

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

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

**BACKGROUND MATERIALS
Thursday, November 29, 2012**

- 1. eTutoring Initiative** **Tab 1**
Information regarding a new statewide eTutoring program is provided.
- 2. Starfish Update** **Tab 2**
An update regarding Starfish is provided.
- 3. October Crash Day Results** **Tab 3**
An agenda and survey results from the October Crash Day are provided.
- 4. IPEDS Report** **Tab 4**
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).
- 5. Grants and Sponsored Programs Report** **Tab 5**
The First Quarter Report from the Office and Grants and Sponsored Programs is presented for the Board of Trustees' information.
- 6. Current Accreditation Activity and Higher Learning Commission Update** **Tab 6**
The report on accreditation activity shows recent accreditations and upcoming site visits and documents submitted.
- 7. Academic Programs Update** **Tab 7**
The report outlines new program development.
- 8. Tenure List** **Tab 8**
List of faculty who were awarded tenure to take effect in 2013-2014.

eTutoring

- eTutoring is a collaborative effort between Ohio two- and four-year institutions, allowing undergraduate students to interact with trained tutors in numerous academic areas.
- Beginning in 2012, all public and private institutions of higher learning in the state are invited to join the Ohio eTutoring Collaborative, **free of charge** to the university and to students.
- The goal is to have all 105 Ohio Institutions of Higher Education join the eTutoring Collaborative making eTutoring services available to more than 600,000 students in Ohio.
- Live eChats take place in an Adobe Connect room utilizing audio and video, a whiteboard, document-sharing and instant messaging.
- Subjects include: accounting, anatomy and physiology, biology, calculus, chemistry, math, statistics and an online writing lab.
- Participating higher education institutions provide eTutoring tutors.
- Provides academic support for traditional classes, online courses, and for distance learning students.
- Available beyond the typically on-campus academic support centers' hours and for students who cannot make it to campus.
- Electronic academic resources are available to students on the eTutoring website.

Media Contacts

Kim Norris
614.466.6000

www.OhioHigherEd.org

2011 Statistics

- 99,528 students with access
- 2,400 took advantage of service
- 21 colleges participated
- 36 eTutors participated
- 5,700 hours of tutoring provided

eTutoring at YSU

- **At YSU**, eTutoring will be implemented by the Center for Student Progress and the Mathematics Assistance Center. Online tutoring will be piloted during the Fall 2012 semester in BIO 1505, CHEM 1501 and MATH 1513.
- eTutoring has been promoted to YSU students and faculty in pilot courses via in class demonstrations, promotional flyer and a series of emails. The vast majority of student usage has been in math.
- Per Karen Boyd, Ohio eTutoring Coordinator, YSU's growth is impressive because:
 - The number of students using the platform increased by 13% between September and October
 - The number of eChat sessions increased by 28% between September and October
 - The number of eQuestions increased by 42% between September and October
 - Overall usage in October is up 104% compared to September usage
 - YSU is the only four-year, public institution to pilot the platform to a targeted audience; therefore comparative data between YSU and other schools is not available
- In an effort to bolster usage in the science areas, access to the platform has been extended to students who requested face-to-face tutoring in other biology and chemistry courses and who could not be placed with a tutor within CSP Student Tutorial Services.
- Feedback from students about YSU eTutors:
 - "Very courteous as well as helpful and patient"
 - "Tutor was available during scheduled time. Used every tool available to help me. I will be back again for sure."
- As future directions are considered, some discussion has been given to possibly partnering with Distance Education to support online courses with eTutoring, as well as offering eTutoring to Nursing courses.

YSU eTutoring Campus Coordinator:

Robin Sakonyi,
 Assistant Director,
 Center for Student
 Progress,
 Student Tutorial
 Services

330-941-2956
 rlsakonyi@ysu.edu

2011 Statistics for Ohio	2012 Statistics for YSU pilot
<ul style="list-style-type: none"> ▪ 99,528 students with access ▪ 2,400 took advantage of service ▪ 21 colleges participated ▪ 36 eTutors participated ▪ 5,700 hours of tutoring provided 	<ul style="list-style-type: none"> ▪ 812 students with access ▪ 36 activated accounts ▪ 3 YSU eTutors ▪ 6 eQuestions submitted ▪ 33 eChat sessions with 15 students ▪ 2 Writing submissions

STARFISH EARLY WARNING

PROGRESS REPORT

DECEMBER 2012

Starfish Implementation Objectives

- Inform staff, faculty, and advisors regarding the progress of at-risk students.
- Provide Academic and Student Affairs with shared responsibility in student progression/retention.
- Impact student success through improved course completion.
- Operate with the master system of record.
- Create a central online location to store student flags, notes, and interventions.

Long-Term Goals

- Increase faculty participation in the early warning process from 5% to 40%.
- Increase fall-to-fall first-year retention rates from 69% to 73%.
- Increase graduation rates from 34% to 43%.
- Increase minority graduation rates from 12% to 20%.

Starfish System Overview

- Starfish is an electronic early warning system that monitors student attendance and performance.
- Faculty and staff raise and lower flags to indicate concern and resolution as well as give positive reinforcement or “kudos.”

Methods of Tracking Student Progress

- Flag surveys are sent to faculty
 - Week 2 for attendance concerns
 - Week 5 for performance and attendance concerns
- Additional flags can be raised at any time for performance concerns or to give students kudos.

A Process of University Collaboration

- Flagged students immediately receive an e-mail noting instructor concerns and support for their success. Students are encouraged to speak with their instructor. CSP Director's contact information is provided as well as information on university support services.
- Peer Mentors and CSP Intervention Specialists respond to all flags with e-mails, postcards, and/or phone calls. Notes are made in the system that can be viewed by faculty and advisors.
- Faculty receive feedback on the action taken by the CSP staff as a result of their flag.
- Academic Advisors view flags and notes to assist in more holistic advising.
- Special programs (Athletics, Conditional Admission, Upward Bound, Bridges out of Poverty, Summer Bridge, Financial Aid, etc.) can monitor their students' progress.
- Flags are lowered by faculty or by CSP professional staff when students meet to address concerns.
- It is the student's responsibility to respond to flag outreach. Not all raised flags result in a meeting, so not all flags are lowered. However, flags make students aware of faculty attendance and/or performance concerns. Students may improve their attendance or performance without a formal meeting to lower the flag.

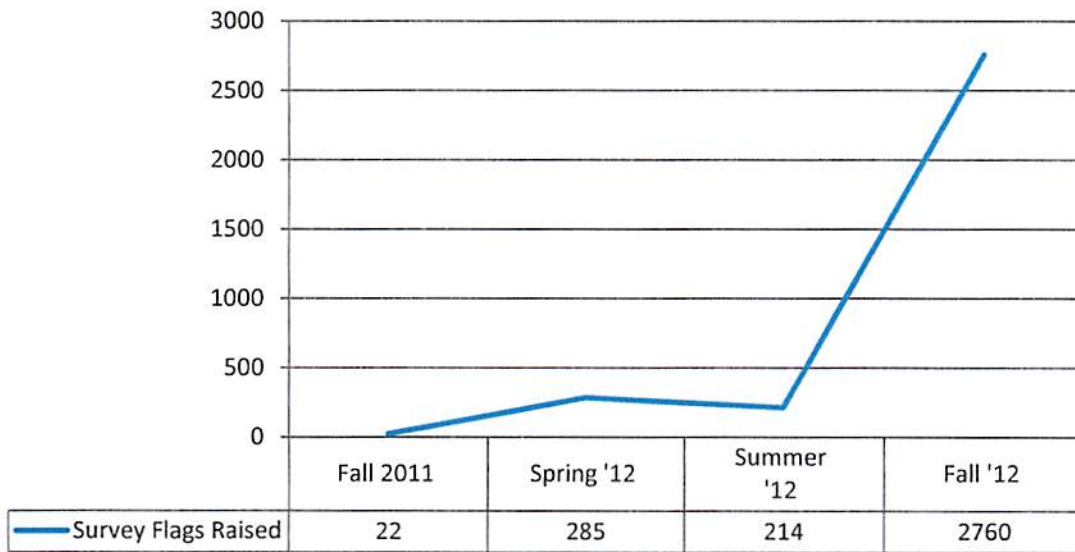
Pilot Summaries

- Fall Semester 2011
 - Targeted five selected sections of developmental English and Reading and Study Skills.
- Spring Semester 2012
 - Targeted seven selected sections of developmental Math, English, and Reading and Study Skills.
- Summer Semester 2012
 - Targeted all 1500-level courses (N= 150).
- Fall semester 2012
 - Targeted all 1500-level courses (N= 1,006).
- Spring semester 2013
 - Will target all YSU undergraduate courses.

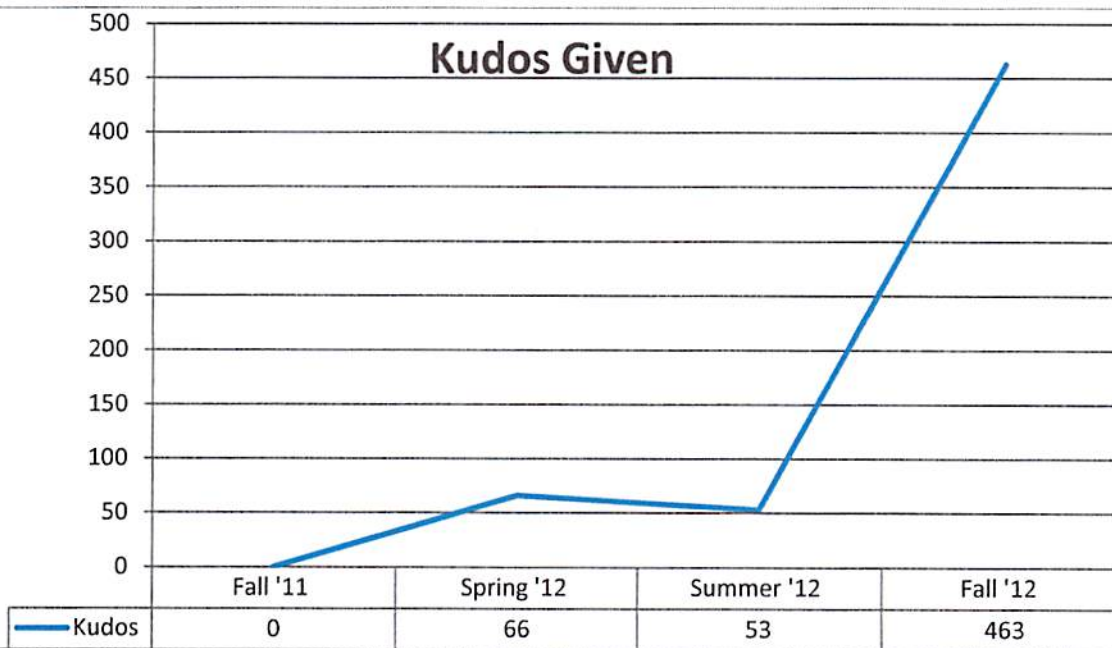
PILOT SURVEY RESULTS

Fall Semester 2011	Spring Semester 2012	Summer Semester 2012	Fall Semester 2012	Spring Semester 2013
5 Sections	7 Sections	93 Sections – Summer I 57 Sections – Summer II	1,006 Sections	All Undergraduate Courses
4/5 Faculty Response Rate (80%) <ul style="list-style-type: none"> • 22 Flags Raised 	7/7 Faculty Response Rate (100%) <ul style="list-style-type: none"> • 285 Flags Raised 	Summer I <ul style="list-style-type: none"> • 36/93 Faculty Response Rate (39%) • 146 Flags Raised Summer II <ul style="list-style-type: none"> • 24/57 Faculty Response Rate (42%) • 68 Flags Raised 	Attendance Survey <ul style="list-style-type: none"> • 309/1002 Faculty Response Rate (31%) • 807 Flags Raised Performance/Attendance Survey <ul style="list-style-type: none"> • 340/1006 Faculty Response Rate (34%) • 1,953 Flags Raised 	

Survey Flags Raised



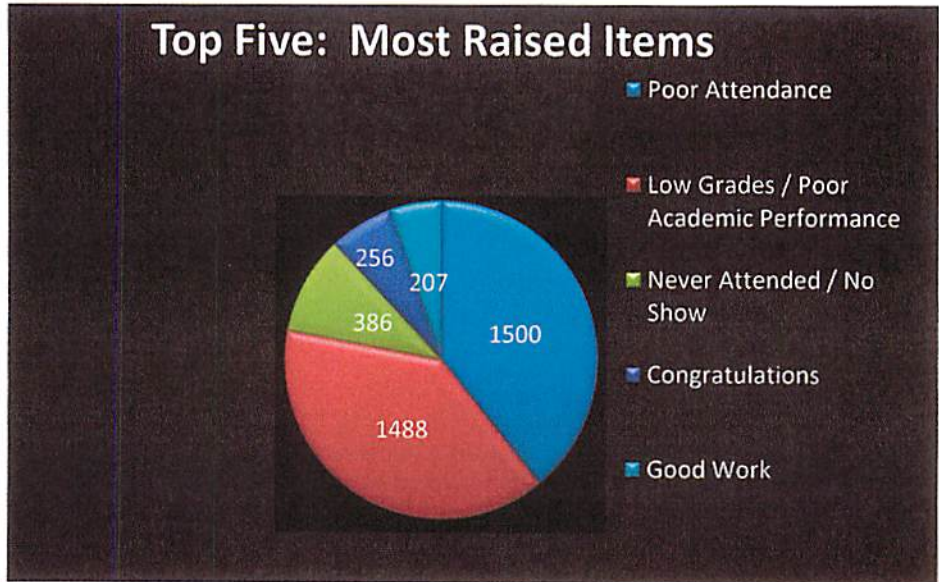
Kudos Given



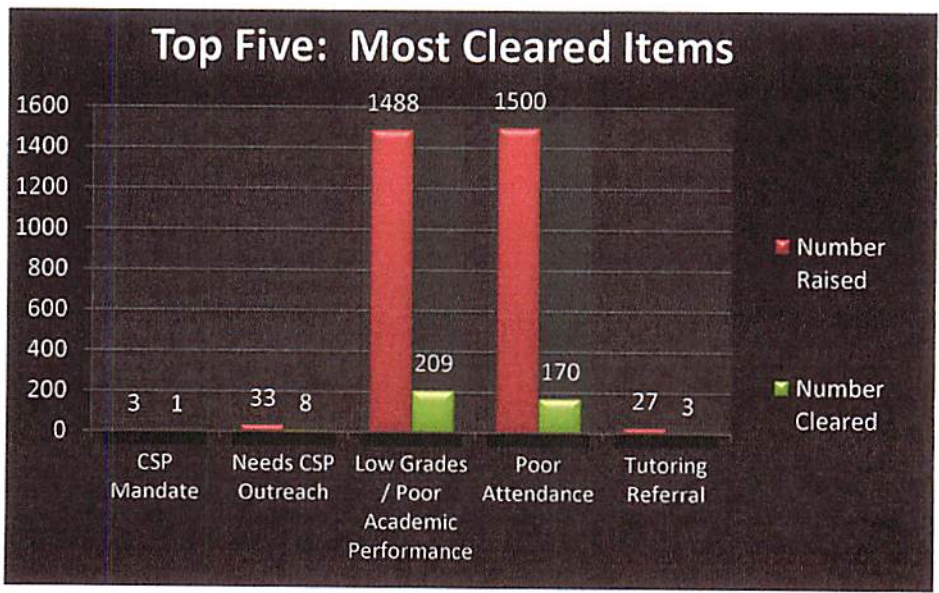
CUMULATIVE TOTALS

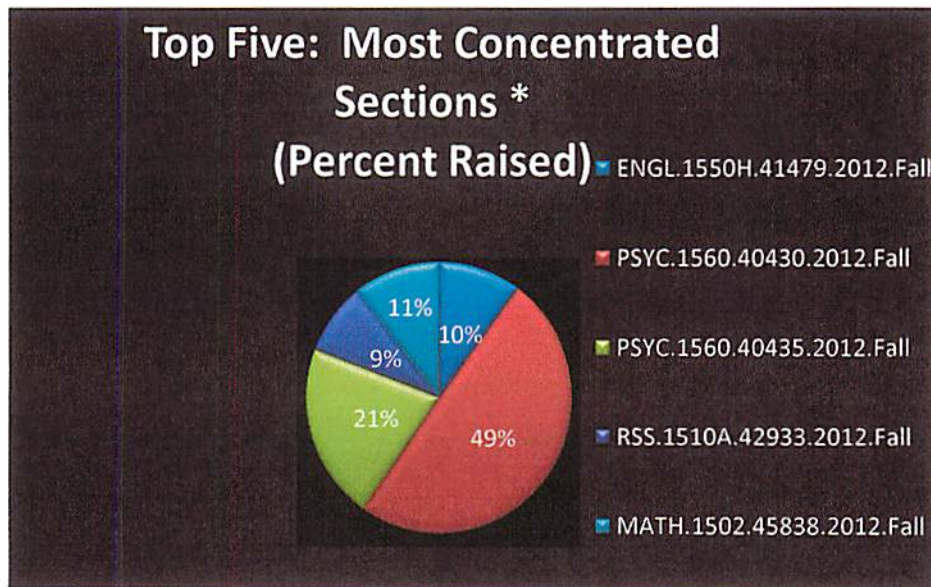
FALL 2011 - 2012

The data below represents totals from both flag surveys and individual flags that were raised throughout the semester.



