YSU Board of Trustees Meeting Minutes

Committee Meetings, June 22, 2022, 10 a.m. Trustees Meeting Room, Tod Hall
(Resolutions, Supporting Documents and Background Materials in Appendix)

Attendance

Members Present:
Julie Centofanti, Charles T. George, John R Jakubek, Joseph J. Kerola, Elsa Khan, Helen Lafferty, Laura Lyden, Anita A. Hackstedde, Michael A. Peterson, James E. "Ted" Roberts, Molly S. Seals, Eric Spiegel

Members Absent:
Allen L. Ryan, Jr.

Guests Present:
Kevin Ball, Molly Burdette, Joy Polkabla Byers, Heather Chunn, Ron Cole, John Colla, Chet Cooper, Amy Cossentino, Erin Driscoll, Rebecca Fink, Hillary Fuhrman, Jeanne Hermann, John Hyden, Holly Jacobs, Cindy Kravitz, Carol Lamb, Dana Lantz., Paul McFadden, Neal McNally, Ross Miltner, AJ Minotti, Greg Morgione, Ross Morrone, Jennifer Oddo, Jen Pintar, Elaine Ruse, Sal Sanders, Mike Sherman, Brien Smith, Ron Strollo, Nicole Kent Strollo, Shannon Tirone, President Jim Tressel, Shawn Varso, Rich White, John Young, Jim Yukech, Sharyn Zembower

NOTE: Trustee Roberts arrived at the meetings at 11:30 a.m.; Trustee Peterson was absent for all meetings except for participation via WebEx for the discussion of the future of the Kilcawley Center student union during the Finance and Facilities Committee meeting.

I. **Board of Trustees' June Meeting Schedule and Committee Membership**

  Board of Trustees Meeting Schedule June 22 and 23, 2022

  Board of Trustees Committee Membership: June 2022 through March 2023

II. **Intercollegiate Athletics Committee**

  Joseph J. Kerola, Chair
  Michael A. Peterson, Vice Chair
  All Trustees are Members

  A. Disposition of Minutes
     This being the first meeting of the new Intercollegiate Athletics Committee, there are no minutes to be approved.

B. Old Business

    No Old Business

C. Committee Items

    1. Intercollegiate Athletics Discussion Items
        a. Overview of Athletics Personnel Actions (Presenters: Ron Strollo, Director of Athletics)
            Strollo reviewed personnel actions in Intercollegiate Athletics, including nine separations, nine appointments, one reclassification and seven salary adjustments.

        b. New Staff Introductions and Role Explanations (Presenter: Rebecca Fink, Senior Associate Athletics Director)
            Strollo introduced Rebecca Fink, senior associate athletics director, and Ross Miltner, associate general counsel.

        c. Overview of Infractions and Changes Implemented Related to NCAA Compliance: Football and Soccer (Presenter: Rebecca Fink, Senior Associate Athletics Director)
            Fink provided an overview of infractions and penalties related to NCAA compliance in football (impermissible contact with transfer, failure to pass annual NCAA Coaches Certification Test and failure to monitor) and soccer (falsification of transcripts for international women's soccer student-athletes and cost-free housing, transportation and payment of application fee for student-athlete). Fink said several changes have been implemented in response to the violations, including the hiring of another compliance officer, a newly drafted compliance manual, a new compliance on-boarding program, proactive rules education and a compliance audit.

        d. Title IX Changes (Presenters: Ross Miltner, Associate General Counsel Changes to Title IX

        e. NCAA Name, Image, and Likeness Update
            Miltner said YSU, since July 2021, recorded 95 NIL deals (women's basketball had the most) totaling $47,484, an average of $539 per deal.

      f.   NCAA Senior Minority Administrator Requirement
Miltner reported that the NCAA is now requiring every university to have on staff a Senior Minority Administrator to enhance diversity and provide opportunity for minorities in leadership positions. Miltner said Jasen Spencer, currently director of Athletic Academic Services at YSU, will fulfill those additional duties
starting July 2022

2. Background Materials

    a.   Spring 2022 Academic Summary

    b.   2022 Annual Report to the NCAA on Football Infractions Progress

    c.   NCAA Campus Sexual Violence Policy

    d.   NCAA Name, Image and Likeness Boosters Policy

    e.   NCAA Senior Minority Administrator Requirement Definition

D. New Business

    No New Business

E. Adjournment

III. INVESTMENT COMMITTEE

Allen L. Ryan, Jr., Chair
Charles T. George, Vice Chair
All Trustees are Members

A. Disposition of Minutes for Meeting Held March 2, 2022
Draft copies of minutes of the Committee's meeting of March 2, 2022, were provided to trustees prior to the meeting. Trustees accepted the minutes as presented.

B. Old Business

No Old Business

C. Committee Items

1. Investment Committee Discussion Item

a. June 22, 2022 Quarterly Portfolio Asset Allocation and Investment Performance Review
John Colla of Clearstead presented the Quarterly Portfolio Asset Allocation and Investment Performance Review. The recommendations include the removal of DFA Global Bond fixed income strategy, reallocating most proceeds to two short-term managers, and modestly rebalancing into equities, adding to short-term growth manager Loomis Sayles.

2. Investment Committee Action Item

a. Resolution to Approve Clearstead's Recommendation to Rebalance the Non-Endowment Long-Term Investment Pool

Motion:
To Approve the Resolution to Approve Clearstead's Recommendation to Rebalance the Non-Endowment Long-Term Investment Pool

Motion moved by Joseph J. Kerola and motion seconded by John R. Jakubek.

Trustees unanimously approved the resolution.

3. Background Materials
No background materials

D. New Business
No New Business

E. Adjournment   4

A. Disposition of Minutes for Meeting Held March 2, 2022
Draft copies of minutes of the Subcommittee's meeting of March 2, 2022, were provided to trustees prior to the meeting. Trustees accepted the minutes as presented.

B. Old Business
No Old Business

C. Subcommittee Items

1. Audit Subcommittee Discussion Items
   a. Ohio Auditor of State's Star Rating System, Monitoring Transparency in Government (Presenter: Neal P. McNally, Vice President for Finance and Business Operations)
   McNally reported that YSU received the top rating – four stars – in the Ohio Auditor of State's Star Rating System for open and transparent government. The assessment tracks YSU's methods to fulfill public records requests. It's the second consecutive year that YSU has received the top rating. McNally noted that the Office of General Counsel oversees public records at YSU.

   b. Update on FY 2022 Plante Moran External Audit
   McNally reported that the FY 2022 annual external audit with Plante Moran is on track for completion by October.

   c. Enterprise Risk Management Update
   McNally reported that the Risk Management Council continues to meet, under the new guidance of Julie Gentile, director of the Office of Environmental Health and Occupational Safety. The Council met in April to discuss cyber security on campus.

   d. Update on Transition Plan in the Office of Internal Audit

2. Audit Subcommittee Action Item
   a. Resolution to Approve an Agreement with Kent State University for Internal Audit Services
   McNally reminded the board that the university's former internal auditor, Kelli Miller, recently moved to another position at the university. The process to find a replacement was difficult, he said, with few qualified applicants, resulting in a failed search. As a result, the university began to explore a professional services agreement with Kent State University's Internal Audit department. The KSU office has a staff of three auditors and is led by Sarah Gampo, also a former YSU internal auditor. Under the agreement, KSU will provide internal audit services for YSU, including annual Internal Audit risk assessment and plan, IT audit services, quarterly reporting and periodic update of documented Internal Audit procedures. McNally said the university will hire a staff auditor to help in the process.

   Motion:
   To Approve the Resolution to Approve an Agreement with Kent State University for Internal Audit Services
   b.
   Motion moved by Anita A. Hackstedde and motion seconded by Joseph J. Kerola.
   c.
   Trustees unanimously approved the resolution.

3. Background Materials
   No Background Materials

D. New Business
   No New Business

E. Adjournment

V. FINANCE AND FACILITIES COMMITTEE

Michael A. Peterson, Chair
Allen L. Ryan, Jr., Vice Chair
All Trustees are Members

A.   Disposition of Minutes for Meeting Held March 2, 2022
Draft copies of minutes of the Committee's meeting of March 2, 2022, were provided to trustees prior to the meeting. Trustees accepted the minutes as presented.

B.   Old Business
No Old Business

C.   Committee Items

1. Finance and Facilities Consent Item
    a.   Resolution to Modify Purchasing Policy, 3356-3-01

    Motion:
    To Approve Resolution to Modify Purchasing Policy

    Motion moved by Charles T. George and seconded by Joseph J. Kerola

    Trustees unanimously approved the resolution

2. Finance and Facilities Action Items
    a.   Resolution to Approve Changes to Selected Graduate Tuition

    Motion:
    To Approve the Resolution to Approve Changes to Selected Graduate Tuition

    Motion moved by Charles T. George and motion seconded by Joseph J Kerola.

    Trustees unanimously approved the resolution. Chair Jakubek abstained.

    b.   Resolution to Approve the Annual Operating Budget for FY 2023
    McNally presented the $171.7 million operating budget for Fiscal Year 2023. The budget is down nearly 1 percent from the $173 million operating budget in FY 2022 The spending plan, he said, is balanced, but heavily relies on one-time funding from carry-forward dollars and leftover COVID-19 relief dollars. He noted that the budget includes a $1.4 million decrease in tuition revenue due to a projected 4 percent drop in enrollment for Fall Semester 2022. The enrollment decline is not a surprise, he said, given the continually shrinking pool of high school graduates in the region. He noted that enrollment has

fallen 26 percent since 2010, and that projections show the downward trend continuing. "Any way you slice it, it should be clear that YSU is becoming smaller in terms of enrollment," he said.

McNally also reported that personnel expenditures in the budget are up, driven mainly by increased salaries and fringe benefits. Meanwhile, YSU's state funding – which is based on course completions, degrees awarded and the success of at-risk students - will increase 4.5 percent in FY 2023, McNally said. The increase is due to significant improvements in student success measures, including a 14 percent jump in graduation rates. In comparison, other Ohio public universities are receiving an average 0.9-percent increase in state funding, with several universities actually getting less than the previous year, i.e. -$8 million at Akron and -$6.2 million at Wright State.

The budget also reports that adjustments to YSU's academic program portfolio over the past two years resulted in the layoff, non-renewal or voluntary separation of 24 faculty, amounting to a savings of $2.2 million. McNally noted, however, that the university in turn invested nearly $2.4 million to hire 26 new faculty. So overall, the process netted two additional faculty. Meanwhile, part-time faculty expenses are projected to decrease by 11 percent in the FY 2023 budget as the result of the implementation of additional instructional efficiencies. McNally also noted that the budget includes $20 million in nonathletic scholarships, with more than half provided by the YSU Foundation.

Motion:
To Approve the Resolution to Approve the Annual Operating Budget for FY 2023

Motion moved by Molly S. Seals and motion seconded by Anita A. Hackstedde, M.D.

Trustees unanimously approved the resolution

c. Resolution to Approve Interfund Transfers

Motion:
To Approve the Resolution to Approve Interfund Transfers

Motion moved by Charles T. George and seconded by Anita A. Hackstedde

Trustees unanimously approved the resolution

3. Finance and Facilities Discussion Items
    a. Quarterly Update on the Operating Budget
       Budget vs. Actual Combined Summary (March 31, 2022)
       McNally presented a budget-to-actual report for the first
       three quarters of Fiscal Year 2022, indicating that the
       university is tracking on or above target for most budget
       areas.

    b. Planning and Construction Projects Update (Presenters: John Hyden,
       Associate Vice President, University Facilities, and Rich White, Director
       of Planning and Construction)
       Hyden and White updated the board on construction projects across
       campus, including elevator safety repairs and replacements, roof of the
       Excellence Training Center, building envelope renovations, utility
       distribution expansion and upgrades, renovations to restrooms in Lyden
       House, construction of the Watson Team Center at the former flower
       shop on Rayen Avenue and renovations to Moser Hall, Fok Hall and the
       Wick Avenue parking deck.

    c. Kilcawley Student Union Project Update (Presenters: Amy
       Maceyko, Associate Principle, WTW Architects, Michael A. Peterson,
       Joseph J. Kerola, Joy Polkabla Byers, John Hyden)
       Trustees Mike Peterson and Joe Kerola, as well as Joy Polkabla
       Byers, associate vice president for Student Experience, and Amy
       Maceyko, associate principle with WTW Architects, presented. WTW
       was hired to help study the need and feasibility of a new or renovated
       student union for YSU. Kilcawley Center, the current student union, was
       built in 1964.

       Peterson conceded that, at first, he was somewhat skeptical of the need
       to invest millions of dollars into a student union. But, after talking with
       dozens of current and past students, he said he came
       to understand how important a modern student union is to the viability
       and growth of the university. He emphasized that he and the board are
       mindful of the significant financial and other challenges facing YSU and
       all of higher education, including decreasing enrollment, rising inflation,
       increasing cost of materials, etc. "This entire process was done with (all
       of) that in mind," he said. Kerola said "a lot of work was done

by a lot of people taking in several groups…to understand where we're at and what we can do and can't do with the way things are today." He noted that Kilcawley Center has not changed much from when he was at YSU as a student. "Students are looking for fresh and updated," he said.

Maceyko and Polkabla Byers presented results of a campuswide study exploring options for the university's student union. Kilcawley Center was built in 1964, with renovations/additions in 1971 and 1979. The Andrews Student Recreation and Wellness Center was added in 2005. John Hyden, associate vice president for Facilities, reported that the building has $25 million in deferred maintenance needs alone. After a thorough study of all options, including building a new student union along Fifth Avenue, the team focused on a full renovation of the current Kilcawley Center, at a cost of around $40 million. "We're talking about a major gut and rebuild," Hyden said. Renovations would allow for consolidated food service stations, expanded hours of operations, transparent and updated meeting rooms, larger convenience store, late night entertainment areas, improved lounge spaces, better and more visible student leadership space, a maker space, a multicultural lounge and a community kitchen. "There were a lot of wants, but we kind of got down to what we need," Kerola said. Trustee Seals added, "This is so critical to the experience of our students." Trustee Helen Lafferty lauded the extensive process linked to the strategic plan, the inclusion of many stakeholders and the focus on student needs.

Tressel said funding options could include a bond issue, philanthropic support and possibly a student fee. He said the YSU Foundation believes that a $10 million campaign for student union renovations is feasible. McNally said that if the university issues $30 million in debt, the cost would be about $2 million a year. McNally cautioned that the cost of borrowing money is likely to increase as the Federal Reserve tries to contain inflation by raising interest rates.

Motion:
To request President Tressel and Neal McNally, vice president for Finance and Business Operations, to explore funding options for large-scale renovations to the Kilcawley Center student union.

Motion moved by Charles T. George and motion seconded by Anita A. Hackstedde, M.D.

Trustees unanimously approved the motion.

d. Report of Audit Subcommittee

Trustees Seals reported that the Audit Subcommittee met on June 22 and approved an agreement with Kent State University to provide Internal Audit Services for YSU. Also at the meeting, it was reported that YSU received the top rating in the Ohio Auditor of State's Star Rating System for open and transparent government, that the FY 2022 annual external audit with Plante Moran is on track for completion in October and that the Risk Management Council continues to meet, most recently to discuss cyber security on campus.

4. Background Materials

a. Budget and Interfund Transfers for the Quarter Ending March 31, 2022, Reportable under Policy Number 3356-3-11.1, Budget Transfers

b. Third Quarter Diversity and EDGE Spend Report

D. New Business
   No New Business

E. Adjournment

VI. Lunch Break

VII. GOVERNANCE COMMITTEE

John R Jakubek, Chair
Charles T. George, Vice Chair
All Trustees Are Members

A. Disposition of the Minutes for the Previous Meeting
Draft copies of minutes of the Committee's meeting of March 2, 2022, were provided to trustees prior to the meeting. Trustees accepted the minutes as presented.

B. Old Business

No Old Business

C. Committee Items

1. Governance Committee Discussion Items
    a. Election of Officers of Youngstown State Board of Trustees for 2022-23
    Chair Jakubek presented, for second reading, the slate of board officers for 2022-2023:
       - Chair Jakubek
       - Vice Chair Charles George
       - Secretary Molly Seals

    b. Technology Related Capabilities and Capacities related to the Plan for Strategic Actions to Take Charge of Our Future (Presenters: Jim Yukech)
    Jim Yukech, YSU Chief Information Officer overviewed the approach that will be taken to implement what will be referred to as Penguin Intelligence. This will permit creation of a datamart that will allow seamless access to a significant amount of data to facilitate reporting, illustrating, data mining and sophisticated analytics. Importantly, the Boards Key Performance Indicators and the associated Academic Metrics will be a high priority for reporting and illustrating.

    c. International Student Enrollment and Success Strategy-Plan for Strategic Actions to Take Charge of Our Future Update
    Nate Myers, associate provost for International and Global Initiatives; Amy Cossentino, associate provost and dean of the YSU Honors College; and Joy Polkabla Byers, associate vice president of Student Experience, reported on international enrollment initiatives. Myers said COVID-19 hurt international enrollments across the country and at YSU, but he suspects that to change moving forward, noting that the number of international students admitted to YSU for Fall Semester 2022 is up significantly. He also presented a slide showing that YSU's 373 international students come from 57 countries, including 94 from Nepal and 49 from Saudi Arabia. Cossentino reported on international enrollment in the Honors College, and Polkabla Byers reported on

efforts to improve housing and campus experiences for international students. Trustee Eric Spiegel asked what YSU's "international brand" is. Myers said YSU is known overseas as a good, affordable public university that has an "elite" Honors College program that provides financial help and good housing. "It's a package that people have a hard time turning down," he said. He also reported on recent collaborations across campus in recruiting international students into YSU's computer science programs. The collaborations involved the Office of Marketing and Communications, the Graduate College, the Department of Computer Science and others who helped accelerate the review of applications.

d. YSU and the Education for Career Success Continuum.
YSU Contributing to Ohio's Postsecondary Degree and Credential Objectives for Sustainable Prosperity
Mike Sherman, vice president for institutional effectiveness and board professional, presented this sequence of slides that illustrates how YSU can be involved in the education to careeer pathway of the residents of the Mahoning Valley and beyond. The illustration represents how degree completion and earning credentials can help meet the workforce needs of the region. The illustrated approach directly connects to the Plan for Strategic Actions to Take Charge of Our Future, particularly Collective Impact with the Community by linking to the areas of education, health and arts/culture (prosperity) to experiential education, service learning, and virtually any community outreach initiative. He indicated that the population of the Mahoning Valley is on a decline and that supporting the workforce needs of the region in such a fashion might help reverse that trend, to the benefit of the region and to YSU.

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6žNew Business

Motion
To Approve on First Reading a Resolution to Amend the Board's Bylaws regarding the definition of a Quorum for Meetings of the Board's Standing Committees. The current bylaws stipulate that a quorum for standing committee is at least six members. The revised bylaws stipulate that a quorum for standing committees is a majority of the members of that committee (five). This is aligned with the quorum definition for Regular meetings of the Board.

Motion moved by Charles T. George and motion seconded by James E. "Ted" Roberts.

Trustees unanimously approved the motion.

E. Background Materials
    1. Board Committee Assignments (2022-2023)

F. Adjournment

VIII.   ACADEMIC EXCELLENCE AND STUDENT SUCCESS COMMITTEE

Molly S. Seals, Chair
Joseph J. Kerola, Vice Chair
All Trustees are Members

A.   Disposition of the Minutes for the Previous Meeting

Draft copies of minutes of the Committee's meeting of March 2, 2022, were provided to trustees prior to the meeting. Trustees accepted the minutes as presented.

B.   Old Business

No Old Business

C.   Committee Items

1. Academic Excellence and Student Success Consent Agenda Item
   a. Resolution to Modify Student Complaint Process Policy, 3356-8-06

   Motion:
   To Approve the Resolution to Modify Student Complaint Process Policy

   Motion moved by Joseph J. Kerola and motion seconded by Anita Hackstedde

   Trustees unanimously approved the resolution

2. Academic Excellence and Student Success Action Items
   a. Resolution to Authorize Recommendation of Candidates for Honorary Degrees (Presenters: Brien N. Smith, Provost and VP for Academic Affairs, Chester Cooper, Chairperson, Academic Senate)

   Motion:
   To Approve the Resolution to Authorize Recommendation of Candidates for Honorary Degrees

   Motion moved by Anita A. Hackstedde, M.D. and motion seconded by Charles T. George.

   Trustees unanimously approved the resolution.

b.   HLC Report and Resolution Regarding Submission of YSU's Open Pathway Four Year Assurance Review (Presenters: Brien N. Smith, Provost and VP for Academic Affairs, Amy Cossentino, Associate Provost for Strategy and Engagement and Dean of Sokolov Honors College, Kevin Ball, Associate Provost for Academic Programs and Planning)

Kevin Ball, associate provost, reported on the draft of the updated HLC Assurance Review submission, which he said is due to HLC at the end of June 2022. The draft, he said, focuses on the university's progress in academic program review and strategic planning. In a draft letter of submission, President Jim Tressel says the review demonstrates that YSU continues to meet the HLC's criteria for accreditation. "I am particularly proud of YSU's progress and achievement with program review," he says in the letter. He said he also is proud of the campus' engagement in the review process, including teams of faculty, staff and administrators. In addition, Amy Cossentino, associate provost and dean of the Honors College, reported on the continued activities of the YSU Strategic Planning Optimization Team. She noted it is re-engaged and will interact with the HLC team to assure strong coordination for an optimal assurance arguement for the next reaccreditation visit in 2027.

Motion:
To Approve a Resolution Regarding Submission of YSU's Open Pathway Four Year Assurance Review

Motion moved by Charles T. George and motion seconded by John R Jakubek.

Trustees unanimously approved the resolution.

c.   Resolution to Approve YSU Retention and Completion Plan as per Ohio Revised Code (Presenters: Brien N. Smith, Provost and VP for Academic Affairs, Claire Berardini, Associate Provost for Student Success)

Associate Provost Claire Berardini reported that the plan includes information on Penguin Pass, CRM Advise, Degree Works, YSTAR Summer Academic Institute and the Mahoning Valley Innovation and Commercialization Consortium. She commented on the significant investment of time and talent of implementing the technology associated with degree auditing and holistic advising. She commented on the redesign of advising at the college level and the implementation of the Student Success Seminar. She also noted that while retention of first-time full-time students is stable, she anticipates an increase for fall 2022

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where the effects of implementing these initiatives might begin to emerge. She also observed the significant increase in graduation rates, now nearly 50 percent, and the last two years were each larger gradutaing classes.

Motion:
To Approve the YSU Retention and Completion Plan as per Ohio Revised CodeMotion moved by Joseph J. Kerola and motion seconded by John R Jakubek.

Trustees unanimously approved the resolution.

3. Academic Excellence and Student Success Discussion Items

   a. Academic Senate Update (Presenters: Chester Cooper, Chairperson, Academic Senate)
   Chet Cooper, chair of the Academic Senate, reported on a variety of Senate activities focused on student success and completion, including a new Change of Major Reassessment policy, and changes to policies regarding GPA, military duty, student transfers and test optional admissions. The Senate, he said, also endorsed a revised textbook selection policy, adopted revised class scheduling guidelines and endorsed "Principles of Good Practice in Teaching at YSU," which outlines a framework for good practices in teaching that helps students learn, persist and achieve their educational goals. He also noted that the Senate recently approved a resolution honoring the "stellar work" of Joseph Palardy, professor of Economics, as a "stalwart" member of the Senate and a leader in General Education and in Curriculum and Programs.

   b. Academic Program Enhancement and Effectiveness (including ORC 3345.35 Duplicative Program and Low Enrollment Courses) (Presenters: Brien N. Smith, Provost and VP for Academic Affairs, Sal Sanders, Associate Provost and Dean of Graduate Studies, Kevin Ball, Associate Provost for Academic Programs and Planning) Brien N. Smith, provost and vice president for Academic Affairs, reported that Ohio state law requires public universities to regularly review duplicative academic programs and low enrollment courses. That requirement intersects well with YSU's ongoing Academic Program Enhancement and Effectiveness Initiative, Smith said. Sal Sanders, assistant provost and dean of Graduate Studies, reported that, under APEEI, the university's 161 academic programs are regularly reviewed and placed in one of four categories: grow plus, grow, sustain and adjust. He noted that, while there is no "sunset" category in this year's review, discontinuing a program could be the end result of a program in the "adjust" category. Kevin Ball, associate provost, also noted that YSU's APEEI program review process is in line with recommendations of the Higher Learning Commission. They also noted that the two initiatives converage for action at the board's September meeting.

c. Academic Program Transformation: University-Wide Learning Outcomes (Presenters: Brien N. Smith, Provost and VP for Academic Affairs, Jennifer Pintar, Associate Provost for Academic Administration)
Actions Associated with University Wide Learning Outcomes and General Education Transformation

Curricular Efficiency Progress Illustration Curricular Transformation Report

Pintar updated the board on University-Wide Learning Outcomes and activities of the Academic Program Transformation Team, including an examination of the structural framework of the university's general education program. Pintar also reported on progress made through various Curricular Efficiency and Effectiveness initiatives: 10 percent reduction in small class sizes, 5 percent or 117 fewer class sections, 3 percent increase in undergraduate student credit hours taught by full-time faculty, savings of $102,000 in part-time instruction costs, and plans to develop up to 10 online undergraduate programs in house. She also noted that the efficiencies will continue as the Office of Academic Affairs begins working more closely with the departments related to course offerings for Fall 2022 and beyond.

4. Background Materials

   a. Office of Research Services Quarterly Report

   b. Current Accreditation Activity

   c. Academic Programs Update

   d. Academic Affairs Awards

D. New Business
   No New Business

E. Adjournment

IX. **INSTITUTIONAL ENGAGEMENT COMMITTEE**
Allen L. Ryan, Jr., Chair
Anita A. Hackstedde, Vice Chair
All Trustees are Members

A. Disposition of Minutes for Meeting Held March 2, 2022
Draft copies of minutes of the Committee's meeting of March 2, 2022, were provided
to trustees prior to the meeting. Trustees accepted the minutes as presented.

B. Old Business

No Old Business

C. Committee Items
1. Institutional Engagement Consent Agenda Item

a. Resolution to Modify Deadly Weapons Restrictions Policy,
3356-7-03 (Presenter: Shannon Tirone, Associate Vice President
University Relations)

Motion:
To Approve the Resolution to Modify Deadly Weapons Restrictions
Policy

Motion moved by Joseph J. Kerola and motion seconded by Charles
T. George

Trustees unanimously approved the resolution

2. Institutional Engagement Action Items

a. Resolution to Accept WYSU Memberships

Motion:
To Approve Resolution to Accept WYSU Memberships

Motion moved by John R Jakubek and seconded by Joseph J. Kerola.

Trustees unanimously approved the resolution

b. Resolution to Accept Gift of Real Estate (Presenter: Greg Morgione,
associate general counsel.)

Motion:
To Approve the Resolution to Accept Gift of Real Estate

Motion moved by Molly S. Seals and seconded by Charles T. George.

