

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

Carole S. Weimer, Chair
Atty. James E. "Ted" Roberts, Vice Chair
All Trustees are Members
Randy J. Dunn, *Ex-Officio*

**BACKGROUND MATERIALS
Tuesday, February 18, 2014**

- 1. IPEDS Report** **Tab 1**
The Integrated Postsecondary Education Data System is a system of survey components that collects data from approximately 7,500 institutions of postsecondary education in the United States. These data are used at the federal and state level for policy analysis and development as well as at the institutional level for benchmarking and peer analysis. For our benchmarking and peer analysis, we review our data in comparison with a selected group of universities and with the IUC universities (with NEOMED and Ohio State excluded).

- 2. Grants and Sponsored Programs Report** **Tab 2**
The Second Quarter Report from the Office of Grants and Sponsored Programs is presented for the Board of Trustees' information.

- 3. Current Accreditation Activity and Higher Learning Commission Update** **Tab 3**
The report on accreditation activity shows recent accreditations and upcoming site visits and documents submitted. Also included in this report is an update on Higher Learning Commission accreditation activities.

- 4. Academic Programs Update** **Tab 4**
The report outlines new program development.

- 5. Research Professorship List** **Tab 5**
A list of faculty who were granted research professorships for 2014-2015 is provided. Each year no fewer than eighteen (18) faculty members whose unsubsidized research is deemed meritorious of support shall be designated "Research Professors" and awarded a workload reduction of a minimum of six (6) hours to a maximum of nine (9) hours to pursue research. The total number of hours distributed will be no less than 162 hours.

BACKGROUND MATERIALS:
Academic Quality and Student Success Committee

TAB 1: IPEDS Report

STAFF CONTACT: Jack Fahey, Vice President for Student Affairs

HIGHLIGHTS OR ISSUES:

- We've made progress in improving our Strategic Plan goal of increasing affordability (Figure 5). While the comparison group median net price of attendance has increased 11% over the last two years, YSU's net price of attendance is 6% lower than two years ago, largely due to increased institutional grants.
- In Figure 6, the high percentage of students qualifying for Pell grants illustrates the extent to which our students are economically disadvantaged. Although we have made very good progress, we need to continue to upgrade our institutional grants to new students in order to compete for enrollment.
- Figures 10 and 11 show the extent to which our graduation rates lag behind the median. While there are numerous demographic and socioeconomic factors at play, improving graduation rates needs to continue as a top priority.
- Figure 15 illustrates that our Strategic Plan goal to increase the proportion of our expenses toward instruction is important.

TAB 2: Grants and Sponsored Programs Report

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

HIGHLIGHTS OR ISSUES:

- Twenty-eight grant submissions totaling \$8,532,052 were submitted during the second quarter.
- Nineteen grants were awarded during the second quarter totaling \$2,951,651.
- There is a 105% increase in dollars received compared to the same quarter last year.

TAB 3: Current Accreditation Activity and Higher Learning Commission Update

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

HIGHLIGHTS OR ISSUES:

- The Dietetic Tech program completed an accreditation self-study and site visit to establish a cohort at Lorain County Community College (LCCC) in 2013. The LCCC cohort began classes in Fall 2013.
- The Commission on Accreditation of Allied Health Education Programs granted the Medical Assisting Technology program continuing accreditation for a full ten years.
- A YSU panel will present the ROAD project and its findings at the selective HLC conference in Chicago in April 2014. The title of their presentation is "The ROAD: Assessing Writing and Critical Thinking with VALUE Rubrics."

TAB 4: Academic Programs Update

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

HIGHLIGHTS OR ISSUES:

- The Ohio Board of Regents has approved a new Digital Media option within the Bachelor of Fine Arts in Studio Art.
- The request for online delivery for a Master of Arts in Financial Economics has been approved by the Regents Advisory Committee on Graduate Study (RACGS).

TAB 5: Research Professorship List

STAFF CONTACT: Dr. Scott Martin, Interim Associate Dean for Graduate Research

HIGHLIGHTS OR ISSUES:

- Article 27.2 of *The YSU-OEA Agreement* outlines a procedure for faculty members to apply for Research Professorships.
- Thirty-one (31) faculty members applied for a research professorship for the 2014-15 academic year.
- Twenty (20) applications were granted. The attached list names the faculty member, project, and number of workload hours awarded.
- The total number of workload hours allocated is 162.

REVIEWED:

Randy J. Dunn
Randy J. Dunn, President

NATIONAL CENTER FOR EDUCATION STATISTICS

IPEDS DATA FEEDBACK REPORT 2013

What Is IPEDS?

The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collects data from about 7,500 institutions that provide postsecondary education across the United States. IPEDS collects institution-level data on students (enrollment and graduation rates), student charges, program completions, faculty, staff, and finances.

These data are used at the federal and state level for policy analysis and development; at the institutional level for benchmarking and peer analysis; and by students and parents, through the College Navigator (<http://collegenavigator.ed.gov>), to aid in the college search process. For more information about IPEDS, see <http://nces.ed.gov/ipeds>.

What Is the Purpose of This Report?

The Data Feedback Report is intended to provide institutions a context for examining the data they submitted to IPEDS. Our goal is to produce a report that is useful to institutional executives and that may help improve the quality and comparability of IPEDS data.

What Is in This Report?

The figures provided in this report are those suggested by the IPEDS Technical Review Panel. They were developed to provide selected indicators and data elements for your institution and a comparison group of institutions. The figures are based on data collected during the 2012-13 IPEDS collection cycle and are the most recent data available. Additional information about these indicators is provided in the Methodological Notes at the end of the report. On the next page is a list of the institutions in your comparison group and the criteria used for their selection. Please refer to "Comparison Group" in the Methodological Notes for more information.

Where Can I Do More with IPEDS Data?

The Customize Data Feedback Report functionality of the IPEDS Data Center is designed to provide campus executives easy access to institutional and comparison group data. Using this functionality, you can produce reports using different comparison groups and access a wider range of IPEDS variables. The Data Center can be accessed at <http://nces.ed.gov/ipeds/datacenter>.



Youngstown State University
Youngstown, OH



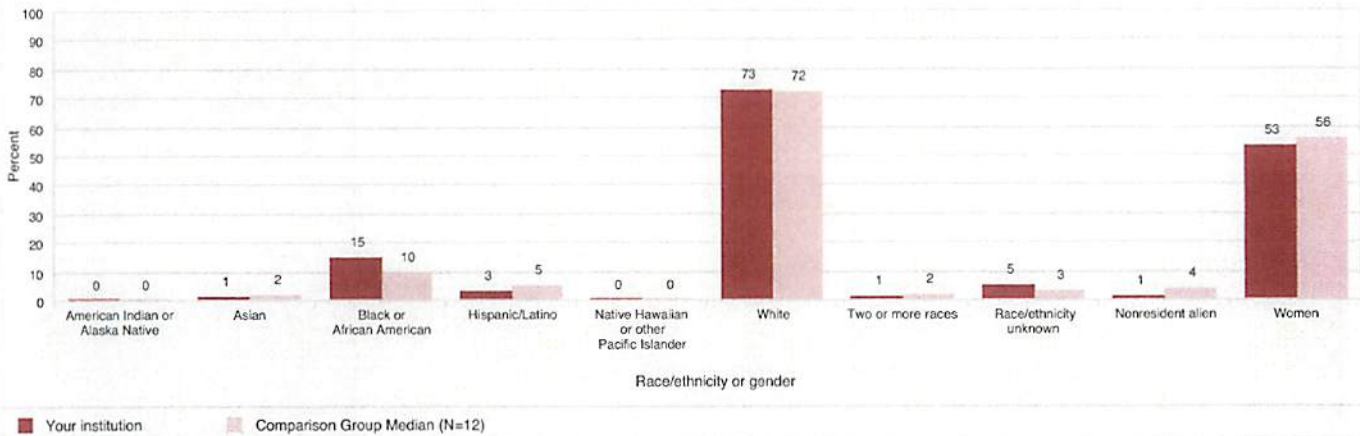
COMPARISON GROUP

Comparison group data are included to provide a context for interpreting your institution's statistics. If your institution did not define a Custom Comparison Group for this report by July 15, NCES selected a comparison group for you. (In this case, the characteristics used to define the comparison group appears below.) The Customize DFR functionality on the IPEDS Data Center (<http://nces.ed.gov/ipeds/datacenter/>) can be used to reproduce the figures in this report using different peer groups.

