salads and Sandwich Wraps	 VILLA TOSCANA 
THE HUB KILCAWLEY CENTER	 	 AVI Deli or  YOGURT & SMOOTHIES	 	 
PETE'S PLACE KILCAWLEY CENTER	Fresh Food Company 	Service platforms include: Breakfast, Entrée, NutriBar, Deli, Vegan-Vegetarian offerings, Bakery and Beverages. The Pizza station at Pete's Place will feature Chef creations on hand-formed pizza dough, sauces created from locally grown tomatoes and the freshest available ingredients, freshly baked to perfection	Year One  Year Two 	
LOBBY KIOSK KILCAWLEY CENTER	Closed	 AVI Fresh Baked Goods		
MAAG LIBRARY			   Grab and Go Concept	
SCHWEBEL CAFÉ WILLIAMSON HALL		 Grab and Go Concept  AVI Fresh Baked Goods	    Grab and Go Concept	
CUSHWA CAFÉ CUSHWA HALL		 Grab and Go Concept  AVI Fresh Baked Goods	 Grab and Go Concept   	
CORNER CAFÉ PEDESTRIAN BRIDGE	Closed	 Grab and Go Concept  AVI Fresh Baked Goods	   Grab and Go Concept 	
CHRISTMAN DINING COMMONS	Fresh Food Company 	 THE FRESH CONNECTION™ IN-HOSPITALITY SERVICES	 and Christman After Dark	

DINING BID COMPARISONS

	Aramark	AVI Fresh	Chartwells	Metz
Additional National Brands	Chick-Fil-A Starbucks	Red Mango (Opt 1/2/3)	Jamba Juice Chick-Fil-A Starbucks Au Bon Pan Soups	Freshen's Jamba Juice
Attractive Signature Brands	Greens to Go	Piazza / Modeco	Mondo Subs Chop'd & Wrap'd Kravitz Bagels	Villa Toscana Poblano's
Retained National Brands	Dunkin' Donuts	Dunkin' Donuts Denny's Fresh Express	Dunkin' Donuts Denny's Fresh Express	Dunkin' Donuts Denny's Fresh Express
Healthy Options	Greens to Go	Red Mango (options 1,2, & 3)	Chop'd & Wrap'd Jamba Juice	Freshens Jamba Juice
Financial Investment	Highest Total Investment: \$1,760,000	Multiple options Investment fluctuates Investment is amortized with 6% interest	2nd highest Total Investment: \$1,395,900	3rd highest
Variety of Options / Hours of Service	Closing 4 locations	Reduction of hours at some locations, depending on the option	Keeping all current locations and similar hours	Keeping all current locations and similar hours
Commissions	12% on everything but Catering 8%	Opt #1: 12% on everything, except Pete's Points 7%, Option 2 & 3: commission reduction (especially 5% on branded concepts)	Catering 13% Everything else 11%	10% on everything, except 8% on Denny's and Dunkin Sales
Current Staff	Willing to interview current staff	Willing to interview current staff	Willing to interview current staff	Willing to interview current staff
Proposed Closed Locations	Simply to Go (KC) Penny-Guins (KC) Sombremos (KC) Corner Café (bridge)	Simply to Go (KC) Corner Café (bridge) Jazzman's (Maag) (all would be replaced with high end vending machines in options 2 & 3)	None	None

DINING BID COMPARISONS

	Aramark	AVI Fresh	Chartwells	Metz
Transition Plan	Decent plan Lots to be done this summer	Not sure Multiple options No clear direction	Excellent plan Year 1 vs. Year 2	Turn-key, except for Freshens, mostly cosmetic upgrades
Board Rates	Highest board rate	Option 1: High rate Options 2/3: Lower rate (but closing locations) Option 1: 30% increase over the current rate <i>Offered multiple rates very confusing, no clear direction</i> Option 4: competitive board rate but with reduction in overall investment	Competitive rate	Sliding scale, competitive rate
Resident Dining Program	Right-sized retail dining Wants to reduce locations (No exchange)	Too many options No clear plan in place Limited late night offerings In year 2 they want to restructure meal plan to retail block meals	Well-researched plan for Campus Dining	Overall good plan / Most consistent to what we currently have
Resident Dining Plans	Year 1 stays the same Year 2 decrease in Pete's Points Push resident students to Dining Hall All access Dining	Year 1, option 1 stays the same with higher board rate Year 2 options 1, 2, & 3 want a 80/20 split in Pete's Points (80% must be spent with AVI) Dining plan multiple plans, no clear direction	Year 1 stays the same Year 2 exchange goes away, but flex dollars replace it	Most similar to what we currently have Reintroduction of equivalency, keeping meal exchanges
Catering	CaterTrax	CaterTrax	4 tiered with wellness catering / CaterTrax - online ordering	Online Ordering
Overall Plan	Well researched Reduction of locations Right size retail dining	Too many options 1/2/3/4, and 5 and smallest investment They reserve the right to adjust service plan at anytime to ensure the viability of the plan	Offers the students and University the most options and variety plus hours of operation	Offers student good value and consistency
Marketing	Lots of social media and technology	They will use social media and programmed events	Good use of social media and technology, monthly programs (at least 4) / remarket Christman and Christman After Dark (clear and concise plan)	Young, fresh, fun, modern marketing, good use of social media
Higher Education Experience	Lots of Higher Ed experience, some in Ohio: Univ. of Toledo and the University of Cincinnati	Mostly residential campuses Local company willing to work with us	Lots of experience —especially in Ohio: BGSU, Cleveland State, and most recently Wright State	Some experience, mostly smaller schools
Customer Service	Disney Training Program	My Company Training and other AVI customer service training	You First program to boost both the customer experience and employee recognition	Restaurant customer service philosophy Everyone is a guest!

