

**BOARD OF TRUSTEES
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James P. Tressel, *Ex-Officio***

**Tuesday, June 2, 2015
2:00 p.m. or immediately following
previous meeting**

**Tod Hall
Board Meeting Room**

AGENDA

- A. Disposition of Minutes for Meetings Held February 24, 2015; and March 11, 2015**
- B. Old Business**
- C. Subcommittee Item**
 - 1. Discussion Items**
 - a. Internal Audit Report of Academic Processes** **Tab 1**
Packer Thomas, will report.
 - b. Internal Audit Scope for Fiscal Year 2015-2016**
Packer Thomas, will report.
 - c. Update on GASB 68** **Tab 2**
Katrena Davidson, Controller, will report.
 - d. Strategic Plan Cornerstone Dashboard Update** **Tab 3**
Cornerstone Chair: Jack Fahey, Vice President for Student Success and Student Experience, will report.
- D. New Business**
- E. Adjournment**

AGENDA ITEM: C.1.a.

AGENDA TOPIC: Internal Audit Report of Academic Processes

CONTACT(S): Representatives from Packer Thomas

BACKGROUND: An audit of academic processes was recently completed by Packer Thomas.

SUMMARY AND ANALYSIS: During our audit of Academic Processes, we focused our audit efforts in areas on managing resources, improving efficiencies and management of faculty.

Currently the University does not have a process in place to analyze financial data, including the allocation of revenue and expenditures, at the college, department, academic major, or student level. In times of budget shortfalls, this is an important tool to have in place. Through our audit procedures, we learned the Information Technology Department is currently in the process of developing a revenue/cost system; however it is not far enough along to provide meaningful information. We recommend that the revenue/cost system be completed and implemented and used as a tool to analyze financial data at lower levels. In addition, consideration should be given to participating in the National Study of Instructional Costs and Productivity ("Delaware Cost Study"), which will compare amongst other things, faculty teaching loads and instructional costs within the academic areas to key benchmarks from other participating Universities.

A manual system is used to calculate faculty teaching hours, track faculty non-teaching time, and calculate and track total faculty workload. The manual process is inefficient, and in addition, such data is not accurately available until after the academic year is complete and therefore is not available for timely decision making. We recommend that further research be done to determine if the Banner System has the capability to calculate and track teaching hours, non-teaching time, and total faculty workload, and if the system does, then the use of the system should be implemented.

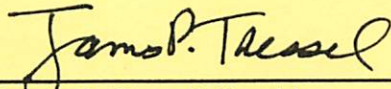
The University does not perform an in-depth formal academic program review. The purpose of the program review is to examine strengths and challenges of programs and assess the overall quality of such programs. A program review can improve the effectiveness of a program; improve program operations; help determine program needs; and help the University make informed decisions on program proposals, budget requests, and long-term planning. We recommend that the University implement a thorough academic program review process wherein all programs are reviewed on a cyclical basis.

The current process for authorizing the hiring of part time faculty is inefficient, whereby, each semester a paper contract must be obtained and signed by the part time faculty, Chair, Dean and Provost. Due to the large volume of contracts each semester, this process is cumbersome. We recommend that the contracts be electronically generated through the Human Resource system, and the contract routed electronically to the applicable people for electronic signature.

We performed an analysis of the number and level of Administrative Assistants between colleges. The practice of "sharing" resources has been proven to provide organizations with significant savings. We recommend the University review the number and levels of Administrative Assistants in conjunction with other factors that are pertinent to each college to determine that the number of Administrative Assistants within each college meets the needs and objectives of each college and to determine where shared resources can be utilized.

RESOLUTION: N/A – DISCUSSION ITEM ONLY

REVIEWED AS TO FORM AND CONTENT:

A handwritten signature in cursive script that reads "James P. Tressel". The signature is written in dark ink and is positioned above a horizontal line.