The custom comparison group chosen by Youngstown State University includes the following 12 institutions:

- ▶ Boise State University (Boise, ID)
- ▶ Central Connecticut State University (New Britain, CT)
- ▶ Eastern Michigan University (Ypsilanti, MI)
- ▶ Ferris State University (Big Rapids, MI)
- ▶ Idaho State University (Pocatello, ID)
- ▶ Jackson State University (Jackson, MS)
- ▶ McNeese State University (Lake Charles, LA)
- ▶ Northeastern Illinois University (Chicago, IL)
- ▶ The University of Texas at San Antonio (San Antonio, TX)
- ▶ University of Arkansas at Little Rock (Little Rock, AR)
- ▶ University of Southern Indiana (Evansville, IN)
- ▶ Western Michigan University (Kalamazoo, MI)

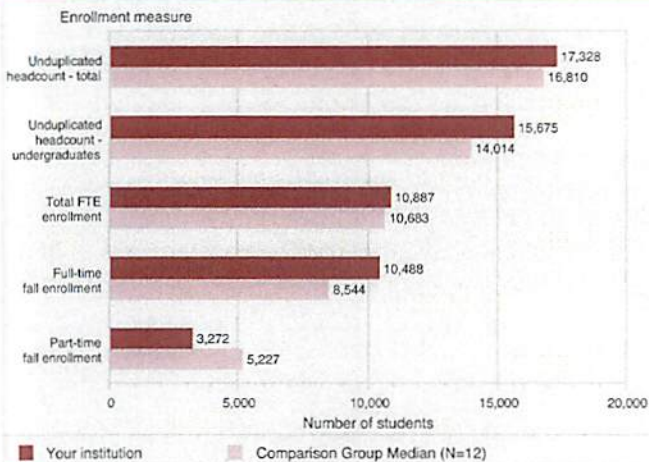
Figure 1. Percent of all students enrolled, by race/ethnicity and percent of students who are women: Fall 2012



NOTE: For more information about disaggregation of data by race and ethnicity, please see the Methodological Notes at the end of this report. Median values for the comparison group will not add to 100 percent. See "Use of Median Values for Comparison Group" in the Methodological Notes at the end of this report for how median values are determined. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2013, Fall Enrollment component.

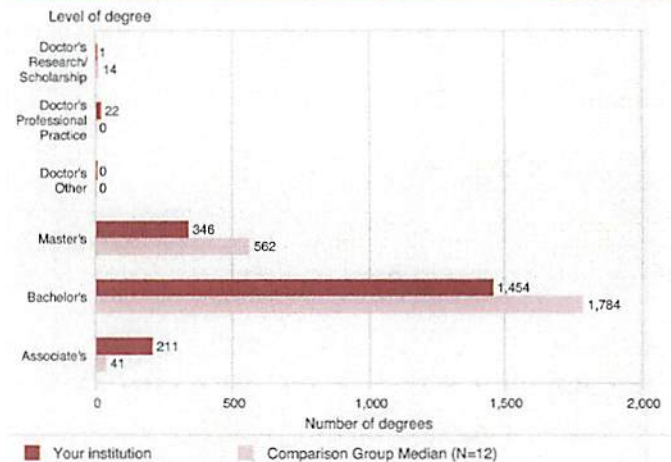
Figure 2. Unduplicated 12-month headcount of all students and of undergraduate students (2011-12), total FTE enrollment (2011-12), and full- and part-time fall enrollment (Fall 2012)



NOTE: For details on calculating full-time equivalent (FTE) enrollment, see Calculating FTE in the Methodological Notes at the end of this report. Total headcount, FTE, and full- and part-time fall enrollment include both undergraduate and postbaccalaureate students, when applicable. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2012, 12-month Enrollment component and Spring 2013, Fall Enrollment component.

Figure 3. Number of degrees awarded, by level: 2011-12

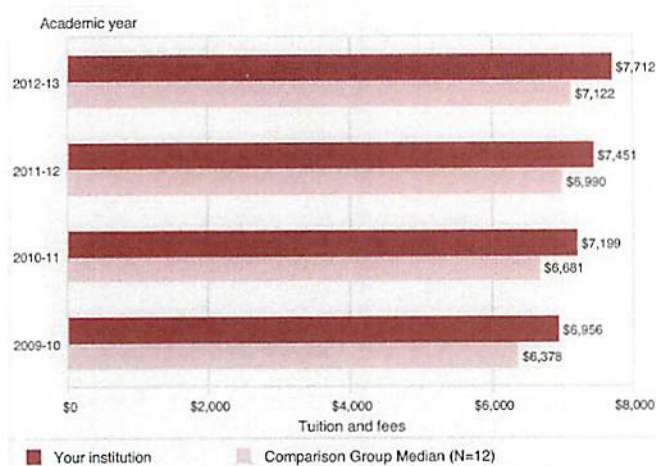


NOTE: For additional information about postbaccalaureate degree levels, see the Methodology Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2012, Completions component.

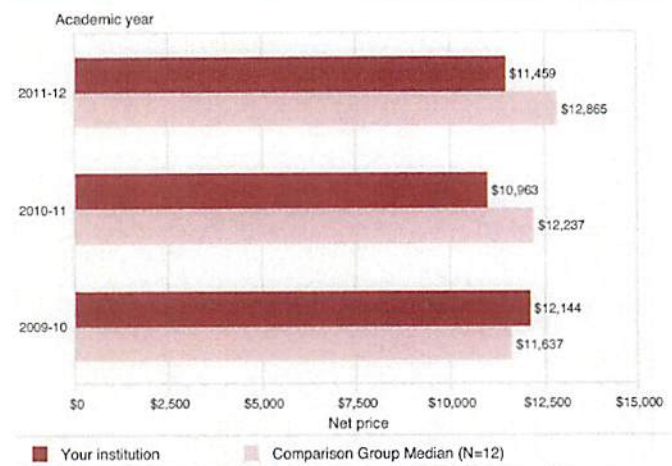
IPEDS DATA FEEDBACK REPORT

Figure 4. Academic year tuition and required fees for full-time, first-time, degree/certificate-seeking undergraduates: 2009-10--2012-13



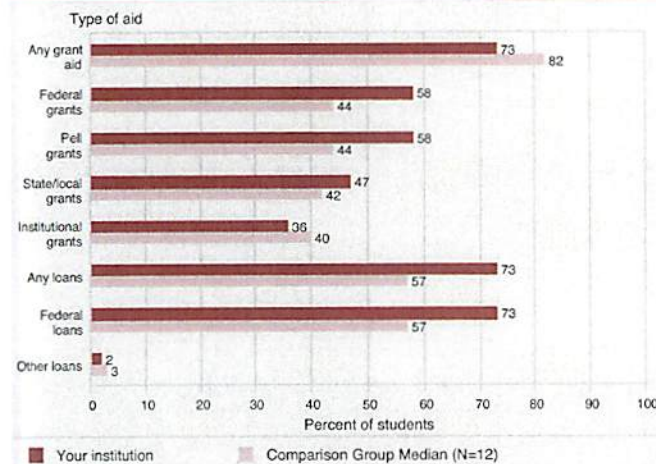
NOTE: The tuition and required fees shown here are the lowest reported from the categories of in-district, in-state, and out-of-state. N is the number of institutions in the comparison group.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2012, Institutional Characteristics component.

Figure 5. Average net price of attendance for full-time, first-time, degree/certificate-seeking undergraduate students receiving grant or scholarship aid: 2009-10--2011-12



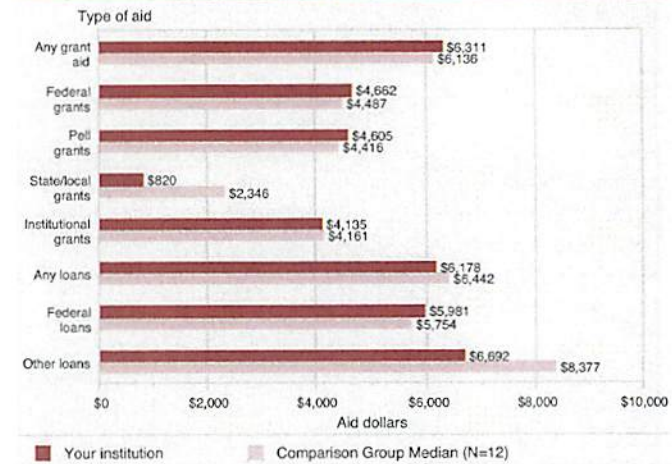
NOTE: Average net price is for full-time, first-time, degree/certificate-seeking undergraduate students and is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship aid from the total cost of attendance. For public institutions, this includes only students who paid the in-state or in-district tuition rate. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the average room and board and other expenses. For more information, see the Methodological Notes at the end of this report. N is the number of institutions in the comparison group.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2012, Institutional Characteristics component; Winter 2012-13, Student Financial Aid component.

Figure 6. Percent of full-time, first-time degree/certificate-seeking undergraduate students who received grant or scholarship aid from the federal government, state/local government, or the institution, or loans, by type of aid: 2011-12



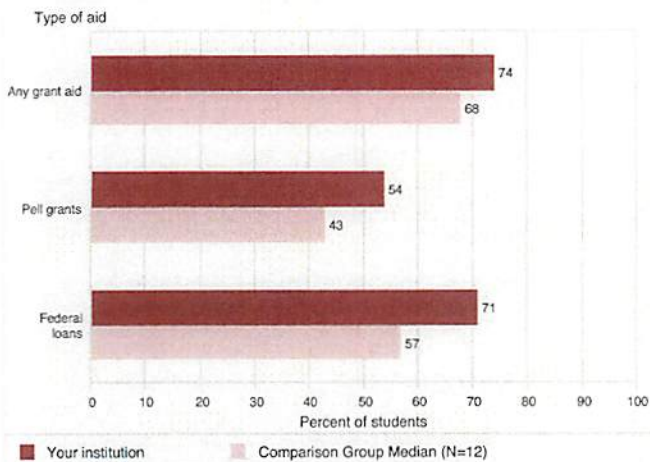
NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans to students. For details on how students are counted for financial aid reporting, see Cohort Determination in the Methodological Notes at the end of this report. N is the number of institutions in the comparison group.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2012-13, Student Financial Aid component.