Financial Summary

Initial Renovation and Investment Proposals

	Aramark	AVI 5	Chartwells	Metz
Start Up and Training Costs	\$ -	\$ 58,638	\$ -	\$ -
Kitchen Equipment and Proprietary Upgrades	\$ -	\$ 25,187	\$ -	\$ -
Marketing Expense, Signage & Communication Systems	\$ -	\$ 28,735	\$ 100,000	\$ 14,900
Vehicles	\$ -	\$ 23,000	\$ 71,250	
Office Equipment, Credit Card Readers and Support Tech.	\$ 10,000	\$ 36,201	\$ 29,650	\$ 1,000
Unamortized Amortization	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000
Franchise Fees	\$ -	\$ 12,500	\$ 25,000	\$ -
Opening Smallwares	\$ 80,000	\$ 33,000	\$ 120,000	\$ 55,000
Facility Conversion Costs	\$ 1,170,000	\$ 106,944	\$ 500,000	\$ 449,500
Signing Bonus	\$ -	\$ -	\$ 125,000	\$ -
Total	\$ 1,560,000	\$ 624,205	\$ 1,270,900	\$ 820,400

Forecast for Commissions to University

	Aramark	AVI 5	Chartwells	Metz
Year 1	\$ 265,529	\$ 295,491	\$ 249,237	\$ 207,736
Year 2	\$ 280,208	\$ 306,856	\$ 375,777	\$ 24,190
Year 3	\$ 297,020	\$ 314,528	\$ 385,730	\$ 220,809
Year 4	\$ 311,871	\$ 322,391	\$ 395,964	\$ 227,553
Year 5	\$ 327,465	\$ 330,451	\$ 406,488	\$ 234,504
5 year	\$ 1,482,093	\$ 1,569,717	\$ 1,813,196	\$ 914,792
12 year	\$ 3,557,023	\$ 3,767,321	\$ 4,351,670	\$ 2,195,501

Cost of Resident's Board Plan

	Aramark	AVI 5	Chartwells	Metz
Year 1	\$ 2,244,589	\$ 1,865,912	\$ 1,931,746	\$ 1,980,160
Year 2	\$ 2,458,052	\$ 1,912,560	\$ 1,516,645	\$ 2,041,139
Year 3	\$ 2,556,374	\$ 1,960,374	\$ 1,606,816	\$ 2,102,320
Year 4	\$ 3,118,777	\$ 2,009,384	\$ 1,665,020	\$ 2,163,500
Year 5	\$ 3,240,409	\$ 2,059,618	\$ 1,704,671	\$ 2,224,681
5 year	\$ 13,618,201	\$ 9,807,848	\$ 8,424,898	\$ 10,511,800
12 year	\$ 32,683,682	\$ 23,538,835	\$ 20,219,755	\$ 25,228,320

Twelve Year Proforma

	Aramark	AVI 5	Chartwells	Metz
Renovations and Investment	\$ 1,560,000	\$ 624,205	\$ 1,270,900	\$ 820,400
Commissions forecast	\$ 3,557,023	\$ 3,767,321	\$ 4,351,670	\$ 2,195,501
Cost of Resident's Board Plan	\$ (32,683,682)	\$ (23,538,835)	\$ (20,219,755)	\$ (25,228,320)
Total Cost	\$ (27,566,659)	\$ (19,147,309)	\$ (14,597,185)	\$ (22,212,419)

Source: Actual vendor proposals

**RESOLUTION TO AUTHORIZE
CONFERRAL OF FACULTY EMERITUS STATUS**

WHEREAS, the *Policies of the Board of Trustees* provide for the conferral of emeritus status upon faculty who retire from the University following at least ten years of meritorious service and are recommended by the President of the University;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby authorize that those faculty members listed in the roster attached hereto are hereby granted the emeritus title designated thereon.

**Board of Trustees Meeting
June 12, 2013
YR 2012**

FACULTY RECEIVING EMERITUS STATUS

(Board of Trustees Meeting, June 12, 2013)

NAME	TITLE	YEARS OF SERVICE	STATUS
Louise Aurilio	Professor Nursing	19	Faculty Emeritus
Stephen Ausmann	Professor Dana School of Music	23	Faculty Emeritus
Ivania del Pozo	Professor Foreign Languages and Literatures	30	Faculty Emeritus
Marianne Dove	Professor Counseling, Special Education, and School Psychology	19	Faculty Emeritus
Janice Elias	Chair/Professor Human Ecology	32	Faculty Emeritus
William Fry	Professor Psychology	35	Faculty Emeritus
Michael Gelfand	Professor Dana School of Music	37	Faculty Emeritus
Suzan Harper	Assistant Professor Computer Science and Information Systems	11	Faculty Emeritus
Randy Hoover	Professor Teacher Education	30	Faculty Emeritus
Ram Kasuganti	Chair/Professor Management	36	Faculty Emeritus
Hyun Kim	Professor Mechanical and Industrial Engineering	30	Faculty Emeritus
James Kohut	Associate Professor Marketing	31	Faculty Emeritus
Soon-Sik Lim	Professor Civil/Environmental and Chemical Engineering	31	Faculty Emeritus
Richard McEwing	Professor Educational Foundations, Research, Technology, and Leadership	27	Faculty Emeritus

**FACULTY
RECEIVING EMERITUS STATUS**

(Board of Trustees Meeting, June 12, 2013)

NAME	TITLE	YEARS OF SERVICE	STATUS
Zbigniew Piotrowski	Professor Mathematics and Statistics	29	Faculty Emeritus
James Pusch	Associate Professor Educational Foundations, Research, Technology, and Leadership	25	Faculty Emeritus
John Russo	Professor Management	33	Faculty Emeritus
Jane Shanabarger	Associate Professor Theater and Dance	32	Faculty Emeritus
Janet Williams	Professor Teacher Education	28	Faculty Emeritus

Explanation of Modification *Guidebook Policy*:

1005.01 Honorary Degrees

This policy was reviewed. The changes made are (1) Executive Cabinet will review the credentials of candidates recommended for an honorary degree, and (2) the correct name of the Board committee (Academic Quality and Student Success) is updated in the policy.

