Youngstown
STATE UNIVERSITY

BOARD OF TRUSTEES
ACADEMIC QUALITY AND STUDENT SUCCESS COMMITTEE
Carole S. Weimer, Chair
Atty. James E. "Ted" Roberts, Vice Chair
All Trustees are Members
Ikram Khawaja, *Ex-Officio*

Tuesday, June 3, 2014	Tod Hall
1:00 p.m.	Board Meeting Room

AGENDA

A. **Disposition of Minutes for Meeting Held February 18, 2014**

B. **Old Business**

C. **Committee Items**

1. **Student Affairs**

   a. **Student Affairs Discussion Items**

      1) **Enrollment Update**   Tab 1
      A review of enrollment progress for Fall 2014 will be presented for discussion by Gary Swegan, Associate Vice President for Enrollment Planning and Management, and Jack Fahey, Vice President for Student Affairs.

      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.

2. **Academic Affairs**

   a. **Academic Affairs Action Items**

      1) **Resolution to Modify Research, Grants and Sponsored Programs Policy, 1013.01**   Tab 3
      Dr. Teresa Riley, Interim Provost, will report.

2) Resolution to Authorize Conferral of Faculty Emeritus Status   **Tab 4**

The resolution nominates 18 recently-retired faculty members for Faculty Emeritus status. Dr. Teresa Riley, Interim Provost, will report. Policy Number 7003.01, Emeritus Status, from the University Guidebook, is attached for your information.

3) Resolution to Approve Campus Completion Plan   **Tab 5**

As part of the Complete College Ohio initiative, each university must have its board of trustees adopt a University Campus Completion Plan and forward it to the Ohio Board of Regents by June 30, 2014. Dr. Shearle Furnish, Dean, College of Liberal Arts and Social Sciences, and Dr. Teresa Riley, Interim Provost, will present the plan and resolution.

b. Academic Affairs Discussion Item

1) Department Name Change   **Tab 6**

Dr. Teresa Riley, Interim Provost, and Dr. Shearle Furnish, Dean, College of Liberal Arts and Social Sciences, will discuss the proposed name change of the Department of Political Science to the Department of Politics and International Relations.

D. New Business

E. Adjournment

AGENDA TOPIC: Enrollment Update

STAFF CONTACT(S): Gary Swegan, Associate Vice President for Enrollment Planning and Management and Jack Fahey, Vice President for Student Affairs

BACKGROUND:

Several key events on the enrollment management calendar have occurred since the last report.

SUMMARY AND ANALYSIS:

Gary Swegan will present an update on:

- Current headcount registration, with same period comparisons back to 2011, and a range of expected fall 2014 headcount based on that recent historic information
- Current SOAR comparison
- Current paid housing comparison
- Comparison of freshmen scholarships awarded
- Information on FAFSA's submitted

RESOLUTION: N/A – DISCUSSION ITEM ONLY

REVIEWED AS TO FORM AND CONTENT:

Ikram Khawaja, Interim President

Board of Trustees Meeting
June 18, 2014
YR 2014

Enrollment Update Tab to be Distributed at the Board Meeting

AGENDA TOPIC: Strategic Plan Student Success Cornerstone Update

STAFF CONTACT(S): Jack Fahey, Vice President for Student Affairs

BACKGROUND: In 2009, the University was faced with significant challenges in terms of student success including lack of coordination/cooperation across divisions, lack of actionable data and limited attention to assessment, dated and under-resourced enrollment management infrastructure, historic underperformance from key departments that are critical to student success, and absence of several programs that should be central to any comprehensive student success program at a university.

SUMMARY AND ANALYSIS: Significant progress has been made – in fact a transformation in culture has occurred. YSU today has a first-rate, comprehensive, collaborative student success program that is changing all aspects of our students' experience. Faculty and staff are much more focused on student success (especially recruitment, learning, retention, and graduation) than ever before.

Data to this point indicates that students in 2014 are much more likely to be successful than they were four years ago. Students today will perform better academically, progress to degree more quickly and at a higher rate, be more engaged and more satisfied with their experience, and will be better prepared for post-college success. A poster display, short video, dashboard, and short discussion will be presented.

RESOLUTION: N/A – DISCUSSION ITEM ONLY

REVIEWED AS TO FORM AND CONTENT:

Ikram Khawaja

Ikram Khawaja, Interim President

Board of Trustees Meeting
June 18, 2014
YR 2014

STUDENT SUCCESS CORNERSTONE
Annual Report to the Board of Trustees

The Student Success Cornerstone has made rapid progress with its overall mission to ensure that the "structure, policies, and practices of the institution... facilitate the success of students and graduates." (Strategic Plan, pg. 15)

Collaboration between Academic and Student Affairs was identified as one of the priorities of the plan. As you can see from the list of contributors who chair initiatives, it is clear that the cornerstone initiatives are a true partnership. Most of the initiative groups have broad representation. Student Government has played a key role in various initiatives.

1.	Implement a Freshman Year Experience	Shearle Furnish	Academic Affairs
2.	Align Systems of Advising	Bill Buckler	Academic Affairs
3.	Improve Orientation	Becky Varian	Student Affairs
4.	Examine and Revise Admission/Retention Requirements	Gary Swegan	Student Affairs
5.	Tighten Enforcement of Conditional Admissions	Jonelle Beatrice	Student Affairs
6.	Implement Dual Enrollment w/ EGCC	Teri Riley	Academic Affairs
7.	Coordinate Academic Programming with EGCC	Bryan DePoy	Academic Affairs
8.	Develop a Major Marketing Campaign...	Mark Van Tilburg	Advancement
9.	Create an Enrollment Management Team	Gary Swegan	Student Affairs
11.	Create Early Warning Processes to Improve Student Success	Jonelle Beatrice	Student Affairs
12.	Improve Course Completion Rates	Shearle Furnish	Academic Affairs
13.	Enhance Learning Assessment Endeavors	Hillary Fuhrman	Academic Affairs
14.	Support Faculty Development in Teaching and Learning	Cary Wecht	Academic Affairs
15.	Formalize Exit Interviews	Jeanne Herman	Student Affairs
16.	Use Data to Make Improvements	Jack Fahey	Student Affairs
17.	Raise More Money for Scholarships	Elaine Ruse	Student Affairs
21.	Streamline Academic Experiences	Teri Riley	Academic Affairs
22.	Offer Flexibly Scheduled, Alt. Delivery, and Distance Ed. Courses and Programs	Millie Rodriguez	Academic Affairs
23.	Increase Internships, Co-ops, Service Learning and Study Abroad Opportunities	Betty Jo Licata	Academic Affairs
24.	Enhance Job Fairs	Jennifer Johnson	Student Affairs
25.	Provide Interview Training and Preparation	Jennifer Johnson	Student Affairs
26.	Publish List of Employers That Recruit on Campus	Jennifer Johnson	Student Affairs
	Cornerstone Chair	Jack Fahey	Student Affairs
	Cornerstone Co-Chairs	Erin Driscoll	Student Affairs
		Tysa Egleton	Student Affairs

RESULTS:

- Increased   Success of Conditional Students
- Increased   High School GPA of Incoming Students

- Increased   ACT Score of Incoming Students
- Increased   Freshmen Retention
- Declined   Standards of Progress Cases
- Declined   Non-Attendance F's
- Increased   Freshmen GPA
- Increased   Course Completion Rate
- Increased   Credit Hours Earned Per Student
- Increased   Scholarship Dollars Awarded
- The Higher Education Research Institute (UCLA) has developed a calculator to predict future graduation rates. The calculator predicts that we will reach our 2020 graduation target (43%) in 2019. It also predicts that our 2020 graduation rate will increase to 46%.

The attached materials are designed to outline the progress we have made. The first document shows progress on initiatives. The dashboard illuminates some of the successes of the initiative teams. A short video will be shown. A poster display throughout the room is designed to give you a sense for the breadth and depth of the work being done. Please peruse them as you are able.

STRATEGIC PLAN 2020 STUDENT SUCCESS CORNERSTONE PROGRESS

Theme One: Academic Achievement

1. IMPLEMENT A FRESHMAN YEAR EXPERIENCE — 60%
2. ALIGN SYSTEMS OF ADVISING — 50%
3. IMPROVE ORIENTATION — Done!
4. EXAMINE AND REVISE ADMISSION/RETENTION REQUIREMENTS — Done!
5. TIGHTEN ENFORCEMENT OF CONDITIONAL ADMISSIONS — Done!
6. 20% IMPLEMENT DUAL ENROLLMENT W/ EGCC
7. 30% COORDINATE ACADEMIC PROGRAMMING WITH EGCC
8. DEVELOP A MAJOR MARKETING CAMPAIGN — 80%
9. CREATE AN ENROLLMENT MANAGEMENT TEAM — Done!
10. DEVELOP COLLABORATIVE PARTNERSHIPS WITH PK-12 • NOT YET STARTED
11. CREATE EARLY WARNING PROCESSES TO IMPROVE STUDENT SUCCESS — Done!
12. IMPROVE COURSE COMPLETION RATES — 50%
13. ENHANCE LEARNING ASSESSMENT ENDEAVORS — 85%
14. SUPPORT FACULTY DEVELOPMENT IN TEACHING AND LEARNING — Done!
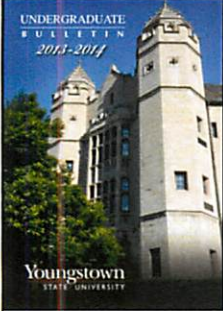
Theme Two: Student Satisfaction

15. FORMALIZE EXIT INTERVIEWS — 80%
16. USE DATA TO MAKE IMPROVEMENTS — 90%
17. RAISE MORE MONEY FOR SCHOLARSHIPS — 90%
18. EXPAND SERVICE LEARNING INITIATIVES • NOT YET STARTED
19. ENSURE THAT COURSES ARE AVAILABLE WHEN NEEDED • NOT YET STARTED
20. IMPROVE TIME TO COMPLETION OF DEGREE • NOT YET STARTED
21. STREAMLINE ACADEMIC EXPERIENCES — 60%
22. OFFER FLEXIBLY SCHEDULED, ALT. DELIVERY, AND DISTANCE ED. COURSES & PROGRAMS — 50%

Theme Three: Readiness for Post College Success

23. INCREASE INTERNSHIPS, CO-OPS, SERVICE LEARNING AND STUDY ABROAD — 70%
24. ENHANCE JOB FAIRS — Done!
25. PROVIDE INTERVIEW TRAINING AND PREPARATION — Done!
26. PUBLISH LIST OF EMPLOYERS THAT RECRUIT ON CAMPUS — Done!
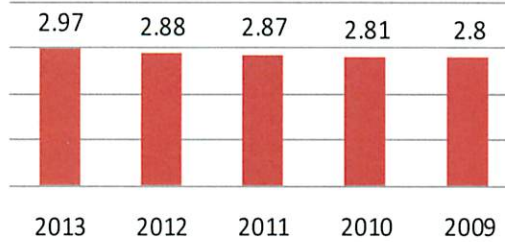
AGGREGATE COMPLETION OF ALL INITIATIVES — 66%

Youngstown
STATE UNIVERSITY

YSU 2020 STRATEGIC PLAN

STUDENT SUCCESS CORNERSTONE POINTS OF PRIDE

MAY 2014

ALIGNING SYSTEMS OF ADVISING

UNDERGRADUATE BULLETIN 2013-2014

Youngstown STATE UNIVERSITY

Created E-Bulletin & Academic Advising Roadmap

www.ysu.edu/ebulletin

TIGHTENED ENFORCEMENT OF CONDITIONAL ADMISSIONS

Elevated the first semester success of Conditional Admittance Students from 24% to 70% ending the semester in good standing.

CREATED AN ENROLLMENT MANAGEMENT TEAM (EMT)

More than 100 faculty/staff/students involved in EMT and EM Network.
More than 300 faculty/staff/students involved in each Crash Day.

ENHANCED LEARNING ASSESSMENT ENDEAVORS

90% of academic co-curricular departments submit annual assessment
84% of reports are rated high quality

INCREASED SOAR PARTICIPANT SATISFACTION

	Great 2012	Great 2011	Great 2010	Great 2009
SOAR Program, Overall	64.4	57.9	55.3	48.8
Orientation Staff	78.5	71.36	68.8	65.6

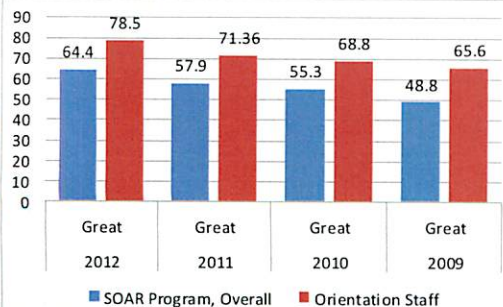## EXAMINED & REVISED ADMISSION/ RETENTION REQUIREMENTS

Overall Average High School GPA

2013	2012	2011	2010	2009
2.97	2.88	2.87	2.81	2.8

Average ACT of Incoming Students

2013	2012	2011	2010	2009
20.48	20.17	20.02	19.75	19.83
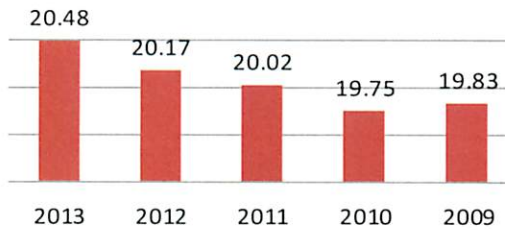
Freshman Retention Rate

Fall 2012	Fall 2011	Fall 2010
66.40%	65.40%	64.80%

OFFER FLEXIBLY SCHEDULED, ALTERNATIVE DELIVERY, AND DISTANCE EDUCATION COURSES AND PROGRAMS

Applications are up 38.5%
Four new programs planned for 2015:
Associate in General Education
Professional Writing Certificate
BA Journalism completion program
MA Interdisciplinary Communication

ENHANCED JOB FAIRS

- *Highest employer participation in six years*
- *24% increase in student participation*

CREATED EARLY WARNING PROCESSES TO IMPROVE STUDENT SUCCESS

33% reduction in students cited for failure to meet Federal satisfactory academic progress (SAP) guidelines

2012	2013	2014
5,264	4,446	3,497

Freshman GPA rising

2011	2012
2.68	2.78

Non-Attendance F's Declining
4.41% - 2.9%

% of Courses Completed Improving
78.4% - 83.3%

DEVELOPED A MAJOR MARKETING CAMPAIGN

Experience Y_!

Both the **Experience Y** campaign and the **YSU Alumni Magazine** won national recognition.

EARLY SOAR ATTENDANCE

ATTENDANCE	YEAR
684	2003
725	2004
752	2005
754	2006
713	2007
768	2008
749	2009
788	2010
877	2011
820	2012
900	2013
837	2014

AGENDA TOPIC: Resolution to Modify Research, Grants and Sponsored Programs Policy, 1013.01

STAFF CONTACT(S): Dr. Teresa Riley, Interim Provost

BACKGROUND: This policy explains the parameters and procedures needed to apply for research, grants, and sponsored programs. Changes were made to allow individuals to know the location of information available on the subject.

SUMMARY AND ANALYSIS: This policy has been revised to reflect the location of information on this subject. There are no significant changes.

RESOLUTION:

RESOLUTION TO MODIFY
RESEARCH, GRANTS, AND SPONSORED PROGRAMS

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 the Institutional Policy governing Research, Grants, and Sponsored Programs, policy number 1013.01 of the *University Guidebook*, shown as Exhibit __ attached hereto. A copy of the policy indicating changes to be made is also attached.

RECOMMEND APPROVAL:

Ikram Khawaja

Ikram Khawaja, Interim President

Board of Trustees Meeting
June 18, 2014
YR 2014-

UNIVERSITY GUIDEBOOK

Title of Policy:	Research, Grants, and Sponsored Programs
Responsible Division/Office:	School of Graduate Studies and Research
Approving Officer:	Provost and Vice President for Academic Affairs
Revision History:	July 1999; December 2009; June 2014
Resolution Number(s):	YR 2000-3; YR 2010-26; YR 2014-
Board Committee:	Academic and Student Affairs
EFFECTIVE DATE:	June 18, 2014
Next Review:	2019

Policy: Believing that the quality of education and public service is grounded in scholarship, the University seeks to encourage and support research and scholarly and professional activity that strengthen its educational and service mission.

Definitions:

- "Sponsored Programs" are activities, including research, teaching, training or service programs, substantially funded by agencies external to the University, and which require program technical, administrative, and fiscal accountability.

- "Grants, Contracts, and Cooperative Agreements" are legal instruments governing the administration of sponsored programs.

- "Research" is legally defined as "a systematic investigation, including research development, testing, and evaluation designed to develop or contribute to generalizable knowledge" [45 CFR 46.102(d)]. It includes internally- and/or externally-sponsored research, or unfunded research, conducted by authorized faculty or staff.

Parameters:

- The University, as an entity of state government, is legally authorized to serve as fiscal agent for sponsored programs undertaken *with institutional approval* by faculty and staff, who may be designated as principal investigators (for research projects) or project directors (on other activities).

- University employees or students may not undertake sponsored programs involving University resources unless institutionally authorized to do so.

- The President and the Associate Provost/Dean of Graduate Studies and Research are specifically designated to serve as "Authorized Institutional Officials" with the right to approve sponsored program proposals and agreements.

- The Associate Provost/Dean of Graduate Studies and Research is the University official having primary authority to oversee the appropriate conduct of sponsored program activities, systems, and services.

- The University Research Council is charged with assisting the Associate Provost/Dean of Graduate Studies and Research in stimulating sponsored program activity. The Executive Director of the Public Service Institute has been assigned the responsibility for coordinating sponsored program activity undertaken by members of the Institute staff.

- All documents, reports, and/or other publications created under University auspices, notwithstanding the source of support, must appropriately acknowledge the University.

Procedures:

1. All sponsored programs are initiated by submission of a written proposal, including a properly completed YSU Proposal Submission Form ("Blue Sheet"), identifying the nature of the research or other activity, an estimate of the time needed to complete it, and a full costing of all resources needed to support the project.

   - Faculty proposals are forwarded by the Principal Investigator/Project Director to the department chair(s) and dean(s) of the academic unit(s) involved in the anticipated project; following their review and approval the proposal is submitted to the Director of Grants and Sponsored Programs for review and submission clearance prior to approval by an Authorized Institutional Official (usually the Associate Provost/Dean of Graduate Studies and Research).

- Public Service Institute staff members' proposals are delivered to the appropriate supervisor and then forwarded to the Executive Director of the Public Service Institute for review and approval prior to submission to the Director of Grants and Sponsored Programs and final approval by an Authorized Institutional Official.

- Proposals from other areas of the University must be forwarded to the appropriate supervisor and the Provost/Vice President for Academic Affairs or other appropriate Vice President prior to transmittal to the Director of Grants and Sponsored Programs and approval by an Authorized Institutional Official.

2. All sponsored program applications and award agreements must be reviewed by the Director of Grants and Sponsored Programs and approved by an Authorized Institutional Official (usually the Associate Provost/Dean of Graduate Studies and Research) before individuals can accept an award or begin any work.

3. Information on research policies, grants and sponsored programs is available from the Office of Grants and Sponsored Programs (OGSP) in the following formats:

   - The Guide to Sponsored Programs Development – hard copy or electronic file
   - The OGSP webpage at
     http://web.ysu.edu/gen/ysu/Grant_Proposal_Development_m946.html
   - Grant Development Workshops offered by OGSP each semester
   - Personal meetings with the Director or staff members of OGSP

4. Other information on faculty research and related considerations is available in the *Agreement between Youngstown State University and Youngstown State University Chapter of the Ohio Education Association.*

REDLINE VERSION

UNIVERSITY GUIDEBOOK

Title of Policy:	Research, Grants, and Sponsored Programs
Responsible Division/Office:	School of Graduate Studies and Research
Approving Officer:	Provost and Vice President for Academic Affairs
Revision History:	July 1999; December 2009; June 2014
Resolution Number(s):	YR 2000-3; YR 2010-26; YR 2014-
Board Committee:	Academic and Student Affairs
EFFECTIVE DATE:	June 18, 2014
Next Review:	2019

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- "Grants, Contracts, and Cooperative Agreements" are legal instruments governing the administration of sponsored programs.

- "Research" is legally defined as "a systematic investigation, including research development, testing, and evaluation designed to develop or contribute to generalizable knowledge" [45 CFR 46.102(d)]. It includes internally- and/or externally-sponsored research, or unfunded research, conducted by authorized faculty or staff.

Parameters:

- The University, as an entity of state government, is legally authorized to serve as fiscal agent for sponsored programs undertaken *with institutional approval* by faculty and staff, who may be designated as principal investigators (for research projects) or project directors (on other activities).

- University employees or students may not undertake sponsored programs involving University resources unless institutionally authorized to do so.

- The President and the Associate Provost/Dean of Graduate Studies and Research are specifically designated to serve as "Authorized Institutional Officials" with the right to approve sponsored program proposals and agreements.