Figure 7. Average amounts of grant or scholarship aid from the federal government, state/local government, or the institution, or loans received, by full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: 2011-12



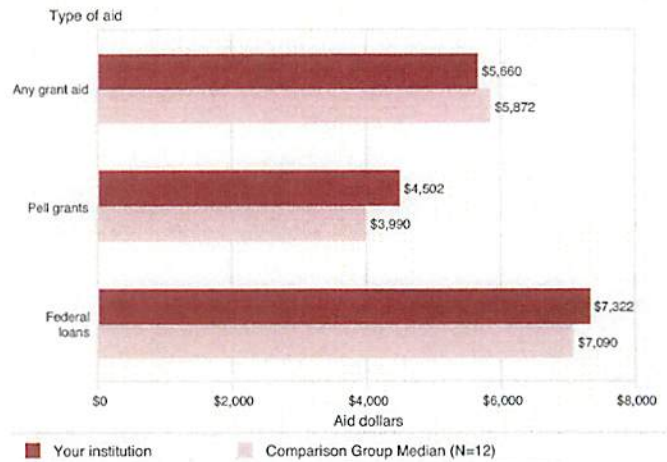
NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans to students. Average amounts of aid were calculated by dividing the total aid awarded by the total number of recipients in each institution. N is the number of institutions in the comparison group.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2012-13, Student Financial Aid component.

Figure 8. Percent of all undergraduates receiving aid by type of aid: 2011-12



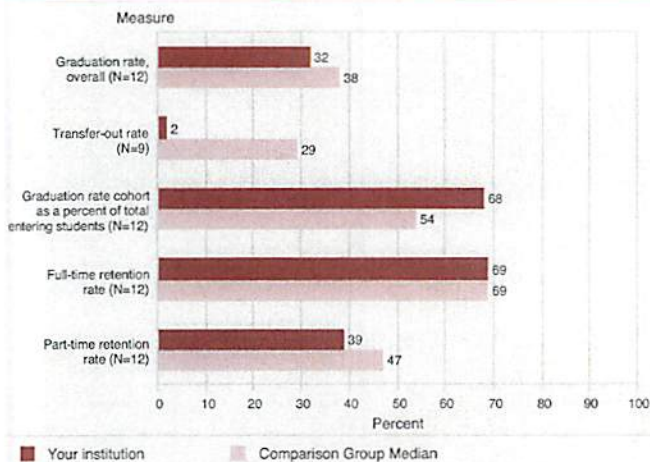
NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. Federal loans includes only federal loans to students. N is the number of institutions in the comparison group.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2012-13, Student Financial Aid component.

Figure 9. Average amount of aid received by all undergraduates, by type of aid: 2011-12



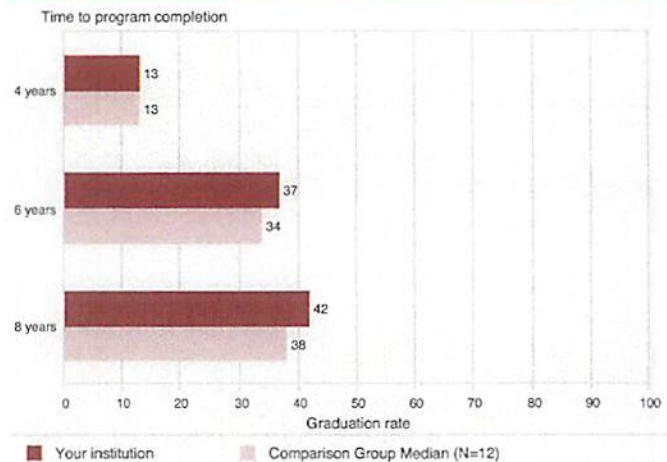
NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. Federal loans includes federal loans to students. Average amounts of aid were calculated by dividing the total aid awarded by the total number of recipients in each institution. N is the number of institutions in the comparison group.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2012-13, Student Financial Aid component.

Figure 10. Graduation rate and transfer-out rate (2006 cohort); graduation rate cohort as a percent of total entering students and retention rates of first-time students (Fall 2012)



NOTE: Graduation rate cohort includes all full-time, first-time, degree/certificate-seeking undergraduate students. Entering class includes all students coming to the institution for the first time. Only institutions with a mission to prepare students to transfer are required to report transfers out. Graduation and transfer-out rates are the Student Right-to-Know rates. Retention rates are measured from the fall of first enrollment to the following fall. 4-yr institutions report retention rates for students seeking a bachelor's degree. Median values for the comparison group will not add to 100 percent. N is the number of institutions in the comparison group.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2013, Graduation Rates component and Fall Enrollment component.

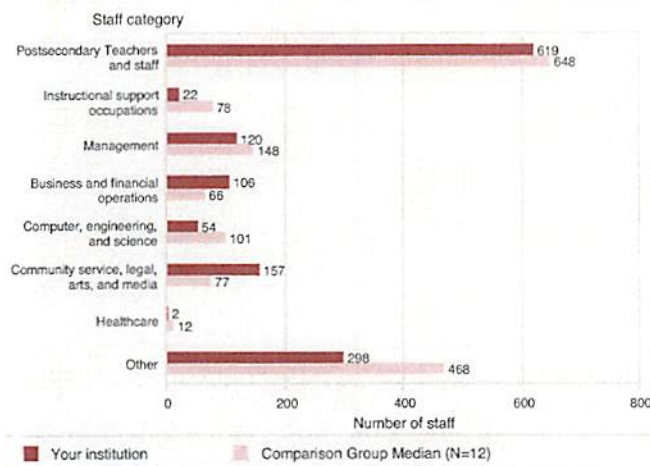
Figure 11. Bachelor's degree graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 4 years, 6 years, and 8 years: 2004 cohort



NOTE: The 6-year graduation rate is the Student Right-to-Know (SRK) rate; the 4- and 8-year rates are calculated using the same methodology. For more information see the Methodological Notes at the end of the report. N is the number of institutions in the comparison group.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2013, 200% Graduation Rates component.

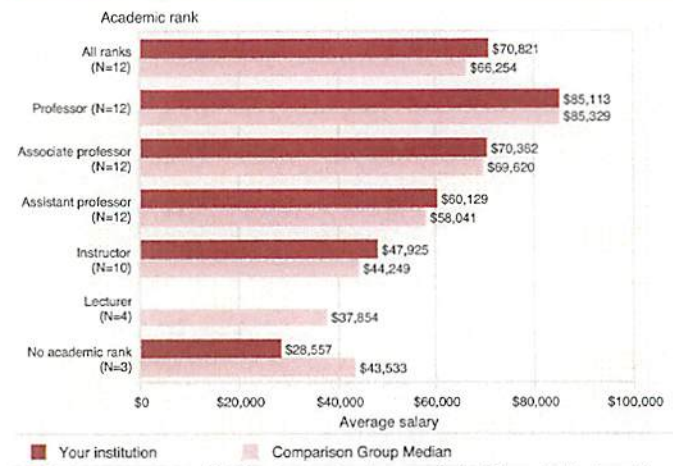
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Figure 12. Full-time equivalent staff, by occupational category: Fall 2012



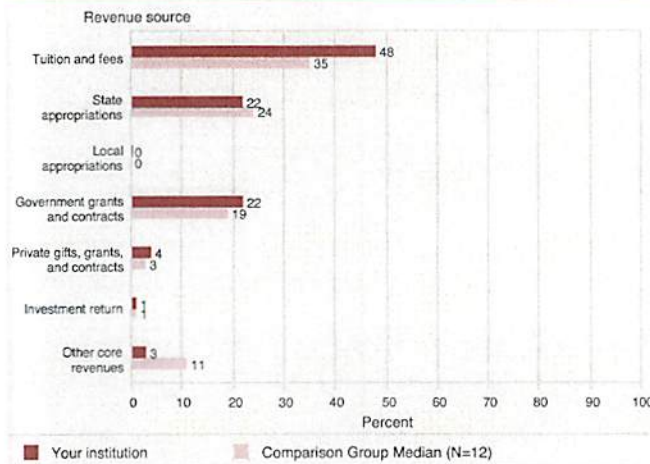
NOTE: Graduate assistants are not included in this figure. For information on the calculation of FTE of staff, see the Methodological Notes. N is the number of institutions in the comparison group.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2012-13, Human Resources component.