Trustees unanimously approved the resolution

1. Institutional Engagement Discussion Items

   a. YSU Foundation Quarterly Gift Report (Presenter: Paul McFadden, President YSU Foundation)
      January 2022 - March 2022 YSU Foundation Quarterly Summary Gift Processing

      McFadden reported $3.32 million in gifts and pledges for the first three months of 2022, more than double the amount raised in the same period in 2021. He said it was probably the strongest third quarter ever for the Foundation. McFadden also presented a chart showing the Foundation has raised nearly $24 million so far in Fiscal Year 2022, the most in any of the last 10 fiscal years. He also reported that the Foundation is hiring four additional employees. "We have more prospects than people to pursue," he said.

   b. Division of Workforce Education and Innovation Update (Presenters: Jennifer Oddo, Executive Director, Strategic Workforce Education and Innovation)

   c. Enrollment Strategy (Presenters: Elaine Ruse, Associate Vice President, Student Enrollment and Business Services)
      Financial Aid Dashboard 2022
      Admissions Event Attendance and Yield Measures Weekly Enrollment Report Through June 20, 2022

      Elaine Ruse, associate vice president for Student Enrollment and Business Services, reported on continued enrollment strategies, including the success of Penguin Preview Day and Experience Y Day enrollment recruitment programs. She also reported that more than $121 million in financial aid and scholarships was disbursed in 2021-22, and that average debt of YSU graduates continues to fall and now stands at $15,555. She said the debt amount is much lower than the national average.

   d. Marketing and Communications Report (Presenter: Ross Morrone, Chief Marketing Officer, Marketing and Communication)

      Morrone presented a report reviewing activities in the Office of Marketing and Communications in fiscal year 2022, including more than 83 million impressions on digital and media spends, more than 600,000 engagements on social media, distribution of

2,173 Merit press releases highlighting the achievements of 5,983 students to 846 media outlets across 36 states, and nearly 3,000 campaigns through the Emma campus email system. He also outlined the fiscal year 2023 marketing plan that includes media buying focused on Cleveland, Akron/Canton, Youngstown, Pittsburgh and Erie markets, continued enrollment integrations with EAB, Academic Partnerships and Gray Associates, a major focus on international marketing and enrollment, and a new study to develop a university brand and new marketing and messaging materials.

e. Degree Completion and Credentialing Strategy (Presenters: Jeanne Herman, University Registrar, Tysa Egleton, Director and Associate Registrar, Molly Burdette, Assistant Director Degree Completion and Credentialing Facilitator)

Jeanne Herman, university registrar; Tysa Egleton, director and associate registrar; and Molly Burdette, assistant director of Degree Completion and Credentialing, updated the committee on the university's degree completion and credentialing strategy. Initiatives include Enrolled Students with 120 or More Credits Completion Pathway, College Credit Plus, YSU College Comeback/ Stranded Credit Program, Some Credit and No Degree, Reverse Transfer and expanded credentialing through the Division of Workforce Education and Innovation.

4. Background Materials
   a. Enrollment Optimization Group Update

D. New Business

No New Business

E. Adjournment

X. **UNIVERSITY AFFAIRS COMMITTEE**
Anita A. Hackstedde, Chair
Charles T. George, Vice Chair
All Trustees are Members

A. Disposition of Minutes for Meeting Held March 2, 2022
Draft copies of minutes of the Committee's meeting of March 2, 2022, were provided to trustees prior to the meeting. Trustees accepted the minutes as presented.

B. Old Business

No Old Business

C. Committee Items
1. University Affairs Consent Agenda Items

Motion:
To Approve the Three Resolutions on the Committee's Consent Agenda

Motion moved by Charles T. George and motion seconded by Joseph J. Kerola.

Trustees unanimously approved the three resolutions on the committee's consent agenda

a. Resolution to Modify Family and Medical Leave Act (FMLA) Policy, 3356-7-07

b. Resolution to Modify Part-Time Faculty Teaching Excellence Award Policy, 3356-7-52

c. Resolution to Modify Excellence Awards for Department Chairpersons Policy, 3356-7-53

2. University Affairs Action Items

a. Resolution to Modify Persona Non Grata Status for Campus Visitors Policy, 3356-7-45 (Presenter: Holly Jacobs, Vice President for Legal Affairs and Human Resources)
Holly Jacobs, vice president and General Counsel, reported that the policy was modified to make University Relations and General Counsel the responsible divisions/offices for the policy. In addition, the process for issuing a notice of persona non grata is streamlined, with university police making the determination based on evidence collected. The policy also sets forth the procedure for appealing the PNG determination to the Office of General Counsel.

Motion:
To Approve the Resolution to Modify the Persona Non Grata Status
for Campus Visitors Policy

Motion moved by Joseph J. Kerola and motion seconded by Anita A.
Hackstedde, M.D.

Trustees unanimously approved the resolution

b. Resolution to Modify Employment of Students Policy, 3356-9-03
    (Presenter: Claire Berardini, Associate Provost for Student Success)

    Motion:
    To Approve the Resolution to Modify Employment of Students Policy

    Motion moved by Charles T. George and seconded by John R Jakubek.

    Trustees unanimously approved the resolution

c. Resolution Regarding Campus Free Speech
    Jacobs said the resolution affirms the principles of campus free speech in
    Revised Code section 3345.0215(A) (1) through (9) and authorizes the
    incorporation of those principles into YSU policy. The resolution also
    amends university policy to create a process by which any student,
    student group, or faculty member may submit a complaint about an
    alleged violation of the foregoing principles, or violation of any
    university policy or state law concerning campus free speech by a
    university employee, including any allegation that a student's grade was
    reduced on account of the student's free speech. It also calls for a process
    for an impartial investigation of complaints and an impartial hearing
    regarding allegations. The resolution also permits. at the president's or
    designate direction, adjustments if necessary to conform with any
    additional guidance provided by the Chancellor of the Ohio Department
    of Higher Education.

    Motion:
    To Approve a Resolution Regarding Free Speech

    Motion moved by Joseph J. Kerola and motion seconded by Anita A.
    Hackstedde, M.D.

    Trustees unanimously approved the resolution

d. Resolution to Authorize Conferral of Emeritus Status for Faculty and Administrators (Presenters: Cynthia Kravitz, Associate Vice President and Chief Human Resources Officer)

Motion:
To Approve a Resolution to Authorize Conferral of Emeritus Status for Faculty and Administrators

Motion moved by Molly S. Seals and motion seconded by John R Jakubek.

Trustees unanimously approved the resolution

e. Resolution to Ratify Personnel Appointments (Presenter: Cynthia Kravitz, Associate Vice President and Chief Human Resources Officer)

The resolution includes 15 separations, 13 appointments, four promotions, eight reclassifications/position adjustments, two salary adjustments, two transfers and one multi-year contract.

Motion:
To Approve Resolution to Ratify Personnel Appointments

Motion moved by Charles T. George and motion seconded by Joseph J. Kerola.

Trustees unanimously approved the resolution

3. University Affairs Discussion Items

a. Title IX Update
Dana Lantz, director of Equal Opportunity, Policy Development and Title IX, reviewed the "Safeguarding Our Communities from sexual Predators: What College Presidents and Trustees Should Ask" from United Educators. She also presented the 2022 Title IX report, which includes 62 reports received, 18 EEO/ADA\ complaints and three policy violation complaints.

b. Support Area Assessment: Student Experience (Presenters: Joy Polkabla Byers, Associate Vice President of Student Experience)
Polkabla Byers reviewed a 35-page assessment of the university's Office of Student Experience (Student Activities, Veterans Affairs, Housing and Residence Life, Campus Recreation and Kilcawley

Center/Student Union). The office, she said, has 35 full-time equivalent staff, all of which she applauded for their hard work and dedication to their profession and to YSU. The report also highlights the division's mobile app, anti-hazing efforts, Kilcawley Center renovation planning, housing initiatives, off-campus housing partnerships and COVID-19 response. Also included was a 12-page self-assessment developed by the Council for the Advancement of Standards in Higher Education.

c.   Support Area Assessment: Facilities

McNally reviewed a 12-page assessment of university Facilities and Support Services, consisting of 75 employees in parking, janitorial, delivery, printing and recycling services; Environmental and Occupational Health and Safety; and maintenance, construction planning, campus grounds and central utility plant. "It's the group that keeps the lights on and the roofs over our heads," he said. McNally said salaries in the division are comparatively lower than other Ohio public universities and that staffing levels are comparable yet lower than peer universities. He also reported on the following measures showing the overall effectiveness of the unit: the university has expanded the size of campus without adding staff; the university completed $5 million in construction and building renovations in fiscal year 2021 alone (in addition to $5 million in federally funded air quality improvements over the last 10 months); and $2.5 million in parking improvements are scheduled for this summer alone.

d.   Support Area Assessment Template

e.   Executive Session

Motion:
That the Committee enter Executive Session for the purposes of, "consideration of the appointment, employment, dismissal, discipline, promotion, demotion, or compensation of one or more public employees or officials (O.R.C. 121.22(G) (1)) and/or preparing for, conducting, and/or reviewing negotiations or bargaining sessions with public employees concerning their compensation, or other terms and conditions of their employment (O.R.C. 121.11 (G) (4)) and/or consideration of specialized details of security arrangements where disclosure of the matters discussed

might reveal information that could be used for the purpose of committing or avoiding prosecution for, a violation of the law (O.R.C. 121.11.(G) (6))."

Motion moved by Molly S. Seals and motion seconded by Charles T. George.

Roll call vote:
Yes - George, Hackstedde, Jakubek, Kerola, Lyden, Seals.
No - none.

The Committee entered executive session at 4:57 p.m. and re-entered open session at 6:43 p.m.

4. Background Materials

    a.   Human Resources Update

    b.   Human Resources Update on Position Searches

    c.   Classified Civil Service Personnel Actions

    d.   Report on Search Waivers

    e.   Report on Staff Development Leave

    f.   Service Awards

        Distinguished Service Award recipients list 2022

D. New Business

    No New Business

E. Adjournment

XI. EXECUTIVE COMMITTEE

A. Disposition of the Minutes for the Previous Meeting
Draft copies of minutes of the Committee's meeting of March 2, 2022, were provided to trustees prior to the meeting. Trustees accepted the minutes as presented.

B. Old Business

No Old Business

C. Committee Items
No Committee items

D. New Business
No New Business

E. Adjournment

APPENDIX

YSU Board of Trustees Committee Meetings June 22, 2022

Resolutions, Supporting Documents and Background Materials

BOARD OF TRUSTEES
Meeting Schedule

Wednesday, June 22, 2022

8:30 a.m.	Division of Workforce Education & Innovation Presentation	Kohli Hall, Excellence Training Center 360 W. Commerce Street; Youngstown
10:00 a.m.	Intercollegiate Athletics Committee	Board Meeting Room 1st Floor, Tod Hall
10:30 a.m.*	Investment Committee	Board Meeting Room 1st Floor, Tod Hall
11:00 a.m.*	Audit Subcommittee	Board Meeting Room 1st Floor, Tod Hall
11:30 a.m.*	Finance & Facilities Committee	Board Meeting Room 1st Floor, Tod Hall
12:30 p.m.	Lunch	Leaders' Conference Room #236 2nd Floor, Tod Hall
1:00 p.m.*	Governance Committee	Board Meeting Room 1st Floor, Tod Hall
2:00 p.m.*	Academic Excellence and Student Success Committee	Board Meeting Room 1st Floor, Tod Hall
3:00 p.m.*	Institutional Engagement Committee	Board Meeting Room 1st Floor, Tod Hall
4:00 p.m.*	University Affairs Committee	Board Meeting Room 1st Floor, Tod Hall
5:00 p.m.*	Executive Committee	Board Meeting Room 1st Floor, Tod Hall

Thursday, June 23, 2022

10:00 a.m.	Board Meeting	Board Meeting Room 1st Floor, Tod Hall

*Approximate time for start of the meeting; the meeting will start immediately following preceding committee meeting.

Intercollegiate Athletics Committee

YOUNGSTOWN STATE UNIVERSITY
ATHLETICS EMPLOYEES
PERSONNEL ACTIONS 1/16/22 THROUGH 4/15/22
SEPARATIONS

EMPLOYEE NAME	EMPLOYEE TYPE	POSITION TITLE	DEPARTMENT	DATE OF SEPARATON	FTE	SALARY	TYPE OF SEPARATION
Cummings-Morrow, Justin	Excluded	Assistant Football Coach - DO	Football	1/16/2022	1.00	$ 52,780.00	Resigned
Graham, William	Excluded	Assistant Softball Coach	Softball	2/28/2022	1.00	$ 30,000.00	Resigned
Grossetti, Terry	Excluded	Assistant Volleyball Coach	Volleyball	1/21/2022	1.00	$ 41,006.00	Non-renewal
Johnson, Tim	Excluded	Assistant Football Coach - QC	Football	2/15/2022	1.00	$ 36,101.52	Non-renewal
Nardo, Bryan	Excluded	Assistant Football Coach	Football	2/15/2022	1.00	$ 60,900.00	Non-renewal
Peterson, John	Excluded	Assistant Football Coach	Football	3/25/2022	1.00	$ 71,050.00	Resigned
Schaefer, Joseph	Excluded	Assistant Football Coach	Football	1/21/2022	1.00	$ 91,756.00	Resigned
Wonner, Cory	Excluded	Mgr, Athletic Facilities & Programs	Athletic Facilities Rental	2/27/2022	1.00	$ 47,500.00	Resigned
Youboty, Ashton	Excluded	Assistant Football Coach	Football	2/11/2022	1.00	$ 62,930.00	Resigned

YOUNGSTOWN STATE UNIVERSITY
ATHLETICS EMPLOYEES
PERSONNEL ACTIONS 1/16/22 THROUGH 4/15/22
APPOINTMENTS

EMPLOYEE NAME	EMPLOYEE TYPE	POSITION TITLE	DEPARTMENT	CONTRACT/ APPOINTMENT DATES	FTE	SALARY
Harden, Collin	APAS	Coordinator, Athletic Facility Operations	Athletic Facilities Rental	2/14/2022	1.00	$ 37,715.00
Vargo, John	APAS	Coordinator, Sales & Promotion	Ticket Office	3/16/2022	1.00	$ 45,000.00
Binns, Armon	Excluded	Assistant Coach, Football	Football	3/28/2022	1.00	$ 57,000.00
Brown, Jahmal	Excluded	Assistant Coach, Football	Football	2/7/2022	1.00	$ 90,000.00
Dukes, Christian	Excluded	Assistant Coach, Football	Football	3/7/2022	1.00	$ 50,000.00
George, Mary Beth	Excluded	Assisistant Athletics Director, Sports Performance	Training Room	4/1/2022	1.00	$ 62,500.00
Haneline, John	Excluded	Assistant Coach, Football Defense	Football	2/7/2022	1.00	$ 57,360.00
Peterson, Cole	Excluded	Assistant Coach Football, Director of Operations	Football	2/16/2022	1.00	$ 45,000.00
Rodenberg, James	Excluded	Assistant Coach, Sports Performance	Training Room	1/18/2022	1.00	$ 62,500.00

YOUNGSTOWN STATE UNIVERSITY
ATHLETICS EMPLOYEES
PERSONNEL ACTIONS 1/16/22 THROUGH 4/15/22
RECLASSIFICATIONS/POSITION ADJUSTMENTS

EMPLOYEE NAME	EMPLOYEE TYPE	NEW POSITION TITLE/ OLD POSITION TITLE	NEW DEPARTMENT/ OLD DEPARTMENT	CONTRACT/ APPOINTMENT DATES	FTE	NEW SALARY	PREVIOUS SALARY
Morella, Thomas	Excluded	Associate Athletics Director / Assistant Director, Athletic Auxiliary Services	Athletic Administration	1/16/2022	1.00	$ 67,218.52	$ 64,017.64

YOUNGSTOWN STATE UNIVERSITY
ATHLETICS EMPLOYEES
PERSONNEL ACTIONS 1/16/22 THROUGH 4/15/22
SALARY ADJUSTMENTS

EMPLOYEE NAME	EMPLOYEE TYPE	POSITION TITLE	DEPARTMENT	CONTRACT/ APPOINTMENT DATES	NEW FTE	NEW SALARY	OLD FTE	PREVIOUS SALARY
Bujnoch, Austen	Excluded	Assistant Coach Football	Football	3/1/2022	1.00	$ 70,000.00	1.00	$ 60,900.00
Gibson, Deonte	Excluded	Assistant Coach, Football	Football	4/1/2022	1.00	$ 65,000.00	1.00	$ 60,000.00
Harvey, Evan B.	Excluded	Assistant Coach Football QC	Football	4/1/2022	1.00	$ 48,000.00	1.00	$ 41,155.73
Preto, Mark A.	Excluded	Assistant Coach Football	Football	4/1/2022	1.00	$ 39,377.00	1.00	$ 36,101.52
Rothenbuhler, Troy	Excluded	Assistant Coach Football	Football	3/1/2022	1.00	$ 90,000.00	1.00	$ 81,200.00
Sinagoga, Joshua	Excluded	Assistant Coach Football	Football	4/1/2022	1.00	$ 55,000.00	1.00	$ 50,750.00
Spalding, Devon L.	Excluded	Assistant Coach Football	Football	4/1/2022	1.00	$ 53,000.00	1.00	$ 46,209.95

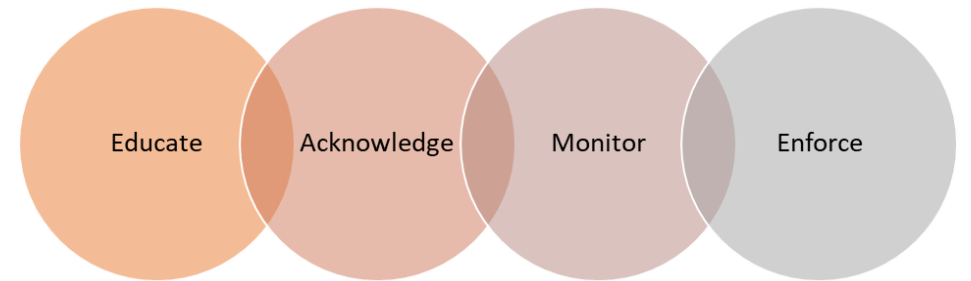# New Staff Introductions and Role Explanations

Rebecca Fink, Senior Associate Athletics Director

YOUNGSTOWN STATE UNIVERSITY

Compliance Staff and Structure

- Four full-time staff members
  - Rebecca Fink, Senior Associate Athletic Director
  - Kiersten Klekner-Alt, Assistant Athletic Director
  - Tyler Burk, Assistant Director of Compliance
  - Tyler Mettille, Assistant Director of Compliance

- Additional Support
  - Ross Miltner, Associate General Counsel

- Each position serves as a compliance liaison for select sports as well as overseeing specific topic areas and/or processes

Educate   Acknowledge   Monitor   Enforce

Overview of Infractions

Football Case No. 01239

- Decision Date: April 20, 2021
- Probation: April 20, 2021, to April 19, 2023
- Level II violations
  - Impermissible Contact with Transfer
  - Failure to Pass Annual NCAA Coaches Certification Test
  - Failure to Monitor

Soccer Case No. 00995

- Decision Date: January 11, 2022
- Probation: Extended through April 19, 2026
- Level I and Level II violations
  - Falsification of Transcripts for International Women's Soccer Student-Athletes
  - Cost-Free Housing, Transportation and Payment of Application Fee for Student-Athlete

YOUNGSTOWN STATE UNIVERSITY

Overview of Infractions

Football Penalties

Completed

- Financial Penalty: fine of $5,000
- Recruiting Restrictions on Official/Unofficial Visits, Evaluation Days, Recruiting Communication
- Public Reprimand

On-Going

- Probation: Two years of probation from April 20, 2021, to April 19, 2023
- Annual Reporting Requirements
- Prospect Notification prior to Scholarship Offer or Official Visit

YOUNGSTOWN STATE UNIVERSITY

Overview of Infractions

Soccer Penalties

Completed

- Postseason Ban (2019-20)
- Recruiting Restrictions on Official/Unofficial Visits, Evaluation Days, Recruiting Communication
- Vacation of Wins
- Scholarship Reduction
- Financial Penalty: fine of $5000 plus 2% of soccer budget
- Public Reprimand

On-Going

- Probation: Three Additional Years of Probation through April 19, 2023
- Annual Reporting Requirements
- Prospect Notification prior to Scholarship Offer or Official Visit

YOUNGSTOWN STATE UNIVERSITY

Enhancements and Changes Implemented

- Compliance Staffing
  - Staff expansion from 3 to 4; two fully dedicated to compliance and other two have higher percentage of time for compliance than before violations

- General Counsel Support
  - Ross's position will serve as an additional resource and provide perspective on compliance matters as well as improving policies and procedures

- Compliance Manual
  - Drafting and revising an accurate and comprehensive manual of all compliance policies and procedures

YOUNGSTOWN STATE UNIVERSITY

Enhancements and Changes Implemented

- JumpForward Software
  - On-Boarding of all sports on JumpForward for 2022-23 academic year
  - Built in rules and monitoring safeguards
- Proactive Rules Education
  - Required monthly meetings with coaches and sport supervisors
  - Weekly check-ins with sport liaisons
  - Annual education with athletic staff, boosters, and any other identified groups (Admissions, Financial Aid, etc)
- Compliance Audit
  - Will begin summer of 2022
  - Full review of compliance processes and policies
  - Risk management analysis

YOUNGSTOWN
STATE
UNIVERSITY

VIOLATION STRUCTURE AND LEVELS

I
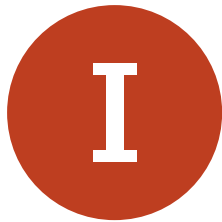
LEVEL I

**SEVERE
BREACH OF CONDUCT**

Violations that:

- Seriously undermine or threaten the integrity of college sports.

- Provide or are intended to provide a substantial or extensive recruiting, competitive or other advantage.

- Are a substantial or extensive impermissible benefit.

Can include:

- Lack of institutional control.
- Academic misconduct.
- Failure to cooperate with an NCAA investigation.
- Unethical conduct.
- Violation of head coach responsibility rules.
- Payment to recruits.
- Booster involvement in recruiting with member knowledge.
- Intentional violations.
- Collective Level II and/or Level III violations.

II

LEVEL II

**SIGNIFICANT
BREACH OF CONDUCT**

Violations that:

- Provide or are intended to provide more than a minimal but less than a substantial or extensive recruiting, competitive or other advantage.

- Include more than a minimal but less than a substantial or extensive impermissible benefit.

- Involve conduct that may compromise the integrity of college sports.

Can include:

- Failure to monitor.
- Systemic violations that do not amount to lack of institutional control.
- Multiple recruiting, financial aid or eligibility violations.
- Violation of head coach responsibility rules.
- Impermissible contact with a student-athlete or prospect.
- Collective Level III violations.

III

LEVEL III

**BREACH
OF CONDUCT**

Violations that:

- Are isolated or limited in nature.

- Provide no more than a minimal recruiting, competitive or other advantage.

- Provide no more than a minimal impermissible benefit.

Can include:

- Inadvertent violations that are limited in nature.
- Extra benefit, financial aid, academic eligibility and recruiting violations, provided they do not create more than minimal advantages.

Title IX Changes

Ross Miltner, Associate General Counsel

Title IX Changes

NCAA Policy on Campus Sexual Violence (2021):

- Starting in AY 2021-22, three requirements:

    1) Athletics Dept. complies with campus Title IX policies and procedures

    2) Campus Title IX policy and office contact info provided to student-athletes and available within athletics department

    3) All student-athletes, coaches, and athletics staff have Title IX education

    o YSU submitted attestation for these 3 items in May 2022

YOUNGSTOWN STATE UNIVERSITY

Title IX Changes

Starting in AY 2022-23, adds three additional requirements:

4) Student-athletes must complete an annual disclosure for Title IX and serious misconduct
- YSU already has a definition of serious/sexual misconduct in the Serious Misconduct Rule which the Board adopted in March 2020 with similar intent

5) Schools must take "reasonable steps" to confirm whether student-athletes were disciplined in Title IX proceeding or criminally convicted of serious misconduct
- Compliance already investigates prospective transfers' conduct at prior school (meets #6 below)
- Now must also investigate background of all student-athletes
  - Only concerned about serious misconduct, not looking for minor offenses
  - Internally we create procedures to decide our steps and how the information impacts eligibility

6) Institution must have written procedure and follow that process to gather background information related to Title IX and serious misconduct for incoming transfer students

Update on Name, Image, and Likeness (NIL)

Ross Miltner, Associate General Counsel

Name, Image & Likeness (NIL)

NIL at YSU by the numbers (7/1/21- present)

- **95** total NIL deals disclosed
  - By team, Women's Basketball had the most total deals

- **$47,484** total value transacted (mostly cash, some in kind)
  - Average value per deal **$539**
  - By team, Football had the highest total transaction amount at a median deal value of nearly **$3,000**

- YSU named "small school of the year" by Opendorse

- NIL landscape continues to evolve with "Collectives"
  - Groups of donors create LLC's to pool funds and award NIL deals
  - NCAA regulating these as boosters so they cannot induce or recruit prospects
  - Goal of encouraging the creation of a local collective to support YSU in 2022

YOUNGSTOWN STATE UNIVERSITY

Senior Minority Administrator (SMA) Requirement

Ross Miltner, Associate General Counsel

Senior Minority Administrator (SMA)

- NCAA requiring each member institution to have an SMA
  - 8/1/22 deadline for Division I

- "Highest-ranking ethnic minority administrator" designed to:
  - Mirror the Senior Women's Administrator (SWA) position
  - Enhance diversity representation in athletics department and on campus
  - Provide opportunity for ethnic minorities in key leadership position
  - Complement and engage in Diversity, Equity, and Inclusion (DEI) efforts within the department

- YSU's SMA identified and will begin new role in July 2022

YOUNGSTOWN STATE UNIVERSITY

SPRING 2022 GRADES RELEASE
May 17, 2022

Sport	Overall GPA	# on Team	#3.00 Semester	#3.00 Cumulative
Women's Bowling	3.843	10	10	10
Women's Basketball	3.736	15	12	14
Men's Tennis	3.684	9	8	8
Women's Tennis	3.663	8	8	8
Women's Volleyball	3.608	15	13	13
Women's Soccer	3.605	29	24	26
Women's Golf	3.542	10	7	10
Women's Lacrosse	3.531	26	21	22
Women's Swimming	3.519	29	25	27
Men's Golf	3.481	11	8	9
Men's Swimming	3.471	25	20	21
Women's Track	3.412	53	39	44
Women's Softball	3.379	22	18	18
Men's Basketball	3.204	17	10	11
Men's Baseball	3.204	38	27	28
Men's Football	3.167	94	65	62
Men's Track	3.131	55	32	37
Cheerleading	3.051	23	12	16
Overall Total*	**3.481**	**466**	**347**	**368**
			74%	**79%**

- **Overall Spring 2022 cumulative GPA: 3.481**

- **Men's sports Spring 2022 cumulative GPA: 3.335**

- **Women's sports Spring 2022 cumulative GPA: 3.584**

- **Highest men's sport (cumulative GPA): Men's Tennis (3.684)**

- **Highest women's sport (cumulative GPA): Women's Bowling (3.843)**

- **Number of student-athletes with a cumulative GPA of 4.00: 38**

- **Number of student-athletes with a cumulative GPA of 3.50-3.99: 184**

- **Number of student-athletes with a cumulative GPA of 3.00-3.49: 146**

- **Total number of student-athletes above a 3.00 cumulative GPA: 368**

- **Percentage of student-athletes above a 3.00 cumulative GPA: 78%**

- **Percentage of male student-athletes above a 3.00 cumulative GPA: 71%**

- **Percentage of female student-athletes above a 3.00 cumulative GPA: 88%**

February 22, 2022

Matt Mikrut
Managing Director
NCAA Office of the Committees on Infractions
P.O. Box 6222
Indianapolis, IN 46206

Dear Mr. Mikrut,

On April 20, 2021, the NCAA Office of the Committee on Infractions (OCOI) released the Infractions Decision on Case No. 01239 to Youngstown State University through a Negotiated Resolution to address the rules violations that occurred within the football program. As a result of the Negotiated Resolution, YSU has agreed to several penalties including, but not limited to, probation, a financial penalty, recruiting restrictions, suspension of personnel, and submission of an annual compliance report to the OCOI.

We at Youngstown State University, are strongly committed to the core principles of integrity, excellence, and centrality of students. Along with the result of the Negotiated Resolution, YSU has implemented numerous changes and dedicated significant resources with the intention of improving the overall atmosphere of compliance within both the athletic department and the university. These enhancements are highlighted by the increased number of compliance staff, the creation of a new General Counsel position within the university that will be working primarily with athletics, increased rules education, and a comprehensive review of all compliance policies and procedures. In addition to increased compliance staffing, the structure of our full-time staff has also changed to focus a higher percentage of their time on compliance and monitoring.

Integrity, excellence, and a culture of institutional control are at the epicenter of Youngstown State University athletics. We are committed to learning from this experience and emerging as a stronger university. We sincerely appreciate the committee's time and attention to our case and the support they have provided even after the decision, and we hope this comprehensive report addresses all requested information. If you need any additional information or have any questions after the review of this report, please do not hesitate to contact us.

Sincerely,

Ronald A. Strollo
Executive Director of Athletics

Table of Contents

Football Annual Report
Youngstown State University
Case No. 01239
February 23, 2022

<u>**INTRODUCTION**</u>

On April 20, 2021, the NCAA Division I Committee on Infractions released the Negotiated Resolution for Youngstown State University Case No. 01239. As a part of the agreed upon penalties, Youngstown State University (YSU) is required to submit an annual compliance report detailing the growth and enhancements to our compliance program by March 1st, annually, during the period of probation. This report outlines YSU's commitment to compliance with University, NCAA, and affiliated conference policies and regulations.