- The Associate Provost/Dean of Graduate Studies and Research is the University official having primary authority to oversee the appropriate conduct of sponsored program activities, systems, and services.

- The University Research Council is charged with assisting the Associate Provost/Dean of Graduate Studies and Research in stimulating sponsored program activity. The Executive Director of the Public Service Institute has been assigned the responsibility for coordinating sponsored program activity undertaken by members of the Institute staff.

- All documents, reports, and/or other publications created under University auspices, notwithstanding the source of support, must appropriately acknowledge the University.

Procedures:

1. All sponsored programs are initiated by submission of a written proposal, including a properly completed YSU Proposal Submission Form ("Blue Sheet"), identifying the nature of the research or other activity, an estimate of the time needed to complete it, and a full costing of all resources needed to support the project.

   - Faculty proposals are forwarded by the Principal Investigator/Project Director to the department chair(s) and dean(s) of the academic unit(s) involved in the anticipated project; following their review and approval the proposal is submitted to the Director of Grants and Sponsored Programs for review and submission clearance prior to approval by an Authorized Institutional Official (usually the Associate Provost/Dean of Graduate Studies and Research).

- Public Service Institute staff members' proposals are delivered to the appropriate supervisor and then forwarded to the Executive Director of the Public Service Institute for review and approval prior to submission to the Director of Grants and Sponsored Programs and final approval by an Authorized Institutional Official.

- Proposals from other areas of the University must be forwarded to the appropriate supervisor and the Provost/Vice President for Academic Affairs or other appropriate Vice President prior to transmittal to the Director of Grants and Sponsored Programs and approval by an Authorized Institutional Official.

2. All sponsored program applications and award agreements must be reviewed by the Director of Grants and Sponsored Programs and approved by an Authorized Institutional Official (usually the Associate Provost/Dean of Graduate Studies and Research) before individuals can accept an award or begin any work.

3. Information on research policies, grants and sponsored programs is available ~~in the *Guide to Sponsored Programs Development*, which is available through~~ from the Office of Grants and Sponsored Programs (OGSP) in the following formats~~.~~:

   - The Guide to Sponsored Programs Development – hard copy or electronic file
   - The OGSP webpage at http://web.ysu.edu/gen/ysu/Grant_Proposal_Development_m946.html
   - Grant Development Workshops offered by OGSP each semester
   - Personal meetings with the Director or staff members of OGSP

4. Other information on faculty research and related considerations is available in the *Agreement between Youngstown State University and Youngstown State University Chapter of the Ohio Education Association.*

AGENDA TOPIC: Resolution to Authorize Conferral of Faculty Emeritus Status

STAFF CONTACT: Dr. Teresa Riley, Interim Provost

BACKGROUND: The designation Faculty Emeritus is an honorary title conferred following the retirement or death of faculty members in recognition of extended meritorious service to the University.

SUMMARY AND ANALYSIS: YSU Guidebook Policy 7003.01 (Emeritus Status) states that recommendations for Emeritus Status Honorary Degrees will be forwarded to the Board of Trustees for action. It is recommended that the Board approve the conferral of Faculty Emeritus status upon faculty listed on the attached sheet based upon the recommendations of the department, dean, and provost.

RESOLUTION:

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.

RECOMMEND APPROVAL:

Ikram Khawaja

Ikram Khawaja, Interim President

Board of Trustees Meeting
June 18, 2013
YR 2014-

FACULTY
RECEIVING EMERITUS STATUS
(Board of Trustees Meeting, June 18, 2014)

NAME	TITLE	YEARS of SERVICE	STATUS
Dora Bailey	Professor and Chair Teacher Education	26	Faculty Emeritus
Cheryl Bosley	Professor Nursing	25	Faculty Emeritus
Joan Boyd	Professor Health Professions	35	Faculty Emeritus
Stan Guzell	Professor Management	35	Faculty Emeritus
Patricia Hauschildt	Professor English	19	Faculty Emeritus
Edmund Ickert	Instructor Computer Science and Information Systems	12	Faculty Emeritus
Steven Kent	Professor Mathematics and Statistics	32	Faculty Emeritus
David Kurtanich	Associate Professor and Director School of Technology	16	Faculty Emeritus *(posthumously)*
Sally Lewis	Associate Professor Counseling, Special Education, and School Psychology	12	Faculty Emeritus
Thomas Maraffa	Associate Professor Geography	29	Faculty Emeritus
Scott Martin	Professor and Chair Civil/Environmental and Chemical Engineering	30	Faculty Emeritus
Daryl Mincey	Professor and Chair Chemistry	36	Faculty Emeritus
Robert Rollin	Professor Dana School of Music	36	Faculty Emeritus

NAME	TITLE	YEARS of SERVICE	STATUS
Gary Stanek	Professor Mathematics and Statistics	32	Faculty Emeritus
Linda Tessier	Professor Philosophy and Religious Studies	25	Faculty Emeritus
Mark Toncar	Professor Marketing	11	Faculty Emeritus *(posthumously)*
Richard Walker	Professor and Chair Human Performance and Exercise Science	32	Faculty Emeritus
John Wilcox	Professor Dana School of Music	34	Faculty Emeritus

UNIVERSITY GUIDEBOOK

Title of Policy:	**Emeritus Status**
Responsible Division/Office:	Human Resources
Approving Officer:	Vice President for Finance and Administration
Revision History:	November 1997; October 2010
Resolution Number(s):	YR 1998-33; YR 2011-21
Board Committee:	Internal Affairs
EFFECTIVE DATE:	October 1, 2010
Next Review:	2013 (Changed to 2015 Per Guidebook Policy 0001.00)

Policy: The University may confer the title Emeritus upon retired faculty and professional/administrative staff members who have given long and meritorious service.

Definition: The designation Faculty Emeritus or Administrator Emeritus is an honorary title conferred upon the retirement or death of faculty or staff members in recognition of extended meritorious service.

Procedures:

1. Emeritus status and President Emeritus status is conferred upon retirement or death.

2. Names of individuals recommended for the conferral of Emeritus status are forwarded from the appropriate department or unit to the dean or executive director to the vice president or Provost. In the event of retirement or death of the University President, his/her name is forwarded to the Board of Trustees for approval. Emeritus status would be conferred and presented at the spring meeting of the Board of Trustees.

3. Nomination of an individual to be considered for the conferral of Emeritus status should be based upon the following factors: length of service (typically totaling more than ten years); the overall quality of that service; the contribution to the University; and the service to society beyond the University community.

4. The vice president or Provost forwards names of individuals nominated to the President, who may recommend Emeritus status be conferred and presented at the spring meeting of the Board of Trustees.

5. Those retirees achieving Emeritus status are granted the following privileges: full library privileges; e-mail and related services; University Identification Card; opportunity to secure parking consistent with current University Procedures; and the same educational benefits that were available at the time of retirement.

6. Those retirees achieving Emeritus status also have the opportunity to: purchase reserved seats to intercollegiate athletic contests and performing arts events; utilize designated recreational facilities and wellness services; attend certain alumni and University events, e.g., Homecoming events, Holiday Breakfast, Commencement, and Honors Convocation, and join the YSU Retirees Association.

7. Retirees that attain emeritus status also have the opportunity to select one of two parking options. They may purchase a permit for designated lots or may choose to receive a free parking permit with the University determining the parking location based on availability.

8. In addition, when an Emeritus member is on active duty, office space and other facilities may be offered based upon availability.

AGENDA TOPIC: Resolution to Authorize Conferral of Faculty Emeritus Status

STAFF CONTACT: Dr. Teresa Riley, Interim Provost

BACKGROUND: The designation Faculty Emeritus is an honorary title conferred following the retirement or death of faculty members in recognition of extended meritorious service to the University.

SUMMARY AND ANALYSIS: YSU Guidebook Policy 7003.01 (Emeritus Status) states that recommendations for Emeritus Status Honorary Degrees will be forwarded to the Board of Trustees for action. It is recommended that the Board approve the conferral of Faculty Emeritus status upon faculty listed on the attached sheet based upon the recommendations of the department, dean, and provost.

RESOLUTION:

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.

RECOMMEND APPROVAL:

Ikram Khawaja, Interim President

Board of Trustees Meeting
June 18, 2013
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FACULTY
RECEIVING EMERITUS STATUS
(Board of Trustees Meeting, June 18, 2014)

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Steven Kent	Professor Mathematics and Statistics	32	Faculty Emeritus
David Kurtanich	Associate Professor and Director School of Technology	16	Faculty Emeritus *(posthumously)*
Sally Lewis	Associate Professor Counseling, Special Education, and School Psychology	12	Faculty Emeritus
Thomas Maraffa	Associate Professor Geography	29	Faculty Emeritus
Scott Martin	Professor and Chair Civil/Environmental and Chemical Engineering	30	Faculty Emeritus
Daryl Mincey	Professor and Chair Chemistry	36	Faculty Emeritus
Robert Rollin	Professor Dana School of Music	36	Faculty Emeritus

NAME	TITLE	YEARS of SERVICE	STATUS
Gary Stanek	Professor Mathematics and Statistics	32	Faculty Emeritus
Linda Tessier	Professor Philosophy and Religious Studies	25	Faculty Emeritus
Mark Toncar	Professor Marketing	11	Faculty Emeritus *(posthumously)*
Richard Walker	Professor and Chair Human Performance and Exercise Science	32	Faculty Emeritus
John Wilcox	Professor Dana School of Music	34	Faculty Emeritus

UNIVERSITY GUIDEBOOK

Title of Policy:	**Emeritus Status**
Responsible Division/Office:	Human Resources
Approving Officer:	Vice President for Finance and Administration
Revision History:	November 1997; October 2010
Resolution Number(s):	YR 1998-33; YR 2011-21
Board Committee:	Internal Affairs
EFFECTIVE DATE:	October 1, 2010
Next Review:	2013 (Changed to 2015 Per Guidebook Policy 0001.00)

Policy: The University may confer the title Emeritus upon retired faculty and professional/administrative staff members who have given long and meritorious service.

Definition: The designation Faculty Emeritus or Administrator Emeritus is an honorary title conferred upon the retirement or death of faculty or staff members in recognition of extended meritorious service.

Procedures:

1. Emeritus status and President Emeritus status is conferred upon retirement or death.

2. Names of individuals recommended for the conferral of Emeritus status are forwarded from the appropriate department or unit to the dean or executive director to the vice president or Provost. In the event of retirement or death of the University President, his/her name is forwarded to the Board of Trustees for approval. Emeritus status would be conferred and presented at the spring meeting of the Board of Trustees.

3. Nomination of an individual to be considered for the conferral of Emeritus status should be based upon the following factors: length of service (typically totaling more than ten years); the overall quality of that service; the contribution to the University; and the service to society beyond the University community.

4. The vice president or Provost forwards names of individuals nominated to the President, who may recommend Emeritus status be conferred and presented at the spring meeting of the Board of Trustees.

5. Those retirees achieving Emeritus status are granted the following privileges: full library privileges; e-mail and related services; University Identification Card; opportunity to secure parking consistent with current University Procedures; and the same educational benefits that were available at the time of retirement.

6. Those retirees achieving Emeritus status also have the opportunity to: purchase reserved seats to intercollegiate athletic contests and performing arts events; utilize designated recreational facilities and wellness services; attend certain alumni and University events, e.g., Homecoming events, Holiday Breakfast, Commencement, and Honors Convocation, and join the YSU Retirees Association.

7. Retirees that attain emeritus status also have the opportunity to select one of two parking options. They may purchase a permit for designated lots or may choose to receive a free parking permit with the University determining the parking location based on availability.

8. In addition, when an Emeritus member is on active duty, office space and other facilities may be offered based upon availability.

AGENDA TOPIC: Resolution to Approve Campus Completion Plan for Youngstown State University

STAFF CONTACT(S): Dr. Teresa Riley, Interim Provost, and Dr. Shearle Furnish, Dean, College of Liberal Arts and Social Sciences

BACKGROUND: As part of Complete College Ohio and HB 59, each university must have its board of trustees adopt a Campus Completion Plan and forward it to the Ohio Board of Regents by June 30, 2014. Given that the Student Success cornerstone of the Youngstown State University Strategic Plan contains completion metrics, YSU is able to report that it has a comprehensive plan. A student success cornerstone initiative group on improving course completion, chaired by Shearle Furnish, wrote the plan. The plan, which is attached, is organized according to the template provided by the Ohio Board of Regents and the Inter-University Council of Ohio.

SUMMARY AND ANALYSIS: The University Completion Plan of Youngstown State University is attached for the review and approval of the Board of Trustees.

RESOLUTION:

RESOLUTION TO APPROVE
CAMPUS COMPLETION PLAN
FOR YOUNGSTOWN STATE UNIVERSITY

WHEREAS, Youngstown State University is a state-funded university within the state of Ohio; and

WHEREAS, the FY 14-15 state operating budget bill (HB59) included language requiring state universities and community colleges to prepare strategic completion plans designed to increase the number of degrees and certificates awarded to students; and

WHEREAS, the plan must be consistent with the mission and strategic priorities of the institution, including measurable student completion goals, and align with the state's workforce development priorities; and

WHEREAS, completion plans are to be submitted to the Chancellor of the Ohio Board of Regents by June 30, 2014; and

WHEREAS, Youngstown State University has participated in meetings of the Inter-University Council of Ohio to develop a template for consistent reporting of all state-funded universities within the state of Ohio; and

WHEREAS, many of the goals for the Campus Completion Plan are consistent with the Student Success cornerstone of Youngstown State University's 2020 Strategic Plan; and

WHEREAS, Youngstown State University formed a committee to prepare its Campus Completion Plan, and, through the work of this committee, presents the Plan as attached herewith;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve Youngstown State University's Campus Completion Plan and forward it to the Chancellor of the Ohio Board of Regents.

RECOMMEND APPROVAL:

Ikram Khawaja, Interim President

Board of Trustees Meeting
June 18, 2014
YR 2014-

CAMPUS COMPLETION PLAN

of

YOUNGSTOWN STATE UNIVERSITY

For submission to the

Chancellor of the Ohio Board of Regents

June 18, 2014

Campus Completion Plans

Am. Sub. H. B. No. 59 130th G.A. 1428

Sec. 3345.81. Not later than June 30, 2014, the board of trustees of each institution of higher education, as defined by section 3345.12 of the Revised Code, shall adopt an institution-specific strategic completion plan designed to increase the number of degrees and certificates awarded to students. The plan shall be consistent with the mission and strategic priorities of the institution, include measureable student completion goals, and align with the state's workforce development priorities. Upon adoption by the board of trustees, each institution of higher education shall provide a copy of its plan to the chancellor of the Ohio board of regents.

The board of trustees of each institution of higher education shall update its plan at least once every two years and provide a copy of their updated plan to the chancellor upon adoption.

Executive Summary

Youngstown State University adopts a holistic and comprehensive plan to improve the completion of courses and degrees. Measures are or will soon be in place to attract students who are apt, to orient them fully upon intake, to advise and mentor them underway, to intervene upon signals of risk, and thereby reduce time-to-degree. Likewise, through opportunities students enjoy to engage in service-learning of a variety of kinds, students are alerted to potential careers in such a way that they are encouraged to be persistent and to develop concrete plans for college and career success.

Completion Strategies

Below is a partial list of initiatives we have undertaken or are planning that are designed to improve student progress and completion:

1. The University has adopted "Student Success" as a quality initiative proposal as part of the Higher Learning Commission's "Open Pathway" re-accreditation process.
2. Implement a first year experience/orientation course in each college.
3. Develop programs for faculty advisors to keep them informed about changes in graduation requirements and explore a certification system for faculty advisors.
4. Align systems of advising across the colleges.
5. Improve orientation.
6. Examine and revise admission/retention requirements.
7. Tighten enforcement of conditional admissions.
8. Implement dual enrollment with Eastern Gateway Community College (EGCC).
9. Coordinate academic programming with Eastern Gateway Community College.
10. Develop collaborative partnerships with PK-12.
11. Create Early Warning processes to improve student success.
12. Improve course completion rates.
13. Enhance learning assessment endeavors.
14. Support faculty development in teaching and learning.
15. Formalize exit interviews.
16. Improve affordability; raise more money for scholarships.
17. Ensure that courses are available when needed.
18. Improve time to completion of degree.
19. Streamline academic experiences (3-year-degrees, etc.).
20. Offer flexibly scheduled, alternative delivery, and distance education courses and programs.
21. Increase College in High School (CHS) and SB 140 opportunities for students.
22. Peer mentoring for all first-time and transfer students throughout the first year.
23. Increase tutoring services, including e-Tutoring.
24. Increase supplemental instruction opportunities.

1. University Mission

The Youngstown State University mission statement reads as follows:

> Youngstown State University—an urban research university—emphasizes a creative, integrated approach to education, scholarship, and service. The University places students at its center; leads in the discovery, dissemination, and application of knowledge; advances civic, scientific, and technological development; and fosters collaboration to enrich the region and the world.
>
> The University:
>
> - Creates diverse educational experiences that develop ethical, intellectually curious students who are invested in their communities;
> - Provides access to a broad range of undergraduate programs;
> - Offers graduate programs in selected areas of excellence, including those that meet the needs of the region;
> - Supports economic development through applied learning and research;
> - Integrates teaching and learning, scholarship, and civic engagement;
> - Fosters understanding of diversity, sustainability, and global perspectives; and
> - Advances the intellectual and cultural life of the city, region, and world.

YSU, which became a state assisted institution in 1967, is currently organized into seven colleges, the School of Graduate Studies and Research and six undergraduate colleges: the Williamson College of Business Administration; the Beeghly College of Education; the College of Creative Arts and Communication; the Bitonte College of Health and Human Services; the College of Liberal Arts and Social Sciences; and the College of Science, Technology, Engineering, and Mathematics. The University offers over 100 undergraduate majors, 35 master's programs, and doctorates in educational leadership (Ed.D.), physical therapy (DPT) and materials science and engineering (Ph.D.). In the 2012-13 academic year YSU awarded 197 associates degrees, 1,503 bachelor's degrees, 328 master's degrees, and 35 doctoral degrees.

Enrollment at YSU rose from just under 11,800 in the fall of 1997 to a peak of just under 15,200 in the fall semester of 2010. Enrollments then drifted downward; in the fall semester of 2013 approximately 13,400 students were enrolled at YSU. Approximately 10 percent of the students are enrolled in graduate programs. About 78 percent of the students are residents of Mahoning, Trumbull, or Columbiana county; Mahoning County residents alone account for roughly half of the student body. Approximately 12 percent of the students come from outside Ohio; most are residents of adjacent counties in western Pennsylvania. Women account for 54 percent of YSU students. Roughly 90 percent of YSU students live off campus.

2. Barriers to Persistence and Completion

According to the 2013-14 Undergraduate Bulletin: "Youngstown State University offers broad access to education through open admission for all Ohio high school graduates." Because of the open admission policy the student body of the University includes students with a wide variety of backgrounds and academic preparation. A substantial portion of the students belong to groups who, according to national statistics, have a lower probability of successfully completing a degree in a timely manner. The following table describes the proportion of students with those risk factors:

Persistence Risk Factors As Applied to YSU Students

Lower socioeconomic class	88% of YSU students receive financial aid
Being academically underprepared	61% of entering YSU students take developmental classes
Having a disability	Approximately 700 (5.2%) students are registered with YSU Disability Services
Working more than halftime	Over 77% of YSU students work
Being a commuter student	90% of YSU students commute
Going to school part time	25% of YSU students attend part time
Being a first-generation college student	56% of YSU students are first-generation
Receiving a Pell Grant	54% of YSU students receive a Pell Grant
Coming from an underrepresented population	21% of YSU students are from underrepresented populations
Being conditionally admitted	More than 20% of our new students are conditional admits (ACT<17 or HS gpa<2.0)
Being adult learners	47% of YSU students are older than 21

All of these risk factors have been continuing concerns as we endeavor to increase the educational attainment of the citizens of our region. While regional overall educational attainment continues to lag behind state averages (this is largely due to our blue-collar history), we have seen positive increases in educational attainment over the past three years according to the Chamber of Commerce.

To best serve our region, Youngstown State University has established programs and services that are data driven and based on persistence/completion research and best practice.