Figure 13. Average salaries of full-time instructional non-medical staff equated to 9-month contracts, by academic rank: Academic year 2012-13



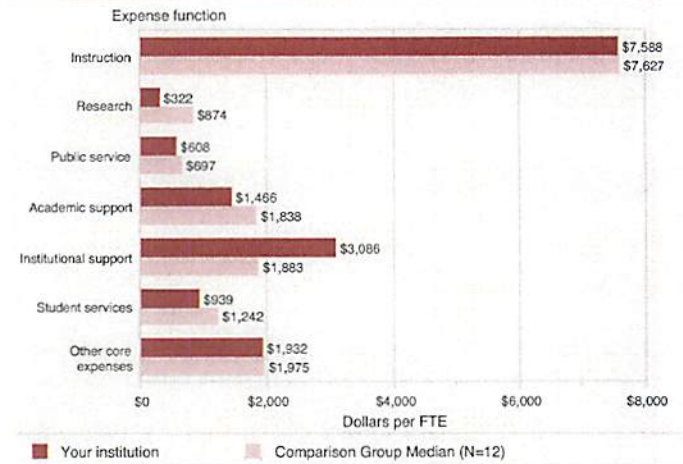
NOTE: Average salaries of full-time instructional non-medical staff equated to 9-month contracts was calculated by multiplying the average monthly salary by 9. The average monthly salary was calculated by dividing the total salary outlays by the total number of months covered by staff on 9, 10, 11 and 12-month contracts.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2012-13, Human Resources component.

Figure 14. Percent distribution of core revenues, by source: Fiscal year 2012



NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the comparison institution. For a detailed definition of core revenues, see the Methodological Notes. N is the number of institutions in the comparison group.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2013, Finance component.

Figure 15. Core expenses per FTE enrollment, by function: Fiscal year 2012



NOTE: Expenses per full-time equivalent (FTE) enrollment, particularly instruction, may be inflated because finance data includes all core expenses while FTE reflects credit activity only. For details on calculating FTE enrollment and a detailed definition of core expenses, see the Methodological Notes. N is the number of institutions in the comparison group.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2012, 12-month Enrollment component and Spring 2013, Finance component.

METHODOLOGICAL NOTES

Overview

This report is based on data supplied by institutions to IPEDS during the 2012-13 data collection year. Response rates exceeded 99 percent for most surveys. Detailed response tables are included in IPEDS First Look reports, which can be found at

<http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010>.

Use of Median Values for Comparison Group

The value for the comparison institution is compared to the median value for the comparison group for each statistic included in the figure. If more than one statistic is presented in a figure, the median values are determined separately for each indicator or statistic. Medians are not reported for comparison groups with fewer than three values. Where percentage distributions are presented, median values may not add to 100 percent. The IPEDS Data Center provides access to all of the data used to create the figures included in this report.

Missing Statistics

If a statistic is not reported for your institution, the omission indicates that the statistic is not relevant to your institution and the data were not collected. Not all notes listed below may be applicable to your report.

Use of Imputed Data

All IPEDS data are subject to imputation for total (institutional) and partial (item) nonresponse. If necessary, imputed values were used to prepare your report.

Data Confidentiality

IPEDS data are not collected under a pledge of confidentiality.

Disaggregation of Data by Race/Ethnicity

When applicable, some statistics are disaggregated by race/ethnicity. Data disaggregated by race/ethnicity have been reported using the 1997 Office of Management and Budget categories. Detailed information about the race/ethnicity categories can be found at <http://nces.ed.gov/ipeds/reic/resource.asp>.

Cohort Determination for Reporting Student Financial Aid and Graduation Rates

Student cohorts for reporting Student Financial Aid and Graduation Rates data are based on the reporting type of the institution. For institutions that report based on an academic year (those operating on standard academic terms), student counts and cohorts are based on fall term data. Student counts and cohorts for program reporters (those that do not operate on standard academic terms) are based on unduplicated counts of students enrolled during a full 12-month period.

Description of Statistics Used in the Figures

Average Institutional Net Price

Average net price is calculated for full-time, first-time degree/certificate-seeking undergraduates who were awarded grant or scholarship aid from the federal government, state/local government, or the institution anytime during the full aid year. For public institutions, this includes only students who paid the in-state or in-district tuition rate. Other sources of grant aid are excluded. Average net price is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the average room and board and other expenses.

For the purpose of the IPEDS reporting, aid received refers to financial aid that was awarded to, and accepted by, a student. This amount may differ from the aid amount that is disbursed to a student.

Core Revenues

Core revenues for public institutions reporting under GASB standards include tuition and fees; state and local appropriations; government grants and contracts; private gifts, grants, and contracts; sales and services of educational activities; investment income; other operating and non-operating sources; and other revenues and additions (federal and capital appropriations and grants and additions to permanent endowments). Core revenues for private, not-for-profit institutions (and a small number of public institutions) reporting under FASB standards include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants, and contracts (including contributions from affiliated entities); investment return; sales and services of educational activities; and other sources. Core revenues for private, for-profit institutions reporting under FASB standards include tuition and fees; government appropriations, grants, and contracts (federal, state, and local); private grants and contracts; investment income; sales and services of educational activities; and other sources. At degree-granting institutions, core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. Nondegree-granting institutions do not report revenue from auxiliary enterprises in a separate category. These amounts may be included in the core revenues from other sources.

Core Expenses

Core expenses include expenses for instruction, research, public service, academic support, institutional support, student services, scholarships and fellowships (net of discounts and allowances), and other expenses. Expenses for operation and maintenance of plant, depreciation, and interest are allocated to each of the other functions. Core expenses at degree-granting institutions exclude expenses for auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. Nondegree-granting institutions do not report expenses for auxiliary enterprises in a separate category. These amounts may be included in the core expenses as other expenses.

IPEDS DATA FEEDBACK REPORT

Equated Instructional Non-Medical Staff Salaries

Institutions reported total salary outlays by academic rank and the number of staff by academic rank and contract length (9-, 10-, 11-, and 12-month contracts). Total number of months covered by salary outlays was calculated by multiplying the number of staff by the number of months of the contract and summing across all contracts length periods. Weighted average monthly salary was calculated by dividing the total salary outlays by the total number of months covered. The weighted average monthly salary was then multiplied by 9 to determine an average salary for each rank.

FTE Enrollment

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component). Undergraduate and graduate FTE are estimated using 12-month instructional activity (credit and/or contact hours). See "Calculation of FTE Students (using instructional activity)" in the IPEDS Glossary at <http://nces.ed.gov/ipeds/glossary/>.

FTE Staff

The full-time-equivalent (FTE) of staff is calculated by summing the total number of full-time staff and adding one-third of the total number of part-time staff. Graduate assistants are not included.

Graduation Rates and Transfer-out Rate

Graduation rates are those developed to satisfy the requirements of the Student Right-to-Know and Higher Education Opportunity Acts and are defined as the total number of individuals from a given cohort of full-time, first-time, degree/certificate-seeking undergraduates who completed a degree or certificate within a given percent of normal time (for the degree or certificate) before the ending status date of August 31, 2012, divided by the entire cohort of full-time, first-time, degree/certificate-seeking undergraduates minus any allowable exclusions. Institutions are permitted to exclude from the initial cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called to active duty; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on an official church mission. Transfer-out rate is the total number of students from the cohort who are known to have transferred out of the reporting institution within the same time period, divided by the same adjusted cohort. Only institutions with a mission that includes preparing students to transfer are required to report transfers out.

Retention Rates

Full-time retention rates are defined as the number of full-time, first-time, degree/certificate-seeking undergraduate students who enter the institution for the first time in the fall and who return to the same institution the following fall (as either full- or part-time), divided by the total number of full-time, first-time, degree/certificate-seeking undergraduates in the fall of first entrance. Part-time retention rates are similarly defined. For 4-year institutions offering a bachelor's degree, this rate is reported only for those first-time students seeking a bachelor's degree. For less than 4-year institutions, the rate is calculated for all first-time degree/certificate-seeking students.

Salaries, Wages, and Benefits

Salaries, wages, and benefits, for public institutions under GASB standards, and private, not-for-profit institutions under FASB standards, include amounts paid as compensation for services to all employees

regardless of the duration of service, and amounts made to or on behalf of an individual over and above that received in the form of a salary or wage. Frequently, benefits are associated with an insurance payment. Private, for-profit institutions under FASB standards do not report salaries.

Total Entering Undergraduate Students

Total entering students are students at the undergraduate level, both full- and part-time, new to the institution in the fall term (or the prior summer term who returned in the fall). This includes all first-time undergraduate students, students transferring into the institution at the undergraduate level, and nondegree/certificate-seeking undergraduates entering in the fall. Only degree-granting, academic year reporting institutions provide total entering student data.

Tuition and Required Fees

Tuition is defined as the amount of money charged to students for instructional services; required fees are those fixed sum charges to students for items not covered by tuition that are required of such a large proportion of all students that the student who does not pay the charge is an exception. The amounts used in this report are for full-time, first-time, degree/certificate-seeking undergraduates and are those used by the financial aid office to determine need. For institutions that have differential tuition rates for in-district or in-state students, the lowest tuition rate is used in the figure. Only institutions that operate on standard academic terms will have tuition figures included in their report.