**Board of Trustees Meeting
June 12, 2013
YR 2013-**

**RESOLUTION TO MODIFY
HONORARY DEGREES POLICY**

WHEREAS, the Institutional Policies are being 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;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the modification of an Institutional Policy governing Honorary Degrees, policy number 1005.01 of the *University Guidebook*, shown as Exhibit __ attached hereto.

**Board of Trustees Meeting
June 12, 2013
YR 2013**

UNIVERSITY GUIDEBOOK

Title of Policy:	Honorary Degrees
Responsible Division:	Academic Affairs
Approving Officer:	Provost/Vice President for Academic Affairs
<i>Revision History:</i>	October 1997; July 2009; June 2011
Resolution Number(s):	YR 1998-22; YR 2010-08; YR 2011-100
Board Committee:	Academic and Student Affairs
EFFECTIVE DATE:	June 17, 2011
Next Review:	2014 (Changed to 2016 per Guidebook Policy 0001.00)

Policy: The Board of Trustees shall grant honorary degrees in recognition of a significant impact on the University; on the community, state, or nation; or on society. Such degrees will be conferred at commencements or at special convocations.

Procedures:

1. Criteria for nomination of individuals to receive an honorary degree are determined by the Provost/Vice President for Academic Affairs.
2. Faculty, staff, Board of Trustees members, and/or anyone associated with the University may submit nominations for honorary-degree candidates to the Academic Events Committee of the Academic Senate or directly to the Provost/Vice President for Academic Affairs. When nominations are made directly to the Provost, the Provost will forward the nominations to the Academic Events Committee if time permits.
3. The Academic Events Committee of the Academic Senate “shall be responsible for making recommendations concerning policy governing academic events such as graduation ceremonies, honors convocations, [and] inaugural ceremonies, and recommend candidates for honorary degrees to the University’s President” [from the Academic Senate Bylaws: Bylaw 6-Section 2(k) found at <http://www.yosu.edu/acad-senate/bylaws.htm>].

4. Through a credential-review process, which includes review of all recommendations, including those submitted by the Academic Events Committee, the Provost/Vice President for Academic Affairs and the President will identify a list of six to ten candidates for approval by the Academic and Student Affairs Committee of the Board of Trustees at its March meeting. It is the expectation that candidates for honorary degrees for the next academic year will be selected from this list.
5. The recommendation(s) of the Academic and Student Affairs Committee will be forwarded to the Board of Trustees for action.

REDLINE VERSION**UNIVERSITY GUIDEBOOK**

Title of Policy:	Honorary Degrees
Responsible Division:	Academic Affairs
Approving Officer:	Provost/Vice President for Academic Affairs
<i>Revision History:</i>	October 1997; July 2009; June 2011
Resolution Number(s):	YR 1998-22; YR 2010-08; YR 2011-100
Board Committee:	Academic and Student Affairs
EFFECTIVE DATE:	June 17, 2011
Next Review:	2014 (Changed to 2016 per Guidebook Policy 0001.00)

Policy: The Board of Trustees shall grant honorary degrees in recognition of a significant impact on the University; on the community, state, or nation; or on society. Such degrees will be conferred at commencements or at special convocations.

Procedures:

1. Criteria for nomination of individuals to receive an honorary degree are determined by the Provost/Vice President for Academic Affairs.
2. Faculty, staff, Board of Trustees members, and/or anyone associated with the University may submit nominations for honorary-degree candidates to the Academic Events Committee of the Academic Senate or directly to the Provost/Vice President for Academic Affairs. When nominations are made directly to the Provost, the Provost will forward the nominations to the Academic Events Committee if time permits.
3. The Academic Events Committee of the Academic Senate “shall be responsible for making recommendations concerning policy governing academic events such as graduation ceremonies, honors convocations, [and] inaugural ceremonies, and recommend candidates for honorary degrees to the University’s President” [from the Academic Senate Bylaws: Bylaw 6-Section 2(k) found at <http://www.yzu.edu/acad-senate/bylaws.htm>].

4. Through a credential review process, which includes review of all recommendations, including those submitted by the Academic Events Committee, the Provost/Vice President for Academic Affairs and the President will identify a list of six to ten candidates for approval by the Academic and Student Affairs Committee of the Board of Trustees at its March meeting. The Executive Cabinet will review the credentials of all the candidates recommended for an honorary degree and will submit a list of no more than twenty (20) candidates for approval by the Academic Quality and Student Success Committee of the Board of Trustees at its March meeting. It is the expectation that candidates for honorary degrees for the next academic year will be selected from this list.
5. The recommendation(s) of the Academic and Student Affairs Academic Quality and Student Success Committee will be forwarded to the Board of Trustees for action.

**RESOLUTION TO AUTHORIZE
RECOMMENDATION OF CANDIDATES
FOR HONORARY DEGREES**

WHEREAS, the *Policies of the Board of Trustees* provide for the recommendation of candidates for honorary degrees for the next academic year who are reviewed and recommended by the Academic Events Committee, the Provost/Vice President of Academic Affairs, and the President of the University;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby authorize that the selection for honorary degrees in the 2013-2014 academic year be granted from the candidates listed in the roster attached hereto.

**Board of Trustees Meeting
June 12, 2013
YR 2013**

Suggestions for Honorary Degree Recipients

Robert Ballard is an oceanographer most noted for his work in underwater archaeology. He is most famous for the discoveries of the wrecks of the RMS *Titanic* in 1985, the battleship *Bismarck* in 1989, and the wreck of the aircraft carrier USS *Yorktown* in 1998. In 2004, Ballard was appointed professor of oceanography, and currently serves as Director of the Institute for Archaeological Oceanography, at the University of Rhode Island's Graduate School of Oceanography.