3. Completion Goals for 2014-16

In December of 2010, the University adopted YSU 2020: The Strategic Plan of Youngstown State University 2011-2020. The vision for the plan states: "Youngstown State University will become a national model for student success, resource stewardship, and regional engagement." Student Success is one of the four cornerstones of the Strategic Plan. As part of this planning process, numerous goals designed to increase student persistence and graduation have been established:

1. Increase course completion rates to 82% each semester. In Fall 2011, students completed 77.3% of courses attempted. We have incrementally increased that rate to 80.6% (Fall 2013).
2. Increase freshmen course completion rates to 86% each semester. In Fall 2011, students completed 78.4% of courses attempted. We have incrementally increased that rate to 83.3% (Fall 2013).
3. Increase freshmen GPA to 2.85 each semester. In Fall 2011, freshman GPA was 2.68. We have incrementally increased that to 2.78 (Fall 2013).
4. Decrease the percentage of NAFs (non-attendance F's) to below 2%. In Fall of 2011, 4.41% of grades posted were NAFs. We have incrementally reduced this ratio to 2.9% (Fall 2013).
5. Have 70% of conditional admits succeed in their conditional semester and be retained. We are currently at 64% success rate.
6. Have 40% faculty participation in the Starfish Early Warning system. We have achieved 44% already so will revisit this goal.
7. Increase our 6 yr. graduation rate to 43% by 2020. (Currently 36.8%)
8. Increase our minority graduation rate to 25% by 2020. (Currently 16%)
9. Increase our entering freshman average ACT to 22 by 2020. (Currently 20)
10. Increase our % of students in good academic standing to 92% by 2020. (Currently 87%)

4. Completion Strategies

Below is a partial list of initiatives we have undertaken or are planning that are designed to improve student progress and completion:

1. The University has adopted "Student Success" as a quality initiative proposal as part of the Higher Learning Commission's "Open Pathway" re-accreditation process. Accordingly, student success/completion has become the "tough challenge" that we aspire to.

2. Implement a first year experience/orientation course in each college. Most completion research indicates that an effective First year experience course enhances persistence. According to Noel-Levitz, more than 95% of universities nationally provide a first year experience course.

3. Develop programs for faculty advisors to keep them informed about changes in graduation requirements and explore a certification system for faculty advisors.

4. Align systems of advising across the colleges. At YSU, advising strategies have varied from college to college. We are working to align advising as well as provide more information to students regarding degree completion and requirements. Our new E-Bulletin will provide the University community with clear and accurate information regarding all curriculum and program requirements.

5. Improve orientation. We have added program dates to create smaller groups for a more personalized experience, reformatted sessions to facilitate active student learning and involved more faculty.

6. Examine and revise admission/retention requirements. We revised our admissions standards to refuse some students whose preparation indicates little hope of success. We continue to review our standards to ensure that we are providing a supportive opportunity for all students who have a reasonable chance of being successful.

7. Tighten enforcement of conditional admissions. We implemented a new conditional admission policy which provides "best practices" structure and support for underprepared students.

8. Implement dual enrollment with Eastern Gateway Community College (EGCC). We continue to develop our relationship with EGCC, our partner in increasing the educational attainment of our citizens. Our goal is that our students will be able to avail themselves of the benefits of both institutions relatively seamlessly.

9. Coordinate academic programming with Eastern Gateway Community College. Each college is working with EGCC to provide clear, simple pathways for students to progress from EGCC to YSU

10. Develop collaborative partnerships with PK-12. We plan to significantly enhance our relationships and dialogue with our educational partners in PK-12.

11. Create Early Warning processes to improve student success. We implemented the Starfish Early warning system, which enables faculty and staff to flag students for kudos or for intervention. This program has shown good initial success.

12. Improve course completion rates. The lowest common denominator to enhance completion is to improve the course completion rates for each course. Accordingly we have a group working now to find ways to improve course completion rates without detracting from academic rigor.

13. To improve timely degree completion we will develop additional procedures to increase the percentage of students who meet with an advisor after they submit a graduation audit request.
14. Enhance learning assessment endeavors. We are making numerous enhancements to the manner in which we measure learning.
15. Support faculty development in teaching and learning. We've implemented a comprehensive program of internal faculty professional development designed to help faculty be more effective.
16. Formalize exit interviews. We contact all students who are leaving the University in order to provide them with any assistance that might be needed in order to help them continue their education rather than leave, as well as receive any feedback we can regarding the issues that caused them to leave.
17. Improve affordability; raise more money for scholarships.
18. Ensure that courses are available when needed.
19. Improve time to completion of degree.
20. Streamline academic experiences (3-year-degrees, etc.). We continue to identify and publicize pathways for students to accelerate their degree completion.
21. Offer flexibly scheduled, alternative delivery and distance education courses and programs.
22. Increase College in High School (CHS) and SB 140 opportunities for students. New research indicates that students who receive college credit during high school are much more likely to persist to graduation. We are working to improve our SB 140, CHS and Early College programs.
23. Peer mentoring for all first-time and transfer students throughout the first year. This retention best practice has been in place for years but retention enhancements such as Starfish continue to improve the effectiveness of this practice.
24. Increase tutoring services, including e-Tutoring. Our research indicates that our students who use tutoring services are much more successful than those who don't. We have aggressively taken advantage of the statewide E-tutoring initiative.
25. Increase supplemental instruction opportunities. Numerous studies have concluded that supplemental instruction is a very effective tool for enhancing success, particularly in the most difficult classes. We were an early adopter of this practice and continue to expand it.

These and other initiatives are reviewed quarterly, as are the metrics associated with our goals. Initial data indicates that our conditional admission and early warning programs are having a positive impact on course completion, retention, and overall student success. Teams of faculty

and staff charged with each initiative continue to meet and offer suggestions for policies and programs that may improve the effectiveness of our efforts.

5. Workforce Development Priorities

Youngstown State University contributes to the Youngstown-Warren metropolitan area, northeast Ohio, the state and the nation through research, scholarship, innovation, creative activities, and workforce development. YSU views economic impact as a symbiotic relationship with businesses, industry, technological enterprises and non-profit organizations. Regional Engagement is one of the four cornerstones of the YSU 2020 Strategic Plan and within that cornerstone one of the themes is providing value to business, industry, and non-profit organizations.

YSU is committed to cultivating and sustaining appropriate bilateral engagements between faculty, staff, students, and regional business, technological enterprises, industry, and non-profit organizations. The work with non-profits focuses on developing relationships between University faculty and the respective organizations' professional staff, which leads to collaborative research initiatives and resources for professional development. YSU students will have the opportunity to engage in both service-learning activities and internships.

Internship Opportunities

In 2012 YSU was awarded a $573,300 Ohio Means Internships and Co-ops grant from the Ohio Board of Regents. The grant program was part of Gov. John Kasich's workforce development strategy to align Ohio's higher education curriculum with skills that are in demand by Ohio businesses. YSU used the grant to establish the Program for Internships and Co-ops in Advanced Manufacturing and Related Industries, or PICAM. PICAM funded 45 full-time and 62 part-time paid internships for students in the College of Science, Technology, Engineering and Mathematics and the Williamson College of Business. The program also called for YSU's STEM and Business colleges to jointly design and implement new courses in professional practice preparation and to host new, semiannual co-op and internship recruiting events on campus. The program also calls for restructuring curricula in accounting, business, finance, industrial systems engineering, management, marketing, mechanical engineering and other disciplines to provide for more professional practice opportunities. One of the goals is that increasing internship and co-op opportunities will lead to higher completion rates because it will help

students better realize their long-term career objectives and motivate them to finish their degree so that they can reach those objectives.

In 2014 YSU received an additional $661,013 grant from the Ohio Board of Regents to allow YSU to continue this work of increasing and expanding paid internship and co-op experiences for its students. The grant will also allow YSU to create a self-sustaining professional development suite to be used by students and businesses providing training in soft and hard skills and to enhance the coordination of infrastructure programs in the region.

In addition to these grant-funded internship opportunities, almost every student at YSU has the opportunity to pursue a credit bearing internship as part of their major. The Office of Career Services helps to place students in internships.

Skill Development

YSU provides opportunities for students to develop marketable job skills in a number of areas. Some examples include:

- ConneX is a corporate communication consultation center through which students provide communication and training consulting to local businesses. Students gain valuable skills, and small businesses and non-profits can purchase communication services for a low fee.

- The YSU History Department provides internship opportunities to its students through the Youngstown Historical Center of Industry and Labor. Students work at the museum learning curation, conservation, and archival practice.

- The NewsOutlet provides journalism students with an opportunity to work with professionals in the field of journalism and have their work published in multiple media platforms.

- The YSU Center for Nonprofit Leadership places students in internships at regional nonprofit organizations during the three semesters of the academic year (Fall, Spring and Summer) on an ongoing basis. These internships are academically-focused, career-related work experiences for which students earn academic credit.

Centers for Excellence

YSU has funded four Centers of Excellence.

- Center of Excellence in Materials Science and Engineering (CEMSE)

This center is devoted to the preparation, advanced characterization, and development of a variety of materials for enhanced educational experiences, advancement of basic research, and practical applications of benefit to society.

The CEMSE is distinguished by state-of-the-art materials characterization facilities, dedicated personnel, and a strong commitment to engaging industrial participants in collaborative research and educational initiatives towards the primary goal of fueling economic growth of the greater Youngstown region.

- The Rich Center of Excellence for the Study of Autism fulfills its mission to prepare educators, medical specialists, other professionals and para-professionals who serve individuals with autism in best practices for teaching and caring for autistic children; to increase our knowledge base through the promotion of scholarly research in a living laboratory; to provide public service and advocacy on behalf of those affected by autism. These goals are accomplished through the Academic Program, the Research Program, and the Public Service Program, which includes Professional Development Program, Full School Year Program, Summer Program, and Outreach Consultation Program.

- The Williamson Center for International Business has a three-fold mission: 1) to provide global education and educational opportunities to both undergraduate and graduate students, 2) to support and encourage both basic and applied faculty research in the various areas of global business, and 3) to enhance local and regional economic development through workshops, seminars, faculty consulting, networking, and student internships and projects. The Williamson Center for International Business represents a major component of the educational, research, and economic development activities undertaken by the Williamson College of Business Administration. Built on a foundation of experienced faculty, an established academic program in international business, a variety of global learning experiences available to students, internationally-related internships opportunities, local and regional economic development initiatives, and faculty research, publications, and recognitions, The Williamson Center for International Business is truly unique.

- Center for Applied Chemical Biology (CACB) is a Center of Excellence having highly skilled, research-active faculty and students from a variety of disciplines who are making very significant contributions to the intellectual infrastructure of Northeastern Ohio. By driving workforce development and providing broad-based technological expertise in chemical biology, the Center is a potential engine of economic development. The CACB welcomes opportunities for collaborative partnerships that are not just local or within the Cleveland-Pittsburgh TechBelt, but also those that actively engage regional, national, or international biotech ventures.

Other Workforce Related Initiatives:

Natural Gas and Water Resources Institute

The YSU Natural Gas and Water Resources Institute will provide undergraduate degree level courses in science and engineering that will lead to an academic minor in gas technologies and also will provide research opportunities for industry focusing on analysis of water used in the shale gas extraction process. Because of YSU's location in the Utica shale region of Ohio, this new Institute will meet the educational and research needs of a new and growing industry. A recent study showed that more than 200,000 jobs, including nearly 9,000 in professional and technical services, will be created or supported by 2015 due to exploration, leasing, drilling, and pipeline construction for the Utica shale reserve.

Center for Innovation in Additive Manufacturing

The center in Moser Hall on the YSU campus features two high-end 3D printers that will enable research for undergraduate- and graduate-level students, as well as students in the university's new PhD program in materials science and engineering. The lab also allows for education and workforce development in additive manufacturing.

The university played a central role in the federal government's decision in summer 2012 to select downtown Youngstown as the site of the first National Additive Manufacturing Innovation Institute, now called America Makes. YSU students and faculty are regularly engaged in America Makes activities.

6. Conclusion

Youngstown State University adopts a holistic and comprehensive plan to improve the completion of courses and degrees. Measures are or will soon be in place to attract students who are apt, to orient them fully upon intake, to advise and mentor them underway, to intervene upon signals of risk, and thereby reduce time-to-degree. Likewise, through opportunities students enjoy to engage in service-learning of a variety of kinds, students are alerted to potential careers in such a way that they are encouraged to be persistent and to develop concrete plans for college and career success.

References for Student Characteristics

Pell Grants: YSU Office of Financial Aid and Scholarships, Dashboard http://web.ysu.edu/gen/ysu_generated_bin/documents/basic_module/Financial_Aid_Dashboard_07_23_13.pdf. The value was for the 2012-13 academic year

Remedial Coursework: Ohio Board of Regents, "Percent of First-Year Students Taking Remedial Coursework FY 2010", July 2011 https://www.ohiohighered.org/files/uploads/data/statistical-profiles/preparation/rem_by_age_FY10_rev_07-29-11.pdf

Attending Part-Time: Calculated from data on the Institutional Research website for Fall 2013, http://web.ysu.edu/gen/ysu_generated_bin/documents/basic_module/Fall_2013_Credit_Hour_Load__Residency.pdf

First Generation: Ohio Board of Regents, "Undergraduate and Graduate Student Diversity, Fall 2012", https://www.ohiohighered.org/files/uploads/data/statistical-profiles/enrollment/Diversity%20Report%20Fall%202010.pdf

ACT Composite Score: Fall 2013, calculated by Institutional Research

High School GPA: Fall 2013, calculated by Institutional Research

GED Recipients: Institutional Research, Fall 2013 http://web.ysu.edu/gen/ysu_generated_bin/documents/basic_module/20092013_University_Total_Feeder_HS.pdf

Completion Report Subcommittee

Jack Fahey
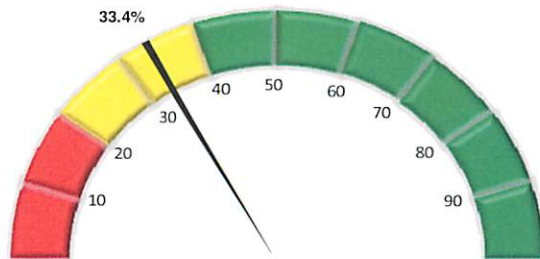
Rebecca Geltz

Tod Porter (Chair)

Mary Jane Quaranta

Teresa Riley

Becky Varian

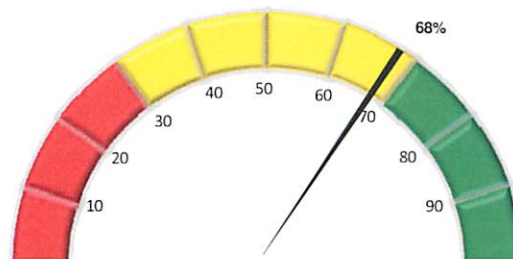# Youngstown State University
Complete College Ohio Plan
Dashboard

Six Year Graduation Rate

33.4%

Percentage of 2007 Cohort

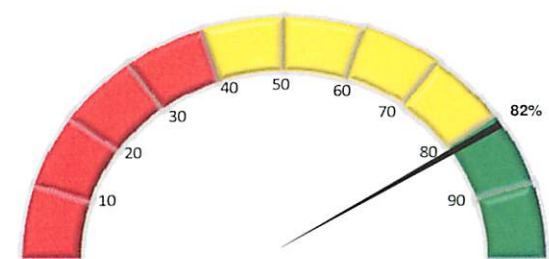6 yr. Graduation Rate Goal: 43% (by 2020)

Fall to Fall Persistence Rate

68%

Fall 2012 to Fall 2013 Percentage

Persistence Rate Goal: 72% (by 2020)

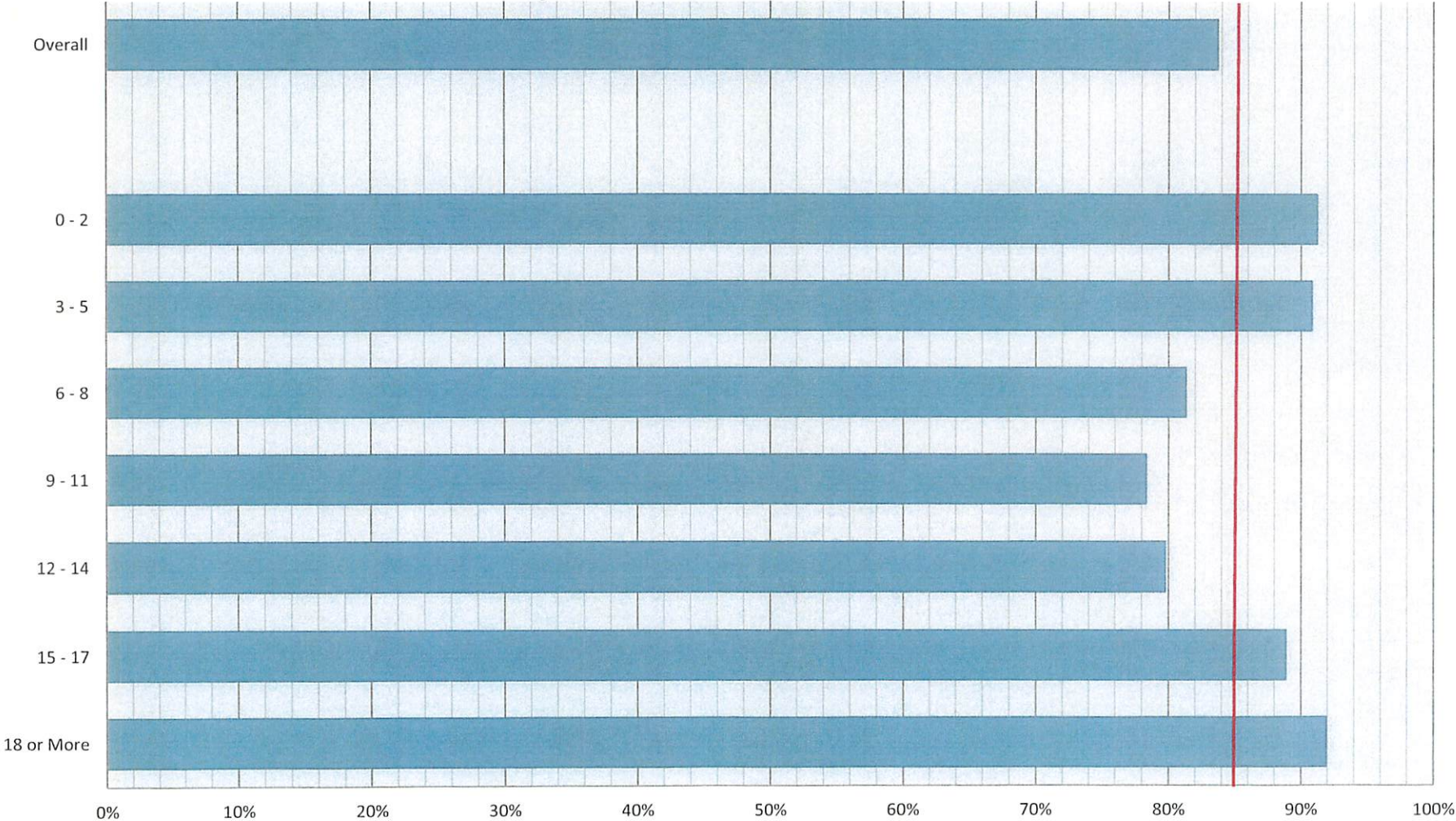**Course Completion Rate**

82%
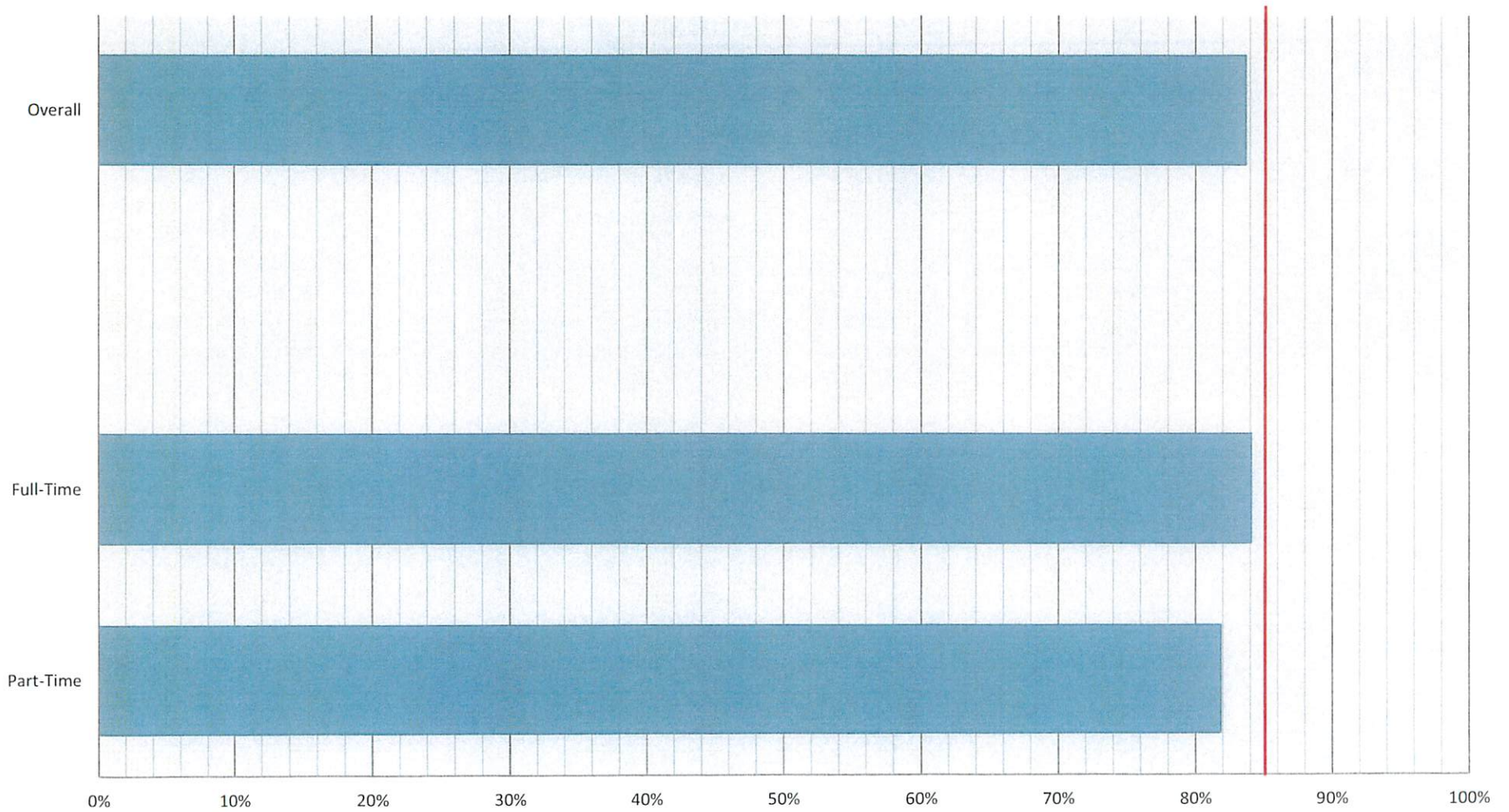
2012 - 2013 Percentage

Course Completion Rate Goal: 85% (by 2020)