Additional Methodological Information

Additional methodological information on the IPEDS components can be found in the publications available at <http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010>. Additional definitions of variables used in this report can be found in the IPEDS online glossary available at <http://nces.ed.gov/ipeds/glossary/>.

Randy J. Dunn, President
Youngstown State University (ID: 206695)
One University Plaza
Youngstown, OH 44555-0001

MEMORANDUM

DATE: January 24, 2014

TO: Ikram Khawaja, PhD, Provost and Vice President for Academic Affairs

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



RE: **FY 2013-14 – 2nd Quarter OGSP Report**
(Grant Activity from October 1, 2013 – December 31, 2013)

Attached is the FY14 Second Quarter Report from the Office of Grants and Sponsored Programs for presentation to the Academic Quality and Student Success Committee of the Board of Trustees.

There was a dramatic increase in the second quarter in grant submissions and awards.

2nd Quarter Submissions: \$8,532,052 requested (28 proposals)

There was a 16% increase in the number of grant submissions, and a 48% increase in dollars requested.

YTD (Year-To-Date): \$11,619,693 requested (54 proposals)

During this quarter, compared to FY13, there was a 14% increase in the number of grant submissions, and a 7% increase in dollars requested.

2nd Quarter Awards: \$2,951,651 (19 awards)

During this quarter, there was a 26% increase in the number of funded proposals, and a 365% increase, compared to the same quarter in FY13.

There were several noteworthy grant awards during this quarter:

Drs. Michael Crescimanno and Jim Andrews (Physics and Astronomy) – research grant from the National Science Foundation (NSF), \$129,750. "Verification of Coherent Perfect Rotation"

Dr. Martin Abraham (STEM), \$2,133,750 from the Ohio Development Services Agency, for collaboration with NAMII (America Makes).

Dr. Ron Chordas, (Center for Urban and Regional Studies), with the City of Youngstown, \$219,792 from the US Dept of Commerce - for Economic Development.

Awards: Year-To-Date (YTD)

These second quarter totals demonstrate significant success, representing a **105% increase** in dollars awarded, compared to last year. The funded awards totaled **\$5,186,670**.



YOUNGSTOWN STATE UNIVERSITY

School of Graduate Studies and Research

Office of Grants and Sponsored Programs

SECOND QUARTER REPORT

FY 2013-2014

October 1, 2013 - December 31, 2013

EXECUTIVE SUMMARY

Second Quarter Report - FY2013-2014 October 1, 2013 - December 31, 2013

(includes previous year comparison)

SUBMITTED PROPOSALS (Number)

	<u>FY2012-2013 Second Quarter</u> 10/1/2012-12/31/2012		<u>FY2013-2014 Second Quarter</u> 10/1/2013-12/31/2013	
TOTAL PROPOSALS	\$	5,752,828 (24)	\$	8,532,052 (28)
		<u>YTD - FY2012-2013</u> 7/1/2012-12/31/2012		<u>YTD - FY2013-2014</u> 7/1/13-12/31/2013
TOTAL PROPOSALS	\$	10,838,946 (47)	\$	11,619,693 (54)

FUNDED PROPOSALS (Number)

	<u>FY2012-2013 - Second Quarter</u> 10/1/2012-12/31/2012		<u>FY2013-2014 - Second Quarter</u> 10/1/13-12/31/2013	
TOTAL PROPOSALS	\$	634,144 (15)	\$	2,951,651 (19)
		<u>YTD - FY2012-2013</u> 7/1/2012-12/31/2012		<u>YTD - FY2013-2014</u> 7/1/13-12/31/2013
TOTAL PROPOSALS	\$	2,526,532 (43)	\$	5,186,670 (46)

PROPOSALS SUBMITTED TO EXTERNAL FUNDING SOURCES
Second Quarter Report - FY2013-2014
October 1, 2013 - December 31, 2013

PRINCIPAL INVESTIGATOR	DEPARTMENT	FUNDING SOURCE	PROJECT TITLE	AMOUNT
Abraham, Martin	College of STEM	Appalachian Regional Commission	YSU Additive Manufacturing Laboratory Equipment	\$ 125,000
Bailey, Dora	Teacher Education	New Castle Area School District	NCASD - Professional Development Agreement	6,000
Barnes, Diane/ Francisco, Timothy	History	Ohio Humanities Council	The Slaves' Gamble	2,000
Beiersdorfer, Ray	Geological & Environmental Sciences	Consortium for Ocean Leadership	2014 Penguin Bowl: Regional Competition of the National Ocean Sciences Bowl	5,000
Burrows, Danica	YSU Police Department	Office of Criminal Justice Services	Mobile Data Terminals	20,000
Cianciola, Elizabeth	Center for Human Services Development	City of Youngstown Health District	Evaluating the Youngstown Local Office on Minority Health - Year 6	4,000
Conner, Brett	Mechanical & Industrial Engineering	Office of Naval Research and Army Research Office	Laser Deposition System for Fabricating Impact Resistant Bulk Graded Materials	836,500
Conner, Brett	Mechanical & Industrial Engineering	Army Research Office	Laser Deposition System for Fabricating Impact Resistant Bulk Graded Materials	836,500
Conner, Brett	Mechanical & Industrial Engineering	National Additive Manufacturing Innovation Institute/Energy Industries of Ohio	Additive Manufacturing of Metallic Cores for Hot Isostatic Pressing Powder Metallurgy	132,700
Conner, Brett	Mechanical & Industrial Engineering	National Additive Manufacturing Innovation Institute/University of Texas, El Paso	Printing Multi-functionality: Additive Manufacturing for Aerospace Applications	104,692
Conner, Brett/ Hripko, Michael	Mechanical & Industrial Engineering	National Additive Manufacturing Innovation Institute	Accelerated Adoption of Additive Manufacturing Technology in the American Foundry Industry	111,922
Cooper, Chester	Biological Sciences	National Science Foundation	Functional Analysis of Septins in the Dimorphic Fungus, <i>Penicillium marneffeii</i>	849,934
Floyd, Arlene	Associate Degree & Tech Prep Programs	Ohio Board of Regents	Secondary Career Technical Alignment Initiative	4,000
George, Ricky	Center for Human Services Development	Goodwill Industries	Goodwill Industries Needs Assessment	6,000
Irelan, Scott	Theater and Dance	Ohio Arts Council	Sustainability and Creative Industries Training in Theater and Dance	1,500,000

Jalali, Jalal	Electrical & Computer Engineering	9 Global Management	9-Global Student Summer Camp	119,362
Licata, Betty Jo	Williamson College of Business Administration	Ohio Department of Development	The Ohio SBDC at YSU/Ohio Rehabilitation Services Commission Grant	40,000
Marie, Hazel	Mechanical & Industrial Engineering	Ohio Space Grant Consortium	OSGC Scholar Program	6,000
Martin, Don	Counseling & Special Education	Poland School District	Poland School District GAI Agreement	5,414
Priour, Donald	Physics & Astronomy	National Science Foundation	Nano-engineered and Disordered Condensed Matter Systems: A Theoretical Program	228,410
Rodabaugh, Stephen	College of STEM	Ohio Board of Regents	Program for Internships and Co-ops in Advanced Manufacturing and Related Industries: Part II (PICAM2)	950,000
Sexton, Gary	WYSU-FM	Corporation for Public Broadcasting	CPB Community Service Grant 2014	127,408
Sharif, Bonita	Computer Science & Information Systems	National Science Foundation	Using Developer Eye Gaze to Capture Software Traceability Links	249,980
Sharma, Suresh	Civil/ Environmental & Chemical Engineering	National Institute for Water Resources	Scenario Analysis for the Impact of Hydraulic Fracturing on Stream Low Flows and Water Supplies: A Case Study of Muskingum Watershed in Eastern Ohio	21,696
Sharma, Suresh	Civil & Environmental Engineering	Ohio Sea Grant College Program/ NOAA Coastal Storms	Early Flood Warning System for the Community Safety against Flood Hazard Using High Resolution Datasets: A Case Study of Coastal Region of Lake County, Ohio	49,515
Wagner, Timothy/ Conner, Brett/ Cortes, Pedro	Chemistry	National Additive Manufacturing Innovation Institute	Validation of Ceramic Additive Manufacturing Processes and Properties of Produced Parts for Multifunctional Product Manufacturing and Knowledgebase Development	962,707
Wang, Ruigang	Chemistry	National Science Foundation	Designing Structures of Cerium-based Oxides Support	245,562
Wang, Ruigang	Chemistry	U.S. Department of Energy	In-Situ TEM Study of Support Shape/Structure Effect in Metal-CeO2 Catalysis	981,750
Total Proposals Submitted to External Sources - Second Quarter 2014				\$ 8,532,052 (28)