Richard Celeste served as Ohio's governor from 1983 to 1991. Celeste was born on November 11, 1937, in Cleveland, Ohio. He graduated from Yale University in 1959, and he then studied overseas at Oxford University on a Rhodes Scholarship. Upon returning to the United States, he embarked upon a career in public service, working for the Peace Corps and then as an assistant to the United States Ambassador to India. In 1970, Celeste entered politics, winning election to the Ohio House of Representatives as a member of the Democratic Party. Four years later, Celeste won election as Ohio's lieutenant governor. The current governor was James Rhodes, a Republican. In 1978, Celeste tried to unseat Rhodes in the gubernatorial election, but he lost to the incumbent. Following this defeat, President Jimmy Carter appointed Celeste as director of the Peace Corps, a position that he held from 1979 to 1981. In 1982, Celeste returned to Ohio and ran for the state's governor's seat a second time. Rhodes was not eligible to run due to term limits. Celeste defeated the Republican candidate, Clarence Brown, becoming Ohio's governor. In 1986, Celeste won reelection against James Rhodes, who once again was eligible to run. As governor, Celeste vowed to increase state funding to education, health services, and welfare program. During this period, Ohio ranked near last among the other states in funding for these programs. To accomplish his goal, Celeste and the Democratic-controlled legislature increased the state income tax by ninety percent. A referendum to overturn the tax increase failed, but in 1984, voters returned the Ohio Senate to Republican control. Celeste also opened government positions to African Americans and women in larger numbers than ever before. The governor faced much criticism though, because it appeared that to be appointed to office or to receive business contracts with the state, people and businesses had to be loyal members of or large financial contributors to the Democratic Party. Celeste also dealt with the Home State Savings Bank failure during his first term in office, restoring confidence in Ohio's banking institutions. Celeste was ineligible to seek reelection in 1990 due to term limits. He left politics to establish his own company, Celeste and Sabety Limited, in Columbus, Ohio. In 1997, President Bill Clinton appointed the former governor as the United States Ambassador to India. He remained as ambassador from 1997 to 2001. In 2002, Celeste became president of Colorado College.

Leroy Chiao is an astronaut and former Commander of the International Space Station, who is involved in several education enterprises. He serves as the first Raborn Distinguished Chair Professor at Louisiana State University and is a Director of the Challenger Center. He also serves as the official spokesperson for the Heinlein Prize Trust, and is the leader of its "Have Spacesuit Will Travel" educational program.

Denise DeBartolo York, Owner, San Francisco 49ers. Marie Denise DeBartolo York (born 1951 in Youngstown, Ohio) is the owner of the San Francisco 49ers.[1] She is the daughter of late construction magnate Edward J. DeBartolo Sr. and Marie Patricia Montani DeBartolo.

DeBartolo grew up in a family famous for real estate development.[2] She attended Saint Mary's College of Indiana.[1] After graduation, she joined the family business, The DeBartolo Corporation, and became its executive vice president.[1] In 1994, following her father's death, she became company chairman.[1] Since acquiring the firm, she has diversified its assets, buying several retail and restaurant chains. In 1981, The DeBartolo Corporation purchased the National Hockey League's Pittsburgh Penguins.[1] DeBartolo York was president of the Penguins from 1988–1991, including their 1990–1991 championship season,[1] and only the 2nd woman to serve as President of a Stanley Cup winning team.[3] In 1991, the year following the championship, The DeBartolo Corporation sold the Penguins. In 2000, DeBartolo York and her husband John York gained control of the 49ers and other sporting assets from her brother, Edward J. DeBartolo Jr. In 1998, Eddie DeBartolo Jr. was linked to the investigation of former Louisiana governor Edwin Edwards for corruption and tax fraud, and was suspended from active control of the team by the National Football League. She currently resides in the Youngstown suburb of Canfield, Ohio.

[
Dr. M. Joycelyn Elders was the first African American female US Surgeon General. As a pediatric endocrinologist and 15th Surgeon General of the United States, Dr. Elders has a deep concern for young people and teaches that education, prevention, and responsibility are the keys to a healthy life. An outspoken advocate on behalf of children, she is an expert on the prevention of child abuse, teen pregnancy, violence, and substance abuse.

Randolph Fleisher, Director of the Youngstown Symphony. An in-demand conductor, Canton native Randall Fleischer is the musical director of the Youngstown Symphony. Fleischer, a 1977 McKinley High School grad, assumed his new position for the orchestra's 2007-08 season. "I'll have the customary duties of a music director," Fleischer says. "I'll conduct the majority of the concerts, help with planning the season, participate in crafting an artistic vision for the orchestra and hopefully see it through some years of growth." A busy man, Fleischer is the conductor of three orchestras — the Flagstaff (Ariz.) Symphony, the Anchorage (Alaska) Symphony and the Hudson Valley (N.Y.) Philharmonic. Fleischer, who lives in Los Angeles, is the son of Frank and Barbara Fleischer of Plain Township.

Juan Gonzalez, staff columnist with "The New York Daily News", has been called one of the country's "100 most influential Hispanics" by "Hispanic Business" magazine. In a career that spans more than two decades, he has covered a wide range of national events, from the 1989 U.S. invasion of Panama to the Los Angeles riot, from environmental pollution in Philadelphia to political troubles in Mexico, Central America and the Caribbean, from Cuban boat people to the O.J. Simpson trial.