Youngstown State University
2012-13 Undergraduate
Course Completion Rates
by Credit Hours Attempted

Overall
2020 Goal = 85%

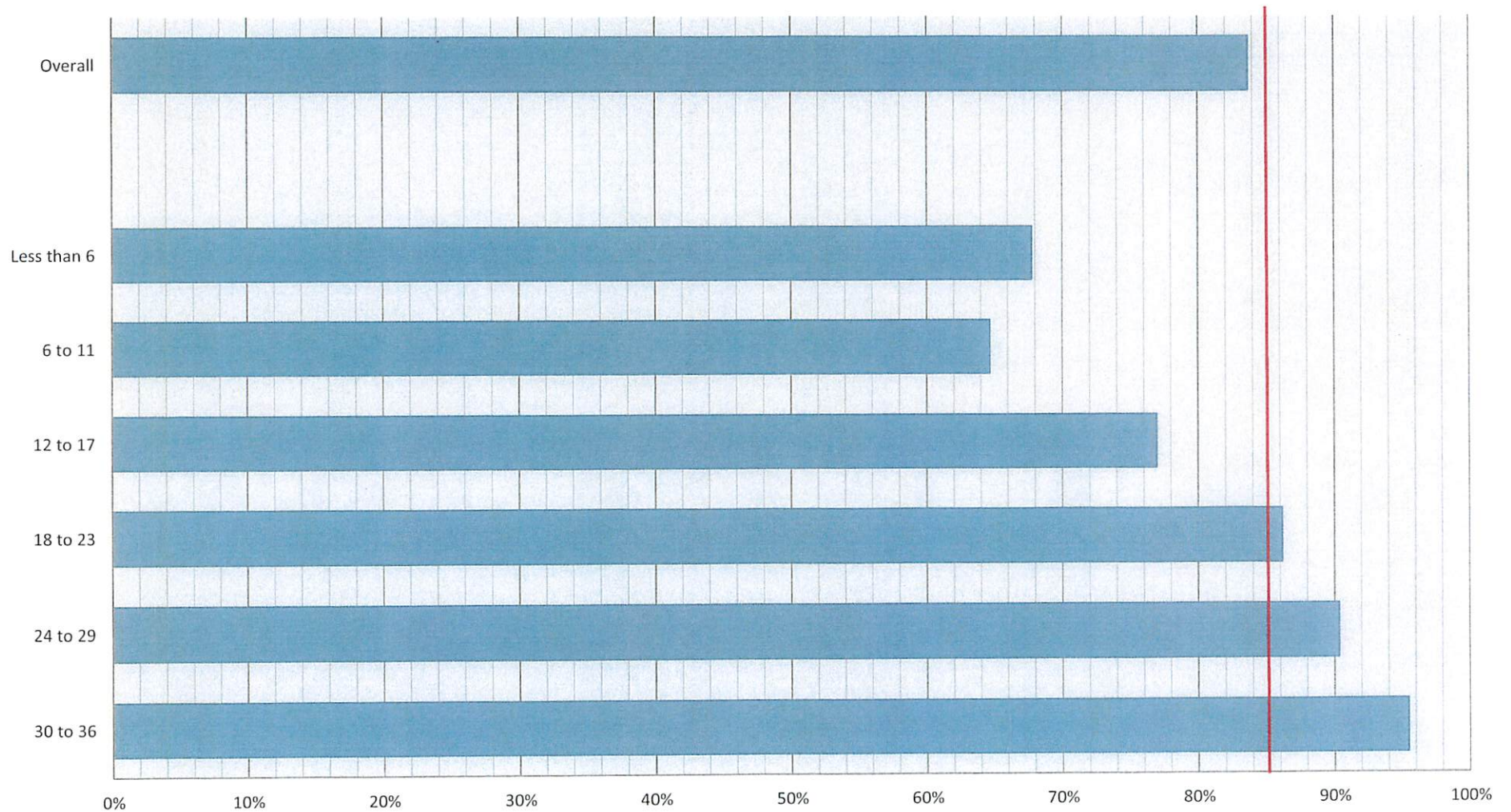|	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Overall											
0 - 2											
3 - 5											
6 - 8											
9 - 11											
12 - 14											
15 - 17											
18 or More											

**Youngstown State University
2012-13 Undergraduate
Course Completion Rates
by Academic Load**

Overall
2020 Goal = 85%

Overall

Full-Time

Part-Time

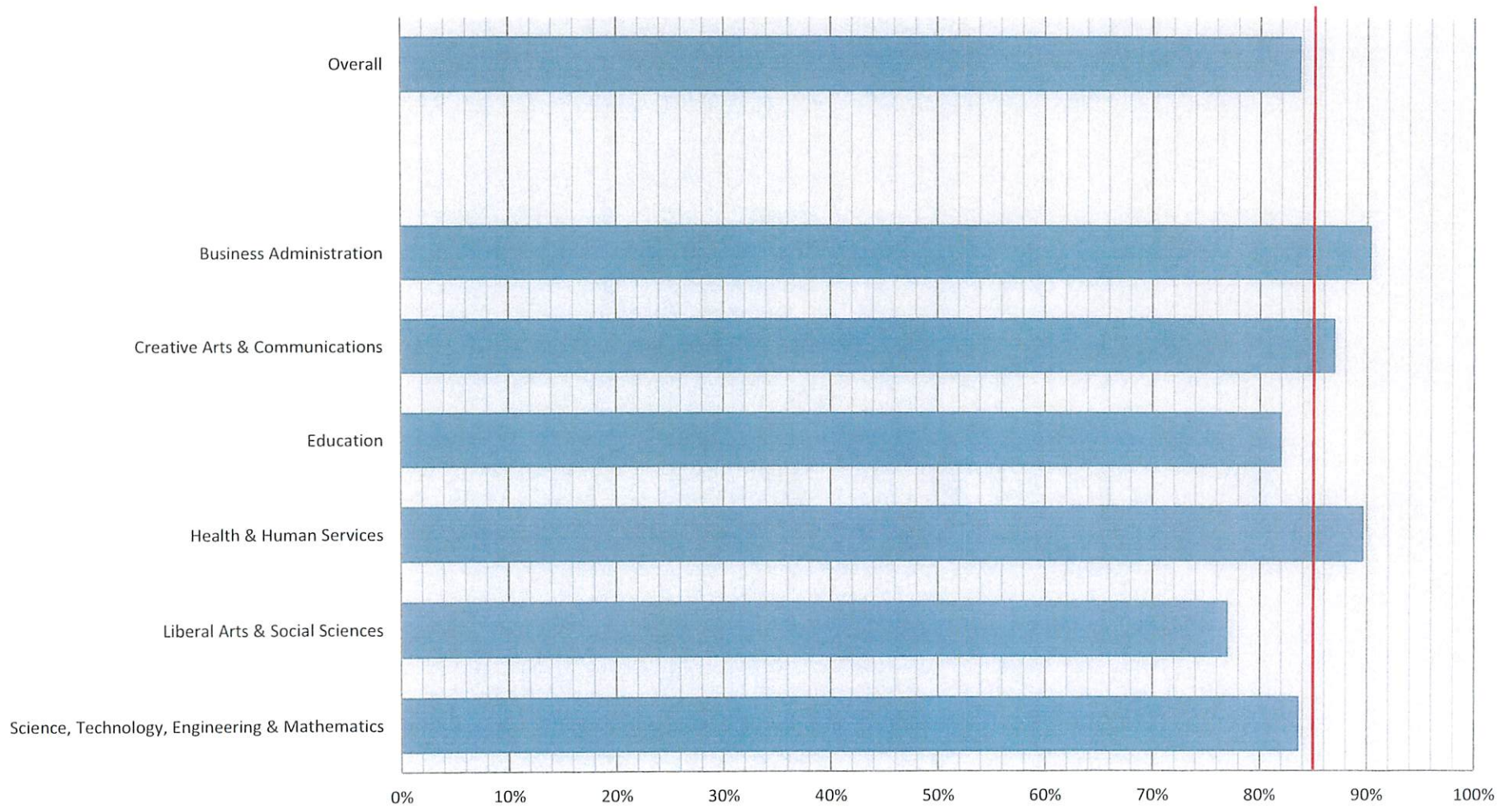0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%

Youngstown State University
2012-13 Undergraduate
Course Completion Rates
by ACT Composite Score Range

Overall
2020 Goal = 85%

Category	
Overall	
Less than 6	
6 to 11	
12 to 17	
18 to 23	
24 to 29	
30 to 36	

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Youngstown State University
2012-13 Undergraduate
Course Completion Rates
by College of Course

**Overall
2020 Goal = 85%**

College	Completion Rate
Overall	~84%
Business Administration	~91%
Creative Arts & Communications	~87%
Education	~82%
Health & Human Services	~90%
Liberal Arts & Social Sciences	~77%
Science, Technology, Engineering & Mathematics	~83%

(X-axis: 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%)

Youngstown State University
2012-13 Undergraduate
Course Completion Rates
by End-of-Term Academic Standing

**Overall
2020 Goal = 85%**

**Youngstown State University
2012-13 Undergraduate
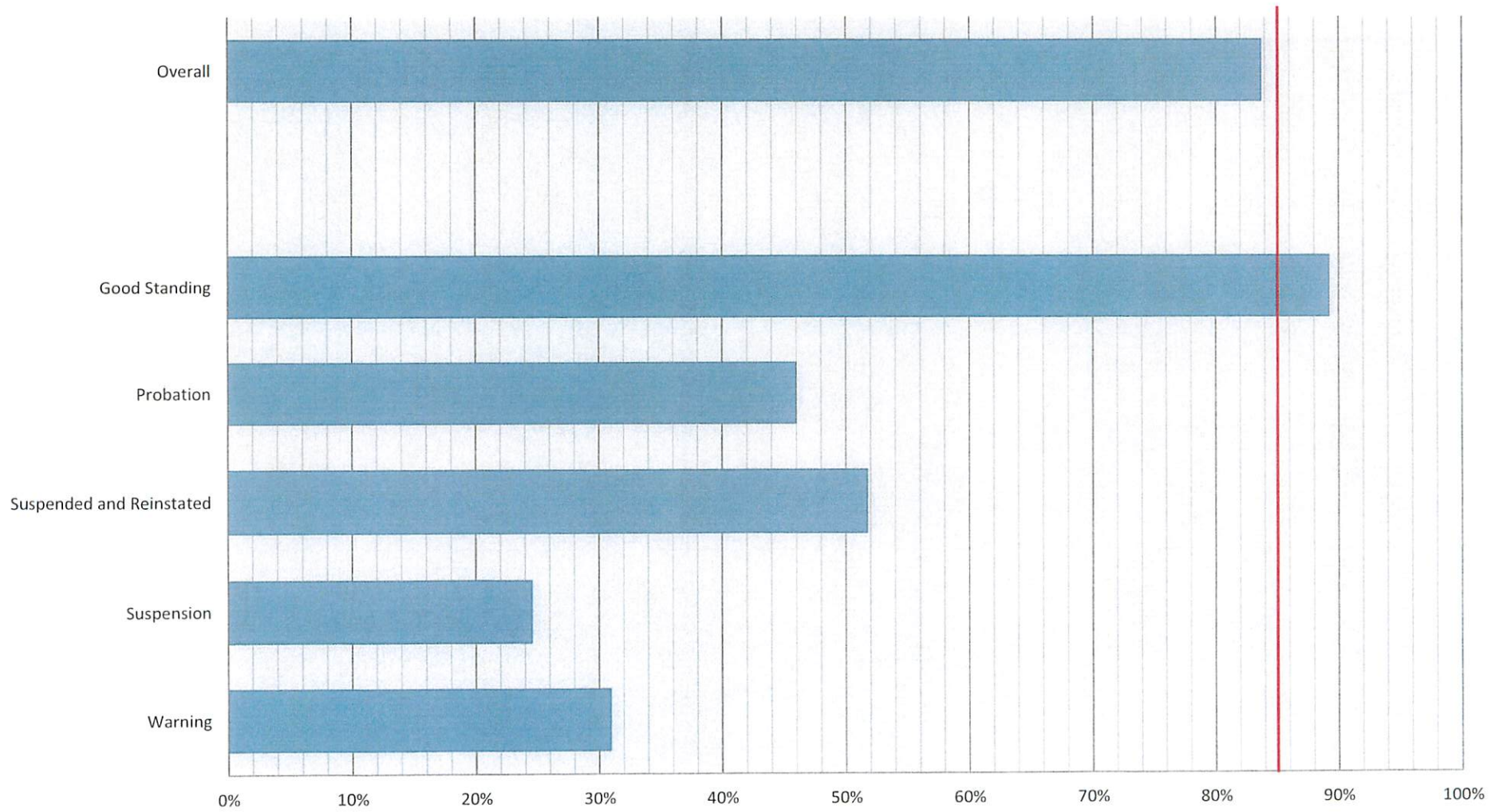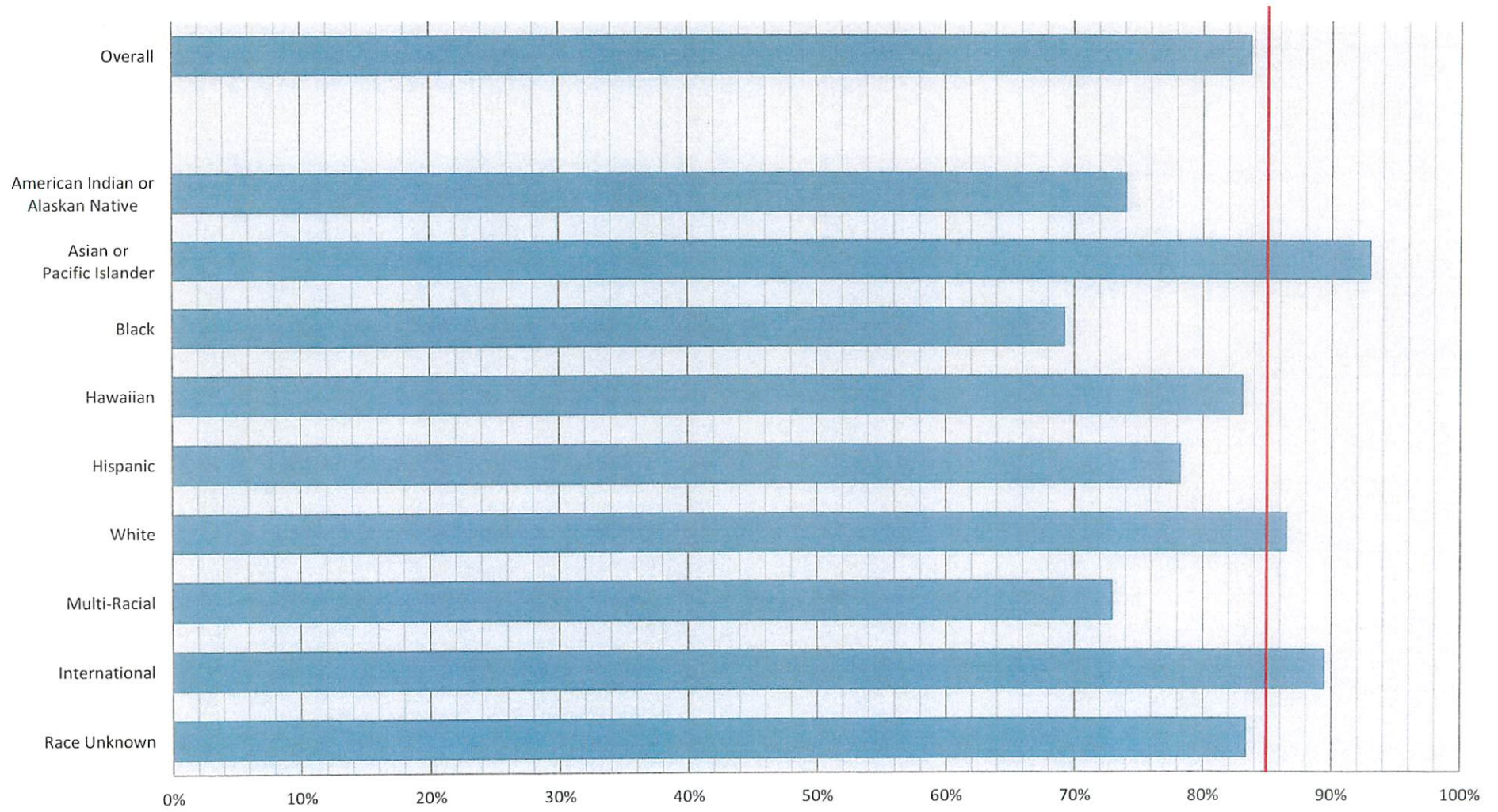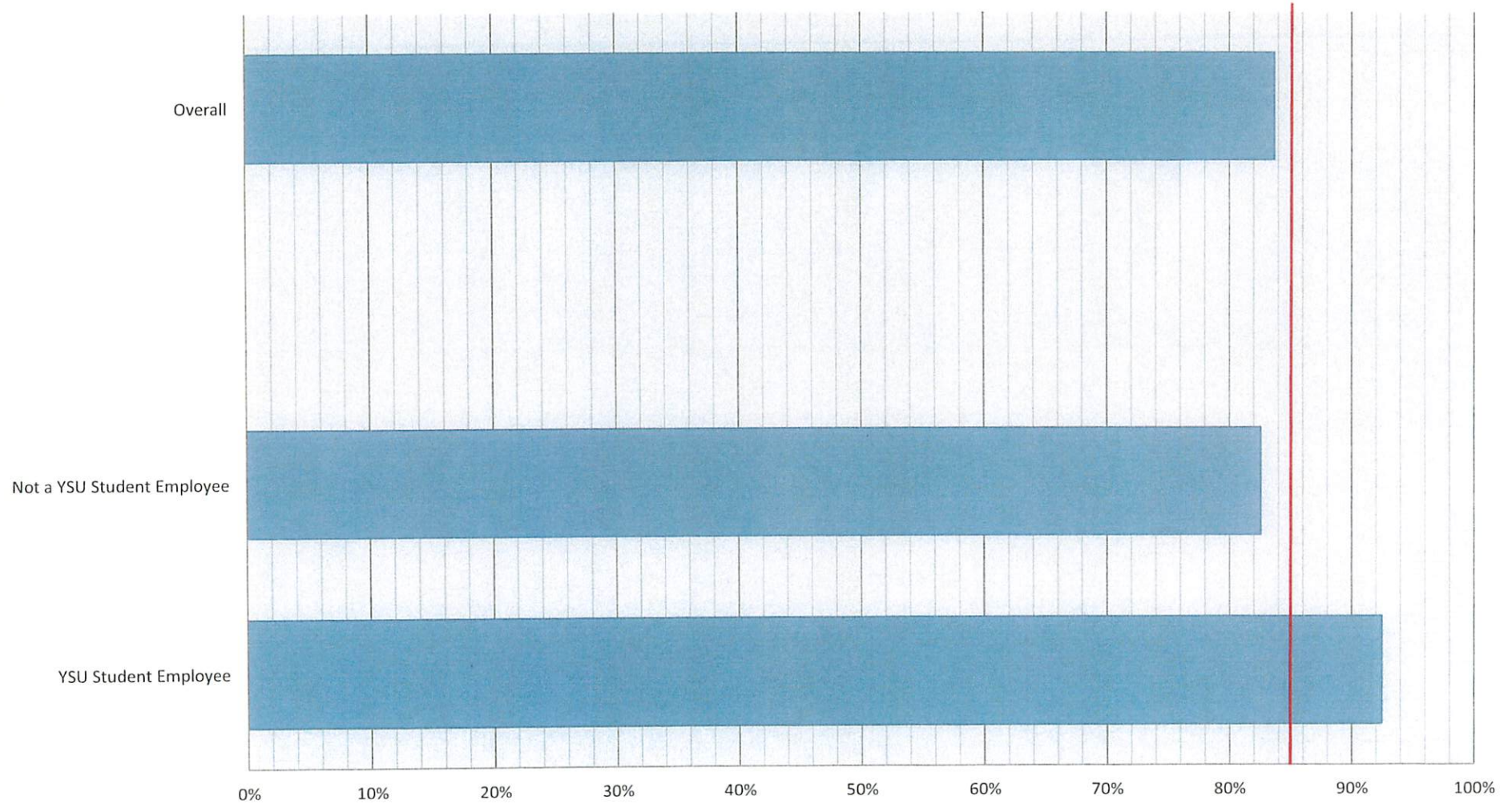Course Completion Rates
by Race/Ethnicity**