Violations Involved

The Negotiated Resolution outlined violations of NCAA legislation in the following areas:

I. **Impermissible Contact:** In November and December 2019, John Peterson, assistant football coach, had numerous impermissible contacts with a then football student-athlete who was enrolled at a four-year NCAA Division II institution via telephone calls; text messages; an off-campus, in-person contact; and an unofficial visit before obtaining written permission to contact from the Division II institution. Additionally, the institution provided the football student-athlete an official visit in December 2019 without proper written permission, which resulted in additional impermissible contacts by Peterson and other football coaching staff members.

II. **Failure to Pass Annual NCAA Coaches Certification Test:** The institution permitted three football coaching staff members to recruit off-campus from September 2019 to January 2020 before they passed the NCAA Coaches Certification (Recruiting) Test resulting in several impermissible contacts and evaluations.

III. **Failure to Monitor:** The institution failed to monitor and ensure compliance with NCAA recruiting legislation when it did not have an adequate system in place to monitor its football program's recruitment of a football student-athlete enrolled at another four-year institution or ensure its football coaches had passed the Coaches Certification (Recruiting) Test prior to recruiting off-campus.

Penalties

The agreed upon penalties for the violations outlined above as quoted from the Negotiated Resolution:

I. Probation: Two years of probation from April 20, 2021, to April 19, 2023.
II. Financial Penalty: The institution will pay a fine of $5,000 to the NCAA.
III. Recruiting Restrictions:
    a. The institution shall reduce official paid visits for the football program during the 2021-22 academic year by three from the number of visits permissible.
    b. The institution shall prohibit unofficial visits in its football program for two weeks during the 2020-21 academic year.

  c. The institution shall prohibit all recruiting communications in its football program for two weeks during the 2020-21 academic year.

  d. The institution shall reduce the number of evaluations days in its football program during the 2021-22 academic year by three from the number of permissible evaluation days.

IV. Public reprimand and censure through the release of the negotiated resolution agreement.

V. During this period of probation, the institution shall:

  a. Continue to develop and implement a comprehensive educational program on NCAA legislation to instruct coaches, the faculty athletics representative, all athletics department personnel, and all institutional staff members with responsibility for recruiting and certification legislation.

  b. Submit a preliminary report to the Office of the Committees on Infractions (OCOI) by June 15, 2021, setting forth a schedule for establishing this compliance and educational program.

  c. File with the OCOI annual compliance reports indicating the progress made with this program by March 1, during each year of probation. Particular emphasis shall be placed on rules education and monitoring related to recruiting communications with and unofficial and official paid visits taken by four-year college transfers and annual NCAA recruiting rules certification testing.

  d. Inform football prospects in writing that the institution is on probation for two years and provide details of the violations committed. If a prospect takes an official visit, the information regarding violations, penalties, and terms of probation must be provided in advance of the visit. Otherwise, the information must be provided before a prospect signs a National Letter of Intent.

  e. Publicize specific and understandable information concerning the nature of the infractions by providing, at a minimum, a statement to include the types of violations and the affected sport programs and a direct, conspicuous link to the public infractions decision located on the athletics department's main webpage "landing page" and in the media guides for the football program. The institution's statement must: (i) clearly describe the infractions; (ii) include the length of the probationary period associated with the case; and (iii) give members of the general public a clear indication of what happened in the case to allow the public (particularly prospects and their families) to make informed, knowledgeable decisions. A statement that refers only to the probationary period with nothing more is not sufficient.

VI. Following the receipt of the final compliance report and prior to the conclusion of probation, the institution's president shall provide a letter to the COI affirming that the institution's current athletics policies and practices conform to all requirements of NCAA regulations.

VII. The institution suspended Peterson from all coaching duties during three preseason football dates: January 30, February 7, and February 14, 2021.

VIII. The institution prohibited Peterson from all recruiting activities from February 13 through 26, 2021.

ENHANCEMENTS

There have been numerous improvements and enhancements to the Compliance Department since the violations occurred.

I. **Compliance Staffing**: Since the time of the violations, the Compliance Department has expanded from three to four full-time staff members. The structure of the full-time staff has also changed, as two of the current full-time staff members' job duties are focused solely on compliance. For the other two positions, other administrative responsibilities and duties have been reduced or removed completely to dedicate a larger percentage of their time to compliance responsibilities. In the previous staffing format, all three of the "compliance positions" also had duties such as sport supervision, student-athlete programming, and human resources. These additional duties reduced the time available accurate monitoring and compliance responsibilities. With four full-time positions, each compliance staff member has fewer sports to manage, so, they can dedicate more time to those sports. The Senior Associate Athletic Director within the compliance staff is also a member of the department's senior leadership team to further foster a compliance perspective in all department decisions.

II. **General Counsel Support:** Staffing has also been increased on campus with the creation of a new staff member in the General Counsel's office who will be working primarily in athletics. This position will serve as an additional resource and provide perspective on compliance matters as well as improving policies and procedures.

III. **Compliance Manual:** The compliance staff is currently in the process of revising/drafting an accurate and comprehensive manual of all compliance policies and procedures. Each policy includes the procedures for the topic as well as the communication and expectations for each step of the process. Once completed, this manual will be disseminated to athletic staff and campus offices as applicable.

IV. **JumpForward:** The department is adding a 3rd party resource, JumpForward, for compliance use for all of our sport programs. Adding JumpForward will be a critical additional resource and benefit for the compliance department. It will further support our ability to effectively and efficiently monitor recruiting activities to ensure we can maintain institutional control and avoid future violations.

AREAS of EMPHASIS

The following areas of emphasis were identified by the Committee of Infractions as a result of the violations that occurred in this case.

I. **Recruiting communications with four-year college transfers**

As a result of the violations, we have strengthened our monitoring and documentation process for all recruiting communications. For football specifically, all recruiting communications must now be documented in JumpForward on a regular basis. In addition, we will be moving all sport programs to JumpForward beginning with the 2022-23 academic year to better monitor recruiting logs across all sports.

In regard to four-year college transfers, we have implemented a Transfer Verification Form that coaches are required to complete prior to contacting a prospective student who is in the transfer portal. The form requires coaches to submit who will be speaking with the prospective student-athlete (PSA), the name of the PSA, the PSA's details such as type of transfer, the date they found the student in the transfer portal and reminds coaches to add the student to their watchlist in the portal (see Appendix A). Once a coach submits this form, the compliance staff member who oversees this process also adds the PSA to his watchlist. The form also directs coaches to see compliance staff if the student is Division III or NAIA prior to speaking to the PSA so that compliance can confirm that permission to contact has been granted. Regular reminders to complete the form are sent out via email to coaches as well as mentioned at monthly rules education meetings and bi-weekly department calls. Please reference Appendix A for the full Transfer Verification Policy.

II.   Unofficial and official visits with four-year college transfers

Unofficial and official visit request forms have been updated to clarify if the PSA involved is a two-year or four-year prospect (see Appendix B). Both forms will be built into JumpForward to simplify the process once fully on-boarded with all sport programs.

III.   Annual NCAA recruiting rules certification test and process

Effective for the 2021-22 recruiting exam, we revised our process for coaches who will be recruiting off-campus. All coaches and sport-specific operations positions are required to take the exam prior to June 1st although the previous year's certification does not technically expire until the end of July. Should a coach not sign up to take the exam prior to the end of May, the coach is not permitted to recruit off-campus and the Athletic Business Office is notified to not approve any travel requests. The football coaching staff was also required to schedule a time that they could all take the test at one time so that compliance could confirm that all members completed the test prior to summer activities or preseason activities. Please see Appendix C for the recruiting exam results for 2021-22.

With this new process, all coaching staff members passed the exam well in advance of the July deadline. Although the recruiting rules certification test will no longer be a requirement beginning August 2022, we are committed to continuing to ensure that coaches are well educated and equipped to work within the rules while engaging in off-campus recruiting.

RULES EDUCATION

We have not only enhanced rules education for the football program, but also for all of our coaches and athletic staff. In regards to football specifically, the compliance liaison for football meets with the coaching staff on a bi-weekly basis to complete rules education on a variety of topic areas. These meetings have allowed the compliance staff to zero-in on the football-specific rules of different bylaw areas but has also created an opportunity for the coaches to ask questions and request topics for future education. Outside of a few instances during compliance staff transition and the holiday season, the bi-weekly schedule has been maintained. Attendance is taken at each meeting and overall, we have had very few (if any) instances of missed attendance without making alternate arrangements from the football staff.   The established rules education schedule has strengthened the relationship between the football and compliance staff and developed the culture of compliance for that staff.

Across all of our sport programs, our rules education format and requirements have been enhanced as well. Monthly rules education sessions are required for all coaches, sport-specific non-coaching positions (operations), and sport administrators. We have also incorporated trivia tools such as "Kahoot" to better gage which topics are coaches have a good understand of or not and encourage participation and discussion during the meeting. Attendance is taken at each meeting and attendees are required to complete an acknowledgement that they were present, understood the topics covered, and understand their responsibility to ask questions if they have any. For individuals who are unable to attend the meeting due to sport schedule or other conflicts must receive approval beforehand from compliance and must review the materials and complete the acknowledgment within one week of the meeting. Please see Appendix D for the full Rules Education Attendance policy. Also, reference Appendix E for an outline of the rules education sessions and topic areas covered since April 2021 when we received our case decision. Appendix F includes a sampling of rules education materials from that time period also.

In addition to the monthly meetings, rules education reminders and emails are sent out regularly to athletic staff. These emails may consist of rules reminders, new rule or policy updates and/or changes, or other major infraction cases and the lessons that can be learned from them (see Appendix G for a few examples). Compliance staff also holds a time on the bi-weekly department staff calls for any reminders or items for discussion.

We will continue to enhance our rules education with other offices across campus such as admissions, financial aid, registrar, academic advising units, and faculty as well during the 2022-23 academic year. These groups are critical to the success of our sport programs and all play a role in the culture of compliance and academic integrity on our campus.

MONITORING

With the additional staffing and compliance resources such as JumpForward, we are confident in our ability to better monitor all aspects of compliance. The football program currently (2021-22 academic year) uses JumpForward to log all recruiting activities to ensure immediate improved monitoring of recruiting activities for the program in question of this case.

Through the development of a comprehensive compliance manual, policies and procedures are more transparent and readily available for reference of not only the compliance staff but also all athletic staff involved. We will continue to edit and fine-tune these policies to ensure we are aligned with best practices and compliance standards.

DOCUMENTATION OF PENALTIES

For each penalty listed below, please see the corresponding status in *italic*.

Probation: Two years of probation from April 20, 2021, to April 19, 2023 – *In progress*

Financial Penalty: The institution will pay a fine of $5,000 to the NCAA – *Complete, payment processed in April 2021*

Recruiting Restrictions:

I. The institution shall reduce official paid visits for the football program during the 2021-22 academic year by three from the number of visits permissible – *to date, the football program has held 44 official visits during the 2021-22 academic year of the 56 maximum visits permitted (13.6.2.3.5)*

II. The institution shall prohibit unofficial visits in its football program for two weeks during the 2020-21 academic year – *complete, no unofficial visits were held from June 15, 2021 through June 28, 2021*

III. The institution shall prohibit all recruiting communications in its football program for two weeks during the 2020-21 academic year – *complete, this penalty was served from February 22, 2021 through February 28, 2021 and March 6, 2021 through March 12, 2021*

IV. The institution shall reduce the number of evaluations days in its football program during the 2021-22 academic year by three from the number of evaluation days permissible – *in progress, the football program will not exceed 207 evaluation days during the 2021-22 academic year. This number is based on the 42 permissible days in the fall evaluation period plus the 168 permissible in the spring evaluation period to give a total of 210 evaluation days (13.1.7.4.4).*

V. Public reprimand and censure through the release of the negotiated resolution agreement - *complete*

VI. The institution suspended Peterson from all coaching duties during three preseason football dates: January 30, February 7, and February 14, 2021 - *complete*

VII. The institution prohibited Peterson from all recruiting activities from February 13 through 26, 2021 - *complete*

CONCLUSION

In regards to the football program specifically, our current football head coach has demonstrated a commitment to rules education with his staff as well as a fostering environment of asking questions and having open lines of communication with their compliance liaison. He is intentional about including the football compliance liaison in their staff meetings so that compliance staff is aware of all aspects of the program. We are confident that under his leadership the culture of compliance in the football program will continue to improve.

As a compliance unit, the enhanced staffing, creation of a compliance manual, and implementation of JumpForward has improved and will continue to improve our monitoring capabilities and enhanced the culture of compliance we are developing. Despite staff transitions, we have maintained a regular rules education schedule and consistent communication with our sport programs. We are eager to continue to enhance rules education with other units both within and outside of athletics to foster a culture of compliance institution-wide.

We would like to acknowledge the additional support the athletic department has received from the University leadership through this improvement process. From the addition of the General Counsel position to the additional funds to support enhanced compliance staffing, we are fortunate to have a president and Board of Trustees that are committed to improving our compliance area as well. With these resources and support, we look forward to continuing to improve during our period of probation.

APPENDIX A

Transfer Verification Form

. . .

1. Sport

Enter your answer

2. Name of individual submitting this form

Enter your answer

3. Email Address

Enter your answer

4. Who checked the portal?

Enter your answer

5. List all coaches that will be communicating with the prospect

Enter your answer

6. Name of PSA

Enter your answer

7. PSA NCAA ID

Enter your answer

8. What is PSA's current school?

○ Division 1

○ Division 2

○ Division 3

○ NAIA- Only need to make sure to notify the current school within 10 days of contact with
    student

9. Is PSA in transfer portal?

○ Yes

○ No- Do NOT contact. See compliance

○ N/A- D3 or NAIA

10. For D3 transfer, does the PSA have a written permission to contact form?

○ Yes

○ No- Do NOT contact, See compliance

11. Date the portal was checked

Please input date (M/d/yyyy)

12. PSA has been added to my watchlist

○ Yes

○ No

Submit

Never give out your password. Report abuse

This content is created by the owner of the form. The data you submit will be sent to the form owner. Microsoft is not responsible for the privacy or security practices of its customers, including those of this form owner. Never give out your password.

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| Terms of use

Transfer Portal Verification Form

Policy

Coaches must submit the Transfer Portal Verification form prior to contacting a PSA who is in the transfer portal. This is to help prevent Coaches from contacting PSA's that are not in the transfer portal.

Procedure

1. Coaches identify a PSA that they would like to contact that is in the transfer portal.
2. Coaches go to the YSU compliance webpage that has a link to the portal verification form and complete the form. The form is required to be completed prior to contacting the PSA.
3. The completed forms are automatically put into an excel for compliance monitoring
   a. The excel can be found on outlook forms, opening Transfer Verification Form, clicking responses and then open in excel.
4. Compliance will check for verification forms when a sport submits a request for a transfer prospect to come on a visit, when a sport is offering aid to a transfer prospect, or when a transfer prospect signs an admission agreement.

Communication

Reminders about the Transfer Portal Verification Form will be included regularly in Rules Education sessions and periodically sent out via email.

ATHLETICS ADMINISTRATION
AND COMPLIANCE

UNOFFICIAL VISIT FORM

Prospect Name:_____   Sport:_____

EC ID: _____

(Check one below)

_____   4-year transfer- Must be in Transfer Portal or have received permission to contact from D3 or NAIA schools.

_____   2-year transfer

_____   High School student at_____
                                                (School)   (City, State)

          Grade in School_____

Arrival date_____   Time_____   Depart Date_____ Time_____

Others accompanying prospect on visit:

_____   Parent (s) _____

_____   Other (describe relationship) _____

I certify by signing below that this visit will be classified as an unofficial visit because:

(1) Any meals that the prospect ate while on the visit, he/she paid the actual cost of the meal
(2) The prospect paid the actual cost of any housing used while on the visit
(3) If I transported the prospect to view off-campus practice/competition or other institutional facilities that the practice/competition site was in the prospect's sport and the site was viewed within a 30-mile radius of campus
(4) The prospect was not provided transportation to attend a home contest:
(5) The prospect was only given 3 complimentary admissions to a home contest; and
(6) and that the recruiting calendar was reviewed and the date above by the host coach was permissible to make on campus contact.

Meals (itemize with costs: include coaches served):
_____

_____

Complimentary Admissions:
Event   Persons Attending

_____   _____

                                           _____

                                           _____

REIMBURSEMENT to coach: $_____

_____   _____
Signature of Coach   Date

_____   _____
Signature of Compliance Coordinator   Date

Attach applicable itemized receipts to this form

STUDENT-ATHLETE RECRUIT OFFICIAL VISIT FORM

ATHLETIC BUSINESS OFFICE

ATHLETICS ADMINISTRATION AND COMPLIANCE

Recruit's Name   Phone #   **OV 20-**
                                                                         ENTER last 5 digits
Home address   Email   of ECID #

City, State Zip   ECID # &   **FOOTBALL**
                                        birth date   *313100-110720-701315-93*
Current School

Guest Name 1   Host Coach

Guest Name 2   Banner # Y00

Guest Name 3   Student Host

Guest Name 4   Banner # Y00

| High School Senior | 2 year transfer | **Estimated arrival** | **Date** | **Time** |
| High School Junior | 4 year transfer | **departure** | | |

---------- **COMPLIANCE OFFICE ONLY** ----------   *PRE-APPROVED*
                                                                         Pre-travel advance amount
Date ECID # added to IRL   PSA mileage / tolls

Academic Transcript on file   YES   NO   **In preparation for airline tickets**   Student host

CAI   EC   LOG   TR   **Scan OV form to Tracey**   **Yes**   PSA baggage fees

                                                                         TOTAL

_____   _____   _____
Host Coach signature   *Compliance* approval signature   *Athletic Business Office* signature authority

Game attended   **Total Prepaid Airline Amt**

Tickets requested   **FLIGHT & VEHICLE TO/FROM CAMPUS**   **Pre-Paid Enterprise Veh**

                                       Flight departs from

| **Actual arrival** | **Date** | **Time** | Flight returns to |
| **departure** | | | PSA veh departs from |

Lodging Type   PSA veh returns to   Host Coach mileage

                                              total # miles   host allowance

Lodging   Mileage rate   Cost   **miscellaneous**
                                              Max mileage rate .48/mile
                                                                         SUBTOTAL MEALS

| Date | Breakfast | Lunch | Dinner | Lodging | EXPLAIN **misc expenses** (i.e. bag=15.00 tolls=26.50) |

                                                                         SUBTOTAL LODGING

                                                                         Reimburse Amount

                                                                         SUBTOTAL PREPAID AIRLINE

                                       PSA Lodging   SUBTOTAL PREPAID ENTERPRISE VEH
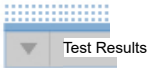
                                       PSA & Travel Party Lodging   *TOTAL TRAVEL AMOUNT*

_____
Host Coach signature certifies payment is correct

_____   _____
Compliance approval signature   *Athletic Business Office* signature authority
I approve the payment claim(s)/certify it conforms with NCAA regulations

APPENDIX C

Test Results

| | | | | | | | | | | | | | | 2021-22 ⌄ |

Youngstown St.														
Sport	**Coach**	**Division**	**Academic Year**	**Date**	**Timed**	**Results**	**Pct**	**Pass**	**Type**	**Notes**	**Answer Log**
Men's Basketball	Ethan Faulkner	I	2021-22	06/04/2021 10:06 AM	Y	28 - 30	93.333333333333	Y	Online	Add	Answer Log
Men's Basketball	Jerrod Calhoun	I	2021-22	06/04/2021 10:19 AM	Y	28 - 30	93.33333333333333	Y	Online	Add	Answer Log
Men's Basketball	Chinedu Nwachukwu	I	2021-22	06/04/2021 10:20 AM	Y	30 - 30	100.0	Y	Online	Add	Answer Log
Men's Basketball	JASON SLAY	I	2021-22	06/04/2021 10:22 AM	Y	28 - 30	93.333333333333333	Y	Online	Add	Answer Log
Men's Basketball	Danny Reese	I	2021-22	06/04/2021 10:41 AM	Y	29 - 30	96.66666666666667	Y	Online	Add	Answer Log
Men's Basketball	J Paul Molinari	I	2021-22	06/04/2021 10:48 AM	Y	30 - 30	100.0	Y	Online	Add	Answer Log
Men's Basketball	Ben Asher	I	2021-22	08/24/2021 01:33 PM	Y	30 - 30	100.0	Y	Online	Add	Answer Log
Football	Austen Bujnoch	I	2021-22	05/18/2021 12:11 PM	Y	30 - 30	100.0	Y	Online	Add	Answer Log
Football	Vincent Funari	I	2021-22	05/18/2021 12:13 PM	Y	30 - 30	100.0	Y	Online	Add	Answer Log
Football	Patrick Briningstool	I	2021-22	05/18/2021 12:16 PM	Y	28 - 30	93.333333333333333	Y	Online	Add	Answer Log
Football	Troy Rothenbuhler	I	2021-22	05/18/2021 12:16 PM	Y	29 - 30	96.66666666666667	Y	Online	Add	Answer Log
Football	Bryan Nardo	I	2021-22	05/18/2021 12:18 PM	Y	30 - 30	100.0	Y	Online	Add	Answer Log
Football	Devon Spalding	I	2021-22	05/18/2021 12:21 PM	Y	28 - 30	93.33333333333333	Y	Online	Add	Answer Log
Football	ROLLEN SMITH	I	2021-22	05/18/2021 12:27 PM	Y	26 - 30	86.66666666666667	Y	Online	Add	Answer Log
Football	Joshua Sinagoga	I	2021-22	05/18/2021 12:27 PM	Y	29 - 30	96.66666666666667	Y	Online	Add	Answer Log
Football	Chad Stalnaker	I	2021-22	05/18/2021 12:28 PM	Y	28 - 30	93.33333333333333	Y	Online	Add	Answer Log
Football	Evan Harvey	I	2021-22	05/18/2021 12:29 PM	Y	29 - 30	96.66666666666667	Y	Online	Add	Answer Log
Football	Kenneth McClendon	I	2021-22	05/18/2021 12:30 PM	Y	30 - 30	100.0	Y	Online	Add	Answer Log
Football	Doug Phillips	I	2021-22	05/18/2021 12:30 PM	Y	28 - 30	93.33333333333333	Y	Online	Add	Answer Log
Football	Tim Johnson	I	2021-22	05/18/2021 12:35 PM	Y	23 - 30	76.66666666666667	N	Online	Add	Answer Log
Football	Ashton Youboty	I	2021-22	05/18/2021 12:47 PM	Y	30 - 30	100.0	Y	Online	Add	Answer Log
Football	Joseph Schaefer	I	2021-22	05/18/2021 12:48 PM	Y	29 - 30	96.66666666666667	Y	Online	Add	Answer Log
Football	john peterson	I	2021-22	05/18/2021 04:17 PM	Y	29 - 30	96.66666666666667	Y	Online	Add	Answer Log
Football	Tim Johnson	I	2021-22	07/01/2021 11:05 AM	Y	27 - 30	90.0	Y	Online	Add	Answer Log
Women's Basketball	Jason Pacanowski	I	2021-22	05/18/2021 11:05 AM	Y	30 - 30	100.0	Y	Online	Add	Answer Log
Women's Basketball	Malika Glover	I	2021-22	05/18/2021 11:08 AM	Y	26 - 30	86.66666666666667	Y	Online	Add	Answer Log
Women's Basketball	John Nicolais	I	2021-22	05/18/2021 11:16 AM	Y	29 - 30	96.66666666666667	Y	Online	Add	Answer Log
Women's Basketball	John Barnes	I	2021-22	05/18/2021 03:08 PM	Y	30 - 30	100.0	Y	Online	Add	Answer Log
Women's Basketball	Andy Crane	I	2021-22	05/24/2021 10:17 AM	Y	30 - 30	100.0	Y	Online	Add	Answer Log
All Sports	Nathan Miklos	I	2021-22	05/18/2021 11:01 AM	Y	29 - 30	96.66666666666667	Y	Online	Add	Answer Log
All Sports	Bradley Smith	I	2021-22	05/18/2021 11:02 AM	Y	29 - 30	96.66666666666667	Y	Online	Add	Answer Log
All Sports	Ulises Hernandez	I	2021-22	05/18/2021 11:03 AM	Y	28 - 30	93.333333333333333	Y	Online	Add	Answer Log
All Sports	Lynnie Ritter	I	2021-22	05/18/2021 11:06 AM	Y	29 - 30	96.66666666666667	Y	Online	Add	Answer Log
All Sports	Fengting Chen	I	2021-22	05/18/2021 11:08 AM	Y	28 - 30	93.33333333333333	Y	Online	Add	Answer Log
All Sports	Campbell	I	2021-22	05/18/2021 11:11 AM	Y	30 - 30	100.0	Y	Online	Add	Answer Log
All Sports	Tyler Mettille	I	2021-22	05/18/2021 11:12 AM	Y	27 - 30	90.0	Y	Online	Add	Answer Log
All Sports	Sara Zilles	I	2021-22	05/18/2021 11:20 AM	Y	30 - 30	100.0	Y	Online	Add	Answer Log
All Sports	Josh Green	I	2021-22	05/18/2021 11:27 AM	Y	29 - 30	96.66666666666667	Y	Online	Add	Answer Log
All Sports	Aline Scott	I	2021-22	05/20/2021 11:10 AM	Y	30 - 30	100.0	Y	Online	Add	Answer Log
All Sports	Brian Shrum	I	2021-22	05/20/2021 11:13 AM	Y	28 - 30	93.333333333333333	Y	Online	Add	Answer Log

All Sports	DAVID TOWNSEND	I	2021-22	05/20/2021 11:17 AM	Y	28 - 30	93.33333333333333	Y	Online	Add	Answer Log
All Sports	Dan Bertolini	I	2021-22	05/20/2021 11:28 AM	Y	28 - 30	93.33333333333333	Y	Online	Add	Answer Log
All Sports	Brian Gorby	I	2021-22	05/20/2021 12:05 PM	Y	30 - 30	100.0	Y	Online	Add	Answer Log
All Sports	Tony Joy	I	2021-22	05/24/2021 10:18 AM	Y	28 - 30	93.33333333333333	Y	Online	Add	Answer Log
All Sports	Eric Bunnell	I	2021-22	05/24/2021 10:23 AM	Y	30 - 30	100.0	Y	Online	Add	Answer Log
All Sports	Shane Davis	I	2021-22	05/24/2021 10:26 AM	Y	30 - 30	100.0	Y	Online	Add	Answer Log
All Sports	Doug Kuberski	I	2021-22	05/24/2021 10:29 AM	Y	29 - 30	96.66666666666667	Y	Online	Add	Answer Log
All Sports	Alyssa Gervelis	I	2021-22	05/24/2021 10:38 AM	Y	29 - 30	96.66666666666667	Y	Online	Add	Answer Log
All Sports	Kelsey Reagan	I	2021-22	05/24/2021 10:40 AM	Y	29 - 30	96.66666666666667	Y	Online	Add	Answer Log
All Sports	Eric Smith	I	2021-22	05/24/2021 11:01 AM	Y	30 - 30	100.0	Y	Online	Add	Answer Log
All Sports	Kendyl Clarkson	I	2021-22	05/25/2021 10:21 AM	Y	27 - 30	90.0	Y	Online	Add	Answer Log
All Sports	Theresa Walton	I	2021-22	05/25/2021 10:24 AM	Y	28 - 30	93.33333333333333	Y	Online	Add	Answer Log
All Sports	Eric Rupe	I	2021-22	05/25/2021 03:12 PM	Y	28 - 30	93.33333333333333	Y	Online	Add	Answer Log
All Sports	Mickael Sopel	I	2021-22	05/26/2021 10:18 AM	Y	30 - 30	100.0	Y	Online	Add	Answer Log
All Sports	Destiny Clark	I	2021-22	05/26/2021 10:27 AM	Y	30 - 30	100.0	Y	Online	Add	Answer Log
All Sports	Megan Tomei	I	2021-22	06/02/2021 11:40 PM	Y	28 - 30	93.33333333333333	Y	Online	Add	Answer Log
All Sports	Ryan Bell	I	2021-22	06/14/2021 06:06 PM	Y	29 - 30	96.66666666666667	Y	Online	Add	Answer Log
All Sports	Keith Gorby	I	2021-22	07/01/2021 10:43 AM	Y	26 - 30	86.66666666666667	Y	Online	Add	Answer Log
All Sports	William Graham	I	2021-22	07/28/2021 01:49 PM	Y	27 - 30	90.0	Y	Online	Add	Answer Log
All Sports	Ryan Collins	I	2021-22	08/24/2021 01:10 PM	Y	30 - 30	100.0	Y	Online	Add	Answer Log
All Sports	Taylor Marshall	I	2021-22	09/08/2021 04:29 PM	Y	29 - 30	96.66666666666667	Y	Online	Add	Answer Log
All Sports	Breanne Bakan	I	2021-22	10/06/2021 09:40 AM	Y	28 - 30	93.33333333333333	Y	Online	Add	Answer Log
All Sports	Arnaldo Morales	I	2021-22	10/06/2021 03:27 PM	Y	18 - 30	60.0	N	Online	Add	Answer Log
All Sports	Arnaldo Morales	I	2021-22	11/09/2021 10:29 AM	Y	25 - 30	83.33333333333334	Y	Online	Add	Answer Log
All Sports	P. Benjamin Beekman	I	2021-22	12/21/2021 11:10 AM	Y	29 - 30	96.66666666666667	Y	Online	Add	Answer Log

Rules Education Policy

Policy

All coaching and non-coaching sport specific positions are required to attend monthly rules education sessions and complete the acknowledgment within seven days (beginning with the time it was sent out). This includes volunteer positions. If a coach is unable to attend in person due to a sport conflict or prior arrangement, the materials covered should be reviewed and acknowledgment completed.