In all cases below, multiple forms of student outreach were made to resolve each flag. Flags were not cleared unless the student met with faculty or CSP staff to address concerns.





*Course completion rates in sections with high Starfish flag use will be monitored each semester beginning with a comparison of completion rates for fall 2011 and fall 2012.

Unanticipated Results

- Faculty have commented that giving Kudos has had a very positive impact on student attitude and effort. The number of Kudos given has increased from 0 during fall 2011 to 463 during fall 2012.
- Students who are attending incorrect course sections are identified early.
- Patterns of non attendance emerge early aiding in the identification of students not meeting Standards of Progress for Financial Aid.
- Patterns of student demographics demonstrating retention concerns (1st generation, conditional admission) have become more apparent.
- Group tutoring needs are identified early.
- Students become more aware, early in the semester, of the effects of non attendance on financial aid.
- Many students seem to respond to outreach from an unknown source rather than approach their professors with concerns.

YSU CRASH DAY

AGENDA

October 20, 2012

**We're glad you've decided to be here!
Look inside and choose what
you'd like to do on your day at YSU.**

Youngstown
STATE UNIVERSITY

How this works...

YSU CRASH DAY

Welcome to YSU Crash Day!

We're glad you're here to see what YSU is all about. We hope you enjoy our opening event at the Andrews Recreation and Wellness Center—the place our students go to work out, take a Zumba or spinning class, play basketball and more. After the opening event, this program will be your menu for a busy day experiencing the University. You decide which of the many activities you would like to attend. This is your chance to try YSU on for size.

Parking

Guests will park free of charge in the M-1 (Wick Deck) parking lot on (453 Wick Ave or 41.107971, -80.649659 on your GPS). Those who wish to may ride the shuttle to the Rec Center to begin the day, or walk across campus. Volunteers will guide you to your destination.

Follow the Leader

Throughout the day, you will see YSU students, faculty, and staff wearing red "I'm a YSU Penguin" t-shirts. They'll be ready to help you find your way and answer questions.



Wear your Lanyard and Nametag

At registration, you will receive a lanyard and nametag to wear throughout the day. This will be your "ticket" to attend events, get your free tailgate lunch, and use facilities like the Rec Center.

Use our App!

iPhone, iPad, Android, and Blackberry users can download Grupio and have convenient access to the Crash Day schedule, maps, and social media. You can even personalize your day's schedule based on what events you plan to attend. Download the free Grupio app, then search for "YSU Crash Day," where you can surf through our handy features.



Grupio

Tweet

Throughout the day, take a pic of what you see and do. Tweet the photos of yourself using the #ysucrashday hashtag. Check the hashtag throughout the day to see who else is crashing.

Enter and Win

Enjoy the day's events, and before you leave, be sure to fill out our survey. We want to know what you thought of Crash Day. Everyone who fills out the survey will be entered for a chance to win a **FREE iPad!** You can fill out the survey at the Crash Day tailgate tent between 12:15 and 2 p.m., or at either of two locations in Kilcawley Center between 1:30 and 3:30. Kilcawley Center Locations: The Training Room (as you exit the Admissions and Financial Aid presentation in the Presidents' Suite) OR in Kilcawley's Cafaro (Elm Street) Lobby on the upper level. Our volunteers will be on hand to direct you. You can also fill out the survey using our Smartphone or iPad app, Grupio (see above).



Lost?

Visit the Kilcawley Center Info and PC Lab on the upper level (near the elevator). One of our volunteers will be there to fill you in and get you back on track! Or call our coordinators at **330-501-6214** or **330-718-2240**.

The Agenda

8:30
am

8:30 a.m.

Early Bird Tours

While the opening event doesn't start until 9 a.m., feel free to get here a little early and enjoy a head start on the day with walking tours of the campus provided by the Office of Admissions. Tours begin at 8:30 a.m. only. Meet at the Rec Center lobby!

9am

OPENING EVENT

Registration
& Exploration
at the
Rec Center

First Things First

When you arrive at the Rec Center Lobby, please be sure to register, get lanyards, nametags, and other goodies for you and your guests. If you ordered football tickets as you registered, those will be ready for you, too. When all that has been accomplished, enter the Rec Center and enjoy the following activities. This hour is jam-packed with things to see and experience.



See the Rec

Rec Center employees will be giving guided tours of this state-of-the-art facility.

Picture Yourself

Pete the Penguin is ready for his close-up (with YOU) at our photo shoot. Find and share your photo on YSU's Class of 2017 Facebook page at www.facebook.com/youngstownstate2017. Photos will be taken in the Rec Center's aerobics studio.



Meet our Students

We've planned a Student Organizations Fair just for you. See how YSU students get involved in life outside the classroom. Meet YSU students who are making a difference.

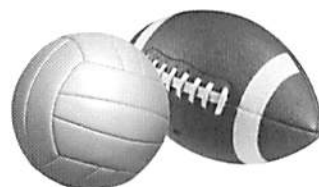
NURSING
ACCOUNTING
CIVIL ENGINEERING
SPECIAL EDUCATION
MUSIC EDUCATION
ENGLISH
and more!

Explore Majors

Explore eleven of YSU's most popular majors. See how your interests can lead to a major you'll love and a fulfilling career. Interact with students, faculty, alumni, and YSU advisors who are involved in each of the featured careers. Also see a listing of all of the majors offered at YSU. Get in there and ask questions! All of those participating are here just for you!

Play a Game—Win a Prize

In anticipation of today's YSU football game and volleyball match, get in the mood as you try your skills in either sport. Achieve the task at hand, and you may win some YSU bling! Sponsored by YSU Intramurals and the YSU ROTC program.



Talk about YSU

Staff from YSU's Office of Admissions, Financial Aid, YSU Police, Study Abroad, Career Services, and the YSU Honors Program will be on hand to discuss anything you'd like about their areas of expertise.

A Warm Welcome

Your official welcome to YSU will be hosted by YSU President Cynthia Anderson, and Head Football Coach, Eric Wolford. Then stay tuned for some information about the day from our event coordinators.



CRASH OUR COLLEGES

Each college has prepared special events to introduce you to their programs and facilities. Our volunteers will escort you to the colleges for the next session.

Beeghly College of Education

10:15 a.m.
McKay Auditorium, Beeghly Hall

Welcome – Dr. Charles Howell, Dean

10:20 a.m.

“Organize Your Learning”

Dr. Regina Rees, Associate Professor

10:35 a.m.

“The Joys of Teaching”

Dr. Patrick Spearman, Assistant Professor

10:45 a.m.

Student Voices – Panel Discussion

11:05 a.m. until 12:05 p.m.
Room 2324

Classroom Observations – Building Tour and iPad Interactive Exercise

Kathy Mock, YSU Instructor

Interactive Science Exercise

Special Education Lab - Room 2205
Curriculum Resource Center – Room 1206
Dr. Kathleen Cripe, Assistant Professor

12:10 p.m.

Debrief Session

Dr. Kathleen Cripe, Assistant Professor
McKay Auditorium

Bitonte College of Health and Human Services

10:15 a.m.

Dean's Greeting

Dean Joseph L. Mosca welcomes guests and explains the departments within the College of Health and Human Services. Then you'll be "crashing his class."

11 a.m.

Break-Out Sessions

Students will break into groups and rotate through the departments, where they'll have interactive experiences in the College.

Featured Subjects

Dental Hygiene, Physical Therapy, Textiles, Nursing, and an opportunity to speak with faculty and staff from all HHS majors.

**10:10
am**

**CRASH
OUR
COLLEGES**

CONTINUED.

College of Fine & Performing Arts

10:15 a.m.
Bliss Hall Gallery

Dean's Greeting

10:45 a.m.

Experiences in F&PA Departments:

Art

Student-led tour

Communication

Tour of TV studio, followed by social media communication course experience
0013 Fedor Hall

Music

Student drum circle

Theater and Dance

Tour the department, meet students, and help paint the set pieces that will be featured in RENT

College of Liberal Arts & Social Sciences

10:15 a.m.
Room 132, DeBartolo Hall

Welcome to CLASS!

An introduction to the College of Liberal Arts & Social Sciences. Learn about our programs, study abroad opportunities, and what we have planned for you today.

10:30 a.m.

Rooted in the Liberal Arts: Branch Out & Discover CLASS

Where on campus can you find a Tibetan prayer cloth? Where can you learn about the history of steel in Youngstown? In small groups branch out across campus and visit the departments, students, and faculty of the College of Liberal Arts & Social Sciences. (Make sure you have your walking shoes on!) Return to Room 132 in DeBartolo Hall.

12:00 Noon
Room 132, DeBartolo Hall

Closing Remarks

Time to bid farewell and give out prizes!

Lost?

If you lose your way any time today, or if you have questions, please visit "Crash Day Headquarters" at Kilcawley Center's Information Center and PC Lab on the second floor near the elevator. Or call one of our coordinators at (330) 501-6214 or (330) 718-2240.



CRASH OUR COLLEGES

CONTINUED.

College of Science, Technology, Engineering and Mathematics

10:15 a.m.

Schwebel Auditorium, Room 2000, Moser Hall

Welcome to STEM!

Dean Martin Abraham welcomes students

10:45 a.m.

College Experiences

Computer Science and Information Systems

Room 339, Meshel Hall

Hosted by Dr. Kriss Schueller

- Presentation on the differences and similarities in the IT, CIS, CSCI programs
- Discussion of student projects and internships

Geology & Environmental Studies

Moser Hall labs

Hosted by Dr. Colleen McLean

- Optical ICP lab and discussion of spectrometer operation in relation to soil & ground water
- GIS Lab and operation of equipment
- Internships in geology & environmental studies
- Poster session on Center for Natural Gas and Ground Water

Natural and Physical Sciences

Hosted by Dr. Gary Walker, Dr. Gregg Sturru, Dr. Virgil Solomon, and Dr. Matt Zeller

- Planetarium operation and Chronos demonstration
- Physics laser lab demonstration
- Chemistry x-ray spectroscopy and student research
- Chemistry microscopy and student research
- Biology research labs and student research
- Biology and anatomy labs and student research

Mathematics and Statistics

Lincoln Building

Hosted by Dr. Alicia Langarica-Prieto

Careers in:

- Math and statistics
- Actuary science
- Student success in math competitions

Engineering

Hosted by Dr. Hazel Marie

- Baja car
- Concrete canoe
- 3D printer
- Tesla coil
- and more!

Tweet!

Tweet about your day using the #ysucrash-day hashtag. Check the hashtag throughout the day to see who else is crashing.

**10:10
am**

CRASH OUR COLLEGES

CONTINUED.

Williamson College of Business Administration

10:15 a.m.

Room 3422, Williamson Hall

Welcome to the WCBA!

Meet the dean, faculty, advisors, and students from the College of Business.

Dean Licata will welcome the students and present a brief overview of the college

Q&A with current WCBA students

10:30 a.m.

Room 3422, Williamson Hall

Crash a Class: BUS 1500 - Exploring Business

Mr. Frank Sole will lead discussion on concepts from Business 1500

11:15 a.m.

Room 3422, Williamson Hall

WCBA Wheel of Fortune

Dr. Tony Kos will facilitate our version of the Wheel of Fortune

11:35 a.m.

Third Floor Conference Center Lounge

Look Around the WCBA: College Information Fair

Meet faculty and staff from the departments within the college

Student organizations will also be on hand to meet guests

Meet advisors and our Professional Practice staff, and find out how they can help you during your college career

11:55 a.m.

Third Floor Conference Center Lounge

Tour of Williamson Hall

Walking tour of the new College of Business building led by WCBA students

**12:15
pm**

LUNCH

You can eat at the tailgate first, or enjoy shuttle tours, then eat. Just be sure to get your lunch before 2:00 p.m.!

12:15 p.m. until 2:00 p.m.

Located In the lower tailgate lot on 5th Avenue near Taco Bell

Tailgate with Us!

Present your lanyard/nametag at our tailgate tent to receive your lunch on us.

To experience YSU on a football Saturday, you must check out the tailgate fun outside of Stambaugh. Enjoy music from the Guys Without Ties band and the YSU/Pizza Hut Tailgate show live on 570 WKBN. Also, we'll get a musical visit from members of the YSU Pride Marching Band at around 1:45.



SURVEY/CONTEST OPPORTUNITY ALERT: Here is a one of your many opportunities to tell us what you thought of YSU's second-ever Crash Day. Volunteers will be on hand in the tailgate lot to provide you with a survey. Remember, filling out the survey enters you in a drawing to win a **FREE IPAD!!**

**12:15
pm**

**SHUTTLE
TOURS**

Shuttle Tours of Campus

Begin in the Cafaro Lobby (Elm Street entrance) of Kilcawley Center. See our beautiful campus. Our shuttle will usher you to all of the sights, and campus experts will be on board to point out the highlights. The shuttle route will go where cars are usually not permitted for the best views of the campus core. The shuttle will depart at the following times. 12:15, 12:40, 1:05; 1:30, 1:55, 2:20



**1:30
pm**

**CAMPUS
WALKING
TOURS**

Begin in the Cafaro Lobby (Elm Street entrance) of Kilcawley Center.

Continuous Walking Tours of Campus

Enjoy our beautiful campus. Come tour on foot with knowledgeable staff from the Office of Admissions. Tours leave every 15 minutes. Last tour begins at 3:00 p.m.



Residence Hall Tours

Tours will alternate between three main residence halls including Cafaro House, Lyden House, and Kilcawley House. See why our houses are known as some of the nicest in the state. Also, tours will be given at University Courtyard, our off-campus neighbor. Last tour leaves at 3:00 p.m.



SURVEY/CONTEST OPPORTUNITY ALERT: Here is a one of your many opportunities to tell us what you thought of YSU's second-ever Crash Day. Volunteers will be on hand in Kilcawley's Cafaro (Elm Street) Lobby on the upper level to provide you with a survey. Remember, filling out the survey enters you in a drawing to win a **FREE IPAD!!**

**1:30
and
2:15
pm**

**LEARN
ABOUT
THE YSU
ADMISSIONS
PROCESS
OR APPLY NOW**

1:30 p.m. and 2:15 p.m.
Kilcawley Center Presidents Suite

Admissions and Financial Aid Presentations

Learn how to apply to YSU and about the credentials and deadlines you will need to meet. Also learn about the financial aid process and scholarship opportunities at YSU.