Overall
2020 Goal = 85%

Overall
American Indian or Alaskan Native
Asian or Pacific Islander
Black
Hawaiian
Hispanic
White
Multi-Racial
International
Race Unknown

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%

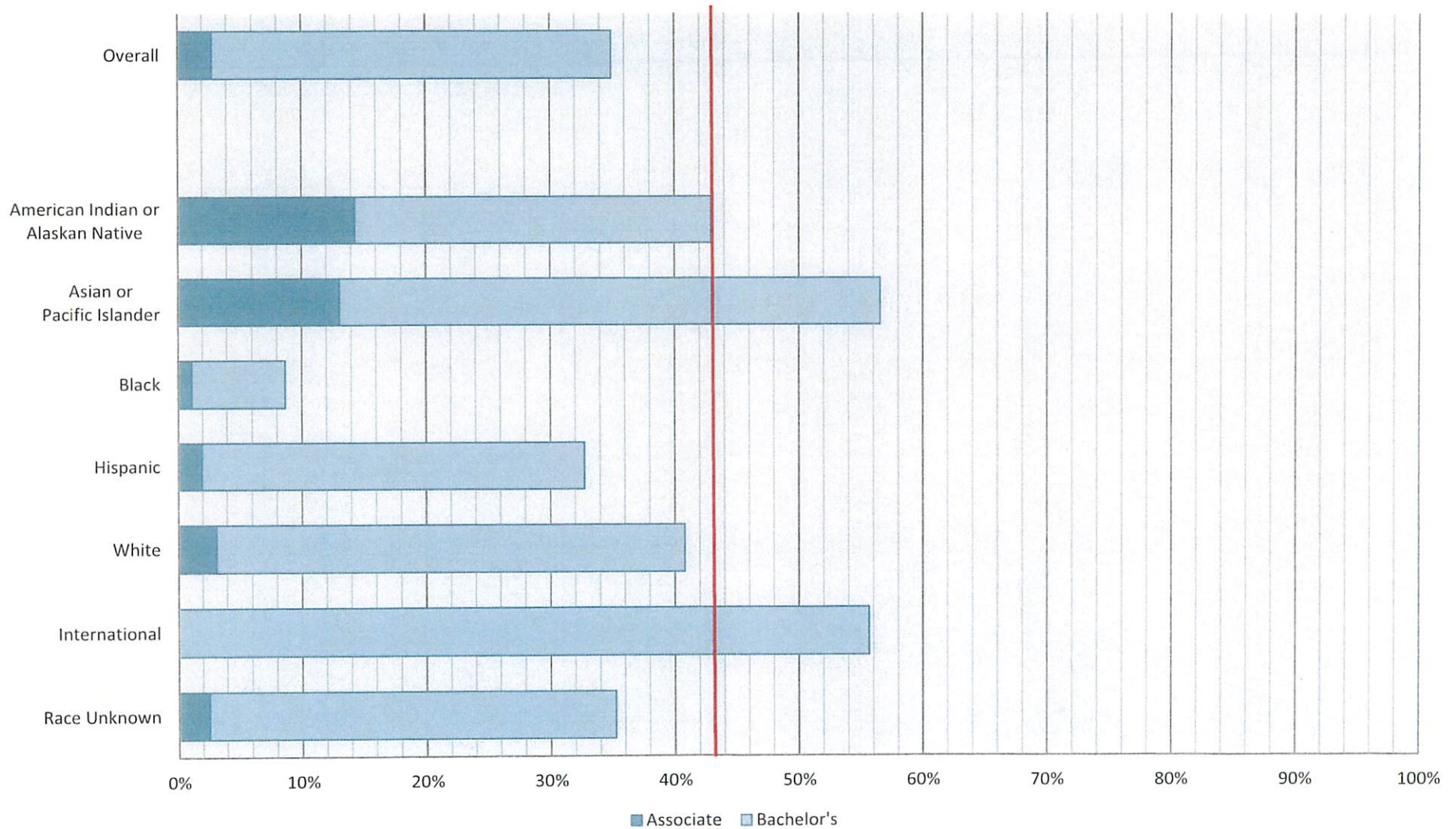Prepared by: Becky Geltz, Institutional Research Analytics, 4/28/2014

Youngstown State University
2012-13 Undergraduate
Course Completion Rates
by Fall 2012 YSU Student Employee

Overall
2020 Goal = 85%

Overall	
Not a YSU Student Employee	
YSU Student Employee	

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%

Prepared by: Becky Geltz, Institutional Research Analytics, 4/28/2014
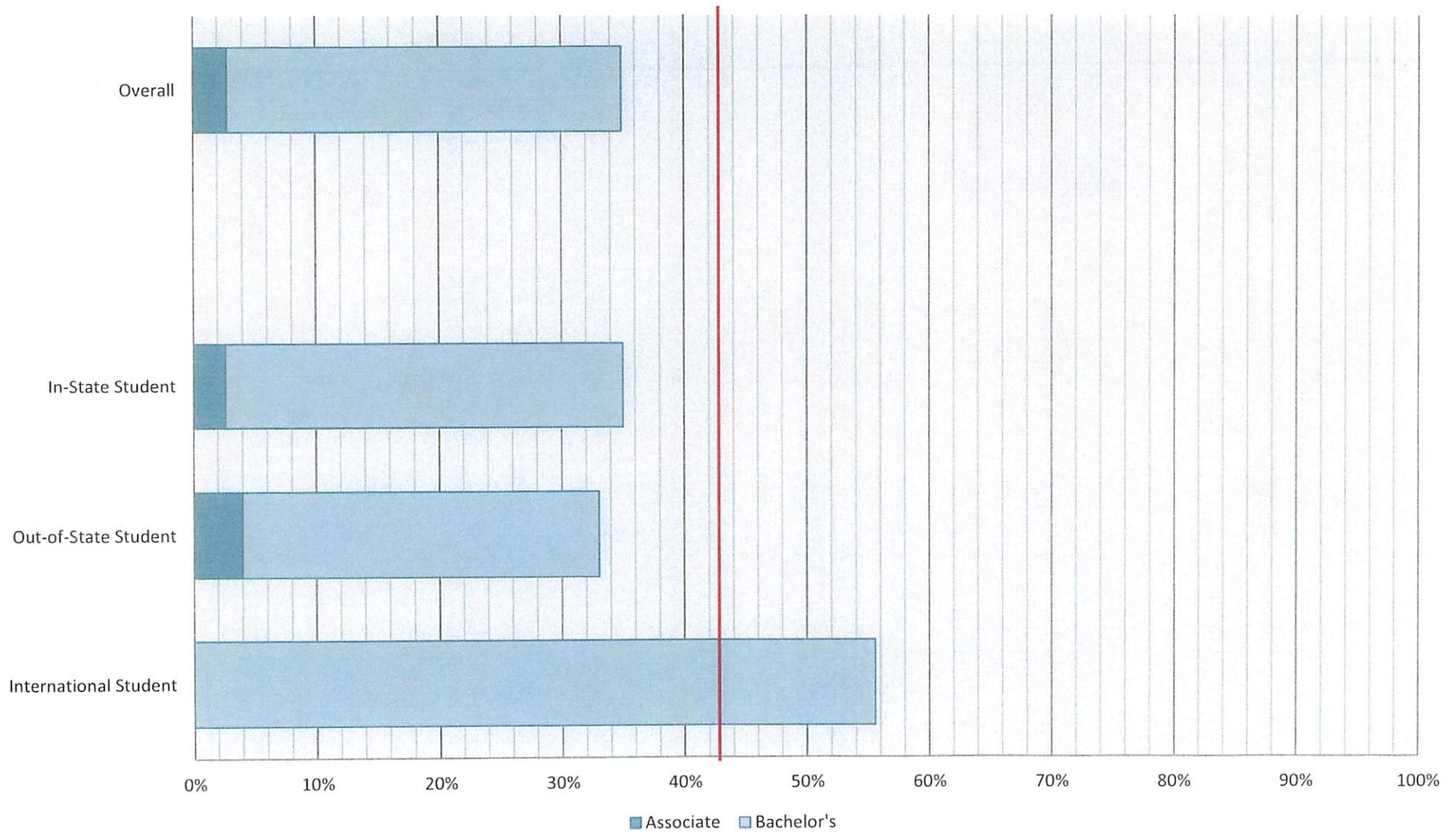
Youngstotwn State University
2007 First-Time, Full-Time Degree Seeking Undergraduate
Six-Year Graduation Rates
## by Race/Ethnicity

**Overall
2020 Goal = 43%**

Legend: ■ Associate □ Bachelor's

Categories (top to bottom): Overall, American Indian or Alaskan Native, Asian or Pacific Islander, Black, Hispanic, White, International, Race Unknown

X-axis: 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Prepared by: Becky Geltz, Institutional Research Analytics, 4/28/2014

Youngstown State University
2007 First-Time, Full-Time Degree Seeking Undergraduate
Six-Year Graduation Rates
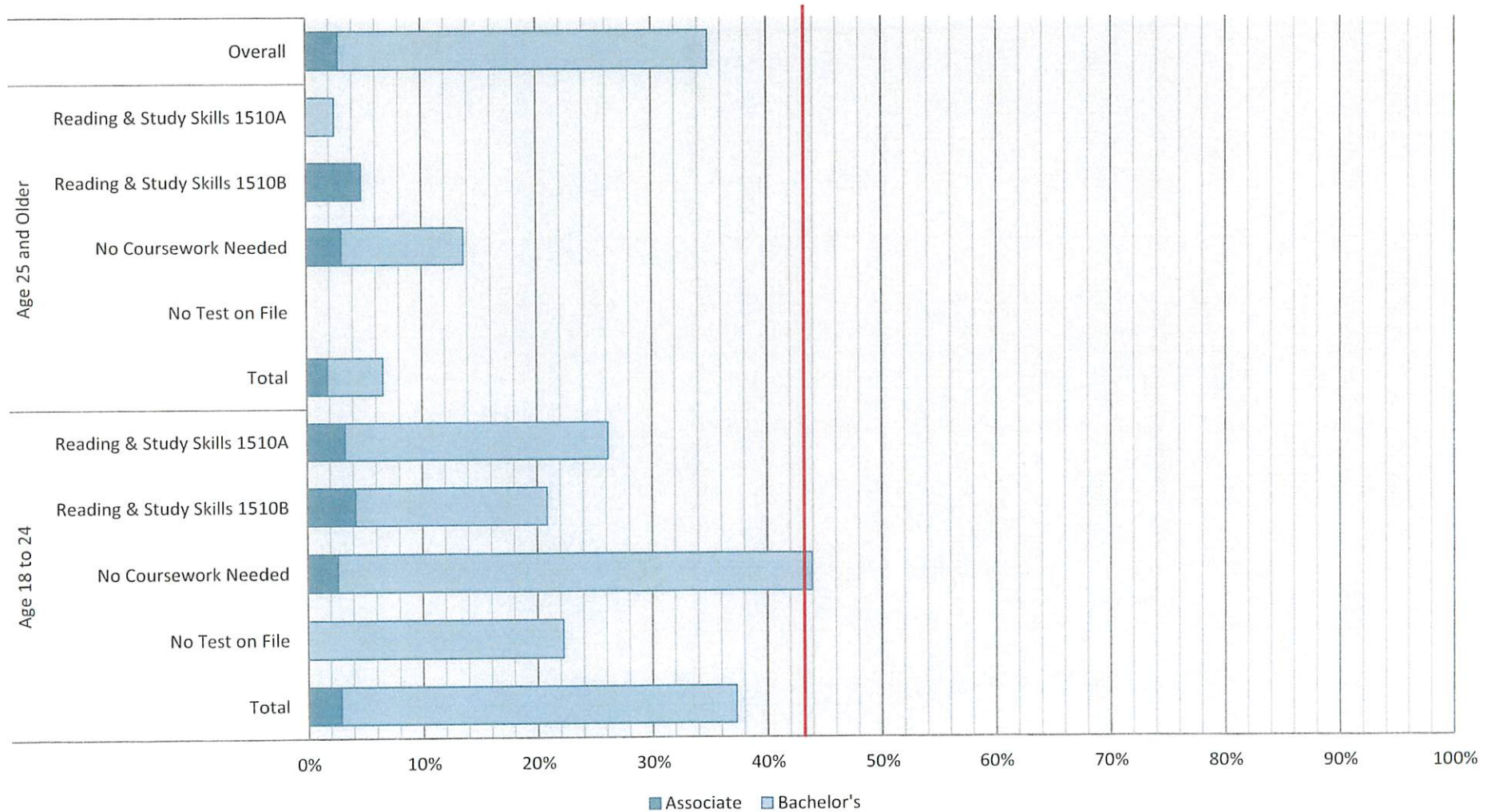## by Residency Status

**Overall
2020 Goal = 43%**

Legend: ■ Associate □ Bachelor's

Youngstown State University
2007 First-Time, Full-Time Degree Seeking Undergraduate
Six-Year Graduation Rates
by Age Group and
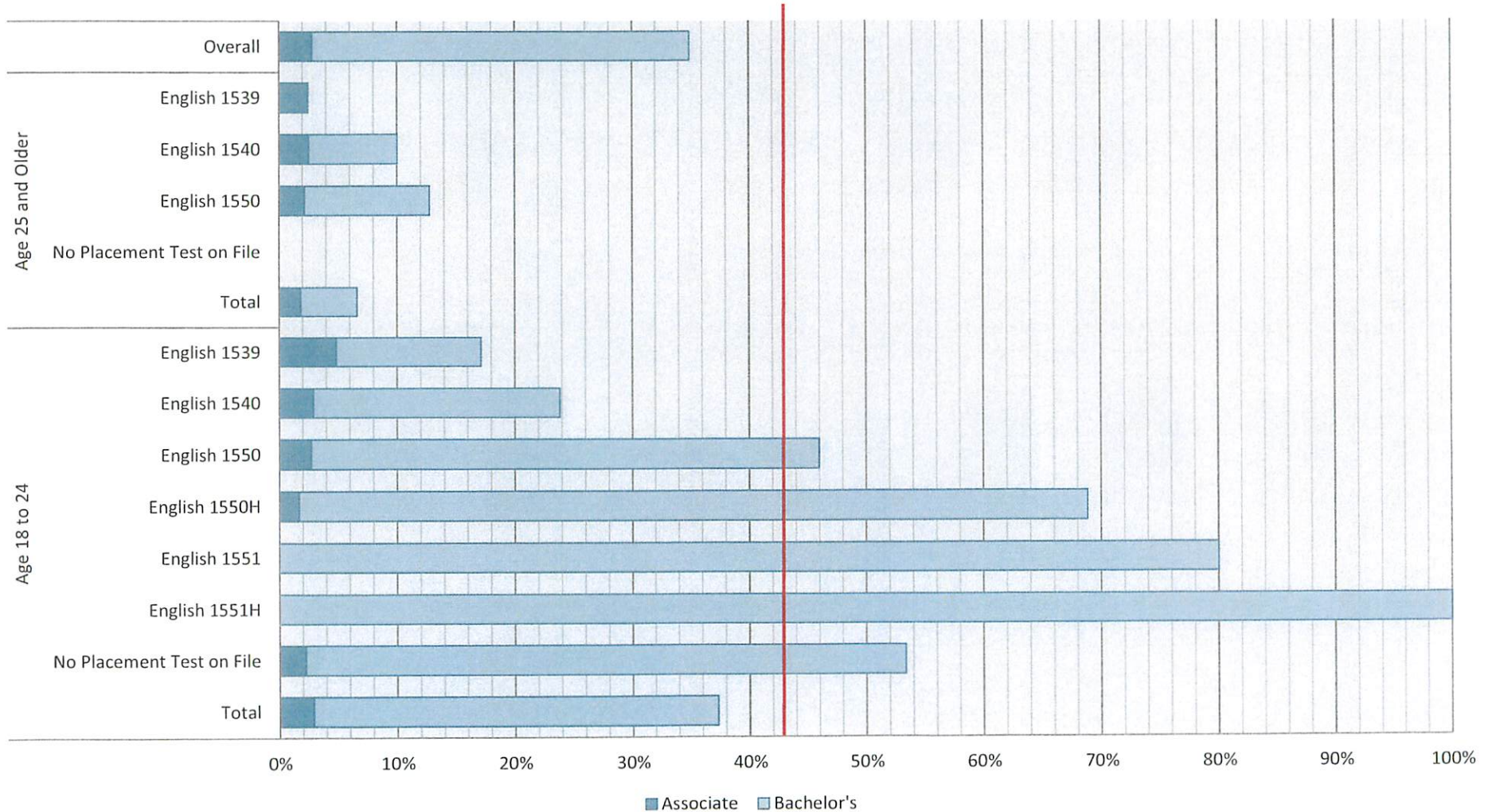## Math Placement Recommendation
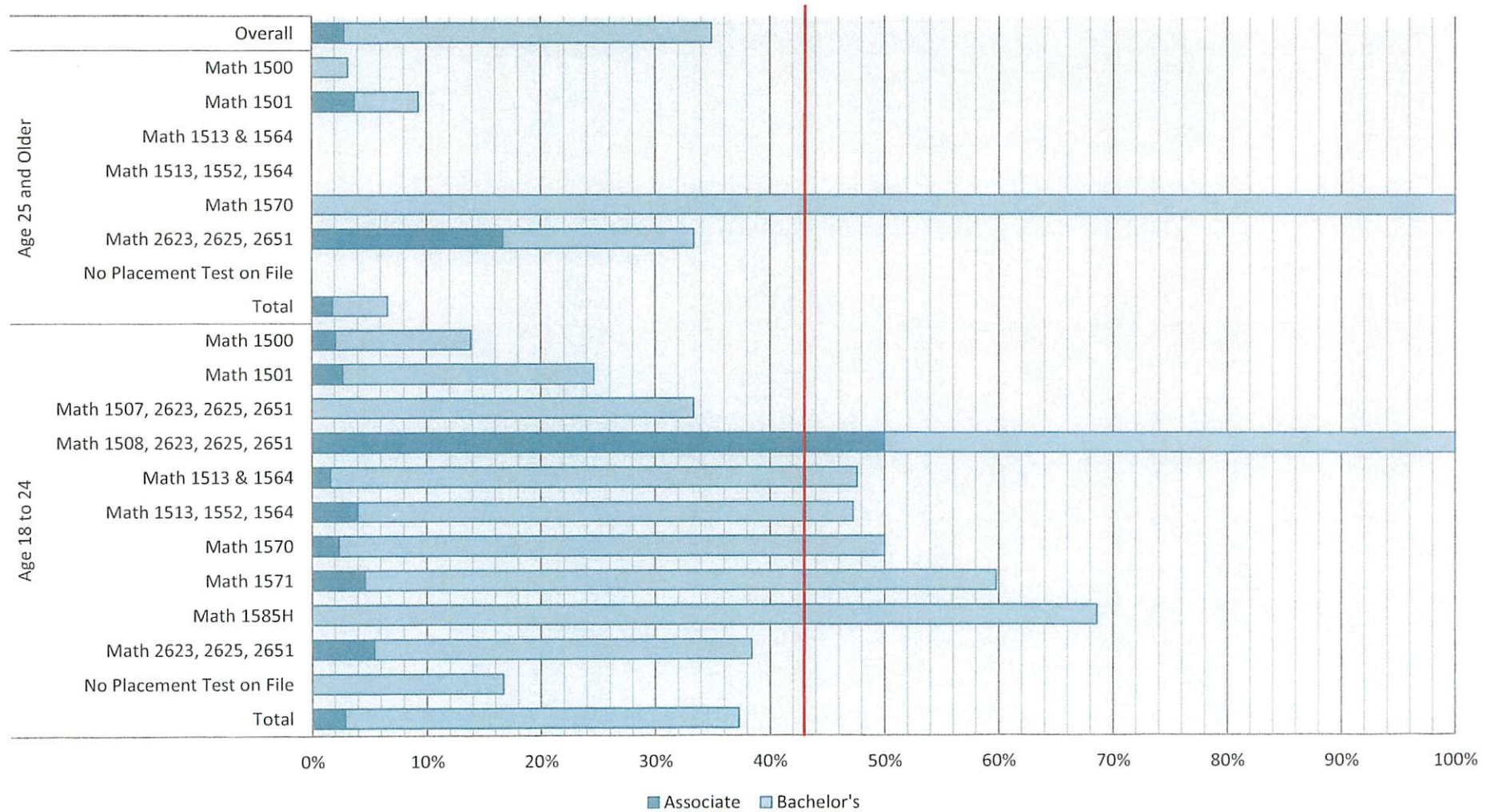
**Overall
2020 Goal = 43%**