James P. Tressel, President



**ACADEMIC
PROCESSES
INTERNAL AUDIT REPORT**

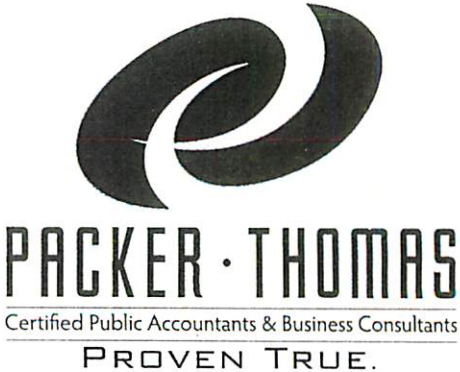
February 9, 2015

DISTRIBUTION

Audit Subcommittee: Ms. Delores E. Crawford, Chair
Mr. David C. Deibel, Vice Chair
Mr. Leonard D. Schiavone

Chairman of the Board of Trustees: Ms. Carole S. Weimer

Management: Mr. James P. Tressel
Dr. Martin A. Abraham
Mr. Neal P. McNally



YOUNGSTOWN STATE UNIVERSITY

ACADEMIC PROCESSES INTERNAL AUDIT REPORT

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Youngstown State University
One University Plaza
Youngstown, Ohio 44555

This report summarizes the results of our internal audit of academic processes. Please review this report. If you have any questions, please call us at (330) 533-9777.

Management has provided their responses to our findings and those responses are included within this report.

We wish to thank the various University staff that assisted us with this audit specifically the staff of the Academic Affairs department for the cooperation that was extended to us during the course of this audit.

PACKER THOMAS
February 9, 2015

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OVERVIEW

An audit of academic processes was recently completed by Packer Thomas. Our procedures were performed as a result of the internal audit scope which was approved by the Audit Subcommittee. Due to the fact that Academics is a broad area to audit we focused our attention on processes that are important to the management of faculty in an effort to determine the efficiency and effectiveness of these processes. The areas of our focus were as follows:

- Non-teaching time
- Workload
- Financial data and analysis as it relates to academic programs
- Review and evaluation of academic programs

Our consideration of internal controls involved assessing the effectiveness and existence of proper internal controls for the following:

- Management oversight
- Safeguarding of assets
- Authorizations
- Monitoring

The procedures performed during our internal audit included interviews with various staff of the Provost office and a sample of department Chairs throughout the University as well as specific testing conducted on various sample sizes. Therefore, our consideration of internal control would not necessarily identify all deficiencies in internal control. However, we have listed below the summary of our findings in three separate categories (as applicable): those that we consider to be issues that require immediate action by management, those that need a timely remedy, and those items for consideration by management based on best practices.

AUDIT FINDINGS & RECOMMENDATIONS - REQUIRING IMMEDIATE ACTION

1. Currently the University does not have a process in place to analyze financial data, including the allocation of revenue and expenditures, to the college, department, academic major, or student level. With decreasing state subsidies and declining enrollment it is important to have pertinent financial data available in order to make strategic decisions. Through our audit procedures, we learned the Information Technology Department is currently in the process of developing a revenue/cost system; however it is not far enough along to provide meaningful information.

We recommend that the completion and implementation of the revenue/cost system be made a high priority. Before the revenue/cost system is made available, the data should be tested and agreed to annual financial records to verify its integrity. Management and Academic Affairs should work with the Information Technology Department to develop reports that will be useful to the University by identifying key benchmarks used by peer institutions. In addition, consideration should be given to participating in the National Study of Instructional Costs and Productivity (“Delaware Cost Study”), which will compare amongst other things, faculty teaching loads and instructional costs within the academic areas to key benchmarks from other participating Universities. The University has participated in the Delaware Study in years past, with the last study done in 2005.

MANAGEMENT RESPONSE

Refer to management response on page 10.