Darrell Lynn Grace, D.O. Received her D.O. degree from Michigan State University College of Osteopathic Medicine in 1992. She graduated from Youngstown State University in 1975 with an A.A.S. in Nursing, and B.S.A.S. in Health Sciences in 1987. She completed her internship at Cuyahoga Falls General Hospital, in Cuyahoga Falls, Ohio in 1993. She is board certified in Internal Medicine. She completed two years of her Internal Medicine residency at St. Elizabeth Hospital in Youngstown Ohio, from 1993-1995, and one year of Internal Medicine at the State University of New York at Buffalo, from 1995-1996. In 2002 she completed the Osteopathic Heritage Health Policy Fellowship from the American Osteopathic Association at The Ohio University College of Osteopathic Medicine and the New York Institute of Technology. She was

the recipient of the Richard L. Alper award for community service at Michigan State University College of Osteopathic Medicine upon graduation in 1992. In May 2000, she was presented an award for community service during National Minority Health month, and she was presented with a proclamation and a key to the city of Youngstown, Ohio, from Mayor George McKelvey, for community service. She helped establish Grace Place Medical Service, in association with the Greater Youngstown Coalition of Christians, a clinic for the underserved, uninsured, and the underinsured. In 2003, at the American Osteopathic Associations National Convention in New Orleans, La., she was awarded the Dean's award for meritorious service, by Michigan State University College of Osteopathic Medicine. On October 14, 2004, at the Grand Awards Ceremony in East Lansing, Michigan, she was awarded the Alumni Service Award from Michigan State University Alumni Association. In 2005, she was inducted into the AOA's mentor hall of fame. In February 2007, she worked with Heart to Heart International in a free clinic, providing medical care to Hurricane Katrina victims. Dr. Grace has provided leadership for the National Osteopathic Medical Association and the American Osteopathic Association to deliver community preventive services to underprivileged communities at the site and time of each annual AOA convention. She has given numerous presentations to medical students on health policy and health disparities. Dr. Grace is a member of the American Osteopathic Association, and the American College of Osteopathic Internist. She is the chair for Community Outreach for the National Osteopathic Medical Association, organizing health fairs for the homeless at the national conventions; she also serves as the vice president. She is a member of Pilgrim Baptist Church. She is a physician in private practice. She is a clinical assistant professor at Ohio University College of Osteopathic Medicine. She is married to Charles Grace, and she is the daughter of Robinette Burnette and Alonzo (Teddy) Jackson.

Erin Gruwell is an inspiring educator. Gruwell helped her students overcome adversity and use the power of education to graduate from high school, attend college, and write *The Freedom Writers Diary*. The book was made into the hit film, *Freedom Writers*, starring Hilary Swank. Gruwell now serves as Distinguished Teacher in Residence at California State University, Long Beach in the College of Liberal Arts and Education.

Annabelle Gurwitch is an actress and humorist, best known to television audiences for her many years as the co-host of the cult favorite *Dinner and a Movie* on TBS. She is currently a contributing writer and commentator on "Day to Day" on NPR and a columnist for TheNation.com. Her newest role is host of the reality show *Wasted*, launched by the network Planet Green. The show works with a different household every week as they try to make their homes "green" with the added incentive of earning money based on the success of the household's transition.

Maria Hinojosa is a correspondent for the PBS news program *NOW* and Managing Editor of the radio program, "Latino USA," Hinojosa hosts a new PBS series, *One-on-One*, interviewing some of America's foremost Latino leaders. A prominent voice in the Hispanic community, she brings her wit, warmth, and professional wisdom to the dialogue about celebrating diversity in life, as well as in the workplace.

Chris Hughes co-founded Facebook in 2004. Hughes worked first as the site's spokesperson and later as a product manager specializing in user experience. In 2006, he graduated magna cum laude from Harvard with a degree in History and Literature. In 2007, Hughes left Facebook to

work on Barack Obama's presidential campaign as the Director of Online Organizing, where he was charged with developing web technologies to engage and empower supporters. Hughes oversaw the development of the on-site network My.BarackObama.com along with the campaign's presence on other networks like Facebook and MySpace. The campaign's new media strategy revolutionized the use of the Web as a political tool, helping the candidate raise more than \$500 million by generating more than two million donations of less than \$200 each. In 2010, Hughes founded and became Executive Director of the nonprofit Jumo, an organization with the goal of "connecting people who want to change the world." Hughes is now an Entrepreneur in Residence at General Catalyst Partners, a venture capital firm that invests in entrepreneurs who are building the technology-based companies that will lead innovation and transform industries. He is working closely with young entrepreneurs to help guide them through the steps of building a business. Hughes focuses on identifying new investment opportunities and supporting strategic business development initiatives in the areas of consumer services, Internet and new media, and disruptive technology.

Mae Jemison blasted into orbit aboard the space shuttle Endeavour, September 12, 1992, the world's first woman of color to go into space and the city of Chicago's first astronaut in U.S. history. Jemison attended Stanford University and graduated with a Bachelor of Science degree in Chemical Engineering, and fulfilled the requirements for an A.B. in African and Afro-American studies. She completed her medical doctorate at Cornell University. Jemison was a General Practitioner in Los Angeles with the INA/Ross Loos Medical Group, and then spent 2 ½ years as Area Peace Corps medical officer for Sierra Leone and Liberia in West Africa. Jemison formed The Jemison Group, Inc., a technology design and consulting company. Projects have included consulting on the design and implementation of solar thermal electricity generation systems for developing countries and remote areas and the use of satellite-based telecommunications to facilitate health care delivery in West Africa. As Director of the Jemison Institute for Advancing Technology in Developing Countries and Professor of Environmental Studies at Dartmouth College, Jemison works on sustainable development. The institute is organizing a S.E.E.ing the Future (Science, Engineering and Education) Institute for the National Science Foundation, a project to consider the role of public funding in science and technology research in the future. Jemison also created The Earth We Share*. Jemison also serves as Bayer Corporation's national science literacy advocate. Honors and awards include induction into the National Women's Hall of Fame; selection as one of the People magazines' 1993 "World's 50 Most Beautiful People"; Johnson Publications Black Achievement Trailblazers Award; the Kilby Science Award; National Medical Association Hall of Fame; selection as a Montgomery Fellow, Dartmouth College; and numerous honorary doctorates. She was the host and technical consultant of the "World of Wonder" series on the Discovery channel, appeared in an episode of Star Trek: the Next Generation, and was the subject of the PBS documentary The New Explorers.