Should there be a violation of the policy outlined above, the following penalty structure will be followed:

1st instance: Failure to complete rules education notice from Senior Associate AD (sport supervisor will be copied)

2nd instance: Meeting with head coach (if assistant), sport supervisor, and Deputy AD/AD; Suspension from coaching duties for 3 days

3rd instance: Suspension from coaching duties for one week (7 days) and at minimum one competition

4th instance: Subject to termination

Procedure

1. Compliance will send all rules education dates for each semester prior to the semester starting so coaches can add them to their calendars
2. Compliance will send 1 reminder in the week before the scheduled session
3. After the meeting, compliance will send the materials covered along with the link to complete the acknowledgment
4. Once the acknowledgment time period ends, compliance will review completion and determine who did not complete
5. Compliance will keep a running list of who has or has not completed the acknowledgements in previous months
6. Compliance will notify the individuals who did not complete based on the penalty structure above.

Email or Notification Examples (if applicable)

Failure to Complete Email:

Good Afternoon,

You are receiving this email because you failed to complete the acknowledgement for the rules education session that occurred on January 25th. Please reference the attached email that was sent out if you have questions.

Understanding and acknowledgement of rules education is required for all coaching positions, volunteer or full time. Individuals who display a continuous and patterned lack of compliance with this policy may result in termination of employment.

Thank you,

Rebecca

YSU RULES EDUCATION SCHEDULE

DATE	SPORT	TOPICS COVERED
3/24/2021	Football	Role of Compliance, Concepts of Head Coach Responsibility, Institutional Control, Failure to Monitor, Process for Interps or Questions
4/22/2021	All Sport	One-Time Transfer Exception, Expiration of COVID Dead Period, Virtual Team Activities
5/5/2021	Football	Phone Calls with PSAs, Evaluations
5/20/2021	All Sport	Recruiting Logs, Recruiting Calendar, Summer Workout Rules, Summer Reminders
June 1-14	Football	Football staff took their vacation time during these two weeks, no rules education occurred
6/23/2021	Football	Recruiting Visits - Official, Unofficial, Game-Day Simulations
7/8/2021	Football	Cancelled due to transition with compliance liasion for football
7/22/2021	Football	Preseason Rules, DI Football Prohibited Athletic Activities Video
8/12/2021	Football	Beginning of the year reminders and team meeting
8/26/2021	Football	Complimentary Tickets for PSAs, Recruiting Calendar, Other Game Day Reminders
9/1/2021	Football	2021 Regional Rules Seminar: Association-Wide National Letter of Intent - Learning Portal
9/13/2021	All Athletic Staff	Ethical conduct, Honesty and Sportsmanship, Head Coach Responsibility, Recruiting Reminders, Academic Integrity
9/23/2021	M. Basketball	Recruiting Calendar and Guide, Evaluations and Contacts
9/29/2021	All Athletic Staff	NIL Policy and Opendorse
10/12/2021	All Sport	APR, NLI and Scholarship Process
10/27/2021	Football	Initial Eligibility, Scholarship Counters, Recruiting Calendar
11/10/2021	Football	Recruiting - Transportation, Accommodations, Lodging, Meals
11/16/2021	All Sport	CARA, Voluntary Activities, Academic Integrity, Head Coach Responsibility
11/22/2021	Football	Legislative Process at the Division I level, Rules Modernization Update
12/14/2021	All Sport	Sports Wagering, Progress Towards Degree, Rules Modernization
12/28/2021	Football	Cancelled due to holidays
1/12/2022	All Athletic Staff	Review of soccer case decision, extra benefits, sports wagering
1/25/2022	All Sport	NCAA Constitutional Changes, Rules Modernization, NIL FAQs
1/26/2022	Football	NCAA Constitutional Changes, Rules Modernization, NIL FAQs
2/16/2022	All Athletic Staff	EPIC Rick Management Presentation on Sports Wagering
2/22/2022	All Sport	YSU Test-Optional Policies, Rules Modernization, Visit and Other Compliance Reminders

NCAA Football Rules Compliance

3-24-21

Role of Compliance

- Collaborative Process with coaches, SAs and staff
- Responsibility of every staff member to be educated and seek understanding when something is not clear- ask before you act!
- In order to protect the institution, the compliance staff will establish measures to avoid Failure to Monitor and Lack of Institutional control
- Probation Notice
- Educate, Acknowledge, Monitor and Report

Failure to Monitor

- Shared responsibility across the entire institution
- Factors an institution needs to avoid Failure to Monitor:
  - Established policies and procedures
  - Regular and effective education and training
  - Monitoring of athletics programs including heightened monitoring of individuals/programs with prior noncompliant conduct
  - Enforce all applicable (NCAA, Conference, Campus etc.) policies and legislation
  - Swift action and reporting to NCAA when noncompliance is discovered
  - Take steps to prevent future similar noncompliance

What is institutional control?

Institutional control refers to the efforts institutions make to comply with NCAA legislation and to detect and investigate violations that do occur. NCAA member institutions are obligated to maintain appropriate levels of institutional control.

Can individuals be charged with a lack of institutional control or failure to monitor?

Yes. Coaches and staff members can be held personally responsible for failing to adequately monitor and exercise appropriate control over rules compliance in an athletics department or within a sport program. NCAA bylaws require head coaches to promote an atmosphere for compliance and to monitor the rules compliance of those who report to them.

Lack of Institutional Control

- A lack of institutional control is found when the Committee on Infractions determines that major violations occurred and the institution failed to display:
  - Adequate compliance measures.
  - Appropriate education and training on those compliance measures.
  - Sufficient monitoring to ensure the compliance measures are followed.
  - Swift and appropriate action upon discovery of a violation.

Head Coach Responsibility

A head coach may rebut the presumption by showing that he or she:

1 Promotes an atmosphere of compliance within the program.

AND

2 Monitors the activities of staff members who report, directly or indirectly, to the coach.

Charging Guidelines for HC Responsibility

On Feb. 6, 2018, the Division I Board of Directors approved charging guidelines for head coach responsibility. In determining whether a head coach promoted an atmosphere of compliance and monitored the activities of his or her staff, the enforcement staff will consider the head coach's overall communications, monitoring efforts and activities that demonstrate his or her commitment to compliance, as well as the specific circumstances surrounding the alleged underlying violation(s). Examples that may inform the enforcement staff's analysis include, but are not limited to, the following:

- **Demonstration** that compliance is a shared responsibility by establishing clear expectations that all coaches, staff members and student-athletes will understand and comply with NCAA rules.
- **Demonstration** that ultimate responsibility for the integrity of the program rests with the head coach, including understanding that staff actions reflect on the head coach and violations will result in clearly articulated discipline.
- **Establishment** of a program that includes immediate reporting of actual and potential issues to the compliance staff and allowing an independent inquiry into those issues.
- **Timely, consistent and continuing education** of all coaches, staff members and student-athletes as to rules and regulations, including written agendas and documentation of subjects covered and issues discussed.
- **A history of consulting with the compliance staff** on a regular basis and asking before acting.

In addition, the enforcement staff offers observations on strategies for satisfying the obligations of Bylaw 11.1.1.1.

NCAA Regulations

- 500 pages of NCAA manual
  - Tens of thousands of interpretations, educational columns and case precedent on previous rules violations
- 100 page NCAA COVID Q&A- new rules and regulations and the changes due to COVID
- YSU Institutional Policies, MVFC

Campus Interpretations

- Just because another school does something does not mean it is permissible
  - Institutions has to be able to explain and defend their rationale for a decision
- EX: OSU

YSU Compliance Procedures and Expectations

- If you don't agree with an interpretations or believe something should be permissible that you have been told is impermissible it is expected that you professionally communicate your concern with compliance
- If is expected that you communicate directly with staff (i.e. Emily/Tyler on football compliance items)
- It is not appropriate within the culture of our department to raise your voice or yell at another staff member because you don't agree with a rule or like the direction you are getting
- Important to note: It is important that staff understand they can come to compliance at any time to discuss a rule or interpretation.

NCAA Processes

- Interpretations or Questions- submit to ncaacompliance@ysu.edu
- Emily- primary contact for football compliance
- Tyler- secondary contact for football compliance
- Myisha and Rebecca- oversee various compliance sports and can assist as needed

11.7.3 Noncoaching Staff Member with Sport-Specific Responsibilities. [A]

A noncoaching staff member with sport-specific responsibilities (e.g., director of operations, administrative assistant) is prohibited from participating in on-court or on-field activities (e.g., assist with drills, throw batting practice, signal plays) and is prohibited from participating with or observing student-athletes in the staff member's sport who are engaged in nonorganized voluntary athletically related activities (e.g., pick-up games). *(Adopted: 1/16/10, Revised: 1/18/14 effective 8/1/14)*

Non-Designated Coaching Position

- Was previously communicated to student and staff -EDUCATE
- Was communicated to HC upon hire- EDUCATE
- Student signed document detailing what is permitted –EDUCATE and Acknowledge
- Compliance was told he would be doing DOFO activities
- Reminder email the day was sent to staff after action was displayed notifying a warning in behavior- -Monitor
- Compliance job is to avoid lack of institutional control and failure to monitor

NCAA Violation Example

- https://ama.ncaa.org/search/view/1077284.pdf

On October 19, 2019, the director of football operations (DOFO), who is a non-coaching staff member with sport specific responsibilities, engaged in impermissible coaching activities on the sideline during a home football game. Specifically, the assistant athletic director for compliance was at the football game and noticed the DOFO engaging with a few student-athletes (SAs) in between plays that went beyond a simple "good job". The DOFO did not realize that talking to SAs after a play that occurred during the game would count as engaging in coaching activities. He believed he was cheering and acting in accordance with his limitations as a non-coaching staff member.

Dead Period Violation Timeline Review

- Coaches asked about incoming student access with compliance
- Compliance notified coaches that dead period applied to committed PSAs and provided date they could permissibly come to campus
  - Compliance discussed this specific ban on various staff calls
- Coaches requested for two PSAs to come early to campus and compliance submitted two waivers (one was approved and one was withdrawn)
- Coaches/Ethan requested for them to come early for COVID and medical testing reasons
- Compliance contacted MVFC and was told there was not flexibility
- Compliance went to NCAA and placed in interpretation where it was stated we had permission for medical testing/COVID19 reasons only (quarantine, etc.)
- Compliance communicated with coaches via email, staff meeting and verbally communicated with an assistant coach that this approval was for medical reasons only
- Institution self reported FB coaches took 3 PSAs around Stambaugh and WATTS impermissibly
- Violation was reported and NCAA enforcement issued a 2 week ban on visits at the next opportunity

Future Penalties

- NR- Probation 2 years and finalized recommendations will be reviewed at a later date
- Multiple level III violations can result in a Level II violation
- Reported Level III under current staff: 4
- https://ncaaorg.s3.amazonaws.com/infractions/d1/glnc_grphcs/D1INF_InfractionsViolationLevels.pdf

NCAA Additional Resources

https://www.ncaa.org/sites/default/files/2018DIEnf_HeadCoachResponsibilites_20180411.pdf
https://www.ncaa.org/enforcement/enforcement-process-charging

NCAA Violations:
Allegations against other institutions

- If you have a concern or become aware of another institution violating an NCAA bylaw:
  - Gather facts associated with the situation (post, etc.)
  - You need to report to YSU compliance staff (Emily/Tyler- football compliance staff)
  - That staff will review and take necessary steps (Calling Institution, Conference or NCAA if ever appropriate)
  - If you perceive a conflict in interest with your compliance staff (Emily/Tyler) you can report to Myisha or Bee

EX: NIU and accusations of tampering made by football staff – the correct steps would be gather information and confirm facts, then communicate with YSU compliance . In the event that coaches don't feel comfortable communicating with Emily on NIU due to perceived conflict of interest, we have 3 other staff members who work in compliance that can do the job

Department Policy for Summer Aid and Resource Allocation

- Students will be reviewed for summer school aid if they meet with following:

- SAs who are required to take summer courses for NCAA Eligibility
- SAs who need summer courses to graduate on time
- SAs who need summer course for sequencing of course offerings
- SAs who need summer to participate in summer access (MBB, WBB, MFB)
- Coaches can submit a name that does not meet the above for consideration

NCAA Summer Access Bylaws and Blanket Relief for Summer 2021

- NCAA just passed a blanket waiver to allow SA's to participate in summer access without being enrolled in summer classes- same as last year
- This includes incoming SA's- freshman and transfers

Summer Access vs Voluntary Period

- Summer access is required weight training, conditioning, and review of game/practice film for 8 weeks during the summer.
- Summer access is limited to 8 hours per week of which 2 can be spend on film review.
- A calendar will be developed to include voluntary and discretionary periods and more information sent out with this next week

FOOTBALL RULES ED- VISITS

June 23, 2021

RECRUITING VISITS
OFFICIAL AND UNOFFICIAL

- Can host official visits starting April 1 of a PSA's Junior year through the last Sunday before the last Wednesday in June- For this year June 27 is the last day for an official visit for a PSA in their Junior year heading into their senior year.
- Starting Sept. 1, can then host official visits for Seniors.
- Can not have an official visit in conjunction with participation in a camp/clinic.
- Exception: Home Football Contest
  - **13.6.2.1.5.1 Exception -- Home Football Contest. [FBS/FCS]** In August of a prospective student-athlete's senior year in high school, an institution may provide an expense-paid visit to the prospective student-athlete 48 hours before through 48 hours after an institution's home contest that occurs on the institution's campus or in a facility normally used for its home contests. *(Adopted: 1/23/19 effective 8/1/19)*
- Can host unofficial visits anytime in a PSA's career subject to the recruiting calendar.

WHAT'S THE PROCESS – UNOFFICIAL VISITS

- Check that the PSA is the appropriate age/grade
- Check your recruiting calendar – no unofficial visits during a dead period
- Prior the visit, complete the Unofficial visit form (located on blackboard) and submit to Emily/Tyler.

No expenses or meals for unofficial visits

No special parking arrangements

UNOFFICIAL VISIT BASICS

- Can have unlimited.
- May provide 3 complimentary admissions to a home competition (up to 2 more for a nontraditional family plus can reserve more that can be bought at face value). Tickets only for general seating area (no pressbox or sideline access during the competition).
- A prospect on an unofficial may pay the actual costs and have a meal with those on official visits or with enrolled student-athletes.
- Can stay in a dorm but must pay the regular rate for such lodging.
- Cannot provide special parking arrangement

OFFICIAL VISIT BASICS

- Can provide 56 visits in a year. This year we are allowed only 53 due to violation.
- Can roll over up to 6 unused visits from the previous year.
- Official Visits can not exceed 48 hours (the 48 hour window starts when the prospects arrives on campus except if a coach is accompanying the prospect during automobile transportation to campus the transportation would count towards the 48 hours).
- Prospect can receive lodging and not start the 48 window if they arrive too late in the day to begin an official visit.
- Lodging and meals must take place within a 30 mile radius of campus.

BASICS CONTINUED

- Can provide up to 6 complimentary admissions to a home contest. The tickets are for the general seating area only, no access to the pressbox or sideline. Additional tickets can be reserved.
- Cannot provide cash to a prospect for entertainment.
- A student host can receive up to $75 per day of the visit (excluding cost of meals and comp tickets) and an additional $40 for each additional prospect the host entertains. The student host may receive complimentary meals and admissions if they are accompanying the prospect.
- May provide up to 3 meals per day and also snacks for the prospect and up to 4 family members. Meals can be held at an institutional staff members house within a 30-mile radius of campus.

OFFICIAL VISIT TRANSPORTATION

- Can pay a prospects travel costs for a visit, provided the prospect returns to their original departure point, their home, educational institution, or site of competition.
- Can not provide a car for transportation, but can pay mileage rate to the person incurring the cost of transportation (unless it is the prospects coach).
- When a prospect is on campus, it is permissible to use YSU vehicles.
- If the prospect is flying, YSU can pay for their airfare but much be coach (no first class) and cannot use any rebates, rewards, upgrades etc.
- Cannot pay transportation costs for family members (but the family members may ride in cars provided for prospect and the mileage already mentioned).
- Can arrange for parking on campus.
- Can pay for meals and lodging while in transit for visit.

WHAT'S THE PROCESS – OFFICIAL VISITS

What do you need?
- PSA must be registered with Eligibility Center and on the IRL
- Copy of PSA's transcript (unofficial is okay)
- Complete official visit form

Complete the RR Form:
- PSA personal information (EC number, address, email, DOB, EC ID#)
- Date of visit
- Guests coming with the PSA
- Host Coach
- Check the "scan" box if purchasing flight
- Working to merge the RR form and compliance official visit form.

WHAT'S THE PROCESS — PRE OFFICIAL VISITS

1. Turn in RR and official visit form to compliance liaison
2. Compliance liaison will review and ensure Academic Advisor has a copy of transcript on file for an evaluation
3. If all good, compliance will approve paperwork and take to Business Office
4. Business Office will communicate to Tracey if flight is needed
5. Business Office will send host coach a green copy of RR form for receipt

WHAT'S THE PROCESS — POST OFFICIAL VISITS

1. Complete a new copy of the bottom portion of RR ELECTRONICALLY
2. Fill in all expenses (meals, host $, tolls, flight cost, etc.)
3. Attach copies of receipts – not originals, tape to a piece of paper and copy them. Include who was at each meal
   - Hotel receipts
   - Flight receipts
   - Meal receipts – list of everyone who attended the meal needs included
   - Toll receipts, etc.
4. If you gave host money, the host and PSA need to sign the host form during the visit
5. Include the green copy of the original RR

ACTIVITIES DURING AN OFFICIAL VISIT
BYLAW 13.6.7.9

An institution may not arrange miscellaneous, personalized recruiting aids (e.g., personalized jerseys, personalized audio/video scoreboard presentations) and may not permit a prospective student-athlete to engage in any game-day simulations (e.g., running onto the field with the team during pregame introductions) during an official visit.
   - Decorative items and special additions regardless of if they include name or picture

Can decorate common areas in athletic facilities, provided they are not personalized and the areas are not open or visible to the general public.

WHAT IS A GAME DAY SIMULATION?

A game day simulation occurs any time a prospective student-athlete is:
- On the practice or competition field/court/surface;
- In uniform or with equipment associated with a sport; and
- Demonstrating or displaying athletics ability or technique associated with a sport (e.g., any athletic stance, pose or motion associated with a sport).

NOTE: All three things must happen together for the action to be considered a game day simulation.

Further, any activity normally conducted on game day involving student-athletes is considered a game day simulation. Examples:
- Staged press conference;
- Simulated media interview or appearance;
- Running out of the tunnel;
- Using a smoke machine, the same way it is used on game day; and
- Arranging for the appearance of a mascot, cheerleading squad, dance team or band

EQUIPMENT AND UNIFORMS

- **Question:** In an athletics facility closed to the public, may a prospective student-athlete try on a non-personalized uniform and/or equipment?
- **Answer:** Yes.
- **Question:** In an athletics facility closed to the public, may anyone accompanying a prospective student-athlete on a visit try on a non-personalized uniform and/or equipment?
- **Answer:** Yes.
- **Question:** May an institutional staff member arrange for or direct a prospective student-athlete to leave the locker room or equipment room to enter an adjacent field/court while in a non-personalized uniform or with equipment?
- **Answer:** Yes. Arranging for or directing a prospective student-athlete to enter a practice or competition site while wearing the uniform and/or with equipment does not constitute a game day simulation. However, the activity may not take place in view of the public.

PICTURES OR VIDEOS – PSA TAKING THEM

During a prospective student-athlete's official or unofficial visit, it is permissible for him or her to photograph or video the visit and post the photograph or video on social media provided the photograph or video:
- Is not arranged or taken at the direction of an institutional staff member; and
- Is not posted on social media by or at the direction of an institutional staff member.

PICTURES/VIDEOS – YSU TAKING OR POSTING THEM

During a visit, we can take a picture or video of a PSA to be posted after commitment as long as:
- Facility is closed to the public
- It does not involve a game day simulation
- Does not include a personalized recruiting aid

Can involve:
- Special effects/green screen
- Equipment related to sport (provided no game day simulation)
- An object that is not considered equipment related to a sport (e.g., special addition)

SHOWING A VIDEO/AUDIO PRESENTATION

- If personalized (include name or picture of PSA) – not permissible until AFTER commitment (NLI or GIA)

An institution is permitted to use a scoreboard or video board to show a video to a prospective student-athlete visiting the institution, provided the video is not personalized to the prospective student-athlete (e.g., edited or unedited highlight video), is not created by an entity outside the institution and does not celebritize the prospective student-athlete's visit to campus.

A GIF or other animation is considered video/audio

ANNUAL NCAA RULES EDUCATION

2021-2022
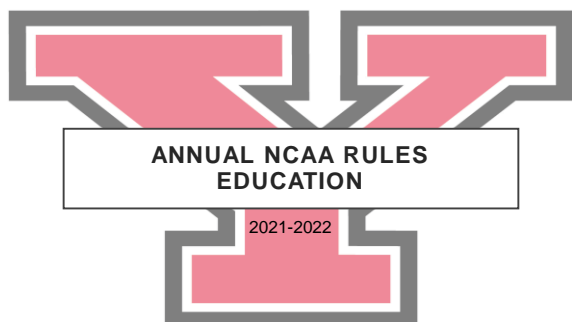
HONESTY AND SPORTSMANSHIP
10.01.1

Individuals employed by (or associated with) YSU shall act with honesty and sportsmanship at all times so that intercollegiate athletics as a whole, their institutions and they, as individuals, shall represent the honor and dignity of fair play and the generally recognized high standards associated with wholesome competitive sports.

UNETHICAL CONDUCT
10.1

Unethical conduct by a current or former YSU staff member, which includes any individual who performs work for YSU or the athletics department even if he or she does not receive compensation for such work, may include, but is not limited to, the following:

- Refusal to furnish information relevant to an investigation of a possible violation
- Knowing involvement in offering or providing a prospective or an enrolled student-athlete an improper inducement or extra benefit or improper financial aid;
- Knowingly furnishing or knowingly influencing others to furnish the NCAA or the individual's institution false or misleading information concerning an individual's involvement in or knowledge of matters relevant to a possible violation of an NCAA regulation.

RESPONSIBILITY TO COOPERATE
19.2.3

Current and former YSU staff has an affirmative obligation to report instances of noncompliance to the Association (e.g. compliance office) in a timely manner and assist in developing full information to determine whether a possible violation has occurred and the details thereof.

NON-PERMISSIBLE/EXTRA BENEFITS
16.11.2.1

YSU staff or boosters may not provide or organize any special arrangement for student-athletes and/or their families that are not available to the general student and/or public. Example include but are not limited to arranging discounted/free haircuts, housing, transportation, articles of clothing, meals, money, tickets, use of automobile, legal services, loans, etc. that are not available to the general student and/or public.

Non-Traditional/Overly Involved Boosters

Communicate names to compliance liaison as to any individual who is more "present" with your program than traditional boosters (e.g. simply a season ticket holder), and specifically, around your student-athletes in order to allow the compliance staff to conduct additional rules education with those individuals.

ACADEMIC INTEGRITY

- Coaches and Athletic staff play an important role in a student-athlete's academic success
- Academic misconduct violations negatively impact the student-athlete, the institution and intercollegiate athletics.
- It is important to promote an environment of academic integrity and report suspected violations as soon as possible

ACADEMIC INTEGRITY

DO'S

- Ask compliance questions about what you should and should not do concerning academics.
- Know the NCAA initial and continuing academic eligibility requirements.
- Stay involved and up to date on your student-athletes' academic progress.
- Know your institution's academic policies.
- Report potential academic misconduct to compliance.
- Understand how much help is permissible. If you are ever in doubt, ask before you act.

DON'TS

- Call professors/teaching assistants/tutors about your student-athletes.
- Cross the line to protect a student-athlete's academic eligibility.
- Tamper with transcripts/admissions applications for prospects.
- Complete or ask others to complete any academic work for a student-athlete or prospect.
- Remain silent if you see potential academic misconduct or believe someone is pressuring you to compromise a student-athlete's academic integrity.

CPR/FIRST AID CERTIFICATION
17.1.6

A YSU staff member with current certification in First Aid, CPR, and AED use must be present any time a student-athlete participates in a physical countable athletically-related activity.

SPORT GAMBLING/WAGERING

Athletics staff members are not permitted to participate in any sports wagering or gambling if the following are present:
- You must pay a fee to enter
- There is an opportunity to win a prize (regardless of value)

NCAA PROBATION

- YSU (as an institution) is on probation with the NCAA until April 2023
- What does this mean?
  - Additional checks and balances and more stringent policies and procedures
  - Mandatory rules education sessions and acknowledgments
  - Any level I or level II violations that occur during probation will result in more severe sanctions
  - Any violations of a similar nature could be leveled higher than they would be under normal circumstances

ASK BEFORE YOU ACT

COACHING STAFF AND SPORT ADMINISTRATOR EDUCATION

HEAD COACH RESPONSIBILITY
11.1.2.1

An institution's head coach is responsible for the actions of all assistant coaches and administrators who report, directly or indirectly, to the head coach. An institution's head coach shall **promote an atmosphere of compliance within his or her program** and shall **monitor the activities of all assistant coaches and administrators involved with the program who report directly or indirectly to the coach.**

- Coaching staff should regularly discuss compliance matters internally as a staff, and seek in-person support from the YSU Compliance staff when necessary
- Staff are expected to bring any concerns or comments related to NCAA compliance matters, the overall compliance environment of our athletic programs and any perceived vulnerabilities to the attention of the Executive Athletic Director and/or Compliance staff

RECRUITING REMINDERS

- Recruiting Exam
- Camps and Clinics – See Tyler
- Recruiting Logs due to Tyler at the end of each month
- Transfers
  - If DI or DII – must be in NCAA Transfer Portal before contacting
    - Contact your Compliance liaison if you need your username or password
  - If DIII or NAIA – must have permission to contact/release before contacting
    - Send to compliance liaison once you receive it
  - Two-Year Transfers – a two-year PSA who was not a qualifier and is in their first year, may not be contacted in person unless at PSA's educational institution.

STAFF REMINDERS

- If you work with a local sports club, please report to your compliance liaison as we have a form to complete
- Head Coaches – any changes to your sport staff will need to be updated on your staff designation form
- Any student support staff (managers, etc.) must be reviewed and approved by compliance before the student starts

ACADEMIC REMINDERS

- Coaches should not contact professors directly, always communicate via the athletic academic advisor if you have concerns

YSU Failed/Non-Credit Class Policy
- If a SA receives full tuition (or more) and does not successfully pass a class (earn degree credit), athletics scholarship will be reduced the following academic year by the amount paid for that class (or retroactively for SA's not returning).
- This also applies if a student withdraws from a class without prior approval or due to failing the course.
- Opportunity to appeal

FORM REMINDERS

- Occasional Meal – must be approved prior
  - "Occasional" is defined as once per month. Based on a 12-month year, no more than 12 occasional meals may be provided to a student-athlete annually. These meals can occur more than once per month, but may not collectively exceed 10 in an academic year.
- Official Visit Paperwork
- Unofficial Visit Form
- CARA Logs
- Recruiting Logs
- Outreach/Appearance Request

Send all forms to ncaacompliance@ysu.edu

QUESTIONS?