PROPOSALS FUNDED BY EXTERNAL SOURCES

Second Quarter Report - FY2013-2014

October 1, 2013 - December 31, 2013

PRINCIPAL INVESTIGATOR	DEPARTMENT	FUNDING SOURCE	PROJECT TITLE	AWARD
Abraham, Martin	College of STEM	Ohio Development Services Agency	The Tech Belt Additive Manufacturing Innovation Institute	\$ 2,133,750
Abraham, Martin	College of STEM	Catacel Corporation	Catacel Summer Interns	10,740
Brady, Philip	English	Ohio Arts Council	Poetry Center Outreach Program	2,970
Bralich, John	Center for Urban & Regional Studies	City of Youngstown, Ohio	Mahoning Valley Collaborative Code Enforcement	15,000
Bralich, John	Center for Urban & Regional Studies	Youngstown Neighborhood Development Corporation	Mapping and Data for Citywide Planning Services	23,250
Chordas, Ronald	Center for Urban & Regional Studies	U.S. Department of Commerce	YSU-City of Youngstown EDA Grant	219,792
Cianciola, Elizabeth/ George, Ricky	Center for Human Services Development	Ohio Minority Health through the City of Youngstown Health District	Evaluating the Youngstown Local Office on Minority Health - Year 6	4,000
Crescimanno, M./ J. Andrews	Physics & Astronomy	National Science Foundation	Verification of Coherent Perfect Rotation	129,750
George, Ricky	Center for Human Services Development	Goodwill Industries	Goodwill Industries Needs Assessment	6,000
Hripko, Michael	College of STEM	MAGNET: Manufacturer's Advocacy and Growth Network	Support for MAGNET/YSU Collaborative Initiatives Included in MAGNET PRISM MOU	4,500
King, Tammy	Bitonte College of Health & Human Services	U.S. Department of Labor through Eastern Gateway Community College	Project HOPE: Healt Profession Grant to Eastern Gateway Community College	14,400
Licata, Betty Jo	Williamson College of Business Administration	Ohio Development Services Agency	Ohio SBDC at YSU/International Trade Assistance Center Grant: State	60,000
Licata, Betty Jo	Williamson College of Business Administration	Ohio Development Services Agency	The Ohio Small Business Development Center at Youngstown State University: State Portion	38,500
Lovelace-Cameron, Sherri	Chemistry	American Chemical Society	American Chemical Society Project SEED	9,000
Marie, Hazel	Mechanical & Industrial Engineering	Ohio Space Grant Consortium	OSGC Scholar Program	6,000

PRINCIPAL INVESTIGATOR	DEPARTMENT	FUNDING SOURCE	PROJECT TITLE	AWARD
Martin, Don	Counseling, Special Education & School Psychology	Poland School District	PSD--GAI Agreement	5,414
Morawski, Dennis	Social Work	Ohio Department of Job and Family Services	University Partnership Program	123,250
Sexton, Gary	WYSU-FM	Corporation for Public Broadcasting	CPB Community Service Grant FY2014	127,408
Simeonsson, Josef	Chemistry	Polyflow, LLC	RES Polyflow Appendix--Project II	\$ 17,927
Total Proposals Funded from External Sources - Second Quarter 2014				\$ 2,951,651

**CURRENT ACCREDITATION ACTIVITY AND
HIGHER LEARNING COMMISSION UPDATE**

March 2014

Summary of recent site visits:

- The Dietetic Tech program completed an accreditation self-study and site visit to establish a cohort at Lorain County Community College (LCCC) in 2013. The LCCC cohort began classes in Fall 2013.
- The Commission on Accreditation of Allied Health Education Programs granted the Medical Assisting Technology program continuing accreditation for a full ten years.

Summary of recent accreditation actions:

- On July 26, 2012, the HLC notified YSU that it has been approved to select a preferred accreditation pathway. YSU has selected the Open Pathway for reaffirmation of accreditation. See HLC Update below.

Details:

Program	Status
Art National Association of Schools of Art and Design (NASAD)	Self-study submitted March 2006. Site visit conducted April 2006. In Oct. 2006, NASAD granted continued accreditation for the BA in Art History, the BFA in Fine Arts in Studio Arts, and the BS in Education (Art Education) through 2015-16. NASAD approved the MA in Art Education for final listing in November 2011. Next accreditation visit scheduled for 2015-2016.
Business AACSB International—The Association to Advance Collegiate Schools of Business	AACSB has recommended the WCBA follow the new AACSB standards approved in April 2013. WCBA is on fast track to respond to new changes. The 2011 letter from AACSB includes the following: “The Committee recommends that the College continue to work on faculty development and the hiring of AQ qualified faculty in these areas to assure that the 90 percent threshold is met in the near term” (Standard 10: Faculty Qualifications); and “The Committee recommends that the College continue pursuing additional resources to fund initiatives related to the College’s new facility.” Reaffirmation visit is scheduled for Sept. 28-30, 2014.
Chemistry American Chemical Society (ACS)	An annual report is submitted each August/September. A periodic, five-year program review was submitted in July 2009. The next review will begin Summer 2014.
Clinical Laboratory Technology National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	Most recent accreditation in 2006. Reaccreditation self-study was submitted to NAACLS May 1, 2012. Site visit occurred October 15-16, 2012. Program received no citations or recommendations. NAACLS awarded continuing accreditation for the full seven years until April 30, 2020. Submission of the next Self-Study Report will be due April 1, 2019, and a site visit will be scheduled during Fall 2019.

<p>Counseling Council for Accreditation of Counseling and Related Educational Programs (CACREP)</p>	<p>In Jan. 2007, CACREP granted full accreditation to the MS. Ed. in Community Counseling and the MS. Ed. in School Counseling for an 8-year period, until March 31, 2015. After submission of a self-study in April 2009, additional information in 2010, and an interim report in April 2012, CACREP extended the accreditation of Student Affairs to match the accreditation date of the other counseling program options until March 31, 2015. Self-study for upcoming CACREP reaccreditation will be submitted in January 2014.</p>
<p>Dental Hygiene American Dental Association</p>	<p>Self-study for continuing accreditation of the Dental Hygiene program submitted in February 2010. Site visit occurred April 27-28, 2010. The program received full accreditation “without reporting requirements.”</p>
<p>Dietetics Programs Academy of Nutrition and Dietetics; Accreditation Council for Education in Nutrition and Dietetics (ACEND)</p>	<p>Interim reports, due in July 2013 for the Coordinated Program in Dietetics (CPD) and the Didactic Program in Dietetics (DPD), were submitted and accepted by ACEND. The Dietetic Tech program completed an accreditation self-study and site visit to establish a cohort at Lorain County Community College (LCCC) in 2013. The LCCC cohort began classes in Fall 2013. A one-year extension for the interim report from the Dietetic Technician (DT) program at YSU was granted due to the LCCC articulation. The five-year midpoint Program Assessment Reports for the CPS, DPD, and DT programs are due in 2015. The next site visit will be in 2020.</p>
<p>Education and Licensure Programs National Council for Accreditation of Teacher Education (NCATE)</p> <p>Accreditation occurs at the “unit” (BCOE) level.</p>	<p>The NCATE site visit took place March 20-24, 2010. On November 5, 2010, NCATE sent official notice that accreditation “is continued at the initial teacher preparation and advanced preparation levels.” YSU meets all 6 NCATE standards. The next site visit will take place in spring 2017.</p>
<p>Emergency Medical Services State of Ohio Department of Public Safety/ Division of Emergency Medical Services</p> <p>Commission on Accreditation of Allied Health Education Programs ... EMS Professions (CoAEMSP—CAAHEP)</p>	<p>Self-study submitted to the Ohio Department of Public Safety Division of EMS Dec. 2010. Site visit was conducted on May 2, 2011. The EMS program was granted full accreditation for five years.</p> <p>CoAEMSP awarded the program continuing accreditation on Nov. 17, 2006. Reaccreditation self-study was due Feb. 1, 2011. Site visit was conducted May 2-3, 2011. The site team reported no citations at the exit meeting. CAAHEP awarded a full 5-year accreditation.</p>
<p>Engineering Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET)</p>	<p>All associate and undergraduate programs fully accredited through September 30, 2014. YSU underwent a routine site visit to review all engineering programs on October 27-29, 2013.</p>
<p>Engineering Technology Engineering Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (ETAC-ABET)</p>	<p>ETAC-ABET granted continuing accreditation in August 2012. CCET (BSAS) has been accredited through Sept. 30, 2018. CCET (AAS), EET (AAS), EET (BSAS), and MET (AAS) have received notice from ETAC-ABET that these programs do not have to submit an interim report and are accredited through Sept. 30, 2018. MET (BSAS) is accredited through Sept. 30, 2014, and has requested an interim reaccreditation report evaluation. The report has been submitted.</p>