ANOTHER SURVEY/CONTEST OPPORTUNITY ALERT: Here is a one of your many opportunities to tell us what you thought of YSU's second-ever Crash Day. Volunteers will be on hand in the Jones Room and the Training Room next to the Presidents Suite to provide you with a survey. Remember, filling out the survey enters you in a drawing to win a **FREE IPAD!!**

1:30 p.m. until 3:30 p.m.

**Sweeney Welcome Center Open
Make it Official**

The staff of the YSU Office of Admissions will be available at our beautiful welcome center on University Plaza to answer questions or to make your application official.

You can also apply in Kilcawley Center's Jones Room and Training Room where Admissions Staff will be on hand.

**1:30
pm
and
beyond**

**HAVE
SOME FUN**

1:30 p.m. until 6:00 p.m.

Play at the Rec

Your nametag and lanyard make you members for the day. Enjoy a workout or a pick-up game of basketball. Just be sure you wear the proper attire for Rec Center activities. Our fitness area includes a state-of-the-art, full line of cardiovascular and strength equipment, an indoor track, and more. It's all yours today until 6 p.m. Enjoy.



IF YOU CHOOSE REC CENTER EVENTS:

Appropriate dress is required for personal safety and maintenance of equipment and facilities. Lockers and locks are available at no additional cost to store personal belongings.

- Closed-toe, rubber-soled athletic footwear (tennis shoes) required – no boots, flip flops, sandals, open-toe, or "croc" type shoes are permitted.
- Clothing free of buttons, rivets, zippers, metal studs and/or snaps, is required in the strength and conditioning area, sports forum, racquetball court, and aerobics studio.
- Full-sleeved t-shirts are required in the strength area. No tank tops or cut-offs are permitted.
- No midriff, sports bras, or overly revealing shorts allowed in activity spaces.
- Street clothes are prohibited in the strength and conditioning area, sports forum, racquetball courts, and aerobics studio.

2:00 p.m.

YSU Volleyball v. Milwaukee

No tickets needed to attend this match! Just head straight to Beeghly Center to see the Lady Penguins take on the Milwaukee Panthers

2:45 p.m.

See and Hear the Marching Band

The **YSU Marching Pride** steps off in full parade block from Bliss Hall for a march down University Plaza and The Veterans Plaza to the stadium. They'll land next to the Rec Center for their game-day Ice Breaker performance at 3:00 p.m.

11 a.m. until 4 p.m.

Free Admission

Enjoy Other Sites Around Campus Butler Institute of American Art

The Butler Institute is the first museum of American art, whose mission is to preserve and collect works of art in all media created by citizens of our country. The Institute's holdings now exceed 20,000 individual works, and the Butler is known worldwide as "America's Museum." The most celebrated works in the Butler's permanent collection include Winslow Homer's *Snap the Whip*, a famed tribute to the era of the one-room schoolhouse, and Norman Rockwell's much revered painting *Lincoln the Railsplitter*.

1 p.m. until 5 p.m.

Arms Family Museum

648 Wick Avenue

This magnificent 1905 Arts & Crafts-style residence is preserved a century later as the Arms Family Museum of Local History. The first floor features original period rooms that highlight handicraft, medieval architecture, and the natural environment. The lower level and second floor showcase a complete history of life in the Mahoning Valley, from the earliest evidence of human habitation in the Valley, to yesterday's fads.

Prices for admission at the Arms Family Museum: Adults \$4, Senior Citizens and College Students \$3, Children (3-18) \$2. MVHS Members are Free!

Noon until 4 p.m.

Youngstown Museum of Industry and Labor

Discover how the history of Youngstown and the Mahoning Valley region is inextricably linked to the iron and steel industry; and in turn, how its history has affected the development of the entire state. Free admission with your Crash Day lanyard/nametag

12:15 p.m. until 2 p.m.

The Clarence R. Smith Mineral Museum

We have something for everyone. See our huge collection of amazing rocks, many you never knew existed! Bring your camera and have your picture taken with a 12,000 year old mammoth tusk and more. Located on campus at Moser Hall. Free Admission



YSU Football Game v. Southern Illinois

Use your tickets you received at the morning registration to see the Penguins win for YSU! There will be a giveaway courtesy of Panera Bread, O'Charley's, WFMJ TV-21, and Farmers Bank as well as the YSU Athletic Hall of Fame induction ceremony at halftime.

Thanks to a donation from AVI Foodsystems, all of our Crash Day guests will receive a coupon for a free popcorn with the purchase of a beverage at the game!



**YSU
FOOTBALL**

Reach for a better future.

YSU's Metro Credit Outreach

Get a head start with **College in High School**

- Students take college courses in the high school from their HS teacher, who is approved to teach by YSU
- Courses offered are general education courses that transfer to all University System of Ohio schools
- Cost is \$49 per credit hour
- Course offerings vary by school district and can include: Biology, Calculus, Chemistry, English, Foreign Languages, History, and Physics

Classes for Credit **at Southwoods** *in Boardman, Ohio*

- Credit classes that apply to all YSU major programs
- Convenient location
 - Saturday Classes
 - Evening Classes
 - Daytime Classes
- **Subject Areas:**

<i>Writing</i>	<i>Literature</i>	<i>Criminal Justice</i>
<i>Communications</i>	<i>Geography</i>	<i>Business</i>
<i>Math</i>	<i>Theater</i>	<i>Sociology</i>
<i>Psychology</i>	<i>Religion</i>	<i>Art History</i>



For more information about either of these programs
www.ysu.edu/metro_credit

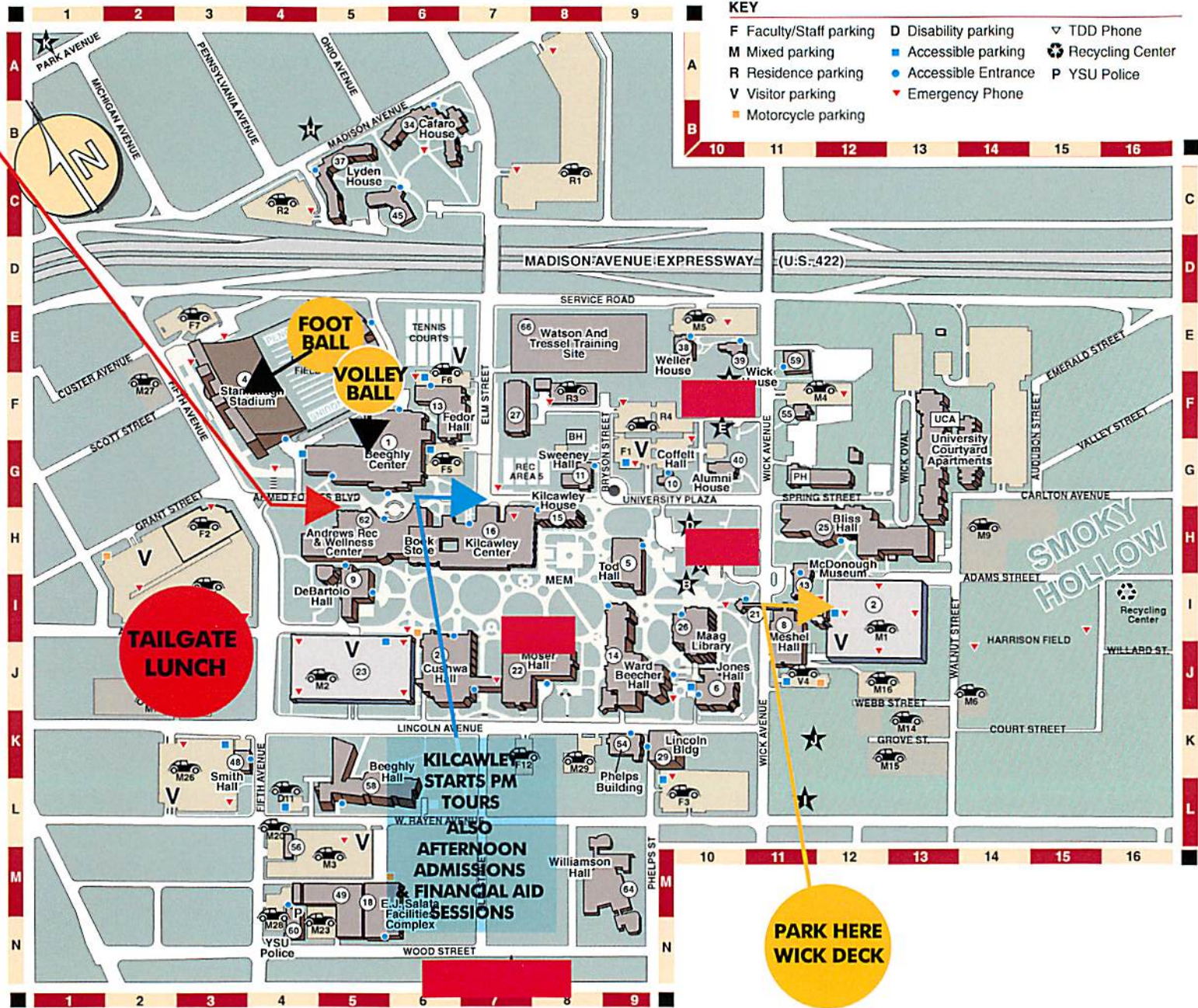
Youngstown
STATE UNIVERSITY
A great university within reach.

University Buildings

- MEM 9/11 Memorial 8H
- 40 Alumni House 10G
- 62 Andrews Student Recreation and Wellness Center 5H
- 1 Beeghly Center 5G
- 58 Beeghly Hall 5L
- 25 Bliss Hall 12H
- BH Buechner Hall 8F
- 34 Cafaro House 6B
- 27 Central Utility Building 7F
- 45 Christman Dining Commons 5C
- 60 Clingan-Waddell (YSU Police) 4N
- 10 Coffelt Hall 9G
- 24 Cushwa Hall 6J
- 9 DeBartolo Hall 5I
- 56 Disability Services 4L
- 18 E.J. Salata Facilities Complex 5M
- 13 Fedor Hall 6F
- 6 Jones Hall 10J
- 16 Kilcawley Center 7H
- 15 Kilcawley House 8H
- 29 Lincoln Building 10K
- 37 Lyden House 5B
- 2 M-1 Parking Deck 12I
- 23 M-2 Parking Deck 5J
- 26 Maag Library 10I
- 43 McDonough Museum of Art 11I
- 59 Melnick Hall 11E
- 8 Meshel Hall 11I
- 22 Moser Hall 7J
- 55 Peck-Schoff House 11F
- 21 Pedestrian Bridge 11I
- 54 Phelps Building 9K
- PH Pollock House 11G
- 48 Smith Hall 3K
- 4 Stambaugh Stadium 3F
- 11 Sweeney Hall 8G
- 5 Tod Hall 9H
- UCA University Courtyard Apartments 13F
- 14 Ward Beecher Hall 9J
- 66 Watson And Tressel Training Site-WATTS 8E
- 38 Weller House 10E
- 49 Westinghouse Building 5M
- 39 Wick House 10E
- 64 Williamson Hall 9M

Area Arts & Cultural Venues & Churches

- A Arms Family Museum of Local History 10F
- B Beecher Center for Technology in the Arts 10I
- C Butler Institute of American Art 10H
- D Butler Institute - North Annex 10H
- E Holy Trinity Romanian Orthodox Church 10F
- F Museum of Industry and Labor 7N
- H Newman Center 4B
- I Public Library 11L
- J St. John's Episcopal Church 11K
- K Wick Park 1A







1. I am:

		Response Percent	Response Count
A Prospective YSU Student		56.6%	69
A Parent of a Prospective YSU Student		32.0%	39
Family of a Prospective YSU Student		7.4%	9
A Friend of a Prospective YSU Student		4.1%	5
	Other (please specify)		2
		answered question	122
		skipped question	0







2. What year do you plan to start college?

		Response Percent	Response Count
2013		78.5%	51
2014		16.9%	11
2015		4.6%	3
2016 or later		0.0%	0
		Other (please specify)	0
		answered question	65
		skipped question	57







3. Have you applied to attend YSU?

		Response Percent	Response Count
Yes, I applied before Crash Day.		13.2%	9
Yes, I applied at Crash Day.		8.8%	6
Yes, I applied after Crash Day.		2.9%	2
No, I haven't applied.		75.0%	51
answered question			68
skipped question			54



4. Before attending Crash Day, the likelihood that I would enroll at YSU was approximately:

		Response Percent	Response Count
0%		4.5%	3
25%		13.4%	9
50%		19.4%	13
75%		29.9%	20
100%		22.4%	15
unsure		10.4%	7
answered question			67
skipped question			55







5. Now that I've attended Crash Day, the likelihood that I will enroll at YSU is approximately:

		Response Percent	Response Count
0%		0.0%	0
25%		5.9%	4
50%		22.1%	15
75%		23.5%	16
100%		41.2%	28
unsure		7.4%	5
answered question			68
skipped question			54

6. Please provide your name and email address to be entered into a drawing for our iPad prize giveaway!

		Response Percent	Response Count
Name:		100.0%	67
Email Address:		100.0%	67
answered question			67
skipped question			55

7. Which College did you Crash?

		Response Percent	Response Count
Beeghly College of Education		5.3%	6
Bitonte College of Health & Human Services		26.3%	30
College of Fine & Performing Arts		12.3%	14
College of Liberal Arts & Social Sciences		17.5%	20
College of Science, Technology, Engineering and Mathematics		32.5%	37
Williamson College of Business Administration		6.1%	7
answered question			114
skipped question			8













8. Please select the answer that best matches your experience in that college today.

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree	N/A	Rating Average	Response Count
I learned about the academic programs available in this college.	49.6% (59)	38.7% (46)	6.7% (8)	0.8% (1)	0.8% (1)	3.4% (4)	4.40	119
I have a sense of what it would be like to take classes in this college.	29.7% (35)	46.6% (55)	12.7% (15)	5.1% (6)	1.7% (2)	4.2% (5)	4.02	118
I am excited about the idea of enrolling in this college.	42.4% (50)	25.4% (30)	13.6% (16)	0.8% (1)	1.7% (2)	16.1% (19)	4.26	118
I know who to contact for more information about this college.	44.9% (53)	33.1% (39)	11.9% (14)	5.9% (7)	0.0% (0)	4.2% (5)	4.22	118

Other thoughts you'd like to share: 10

answered question	119
skipped question	3

9. Which events did you Crash? (Please check all that apply.)

		Response Percent	Response Count
Early Walking Tours of the Campus		27.0%	31
Registration and Exploration at the Rec Center		83.5%	96
University Welcome		80.0%	92
College Preview		69.6%	80
YSU Tailgate Lunch		89.6%	103
Admissions and Financial Aid Presentations		44.3%	51
Shuttle Bus Tours of the Campus		17.4%	20
Walking Tours of the Campus		21.7%	25
Campus Housing Tours		24.3%	28
Free Pass to the Rec Center		11.3%	13
Volleyball Match v. Milwaukee		21.7%	25
Football Game v. Southern Illinois		40.9%	47
answered question			115
skipped question			7