Ron Jaworski, YSU alum, former pro football player. Born and raised in the gritty steel town outside of Buffalo, Ron Jaworski was a three-sport standout in high school and had an arm most would admire. Drafted by the St. Louis Cardinals right out of high school, Ron was anxious to play baseball immediately, but his father pushed for college first. After a two-week stint working in a steel mill - a "reality-check" arranged by his father - Ron quickly decided to pursue a college degree and chose to play football at Youngstown State University in Ohio. It was a small

school, but Ron went on to have an outstanding career at Youngstown, including an impressive appearance in the Senior Bowl and the Ohio Shrine Bowl games. Impressed with his arm, the Los Angeles Rams selected Jaworski in the second round of the 1973 draft. Jaws quickly outgrew his insecurity and his impressive throwing ability earned him the nickname "the Polish Rifle." After spending four years with the Rams, the rights to Jaworski were traded to the Philadelphia Eagles in March of 1977. Under head coach Dick Vermeil and behind Ron's ability and enthusiastic field leadership, the Eagles advanced to the NFC playoffs in 1978 and 1979. In 1980, Jaws led the Eagles to a 12-4 record, the NFC Championship and their first-ever berth in a Super Bowl. Ron finished the 1980 season as the #1-rated passer in the NFC. In recognition of his brilliant 1980 season, Ron was selected to the Pro Bowl. Along the way, Ron earned another nickname... "Jaws." His neighbor handed the moniker on him at the time and star guard for the Philadelphia 76ers, Doug Collins. "He didn't come up with Jaws because of that shark movie, though," says Jaworski. "Doug said it was because my mouth was always open, talking." Until he suffered a broken leg and torn ligaments in his left ankle during a game at St. Louis in the 1984 season, Ron led the Eagles to the NFC playoffs four times. Jaws also held the record for most consecutive starts in NFL games (116) until Brett Favre surpassed the mark in 1999. During his 10 years with the Eagles, Ron passed for nearly 27,000 yards, including 175 touchdowns. After becoming a free agent in March of 1987, Ron was signed by the Miami Dolphins. Jaws played for the Dolphins in 1987 and 1988, and in 1989, he signed as a free agent with the Kansas City Chiefs. After sustaining a season-ending knee injury, Ron retired in 1990 with a career total of 28,190 passing yards and 179 touchdowns. In 1991, Jaws founded Ron Jaworski Management, Inc. to oversee the day-to-day operations of his business ventures. Currently four different entities fall under the umbrella of RJM ownership: Valleybrook Golf Club, The Chateau Resort, Edgewood in the Pines and The Showcase Sports Apparel Store. RJM is also responsible for overseeing the business of the Maxwell Football Club of Philadelphia, the Ron Jaworski Annual Celebrity Golf Challenge and the Jaws Youth Fund Fall Golf Classic, which has raised over \$1 million for support of innovative youth programs throughout Camden County and the country. In 2003, along with rock-and-roll icon Jon Bon Jovi, Jaworski became co-owner and President of the Philadelphia Soul, the 18th team to join the Arena Football League. He will continue to work directly with newly-hired Head Coach, Bret Musney on football operations as well as assist the organization on all strategic marketing opportunities. Aside from his business ventures, Jaworski is also a regular on ESPN, NFL Films and Eagles Television Network (Philadelphia) and has become one of the most distinguished NFL analysts on television. Jaworski gives fans a weekly, in-depth insider's view of the NFL through "EA Sports NFL Matchup." Every Sunday and Monday, Ron assists on "NFL Sunday Countdown" and "NFL Monday Night Countdown" with his team-by-team analysis. Jaws has been the recipient of numerous honors including UPI's 1980 "NFL Player of the Year," the Bert Bell Award, the Pinnacle Award and the United Way's Volunteer Leadership Award. Jaworski was inducted into the Polish American Hall of Fame in 1991 and the Greater Buffalo Sports Hall of Fame in 1994. He was also nominated for the Pro Football Hall of Fame in his first year of eligibility and was inducted into the Philadelphia Eagles Honor Roll in 1992. Ron is a dynamic motivational speaker, bringing together the sports world and the business world with his enthusiasm and passion.

Bernie Kosar graduated from the University of Miami in Florida. Bernie had a double major in finance and economics while there and later he earned an MBA. He won a National **Championship** title with the Hurricanes in 1984 and was drafted by the Browns in 1985. *Bernie*

was the QB for the Browns from 1985-93. Bernie then went to the Dallas Cowboys. In 1993 he gained a Super Bowl ring. From 1994-1996 he played for the Miami Dolphins.

Bo Pelini, the youngest of eight children, grew up in the hard-nosed town of Youngstown, Ohio. Pelini's parents instilled the discipline at a young age that has guided Bo to success both in and out of athletics. Pelini's passion for athletics began in Youngstown. After a standout prep career at Cardinal Mooney High School, Pelini went on to Ohio State. A hard-hitting safety, Pelini was known for his passionate and relentless play. Teammates recognized his leadership and elected him a team captain as a senior. The tradition of being part of winning programs did not end after Pelini's playing career. His coaching career has featured success at every stop along the way. A Super Bowl ring and a national championship are part of the 40-year-old Pelini's impressive resume. That coaching resume included a one-year stop as defensive coordinator at Nebraska. During the 2003 season, Pelini quickly learned the traditions of Nebraska football and its passionate fan base. In turn, Husker fans recognized the discipline and passion instilled by Pelini in the Blackshirt defense. After four years as the nation's most successful defensive coordinator, Pelini returned to Lincoln last December. Nebraska Athletic Director and former Hall of Fame coach Tom Osborne named Pelini the 28th head coach in Nebraska football history on Dec. 2, 2007. Pelini got his start in coaching in 1991, serving as a graduate assistant coach at Iowa under Hayden Fry. From there he moved into the high school ranks, serving as quarterbacks coach at Cardinal Mooney High School in Youngstown, Ohio in 1993 before taking the leap to the 49ers. A standout free safety at Ohio State from 1987 to 1990, Pelini earned four letters for the Buckeyes. He was coached by Earle Bruce in 1987, and John Cooper his final three seasons. Pelini helped the Buckeyes to a 15-8 record over his final two seasons as a starter, and he was a three-time selection to the academic All-Big Ten team. As a senior co-captain Pelini received the "Bo Rein Award," given annually to the Buckeyes' most inspirational player. After earning his Bachelor's degree in business marketing from Ohio State in 1990, Pelini completed his master's degree in sports administration at Ohio University in 1992. Pelini is a native of Youngstown, Ohio. He and his wife, Mary Pat, also a Youngstown native, have three children, a son, Patrick, and two daughters, Kate, 7 and Caralyn.