Legend: ■ Associate □ Bachelor's

Youngstown State University
2007 First-Time, Full-Time Degree Seeking Undergraduate
Six-Year Graduation Rates
by Age Group and
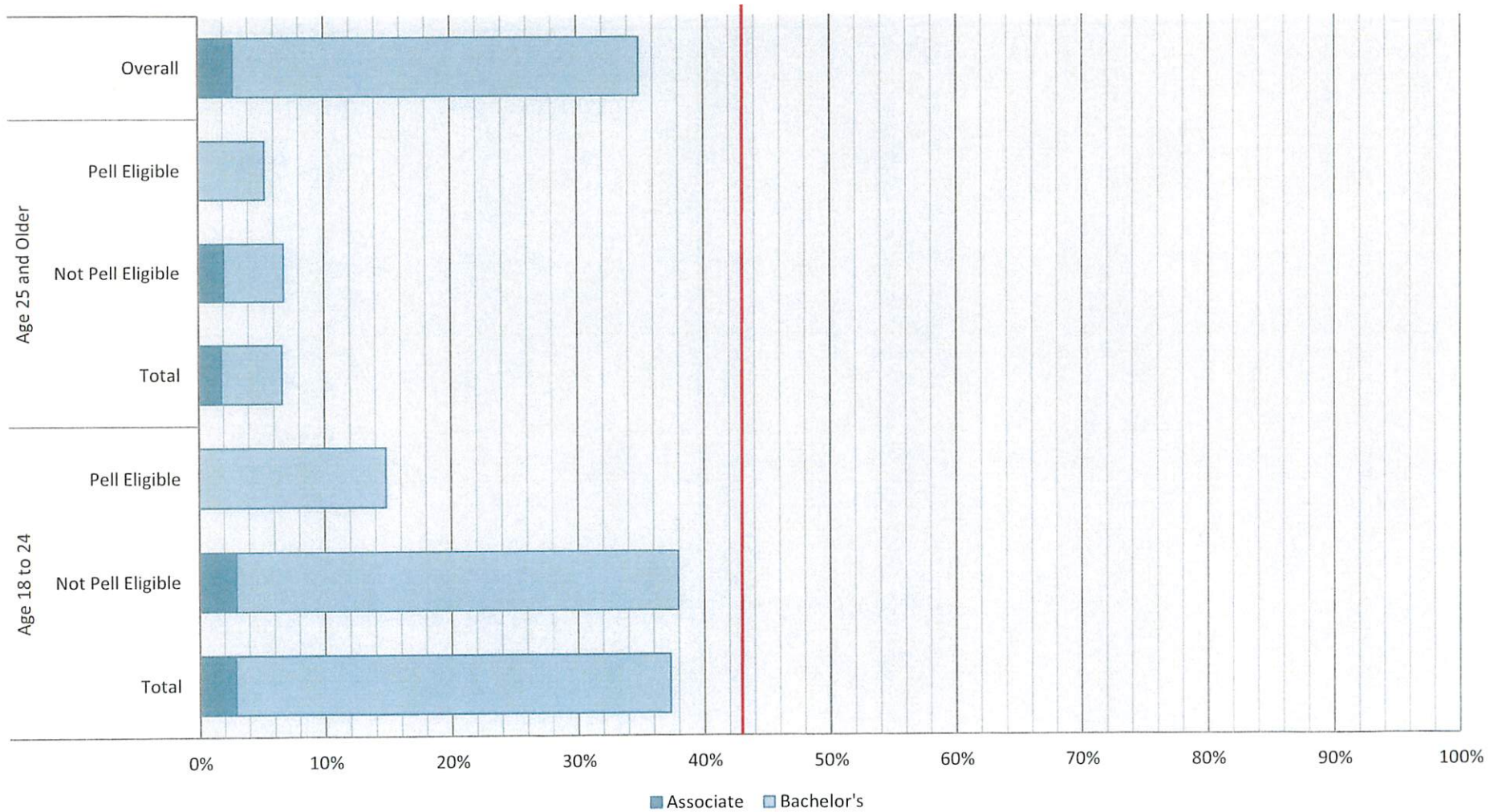## Reading & Study Skills Recommendation

**Overall
2020 Goal = 43%**

Age 25 and Older
- Overall
- Reading & Study Skills 1510A
- Reading & Study Skills 1510B
- No Coursework Needed
- No Test on File
- Total

Age 18 to 24
- Reading & Study Skills 1510A
- Reading & Study Skills 1510B
- No Coursework Needed
- No Test on File
- Total

X-axis: 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Legend: ■ Associate ■ Bachelor's

Youngstown State University
2007 First-Time, Full-Time Degree Seeking Undergraduate
Six-Year Graduation Rates
by Age Group and
## English Placement Recommendation

**Overall
2020 Goal = 43%**

■ Associate □ Bachelor's

Prepared by: Becky Geltz, Institutional Research Analytics, 4/28/2014

Youngstown State University
2007 First-Time, Full-Time Degree Seeking Undergraduate
Six-Year Graduation Rates
by Age Group and
Pell Eligiblity Status Fall 2007

**Overall
2020 Goal = 43%**

Legend: ■ Associate □ Bachelor's

Y-axis categories (top to bottom):
- Overall
- Age 25 and Older: Pell Eligible, Not Pell Eligible, Total
- Age 18 to 24: Pell Eligible, Not Pell Eligible, Total

X-axis: 0%, 10%, 20%, 30%, 40%, 50%, 60%, 70%, 80%, 90%, 100%

Prepared by: Becky Geltz, Institutional Research Analytics, 4/28/2014
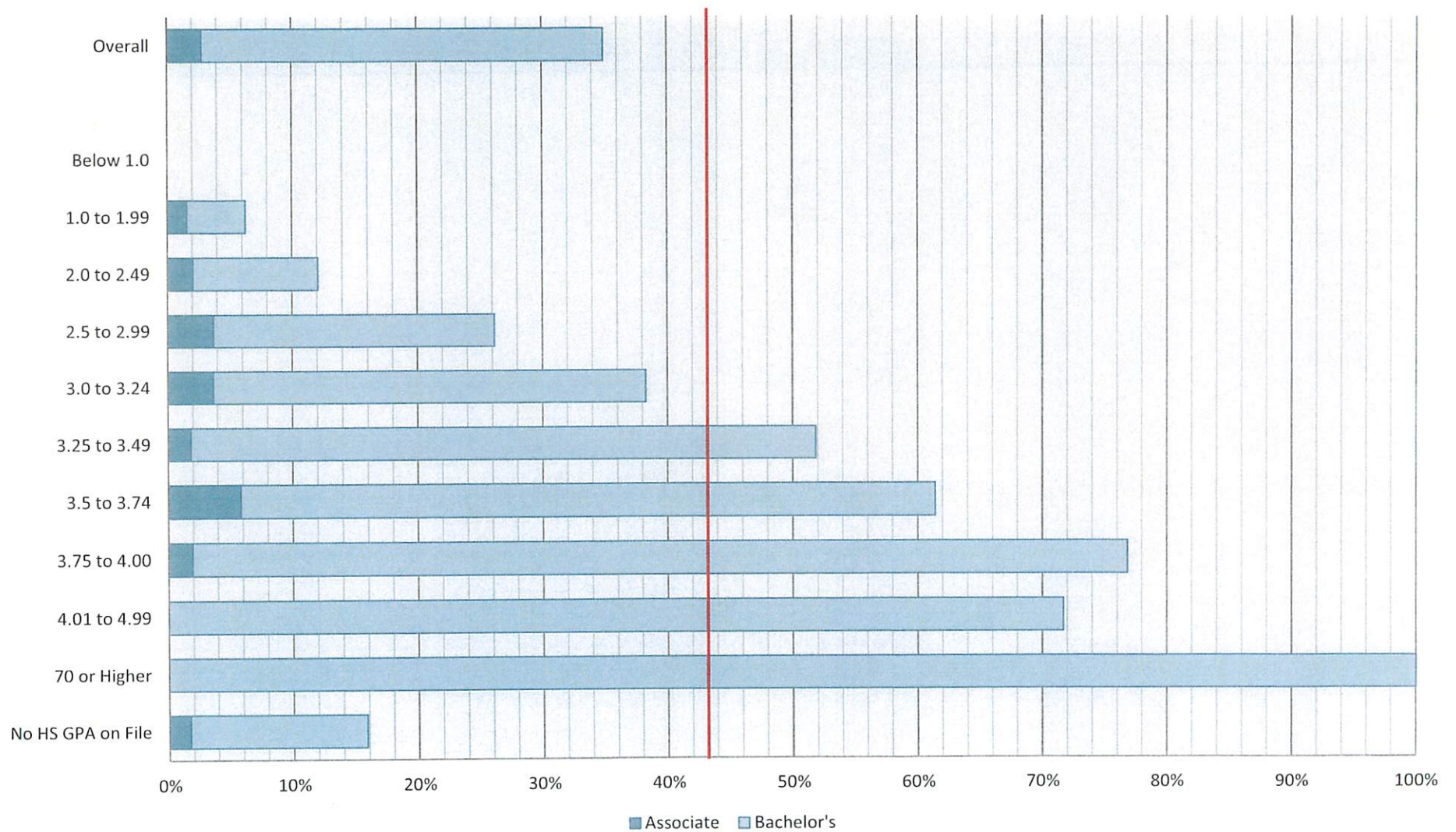
Youngstown State University
2007 First-Time, Full-Time Degree Seeking Undergraduate
Six-Year Graduation Rates
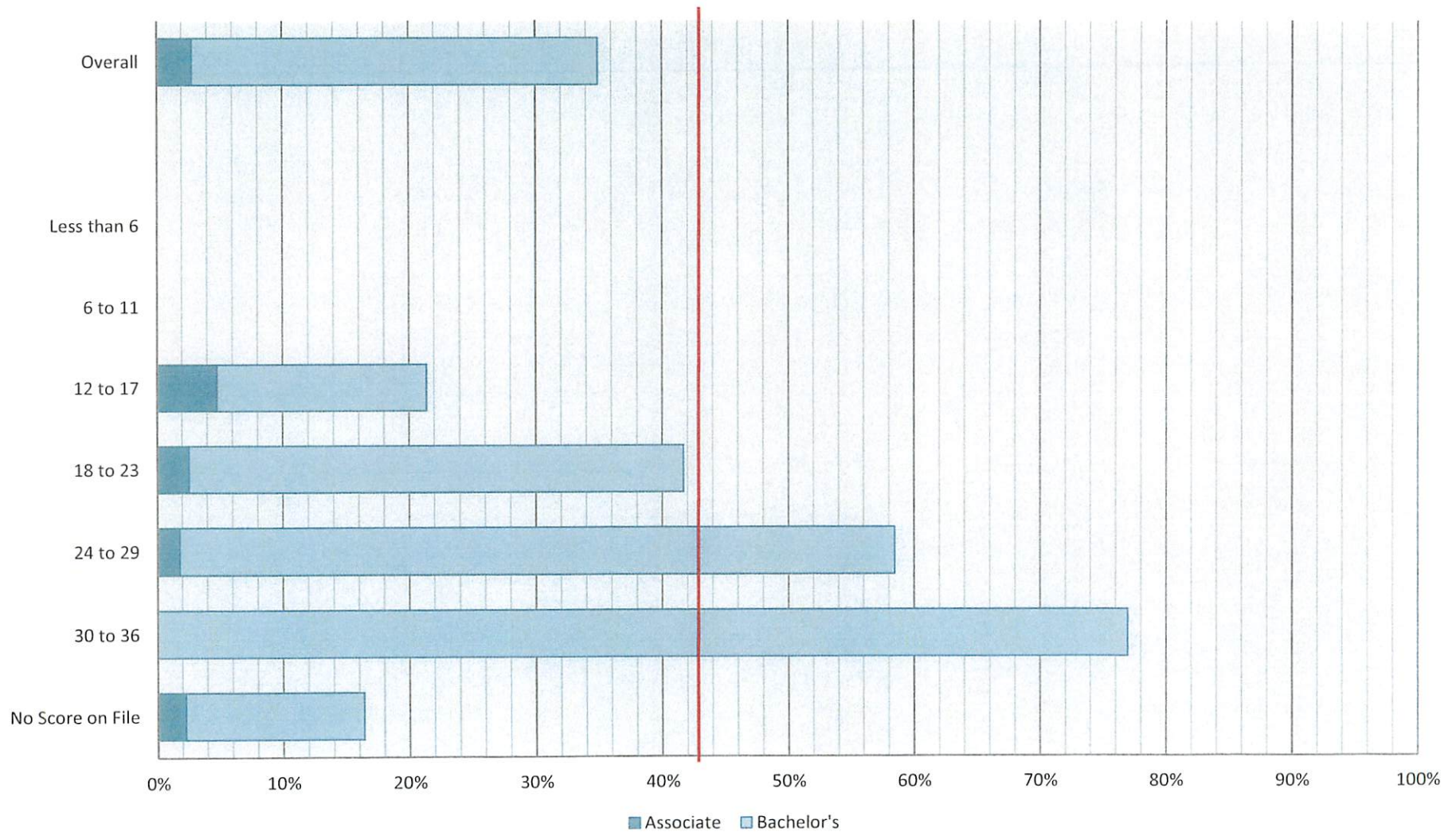by YSU Athlete Status Fall 2007

Overall
2020 Goal = 43%
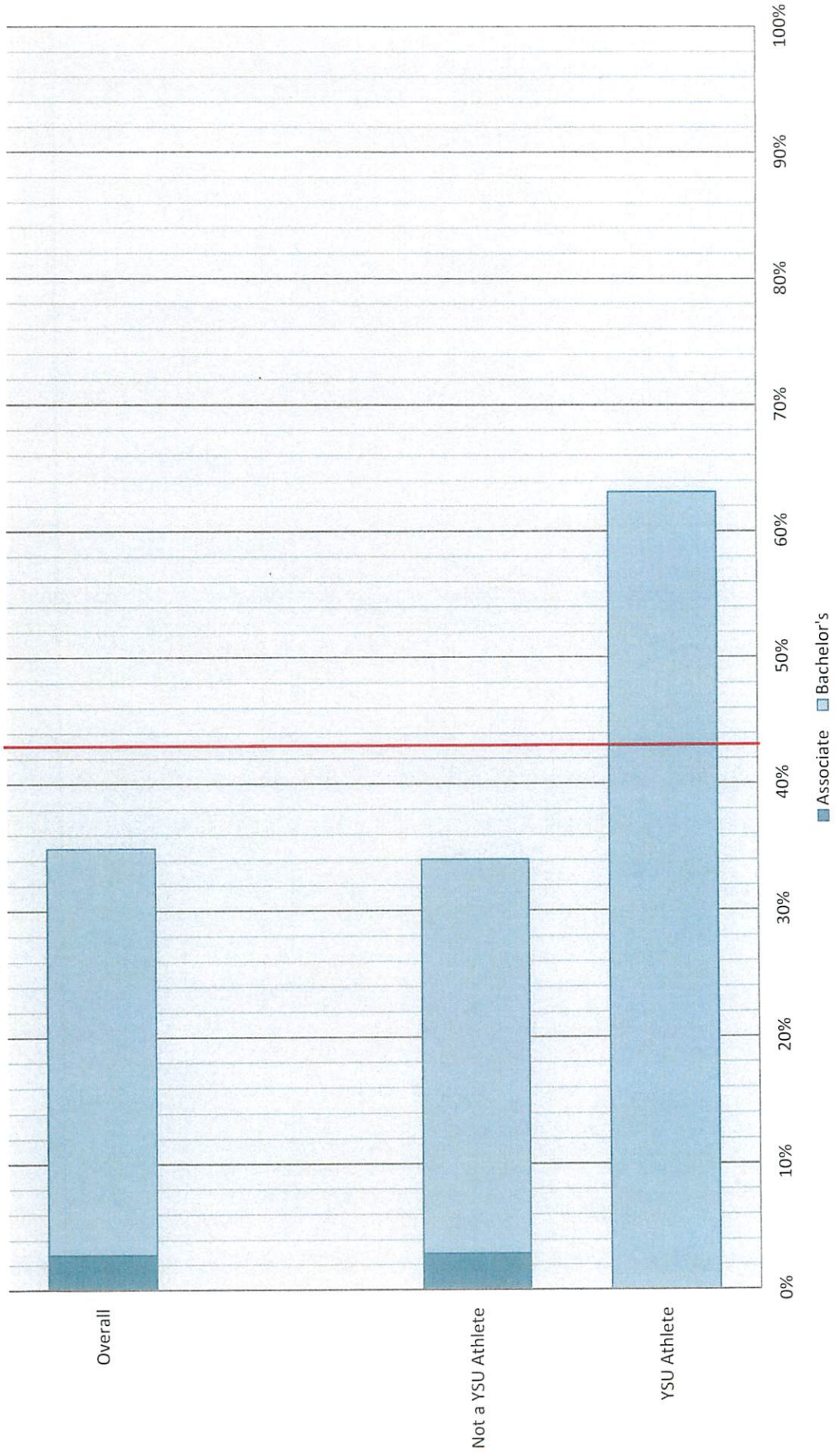
Overall

Not a YSU Athlete

YSU Athlete

Associate   Bachelor's

Youngstown State University
2007 First-Time, Full-Time Degree Seeking Undergraduate
Six-Year Graduation Rates
by High School GPA Range

**Overall
2020 Goal = 43%**

Horizontal bar chart showing six-year graduation rates by high school GPA range, with Associate and Bachelor's degree portions.