10. Please select the answer which most closely matches your Crash Day experience:

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree	Response Count
I was able to find campus easily.	66.9% (79)	26.3% (31)	5.9% (7)	0.8% (1)	0.0% (0)	118
I was able to find parking easily.	63.2% (74)	29.1% (34)	6.0% (7)	1.7% (2)	0.0% (0)	117
I felt welcomed during the check in process.	75.0% (87)	19.8% (23)	4.3% (5)	0.9% (1)	0.0% (0)	116
I was able to find my way around campus.	61.5% (72)	28.2% (33)	8.5% (10)	1.7% (2)	0.0% (0)	117
There were sufficient staff & volunteers to assist me during Crash Day.	77.1% (91)	19.5% (23)	3.4% (4)	0.0% (0)	0.0% (0)	118
I had a sufficient opportunity to interact with students on campus.	36.4% (43)	42.4% (50)	15.3% (18)	3.4% (4)	2.5% (3)	118
I had a sufficient opportunity to interact with YSU faculty & staff.	46.6% (55)	40.7% (48)	7.6% (9)	4.2% (5)	0.8% (1)	118
There was sufficient time to explore various parts of campus.	41.5% (49)	50.0% (59)	5.1% (6)	3.4% (4)	0.0% (0)	118
I was able to acquire information regarding Financial Aid	41.5% (49)	33.1% (39)	17.8% (21)	4.2% (5)	3.4% (4)	118
I gained a good sense of social & extra-curricular opportunities available on campus.	43.2% (51)	38.1% (45)	11.9% (14)	5.1% (6)	1.7% (2)	118
I would recommend attending Crash Day to family & friends.	65.3% (77)	27.1% (32)	5.1% (6)	0.8% (1)	1.7% (2)	118
answered question						118
skipped question						4






11. What was the most helpful session that you attended at Crash Day?

	Response Count
	119
answered question	119
skipped question	3







12. What is one thing that you learned about YSU at Crash Day?

	Response Count
	119
answered question	119
skipped question	3

13. Now that you've attended Crash Day, would you encourage a prospective student to consider enrolling at YSU?

		Response Percent	Response Count
Definitely		51.3%	61
Very possibly		29.4%	35
Maybe		11.8%	14
Still not sure		6.7%	8
No		0.8%	1
	answered question		119
	skipped question		3



14. How did you hear about Crash Day? (Please check all that apply.)

		Response Percent	Response Count	
Postcard		38.3%	36	
School Counselor		30.9%	29	
TV Commercial		0.0%	0	
WFMJ Morning Show		0.0%	0	
Facebook		4.3%	4	
Twitter		3.2%	3	
Family		28.7%	27	
Friends		20.2%	19	
	Other (please specify)		27	
			answered question	94
			skipped question	28

15. Overall, how would you rate your Crash Day experience?

	Great	Good	OK	Not good	Bad	Rating Average	Response Count	
	67.2% (80)	27.7% (33)	3.4% (4)	1.7% (2)	0.0% (0)	4.61	119	
	Other (please specify)							5
							answered question	119
							skipped question	3

16. Did Crash Day staff and volunteers answer all of your questions at Crash Day?

		Response Percent	Response Count
Yes		93.3%	111
No, I still have questions. Please contact me. My name and phone number are:		6.7%	8
answered question			119
skipped question			3

17. Please use the space below to share any additional thoughts, comments, or suggestions regarding Crash Day. Thank you!

	Response Count
	52
answered question	52
skipped question	70

NATIONAL CENTER FOR EDUCATION STATISTICS

IPEDS DATA FEEDBACK REPORT 2012

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?

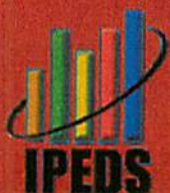
The Data Feedback Report is intended to provide institutions a context for examining the data they submitted to IPEDS. Our goal is to produce a report that is useful to institutional executives and that may help improve the quality and comparability of IPEDS data.

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 2011-12 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 Executive Peer Tool (ExPT) is designed to provide campus executives easy access to institutional and comparison group data. Using the ExPT, you can produce reports using different comparison groups and access a wider range of IPEDS variables. The ExPT is available through the IPEDS Data Center (<http://nces.ed.gov/ipeds/datacenter>).



Youngstown State University
Youngstown, OH



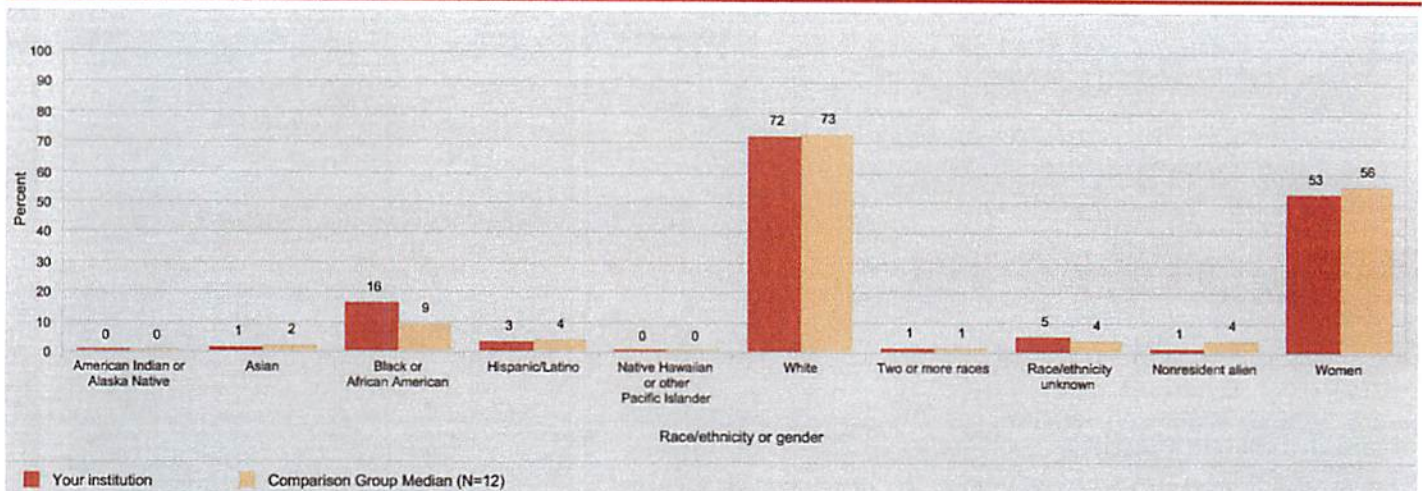
COMPARISON GROUP

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 Executive Peer Tool (ExPT)(<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)

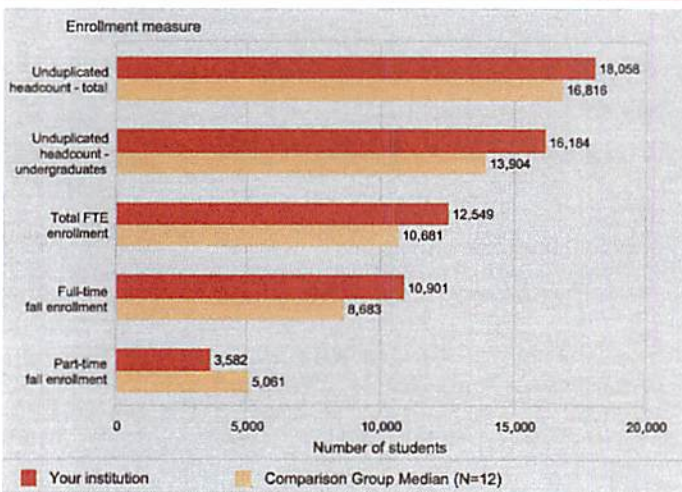
Figure 1. Percent of all students enrolled, by race/ethnicity and percent of students who are women: Fall 2011



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 2012, Fall Enrollment component.

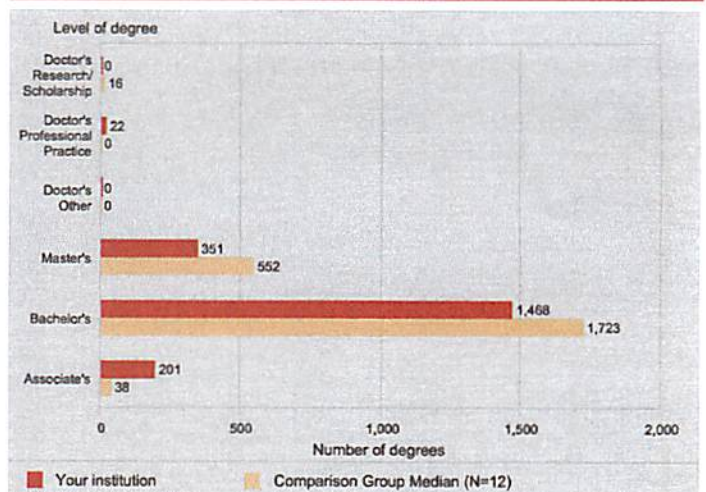
Figure 2. Unduplicated 12-month headcount of all students and of undergraduate students (2010-11), total FTE enrollment (2010-11), and full- and part-time fall enrollment (Fall 2011)



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 2011, 12-month Enrollment component and Spring 2012, Fall Enrollment component.

Figure 3. Number of degrees awarded, by level: 2010-11

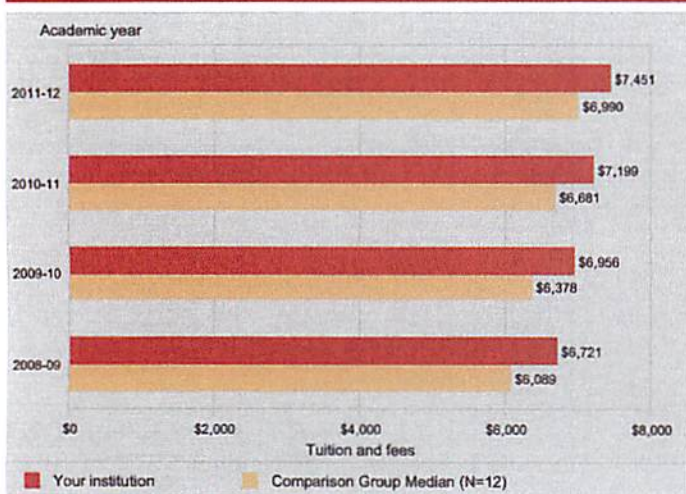


NOTE: For additional information about postbaccalaureate degree levels, see the Methodology Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2011, Completions component.

IPEDS DATA FEEDBACK REPORT

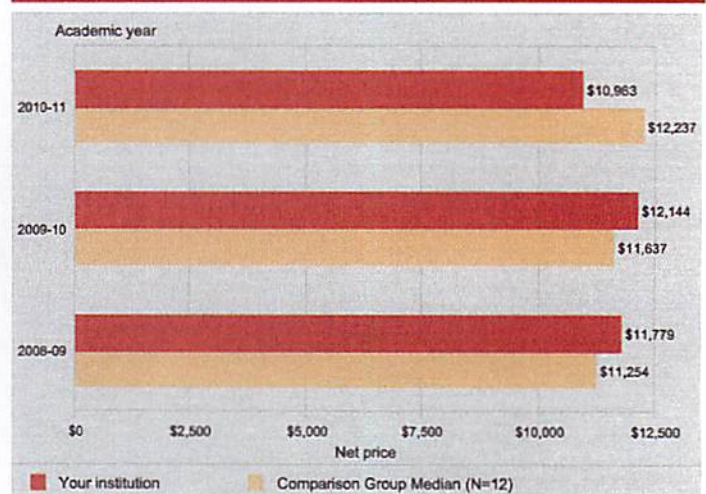
Figure 4. Academic year tuition and required fees for full-time, first-time, degree/certificate-seeking undergraduates: 2008-09–2011-12



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 2011, Institutional Characteristics component.

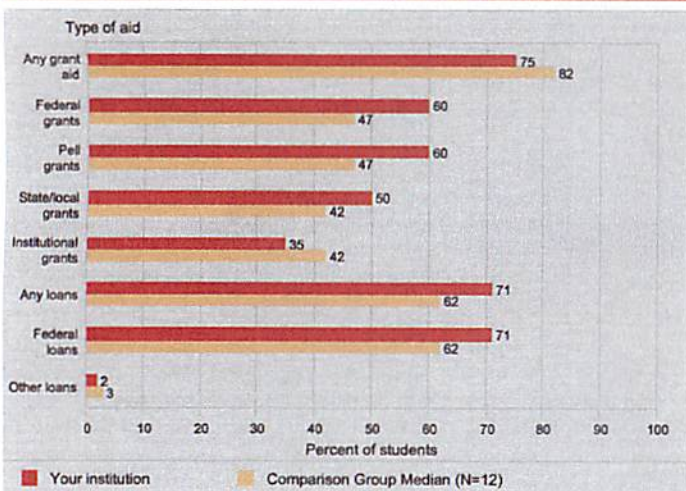
Figure 5. Average net price of attendance for full-time, first-time, degree/certificate-seeking undergraduate students receiving grant or scholarship aid: 2008-09–2010-11



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 2011, Institutional Characteristics component; Winter 2011-12, Student Financial Aid component.

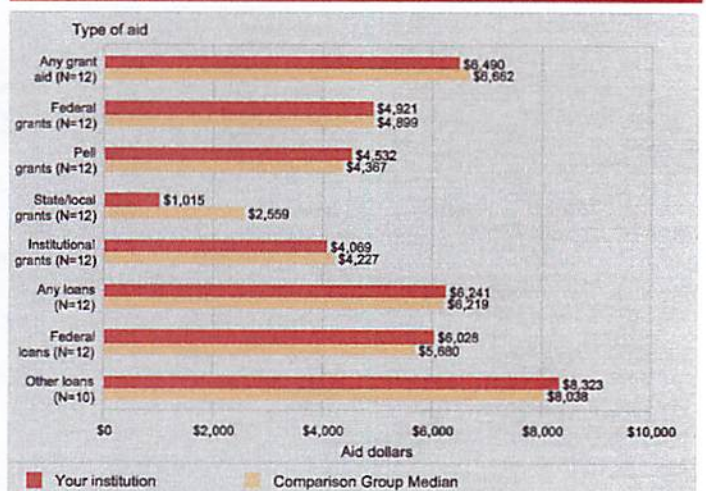
Figure 6. Percent of full-time, first-time degree/certificate-seeking undergraduate students who received grant or scholarship aid from the federal government, state/local government, or the institution, or loans, by type of aid: 2010-11



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 2011-12, Student Financial Aid component.

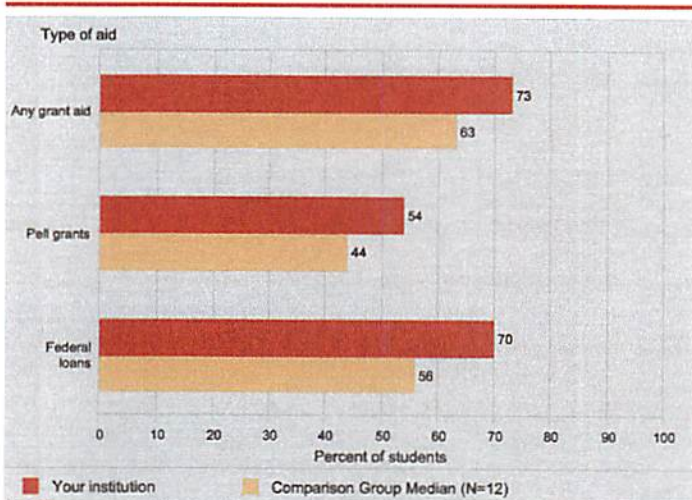
Figure 7. Average amounts of grant or scholarship aid from the federal government, state/local government, or the institution, or loans received, by full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: 2010-11



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.