Ted Strickland (born August 4, 1941) is an American politician of the Democratic Party. Before his election in to governor in 2006, he served six terms as a member of the United States House of Representatives from Ohio's 6th district. Born in Lucasville, Ohio, Strickland was one of nine children; his father was a steelworker. A 1959 graduate of Northwest High School (McDermott, Ohio), Strickland went on to be the first of his family to attend college. Strickland was awarded a Bachelor of Arts degree from Asbury College (Wilmore, Kentucky) in 1963. In 1966, he received a Master of Arts degree from the University of Kentucky (Lexington, Kentucky). He received another master's degree in 1967 from Asbury Theological Seminary (Wilmore, Kentucky). He received a doctorate in psychology from the University of Kentucky in 1980. He is married to Frances Strickland, an educational psychologist and author of a widely used screening test for kindergarten-age children. Strickland worked as a counseling psychologist at the Southern Ohio Correctional Facility in Lucasville, Ohio; was an administrator at a Methodist children's home; and was a professor of psychology at Shawnee State University (Portsmouth, Ohio). His only known pastoral position within a church was a very brief associate pastoral position at Wesley United Methodist Church located at the corner of Offnere and Gallia Streets, Portsmouth, Ohio (now Cornerstone United Methodist Church). Strickland ran for U.S. representative for Ohio's 6th congressional district in 1976, 1978, and 1980, losing twice to long-

time incumbent William H. Harsha and later to Harsha's successor and campaign manager, Bob McEwen.

George Voinovich (born July 15, 1936) is a former senior United States Senator from the State of Ohio, and a member of the Republican Party. Previous to this, he served as the 65th Governor of Ohio from 1991 to 1998, and as the 54th mayor of Cleveland from 1980 to 1989. Born in Cleveland, Ohio, his father was a Serb from Croatia [1][2] (from Kordun [2]), and he had a Slovenian mother. Voinovich earned a Bachelor of Arts degree in government from Ohio University in 1958 and a law degree from The Ohio State University in 1961. Voinovich is a member of Phi Kappa Tau fraternity. He married his wife, Janet, in 1962. They had four children: George, Betsy, Peter, and Molly, as well as seven grandchildren. Molly, their youngest child, was killed in an auto accident at age 9.



MEMORANDUM

TO: Dr. Ikram Khawaja, Provost and Vice President for Academic Affairs
DATE: April 11, 2013
FROM: Dr. Bryan DePoy, Dean, College of Fine & Performing Arts *lps*
SUBJECT: College Name Change: "College of Creative Arts and Communication"

By way of this memo, I am asking for your support for this needed change as well that it be considered as a Board agenda item for the June 2013 meeting. Thank you for your consideration.

Recent History of the College: Departmental Restructuring

For many years, three departments existed within the college: Art, Communication and Theater, and the Dana School of Music. During that time, the label of "Fine and Performing Arts" adequately described each of the departments; however, in 2007, the department of Communication and Theater was divided into two departments: (1) Communication and (2) Theater and Dance.

From this fissure, an identity crisis for Communication resulted, and remains. The Department of Communication offers three degrees: BA degrees in Communication Studies and Telecommunication Studies, and an MA degree in Interdisciplinary Communication. Although Communication belongs in the college, as it encompasses artistic components and awareness, the field is not best conceptualized as a "fine and performing art," such as the art, music, or theater and dance disciplines. Communication is seen more accurately as an applied art, rather than art designed for the chief purpose of aesthetics or concept. Accordingly, by name, the Department of Communication is rather marginalized within the college culture.

Consultation with Constituents

Due to the above factors, in combination with exploring naming opportunities, the Dean's Office held several meetings or consulted with numerous constituencies, including the Dean's Advisory Committee, Chairs, Directors, Assistant Directors, and several faculty. External constituencies were also consulted, including the college's Community Advisory Board and select alumni. In the academic community, I have had conversations with my colleagues and individuals at the executive level; in addition, leadership in Marketing and Communication is supportive. Interestingly, during the course of those conversations, there was not a single dissenting opinion regarding the course of action. Rather, consensus was that a new name offered a means of modernizing the College, and an opportunity for enhanced exposure.

"What's in a Name?"

While most will agree that a change in name is appropriate, the predominant challenge is *choosing* the name. As is the case with College of Fine and Performing Arts, not all disciplines will be specifically represented; however, I am confident that, by looking broadly at our principles, we might receive guidance. In essence, we are all about creativity. From an artistic standpoint, whether it is from an applied and performance vantage, or a historical or theoretical realm, our foci are about creativity...the Creative Arts. "Fine Arts" has become too restrictive a term when describing artistic activity. "Creative Arts" lends itself to thinking about how art

functions and is made and disseminated in the 21st century. Furthermore, communication, to a certain extent, can reach across the departmental boundaries in our college, as, in most cases, our disciplines explore varied means of conveying emotion and aesthetics. The creative arts reflect and project our world, the past, present, and future, helping us envision what was, what is, and what is possible. The critical work of our college is to serve as a lens to communicate inspiration and imagination.

During most of my conversations, I have tested variations of names, including the **College of Creative Arts and Communication**, and this is my recommendation.