Recruiting

Transportation, Accommodations, Lodging, Meals

Bylaws 13.5 & 13.6

Transportation on Official Paid Visit
Bylaw 13.5.2

- May pay actual transportation cost to campus from location as long as the PSA:
  - Returns to point of origin or;
  - PSA's home;
  - Educational institution;
  - Site of competition

Automobile Transportation on Official Visit

- If PSA travels via car, institution may pay round-trip expenses to individual incurring costs (except for the PSA's coach – Bylaw 13.8.1.2)
- Institution may not provide PSA or host a vehicle to use
- Staff member may not accompany PSA to or from an OV unless PSA traveling only by automobile, in which case, the 48 hour period shall begin when the coach begins transporting the PSA (See Exception 13.5.2.4)
- FCS Exception – Any certified athletics department member can transport PSA to and from institution (13.5.2.2.2.1)
- Staff member may use institutional or personal vehicles to transport PSA and PSA family around campus during official visit

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Transportation from Airport, Bus, Train Station
13.5.2.4

- May provide transportation for PSA and PSA family to and from any airport, bus station, or train station.
- If airport, bus station, or train station is not the nearest available (CLE/PITT), the 48 hour OV begins with the initiation of the ground transportation.
- If it is the nearest, the 48 hour OV begins when the PSA arrives on campus, or if a sit down meeting occurs before arriving to campus (stop for meal).

Transportation of PSA Family or Friends
Bylaw 13.5.2.6

- Institution may not pay, provide, or arrange for the payment of transportation costs incurred by family or friends of a PSA. However, they may:
  o Reimburse automobile-mileage to PSA for OV, even if family was in vehicle
  o Permit family of PSA to ride in vehicle driven by staff member for purpose of transporting PSA as part of OV
  o Provide transportation between campus and airport, bus station, train station for family of PSA during OV

Accommodations on Official Visit
Bylaw 13.6.6

- PSA on an OV shall be provided lodging and meals as regular students normally do.
- Local commercial facilities similar to normal student life within 30 mile radius may be used.
- Lodging may not include special accessories (jacuzzi, luxury suite)

Lodging for Additional Persons
Bylaw 13.6.6.1

- May provide lodging/meals for up to four accompanying family members
- Additional family/friends (above allowable 4) may stay in same room as PSA or PSA's family, but institution may not pay additional incurred costs
- Additional occupants may not be PSA's being recruited by institution

Meals and Lodging While in Transit
Bylaw 13.6.7.1.1

- Institution may pay PSA's actual costs of reasonable expenses (meals, lodging) incurred while traveling to and from campus for OV.

Football Spring Calendar

Bylaw 17.11.7.5

Bylaw 17.11.7.5

- 15 postseason practice sessions
- Includes intrasquad scrimmages and spring game
- CARA limited solely to conditioning, review of game film and/or walkthroughs do not count towards 15 practice session limit
- Practice sessions must meet the following conditions…

17.11.7.5 (a)

- All practice sessions must be conducted within 34 consecutive calendar days
- Vacation and exam days announced on the institution's official calendar may be omitted
- Days that the institution is closed due to inclement weather may be omitted

17.11.7.5 (B)

- Practice sessions held during vacation days may not be of longer duration than those normally held when classes are in session

17.11.7.5 (C&D)

- (C) Only 12 practice sessions may involve contact
- (C) Contact sessions are not permitted prior to the third practice session
- (D) Headgear is the only piece of protective equipment permitted to be worn during noncontact practice sessions

17.11.7.5 (E&F)

- (E) Only 8 of the 12 contact sessions may involve tackling
- (E) Only 3 of the 8 tackling sessions may dedicate more than 50% of the session to 11-on-11 scrimmages
- (F) Tackling is prohibited in 4 of the 12 contact sessions
- (F) Institution may decide the contact non-tackling activities to take place on these 4 days and what protective equipment shall be worn by the SAs

17.11.7.5 (G&H)

- The spring game shall be counted as one of the three sessions that may be devoted to more than 50% 11-on-11 scrimmages
- CARA limits of 4 hours per day and 20 hours per week shall be enforced during spring practice season

January Staff Meeting

1/12/22

Compliance Coverage Changes

	FINK	KLEKNER-ALT	BURK	METTILLE
SPORT COVERAGE	MBB	FB	TR/CC	SW
	WBB	WGO	WBW	VB
	WSO	MGO	WLA	MTE
			WTE	SB
				BA
OTHER DUTIES			Comp. Tickets	Recruit Logs
			NIL	CARA Logs
				International Tax
				Book Return

Soccer Violation Decision

- Received our decision yesterday on the soccer violation committed by the former coach
- In addition to our self-imposed penalties, our probation has been extended through April 2026
  - What does this mean?
    - Additional checks and balances and more stringent policies and procedures
    - Mandatory rules education sessions and acknowledgments
    - Any level I or level II violations that occur during probation will result in more severe sanctions
    - Any violations of a similar nature could be leveled higher than they would be under normal circumstances

---

Rules Education: Extra Benefits

Can & Can't Do's for Coaches

2/23/2022

What is an Extra Benefit?

- Any special arrangement by an institutional employee or a representative of the institution's athletics interests to provide a student-athlete or the student-athlete's relative or friend a benefit not expressly authorized by NCAA legislation.
- Receipt of a benefit by student-athletes or their relatives or friends is not a violation of NCAA legislation if it is demonstrated that the same benefit is generally available to the institution's students or their relatives or friends or to a particular segment of the student body (e.g., foreign students, minority students) determined on a basis unrelated to athletics ability.

Permissible Benefits

Local Transportation
- Staff members may provide reasonable local transportation to student-athletes on an occasional basis.

Reasonable Refreshments for Parents
- An institution may provide the parents (or legal guardians) of a student-athlete with reasonable refreshments (e.g., soft drinks, snacks) on an occasional basis.

Although permissible, both still require compliance approval beforehand

Occasional Meals

- A student-athlete or the entire team in a sport may receive an occasional family home meal in the locale of the institution on infrequent and special occasions from an institutional staff member. An institutional staff member may provide reasonable local transportation to student-athletes to attend such meals.
- Note: All occasional meals require an Occasional Meal Request Form *beforehand*.

Incidental Benefits – Reasonable Refreshments for Student-Athletes

- An institution may provide student-athletes with reasonable refreshments (e.g., soft drinks, snacks) for student-athlete educational and business meetings and, on an occasional basis, for celebratory events (e.g., birthdays).

2

Impermissible – Telephone and Credit Cards

- It is not permissible to allow a student-athlete to use a telephone or credit card for personal reasons without charge or at a reduced cost.
- Exception: Per Bylaw 16.12.1.11 (d), an institution may provide or arrange for a telephone call in emergency situations as approved by the director of athletics (or his or her designee).

Other Prohibited Benefits

- An institutional employee or representative of the institution's athletics interests may not provide a student-athlete with extra benefits or services, including but not limited to:
  a) A loan of money;
  b) A guarantee of bond;
  c) The use of an automobile; or
  d) Signing or cosigning a note with an outside agency to arrange a loan.

Sports Wagering Reminder

NCAA rules prohibit participation in sports wagering activities and from providing information to individuals involved in or associated with any type of sports wagering activities concerning intercollegiate, amateur or professional athletics competition

- **IF YOU RISK SOMETHING, IT'S A BET**
  - If you put something at risk (such as cash, entry fee, dinner or other tangible item) on any amateur and/or professional sporting event with a chance to win something in return, you violate NCAA sports wagering rules.
- **NO SPORT WAGERS OF ANY KIND**
  - Types of sport wagers that violate NCAA rules include, but are not limited to, fantasy leagues, March Madness® brackets, Super Bowl squares, Calcuttas, sports pools, online sports bets, sports betting apps, parlay and prop bets, live in-game betting and singlegame sports bets.
- **PLAY WITH INTEGRITY**
  - Student-athletes and/or athletic staff should NOT share any information about their team or any other team. This includes information regarding team disciplinary actions, strategy, injuries or team morale. This information is sought by gamblers.

From:	Rebecca Fink
To:	NCAA Compliance
Bcc:	basher@ysu.edu; John Barnes; ryanbell2207@gmail.com; Dan Bertolini; pbriningstool@gmail.com; Austen Bujnoch; Eric Bunnell; Jerrod Calhoun; Brian J Campbell; Fengting Chen; Destiny Clark; Kendyl A Clarkson; Ryan Collins; Shane Davis; Ethan Faulkner; Vincent M Funari; Alyssa Gervelis; Malika E Glover; Brian D Gorby; gorbski224@aol.com; Josh Green; Mandy B Green; Bill Graham; Terry M Grossetti; Evan Harvey; Ulises Hernandez; Tim Johnson; Tony Joy; Douglas W Kuberski; Jake L Marinelli; Taylor Marshall; Kenny McClendon; mendez.nikki@hotmail.com; nmiklos@ysu.edu; Paul Molinari; Bryan Nardo; John Nicolais; Chinedu M Nwachukwu; Jason F Pacanowski; Rdpenniman@ysu.edu; John H Peterson; Douglas P Phillips; mapreto@ysu.edu; Kelsey M Reagan; Lynnie Ritter; Troy T Rothenbuhler; eerupe@ysu.edu; Joseph J Schaefer; Aline Scott; Brian Shrum; Josh Sinagoga; Brad Smith; Rollen T Smith; Mickael Sopel; Devon Spalding; Chad M Stalnaker; Mike Tomczak; metomei@ysu.edu; dtown23253@aol.com; Theresa Walton; Elicia N Wells; Coach Y; Sara M Zilles; Ronald A Strollo; Tory R Lindley; Matt Rollins; Tom Morella
Subject:	CARA Limit Reminder
Date:	Wednesday, September 22, 2021 9:27:00 AM

Coaches,

This is a great example and reminder of the importance of following and correctly recording your CARA hours. In addition, this case reinforces the importance of promoting an atmosphere of compliance within your programs where coaches and student-athletes feel comfortable communicating with compliance staff when issues arise.

https://www.ncaa.org/about/resources/media-center/news/general-georgia-tech-womens-basketball-program-committed-violations

Please contact ncaacompliance@ysu.edu if you have any questions about your CARA requirements or any other topics mentioned in this article.

Thanks!

Rebecca Fink
Assistant Director of Athletics
Senior Woman Administrator (SWA)
Youngstown State University
(330)941-2283

email-y-and-proud

Coaches,

With the new modernization track, the NCAA has changed several rules relating to recruiting that have been made effective immediately. Below is a digestible overview of the changes and what you can and cannot do. As always, if you have any questions about the details of the changes, you can come see compliance.

Elimination of Endorsement Restrictions:
Coaches and athletics department staff can now endorse high school, PSAs coaches, athletics facility, events involving recruits, and recruiting services or recruiting publications (Rivals, 24/7 Sports, etc.).

- *Now permissible to publicly say things (or post on social media) like:*
  - *"Good luck tonight @LEHSSoftball"*
  - *Use HS Hashtags*
  - *"[NAME] AAU/Club Team is the best"*
  - *Can now "like" or "retweet" or "retweet with comment" postings from recruiting services (Rivals, 24/7 Sports, etc.)*

- *Coaches/staff still **cannot** serve as consultant or serve on advisory panel for recruiting service or events involving recruits*
- *Coaches/staff still **cannot** provide high school coaches, club coaches, or private trainers with tangible benefits (they can only get comp tickets through an administered pass list)*
- *Coaches/staff still **cannot** reply or "retweet-with-comment" to recruits' social media posts,or mention specific prospects when replying including the use of PSA handles and/or hashtags.*

The last bullet is important. You still cannot reply to a recruits social media post. If you retweet the post, you can only retweet and not add any comments. You also still cannot mention a prospect by name or their handle or hashtag they use.

Recruiting Materials – Video/Audio Materials, and Express Mail:

1- Coaching staff can now send otherwise permissible recruiting materials via express mail (FedEx, UPS). Still cannot send tangible items (apparel)

2- Restrictions on Video/Audio recruiting materials are now removed:

- Video material can now include recruit's name, image/picture, or likeness, or otherwise personalized to the recruit (use high school or club information)
- Still **cannot** pair PSA's NIL with a business or commercial entity
- Can create an "official visit recap video" as long as you do not publicize a recruit's visit to campus (have to send directly to the recruit). Also **cannot** have media present to create the video during visit/recruiting contact.
- Still **cannot** publicize recruitment before officially signing NLI/Scholarship. Video content has to be sent directly to the recruit for the recruit to post and then you may re-tweet
- Video material can be outsourced (as long as you aren't publicizing recruitment)
- Recruits still **cannot** engage in game-day simulation (cannot create a video of a recruit in uniform on University facilities/playing surface engaging in athletic activity)

Of note is now you can create personalized video material to prospects. Can also create an official visit recap video, but still cannot publicize visits.

Recruiting Advertisements:

- Advertisements may be placed in recruiting publications (e.g., 24/7 Sports, written materials)
- Still **cannot** solicit enrollment of a specific PSA
- Camp Ads still require "Open to any and all" language

Media at Recruiting Contact after Commitment:

- After a recruit's official commitment (has signed NLI or written offer of admission with paid deposit response), media may be present at recruiting contacts between coach and recruit
- Media still cannot be present during recruiting contact that occurs prior to official commitment

Electronic Correspondence with Multiple Uncommitted PSAs:

- Coaches can now send electronic correspondence to multiple uncommitted PSAs on a group text/email

Compliance and Administration Staff
Youngstown State University

Good Morning All,

This is a reminder that prior to making contact with any Transfer Portal student-athletes, you are required to submit the Transfer Portal Verification Form. You can access this form at:

Ysusports.com > Inside Athletics > Compliance > Transfer Portal Verification Form (towards bottom of the page)

Or

https://forms.office.com/r/An6hYpV8sz

Once you've completed the Transfer Portal Verification form, added the student-athlete to your Transfer Watch List, and have checked to make sure they are still listed as "active" on the transfer portal, you may proceed to contact the student-athlete. If you have any questions about this process, please do not hesitate to reach out to your compliance contact.

Good luck to all of the teams competing this weekend!

Go 'Guins!

Tyler Mettille, MBA
Youngstown State University
Assistant Director of Compliance
C: (330)540-1523

NCAA Board of Governors
Policy on Campus Sexual Violence
Adopted August 8, 2017
Updated August 7, 2018
Revised April 28, 2020
Revised April 27, 2021

Preamble.

The NCAA is a voluntary membership organization dedicated to promoting and developing its core values of academics, well-being and fairness among the 1,100 member schools and more than 450,000 student-athletes who participate in college sports. Sexual discrimination, sexual harassment and sexual and interpersonal violence violate human decency and the Association's core values.

Association's Efforts in Sexual Violence Prevention.

The Association has been actively engaged in addressing sexual violence prevention through proactive membership and societal engagement measures since 2010. In 2010, the NCAA Executive Committee (now NCAA Board of Governors) issued a directive to the NCAA Committee on Sportsmanship and Ethical Conduct to support the membership in addressing sexual violence on campus. The directive was followed-up with the 2011 Summit on Violence Prevention. In 2012, the NCAA sponsored a think tank, which led to the production of the comprehensive 2014 guide titled " Addressing Sexual Assault and Interpersonal Violence." In August 2014, the Executive Committee passed a resolution that specifies that appropriately addressing sexual violence is integral to responsible intercollegiate athletics programs. Specifically, the resolution states that addressing sexual violence: (1) Is consistent with the values and principles articulated in the NCAA Constitution; (2) Is mandated by state and federal laws; and (3) Must be part of a collaborative effort with campus policies. Following the resolution, a newly formed inter-disciplinary task force produced the " Sexual Violence Prevention Toolkit" in 2016 and updated in 2019, which is endorsed by 12 Higher Education organizations, five NCAA committees and three national organizations. Also in 2016, the NCAA convened the Higher Education Summit on Sexual Assault and Interpersonal Violence which included representatives from higher education associations, NCAA Association-wide committees and subject matter experts. In August of that year, the Board of Governors appointed a Commission to Combat Campus Sexual Violence, for which the commission defined the aspirational culture for colleges and universities as:

> *A positive and thriving athletics team culture that revolves around respect and empathy for all, fostering a climate in which all feel that they are respected, valued and contributing members of their teams, athletics programs and institutions; and creating an environment in which students (athletes and nonathletes alike) feel safe and secure, both emotionally and physically, and are free of fears of retaliation or reprisal. The positive culture exuded by a member institution's NCAA teams is the catalyst for a positive culture across an entire campus.*

In keeping with this aspirational culture, the commission recommended the Board of Governors adopt an Association-wide policy to reinforce previous efforts of the Association in addressing campus sexual violence and this document represents the Board of Governors' adoption of such policy.

Overarching Principles.

1. Intercollegiate athletics departments should be informed on and integrated in overall campus policies and processes addressing sexual and interpersonal violence prevention and acts of sexual violence, particularly those related to adjudication and resolution of matters related to sexual and interpersonal violence.

2. Intercollegiate athletics departments should review annually the most current Checklist Recommendations of the NCAA Sexual Violence Prevention Toolkit, using it as a guide with resources to conduct ongoing, comprehensive education for student- athletes, coaches and athletics administrators.

3. Intercollegiate athletics programs should utilize their platform to serve as leaders on campus through engagement in and collaboration on efforts to support campus-wide sexual and interpersonal violence prevention initiatives. This includes involving student- athletes in prevention efforts in meaningful ways across the campus, including encouraging use of leadership roles on campus to support such efforts.

Each university chancellor/president, director of athletics and campus Title IX coordinator* must attest annually that:

1. The athletics department is informed on, integrated in, and compliant with institutional policies and processes regarding sexual violence prevention and proper adjudication and resolution of acts of sexual and interpersonal violence.

2. The institutional policies and processes regarding sexual violence prevention and adjudication, and the name and contact information for the campus Title IX coordinator*, are readily available within the department of athletics, and are provided to student- athletes.

3. All student-athletes, coaches and staff have been educated each year on sexual violence prevention, intervention and response, to the extent allowable by state law and collective bargaining agreements.

4. All incoming, continuing and transfer student-athletes have completed an annual disclosure related to their conduct that resulted in discipline through a Title IX proceeding or in a criminal conviction for sexual, interpersonal or other acts of violence.** Transfer student-athletes also must disclose whether a Title IX proceeding was incomplete at the time of transfer. Failure to make a full and accurate disclosure could result in penalties, including loss of eligibility to participate in athletics as determined by the member institution.

5. Institutions have taken reasonable steps to confirm whether incoming, continuing and transfer student-athletes have been disciplined through a Title IX proceeding or criminally convicted of sexual, interpersonal or other acts of violence.** In a manner consistent with federal and state law, all NCAA member institutions must share relevant discipline information and incomplete Title IX proceedings as a result of transfer with other member institutions when a student-athlete attempts to enroll in a new college or university.

6. An institution choosing to recruit an incoming student-athlete or accept a transfer student- athlete must have a written procedure that directs its staff to gather information that reasonably yields information from the former institution(s) to put the recruiting institutional leadership on notice that the student left the institution with an incomplete Title IX proceeding, was disciplined through a Title IX proceeding or has a criminal conviction for sexual, interpersonal or other acts of violence.** Failure to have it written and to gather information consistent with that procedure could result in penalties.

[Note: Item Nos. 4 to 6 above require attestation beginning with the 2022-2023 academic year attestation.]

Further, the athletics department will cooperate with college or university investigations into reports and matters related to sexual and interpersonal violence involving student-athletes and athletics department staff in a manner compliant with institutional policies for all students.

If a school is not able to attest their compliance with the above requirements, it will be prohibited from hosting any NCAA championship competitions for the next applicable academic year.

*For international members and schools that do not receive federal funding, or are otherwise exempt from Title IX, the signature should be from the Title IX coordinator or institutional staff member with comparable responsibilities

**A person who has been disciplined through a Title IX proceeding or criminally convicted, regardless of the degree, and whether the result of a plea or court determination, of either of the following:

Interpersonal Violence: Violence that is predominantly caused due to the relationship between the victim and the perpetrator, including dating and domestic violence.

Sexual Violence: A term used to include both forcible and nonforcible sex offenses, ranging from sexual battery to rape.

Other Acts of Violence: Crimes including murder, manslaughter, aggravated assault or any assault that employs the use of a deadly weapon or causes serious bodily injury.

Interim Name, Image and Likeness Policy
Guidance Regarding Third Party Involvement

Background.

Effective July 1, 2021, the National Collegiate Athletic Association (NCAA) adopted the Interim Name, Image and Likeness (NIL) Policy allowing NCAA student-athletes the opportunity to benefit from their NIL. The NCAA Division I Council Working Group on Name, Image and Likeness recognizes that many student-athletes are benefiting positively from NIL opportunities consistent with the Interim NIL Policy. The working group believes 10 months into the new NIL environment is an appropriate time to review the emerging NIL environment and whether NIL activities are impacting school choice and transfer, particularly relating to the involvement of individuals and entities that promote or support a specific institution.

As noted in the NCAA Division I Board of Directors' charge, the expectation of the membership and representatives of their athletics interests is that they are abiding by current NCAA rules regarding recruiting and pay-for-play. In order to reinforce key principles of fairness and integrity across the NCAA and maintain rules prohibiting improper recruiting inducements and pay-for-play, the working group offers the guidance below on how current NCAA legislation applies to the NIL environment, specifically to third parties involved in the recruiting process.

Third Parties Defined as Boosters.

As a starting point, it is important to understand how a representative of athletics interests (booster) is defined by NCAA legislation. A **booster** is, in part, defined as an individual, independent agency, corporate entity (e.g., apparel or equipment manufacturer) or other organization who is known (or who should have been known) by a member of the institution's executive or athletics administration to have participated in or to be a member of an agency or organization promoting the institution's intercollegiate athletics program or to assist or to have assisted in providing benefits to enrolled student-athletes or their family members.

It appears that the overall mission of many, if not all, of the above-referenced third party entities is to promote and support a specific NCAA institution by making available NIL opportunities to prospective student-athletes (PSA) and student-athletes (SAs) of a particular institution, thereby triggering the definition of a booster.

With this in mind, NCAA rules related to the involvement of boosters in recruiting activities remain relevant to the Interim NIL Policy. Specifically, NCAA rules preclude boosters from engaging in recruiting activities, including recruiting conversations, on behalf of a school. Further, NCAA recruiting rules preclude boosters from providing benefits to PSAs and preclude institutional staff members from being involved, directly or indirectly, with the provision of benefits to a PSA. Finally, it is important to note that existing NCAA prohibitions related to pay-for-play have not changed as a result of the Interim NIL Policy.

Guidance Related to Prospective Student-Athletes.

- Recruiting conversations between an individual or entity that has triggered booster status ("booster/NIL entity") and a PSA are **not** permissible.

- Booster/NIL entity may **not** communicate (e.g., call, text, direct message) with a PSA, a PSA's family, or others affiliated with the PSA for a recruiting purpose or to encourage the PSA's enrollment at a particular institution.

- An NIL agreement between a PSA and a booster/NIL entity may **not** be guaranteed or promised contingent on initial or continuing enrollment at a particular institution.

- Institutional coaches and staff may **not** organize, facilitate or arrange a meeting between a booster/NIL entity and a PSA (e.g., *provide the individual or entity with a recruiting list or watch list, including the NCAA Transfer Portal*).

- Institutional coaches and staff may **not** communicate directly or indirectly with a PSA on behalf of a booster/NIL entity.

- *NIL agreements **must** be based on an independent, case-by-case analysis of the value that each athlete brings to an NIL agreement as opposed* to providing compensation or incentives for enrollment decisions (e.g., signing a letter of intent or transferring), athletic performance (e.g., points scored, minutes played, winning a contest), achievement (e.g., starting position, award winner) or membership on a team (e.g., being on roster).

Guidance Related to Current Student-Athletes.

- An NIL agreement between a SA and a booster/NIL entity may **not** be guaranteed or promised contingent on initial or continuing enrollment at a particular institution.

- *NIL agreements **must** be based on an independent, case-by-case analysis of the value that each athlete brings to an NIL agreement as opposed* to providing compensation or incentives for enrollment decisions (e.g., signing a letter of intent or transferring), athletic performance (e.g., points scored, minutes played, winning a contest), achievement (e.g., starting position, award winner) or membership on a team.

A nonexhaustive list of relevant NCAA Division I legislation is provided below.

Applicable NCAA Division I Legislation.

- Athletics department staff members are prohibited from representing a prospective student-athlete (PSA) or enrolled student-athlete (SA) in marketing their athletics ability or reputation. (NCAA Bylaw 11.1.3 – Representing Individuals in Marketing Athletics Ability/Reputation)

- Before a PSA signs a National Letter of Intent (NLI) or written offer of admission and/or financial aid or before the institution receives a financial deposit, an institution may comment publicly only to the extent of confirming its recruitment of the PSA. (Bylaw 13.10 – Publicity)

- Boosters may not engage in recruiting activities, including recruiting conversations, on behalf of a school. (Bylaw 13.1.2.1 – Permissible Recruiters)

- Recruiting is defined as "any solicitation of a PSA or a PSA's family members by an institutional staff member or by a booster for the purpose of securing the PSA's enrollment and ultimate participation in the institution's intercollegiate athletics program." (Bylaw 13.02.14 – Definition of Recruiting)

- Boosters may not be involved in making arrangements for or giving or offering to give any financial aid or other benefits to a PSA. Receipt of a benefit by a PSA is not a violation if the same benefit is generally available to the institution's prospective students. (Bylaw 13.2.1 – Offers and Inducements)

- Athletics participation for pay and payment based on performance or given on an incentive basis are prohibited. (Bylaws 12.1.2, 12.1.2.1.4.1 and 12.1.2.1.5 – Athletics Eligibility)

- Institutions are held responsible for any impermissible recruiting activities engaged in by a representative of athletics interest. (NCAA Constitution 2.1.2 and 2.8.1, and Bylaw 13.01.2 – Institutional Responsibility)

*Disclaimer: This guidance is subject to state NIL laws or executive actions with the force of law in effect.

REPORT OF THE
NCAA MINORITY OPPORTUNITIES AND INTERESTS COMMITTEE
SEPTEMBER 15, 2021, VIDEOCONFERENCE

ACTION ITEMS.

- **Senior minority administrator definition.**
  (1) <u>Recommendation</u>. That the NCAA Division I Council introduce legislation, as developed by the NCAA Division I Men's Basketball Oversight Committee (MBOC), into the 2021-22 legislative cycle to establish a definition of an institutional and conference senior minority administrator. The institutional SMA would be the highest-ranking ethnic minority administrator involved with the conduct of a member institution's intercollegiate athletics program and a conference SMA would be the highest-ranking ethnic minority involved with the conduct and policy processes of a member conference. Further, that the Division II and III Presidents Council sponsor legislation for the 2023 NCAA Convention to establish a definition of an institutional and conference senior minority administrator.

  (2) <u>Effective date</u>. August 1, 2022, for Division I and August 1, 2023, for Division II and Division III.

  <u>Rationale</u>. The MBOC developed this proposal based on extensive research that shows professional representation of female leadership roles and opportunities in collegiate athletics have improved significantly since adopting the senior woman administrator designation in 1981, while representation of ethnic minority leadership roles and opportunities have remained significantly low without a similar dedicated definition. The committee believes this definition will be beneficial in all three divisions.

  (3) <u>Budget impact</u>. Varies by institution.

  (4) <u>Student-athlete impact</u>. None.

INFORMATIONAL ITEMS.

1. **Welcome.** The chair of the NCAA Minority Opportunities and Committee welcomed the committee members and staff to the videoconference, including new members Brian Baptiste, Lisa Freeman and Framroze Virjee.

2. **Review mission and duties.** Two members read aloud the committee's missions and duties.

3. **Approval of NCAA Minority Opportunities and Interests Committee April 20, 2021, videoconference report.** The committee approved its April 20, 2021, videoconference report.