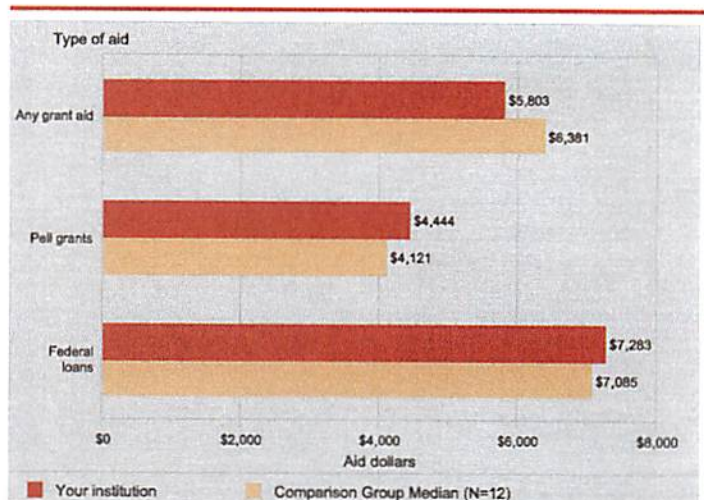
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2011-12, Student Financial Aid component.

Figure 8. Percent of all undergraduates receiving aid by type of aid: 2010-11



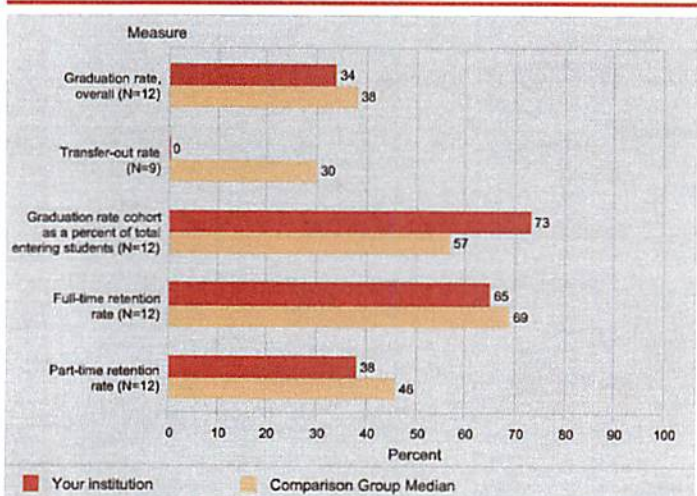
NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. Federal loans includes only federal loans to students. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2011-12, Student Financial Aid component.

Figure 9. Average amount of aid received by all undergraduates, by type of aid: 2010-11



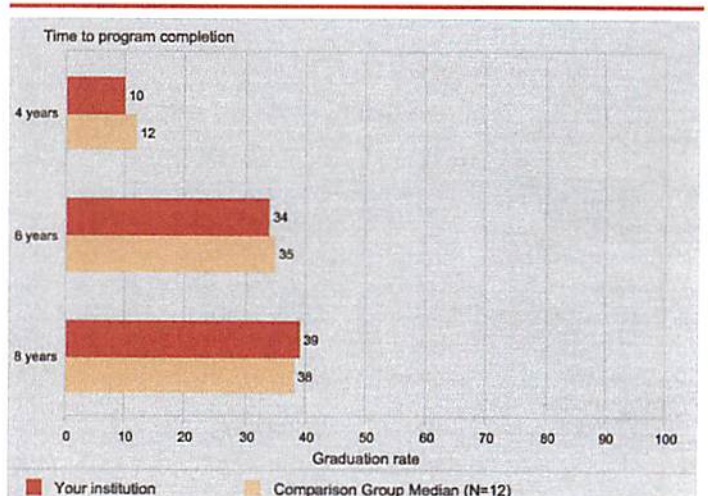
NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. Federal loans includes federal loans to students. Average amounts of aid were calculated by dividing the total aid awarded by the total number of recipients 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 2011-12, Student Financial Aid component.

Figure 10. Graduation rate and transfer-out rate (2005 cohort); graduation rate cohort as a percent of total entering students and retention rates of first-time students (Fall 2011)



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 2012, Graduation Rates component and Fall Enrollment component.

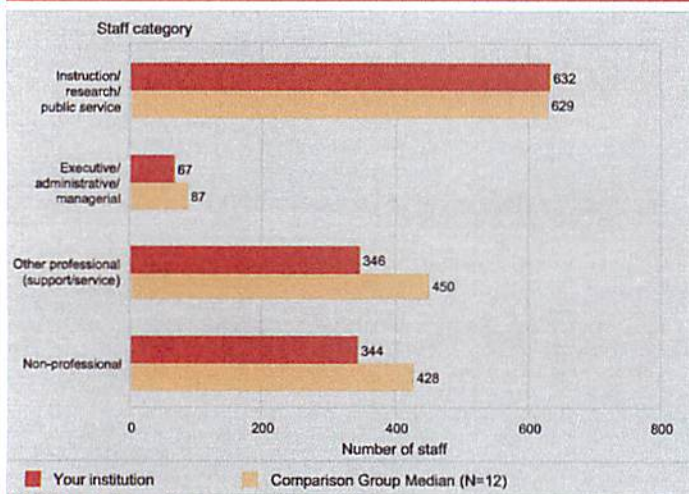
Figure 11. Bachelor's degree graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 4 years, 6 years, and 8 years: 2003 cohort



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 2012, 200% Graduation Rates component.

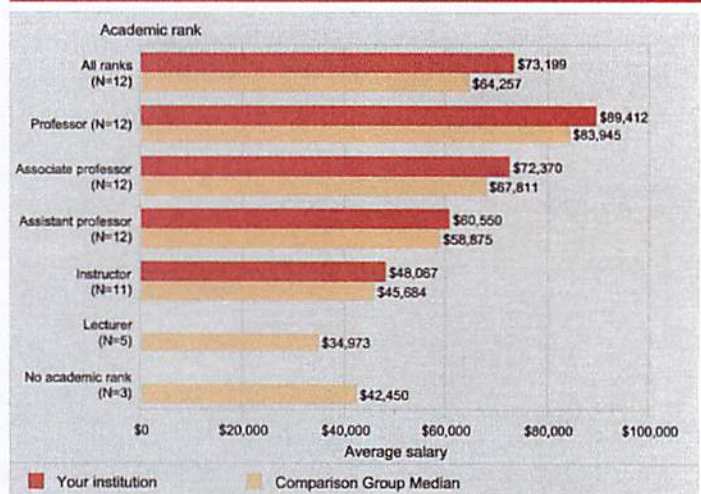
IPEDS DATA FEEDBACK REPORT

Figure 12. Full-time equivalent staff, by assigned position: Fall 2011



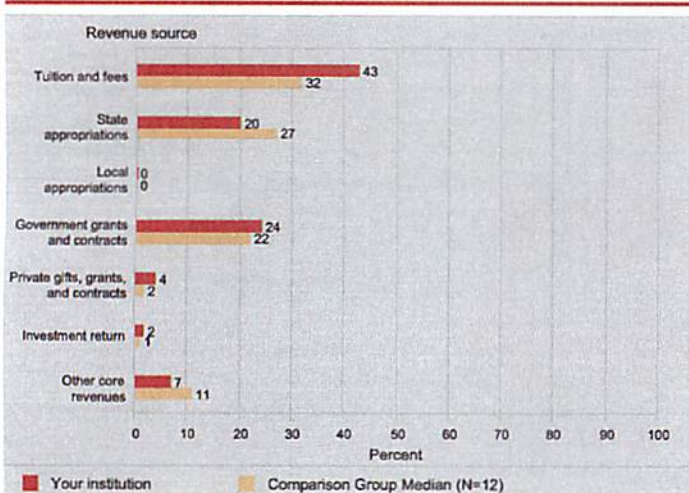
NOTE: Graduate assistants are not included in this figure. For information on the calculation of FTE of staff, see the Methodological Notes. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2011-12, Human Resources component.

Figure 13. Average salaries of full-time instructional staff equated to 9-month contracts, by academic rank: Academic year 2011-12



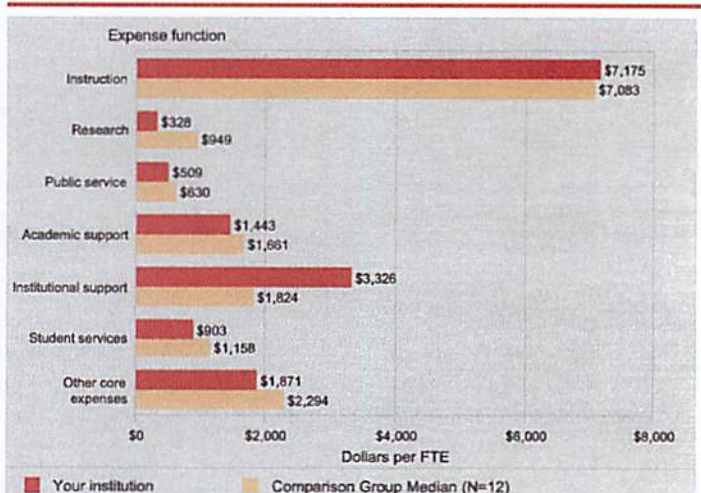
NOTE: Average full-time instructional staff salaries for 11/12-month contracts were equated to 9-month average salaries by multiplying the 11/12-month salary by .8182. Salaries based on less than 9-month contracts are not included. Medical school salaries are not included. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2011-12, Human Resources component.

Figure 14. Percent distribution of core revenues, by source: Fiscal year 2011



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 2012, Finance component.

Figure 15. Core expenses per FTE enrollment, by function: Fiscal year 2011



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 2011, 12-month Enrollment component and Spring 2012, Finance component.

METHODOLOGICAL NOTES

Overview

This report is based on data supplied by institutions to IPEDS during the 2011-12 survey 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

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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.

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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.

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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 Staff Salaries

Total salary outlays for full-time instructional staff on 11/12-month contracts were equated to 9-month outlays by multiplying the outlay for 11/12-month contracted instructional staff by 0.8182. The equated outlays were then added to the outlays for 9/10-month instructional staff to determine an average salary for each rank. Salaries are not included for medical school staff or staff on less-than-9-month contracts.

FTE for 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 for Staff

The full-time equivalent (FTE) of staff is calculated by summing the total number of full-time staff from the Employees by Assigned Position (EAP) section of the Human Resources component and adding one-third of the total number of part-time staff.

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, 2011, 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/>.

Cynthia E. Anderson, President
Youngstown State University (ID: 206695)
One University Plaza
Youngstown, OH 44555-0001

NATIONAL CENTER FOR EDUCATION STATISTICS

Executive Peer Tool Customized IPEDS DATA FEEDBACK REPORT 2012

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?

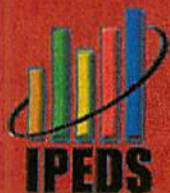
The Data Feedback Report is intended to provide institutions a context for examining the data they submitted to IPEDS. Our goal is to produce a report that is useful to institutional executives and that may help improve the quality and comparability of IPEDS data.

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 2011-12 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 Executive Peer Tool (ExPT) is designed to provide campus executives easy access to institutional and comparison group data. Using the ExPT, you can produce reports using different comparison groups and access a wider range of IPEDS variables. The ExPT is available through the IPEDS Data Center (<http://nces.ed.gov/ipeds/datacenter>).



Youngstown State University
Youngstown, OH



COMPARISON GROUP

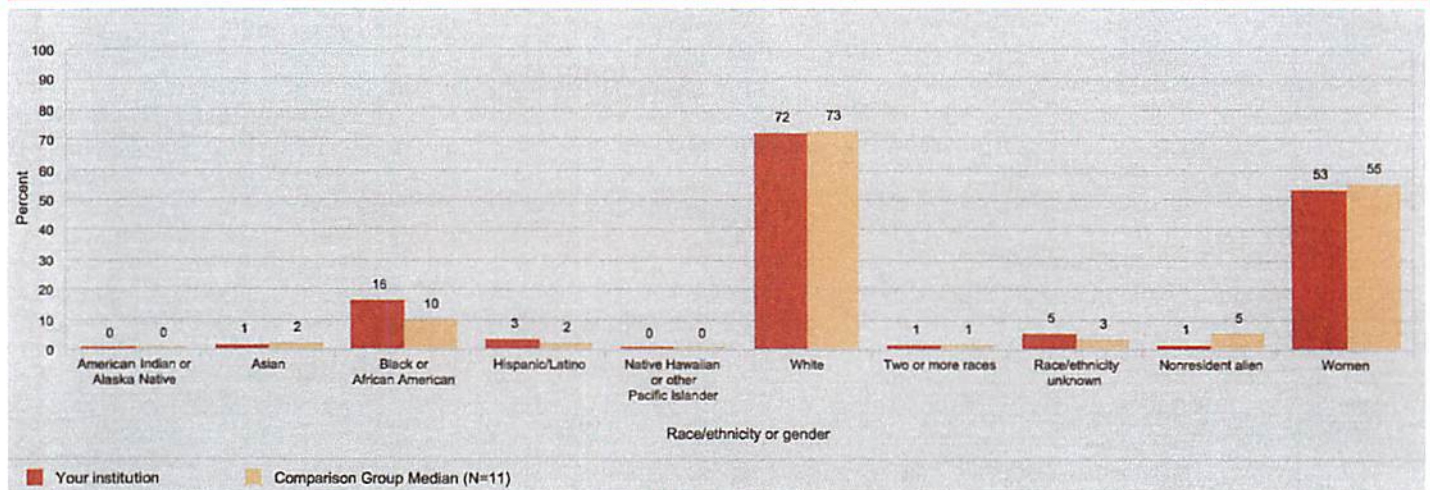
Comparison group data are included to provide a context for interpreting your institution's statistics. For this report, you specified a custom comparison group.

You described this custom comparison group as follows: IUC institutions less OSU and NEOMED

The custom comparison group chosen by Youngstown State University includes the following 11 institutions:

- ▶ Bowling Green State University-Main Campus (Bowling Green, OH)
- ▶ Central State University (Wilberforce, OH)
- ▶ Cleveland State University (Cleveland, OH)
- ▶ Kent State University at Kent (Kent, OH)
- ▶ Miami University-Oxford (Oxford, OH)
- ▶ Ohio University-Main Campus (Athens, OH)
- ▶ Shawnee State University (Portsmouth, OH)
- ▶ University of Akron Main Campus (Akron, OH)
- ▶ University of Cincinnati-Main Campus (Cincinnati, OH)
- ▶ University of Toledo (Toledo, OH)
- ▶ Wright State University-Main Campus (Dayton, OH)

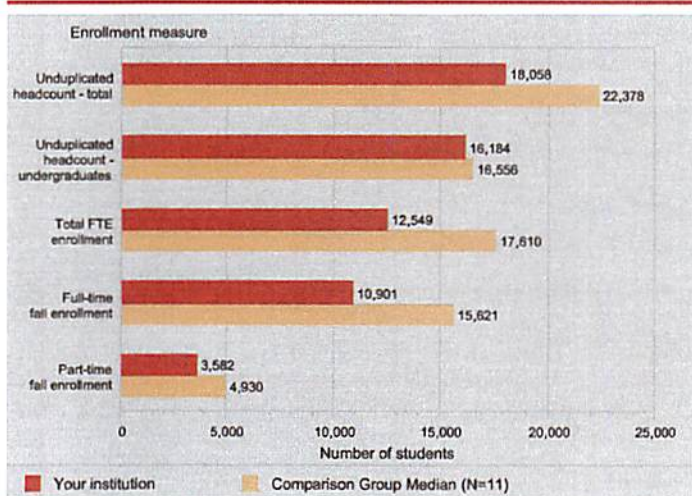
Figure 1. Percent of all students enrolled, by race/ethnicity and percent of students who are women: Fall 2011



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 2012, Fall Enrollment component.