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2. The Banner system (“system”) does not have the capability to calculate faculty teaching hours (“TH”). Therefore the current process does not reflect accurate THs on a timely basis. The proper and timely tracking of THs is important since it is included in the calculation of workload. Full time faculty are required to have a minimum of 12 workload hours per semester, or 24 workload hours per year, with a minimum of 3 hours per semester and 6 hours per year of THs. Therefore, the accuracy of THs is imperative to ensuring faculty resources are being utilized in the most efficient manner and that full time faculty are meeting the minimum hours of instruction as required. Additionally, THs are used in the calculation of overload, part time faculty wages and THs, and tuition fee remission. Although there is a process in place to calculate THs each semester, it is a time consuming manual process, which is subject to error, and it takes months to update and reflect the correct THs in the system.

We recommend the following alternatives be implemented to simplify the TH process and to ensure THs are properly reflected in the system in a timely manner:

- 1) Further research should be done to verify if the system has the capability to calculate THs based on user defined controls, considering such things as enrollment, labs, internships, etc. rather than relying on a manual process. This by far would be the best alternative.
- 2) If the system does not have the capability to calculate THs, consideration should be given to simplifying the calculation of THs so that default hours can be used in the system.
- 3) If THs are required to be manually calculated, we recommend Department Chairs be given limited access to the system to update THs in the system. Another alternative would be to have the Department Chairs utilize excel or a database to update THs which can then be electronically uploaded directly to the system. It is important that THs be properly reflected in the system in a timely manner.

MANAGEMENT RESPONSE

Refer to management response on page 10.

3. Currently, there is no method of tracking non-teaching hours in the system. Non-teaching time includes such things as, time spent on sabbaticals, faculty improvement leaves, research, professional development, outside grants, scholarship; and departmental, college and university program and administrative activities. The process of monitoring non-teaching hours currently involves an excel spreadsheet that tracks the hours from the Faculty Assignment of Non-teaching Duties form. This form is completed by the faculty in the Spring for the upcoming academic year and then approved by the Department Chair, Dean and Provost. This manual labor intensive process is inefficient and does not provide relevant information in a timely manner. As a result, it is difficult to determine if full time faculty have met the required minimum workload of 12 hours per semester and 24 hour per academic year, which includes THs and non-teaching time, and to ensure that faculty are being utilized in the most effective manner possible. Additionally, management is unable to readily determine the cost of non-teaching time to the University.

The following table shows the cost of non-teaching time to the University for the 2013-2014 Academic year, excluding Department Chair time. The calculation is based on the August 2014 non-teaching schedule and was calculated by multiplying the faculty’s wages and fringes by the percentage of the faculty’s non-teaching time. While non-teaching time can be very important component of the University’s mission, it is important to be fully aware of and to monitor the financial cost.



<u>Codes of non-teaching</u>	<u>Code Description</u>	<u>Wages</u>	<u>Fringes</u>	<u>Total</u>
1, 2 & 12	Sabbaticals, Faculty Improvement Leaves, Research Professorships, Professional Development Reassigned Time, New Faculty Development Time	\$ 2,466,014	\$ 812,238	\$ 3,278,252
4 & 10	Outside Grants, Match for Outside Grants	198,745	67,687	266,432
5 & 6	Departmental, College and/or University Level Programmatic Activities	2,058,655	682,364	2,741,019
7 & 8	Departmental, College and/or University Level Administrative Activities	560,944	189,392	750,336
3	Departmental and/or College Time for Scholarship	1,650,953	554,770	2,205,723
9	Union Activities	108,432	36,331	144,763
0	Other	91,412	29,731	121,143
Total		\$ 7,135,155	\$ 2,372,513	\$ 9,507,668

We recommend the following be implemented to simplify the monitoring of non-teaching time:

- 1) We understand that total non-teaching time can be specified in the system; however, the individual categories of non-teaching time cannot. Due to the importance of properly monitoring non-teaching time and the fact that it is included in the calculation of workload, we recommend total non-teaching time for each faculty be inputted into the system. This will enable the Budget Officer to generate annual workload reports for each faculty in a more timely and efficient manner. The categories of non-teaching time for each faculty can be monitored in a separate file as deemed necessary. It would be prudent to allow Department Chairs and Deans to enter their faculty's non-teaching time for each semester based on the Non-teaching Duties form completed by the faculty. Reports can then be generated timely in order to assist in monitoring non-teaching time.
- 2) Once non-teaching time is entered into the system, the University should proactively monitor non-teaching time to ensure faculty are being utilized in the most beneficial manner.
- 3) Consideration should also be given to developing procedures to make the completion of the non-teaching duties form paperless. This will also improve the efficiency of the process.