4. **Gender equity review of NCAA championships.** NCAA staff provided an update on the Kaplan, Hecker & Fink gender equity review of NCAA championships. Staff reminded the committee that the NCAA membership, through its committees, will be integral to the review process. As a result, all four NCAA diversity, equity and inclusion committees will be asked to meet in October to discuss the Kaplan recommendations and provide feedback on those recommendations. Specifically, the committee will be asked to discuss and provide feedback on the following Kaplan recommendations: 1.5, 1.6, 1.7 and 1.8.

5. **Senior minority administrator definition.** The committee continued its engagement with NCAA staff on the draft proposal for the senior minority administrator definition for Division I institutions that came out of the Men's Basketball Oversight Committee. Staff reminded the committee that the senior minority administrator designation within athletics would mirror the senior woman administrator, as well as complement the athletics diversity and inclusion designation. Additionally, this designation would aim to address the growing disparity among ethnic minorities in key leadership positions within the Association as well as enhance diverse representation on campus to better reflect and better serve increasingly diverse student-athlete populations.

    The committee questioned why the proposal was exclusively for Division I and emphasized the need for the definition to be applied to all three divisions, especially if grant funding will be tied to the designation. Staff explained that based on the feedback it received in February, the most significant concerns are in Division I but noted that Division I could potentially serve as a pilot program for the other two divisions.

6. **Athletics diversity and inclusion designation.** The committee continued its discussion of the ADID role and its function at member institutions and conference offices. The committee noted that there are some institutions that have yet to identify an ADID. NCAA staff informed the committee that it would check to see how many conferences and members institutions have not identified an ADID. Staff reminded the committee that there are currently no parameters on who can be an ADID. Instead, this decision is being left to individual institutions and conferences.

    Staff informed the committee that the ADID resource has been added to the ADID webpage on ncaa.org, along with the ADID session recording from the 2021 NCAA Inclusion Forum and the NCAA Social Series recording that focused on the ADID. Staff updated the committee on the progress the ADID subcommittee has made in developing a resource for supporting and optimizing the ADID. Additionally, staff

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informed the committee that two ADID virtual educational sessions are planned for the fall. These educational sessions will be held in partnership with the Minority Opportunities Athletic Association and Diversity, Inclusion and Equity Council of Excellence.

7.   **Discussion of MOIC goals.** The committee discussed its goals for the 2021-22 academic year and discussed future goals such as launching a subcommittee to address the decreasing number of athletic trainers and exploring the minority population within the athletic training community, increased resources for transgender student-athletes and resources to support student-athlete advocacy. The committee agreed to move forward on the following goals: (1) Formally endorse the designation of SMA for all three divisions; (2) Support student-athletes in their efforts to be social justice advocates, and (3) leverage resources through the ADID and social justice subcommittees.

8.   **2021 NCAA Diversity and Inclusion Social Media Campaign.** NCAA staff reminded the committee that the NCAA Diversity and Inclusion Social Media Campaign will be October 19-21, 2021. The three-day campaign will have a different theme for each day: Day 1 - My Voice, My Platform; Day 2 - Championing Change, and Day 3 - Belonging Is. Staff encouraged the committee to participate in the campaign and to encourage participation on their respective campuses.

9.   **Current issues and impact on intercollegiate athletics.** As a member of the NCAA Constitution Committee, Harry Stinson solicited feedback from the committee on current issues and envisioned changes across all divisions. The committee also discussed better education and support around name, image and likeness for student-athletes.

10. **2022 NCAA and MOAA Awards for Diversity and Inclusion.** NCAA staff informed the committee that nominations for the NCAA and MOAA Awards for Diversity and Inclusion is currently open and will remain open until October 1, 202,1 and asked for at least one volunteer to join the subcommittee for review of the award applications. Mercy Ogutu and Chaunte O'Neal volunteered to be a part of the subcommittee.

11. **NCAA Champion of Diversity.** NCAA staff facilitated a discussion with the committee regarding the frequency of recognizing NCAA Champions of Diversity. The committee decided to have one, longer nomination period in the fall, but to recognize champions twice a year, in the fall and in the spring.

12. **Title IX's 50th anniversary.** NCAA staff provided an update from the national office internal advisory group, which is currently working on developing several initiatives, as part of a year-long celebration of the milestone. Staff discussed providing a toolkit to assist institutions and conferences with ideas on how to commemorate the 50th anniversary of Title IX, including logos and branding. The committee suggested providing ideas on how to engage the local communities and designating a color, gold, for additional branding opportunities.

13. **Other business.**

    a. **Conflict of Interest Statement.** Staff reminded the committee that each member should have received an email reminder to complete their annual Conflict of Interest Statement. Committee members are required to sign their Conflict of Interest Statements by Friday, September 24, 2021.

    b. **Recognized two new NCAA secondary liaisons:** The chair welcomed two new NCAA secondary liaisons: Tiffany Alford, assistant director in academic and membership affairs and Dee Kennedy, assistant director in enforcement.

    c. **Hispanic Heritage Month.** Staff reminded the committee that Hispanic Heritage Month is celebrated annually from September 15 through October 15.

    d. **October meeting.** NCAA staff informed the committee that a joint DEI meeting to discuss the Kaplan gender equity report will be scheduled in October to provide feedback to present to the NCAA Board of Governors in October.

14. **Future meeting schedule.**

    a. February 2022, TBD.

    b. April 22-24, 2022.

Committee Chair: *Marquetta Dickens, William Peace University*
Staff Liaisons: *Tiffany Alford, Academic and Membership Affairs*
                        Niya Blair Hackworth, Office of Inclusion
                        Dee Kennedy, Enforcement

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NCAA Minority Opportunities and Interests Committee September 15, 2021, Videoconference
Attendees:
Cheryl Aaron, Wentworth Institute of Technology.
Alisse Ali-Joseph, Northern Arizona University.
Brian Baptise, LaSalle University.
Mark Brown, Pace University.
Roy Brown, III, Illinois at Springfield.
Marquetta Dickens, William Peace University.
Lisa Freeman, Northern Illinois University.
Alexis Garrett, Troy University.
Tony Gaskew, University of Pittsburgh, Bradford.
Chaunte O'Neal, University of Miami.
Ahleasha McNeal, Lincoln Memorial University.
Mercy Ogutu, Trinity Washington University.
Stuart Robinson, New York University.
Harry Stinson, Lincoln (Pa.) University.
Framroze Virjee, California State University, Fullerton.
Absentees:
Bianca Lockamy, Virginia Union University.
Dwaun Warmack, Claflin University.
Guests in Attendance:
None.
NCAA Staff Liaison (or Staff Support if subcommittee) in Attendance:
Tiffany Alford, Niya Blair Hackworth and Dee Kennedy.
Other NCAA Staff Members in Attendance:
Gail Dent, Abigail Edwards, Kenneth Huber, Felicia Martin, Jeremy McCool, Shay Wallach and Amy Wilson.

Investment Committee

June 22, 2022

YOUNGSTOWN STATE UNIVERSITY

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CURRENT INSIGHTS & NEWS

PUBLICATIONS	PODCAST	BLOG & AWARDS
CLEARPOINT Stealing From the Future Playbook of Tax Planning Strategies Why Investors Should Consider Emerging Managers in Private Market Allocations **RESEARCH CORNER** Weekly Updates from our Investment Office **MARKET MINUTE** Review of December 2021 Review of January 2022 Review of February 2022 Review of March 2022	clearstead INVESTMENT FORUM Episode 5: Crypto & Blockchain Episode 6: Driving Factors of Oil & Gas Trends	**BLOG** Clearstead EmpowHER 2021 Woman of the Year **AWARD** 2021 NAPA Top DC Advisor Teams NAPA TOP DC ADVISOR TEAMS

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CONTENTS

1. Initiatives

2. Capital Markets Update

3. Non-Endowment Assets: Performance & Asset Allocation Review

   o   Fixed Income Review

   o   Portfolio Recommendations **(ACTION)**

APPENDIX

Endowment Assets: Performance & Asset Allocation Review

Supporting Information

2022 OVERSIGHT DASHBOARD

		1Q	2Q	3Q	4Q	COMMENTS:
STRATEGIC / ADMINISTRATIVE	Investment Policy Review	✓				Asset Allocation Guidelines Edit
	Strategic Asset Allocation Review				☐	
	Peer Review				☐	
	2023 Oversight Dashboard				☐	
	STAR Ohio/Plus Annual Review			☐		
PORTFOLIO	Fixed Income Review		✓			
	Alternative Investments Review	✓				Private Credit Asset Class
	Global Equity Review					
	Invt Manager Recommendation	✓				H.I.G. WhiteHorse Principal Lending Fund
PERFORMANCE	Capital Markets Review	✓	✓	☐	☐	
	Quarterly Performance Review	✓	✓	☐	☐	
	Endowed Account Review / Oversight	✓	✓	☐	☐	
OTHER	Fee Review			☐		
	ORC Compliance Review			☐		
	Clearstead Firm Update	✓				

LAST REVIEWED
Investment Policy: 03/02/2022
Strategic Asset Allocation: 09/01/2021
Fee Review: 09/01/2021

MEETING SCHEDULE
1Q: March 2, 2022
2Q: June 22, 2022
3Q: September 7, 2022
4Q: December 7, 2022

CAPITAL MARKETS UPDATE

QUARTERLY THEMES

WHAT HAPPENED LAST QUARTER?

- Russia's invasion of Ukraine impacted investors' risk appetite, particularly in non-dollar assets

- Capital markets under pressure across the board; only commodities were positive

  o S&P 500 -4.6%, MSCI EAFE -5.9%, MSCI Emerging Markets -7.0%, Bloomberg U.S. Aggregate Bond -5.9%

- Swift movement in global economy reacting to world events and economic environment

  o U.S. Federal Reserve signals "hawkish" stance and raises the Federal Funds rate

  o New pricing pressures present challenges to inflation trending lower in the near-term

  o Global growth (and markets) receive a "one-two punch": global liquidity tightening, spiking commodity prices, continual supply chain disruptions lower real growth forecasts

  o China continues to face headwinds due to COVID lockdowns and property-sector deleveraging

WHAT WE ARE FOCUSING ON:

- Volatility to continue; potential consecutive down years for fixed income coupled with challenging equity markets

- Monetary policy begins a regime change amidst a likely prolonged higher inflationary cycle

  o Federal Reserve tightening as U.S./global economy slows, U.S. corporations facing threat to profit margins

  o Probability of recessionary environment rising in both Europe and the U.S.

- Allocating to areas of the capital market universe that are poised to perform in current economic landscape

- Reaffirming objectives and staying disciplined to long-term strategy

HISTORICAL ASSET CLASS RETURNS

2013	2014	2015	2016	2017	2018	2019	2020	2021	Q1 2022	2022
Sm/Mid 36.8%	Large Cap 13.7%	Large Cap 1.4%	Sm/Mid 17.6%	Em Mkt 37.3%	Cash 1.9%	Large Cap 31.5%	Sm/Mid 20.0%	Large Cap 28.7%	Cash 0.0%	Cash 0.0%
Large Cap 32.4%	Sm/Mid 7.1%	US Bonds 0.6%	Hi Yld 17.5%	Dev Intl 25.0%	US Bonds 0.0%	Sm/Mid 27.8%	Large Cap 18.4%	Sm/Mid 18.2%	Hdg Fnds -2.7%	Hdg Fnds -2.7%
Dev Intl 22.8%	US Bonds 6.0%	Cash 0.1%	Large Cap 12.0%	Large Cap 21.8%	Glb Bond -0.9%	Dev Intl 22.0%	Em Mkt 18.3%	Dev Intl 11.3%	Hi Yld -4.5%	Hi Yld -4.5%
Hdg Fnds 9.0%	Hdg Fnds 3.4%	Hdg Fnds -0.3%	Em Mkt 11.2%	Sm/Mid 16.8%	Hi Yld -2.3%	Em Mkt 18.4%	Hdg Fnds 10.9%	Hdg Fnds 6.5%	Large Cap -4.6%	Large Cap -4.6%
Hi Yld 7.4%	Hi Yld 2.5%	Dev Intl -0.8%	US Bonds 2.7%	Glb Bond 9.3%	Hdg Fnds -4.0%	Hi Yld 14.4%	Glb Bond 9.5%	Hi Yld 5.4%	Sm/Mid -5.8%	Sm/Mid -5.8%
Cash 0.1%	Cash 0.0%	Sm/Mid -2.9%	Glb Bond 1.9%	Hdg Fnds 7.8%	Large Cap -4.4%	US Bonds 8.8%	Dev Intl 7.8%	Cash 0.1%	Dev Intl -5.9%	Dev Intl -5.9%
US Bonds -2.0%	Em Mkt -2.2%	Hi Yld -4.6%	Dev Intl 1.0%	Hi Yld 7.5%	Sm/Mid -10.0%	Hdg Fnds 8.4%	US Bonds 7.5%	US Bonds -1.5%	US Bonds -5.9%	US Bonds -5.9%
Em Mkt -2.6%	Glb Bond -2.8%	Glb Bond -4.8%	Hdg Fnds 0.5%	US Bonds 3.5%	Dev Intl -13.8%	Glb Bond 5.0%	Hi Yld 6.2%	Em Mkt -2.5%	Glb Bond -6.5%	Glb Bond -6.5%
Glb Bond -4.9%	Dev Intl -4.5%	Em Mkt -14.9%	Cash 0.3%	Cash 0.9%	Em Mkt -14.6%	Cash 2.3%	Cash 0.5%	Glb Bond -8.2%	Em Mkt -7.0%	Em Mkt -7.0%

U.S. ECONOMIC PROJECTIONS

FEDERAL RESERVE BOARD MEMBERS & BANK PRESIDENTS

		2022	2023	2024	LONGER RUN*
GDP	March 2022	2.8%	2.2%	2.0%	1.8%
	December 2021	4.0%	2.2%	2.0%	1.8%
	September 2021	3.8%	2.5%	2.0%	1.8%
Unemployment Rate	March 2022	3.5%	3.5%	3.6%	4.0%
	December 2021	3.5%	3.5%	3.5%	4.0%
	September 2021	3.8%	3.5%	3.5%	4.0%
Core PCE Inflation	March 2022	4.1%	2.6%	2.3%	
	December 2021	2.7%	2.3%	2.1%	
	September 2021	2.3%	2.2%	2.1%	
Federal Funds Rate	March 2022	1.9%	2.8%	2.8%	2.4%
	December 2021	0.9%	1.6%	2.1%	2.5%
	September 2021	0.3%	1.0%	1.8%	2.5%
# of implied 25 bps rate changes year	March 2022	7	4	0	
	December 2021	3	3	2	
	September 2021	1	3	3	

*Longer-run projections: The rates to which a policymaker expects the economy to converge over time – maybe in five or six years – in the absence of further shocks and under appropriate monetary policy.

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LOOKING BEYOND FED RATE HIKES AND RECESSIONS

S&P 500 AFTER RATE HIKE CYCLE BEGINS

FIRST FED RATE HIKE	MONTHS AFTER FIRST RATE HIKE TO RECESSION START	1 YEAR	3 YEARS	5 YEARS	10 YEARS
April 25, 1946	31	-18.9%	-2.4%	+11.2%	+16.8%
April 15, 1955	28	+31.4%	+7.9%	+12.3%	+12.6%
September 12, 1958	19	+22.3%	+15.6%	+12.2%	+11.1%
July 17, 1963	No Recession	+25.6%	+11.5%	+11.7%	+7.8%
November 20, 1967	25	+19.5%	+0.4%	+8.2%	+4.2%
January 15, 1973	10	-17.9%	-2.8%	-1.4%	+7.1%
August 31, 1977	29	+12.5%	+14.1%	+9.6%	+18.5%
September 26, 1980	10	-6.3%	+16.3%	+12.9%	+13.9%
September 4, 1987	34	-13.4%	+4.3%	+9.3%	+14.7%
February 4, 1994	No Recession	+4.8%	+21.9%	+24.2%	+11.10%
June 30, 1999	21	+7.2%	-9.2%	-2.3%	-2.2%
June 30, 2004	42	+6.3%	+11.7%	-2.1%	+7.8%
December 16, 2015	No Recession	+11.3%	+10.7%	+14.5%	n/a
March 16, 2022	TBD	TBD	TBD	TBD	TBD
Average	*25 Months*	*+6.5%*	*+7.7%*	*+9.3%*	*+10.3%*

Avoiding the temptation to react to the prospects of recession favors long-term investors.

Source: Clearstead, Bloomberg LP, Charles Schwab, as of 3/31/2022. All periods greater than one year are annualized returns. Past performance is not an indicator of future results.

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NON-ENDOWMENT ASSETS: PERFORMANCE & ASSET ALLOCATION REVIEW

NON-ENDOWMENT PERFORMANCE REVIEW (AS OF 3/31/2022)

NON-ENDOWMENT ASSETS	MARKET VALUE ($MM)	TRAILING PERIODS									CALENDAR YEARS			SINCE INCEPTION[4]
		QTD	YTD	1 YR	2 YR	3 YR	5 YR	7 YR	10 YR	2021	2020	2019	
Total Non-Endowment Assets	$102.270	-3.4%	-3.4%	**2.0%**	**11.6%**	**6.6%**	**5.7%**	**4.7%**	**4.4%**	**7.8%**	**9.5%**	**11.5%**	**4.2%**
Benchmark [1]		-2.1%	-2.1%	1.0%	6.4%	4.2%	4.0%	3.3%	3.1%	4.3%	5.9%	8.7%	3.2%
Operating & Short-Term Pool	$38.216	**0.0%**	**0.0%**	**0.0%**	**0.2%**	**1.0%**	**1.2%**	0.9%	0.6%	0.0%	**1.1%**	**2.4%**	0.6%
Benchmark [2]		-0.1%	-0.1%	-0.1%	0.0%	0.8%	1.1%	0.9%	0.6%	0.0%	0.8%	2.3%	0.6%
Long-Term Pool	$64.054	-4.5%	-4.5%	1.8%	**13.3%**	**7.1%**	**6.3%**	**5.4%**	**5.5%**	**9.5%**	8.8%	**15.3%**	**5.5%**
Benchmark [3]		-3.9%	-3.9%	1.8%	11.9%	7.0%	6.2%	5.3%	5.2%	8.0%	10.0%	14.2%	5.1%

Value equity managers and alternatives provided downside protection during a volatile quarter where both equity and fixed income markets were down approximately -5-6%.

Fixed Income positioning of having lower duration (interest rate sensitivity) helped protect against rising interest rates, though was not immune to the challenges that were presented to fixed income investments. The fixed income portfolio returned -3.6% while core fixed income (Bloomberg Aggregate Index) was down -5.9%.

1) 45% BofA Merrill Lynch 91-Day T-Bill / 17% BofA Merrill Lynch US Corp & Gov 1-3 Yrs / 11% BBgBarc US Govt/Credit Int TR / 8% Total Alternatives Benchmark / 15% Russell 3000 / 4% MSCI EAFE.
2) 95% BofA Merrill Lynch 91-Day T-Bill / 5% Barclays 1-3 Yr. Govt.
3) 27% Russell 3000 / 8% MSCI EAFE / 15% Total Alternatives Benchmark / 30% BofA Merrill Lynch US Corp & Gov 1-3 Yrs /20% BBgBarc US Govt/Credit Int TR.
4) Inception date for Long-Term and Short-Term Pools: June 2010, Inception Date for Total Non-Endowment Assets: March 2004.

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ATTRIBUTION OF MARKET VALUE CHANGE: LONG-TERM POOL

LONG-TERM POOL MARKET VALUE CHANGE
(07/01/2010 - 3/31/2022)

BEGINNING MARKET VALUE: $47.7 MILLION
CASH FLOW: -$18.9 MILLION
INVESTMENT EARNINGS: $35.2 MILLION
ENDING MARKET VALUE: $64.1 MILLION
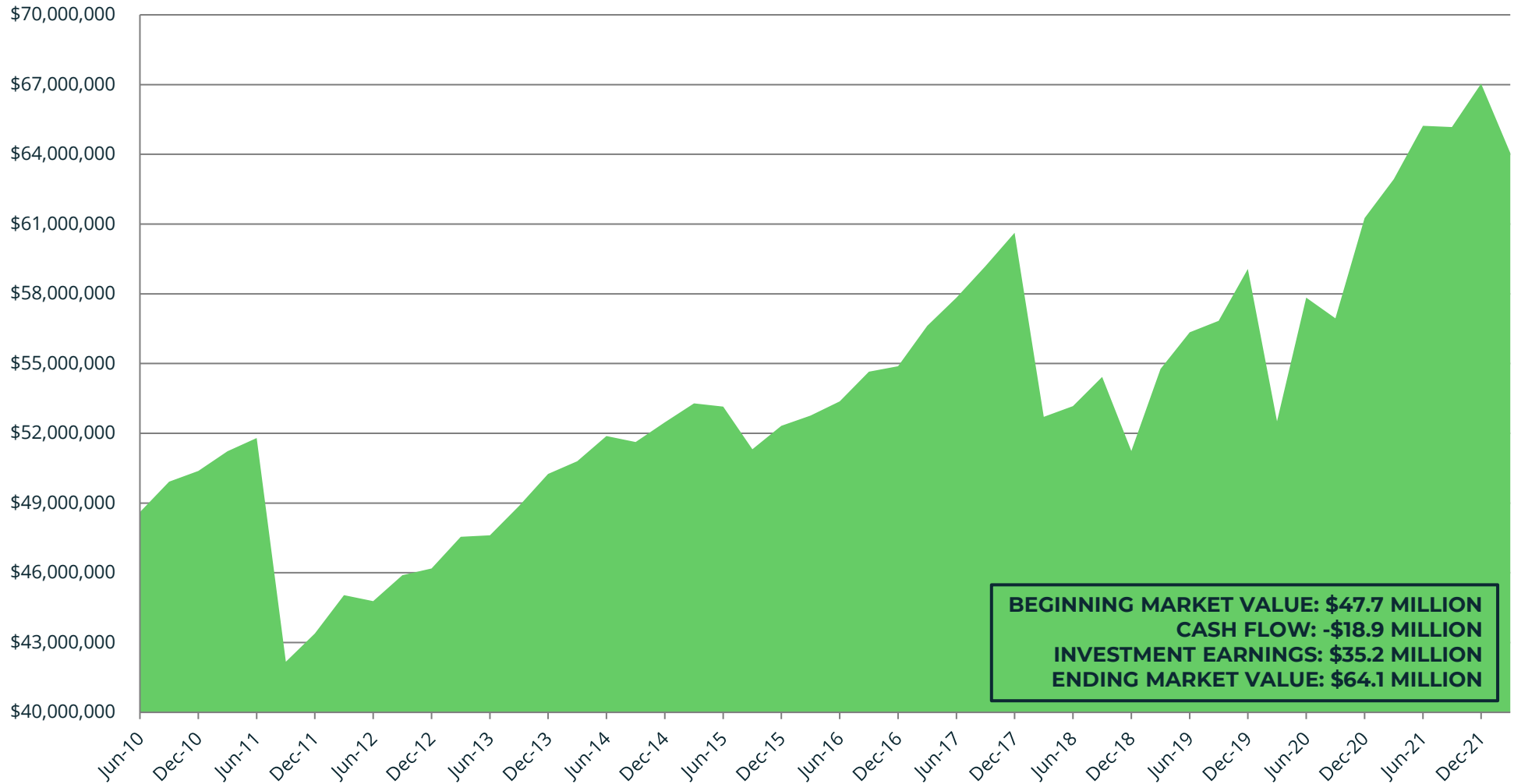
FIXED INCOME REVIEW

FIXED INCOME: RATES SPIKE AND SPREADS WIDEN
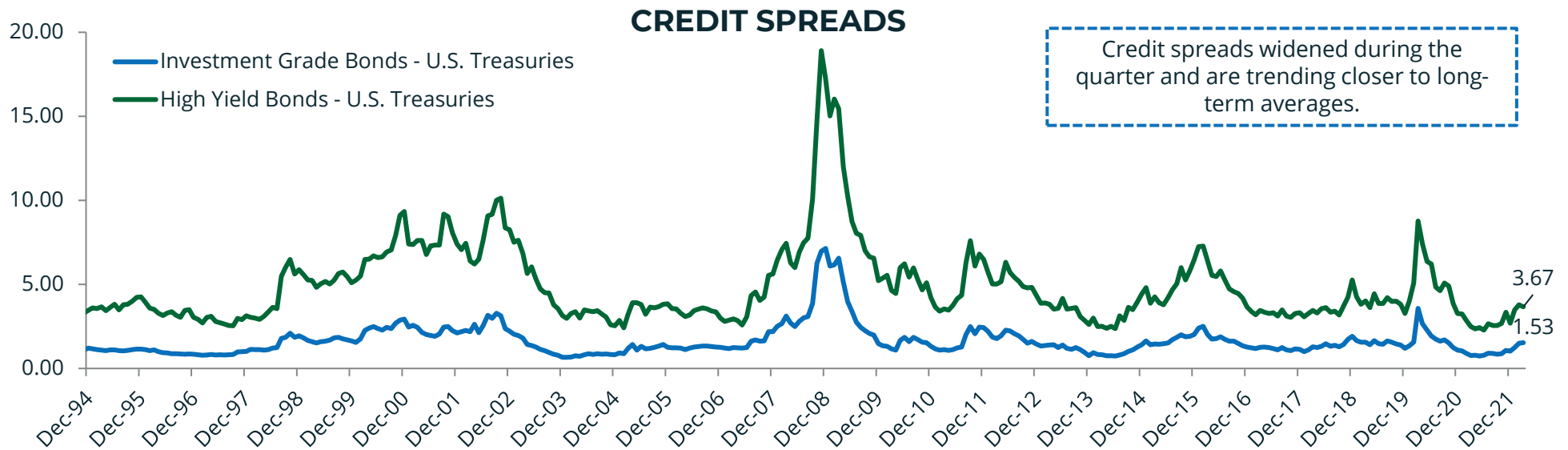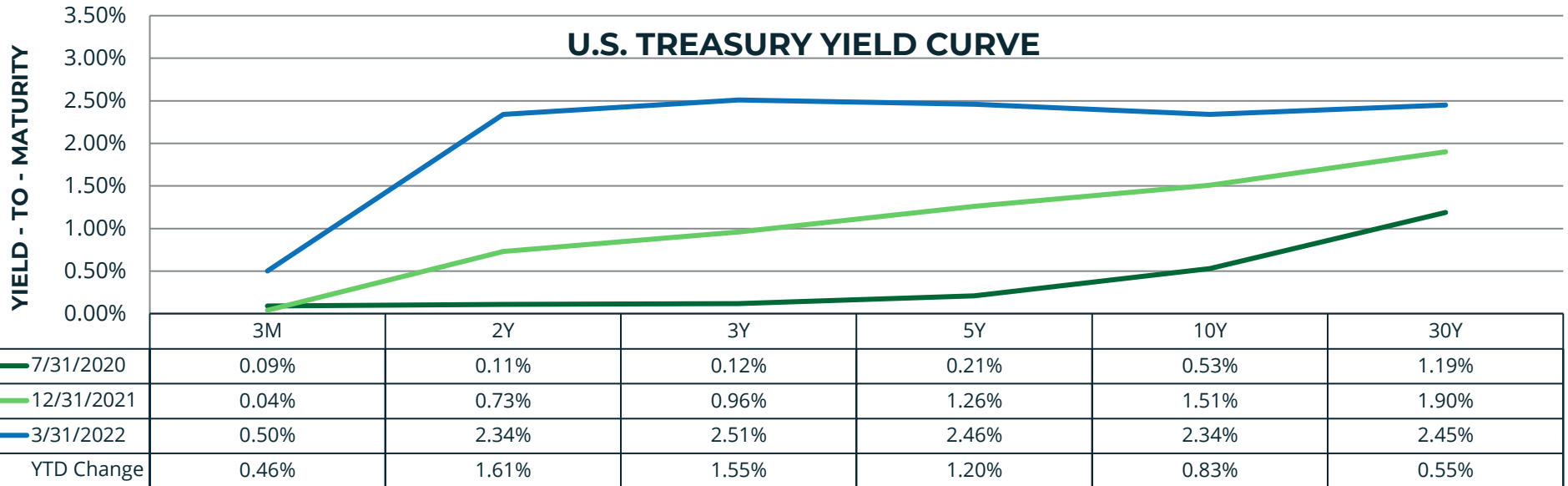
U.S. TREASURY YIELD CURVE

YIELD - TO - MATURITY

	3M	2Y	3Y	5Y	10Y	30Y
7/31/2020	0.09%	0.11%	0.12%	0.21%	0.53%	1.19%
12/31/2021	0.04%	0.73%	0.96%	1.26%	1.51%	1.90%
3/31/2022	0.50%	2.34%	2.51%	2.46%	2.34%	2.45%
YTD Change	0.46%	1.61%	1.55%	1.20%	0.83%	0.55%

CREDIT SPREADS

- Investment Grade Bonds - U.S. Treasuries
- High Yield Bonds - U.S. Treasuries

Credit spreads widened during the quarter and are trending closer to long-term averages.