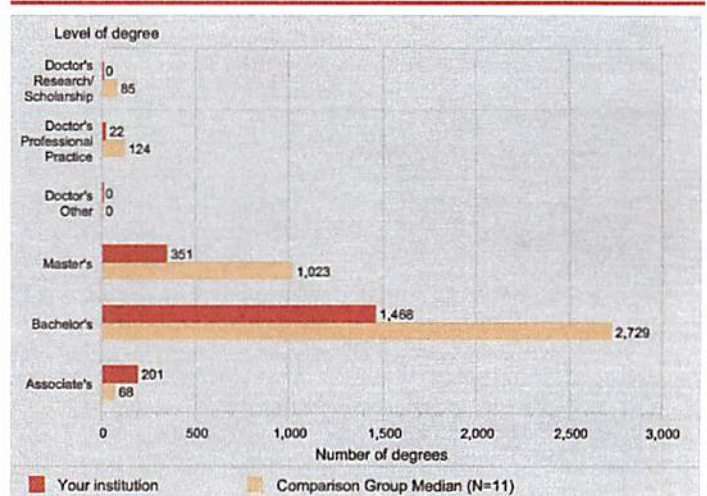
Figure 2. Unduplicated 12-month headcount of all students and of undergraduate students (2010-11), total FTE enrollment (2010-11), and full- and part-time fall enrollment (Fall 2011)



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 2011, 12-month Enrollment component and Spring 2012, Fall Enrollment component.

Figure 3. Number of degrees awarded, by level: 2010-11

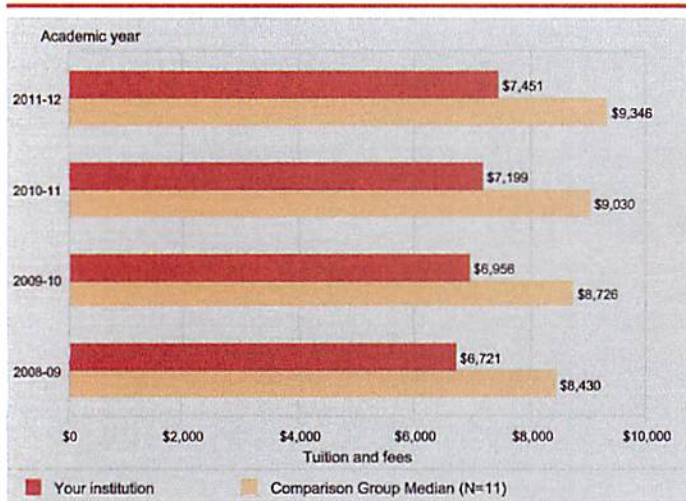


NOTE: For additional information about postbaccalaureate degree levels, see the Methodology Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2011, Completions component.

IPEDS DATA FEEDBACK REPORT

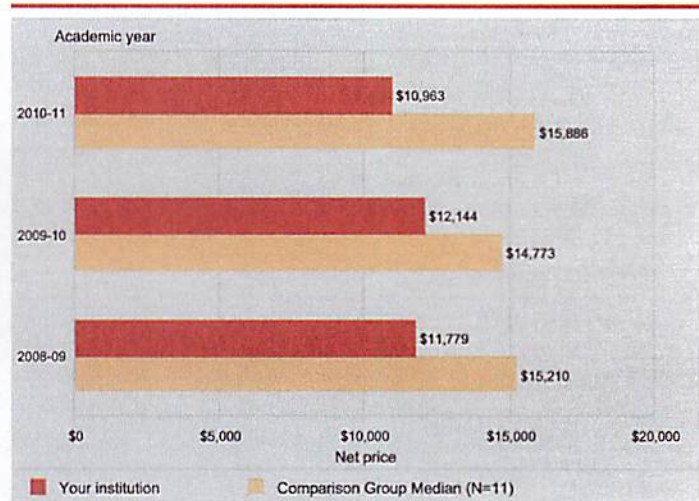
Figure 4. Academic year tuition and required fees for full-time, first-time, degree/certificate-seeking undergraduates: 2008-09–2011-12



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 2011, Institutional Characteristics component.

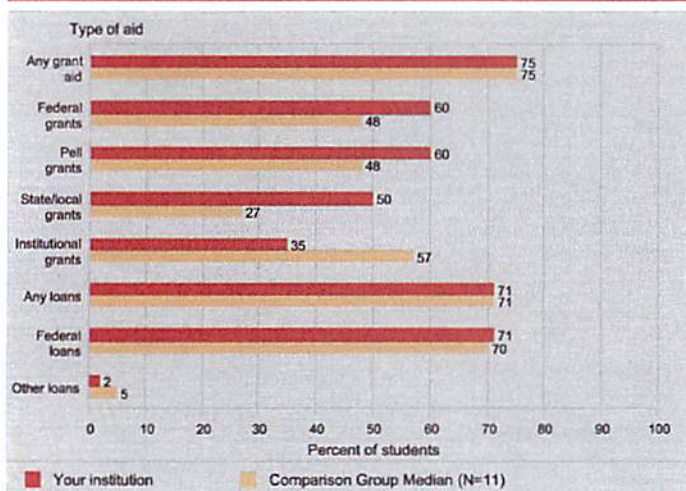
Figure 5. Average net price of attendance for full-time, first-time, degree/certificate-seeking undergraduate students receiving grant or scholarship aid: 2008-09–2010-11



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 2011, Institutional Characteristics component; Winter 2011-12, Student Financial Aid component.

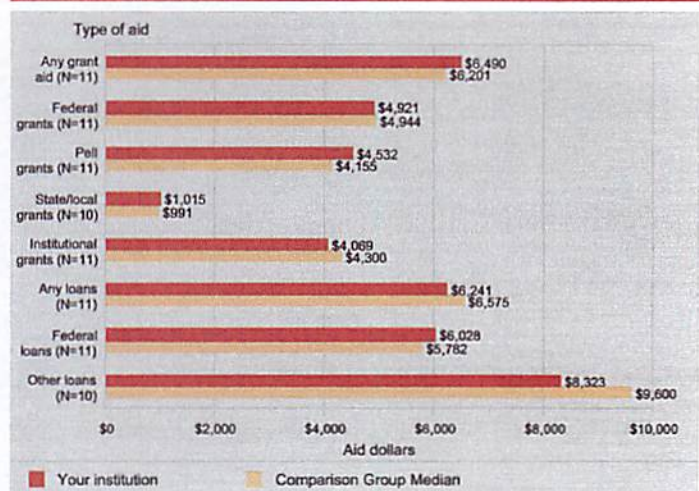
Figure 6. Percent of full-time, first-time degree/certificate-seeking undergraduate students who received grant or scholarship aid from the federal government, state/local government, or the institution, or loans, by type of aid: 2010-11



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 2011-12, Student Financial Aid component.

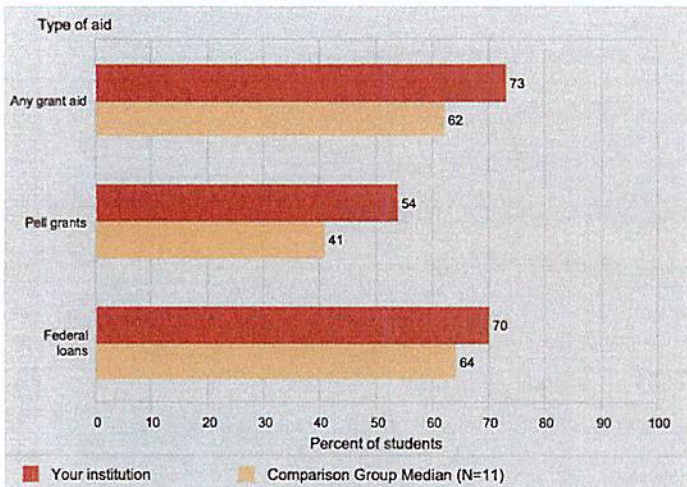
Figure 7. Average amounts of grant or scholarship aid from the federal government, state/local government, or the institution, or loans received, by full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: 2010-11



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.

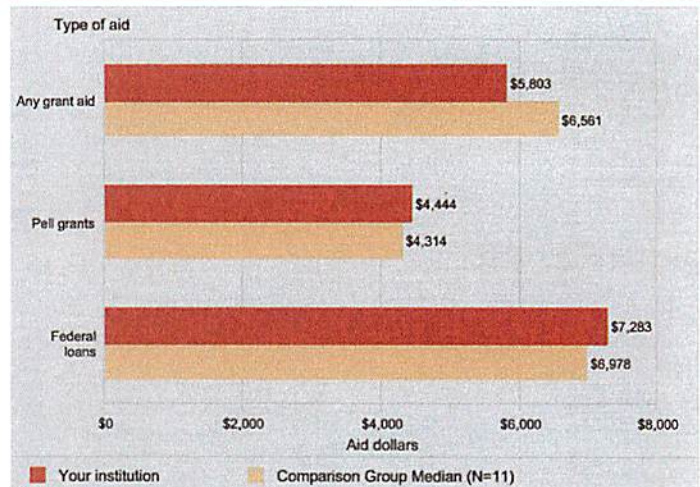
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2011-12, Student Financial Aid component.

Figure 8. Percent of all undergraduates receiving aid by type of aid: 2010-11



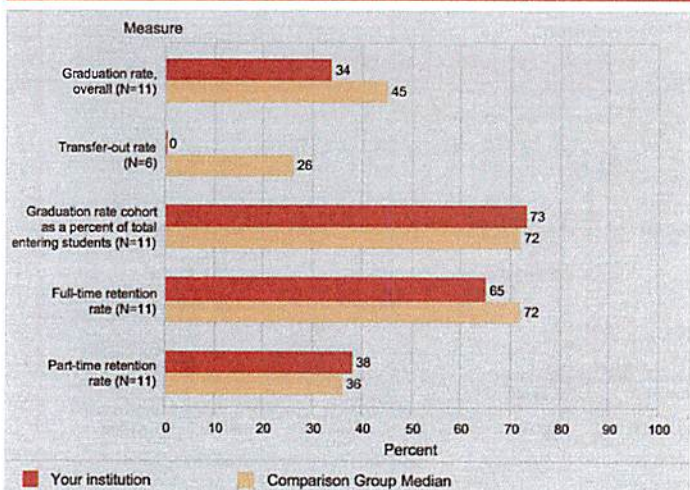
NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. Federal loans includes only federal loans to students. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2011-12, Student Financial Aid component.

Figure 9. Average amount of aid received by all undergraduates, by type of aid: 2010-11



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 2011-12, Student Financial Aid component.

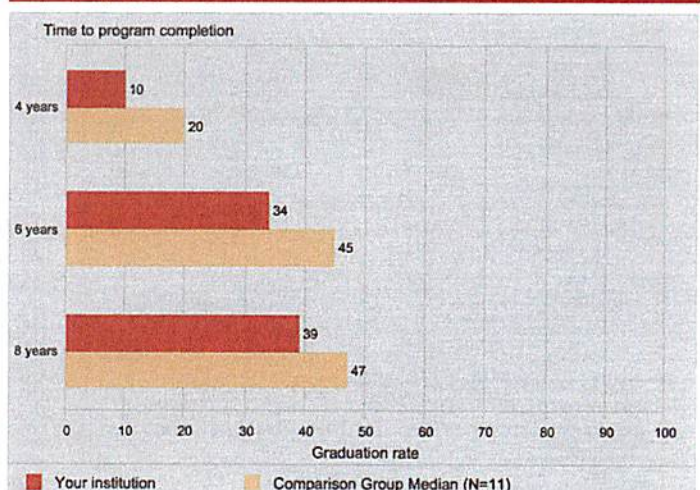
Figure 10. Graduation rate and transfer-out rate (2005 cohort); graduation rate cohort as a percent of total entering students and retention rates of first-time students (Fall 2011)



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 2012, 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: 2003 cohort

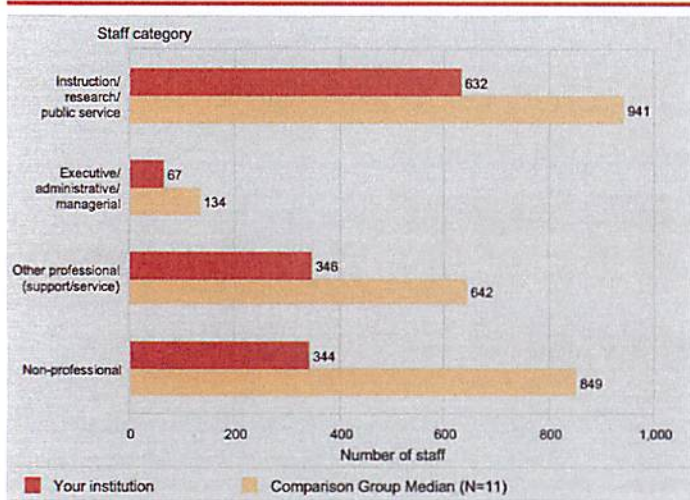


NOTE: The 6-year graduation rate is the Student Right-to-Know (SRK) rate; the 4- and 8-year rates are calculated using the same methodology. For more information see the Methodological Notes at the end of the report. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2012, 200% Graduation Rates component.

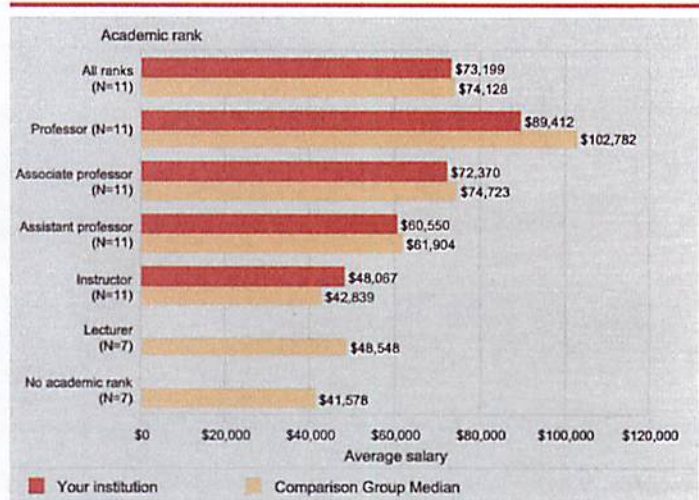
IPEDS DATA FEEDBACK REPORT

Figure 12. Full-time equivalent staff, by assigned position: Fall 2011



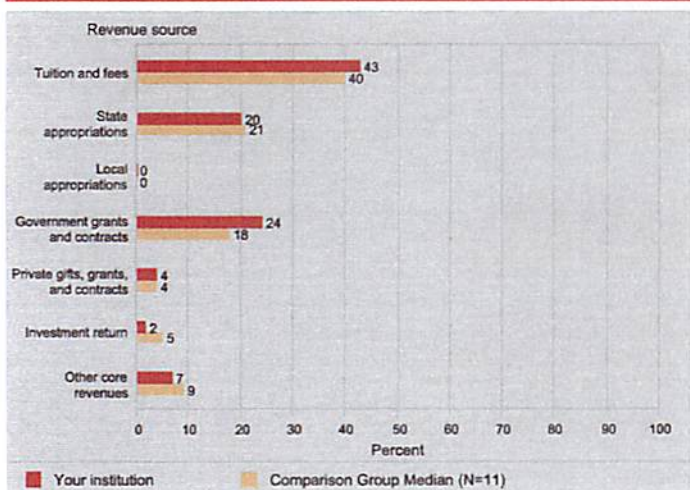
NOTE: Graduate assistants are not included in this figure. For information on the calculation of FTE of staff, see the Methodological Notes. N is the number of institutions in the comparison group.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2011-12, Human Resources component.