MANAGEMENT RESPONSE

Refer to management response on page 10.

4. Total workload for each faculty is not stored in the system and is manually tracked, based on the THs and non-teaching hours discussed above. Because of the deficiencies noted above, total workload for each faculty for an academic year is not known until after the academic year is complete. This may result in underload, (underutilization of faculty) or overload which results in overload pay, an additional expense to the University. Therefore, management is unable to properly manage faculty resources to ensure that faculty are being utilized in the most efficient, effective, and cost beneficial manner.

For the 2013-2014 academic year there were 232 hours of underload, which approximates to 2.2% of lost workload. The effect of this results in approximately \$736,000 in wages, \$240,000 in fringes, for a total



of \$976,000 allocable to underload. In addition, faculty had 395 hours in overload for a cost of \$317,000 for the 2013-2014 academic year.

We recommend that faculty workload reports be generated from the system. With the implementation of the recommendations made above regarding THs and non-teaching hours, the ability to generate faculty workload reports from the system would be made possible. Management should review the workload reports prior to the beginning of the semester to ensure union contracts are adhered to and faculty resources are being utilized in the most beneficial manner to the University.

MANAGEMENT RESPONSE

Refer to management response on page 10.

5. The University does not perform an in-depth formal academic program review. The purpose of the program review is to examine strengths and challenges of programs and assess the overall quality of such programs. A program review can improve the effectiveness of a program; improve program operations; help determine program needs; and help the University make informed decisions on program proposals, budget requests, and long-term planning.

We recommend the University implement a thorough academic program review process wherein all programs are reviewed on a cyclical basis. For efficiency, the University's program review cycle may be aligned with the cycles of program accrediting agencies. Amongst other things, the following should be considered for inclusion in the program review:

- a) Description of the program.
- b) Curriculum of the program.
- c) Program effectiveness and student learning outcomes.
- d) Resources and sustainability of the program.
- e) Plans for program improvement.

MANAGEMENT RESPONSE

Refer to management response on page 11.

AUDIT FINDINGS & RECOMMENDATIONS - REQUIRING A TIMELY REMEDY

6. The current process for authorizing the hiring of part time faculty is inefficient. The University hires hundreds of part time faculty each semester. Each semester, a part time faculty assignment agreement ("contract") must be obtained and signed by the part time faculty, Chair, Dean and Provost. Due to the large volume of contracts each semester, this process is cumbersome.

We recommend that part time faculty contracts be electronically generated through the Human Resource system. The contract would then be sent electronically to the applicable personnel for electronic signature. This would expedite the signature process, prevent the loss of paper contracts, help with storage and retrieval of contracts, and would improve the overall efficiency of this process.

MANAGEMENT RESPONSE

Refer to management response on page 11.



7. During our audit procedures, we noted a disparity in the number and level of Administrative Assistants in each college. Administrative Assistants were defined as employees with a position description of Administrative Assistant 1-4, Secretary, Clerk 1, and Executive Secretary. The following table represents a summary of our findings:

College	Number of Administrative Assistants by Title		# of Full time Faculty per Administrative Assistant	# of Part time Faculty per Administrative Assistant	# of Student Credit Hours per Administrative Assistant	# of Student Majors per Administrative Assistant	# of Departments per Administrative Assistant
Williamson College of Business Administration	Secretary	1	6.3	4.7	1,877	245	.50
	Administrative Assistant #1	4					
	Administrative Assistant #2	<u>1</u>					
	Total	6					
College of Liberal Arts and Social Sciences	Secretary	2	9.4	13.8	4,315	216	.82
	Administrative Assistant #1	<u>9</u>					
	Total	11					
Beeghly College of Education	Secretary	1	5.0	12.3	1,551	231	.429
	Executive Secretary	1					
	Clerk	1					
	Administrative Assistant #1	<u>4</u>					
	Total	7					
College of Creative Arts & Communication	Executive Secretary	1	12.0	12.8	2,907	182	.80
	Secretary	1					
	Administrative Assistant #1	<u>3</u>					
	Total	5					
Bitonte College of Health and Human Services	Secretary	4	6.6	15.6	2,599	373	.64
	Administrative Assistant #1	5					
	Administrative Assistant #2	1					
	Administrative Assistant #3	<u>1</u>					
	Total	11					
STEM	Secretary	6	6.8	7.6	2,916	171	.53
	Administrative Assistant #1	10					
	Administrative Assistants #2	<u>1</u>					
	Total	17					

This data should be used in conjunction with other factors that are pertinent to each college. This data alone should not be used to determine the allocation of Administrative Assistants. Significant savings can be achieved by “sharing” resources. For example, an Administrative Assistant can work 3 days a week for one department and the remaining 2 days for another department. Alternatively, an Administrative Assistant can be assigned specific duties that are to be used by various departments. This alternative should also result in more streamlined processes and consistent output. We recommend the University review this data along with other information to determine that the number of Administrative Assistants within each college meets the needs and objectives of each college.



INTERNAL AUDIT REPORT

MANAGEMENT RESPONSE

Refer to management response on page 11.

BEST PRACTICES

1. During our review of the academic processes, it came to our attention that the University has an admission policy whereby if an applicant does not meet certain standards for admission, such as minimum grade point average, or minimum composite ACT or SAT scores, the application is reviewed by the Admission Committee. However, the identification of the applicants to be reviewed by the Admission Committee is dependent on a person reviewing the scores and separating the application into a separate pile. Consideration should be given to writing a report that identifies scores that do not meet the standards. This report can then be used by the Admission Committee.



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INTERNAL AUDIT REPORT

**Management Response to
Packer-Thomas Audit of Academic Division**

**Prepared by
Martin Abraham
Interim Provost and Vice-President of Academic Affairs**

The following comments are keyed to specific recommendations contained within the report. In general, the recommendations received are consistent with the concerns of leadership and staff within the Division, and thus represent areas that we are working to address. However, many of these solutions require significant investment. We are prioritizing our needs so that we can invest in near-term opportunities that will have the greatest return in terms of increasing enrollment and student success, our two greatest priorities at this time.

1. Analyzing financial data.

YSU IT personnel have been working for at least the past year to develop a cost accounting system that properly relates the cost of instruction to the unit. Due to a number of factors, it is my opinion that the effort focused too much on detail. As a result, we don't yet have a workable system.

At my request, and with the support of Interim VP McNally, YSU has again begun participating in the Delaware study. This analysis allows comparison across departments, but more importantly, will allow YSU to compare how each of its departments is doing relative to its peers elsewhere. We should get our first set of data based on our FY15 reporting, but realistically expect to begin getting quality information from our FY16 report.

While more detailed financial information may eventually be required, the lack of any existing data makes it premature to work to obtain data at the level that is currently being developed by IT. They do not have the staff to support the project, and it is unclear what data will be required. Our failure to conduct meaningful program review over the last several years further obscures an understanding of required data. We recommend that the IT financial project be placed on hold while we review the information that is obtained through our participation in the Delaware study.

2, 3, and 4. Tracking faculty teaching and non-teaching hours

Banner has the ability to monitor faculty workload, and there is faculty workload non-teaching capability. It was not fully developed as it was not a priority of the University and resources were not available to spend the time needed to fully develop these modules. Even if the system were implemented, it would take a fair amount of effort to utilize it to obtain useful information. It is also unclear how the information that Banner can generate can be used to enhance our processes. We recognize that a manual system is not desirable.