3.67

1.53

FIXED INCOME CHALLENGES

BARCLAYS AGGREGATE BOND INDEX QUARTERLY TOTAL RETURN

Worst quarter since 1980
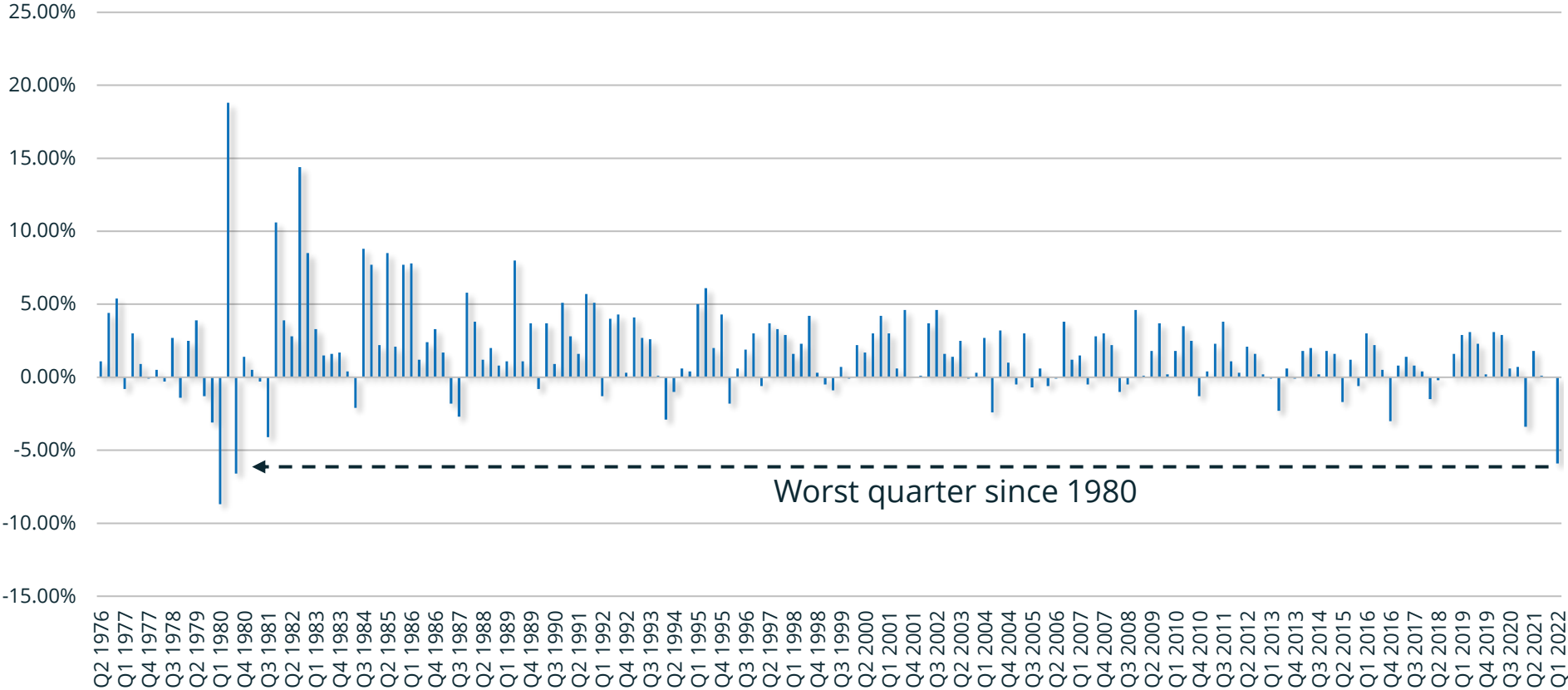
The 10-year yield increased from 1.51% to 2.34% during the first quarter, negatively affecting bond prices which pushed the aggregate bond market to its worst quarterly loss since Q3-1980.

FIXED INCOME PERFORMANCE

	% of Portfolio	QTD (%)	1 Yr (%)	2 Yr (%)	3 Yr (%)	5 Yr (%)	7 Yr (%)	10 Yr (%)	2021 (%)	2020 (%)	2019 (%)	Inception (%)	Inception Date
Total Fixed Income	**30.5**	**-3.6**	**-2.8**	**1.1**	**1.9**	**2.1**	**1.8**	**1.8**	**0.1**	**5.2**	**6.6**	**2.1**	**Jul-10**
Total Fixed Income Benchmark		-3.3	-3.4	-0.8	1.2	1.5	1.3	1.4	-0.8	4.5	5.0	1.6	
JPMorgan Core Bond	5.2	-5.3	-3.6	-0.6	2.1	2.5	2.1	2.4	-1.1	8.1	8.3	2.0	Sep-17
Blmbg. U.S. Aggregate Index		-5.9	-4.2	-1.8	1.7	2.1	1.9	2.2	-1.5	7.5	8.7	1.7	
YSU Intermediate Term Bond	4.3	-4.5	-4.0	-0.4	1.9	2.1	1.8	2.0	-1.3	7.5	7.2	3.3	Apr-04
Blmbg. Intermed. U.S. Government/Credit		-4.5	-4.1	-1.1	1.5	1.8	1.6	1.8	-1.4	6.4	6.8	3.0	
PGIM High Yield R6	3.1	-4.7	0.0	11.8	5.2	5.3	5.5	6.0	6.5	5.7	16.3	5.5	Jan-17
Blmbg. U.S. Corp: High Yield Index		-4.8	-0.7	10.9	4.6	4.7	5.0	5.7	5.3	7.1	14.3	5.0	
YSU Short Term Bond	11.7	-2.3	-2.7	-0.2	1.3	1.5	1.3	1.2	-0.4	3.7	4.3	2.3	Apr-04
ICE BofA 1-3 Yr. Gov/Corp		-2.6	-3.0	-0.7	1.0	1.3	1.2	1.1	-0.4	3.3	4.1	2.1	
Lord Abbett Short Duration Income I	4.4	-2.5	-1.8	3.7	1.7	2.1	2.1	2.4	1.1	3.2	5.6	2.2	Apr-18
ICE BofA 1-3 Yr. Gov/Corp		-2.6	-3.0	-0.7	1.0	1.3	1.2	1.1	-0.4	3.3	4.1	1.5	
DFA Five-Yr Global Fxd-Inc I	1.8	-4.6	-5.6	-2.2	-0.6	0.5	0.7	1.2	-1.0	1.5	4.0	1.2	Jul-13
FTSE World Government Bond Index 1-5 (Hedged)		-2.4	-2.8	-1.1	0.9	1.3	1.3	1.4	-0.8	3.2	3.9	1.4	

Total Fixed Income Benchmark: 64% ICE BofA 1-3 Yr US Corp & Govt / 36% BBgBarc US Govt/Credit Int.

FIXED INCOME LOOK-THROUGH

	JP Morgan Core Bond	YSU Int Term Bond	Lord Abbett Short Duration Income	YSU Short-Term Bond	PGIM High Yield	DFA Five-Yr Global Fixed Income	Current Portfolio	Proposed Portfolio	Bloomberg Aggregate Bond Index
Current Portfolio	17.0%	14.1%	14.4%	38.4%	10.2%	5.9%	100.0%		
Proposed Portfolio	17.0%	14.1%	17.5%	41.2%	10.2%	0.0%		100.0%	
Expense Ratio	0.50%	0.15%	0.39%	0.15%	0.41%	0.24%	0.28%	0.28%	
Strategy AUM ($1,000,000)	$34,310	-	$69,884	-	$22,893	$11,600			
Current Wgtd. Avg. Coupon	2.94%	-	3.02%	-	5.90%	1.21%	1.61%	1.63%	2.60%
Yield to Maturity	3.28%	2.41%	3.84%	1.97%	6.15%	2.73%	3.00%	3.01%	2.92%
Average Maturity	8.09	5.71	2.31	2.78	6.30	3.47	4.43	4.37	8.77
Effective Duration	6.09	5.44	1.98	2.49	4.00	3.35	3.65	3.58	6.84
Quality Issue							AA	AA	
AAA	55%	69%	40%	74%	6%	53%	57%	57%	72%
AA	4%	26%	5%	20%	0%	43%	15%	13%	3%
A	15%	1%	9%	7%	0%	4%	7%	7%	11%
BBB	18%	4%	27%	0%	5%	0%	8%	9%	14%
BB	0%	0%	10%	0%	44%	0%	6%	6%	0%
B	0%	0%	5%	0%	32%	0%	4%	4%	0%
CCC & Below & Not Rated	7%	0%	5%	0%	14%	0%	3%	4%	0%
U.S. Treasury	20%	40%	5%	49%	0%	0%	29%	30%	40%
U.S. Agency	1%	11%	0%	6%	0%	0%	4%	4%	2%
Invt. Grade Corporates	32%	48%	30%	43%	5%	0%	34%	36%	25%
High Yield Corporates	0%	0%	12%	0%	83%	0%	10%	10%	0%
Non-Agency ABS/CMOs	5%	0%	21%	0%	0%	0%	4%	4%	0%
Non-Agency MBS/CMBS	11%	0%	19%	0%	0%	0%	5%	5%	2%
Mort.-Passthrough	29%	0%	5%	1%	0%	0%	6%	6%	28%
Leveraged/Bank Loans	0%	0%	9%	0%	5%	0%	2%	2%	0%
Municipals	0%	0%	0%	0%	0%	0%	0%	0%	0%
Non-U.S. Developed	0%	0%	0%	0%	0%	86%	5%	0%	3%
Emerging Markets	0%	0%	0%	0%	3%	0%	0%	0%	0%
Non-Dollar	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%
Cash	3%	1%	-1%	1%	4%	14%	2%	1%	0%

Recommendation:

Remove global bond exposure from the fixed income portfolio and reallocate to two (U.S.) short-term managers.

Proposed portfolio:

- Focuses on a better opportunity set today (U.S. markets) for fixed income

- Maintains yield advantage compared to Bloomberg Aggregate Bond Index and high credit quality

- Modestly decreases duration, or interest rate sensitivity

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PORTFOLIO RECOMMENDATIONS (ACTION)

YOUNGSTOWN STATE UNIVERSITY

	TICKER	MARKET VALUE (CURRENT)	% OF PORTFOLIO	CHANGES	MARKET VALUE (POST CHANGES)	% OF PORTFOLIO	POLICY TARGET	POLICY RANGE	TACTICAL + / -
Total Operating & Short Term		**$28,221,531**	**100.0%**	*$0*	**$28,221,531**	**100.0%**	**100.0%**		
Operating Assets		**$28,220,632**	**100.0%**		**$28,220,632**	**100.0%**		**60-100%**	
JPMorgan MM / Fed Hermes Gov Ob	JTSXX	$28,129,404	99.7%		$28,129,404	99.7%			
Star Plus*	-	$0	0.0%		$0	0.0%			
Star Ohio*	-	$91,228	0.3%		$91,228	0.3%			
Short-Term Assets		**$899**	**0.0%**		**$899**	**0.0%**		**0-40%**	
Vanguard Short-Term Federal Adm	VSGDX	$899	0.0%		$899	0.0%			
Total Long Term Reserves Pool		**$60,078,330**	**100.0%**	*$0*	**$60,078,330**	**100.0%**	**100.0%**		
Domestic Equity		**$17,870,680**	**29.7%**		**$18,170,680**	**30.2%**	**27.0%**	**20-35%**	**3.2%**
Large Cap		**$11,906,278**	**19.8%**		**$11,906,278**	**19.8%**			
Vanguard Instl Index	VINIX	$11,906,278	19.8%		$11,906,278	19.8%			
Small/Mid Cap		**$5,964,402**	**9.9%**		**$6,264,402**	**10.4%**			
Vanguard Mid Cap Index Adm	VIMAX	$3,024,352	5.0%		$3,024,352	5.0%			
Loomis Sayles Small Growth N2	LSSNX	$1,273,779	2.1%	*$300,000*	$1,573,779	2.6%			
Victory Integrity Small Cap Value Y	VSVIX	$1,666,271	2.8%		$1,666,271	2.8%			
International Equity		**$4,877,690**	**8.1%**		**$4,877,690**	**8.1%**	**8.0%**	**0-15%**	**0.1%**
William Blair International Growth I	BIGIX	$2,136,912	3.6%		$2,136,912	3.6%			
Dodge & Cox International Stock	DODFX	$2,740,778	4.6%		$2,740,778	4.6%			
Total Equity		**$22,748,370**	**37.9%**		**$23,048,370**	**38.4%**	**35.0%**	**25-45%**	**3.4%**
Alternatives		**$6,767,949**	**11.3%**		**$6,767,949**	**11.3%**	**15.0%**	**0-20%**	**-3.7%**
JPMorgan Strategic Income Opps Fd	JSOSX	$1,038,690	1.7%		$1,038,690	1.7%			
Allspring Adv Absolute Return	WABIX	$1,016,669	1.7%		$1,016,669	1.7%			
H.I.G. Principal Lending Fund	-	$0	0.0%		$0	0.0%			
Weatherlow Fund*	-	$4,712,590	7.8%		$4,712,590	7.8%			
Fixed Income		**$30,543,413**	**50.8%**		**$30,261,792**	**50.4%**	**50.0%**	**35-75%**	**0.4%**
Short Term Fixed Income		**$18,150,562**	**30.2%**		**$17,868,941**	**29.7%**	**30.0%**	**25-45%**	**-0.3%**
YSU Short Term Bond	-	$11,821,010	19.7%	*$670,000*	$12,491,010	20.8%			
Lord Abbett Short Duration	LLDYX	$4,492,931	7.5%	*$885,000*	$5,377,931	9.0%			
DFA Five-Year Global	DFGBX	$1,836,621	3.1%	*-$1,836,621*	$0	0.0%			
Intermediate Fixed Income		**$12,392,851**	**20.6%**		**$12,392,851**	**20.6%**	**20.0%**	**10-30%**	**0.6%**
JPMorgan Core Bond Fund R6**	JCBUX	$5,151,140	8.6%		$5,151,140	8.6%			
YSU Intermediate Term Fixed	-	$4,273,210	7.1%		$4,273,210	7.1%			
Prudential High Yield Bond R6	PHYQX	$2,968,501	4.9%		$2,968,501	4.9%			
Cash & Cash Equivalents		**$18,599**	**0.0%**		**$220**	**0.0%**	**0.0%**	**0-5%**	**0.0%**
Equity Account Cash	-	$18,599	0.0%	*-$18,379*	$220	0.0%			
Total University Assets		**$88,299,862**			**$88,299,862**				

*As of 3/31/2022

SUMMARY OF RECOMMENDATIONS

- Remove DFA Global Bond strategy reallocating most proceeds to two short-term managers

- Modest rebalance into equities adding to short-term growth manager Loomis Sayles

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ENDOWMENT ASSETS: PERFORMANCE & ASSET ALLOCATION REVIEW

ENDOWMENT HOLDINGS

YSU ENDOWMENT (HUNTINGTON)

- **Equity Mutual Funds** – 13% (4 Mutual Funds & ETFs)

- **Stocks** – 62% (40-60 U.S. Large/Mid-Cap Stocks)

- **Alternatives** – 3% (Real Estate Mutual Fund)

- **Fixed Income Mutual Funds** – 5% (Federated Total High Yield, Vanguard Inflation Pro Sec)

- **Individual Bonds** – 15% (8-12 Individual Bonds: U.S. Corporate / Gov't / Asset Backed Debt)

- **Cash** – 2%

ENDOWMENT ASSETS: PERFORMANCE & ASSET ALLOCATION (AS OF 3/31/2022)

| ENDOWMENT ASSETS | MARKET VALUE ($MM) | ASSET ALLOCATION | COMPOSITION | TRAILING PERIODS | | | | | | | CALENDAR YEARS | | | SINCE INCEPTION[3] |
				QTD	YTD	1 YR	2 YR	3 YR	5 YR	7 YR	2021	2020	2019	
YSU Endowment Fund	$15.091	75% Equity / 3% Alts / 22% Fixed Income & Cash	Stocks, Bonds, Mutual Funds	**-4.7%**	**-4.7%**	**12.2%**	**25.0%**	14.7%	11.7%	10.1%	**20.9%**	**16.3%**	23.8%	10.1%
			Benchmark[1]	-4.9%	-4.9%	10.5%	24.6%	14.7%	12.6%	11.1%	20.6%	16.2%	25.6%	11.8%
			Benchmark[2]	-5.1%	-5.1%	7.5%	19.0%	12.1%	10.6%	9.3%	15.9%	14.7%	22.2%	9.9%

COMPLIANCE

- Asset Allocation Guidelines: 70% Equities (60-80%) / 30% Cash & Fixed Income (20-40%)
  - YSU Endowment **(In Compliance at Quarter End)**

1) Benchmark: 75% S&P 500 / 25% BBg US Aggregate.
2) Benchmark: 60% S&P 500 / 40% BBg US Aggregate.
3) Inception date: 06/2013,

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GLOBAL ECONOMY OUTLOOK: 2022-2023 FORECASTS

Q1 - 2022	2022 REAL GDP GROWTH ESTIMATES					2023 REAL GDP GROWTH ESTIMATES				
	BBG EST.	IMF	NOMURA	BBG	GOLDMAN	AVG.	IMF	NOMURA	BBG	GOLDMAN	AVG.
U.S.	**4.2%**	4.0%	4.6%	3.3%	3.1%	**3.8%**	2.6%	1.9%	2.2%	2.1%	**2.2%**
EU	**5.0%**	3.9%	5.2%	3.0%	2.5%	**3.7%**	2.5%	3.1%	2.5%	2.2%	**2.6%**
China	**4.4%**	4.8%	4.3%	5.0%	4.5%	**4.7%**	5.2%	4.7%	5.2%	5.0%	**5.0%**
Japan	**1.0%**	3.3%	4.3%	2.3%	1.5%	**2.9%**	1.8%	2.0%	1.7%	1.8%	**1.8%**
UK	**8.5%**	4.7%	4.2%	3.8%	4.1%	**4.2%**	2.3%	2.0%	1.8%	1.8%	**2.0%**
India	**4.0%**	9.0%	8.5%	8.9%	8.3%	**8.7%**	7.1%	6.0%	7.7%	5.9%	**6.7%**
As of		*01/22*	*01/22*	*03/22*	*03/22*		*01/22*	*01/22*	*03/22*	*03/22*	

Global growth is slowing in the face of higher energy / commodity prices and supply-chain disruptions.

Forecasts at the beginning of the calendar year (pre-invasion of Ukraine) from IMF and Nomura are generally higher than (post-invasion) updated forecasts (Bloomberg, Goldman Sachs).

- U.S. GDP real growth estimates have been updated to ~3% for 2022, while Europe's growth estimates have significantly decreased with the threat of a potential recession in the near-term

Source: Clearstead, Nomura, Goldman Sachs, Bloomberg. 2022 Projections are Bloomberg Consensus figures except India = IMF figure.
Forecasts updated for Bloomberg and Goldman as of 3/31/2022, while IMF and Nomura are as of 01/2022.

GLOBAL ECONOMY: SOFTENING TREND

		Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	12M Trend
Global	Mfg	55.9	56.0	55.5	55.4	54.1	54.1	54.2	54.2	54.3	53.2	53.7	53.0	
	Serv	57.0	59.5	57.5	56.3	52.8	53.8	55.6	55.6	54.7	51.0	54.0	53.4	
US	Mfg	60.5	62.1	62.1	63.4	61.1	60.7	58.4	58.3	57.7	55.5	57.3	58.8	
	Serv	64.7	70.4	64.6	59.9	55.1	54.9	58.7	58.0	57.6	51.2	56.5	58.0	
Eurozone	Mfg	62.9	63.1	63.4	62.8	61.4	58.6	58.3	58.4	58.0	58.7	58.2	56.5	
	Serv	50.5	55.2	58.3	59.8	59.0	56.4	54.6	55.9	53.1	51.1	55.5	55.6	
UK	Mfg	60.9	65.6	63.9	60.4	60.3	57.1	57.8	58.1	57.9	57.3	58.0	55.2	
	Serv	61.0	62.9	62.4	59.6	55.0	55.4	59.1	58.5	53.6	54.1	60.5	62.6	
Japan	Mfg	53.6	53.0	52.4	53.0	52.7	51.5	53.2	54.5	54.3	55.4	52.7	54.1	
	Serv	49.5	46.5	48.0	47.4	42.9	47.8	50.7	53.0	52.1	47.6	44.2	49.4	
China	Mfg	51.9	52.0	51.3	50.3	49.2	50.0	50.6	49.9	50.9	49.1	50.4	48.1	
	Serv	56.3	55.1	50.3	54.9	46.7	53.4	53.8	52.1	53.1	51.4	50.2	42.0	
India	Mfg	55.5	50.8	48.1	55.3	52.3	53.7	55.9	57.6	55.5	54.0	54.9	54.0	
	Serv	54.0	46.4	41.2	45.4	56.7	55.2	58.5	58.1	55.5	51.5	51.8	53.6	
S. Korea	Mfg	54.6	53.7	53.9	53.0	51.2	52.4	50.2	50.9	51.9	52.8	53.8	51.2	

Global manufacturing PMIs have steadily declined from mid-2021 due widespread supply-chain disruptions and a slowing China.

- China's ongoing COVID lockdowns coupled with the Russian invasion of Ukraine are likely to lead to further weakness in PMI data into late spring/early summer

- Outside of China, service sector PMIs are generally increasing as impact/cases of COVID fades

PMI readings generally supports modest global growth for 2022.

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GLOBAL EARNINGS OUTLOOK

EARNINGS OUTLOOK BY YEAR
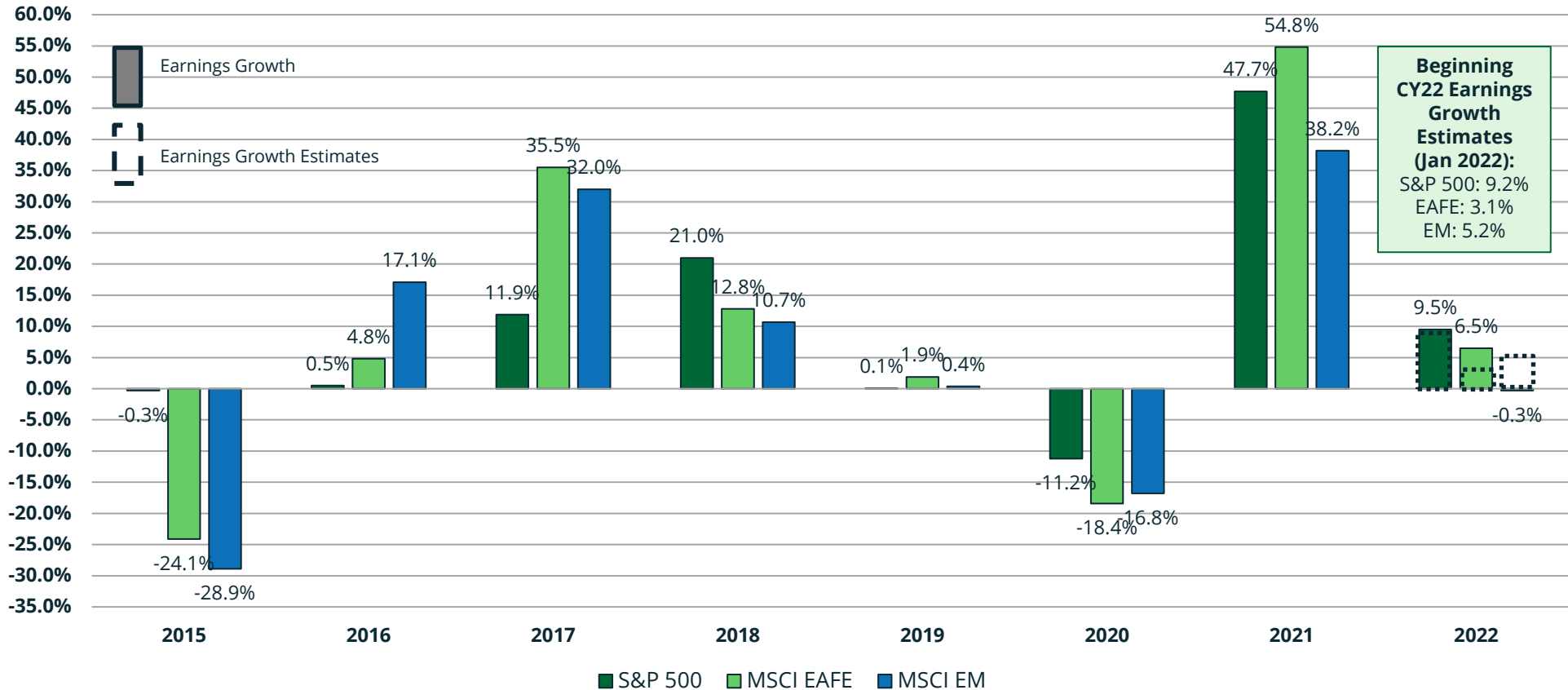
- Earning expectations are beginning to ebb for Q1-2022 as analysts downgrade their expectations
  - CY-2022 EPS growth estimates are largely unchanged for U.S. markets
- Expectations for EM markets have eroded in the face of heightened energy costs and slowing Chinese growth

Source: Bloomberg, FactSet, Goldman Sachs.
Data as of 3/31/2022.