<p>Foreign Languages ACTFL (American Council on the Teaching of Foreign Languages) Recognition for French Education, Italian Education, and Spanish Education</p>	<p>ACTFL granted national recognition with conditions in 2010. The program was resubmitted in March 2012 and March 2013. National recognition with conditions was again granted, with an extension of the timeline for resubmission until March 15, 2014. The reviewers indicated that substantial progress had been achieved and requested only that program requirements be stated more clearly in certain documents provided to students.</p>
<p>Forensic Science American Academy of Forensic Sciences (AAFS)</p>	<p>Application for initial accreditation pending; self-study and site visit to follow.</p>
<p>Histotechnology National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)</p>	<p>Due to low enrollment, job saturation, and the inability to secure an adequate number of clinical sites, the Histotechnology program is being moved to an "inactive status" beginning fall 2013. The current student cohort will complete degree requirements Spring 2013. No other cohorts will be accepted. Accreditation requires that the program remain intact until end of spring 2014. Voluntary accreditation withdrawal was submitted and acknowledged by NAACLS and will be officially acted upon at the April 2014 Board of Directors meeting.</p>
<p>Human Ecology American Association of Family and Consumer Sciences (AAFCS)</p>	<p>An interim report on accreditation of baccalaureate programs in Family and Consumer Sciences (Family and Consumer Studies; Merchandising-Fashion and Interiors; Food and Nutrition [including the Didactic Program in Dietetics and the Coordinated Program in Dietetics]; Hospitality Management; and the Family and Consumer Sciences Education program) is due February 2014. Site visit is due in 2017.</p>
<p>Medical Assisting Technology American Association of Medical Assistants (AAMA)/Commission on Accreditation of Allied Health Education Programs (CAAHEP)</p>	<p>Most recent accreditation July 2004. Reaccreditation self-study was submitted December 27, 2012. The site visit is scheduled for May 6-7, 2013. CAAHEP granted the program continuing accreditation for a full ten years. The next review will occur in 2023.</p>
<p>Music National Association of Schools of Music (NASM)</p>	<p>At its June 2012 meetings, the NASM Commission on Accreditation voted to continue YSU and the Dana School of Music in good standing. A follow-up report on activities was sent to the NASM national office on April 19, 2013. In June 2013, the NASM Commission on Accreditation voted to accept the YSU progress report. The next full review will take place in the 2020-2021 academic year.</p>
<p>Nursing National League for Nursing Accrediting Commission</p>	<p>Self-study for BSN and MSN submitted January 2006; site visit conducted March 7-9, 2006. At its July 2006 meeting, the Commission granted continuing accreditation to both the BSN and the MSN. The next site visit will take place in spring 2014.</p>
<p>Physical Therapy Commission on Accreditation in Physical Therapy Education (CAPTE)</p>	<p>Accreditation report for the Physical Therapy Education program submitted spring 2004. Self-study for master's program submitted February 2004; site visit conducted April 19-21, 2004. Notice of 10-year accreditation received November 19, 2004. Progress report submitted August 15, 2005, and accepted in October 2005; CAPTE</p>

	<p>continued the accreditation granted the year before. The department submitted an additional progress report in August 2006, and CAPTE found the program in full compliance. In October 2006, the Commission continued the accreditation granted in 2004.</p> <p>The MPT has been discontinued. Accreditation now applies to the DPT program approved by the Higher Learning Commission in 2008. Next site visit has been scheduled for April 27-30, 2014.</p>
<p>Public Health (Consortium of Eastern Ohio Master of Public Health) Council on Education for Public Health (CEPH)</p>	<p>The MPH is offered by a consortium of six institutions, including YSU. Initial accreditation earned in 2003. Site visit occurred April 20-21, 2009. In October 2009, the Council renewed accreditation for seven years, until December 31, 2016. Interim report is due in fall 2011.</p>
<p>Respiratory Care and Respiratory Care “Polysomnography Specialty Option” Commission on Accreditation for Respiratory Care (CoARC)</p>	<p>The Polysomnography [Sleep-Study] Specialty Option in the Respiratory Care program received “continuing accreditation” September 19, 2008, and will undergo accreditation review with the respiratory care program. A progress report is submitted annually. Self-study documents for the BS in Respiratory Care and Polysomnography Specialty Option were submitted on August 28, 2010.</p> <p>The site visit for Respiratory Care and Polysomnography took place February 17 and 18, 2011. CoARC granted both programs full continuing accreditation, with no further progress reports due.</p>
<p>Social Work Council on Social Work Education (CSWE)</p>	<p>In response to the submission of reaffirmation materials submitted in April 2012 and an on-campus site visit that occurred in October 2012, the Council on Social Work Education has informed the Department of Social Work that the Bachelor of Social Work program has been reaffirmed accreditation status in February 2013. This accreditation status remains in effect until February 2021.</p> <p>In February 2012, the Council on Social Work Education granted reaffirmation of accreditation of the Master of Social Work Program. The program remains in accredited status until 2020.</p>
<p>Theater National Association of Schools of Theater (NAST)</p>	<p>Self-study submitted summer 2006; site visit conducted October 5-6, 2006. In April 2007, NAST renewed accreditation, commended YSU for addressing program needs and making Theater a “free-standing” unit, and requested a follow-up report. The follow-up report was accepted, and the program is in full compliance. Next renewal and on-site visit will occur in 2016-17. A non-binding site visit in preparation for 2016-17 review is scheduled for May 2014.</p>

Update on Higher Learning Commission Accreditation and Assessment of Student Learning

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

- **New HLC Expectations on Assessment, General Education, Program Review, Persistence, and Completion:** In July 2013, the Assessment Director and the General Education Coordinator attended a Higher Learning Commission (HLC) workshop titled “Current Expectations for Assessment of Student Learning, General Education, and Students Success.” The HLC has reaffirmed the increasing rigor with which it expects institutions to focus on student learning outcomes. At the conference, the HLC outlined a deepened commitment to student learning with expectations surrounding demonstration of high quality academic programs, institutional practices, and support for student persistence and completion. The clear message was that institutions must place student learning at the center of all they do. This focus on increased rigor and responsibility was presented at Deans’ Council in September and will also be presented at the Chairpersons’ Meeting in November. At the Deans’ Council meeting, the Provost recommended that a committee be convened to begin initial evaluation of institutional readiness. Both the General Education Committee and the Assessment Council will convene groups in spring 2014 to examine relevant HLC criteria and make recommendations about area-specific strengths and challenges.
- **General Education:** Progress continues on the two initiatives begun in 2011 to assess the general education program: the ROAD project initiative and the domain assessment initiative.

As part of the Repository of Assessment Documents (ROAD) project, more than 800 writing samples from the second English composition course (ENGL 1551) have now been evaluated. Writing samples from the spring 2011 semester through fall 2012 have been scored and analyzed. The analysis shows a strong correlation between ACT scores and ROAD rubric scores, but a much smaller correlation between grades and ROAD rubric scores. This fact could be the result of the inconsistent weighting of effort and performance in 1551 courses. During the summer of 2013, the results from the ROAD project were presented to English composition instructors, and a roundtable discussion was held with ROAD reviewers. A number of recommendations were made, including the move to offer more APA-style instruction in English 1551. These recommendations were later discussed with the composition coordinator, the chair of the English department, and the director of the writing center.

Progress has been made on the upper-division portion of the ROAD project. Preliminary results indicate that upper-division students are doing relatively well on the ROAD rubric, but the sample is still too small to make any formal conclusions. The Writing Center Coordinator met with the General Education Committee in the fall 2012 semester to provide feedback on the pilot program and to provide recommendations about how to improve the submission and evaluation process. As a result of that meeting and with the help of the Writing Center Coordinator and English Composition Coordinator, the instructions for

ROAD submissions were modified, a ROAD FAQ for upper-division classes was created, and an effort was made to identify potential ROAD liaisons in every department. Currently, about 25% of departments have identified a ROAD liaison. In fall 2012 and spring 2013, sets of writing samples were collected from previously identified upper-division courses. A review of a sampling of the writings is currently underway.

Progress has also been made disseminating the results of the ROAD project to faculty and staff. The results of the ROAD were presented to faculty at a faculty development workshop in January 2014. In addition, a group from YSU will present the ROAD project and its findings at the selective HLC conference in Chicago in April 2014. The title of their presentation is "The ROAD: Assessing Writing and Critical Thinking with VALUE Rubrics."

The second initiative involves assessment of the general education knowledge domains. In fall 2012, Dr. Milton Cox, a nationally-recognized expert on learning communities, consulted on campus and ran a workshop to help initiate the development of learning communities for general education assessment. His feedback prompted some modifications to the previous YSU timeline. In particular, Dr. Cox highly recommended only one-year learning community commitments from faculty as opposed to the multi-year commitments that were imagined in the originally proposed timeline. A pilot learning community on the improvement and assessment of general education began in January 2013 and finished in May 2013. Despite difficulties in recruitment for the learning community, all of the participants felt that the learning community was a worthwhile experience. A learning community on improving writing on campus is currently being conducted, but it is being facilitated through Faculty Development instead of General Education. This system appears to be a more natural fit for learning communities at YSU.

In addition to the development of learning communities, steps have been taken to include faculty and student perceptions and self-evaluations in the assessment process. Surveys of both faculty and students are being developed. A preliminary version was submitted to a small group of volunteers from various college-level assessment committees. The survey is currently being revised based on their feedback. A number of short, 5-minute surveys will be conducted instead of one long survey. The faculty survey should be distributed in spring 2014, and the student survey should be distributed in spring 2014.

The transition to the new general education requirements adopted by the Academic Senate has gone smoothly. Departments have revised curriculum sheets to reflect the new requirements, text in the undergraduate bulletin has been revised, and the professional academic advisors have not reported any significant problems resulting from the transition. There have also been substantial increases in student general education completion rates.