Figure 13. Average salaries of full-time instructional staff equated to 9-month contracts, by academic rank: Academic year 2011-12



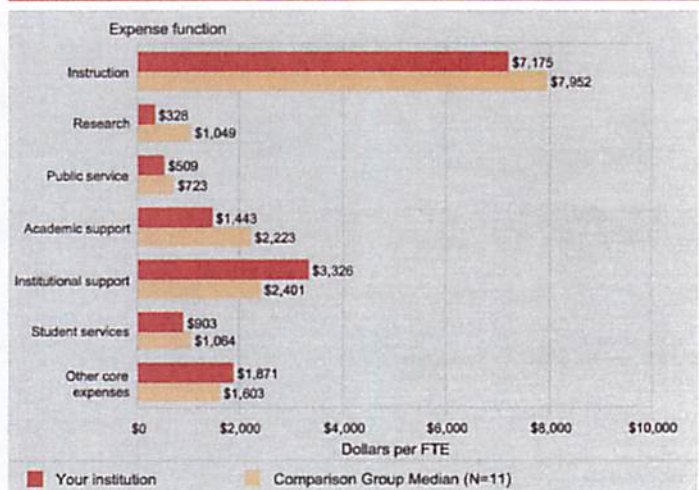
NOTE: Average full-time instructional staff salaries for 11/12-month contracts were equated to 9-month average salaries by multiplying the 11/12-month salary by .8182. Salaries based on less than 9-month contracts are not included. Medical school salaries are not included. N is the number of institutions in the comparison group.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2011-12, Human Resources component.

Figure 14. Percent distribution of core revenues, by source: Fiscal year 2011



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 2012, Finance component.

Figure 15. Core expenses per FTE enrollment, by function: Fiscal year 2011



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 2011, 12-month Enrollment component and Spring 2012, Finance component.

METHODOLOGICAL NOTES

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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

Admissions and Test Score Data

Admissions and test score data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. Applicants include only those students who fulfilled all requirements for consideration for admission and who were notified of one of the following actions: admission, non-admission, placement on a wait list, or application withdrawn (by applicant or institution). Admitted applicants (admissions) include wait-listed students who were subsequently offered admission. Early decision, early action, and students who began studies during the summer prior to the fall reporting period are included. Institutions report test scores only if they are required for admission.

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.

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IPEDS DATA FEEDBACK REPORT

Endowment Assets

Endowment assets, for public institutions under GASB standards, and private, not-for-profit institutions under FASB standards, include gross investments of endowment funds, term endowment funds, and funds functioning as endowment for the institution and any of its foundations and other affiliated organizations. Private, for-profit institutions under FASB do not hold or report endowment assets.

Equated Instructional Staff Salaries

Total salary outlays for full-time instructional staff on 11/12-month contracts were equated to 9-month outlays by multiplying the outlay for 11/12-month contracted instructional staff by 0.8182. The equated outlays were then added to the outlays for 9/10-month instructional staff to determine an average salary for each rank. Salaries are not included for medical school staff or staff on less-than-9-month contracts.

FTE for 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 for Staff

The full-time equivalent (FTE) of staff is calculated by summing the total number of full-time staff from the Employees by Assigned Position (EAP) section of the Human Resources component and adding one-third of the total number of part-time staff.

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, 2011, 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.

Student-to-Faculty Ratio

The guidance provided to institutions for calculating their student-to-faculty ratio is as follows: the number of FTE students (using Fall Enrollment data) divided by the total FTE instructional staff (using the total Primarily instruction + Instruction/research/public service staff reported on the EAP section of the Human Resources component and adding any not primarily instructional staff that are teaching a credit course). For this calculation, FTE for students is equal to the number of full-time students plus one-third the number of part-time students; FTE for instructional staff is similarly calculated. Students enrolled in "stand-alone" graduate or professional programs (such as medicine, law, veterinary, dentistry, social work, or public health) and instructional staff teaching in these programs are excluded from the FTE calculations.

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

IPEDS data are not collected under a pledge of confidentiality. 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/>.

MEMORANDUM

DATE: November 7, 2012

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

FROM: Peter J. Kasvinsky, PhD, Associate Provost for Research
Edward Orona, PhD, Director, Office of Grants and Sponsored Programs (OGSP)

RE: **FY 2012-13 – 1st Quarter OGSP Report**
(Grant Activity from July 1, 2012 – Sept. 30, 2012)

Attached is the FY13 First 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.

1st Quarter Submissions: \$5,086,118 (23 submitted proposals)

During this first quarter, there was a slight decrease in the number of grant submissions, requesting a lesser number of funds compared to FY12.

Notable submissions:

- Dr. Lauren Cummins (Teacher Education) and colleagues submitted to the U.S. Dept. Education (USDE) for the partnership "Valley Sunflower Project". (\$296,338)
- Dr. Ruigang Wang Career (Dept. Chemistry) to the National Science Foundation for a multi-year "Career" Research grant (\$578,713)
- Dr. Ganesaratnam Balendiran (Dept. Chemistry) submitted to the NSF for research on the "Engineered Pathway for Biofuel Production from Inedible Biomass" (\$297,843)
- Ms. Arlene Floyd (Associate Degree and Tech Prep Programs) submitted to USDE for the YSU Upward Bound Math and Science Center (\$1,250,000)

1st Quarter Awards: \$1,892,388 (28 grants)

There were several noteworthy grant awards during this First Quarter:

- Dr. Virgil Solomon (Dept. Mechanical & Industrial Engineering) - NSF grant award, \$444,555 "Acquisition of a VP-SEM for Multidisciplinary Nanotechnology Research and Education"
- Dr. Stephen Rodabaugh, (Associate Dean, STEM) Choose Ohio First Scholarship Program, the Ohio Board of Regents, \$336,000.
- Dr. Sherri Harper-Woods, Upward Bound Program, USDE award for FY13, \$249,998

Awards: Year-To-Date (YTD)

These first quarter totals demonstrate significant success, representing a **32% increase** in dollars received compared to the same quarter last year. The funded grant awards totaled **\$1,892,388**.

YOUNGSTOWN STATE UNIVERSITY

School of Graduate Studies and Research

Office of Grants and Sponsored Programs

FIRST QUARTER REPORT - FY2012-2013

July 1, 2012 - September 30, 2012

EXECUTIVE SUMMARY

First Quarter Report - FY2012-2013

July 1, 2012 - September 30, 2012

(Includes previous year comparison)

FUNDED PROPOSALS (Number)

	<u>FY2011-2012 - First Quarter</u> 7/1/2011-9/30/2011		<u>FY2012-2013 - First Quarter</u> 7/1/2012-9/30/2012	
TOTAL PROPOSALS	\$	1,424,062 (33)	\$	1,892,388 (28)
	<u>YTD - FY2011-2012</u> 7/1/2011-9/30/2011		<u>YTD - FY2012-2013</u> 7/1/2012-9/30/2012	
TOTAL PROPOSALS	\$	1,424,062 (33)	\$	1,892,388 (28)

SUBMITTED PROPOSALS (Number)

	<u>FY2011-2012 FirstQuarter</u> 7/1/2011-9/30/2011		<u>FY2012-2013 First Quarter</u> 7/1/2012-9/30/2012	
TOTAL PROPOSALS	\$	6,593,486 (28)	\$	5,086,118 (23)
	<u>YTD - FY2011-2012</u> 7/1/2011-9/30/2011		<u>YTD - FY2012-2013</u> 7/1/2012-9/30/2012	
TOTAL PROPOSALS	\$	6,593,486 (28)	\$	5,086,118 (23)

PROPOSALS FUNDED FROM EXTERNAL SOURCES

First Quarter Report - FY2012-2013

July 1, 2012 - September 30, 2012

<u>PRINCIPAL INVESTIGATOR</u>	<u>DEPARTMENT</u>	<u>FUNDING SOURCE</u>	<u>PROJECT TITLE</u>	<u>AWARD</u>
Andrews, James	Physics & Astronomy	National Science Foundation through Case Western Reserve University	NSF-STC Center for Layered Polymeric Systems (CLiPS)	\$ 40,000
Armstrong, Felicia	Geological & Environmental Sciences	Western Reserve Resource Conservation and Development Council	CLEAN Corps Program	10,500
Aurilio, Louise	Nursing	U.S. Department of Health & Human Services/Health Resources and Services Administration	Nurse Anesthetist Traineeship Program	17,370
Brady, Philip	English	Ohio Arts Council	Poetry Center Educational Outreach	1,444
Bralich, John	Center for Urban & Regional Studies	City of Youngstown Community Development Association	City of Youngstown Data & Mapping Services FY2013	25,000
Brothers, Leslie	McDonough Museum of Art	Ohio Arts Council	OAC Sustainability Grant FY2011-2013	10,213
Cretella, Michael	YSU Police Department	The Hine Memorial Fund of the Youngstown Foundation	Wheelchair Transport Vehicle	20,000
Floyd, Arlene	Associate Degree & Tech Prep Programs	Ohio Department of Education through the University of Akron	Tech Prep Support Supplement FY2013	14,475
Floyd, Arlene	Associate Degree & Tech Prep Programs	Ohio Department of Education through the University of Akron	Tech Prep/Programs of Study	86,206
George, Ricky	Center for Human Services Development	U.S. Department of Education through the Ohio Department of Education	Career Paths Afterschool Program at Niles Middle School--Year 3	200,000
George, Ricky	Center for Human Services Development	U.S. Department of Education through the Ohio Department of Education	Positive Steps Afterschool Program at Brookfield Middle School--Year 3	200,000
Harper-Woods, Sherri	Upward Bound	U.S. Department of Education	Upward Bound at Youngstown State University FY2013	249,998
Jalali, Jalal	Electrical & Comput	U.S. Department of Energy through the University of Minnesota	Revitalizing Power Engineering by State-of-the-Art Laboratories	8,333
Keck, Rebecca	SMARTS	The Hine Memorial Fund of the Youngstown Foundation	SMARTS Rhythms	53,496
Keck, Rebecca	SMARTS	City of Youngstown Community Development Agency	SMARTS Free Public Programming	15,000

King, Tammy	College of Health & Human Services	Ohio Board of Regents	Secondary Career-technical Alignment Initiative (SCTAI) - Second Phase	2,500
Licata, Betty Jo	Williamson College of Business	Ohio Department of Development	SBDC Carryover Award	26,500
Licata, Betty Jo	Williamson College of Business	Junior Achievement of Business	Junior Achievement Graduate Assistant Intern	7,500
Lovlace-Cameron, Sherri	Chemistry	American Chemical Society	American Chemical Society Project SEED FY2013	7,000
Mincher, Jeanine	Human Ecology	Academy of Nutrition & Dietetics	Football, Fitness, and Your Future	10,000
Pallante, Martha	History	Home Savings Charitable Foundation	Home Savings & Loan Archives Project	10,000
Rodabaugh, Stephen	College of STEM	Ohio Board of Regents	Choose Ohio First Scholarship Program FY2012	336,000
Schaper, Michele	Center for Human Services Development	U.S. Department of Housing and Urban Development	Homeless Management Information System Renewal	50,308
Schaper, Michele	Center for Human Services Development	U. S. Department of Housing & Urban Development through the City of Youngstown Community Development Agency	Homeless Management Information System Emergency Solutions Grant FY11-12, Second Allocation	4,846
Schaper, Michele	Center for Human Services Development	U.S. Department of Housing and Urban Development through the City of Youngstown Community Development Agency	HMIS-HPRP Recovery--Second Addendum	12,566
Solomon, Virgil	Mechanical & Industrial Engineering	National Science Foundation	Acquisition of a VP-SEM for Multidisciplinary Nanotechnology Research and Education	444,555
Tritico, Hans	Civil/ Environmental & Chemical Engineering	Ohio Department of Transportation	Identifying Culvert Design Parameters that Correlated with Fish Passage Success	34,678
Wang, Ruigang	Chemistry	American Chemical Society Petroleum Research Fund	Morphology-controllable Synthesis and Characterization of Low-temperature Active Rare-earth Oxide Nanocatalysts	33,900

Total Proposals Funded from External Sources - FY2012-2013

\$ 1,892,388 (28)

PROPOSALS SUBMITTED TO EXTERNAL FUNDING SOURCES

First Quarter Report - FY2012-2013

July 1, 2012 - September 30, 2012

<u>PRINCIPAL INVESTIGATOR</u>	<u>DEPARTMENT</u>	<u>FUNDING SOURCE</u>	<u>PROJECT TITLE</u>	<u>AMOUNT</u>
Armstrong, Felicia	Geological & Environmental Studies	Western Reserve Resource Conservation and Development Council	CLEAN Corps Program	\$ 10,500
Arslanyilmaz, Abdurrahman	Computer Science and Information Systems	National Science Foundation	STEMENTOR: A Science-based Mentoring Project	1,222,650
Balendiran, Ganesaratnam	Chemistry	National Science Foundation	Engineered Pathway for Biofuel Production from Inedible Biomass	297,843
Beiersdorfer, Raymond	Geological & Environmental Studies	Consortium for Ocean Leadership	The 2013 Penguin Bowl: OH/PA/KY Regional Competition of the National Ocean Sciences Bowl	15,000
Bralich, John	Center for Urban & Regional Studies	City of Youngstown, Ohio	Youngstown Code Enforcement and Demolition Data Sharing Feasibility Study	15,000
Bralich, John	Center for Urban & Regional Studies	Young Men's Christian Association	YMCA Community Needs Assessment FY13	7,844
Buchanan, Jeffrey	English	Ohio Humanities Council	YSU English Festival	15,540
Byers, Joy	Campus Recreation and Student Programming	Drug-Free Action Alliance	Buzzkill: Serve Under 21 and the Party's Over	2,000
Cretella, Michael	Police	Youngstown Foundation	Wheelchair Transport Vehicle	20,000
Cummins, Lauren	Teacher Education	U.S. Department of Education	Valley Sunflower Project	295,338
Finnerty, Thomas	Center for Urban & Regional Studies	Brookfield Township	Brookfield Township, Hubbard Township, and the City of Hubbard Police Department Consolidation Study	30,000
Floyd, Arlene	Associate Degree & Tech Prep Programs	U.S. Department of Education	YSU Upward Bound Math and Science Center	1,250,000
Keck, Rebecca	SMARTS	PNC Foundation	Green Skies Blue Trees Early Childhood Professional Development	10,000
King, Tammy	Bitonte College of Health & Human Services	Ohio Board of Regents	Secondary Career-Technical Alignment Initiative (SCTAI) - 2nd Phase	2,500
Licata, Betty Jo	Williamson College of Business	Junior Achievement	Junior Achievement Graduate Assistant Intern	7,875
Mamula, Dan	Center for Urban & Regional Studies	Youngstown Foundation	Mahoning River Corridor Initiative Brownfield Project	50,000
North, Melvin/ Chordas, Ronald	Metro College/ Center for Urban & Regional Studies	Community Foundation of the Mahoning Valley	Project Getting Ahead FY13	95,800
Oder, Tom	Physics & Astronomy	Department of Defense-- DURIP	A Plasma Etching System for Research and Education at Youngstown State University	254,950

Rodabaugh, Stephen	College of STEM	Ohio Board of Regents	Choose Ohio First Scholarship Program FY2012	336,000
Rosales, Rocio	Psychology	Organization for Autism Research	Evaluation of a Derived Stimulus Relations Program for Classroom Instruction in Learners with ASD	27,595
Wang, Ruigang	Chemistry	National Science Foundation	Rare-Earth Metal Oxides (Ce, Pr, Tb): Shape/Size-controlled Synthesis and Shape-Reactivity Correlation Study Towards Catalysis	578,713
Wang, Ruigang	Chemistry	National Science Foundation/U.S. Department of Energy	Catalyst Design for Low-temperature Efficient Automotive Catalytic Converter	355,570
Wang, Ruigang	Chemistry	National Science Foundation	Shape/Size-Controlled Synthesis, Engineered Defects, and Redox Chemistry in Cerium-based Oxides Nanocatalyst	185,400
Total Proposals Submitted to External Funding Sources FY2012-2013				\$ 5,086,118 (23)

CURRENT ACCREDITATION ACTIVITY AND HIGHER LEARNING COMMISSION UPDATE

December 2012

Summary of recent site visits:

- ETAC-ABET granted continuing accreditation in August 2012. CCET (BSAS) has been accredited through September 2018. CCET (AAS), EET (AAS), EET (BSAS), MET (AAS), and MET (BSAS) are accredited through September 2014.
- The BSW program was evaluated by an on-campus CSWE site-visitor on October 8, 2012. The site-visitor report was sent to the commissioners of CSWE with the program's written response. Determination of reaffirmation of accreditation is anticipated in February 2013.