A more detailed analysis of Banner system capabilities should be completed. We would support evaluating the feasibility of structural reporting changes within the IT Division that make academic computing report directly to the Provost. While such reorganization would provide increased responsiveness to the needs of the academic division, it would no doubt come at a loss of capability in other areas. A more detailed analysis is required to best ascertain appropriate distribution of limited resources.

Regardless of any reorganization, it will not be possible to complete this analysis without the hiring or repurposing of appropriate staff. Reorganization would facilitate repurposing since the mission of the unit would be changed; however, it is unclear if sufficient qualified personnel currently exist within the unit.

Development of customized methods within Banner is not recommended. YSU is not the first university seeking better accounting of faculty workload, and there are no doubt software solutions that already exist to facilitate such processes. A quick review of information available on the web reveals a company known as Digital



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Measures, and their product Activity Insight. It is unclear from a review of the information available on their website if this will serve YSU needs, but further investigation is justified.

Our current reporting method is not too dissimilar from other universities, based on information and forms posted on various websites. It relies on the hard work of chairs to collect and submit the information, and deans to monitor and review. While we have discussed automating this process, there are many courses that have a variable workload based on enrollment. Since our census point is the 14th day of the semester, a final and accurate accounting of faculty workload cannot occur in advance. The academic division is currently working with the Registrar's office to implement a full year scheduling and registration system; this system will make much of the data available at an earlier time and improve tracking and reporting processes.

The manual reporting system is a weakness in our processing. But even worse is that reporting is generally completed after the fact, and thus unavailable to management for decision-making. Changing the reporting to prospective rather than retrospective will require implementation of appropriate reporting tools and a change in culture for management and faculty. However, as described in the previous paragraph, there are limitations to what can be achieved, based on the calculation of workload being dependent on enrollment. Unfortunately, without proper tools being available (and as described previously, it is unclear that proper tools exist, can be purchased or reasonably developed), improved tracking will continue as a long-term effort.

5. Academic Program Review

Accreditation driven programs have continued to conduct program review as a component of their accreditation activities. YSU has also substantially enhanced its efforts in program assessment, including establishing an assessment office that works with each department to ensure completion of an annual assessment report. However, no organized University-wide program review has been completed during my time at YSU (now approaching eight years).

Currently, YSU has requested that each program complete a program improvement plan which was required and received by the end of March 2015. These plans, in conjunction with our participation in the Delaware study, will form the basis on which to implement a program review process that will begin in the 2015-16 academic year.

6. Hiring part-time faculty

Human resources personnel are working to implement PeopleAdmin for generating part-time faculty contracts. We already use PeopleAdmin for hiring of new part-time faculty. After consultation with HR staff, we are confident that an automated system for assignment of part-time faculty can be implemented as personnel time is made available. This process is not simple, however, as it requires the integration of two separate tracking systems; one to pull data from the personnel system and the other to integrate with the student registration system. Such action could be facilitated by increasing staff resources for academic computing, although current budget constraints limit the amount of staff resources currently being added to support such needs.

We would welcome a system that would reduce the need for manual processing of part-time faculty agreements, and would also support the use of such a system for processing of graduate student hiring documents, as well.

7. Administrative support across colleges

As YSU processes have become decentralized, college staff has been asked to take on a greater share of the administrative burden. This has occurred without the addition of staff. In fact, over the past several years, we have taken advantage of retirements and resignations to reduce college staffing. While I am not certain of the veracity of the metrics used by Packer-Thomas, it does reveal that staffing levels are highly variable across the colleges.

Across the academic division, an increase in college staff support could be used to improve our processes for tracking of faculty activity, appointment of part-time faculty, and financial data. Most of our colleges would



benefit from greater staff support; individuals tasked with obtaining and compiling the required information from the chairs, and providing required reports back to the Provost's office. However, it is unclear that such an investment would constitute the wisest use of YSU's limited financial resources at this time.