Nationwide Trends

Similar constellations of departments exist at other institutions. Increasingly, Colleges have rectified this common problem by adopting names that are more inclusive, accurate, and contemporary. Common solutions include [College of] “Fine Arts and Communication,” “Arts and Communication,” “Creative Arts,” and “Creative Arts and Communication” (See Appendix A for examples). We are certainly not an outlier by selecting the College of Creative Arts and Communication.

What Changes?

Realistically, this change, as drastic as it may seem, will occur with little impact on most of us. We will get some very positive press from the name change. We will have to change some signs and stationary and embark upon a marketing campaign. We will have, though, a name that is more representative of those disciplines that make up our college. The name is also more reflective of our mission, which states that, “The College of Fine and Performing Arts provides a dynamic learning environment in the **creative** and **communication** arts to strengthen and broaden the intellectual and cultural horizons of a diverse community” [Emphasis Added].

Appendix A
Common College Names Out-of- and In-State

Out-of-State Institutions

University of Wisconsin – Whitewater

- College of Arts and Communication

West Virginia University

- College of Creative Arts

Rowan University

- College of Communication & Creative Arts

Palm Beach State College

- College of Creative Arts and Communications

San Francisco State University

- College of Liberal & Creative Arts

University of Central Arkansas

- College of Fine Arts and Communication

William Patterson University

- College of the Arts and Communication

Brigham Young University

- College of Fine Arts and Communication

Towson University

- College of Fine Arts & Communication

California State University Northridge

- College of Arts, Media, and Communication

Texas State University

- College of Fine Arts & Communication

Central Michigan University

- College of Communication and Fine Arts

Marist College

- School of Communication and the Arts

Wayne State University (Michigan)

- College of Fine, Performing, and Communication Arts

University of Missouri-St. Louis

- College of Fine Arts and Communication

In-State State Universities (Ohio)

Bowling Green State University

- College of Arts & Sciences

- A separate School of Music

University of Akron

- College of Arts & Sciences

Miami University

- School of Creative Arts

Kent State University

- College of the Arts
- College of Communication and Information

Cleveland State University

- College of Liberal Arts and Social Sciences



The knowledge to heal. The spirit to care.

April 10, 2013

Dr. Cynthia Anderson
Youngstown State University
One University Plaza, Tod Hall
Youngstown, OH 44555

Dear Dr. Anderson:

As you well know, there is a compelling need to create more opportunities for high quality Medical Education in the Mahoning Valley. The construction of a new, state-of-the-art building that houses classrooms, simulation laboratories and residency clinics would draw the best and brightest students to our region and provide them a world-class teaching environment. Over the past several months, constructive discussions between the HMHP and YSU Administrative staffs to explore the development of such a building have taken place. While many details remain to be resolved, there is clearly some momentum toward a collaborative effort to raise the funds needed through philanthropy. During May, June and July, interviews with community leaders and philanthropists will begin. This will help us gauge more accurately the level of support that we may be able to reach for the project. Before we can do this, let us confirm two important areas of agreement that have arisen from our conversations.

First, it is understood that a shared debt structure would be unduly cumbersome, both legally and financially. This means that HMHP will attempt to secure whatever debt, if any, is needed. HMHP then, would own the building. YSU would lease the portion of the building that it requires. Second, YSU and HMHP will partner fully on the fundraising for the building. This collaborative effort will be needed in order to reach our goal for construction of the building. The building design will be commensurate with the size of the capital campaign. In this way, we anticipate that if debt will be needed it will be for a short period of time. Also, the details of the YSU lease arrangement would reflect the success of the campaign.

This is the understanding I have of the arrangement so far. I understand you will want to share this letter with your board. Please let me know your thoughts.

Sincerely,

A handwritten signature in black ink, appearing to read "Robert W. Shroder", written over a horizontal line.

Robert W. Shroder
President/CEO

cc: ~~Scott~~ Evans, VP for Academic Advancement
James Schultis, President, HMHP Foundation

1044 Belmont Avenue • P.O. Box 1790 • Youngstown, Ohio 44501-1790

St. Elizabeth Health Center • St. Joseph Health Center • St. Elizabeth Boardman Health Center
HM Home Health Services • The Assumption Village • Humility House • Hospice of the Valley • Laurel Lake HMpartners.org

Rationale for YSU/ HMHP Collaboration
April 22, 2013

Existing facilities at YSU and HMHP are dated or lack physical space.

- Expanded class sizes in the health sciences, have created a need for more classrooms and an auditorium.
- Clinic space at HMHP is in a dated, re-purposed space; demand for services has increased.
- Other space needs have evolved and increased, such as the need for simulation.

YSU and HMHP represent a synergy of two of the largest institutions / employers in the region.

- HMHP has created a demand for a highly skilled, trained workforce in the Valley.
- YSU has the ability to provide such formative training.
- A “Grow-your-own” strategy of workforce development may help meet future, significant workforce needs.
- Allows for integration of education and labor force needs.

Both institutions are committed to health professional education and the community.

- Consistent with mission, HMHP is committed to maintaining a primary care presence to meet the needs of Valley citizens.
- Community service is a hallmark of the University, along with teaching and research.
- Both institutions have a decades-long history of health professional training.
- Collaboration will enhance long-term viability of both institutions in an increasingly competitive and changing market.

Greater efficiencies will be garnered by having all clinics together in one space and through collaboration in educational efforts.

- Existing physical structure for clinics prevents centralized business functions.
- Partnerships with others for educational resources, physical space, and technology in an era of constrained resources is fundamental.
- Expanded access to simulation and research with shared resources is an outgrowth of collaboration.

Clinic space, built for teaching and proximal to didactic and simulation modes of instruction, will enhance both learning and patient care.

- Re-enforcement of concepts across modes of instructions enhances comprehension.
- “See one, do one, teach one” is logically preceded by formal curriculum and instruction.
- Collaboration will allow vertical integration of learning, from the lecture, to simulation and skills lab, to the patient.