GPA Range	Approximate Rate
Overall	~35%
Below 1.0	0%
1.0 to 1.99	~6%
2.0 to 2.49	~11%
2.5 to 2.99	~26%
3.0 to 3.24	~38%
3.25 to 3.49	~51%
3.5 to 3.74	~61%
3.75 to 4.00	~77%
4.01 to 4.99	~71%
70 or Higher	~100%
No HS GPA on File	~16%

Legend: ■ Associate ■ Bachelor's

Prepared by: Becky Geltz, Institutional Research Analytics, 4/28/2014

Youngstown State University
2007 First-Time, Full-Time Degree Seeking Undergraduate
## Six-Year Graduation Rates
## by ACT Composite Score Range

Overall
2020 Goal = 43%

Legend: ■ Associate ■ Bachelor's

Categories (top to bottom): Overall, Less than 6, 6 to 11, 12 to 17, 18 to 23, 24 to 29, 30 to 36, No Score on File

X-axis: 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Prepared by: Becky Geltz, Institutional Research Analytics, 4/28/2014

Youngstown State University
2007 First-Time, Full-Time Degree Seeking Undergraduate
## Six-Year Graduation Rates
by Age Group

Overall
2020 Goal = 43%
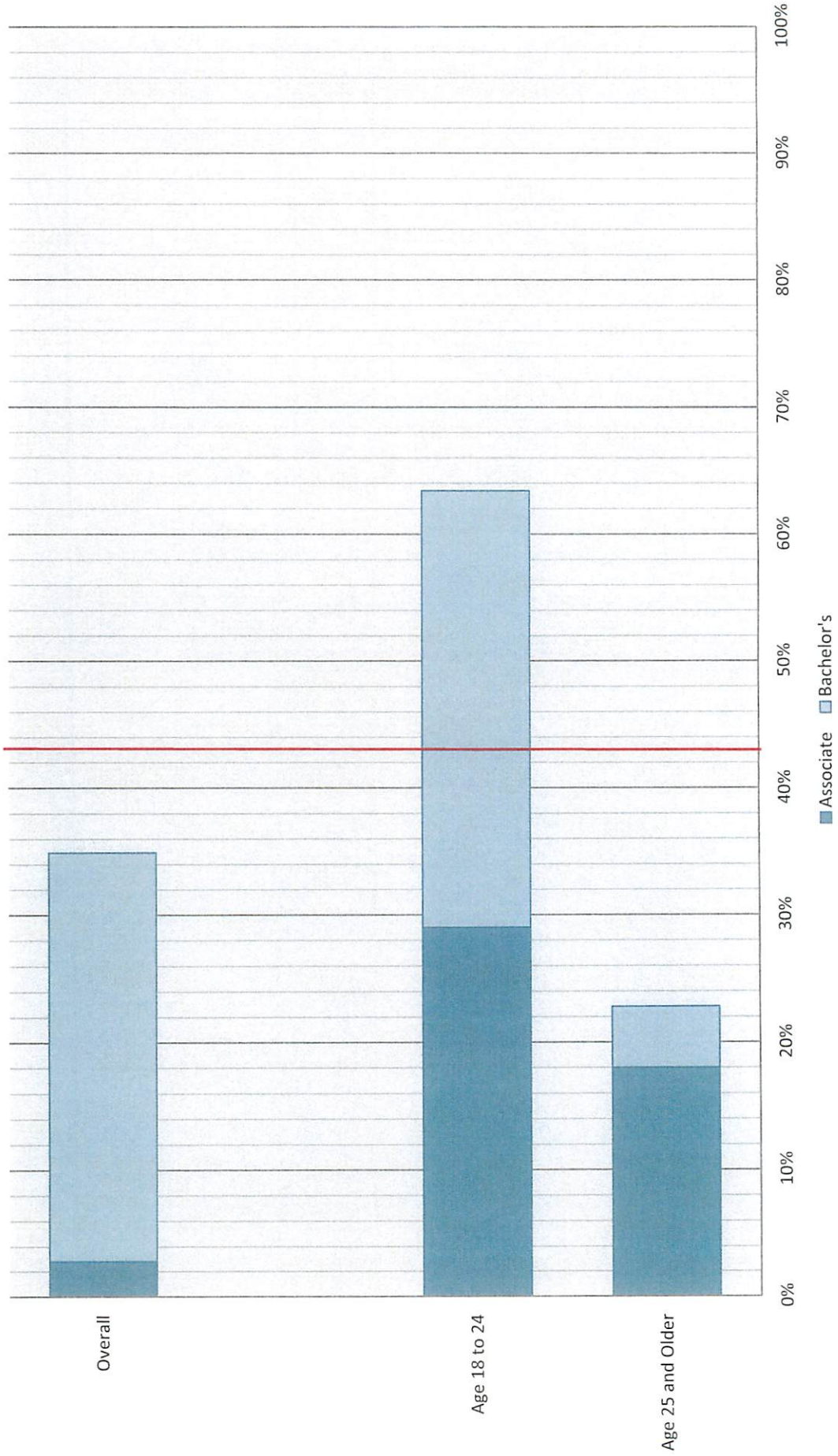
■ Associate ■ Bachelor's

Prepared by: Becky Geltz, Institutional Research Analytics, 4/28/2014

Youngstown State University
2012 First-Time Undergraduate Degree Seeking
Fall-to-Fall Persistence Rates
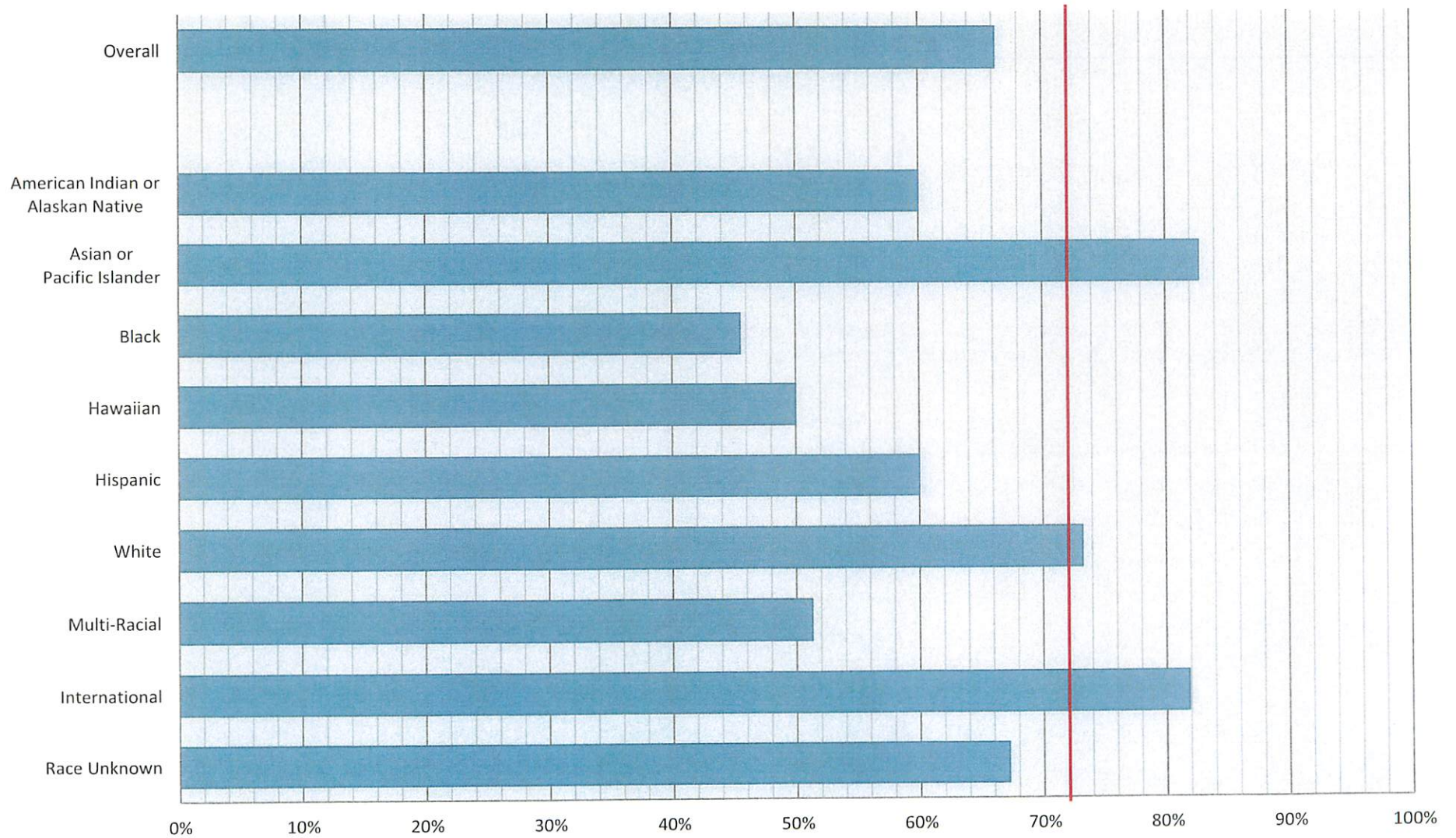## by ACT Composite Score Range
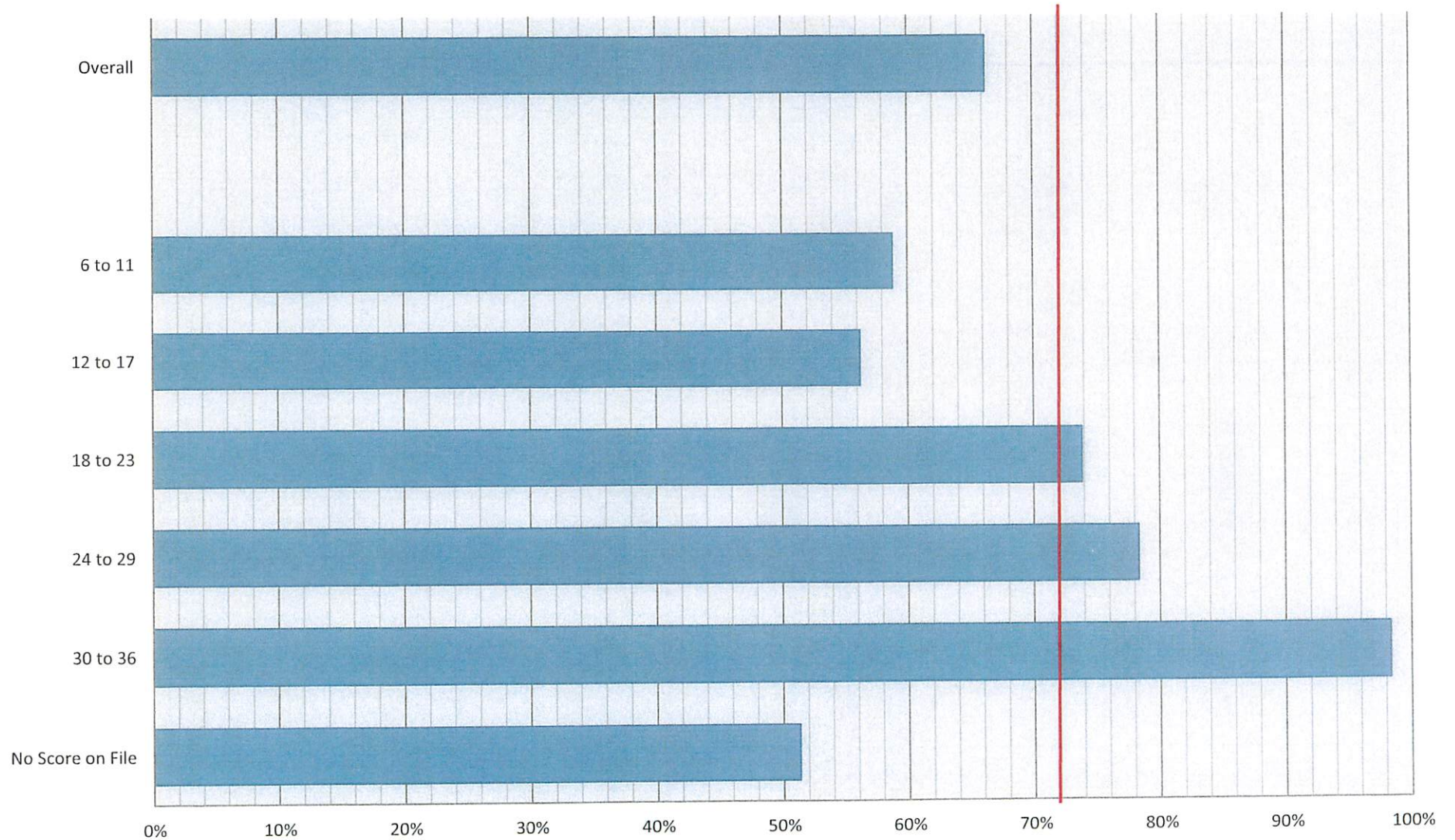
**Overall
2020 Goal = 72%**

Youngstown State University
2012 First-Time Undergraduate Degree Seeking
Fall-to-Fall Persistence Rates
by Fall 2012 YSU Student Employee

Overall
2020 Goal = 72%

Prepared by: Becky Geltz, Institutional Research Analytics, 4/28/2014
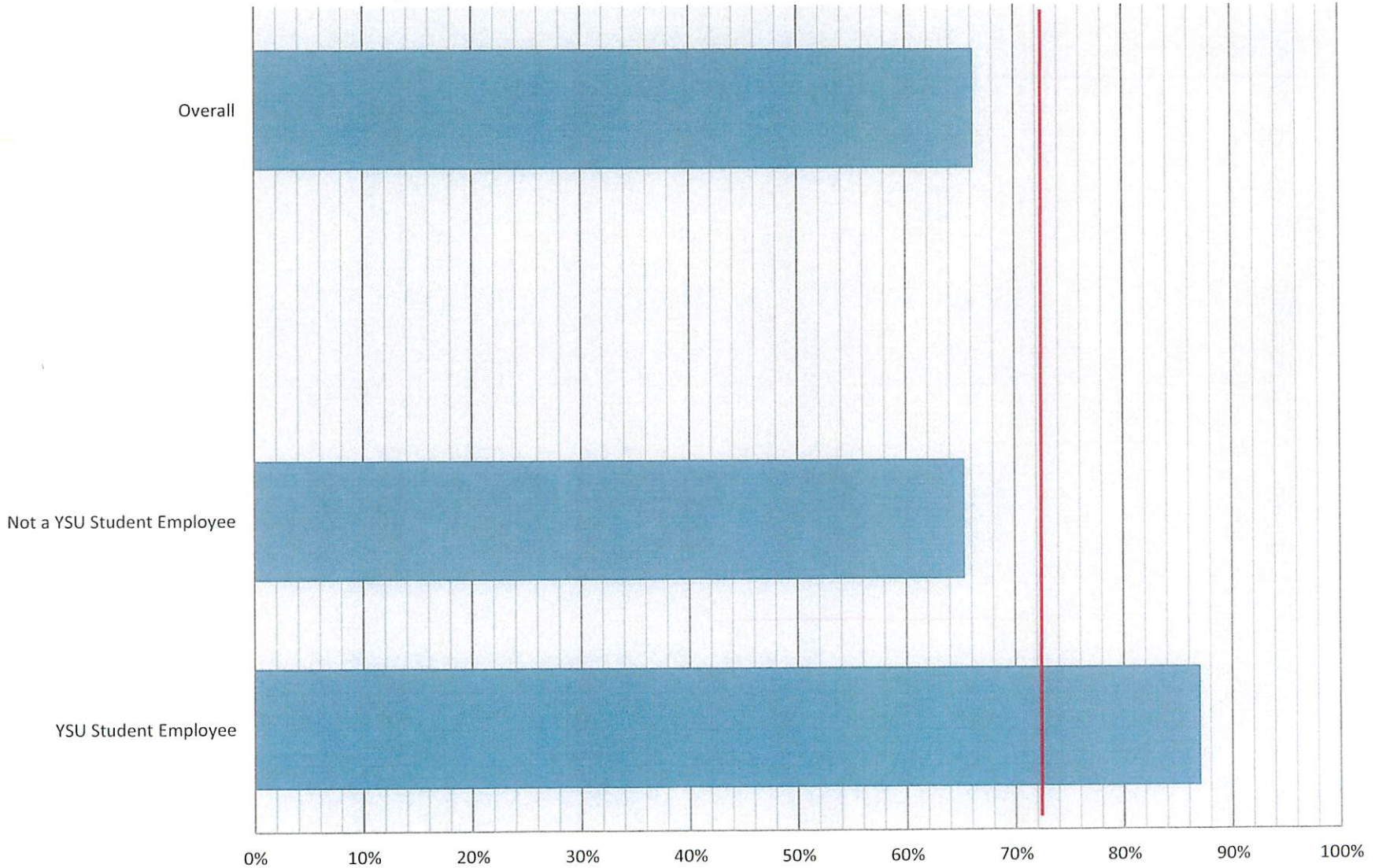
Youngstown State University
2012 First-Time Undergraduate Degree Seeking
Fall-to-Fall Persistence Rates
by Race/Ethnicity

**Overall
2020 Goal = 72%**

Prepared by: Becky Geltz, Institutional Research Analytics, 4/28/2014

Youngstown State University
2012 Undergraduate Degree Seeking Student
Gross Progression
Fall-to-Fall Persistence Rates
by Fall 2012 Student Rank Classification