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 9-12, 2006. In October 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.
Business AACSB International—The Association to Advance Collegiate Schools of Business Education	AACSB requires institutions to undergo “maintenance of accreditation” every five years. In April 2011, the AACSB reaffirmed accreditation of undergraduate and graduate business programs for another six years. The next visit will be in 2014-2015. The letter from AACSB commends the WCBA and 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.”
Chemistry American Chemical Society (ACS)	An annual report is submitted each August/September. A periodic, five-year program review was submitted in July 2009.
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 is expected October 2012.

<p>Counseling Council for Accreditation of Counseling and Related Educational Programs (CACREP)</p>	<p>Self-study submitted Dec. 2005; site visit conducted May 7-10, 2006. 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. Self-study for accreditation of the master's-level Student Affairs Leadership and Practice option was submitted April 2009; additional information submitted 2009-10. CACREP accredited the option for two years in Aug. 2010, requiring an interim report by April 1, 2012. The review was favorable in a response dated July 24, 2012. CACREP extended the accreditation of Student Affairs to match the accreditation date of the other counseling program options until March 31, 2015.</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 American Dietetic Association Commission on Accreditation for Dietetics Education (CADE)</p>	<p>Self-studies for the Coordinated Program in Dietetics, the Didactic Program in Dietetics, and the Dietetic Technician Program submitted August 16, 2010. Site visit took place October 31 – November 2, 2010. In June 2011, CADE granted full accreditation for all three programs. Interim reports were due in September 2011, and in July 2013 for the Coordinated Program in Dietetics and the Didactic Program in Dietetics. An interim report is required for the Dietetic Technician program in 2013. The 5-year midpoint Program Assessment Report is due in 2015. The next site visit will be in 2020. CADE accepted interim reports submitted in September 2011.</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 Technology 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 EMT program was granted full accreditation for five years.</p> <p>CoAEMSP awarded the program continuing accreditation on November 17, 2006. Reaccreditation self-study was due February 1, 2011. Site visit was conducted May 2-3, 2011. The site team reported no citations at the exit meeting. CAAHEP awarded a full five-year accreditation.</p>

<p>Engineering Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET)</p>	<p>All programs fully accredited through September 30, 2014. By January 31, 2013, YSU must request a regular visit to review all engineering programs. A self-study report must be submitted to ABET by July 1, 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), MET (AAS), and MET (BSAS) are accredited through Sept. 30, 2014, and are required to initiate a reaccreditation report evaluation through a request by January 31, 2013, with a report submitted by July 1, 2013.</p>
<p>Foreign Languages NCATE Accreditation for French Education, Italian Education, and Spanish Education</p>	<p>NCATE granted national recognition with conditions in 2010. On March 15, 2012, YSU sent reports to show that those conditions have been met. YSU again received national recognition with conditions and must re-submit by March 15, 2013. The addition of a Second Language Acquisition specialist, who is supervising student teaching, should help greatly in YSU achieving unqualified national recognition this time.</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 their degree requirements Spring 2013. No other cohorts will be accepted. Accreditation requires that the program remain intact until the end of spring 2014.</p>
<p>Human Ecology American Association of Family and Consumer Sciences (AAFCS)</p>	<p>Self-study for initial 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) submitted August 2006; accepted November 2006. Site visit conducted April 15-19, 2007. AAFCS granted full 10-year accreditation in October 2007; next-self study due 2016. The most recent required biannual progress report was submitted January 16, 2012, and accepted April 13, 2012.</p>
<p>Medical Assisting Technology American Association of Medical Assistants (AAMAE)/Commission on Accreditation of Allied Health Education Programs (CAAHEP)</p>	<p>Most recent accreditation July 2004. Reaccreditation self-study is due January 6, 2013. The site visit is scheduled for May 6-7, 2013.</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 is due to the NASM national office in May 2013. 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 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 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 April 2012, YSU submitted the self-study documents for reaffirmation of accreditation for the BSW program to the Council on Social Work Education. The BSW program was evaluated by an on-campus CSWE site-visitor on October 8, 2012. The site-visitor report was sent to the commissioners of CSWE with the program's</p>

	<p>written response. Determination of reaffirmation of accreditation is anticipated February 2013.</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.</p>

Update on Higher Learning Commission Accreditation and YSU’s Participation in the Higher Learning Commission Academy for the Assessment of Student Learning

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

- General Education:** Progress continues on the two initiatives begun last year to assess the general education program. As part of the Repository of Assessment Documents (ROAD) project, more than 600 writing samples from the second English composition course (ENGL 1551) have now been evaluated. Writing samples from the spring 2011 semester, the fall 2011 semester, and the spring 2012 semester have been scored. The results from the evaluations of the writing samples have already prompted some modifications in the composition program. For example, an effort is underway to encourage more consistency in the course’s final assignment across all instructors’ sections. Pedagogical discussions of certain writing skills (teaching paraphrasing, for instance) will receive greater attention during the English Department’s fall faculty workshops.

In spring 2012, writing samples from a small, selected group of upper-division classes were evaluated. The Writing Center coordinator met with the general education committee in fall 2012 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, the instructions for submission were modified, a ROAD FAQ for upper-division classes was created, and an effort was made to identify potential ROAD liaisons in every department. As of fall 2012, the upper-division portion of the ROAD project is fully operational, and submissions of writing samples are anticipated from all previously identified upper-division classes.

The second initiative involves assessment of the general education knowledge domains. 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 will begin in November 2012. 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, and both surveys will be distributed in spring 2013.

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:** Academic programs refined and streamlined their student learning outcomes. In 2011-12, departments also developed and submitted curricular maps aligning program learning outcomes with specific courses. One hundred percent of academic departments resubmitted their learning outcomes, and over 95% have provided curriculum maps to the Office of Assessment. All program learning outcomes and curriculum maps are available on the Office of Assessment website at: <http://web.yosu.edu/assessment/locm>.

The non-academic and academic units have entered their reporting and review cycles; non-academic reports were due August 15, and academic reports were due October 31. Thirty-nine Assessment Council members and volunteer reviewers from across campus will review and provide feedback on all 185 reports and plans this fall. Information on reporting rates and the quality of the submitted reports will be available in early 2013.

Beginning this past August, assessment reporting has been streamlined and reporting was done via an online system. This reporting method will save time in the review and feedback process and allow for more powerful analysis of assessment report data for accreditation and continuous improvement.

- **Student Satisfaction Survey:** The Noel-Levitz Student Satisfaction and Priorities Inventory was launched April 18. All undergraduate students were invited to participate, and promotion of the survey occurred across campus. The response rate was 18.5%, with 2,208 students participating. The survey asks students about the importance of and their satisfaction with various areas of their college experience. Data collected will be used to provide a profile of the university's areas of strength as well as areas for improvement. Results of this survey may serve as a metric for the 2011-20 Strategic Plan, Student Success Cornerstone, Theme 2. Preliminary results will be shared at a Student Affairs brown bag workshop on November 14, 2012, with additional workshops planned.
- **Student Survey on Future Plans:** The Office of Assessment administered the Future Plans Survey to all graduating students in April and May 2012. In 2012, the response rate was

31% (up from 24% in 2011 and 30% in 2010). Results will be shared and discussed with campus groups in spring 2013.

- **Annual Assessment Survey:** The annual campus-wide evaluative survey on assessment was modified in 2012 to clarify questions, re-calibrate the scale, and add a response category of *not sure or not applicable*, which was very useful. Response rates to this annual survey (42% for faculty and 32% for staff in 2012) are the highest they have ever been. Ninety-one percent of faculty and 86% of staff characterize assessment processes in their departments as positive, and 81% of faculty and 100% of staff characterize assessment processes across campus as positive.
- **HLC Assessment Academy:** YSU's Academy Team submitted a final Impact Report to the Higher Learning Commission's Academy for the Assessment of Student Learning in August 2012. The report outlines progress made in the two main YSU projects over the past four years: engaging the campus in a culture of assessment and revision and assessment of the general education model. The HLC Academy mentor provided a written response to the Impact Report in September 2012, and the YSU Academy Team participated in an exit interview with him via telephone in October 2012. In both cases, although the HLC Academy mentor indicated that YSU has made very good progress toward its goals, he emphasized the need to continue and expand upon the work underway after Academy participation is complete.

In November 2012, six members of the YSU Assessment Academy Team will summarize the results of YSU's four-year project to mentors of the Higher Learning Commission in St. Charles, Illinois, at the HLC Academy Results Forum. A major activity of the Forum will be to finalize the Sustainability Plan draft begun in August 2012. The Sustainability Plan will outline strategies to continue assessment of student learning efforts begun during participation in the HLC Academy.

- **Final determination** of whether participation in the HLC Academy has satisfied concerns raised following the 2008 HLC Site Team visit will be made after YSU participates in the November 2012 Results Forum.

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. See "Selection of Higher Learning Commission Accreditation Pathway" on the Academic Quality and Student Success Committee Agenda.

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 “quality initiative” from an approved Higher Learning Commission “menu,” or proposing a substantial quality initiative that we ourselves would like to undertake). 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
DECEMBER 2012**

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:

- Curriculum modifications to establish two tracks within the BSBA in Finance (Financial Management Track and Certified Financial Planner Track)
- Curriculum modifications for the BSAS in Forensic Science
- Curriculum modifications for the BA in Journalism
- Curriculum modifications for the BA in Professional Writing and Editing (PWE)
- Curriculum modifications to the Emergency Medical Services certificate and associate degree to align with new state education requirements and standards
- Approval to offer Dietetic Technician program at Lorain County Community College beginning January 2013

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.

- YSU's Board of Trustees approved the full proposal for a **Master of Arts in Interdisciplinary Communication** on March 14, 2012. Presentation to the Board of Regents passed unanimously. Chancellor Jim Petro authorized the program on July 24, 2012. Implementation will take place in Spring 2013.
- A full proposal for a **Master of Arts in Gerontology** has been approved at all levels of campus review and has been circulated to RACGS for comment. The program is preparing the Response Document for oral presentation at RACGS in Columbus in November.
- 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.

- Preliminary discussions to initiate a **Master of Science in Actuarial Science** in the Department of Mathematics have begun prior to developing a new PDP for this degree.
- A PDP for a **Master of Engineering Physics** is being revised for resubmission to RACGS now that the new faculty positions needed to staff the program have been allocated.

TO: Cynthia E. Anderson, President
FROM: Ikram Khawaja, Provost and Vice President for Academic Affairs *IK*
DATE: November 8, 2012
SUBJECT: TENURE RECOMMENDATIONS

I recommend the granting of tenure to the 20 faculty members listed below who have been reviewed and recommended by their respective colleagues, chairpersons, and deans.

COLLEGE OF BUSINESS ADMINISTRATION

Patrick Bateman Department of Management
Guohong (Helen) Han Department of Management
Karin Petruska Department of Accounting and Finance
Xiaolou Yang..... Department of Accounting and Finance

COLLEGE OF EDUCATION

Leah Gongola Department of Counseling, Special Education and School Psychology

COLLEGE OF FINE AND PERFORMING ARTS

Rebecca Curnalia Department of Communication
Joseph D'Uva Department of Art
Jeffrey Tyus Department of Communication

COLLEGE OF HEALTH AND HUMAN SERVICES

Suzanne Leson Department of Human Ecology
Keisha Robinson Department of Health Professions
Patricia Wagner Department of Criminal Justice and Forensic Sciences
Mary Yacovone Department of Health Professions

COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

Christopher Barzak Department of English
Julie Boron..... Department of Psychology
Alyssa Lenhoff Department of English

COLLEGE OF SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS

Xiangjia Min..... Department of Biological Sciences
Graciela Perera..... Department of Computer Science and Information Systems
Ian Renne..... Department of Biological Sciences
Nina Stourman..... Department of Chemistry
Thomas Wakefield..... Department of Mathematics and Statistics

APPROVED DISAPPROVED, as specified

Cynthia E. Anderson
Cynthia E. Anderson, President

11-9-2012
Date

Dr. Frank Ragozzine, Department of Psychology, received a split vote for tenure by the tenured peers in his department by the following votes:

4 (four) No
4 (four) Yes
0 (zero) Abstaining

Dr. Ragozzine did not receive a positive recommendation for tenure from his department chairperson, Dr. Karen Giorgetti, or from his college dean, Dr. Shearle Furnish. I concur with the chair and dean, and I do not make a positive recommendation to you regarding tenure for Dr. Ragozzine.

Dr. Min Li, Department of Sociology, Anthropology and Gerontology, received a positive vote for tenure by the tenured peers in her department by the following votes:

0 (zero) No
6 (six) Yes
0 (zero) Abstaining

Dr. Li did not receive a positive recommendation for tenure from her department chairperson, Dr. Qi Jiang, or from her college dean, Dr. Shearle Furnish. I concur with the chair and the dean, and I do not make a positive recommendation to you regarding tenure for Dr. Li.

Dr. Yogendra Panta, Department of Mechanical & Industrial Engineering, received a positive vote for tenure by the tenured peers in his department by the following votes:

1 (one) No
5 (five) Yes
0 (zero) Abstaining

Dr. Panta did not receive a positive recommendation for tenure from his department chairperson, Dr. Hazel Marie, or from his college dean, Dr. Martin Abraham. I concur with the chair and the dean, and I do not make a positive recommendation to you regarding tenure for Dr. Panta.

TO: Cynthia E. Anderson, President
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DATE: November 8, 2012
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Ian Renne Department of Biological Sciences
Nina Stourman Department of Chemistry
Thomas Wakefield Department of Mathematics and Statistics

APPROVED DISAPPROVED, as specified

Cynthia E. Anderson
Cynthia E. Anderson, President

11-9-2012
Date

Dr. Frank Ragozzine, Department of Psychology, received a split vote for tenure by the tenured peers in his department by the following votes:

- 4 (four) No
- 4 (four) Yes
- 0 (zero) Abstaining

Dr. Ragozzine did not receive a positive recommendation for tenure from his department chairperson, Dr. Karen Giorgetti, or from his college dean, Dr. Shearle Furnish. I concur with the chair and dean, and I do not make a positive recommendation to you regarding tenure for Dr. Ragozzine.

Dr. Min Li, Department of Sociology, Anthropology and Gerontology, received a positive vote for tenure by the tenured peers in her department by the following votes:

- 0 (zero) No
- 6 (six) Yes
- 0 (zero) Abstaining

Dr. Li did not receive a positive recommendation for tenure from her department chairperson, Dr. Qi Jiang, or from her college dean, Dr. Shearle Furnish. I concur with the chair and the dean, and I do not make a positive recommendation to you regarding tenure for Dr. Li.

Dr. Yogendra Panta, Department of Mechanical & Industrial Engineering, received a positive vote for tenure by the tenured peers in his department by the following votes:

- 1 (one) No
- 5 (five) Yes
- 0 (zero) Abstaining

Dr. Panta did not receive a positive recommendation for tenure from his department chairperson, Dr. Hazel Marie, or from his college dean, Dr. Martin Abraham. I concur with the chair and the dean, and I do not make a positive recommendation to you regarding tenure for Dr. Panta.