Our participation in the Delaware study will provide some benchmark data to determine how YSU staffing compares to other University's within our peer group. After obtaining that information, we will use it as a component of our program review process to determine where adjustments to staffing levels are required.

8. Best practices on admissions processing

Admissions does not report through the academic division, making it unclear why this paragraph is included within the audit report. Regardless, we agree that YSU will need to continue to refine its admissions practices as we embark on a policy of more selective admissions.



AGENDA ITEM: C.1.c.

AGENDA TOPIC: Update on GASB 68

STAFF CONTACT(S): Katrena Davidson, Controller

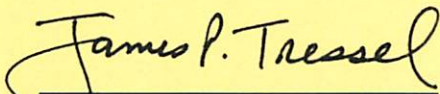
BACKGROUND: GASB 68 became effective in FY2015 and will result in significant accounting and reporting changes for Youngstown State University and other governmental employers that participate in cost-sharing, multi-employer defined benefit pension plans, such as OPERS and STRS. GASB 68 impacts accounting not funding. The responsibility for funding the liability has not changed and remains with OPERS and STRS.

SUMMARY AND ANALYSIS:

- OPERS and STRS held a statewide GASB 68 meeting in Columbus at the end of March, which was attended by several universities and community colleges and their auditors, including YSU. Discussions included accounting implications, information that will be provided to the employers by the pension systems and available resources.
- The Auditor of State is testing census data of employees covered by the retirement systems. YSU was selected by both OPERS and STRS for testing. Other universities undergoing testing include Bowling Green State University, Ohio University, and the University of Toledo. Auditors were on campus May 4th and May 5th. Test results will be communicated in two separate reports to be distributed to University Management and the Board of Trustees. The pension systems have agreed to incur the fees related to the examination engagement.
- Although the pension liabilities will continue to be managed by the retirement systems, Ohio's public employers will be required to recognize a share of the net pension liability (difference between the total pension liability and the pension assets).
- The retirement systems have taken steps to manage and stabilize the unfunded liabilities through plan design changes and funding. In April 2015, for instance, the STRS Board approved a 1% increase to the mitigating rate (portion of the employer contribution used by the retirement system to offset the negative financial impact of members who chose to enroll in an alternative retirement plan through a private vendor) to be phased in .5% per year over the next two fiscal years.

RESOLUTION: N/A – DISCUSSION ITEM ONLY

REVIEWED AS TO FORM AND CONTENT:


James P. Tressel, President

AGENDA ITEM: C.1.d.

AGENDA TOPIC: Strategic Plan Cornerstone Dashboard Update

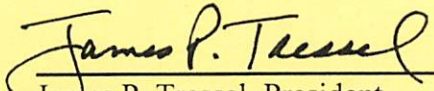
STAFF CONTACT(S): Jack Fahey, Vice President for Student Success and Student Experience

BACKGROUND: The chairpersons of each of the four Strategic Plan Cornerstones will provide an update in dashboard format to the Board of Trustees at each quarterly meeting, unless there is no cornerstone information to be updated.

SUMMARY AND ANALYSIS: Strategic Plan Cornerstone dashboard is attached.

RESOLUTION: N/A – DISCUSSION ITEM ONLY

REVIEWED AS TO FORM AND CONTENT:


James P. Tressel, President

Student Success Cornerstone

Trustee Level Metrics

May 2015

	2010-2011	2011-2012	2012-2013	2013-2014
Degrees Awarded	2,042	2,033	2,063	2,147
Retention Rate	70%	68%	65%	69%
Course Completion Rate	77.3%	82.0%	80.6%	84.0%

	2005	2006	2007	2008
Graduation Rate	35.2%	32.1%	33.4%	33.4%
Avg. Years to Graduation	6.27	6.59	6.05	5.88

	2010-2011	2011-2012	2012-2013	2013-2014
Job Placement UG	52%	54%	61%	61%
Grad School Placement	20%	8%	9%	20%
Total Placement Rate	72%	62%	70%	81%