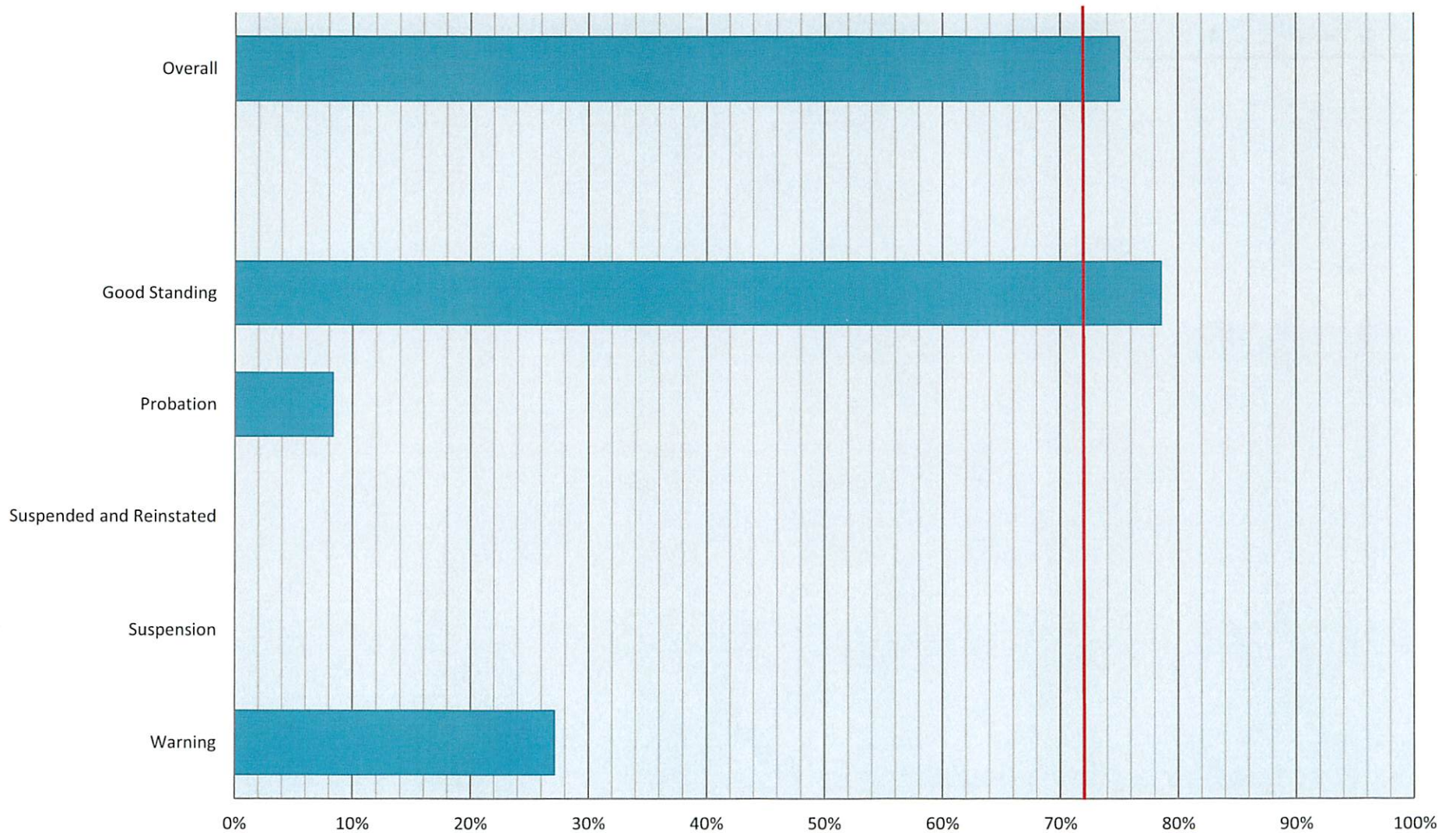Legend: ■ Returning in Same Rank □ Advanced Rank or Graduated
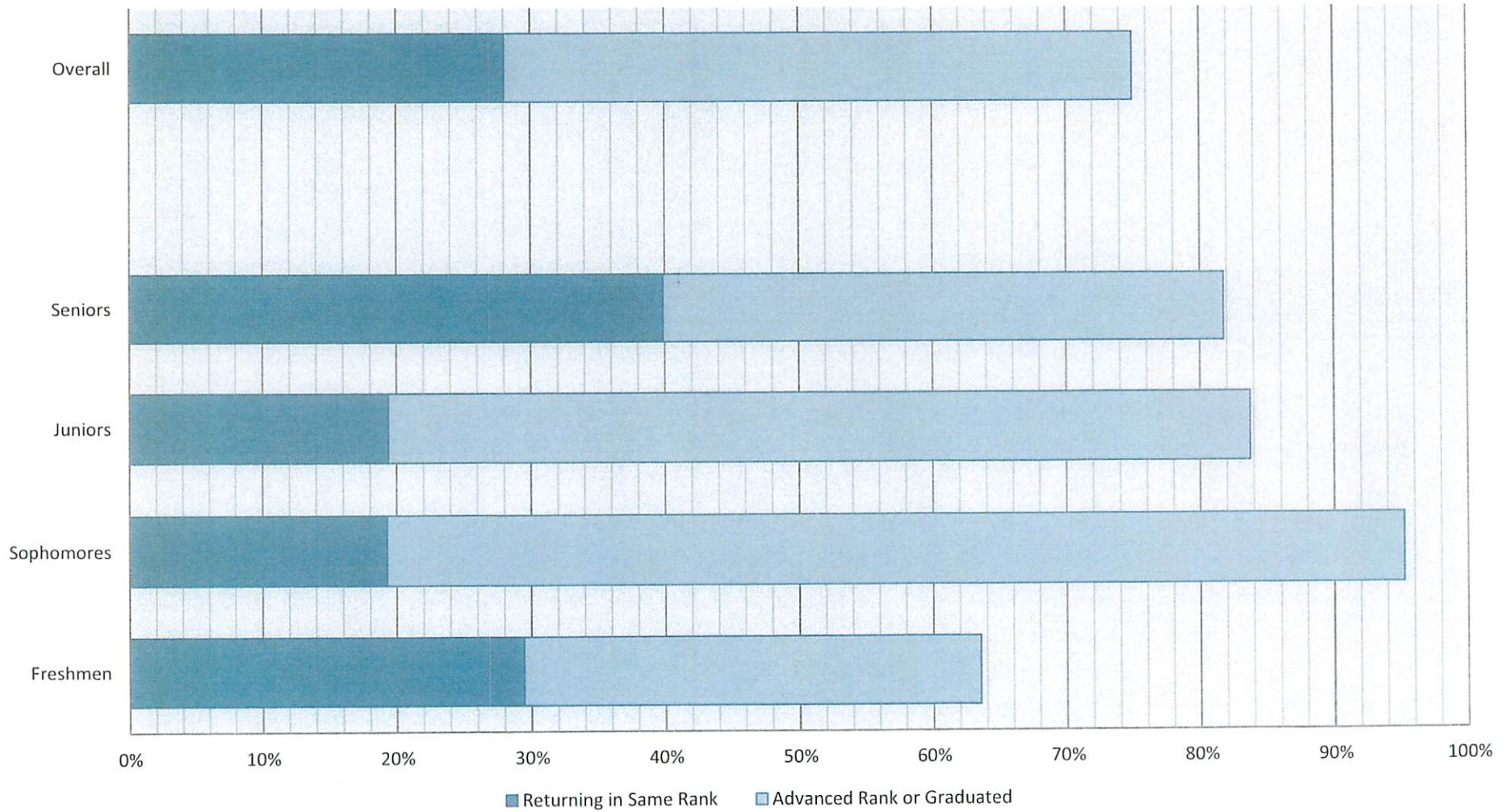
Youngstown State University
2012 Undergraduate Degree Seeking Students
Fall-to-Fall Persistence Rates
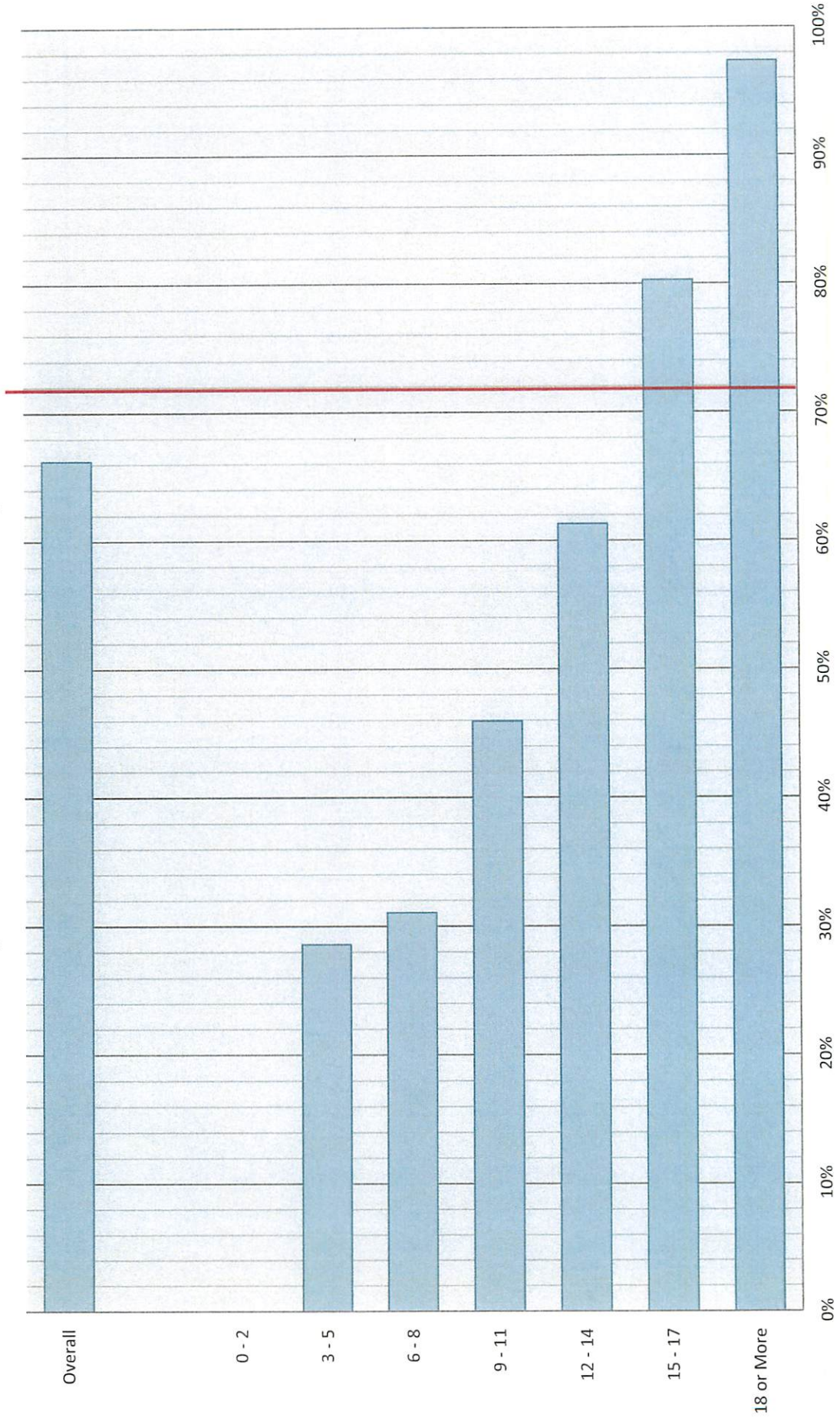## by Fall 2012 Student Rank Classification
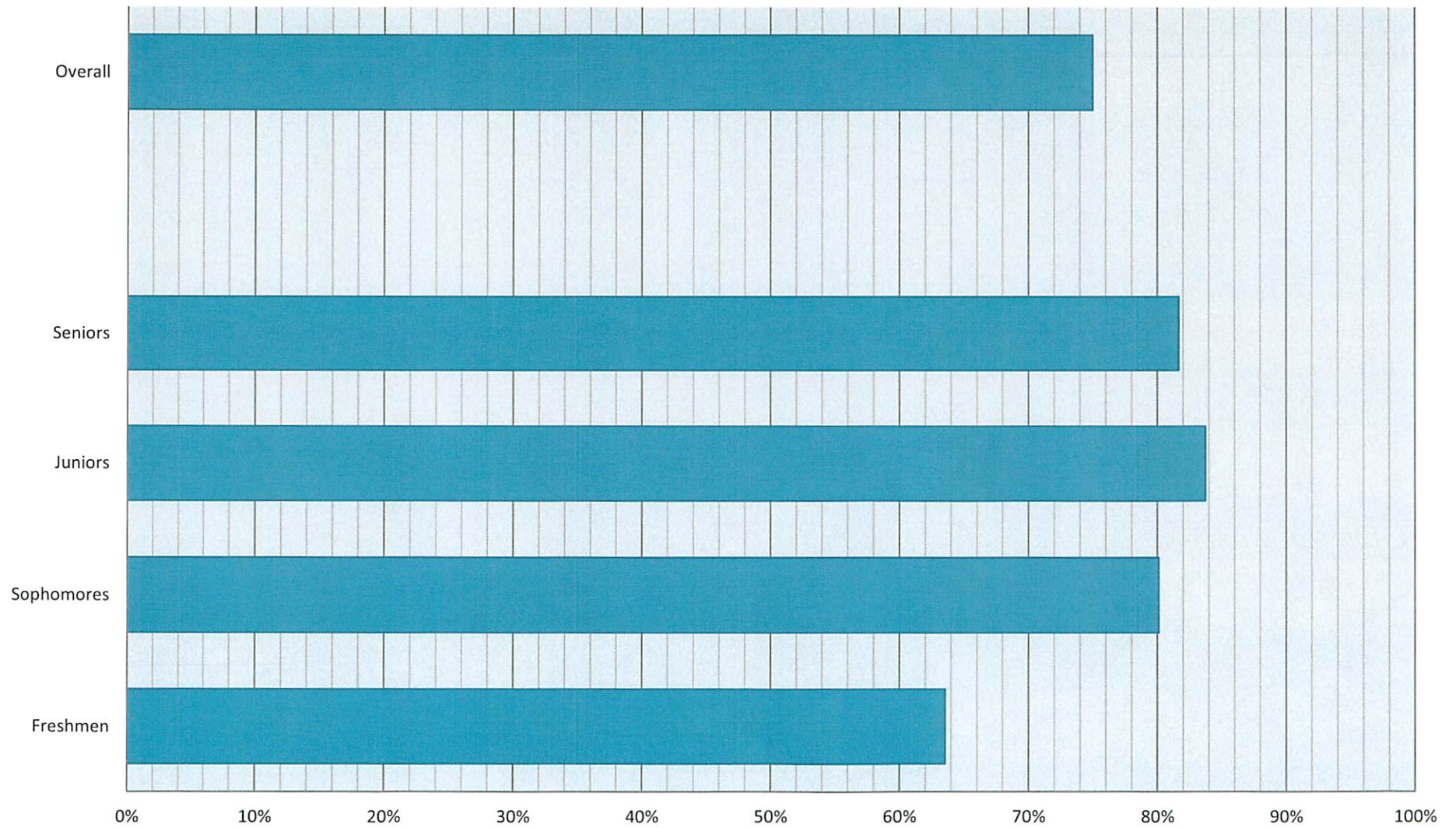
Youngstown State University
2012 First-Time Undergraduate Degree Seeking
Fall-to-Fall Persistence Rates
by Fall 2012 End-of-Term Academic Standing

**Overall
2020 Goal = 72%**

Standing	Persistence Rate
Overall	~75%
Good Standing	~79%
Probation	~8%
Suspended and Reinstated	
Suspension	
Warning	~27%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

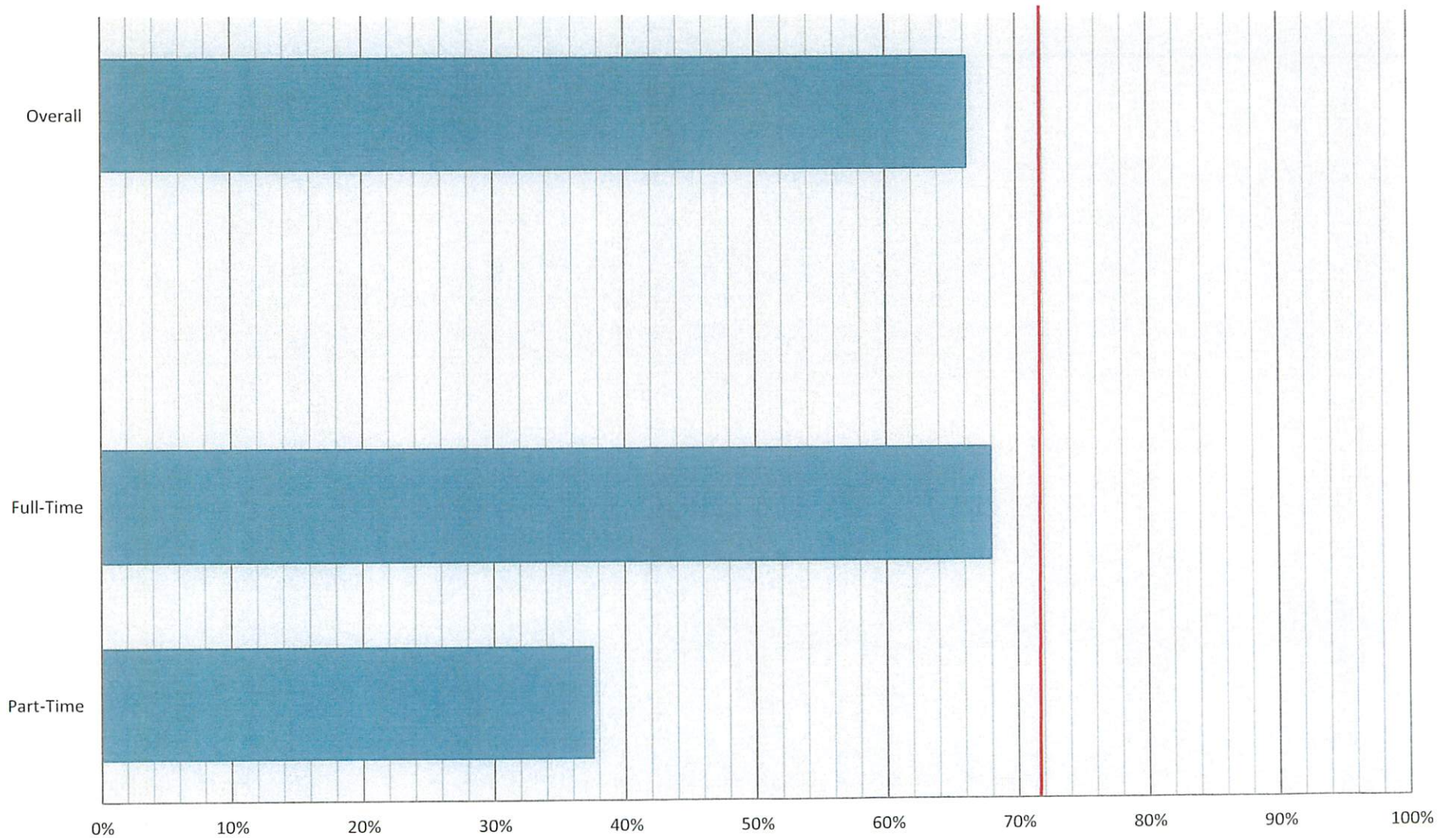Prepared by: Becky Geltz, Institutional Research Analytics, 4/28/2014

Youngstown State University
2012 First-Time Undergraduate Degree Seeking
Fall-to-Fall Persistence Rates
## by Fall 2012 Credit Hours Attempted

Overall
2020 Goal = 72%

Prepared by: Becky Geltz, Institutional Research Analytics, 4/28/2014

Youngstown State University
2012 First-Time Undergraduate Degree Seeking
Fall-to-Fall Persistence Rates
by Fall 2012 Academic Load

Overall
2020 Goal = 72%

Overall	
Full-Time	
Part-Time	

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%

Prepared by: Becky Geltz, Institutional Research Analytics, 4/28/2014

Youngstown State University
2012 First-Time Undergraduate Degree Seeking
Fall-to-Fall Persistence Rates
by Family History of Higher Education

**Overall
2020 Goal = 72%**

Prepared by: Becky Geltz, Institutional Research Analytics, 4/28/2014
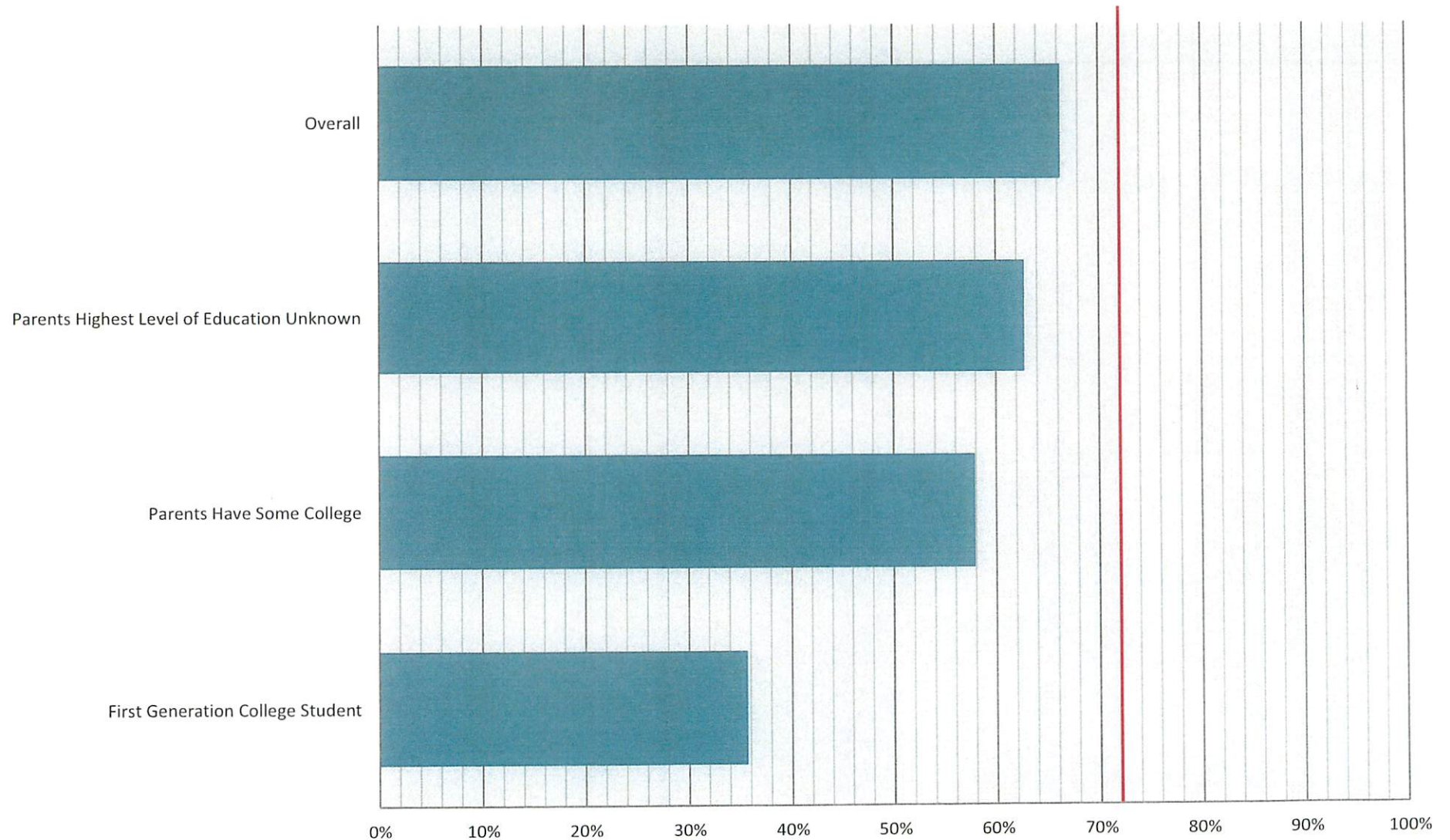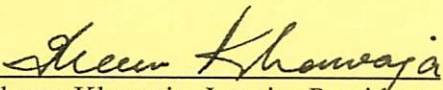
AGENDA TOPIC: Department Name Change

STAFF CONTACT(S): Dr. Paul Sracic, Chair, Department of Political Science, and Dr. Shearle Furnish, Dean, College of Liberal Arts and Social Sciences

BACKGROUND: Dr. Paul Sracic, Chairperson, Department of Political Science, sent a formal request to change the name of the department from "Department of Political Science" to "Department of Politics and International Relations." The department determined this name better reflects the subjects and topics taught in the department.

SUMMARY AND ANALYSIS: The name "Political Science" was a popular term in the 1950's and 1960's, and it reflected the emphasis on quantitative approaches to the study of politics. Currently, the term "science" may confuse students and dissuade them from enrolling in courses. The name "Politics and International Relations" embodies the diverse classes and tracks offered by the department.

RESOLUTION: N/A – DISCUSSION ITEM ONLY

REVIEWED AS TO FORM AND CONTENT:

Ikram Khawaja
Ikram Khawaja, Interim President

Youngstown
STATE UNIVERSITY

One University Plaza, Youngstown, Ohio 44555

College of Liberal Arts and Social Sciences
Office of the Dean
330.941.3409
Fax 330.941.2304

DATE: 27 February 2014

TO: Ikram Khawaja, Provost

FROM: Shearle Furnish, Dean

RE: revised department name

I support Dr. Sracic's petition for the reasons he offers, the fashion and the implication of the term *science*. In fact, to illustrate his point and support his justification, the sort of enumerative methods implied in the term *political science* is at YSU actually more in evidence in the Department of Economics.

Youngstown
STATE UNIVERSITY

February 4, 2014

From: Paul Sracic *PH S*
      Chair, Department of Political Science

To: Shearle Furnish
      Dean, College of Liberal Arts and Social Science

RE: Request to Change Department Name

The Department of Political Science is making a formal request to change our name to the **Department of Politics and International Relations.** The members of the department have concluded that this name better reflects the subjects and topics taught by our department. Although the name "Political Science" became popular in the 1950's and 1960's, reflecting the emphasis on quantitative approaches to the study of politics, our experience has been that the term "science" confuses students and may dissuade them from enrolling in our courses. The stand alone term "politics' is well understood, and when paired with the term "international relations" better encompasses the diverse classes as well as tracks offered within our department.

The department will continue to house the Judge Sidney and Bert Rigelhaupt Pre-Law Center, and that title will continue.

We are asking that this change be instituted now because our office suite will soon be relocated, and new signs will already have to be made for us. Therefore, no additional expense will be incurred.

Approved
Shearle Furnish
02/04/14

Approved Teresa Riley
Interim Provost
4/1/14