- **Program Assessment Participation:** The Office of Assessment has begun the reporting and review cycles for 2013-14 for the academic and co-curricular (formerly "non-academic") units. Reports for the 147 academic programs reporting on student learning assessment processes were due on October 31, 2013. More than 50 Assessment Council members and volunteer reviewers from across campus (faculty and staff) have engaged in collaborative

reviews of program learning outcome quality and provided feedback to departments. Currently, 86% of academic programs have reported; reviews are currently in process, and report quality ratings will be available in late spring 2014.

Co-curricular units reported in June 2013 to the Office of Assessment with 95% of departments submitting reports (21 of 22 departments) and with 85% evaluated to be of high quality (18 of 21 reports). Reports were reviewed by cross-disciplinary teams of faculty and staff serving on the Assessment Council and the Assessment Director. Feedback was returned in August 2013.

- **Student Satisfaction Survey:** To support participation in the Voluntary System of Accountability, the National Survey of Student Engagement (NSSE) was administered in spring 2013. This survey also serves as a metric for the 2011-2020 Strategic Plan, Student Success Cornerstone, Theme 2. The final response rate of all first-year and senior students invited to participate was excellent, with more than 23% of students responding. This response rate exceeds the response rate for YSU's peer institutions as well as IUC institutions. The survey asks students about high-impact educational practices proven to lead to student learning and student persistence. Initial returned data was shared with senior leadership, and additional data will be released from NSSE in spring 2014. A campaign to share results with campus constituencies is planned and outlined below. Themes and recommendations resulting from the dissemination plan will be shared with campus leaders in summer 2014 in order to improve educational practices and impact.
- **Activities to Promote a Positive Assessment Culture:** A critical part of meeting HLC accreditation expectations is fostering a vital campus community with faculty and staff engaged in meaningful student learning assessment activities. The Office of Assessment meets this expectation in part through programming provided to the campus community. In addition to fulfilling HLC expectations, these activities meet the goals of the 2020 Strategic Plan Cornerstones in the areas of Accountability, Student Success, and Urban Research.

The Office of Assessment has targeted several academic areas to promote an assessment-positive campus: a second campus-wide newsletter will be released in January 2014, highlighting initial NSSE results; a series of workshops focused on NSSE results will solicit interpretation and recommendations from campus constituents; and the Assessment Director, along with the General Education Coordinator, will be seeking training in backward design to promote course-level integrated student learning assessment.

In addition, with the cooperation of Student Affairs, the Office of Assessment launched a new group to foster increased professional development around assessment for the Student Affairs unit involved in assessment reporting. The Team for Assessment Knowledge and Skills, or SA TASK, has representatives from 13 Student Affairs units and began meeting in October 2013. Activities focus on building assessment knowledge capacity and aligning assessment processes with unit-level strategic planning. The Office of Assessment is also in the process of developing another group for co-curricular units under Academic Affairs.

New Higher Learning Commission Criteria and Accreditation Pathways

The Board of the Higher Learning Commission approved the new criteria for accreditation (with more focus on institutional transparency, institutional performance, student persistence, and program/degree completion) in February 2012.

At the same time, the HLC approved new “pathways” for accreditation. The pathways will replace the traditional accreditation process for most institutions and change the schedule for accreditation. On April 5, 2012, the HLC informed the institution that YSU is eligible to participate in “the Open, AQIP, or Standard Pathway for reaffirmation of accreditation” when the new criteria go into effect in fall 2012.

On July 26, 2012, the HLC notified YSU that it has been approved to select a preferred accreditation pathway. **YSU has selected the Open Pathway for reaffirmation of accreditation.**

- The **Open Pathway** operates on 10-year cycle and offers more flexibility, fewer comprehensive evaluations, fewer site visits, and less monitoring than the Standard Pathway. AQIP operates on a seven-year cycle and thus would require more frequent reaffirmation and site visits than the Open pathway.
- YSU will define and begin a project in 2012-13 (selecting a suitable **Quality Initiative** that focuses on “institution innovation and improvement”). YSU will have several years to complete the proposed project, after which a quality-initiative review will occur. The next reaffirmation of accreditation visit will occur in 2017-18.
- **Assurance Review** accreditation reports will normally be due in years 4 and 10 of the process. Since YSU will transition into the pathway in year 5 (2012-13), YSU will not have an assurance review report due at year 4. The assurance review in 2017-18 will include the site visit for reaffirmation of accreditation.
- The annual reports, plus the quality initiative, plus the assurance report and visit in 2017-18 will replace the former comprehensive evaluation process. According to the HLC, the assurance report, or “self-study,” may be somewhat shorter than the old-style self-studies and will not necessarily involve the entire campus as in the past.

**ACADEMIC PROGRAMS UPDATE
MARCH 2014**

1. Undergraduate Program Development:

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

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

- OBOR has approved a new **Digital Media** option within the **Bachelor of Fine Arts in Studio Art**.

2. Graduate Program Development:

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

- The request for online delivery for a **Master of Arts in Financial Economics** has been approved by RACGS.
- The Economics department is currently developing a proposal for a **4+1 Master of Arts in Economics**.
- A program development plan (PDP) for a **Doctor of Nursing Practice (DNP)** has undergone the campus review process. YSU has received comments from RACGS. The Full Proposal is now in preparation in the department.
- A PDP for a **Master of Engineering Physics** has undergone the campus review process. YSU has received comments from RACGS. The Full Proposal remains in preparation by the department.
- The Nursing department is currently preparing responses to comments from RACGS reviewers for the **Post-Master's Family Nurse Practitioner Certificate Program**.
- Preliminary talks continue for a graduate program in **Media Entrepreneurship**.
- A PDP for a **Master of Fine Arts in Interdisciplinary Visual Art** has begun the campus review process.

Research Professorship List
Faculty Awarded for 2014-2015

1. Dr. Corey E. Andrews, English
“The Reception History of Robert Burns: An Annotated Bibliography” --
Awarded 6 Hours
2. Dr. James H. Andrews, Physics and Astronomy
“Experimental Verification of Coherent Perfect Polarization Rotation of Light” --
Awarded 9 Hours
3. Dr. Diana L. Awad-Scrocco, English
“The Pedagogical Strategies of Expert and Novice Physicians During Chart Review
Sessions” -- Awarded 9 Hours
4. Dr. Mona Bahl, Management --
“Does Ownership Structure Influence Effectiveness of Knowledge Transfer in
Transition Economy Firms?” -- Awarded 9 Hours
5. Dr. Ganesaratnam K. Balendiran, Chemistry
“Role of Fibrates and Like Molecules in Diabetes and Metabolic Diseases” --
Awarded 9 Hours
6. Dr. Laura L. Beadling, English
“Native American Film Makers: Aesthetics and Tribal Specificity in Native
American-Made Films” -- Awarded 9 Hours
7. Dr. Brett Conner, Mechanical and Industrial Engineering
“Solving Advanced Geometric Challenges Using Additive Manufacturing” --
Awarded 9 Hours
8. Dr. Ramesh Dangol, Management
“Strategies for Survival and Success of State Colleges/Universities: A Capabilities
Approach” -- Awarded 9 Hours
9. Dr. Guohong (Helen) Han, Management
“I’m So Sleepy; I Need Another Cup of Coffee” -- Examining the Effect of Sleep
Deprivation on Team Conflict and Individual Creativity. -- Awarded 6 Hours
10. Dr. Ou Hu, Economics
“An Anatomy of National Stock Prices: a Generalized Study with A State-Space
Model” -- Awarded 6 Hours

11. Dr. Michael Jerryson, Philosophy and Religious Studies
“Contemporary Buddhism: Redesigning an Approach to Buddhist Studies” --
Awarded 9 Hours
12. Dr. Deborah S. Mower, Philosophy and Religious Studies
“Developing Moral Sensitivity” -- Awarded 9 Hours
13. Dr. Patrick O’Leary, Human Ecology
“Head Start Professional Development Project” -- Awarded 9 Hours
14. Dr. Karin Petruska, Accounting and Finance
“The Impact of Culture on Internal Control Weaknesses: Evidence from Firms that
Cross-List in the U.S.” -- Awarded 6 Hours
15. Dr. Michael L. Raulin, Psychology
“Risk Factors in Schizophrenia and Enhancing Critical Thinking” --
Awarded 9 Hours
16. Dr. Jena Root, Dana School of Music
“Ear Training Practice dot Com” -- Awarded 6 Hours
17. Dr. Bradley A. Shellito, Geography
Research into Applied Geospatial Technologies” -- Awarded 9 Hours
18. Dr. Melanie Shoup-Knox, Psychology
“Exploration of Cognitive, Behavioral, and Environmental Factors that Contribute to
Changes in Brain Temperature” -- Awarded 9 Hours
19. Dr. Xiaolou Yang, Accounting and Finance
“Long-term Stock Return Anomalies: Can We Provide A Justified Story for Market
Efficiency?” -- Awarded 6 Hours
20. Dr. Cicilia Yudha, Dana School of Music
“CD of Selected Piano Works by Robert Cassadesus and Henri Dutilleux”
-- Awarded 9 Hours