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GLOBAL EQUITY VALUATIONS
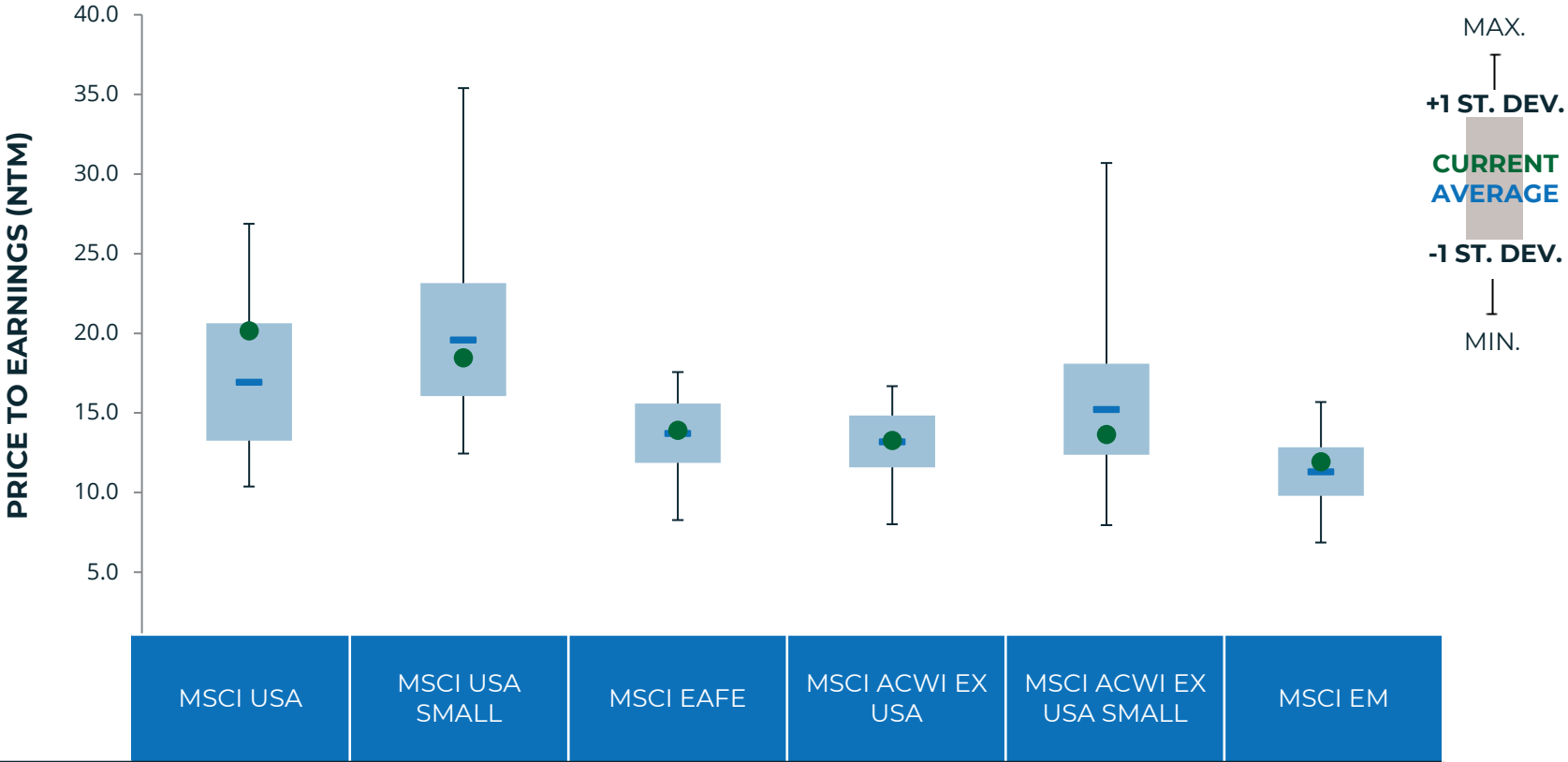
	MSCI USA	MSCI USA SMALL	MSCI EAFE	MSCI ACWI EX USA	MSCI ACWI EX USA SMALL	MSCI EM
Current P/E (NTM)	20.2	18.5	13.9	13.3	13.7	11.9
Average P/E (NTM)	16.9	19.6	13.7	13.2	15.2	11.3

EXECUTIVE SUMMARY

	Market Value 01/01/2022	Market Value 03/31/2022	% of Portfolio	1st Quarter 2022 (%)
Total University Assets	**$87,254,985**	**$102,270,324**	**100.0**	**-3.4**
Total Policy Benchmark¹				*-2.1*
Total Operating & Short Term	**$20,212,398**	**$38,216,395**	**37.4**	**0.0**
Total Operating & Short Term Benchmark²				*-0.1*
Total Long Term/ Reserves Pool	**$67,042,588**	**$64,053,928**	**62.6**	**-4.5**
Total Long Term/ Reserves Fund Benchmark³				*-3.9*
Total Domestic Equity	**$21,708,578**	**$20,582,352**	**20.1**	**-5.2**
Russell 3000 Index				*-5.3*
Total International Equity	**$5,933,065**	**$5,446,519**	**5.3**	**-8.2**
MSCI EAFE (Net)				*-5.9*
Total Alternatives	**$6,992,333**	**$6,768,529**	**6.6**	**-3.2**
Total Alternatives Benchmark				*-2.6*
Total Fixed Income	**$32,390,166**	**$31,238,082**	**30.5**	**-3.6**
Total Fixed Income Benchmark⁴				*-3.3*
Total Cash & Cash Equivalents	**$18,445**	**$18,447**	**0.0**	**0.0**
90 Day U.S. Treasury Bill				*0.0*

1) Total Policy Benchmark: 45% ICE BofA 91 Days T-Bills / 17% ICE BofA 1-3 Yr US Corp & Govt / 11% BBgBarc US Govt/Credit Int / 8% Total Alternatives Benchmark / 15% Russell 3000 / 4% MSCI EAFE.
2) Total Operating & Short-Term Benchmark: 95% ICE BofA 91 Days T-Bills / 5% BBgBarc US Govt 1-3 Yr.
3) Total Long-Term / Reserves Fund Benchmark: 27% Russell 3000 / 8% MSCI EAFE / 15% Total Alternatives Benchmark / 30% ICE BofA 1-3 Yr US Corp & Govt / 20% BBgBarc US Govt/Credit Int,
4) Total Alternatives Benchmark: 100% HFRI Fund of Funds Composite.
5) Total Fixed Income Benchmark: 64% ICE BofA 1-3 Yr US Corp & Govt / 36% BBgBarc US Govt/Credit Int.

ASSET ALLOCATION GUIDELINES COMPLIANCE

Total Plan Asset Allocation Policy	Range	Current
Operating & Short-Term Pool	0% - 50%	37%
Long Term/ Reserves Pool	50% - 100%	63%

Operating & Short-Term Pool		Range	Current
Operating Assets		60% - 100%	100%
Short-Term Assets		0% - 40%	0%

Long Term/ Reserves Pool	Target	Range	Current
Domestic Equity	27%	20% - 35%	32%
International Equity	8%	0% - 15%	9%
Total Equity	35%	25% - 45%	41%
Alternatives	15%	0%-20%	11%
Short-Term Fixed Income	30%	25% - 45%	29%
Intermediate Fixed Income	20%	10% - 30%	20%
Cash & Cash Equivalents	0%	0% - 5%	0%

In Line	Within Tolerance	Review

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SCHEDULE OF ASSETS

	Ticker	Account Type	Begin Market Value $	Market Value 03/31/2022	% of Portfolio
Total University Assets			**$87,254,985**	**$102,270,324**	**100.0**
Total Operating & Short Term			**$20,212,398**	**$38,216,395**	**37.4**
Federated Hermes Government Obligations Fund		Cash	$20,038,480	$38,042,459	37.2
JPMorgan 100% U.S. Tr Sec MM Inst	JTSXX	Cash	$81,798	$81,803	0.1
Vanguard Short-Term Federal Adm	VSGDX	US Fixed Income Short Term	$932	$905	0.0
STAR Ohio		Cash	$91,188	$91,228	0.1
Total Long Term/ Reserves Pool			**$67,042,588**	**$64,053,928**	**62.6**
Total Domestic Equity			**$21,708,578**	**$20,582,352**	**20.1**
Vanguard Institutional Index	VINIX	US Stock Large Cap Core	$14,382,478	$13,720,303	13.4
Vanguard Mid Cap Index Adm	VIMAX	US Stock Mid Cap Core	$3,723,998	$3,488,562	3.4
Loomis Sayles Sm Growth N	LSSNX	US Stock Small Cap Growth	$1,755,632	$1,523,349	1.5
Victory Integrity Small Value Y	VSVIX	US Stock Small Cap Value	$1,846,470	$1,850,138	1.8
Total International Equity			**$5,933,065**	**$5,446,519**	**5.3**
William Blair International Growth I	BIGIX	International	$2,989,358	$2,520,242	2.5
Dodge & Cox Internat'l Stock	DODFX	International	$2,943,706	$2,926,277	2.9
Total Alternatives			**$6,992,333**	**$6,768,529**	**6.6**
JPMorgan Strategic Income Opps Sel	JSOSX	Absolute Return	$1,043,408	$1,039,270	1.0
Allspring Adv Absolute Return Instl	WABIX	All Assets	$1,037,437	$1,016,669	1.0
Weatherlow Offshore Fund I Ltd. Cl IA		Hedge Fund	$4,911,488	$4,712,590	4.6
Total Fixed Income			**$32,390,166**	**$31,238,082**	**30.5**
JPMorgan Core Bond	WOBDX	US Fixed Income Core	$5,646,341	$5,344,155	5.2
YSU Intermediate Term Bond		US Fixed Income Core	$4,587,827	$4,380,909	4.3
PGIM High Yield R6	PHYQX	US Fixed Income High Yield	$3,332,105	$3,176,445	3.1
YSU Short Term Bond		US Fixed Income Short Term	$12,211,944	$11,930,080	11.7
Lord Abbett Short Duration Income I	LLDYX	US Fixed Income Short Term	$4,666,220	$4,549,867	4.4
DFA Five-Yr Global Fxd-Inc I	DFGBX	Global Fixed Income	$1,945,729	$1,856,626	1.8
Total Cash & Cash Equivalents			**$18,445**	**$18,447**	**0.0**
PNC Govt MMkt	PKIXX	Cash	$18,445	$18,447	0.0

ATTRIBUTION OF MARKET VALUE

TOTAL UNIVERSITY ASSETS

	Q2-2021	Q3-2021	Q4-2021	Q1-2022	One Year
Total University Assets					
Beginning Market Value	$73,087,043	$75,443,318	$75,380,975	$87,254,985	$73,087,043
Contributions	$54,212	-	$30,000,000	$24,000,000	$54,054,212
Distributions	-	-	-$20,000,000	-$6,000,000	-$26,000,000
Net Cash Flows	$54,212	-	$10,000,000	$18,000,000	$28,054,212
Net Investment Change	$2,302,063	-$62,342	$1,874,010	-$2,984,662	$1,129,069
Ending Market Value	$75,443,318	$75,380,975	$87,254,985	$102,270,324	$102,270,324
Change $	$2,356,275	-$62,342	$11,874,010	$15,015,338	$29,183,281

LONG-TERM POOL

	Q2-2021	Q3-2021	Q4-2021	Q1-2022	One Year
Total Long Term/ Reserves Pool					
Beginning Market Value	$62,931,975	$65,233,293	$65,170,297	$67,042,588	$62,931,975
Contributions	-	-	-	-	-
Distributions	-	-	-	-	-
Net Cash Flows	-	-	-	-	-
Net Investment Change	$2,301,319	-$62,996	$1,872,290	-$2,988,659	$1,121,954
Ending Market Value	$65,233,293	$65,170,297	$67,042,588	$64,053,928	$64,053,928
Change $	$2,301,319	-$62,996	$1,872,290	-$2,988,659	$1,121,954

PERFORMANCE SUMMARY

	QTD (%)	1 Yr (%)	2 Yr (%)	3 Yr (%)	5 Yr (%)	7 Yr (%)	10 Yr (%)	2021 (%)	2020 (%)	2019 (%)	Inception (%)	Inception Date
Total University Assets	**-3.4**	**2.0**	**11.6**	**6.6**	**5.7**	**4.7**	**4.4**	**7.8**	**9.5**	**11.5**	**4.2**	**Apr- 04**
Total Policy Benchmark¹	-2.1	1.0	6.4	4.2	4.0	3.3	3.1	4.3	5.9	8.7	3.2	
Total Operating & Short Term	**0.0**	**0.0**	**0.2**	**1.0**	**1.2**	**0.9**	**0.6**	**0.0**	**1.1**	**2.4**	**0.6**	**Jul- 10**
Total Operating & Short Term Benchmark²	-0.1	-0.1	0.0	0.8	1.1	0.9	0.6	0.0	0.8	2.3	0.6	
Total Long Term/ Reserves Pool	**-4.5**	**1.8**	**13.3**	**7.1**	**6.3**	**5.4**	**5.5**	**9.5**	**8.8**	**15.3**	**5.5**	**Jul- 10**
Total Long Term/ Reserves Fund Benchmark³	-3.9	1.8	11.9	7.0	6.2	5.3	5.2	8.0	10.0	14.2	5.1	
Total Domestic Equity	**-5.2**	**11.8**	**35.7**	**17.7**	**15.0**	**13.0**	**14.0**	**26.9**	**18.5**	**30.4**	**15.2**	**Jul- 10**
Russell 3000 Index	-5.3	11.9	34.9	18.2	15.4	13.4	14.3	25.7	20.9	31.0	15.4	
Total International Equity	**-8.2**	**-1.8**	**25.5**	**10.2**	**7.5**	**5.3**	**6.9**	**10.0**	**16.7**	**26.7**	**5.8**	**Oct- 10**
MSCI EAFE (Net)	-5.9	1.2	20.9	7.8	6.7	5.1	6.3	11.3	7.8	22.0	5.8	
Total Alternatives	**-3.2**	**-2.8**	**9.1**	**1.4**	**2.1**	**1.8**	**-**	**5.3**	**-3.7**	**14.3**	**1.6**	**Mar- 15**
Total Alternatives Benchmark⁴	-2.6	1.3	12.5	4.4	4.3	3.1	-	6.2	5.4	11.7	3.1	
Total Fixed Income	**-3.6**	**-2.8**	**1.1**	**1.9**	**2.1**	**1.8**	**1.8**	**0.1**	**5.2**	**6.6**	**2.1**	**Jul- 10**
Total Fixed Income Benchmark⁵	-3.3	-3.4	-0.8	1.2	1.5	1.3	1.4	-0.8	4.5	5.0	1.6	
Total Cash & Cash Equivalents	**0.0**	**0.0**	**0.0**	**0.5**	**-**	**-**	**-**	**0.0**	**0.4**	**1.5**	**0.7**	**Apr- 18**
90 Day U.S. Treasury Bill	0.0	0.1	0.1	0.8	1.1	0.9	0.6	0.0	0.7	2.3	1.1	

1) Total Policy Benchmark: 45% ICE BofA 91 Days T-Bills / 17% ICE BofA 1-3 Yr US Corp & Govt / 11% BBgBarc US Govt/Credit Int / 8% Total Alternatives Benchmark / 15% Russell 3000 / 4% MSCI EAFE.
2) Total Operating & Short-Term Benchmark: 95% ICE BofA 91 Days T-Bills / 5% BBgBarc US Govt 1-3 Yr.
3) Total Long-Term / Reserves Fund Benchmark: 27% Russell 3000 / 8% MSCI EAFE / 15% Total Alternatives Benchmark / 30% ICE BofA 1-3 Yr US Corp & Govt / 20% BBgBarc US Govt/Credit Int,
4) Total Alternatives Benchmark: 100% HFRI Fund of Funds Composite.
5) Total Fixed Income Benchmark: 64% ICE BofA 1-3 Yr US Corp & Govt / 36% BBgBarc US Govt/Credit Int.

PERFORMANCE REPORT CARD

	% of Portfolio	QTD (%)	1 Yr (%)	2 Yr (%)	3 Yr (%)	5 Yr (%)	7 Yr (%)	10 Yr (%)	2021 (%)	2020 (%)	2019 (%)	Inception (%)	Inception Date
Total University Assets	100.0	-3.4	2.0	11.6	6.6	5.7	4.7	4.4	7.8	9.5	11.5	4.2	**Apr-04**
Total Policy Benchmark		-2.1	1.0	6.4	4.2	4.0	3.3	3.1	4.3	5.9	8.7	3.2	
Total Operating & Short Term	37.4	0.0	0.0	0.2	1.0	1.2	0.9	0.6	0.0	1.1	2.4	0.6	**Jul-10**
Total Operating & Short Term Benchmark		-0.1	-0.1	0.0	0.8	1.1	0.9	0.6	0.0	0.8	2.3	0.6	
Federated Hermes Government Obligations Fund	37.2	0.0	0.0	0.0	0.5	0.8	0.6	0.4	0.0	0.3	1.8	0.0	Nov-21
90 Day U.S. Treasury Bill		0.0	0.1	0.1	0.8	1.1	0.9	0.6	0.0	0.7	2.3	0.1	
JPMorgan 100% U.S. Tr Sec MM Inst	0.1	0.0	0.0	0.0	0.6	0.9	0.7	0.5	0.0	0.3	2.0	0.5	Oct-11
90 Day U.S. Treasury Bill		0.0	0.1	0.1	0.8	1.1	0.9	0.6	0.0	0.7	2.3	0.6	
Vanguard Short-Term Federal Adm	0.0	-2.9	-3.2	-0.8	1.3	1.4	1.2	1.2	-0.5	4.5	4.2	1.2	Oct-10
Blmbg. 1-5 Year Government		-3.4	-4.0	-2.0	0.9	1.1	1.0	1.0	-1.2	4.3	4.2	1.1	
STAR Ohio	0.1	0.0	0.1	0.2	0.9	-	-	-	0.1	0.7	2.3	1.1	Jul-18
90 Day U.S. Treasury Bill		0.0	0.1	0.1	0.8	1.1	0.9	0.6	0.0	0.7	2.3	1.1	
Total Long Term/ Reserves Pool	62.6	-4.5	1.8	13.3	7.1	6.3	5.4	5.5	9.5	8.8	15.3	5.5	**Jul-10**
Total Long Term/ Reserves Fund Benchmark		-3.9	1.8	11.9	7.0	6.2	5.3	5.2	8.0	10.0	14.2	5.1	
Total Domestic Equity	20.1	-5.2	11.8	35.7	17.7	15.0	13.0	14.0	26.9	18.5	30.4	15.2	**Jul-10**
Russell 3000 Index		-5.3	11.9	34.9	18.2	15.4	13.4	14.3	25.7	20.9	31.0	15.4	
Vanguard Institutional Index	13.4	-4.6	15.6	34.4	18.9	16.0	14.0	14.6	28.7	18.4	31.5	15.7	Jul-10
S&P 500 Index		-4.6	15.6	34.5	18.9	16.0	14.0	14.6	28.7	18.4	31.5	15.7	
Vanguard Mid Cap Index Adm	3.4	-6.3	8.8	36.3	15.7	13.0	10.9	12.9	24.5	18.2	31.0	13.4	Oct-10
Vanguard Mid Cap Index Benchmark		-6.3	8.9	36.3	15.7	13.0	10.9	13.0	24.5	18.2	31.1	13.5	
Loomis Sayles Sm Growth N	1.5	-13.2	-7.1	30.0	12.2	13.9	11.1	12.6	10.2	34.3	26.7	12.5	Sep-19
Russell 2000 Growth Index		-12.6	-14.3	27.7	9.9	10.3	8.5	11.2	2.8	34.6	28.5	11.9	
Victory Integrity Small Value Y	1.8	0.2	9.2	50.8	14.1	8.6	7.9	10.8	33.6	1.2	23.1	11.5	Oct-10
Russell 2000 Value Index		-2.4	3.3	42.7	12.7	8.6	8.8	10.5	28.3	4.6	22.4	11.0	
Total International Equity	5.3	-8.2	-1.8	25.5	10.2	7.5	5.3	6.9	10.0	16.7	26.7	5.8	**Oct-10**
MSCI EAFE (Net)		-5.9	1.2	20.9	7.8	6.7	5.1	6.3	11.3	7.8	22.0	5.8	
MSCI AC World ex USA (Net)		-5.4	-1.5	21.3	7.5	6.8	5.2	5.6	7.8	10.7	21.5	5.1	
William Blair International Growth I	2.5	-15.7	-6.9	23.0	11.7	9.5	6.5	7.5	9.0	32.0	30.7	8.4	Jul-12
MSCI AC World ex USA (Net)		-5.4	-1.5	21.3	7.5	6.8	5.2	5.6	7.8	10.7	21.5	6.6	
Dodge & Cox Internat'l Stock	2.9	-0.6	3.0	27.3	8.0	5.2	3.8	6.2	11.0	2.1	22.8	5.6	Oct-10
MSCI EAFE (Net)		-5.9	1.2	20.9	7.8	6.7	5.1	6.3	11.3	7.8	22.0	5.8	

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PERFORMANCE REPORT CARD

	% of Portfolio	QTD (%)	1 Yr (%)	2 Yr (%)	3 Yr (%)	5 Yr (%)	7 Yr (%)	10 Yr (%)	2021 (%)	2020 (%)	2019 (%)	Inception (%)	Inception Date
Total Alternatives	**6.6**	**-3.2**	**-2.8**	**9.1**	**1.4**	**2.1**	**1.8**	**-**	**5.3**	**-3.7**	**14.3**	**1.6**	**Mar-15**
Total Alternatives Benchmark		-2.6	1.3	12.5	4.4	4.3	3.1	-	6.2	5.4	11.7	3.1	
JPMorgan Strategic Income Opps Sel	1.0	-0.4	0.0	2.8	1.2	1.7	2.2	2.5	0.6	1.6	4.0	1.2	Oct-18
Blmbg. U.S. Universal Index		-6.1	-4.2	-0.7	1.9	2.3	2.2	2.6	-1.1	7.6	9.3	2.9	
Allspring Adv Absolute Return Instl	1.0	-2.0	-4.0	7.8	1.0	2.0	1.6	2.7	2.6	-2.9	11.2	1.3	Mar-15
HFRI Fund of Funds Composite Index		-2.6	1.3	12.1	5.9	4.6	3.3	3.9	6.2	10.9	8.4	3.4	
Weatherlow Offshore Fund I Ltd. CI IA	4.6	-4.0	-1.7	15.7	10.5	7.7	5.4	6.4	5.6	24.7	13.6	-5.8	Jul-21
HFRI Fund of Funds Composite Index		-2.6	1.3	12.1	5.9	4.6	3.3	3.9	6.2	10.9	8.4	-1.5	
Total Fixed Income	**30.5**	**-3.6**	**-2.8**	**1.1**	**1.9**	**2.1**	**1.8**	**1.8**	**0.1**	**5.2**	**6.6**	**2.1**	**Jul-10**
Total Fixed Income Benchmark		-3.3	-3.4	-0.8	1.2	1.5	1.3	1.4	-0.8	4.5	5.0	1.6	
JPMorgan Core Bond	5.2	-5.3	-3.6	-0.6	2.1	2.5	2.1	2.4	-1.1	8.1	8.3	2.0	Sep-17
Blmbg. U.S. Aggregate Index		-5.9	-4.2	-1.8	1.7	2.1	1.9	2.2	-1.5	7.5	8.7	1.7	
YSU Intermediate Term Bond	4.3	-4.5	-4.0	-0.4	1.9	2.1	1.8	2.0	-1.3	7.5	7.2	3.3	Apr-04
Blmbg. Intermed. U.S. Government/Credit		-4.5	-4.1	-1.1	1.5	1.8	1.6	1.8	-1.4	6.4	6.8	3.0	
PGIM High Yield R6	3.1	-4.7	0.0	11.8	5.2	5.3	5.5	6.0	6.5	5.7	16.3	5.5	Jan-17
Blmbg. U.S. Corp: High Yield Index		-4.8	-0.7	10.9	4.6	4.7	5.0	5.7	5.3	7.1	14.3	5.0	
YSU Short Term Bond	11.7	-2.3	-2.7	-0.2	1.3	1.5	1.3	1.2	-0.4	3.7	4.3	2.3	Apr-04
ICE BofA 1-3 Yr. Gov/Corp		-2.6	-3.0	-0.7	1.0	1.3	1.2	1.1	-0.4	3.3	4.1	2.1	
Lord Abbett Short Duration Income I	4.4	-2.5	-1.8	3.7	1.7	2.1	2.1	2.4	1.1	3.2	5.6	2.2	Apr-18
ICE BofA 1-3 Yr. Gov/Corp		-2.6	-3.0	-0.7	1.0	1.3	1.2	1.1	-0.4	3.3	4.1	1.5	
DFA Five-Yr Global Fxd-Inc I	1.8	-4.6	-5.6	-2.2	-0.6	0.5	0.7	1.2	-1.0	1.5	4.0	1.2	Jul-13
FTSE World Government Bond Index 1-5 (Hedged)		-2.4	-2.8	-1.1	0.9	1.3	1.3	1.4	-0.8	3.2	3.9	1.4	
Total Cash & Cash Equivalents	**0.0**	**0.0**	**0.0**	**0.0**	**0.5**	**-**	**-**	**-**	**0.0**	**0.4**	**1.5**	**0.7**	**Apr-18**
90 Day U.S. Treasury Bill		0.0	0.1	0.1	0.8	1.1	0.9	0.6	0.0	0.7	2.3	1.1	
PNC Govt MMkt	0.0	0.0	0.0	0.1	0.7	-	-	-	0.0	0.4	2.0	-	Apr-18
90 Day U.S. Treasury Bill		0.0	0.1	0.1	0.8	1.1	0.9	0.6	0.0	0.7	2.3	1.1	

1) Total Policy Benchmark: 45% ICE BofA 91 Days T-Bills / 17% ICE BofA 1-3 Yr US Corp & Govt / 11% BBgBarc US Govt/Credit Int / 8% Total Alternatives Benchmark / 15% Russell 3000 / 4% MSCI EAFE.
2) Total Operating & Short-Term Benchmark: 95% ICE BofA 91 Days T-Bills / 5% BBgBarc US Govt 1-3 Yr.
3) Total Long-Term / Reserves Fund Benchmark: 27% Russell 3000 / 8% MSCI EAFE / 15% Total Alternatives Benchmark / 30% ICE BofA 1-3 Yr US Corp & Govt / 20% BBgBarc US Govt/Credit Int,
4) Total Alternatives Benchmark: 100% HFRI Fund of Funds Composite.
5) Total Fixed Income Benchmark: 64% ICE BofA 1-3 Yr US Corp & Govt / 36% BBgBarc US Govt/Credit Int.

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DEFINITIONS & DISCLOSURES

Information provided is general in nature, is provided for informational purposes only, and should not be construed as investment advice. Any views expressed are based upon the data available at the time the information was produced and are subject to change at any time based on market or other conditions. Clearstead disclaims any liability for any direct or incidental loss incurred by applying any of the information in this presentation. All investment decisions must be evaluated as to whether it is consistent with their investment objectives, risk tolerance, and financial situation.

Past performance is no guarantee of future results. Investing involves risk, including risk of loss. Diversification does not ensure a profit or guarantee against loss.

All indices are unmanaged and performance of the indices includes reinvestment of dividends and interest income, unless otherwise noted. An investment cannot be made in any index.

Although bonds generally present less short-term risk and volatility than stocks, bonds do contain interest rate risk (as interest rates rise, bond prices usually fall and vice versa) and the risk of default, or the risk that an issuer will be unable to make income or principal payments. Additionally, bonds and short-term investments entail greater inflation risk, or the risk that the return of an investment will not keep up with increases in the prices of goods and services, than stocks.

Lower-quality debt securities generally offer higher yields, but also involve greater risk of default or price changes due to potential changes in the credit quality of the issuer. Any fixed income security sold or redeemed prior to maturity may be subject to loss.

The municipal market is volatile and can be significantly affected by adverse tax, legislative, or political changes and by the financial condition of the issuers of municipal securities. Interest rate increases can cause the price of a debt security to decrease. A portion of the dividends you receive may be subject to federal, state, or local income tax or may be subject to the federal alternative minimum tax. Generally, tax-exempt municipal securities are not appropriate holdings for tax advantaged accounts such as IRAs and 401(k)s.

Stock markets, especially foreign markets, are volatile and can decline significantly in response to adverse issuer, political, regulatory, market, or economic developments. Foreign securities are subject to interest-rate, currency-exchange-rate, economic, and political risks, all of which are magnified in emerging markets. The securities of smaller, less well-known companies can be more volatile than those of larger companies. Growth stocks can perform differently from the market as a whole and other types of stocks and can be more volatile than other types of stocks. Value stocks can perform differently than other types of stocks and can continue to be undervalued by the market for long periods of time.

The commodities industry can be significantly affected by commodity prices, world events, import controls, worldwide competition, government regulations, and economic conditions.

Changes in real estate values or economic conditions can have a positive or negative effect on issuers in the real estate industry, which may affect your investment.

Index Definitions:

The **S&P 500 Index** is a broad-based market index, comprised of 500 large-cap companies, generally considered representative of the stock market as a whole. The **S&P 400 Index** is an unmanaged index considered representative of mid-sized U.S. companies. The **S&P 600 Index** is a market-value weighted index that consists of 600 small-cap U.S. stocks chosen for market size, liquidity and industry group representation.

The **Russell 1000 Value Index, Russell 1000 Index** and **Russell 1000 Growth Index** are indices that measure the performance of large-capitalization value stocks, large-capitalization stocks and large-capitalization growth stocks, respectively. The **Russell 2000 Value Index, Russell 2000 Index** and **Russell 2000 Growth Index** are indices that measure the performance of small-capitalization value stocks, small-capitalization stocks and small-capitalization growth stocks, respectively. The **Russell Midcap Value Index, Russell Midcap Index** and **Russell Midcap Growth Index** are indices that measure the performance of mid-capitalization value stocks, mid-capitalization stocks and mid-capitalization growth stocks, respectively. The **Russell 2500 Value Index, Russell 2500 Index** and **Russell 2500 Growth Index** measure the performance of small to mid-cap value stocks, small to mid-cap stocks and small to mid-cap growth stocks, respectively, commonly referred to as "smid" cap. The **Russell 3000 Value Index, Russell 3000 Index** and **Russell 3000 Growth Index** measure the performance of the 3,000 largest U.S. value stocks, 3,000 largest U.S. stocks and 3,000 largest U.S. growth stocks, respectively, based on total market capitalization.

The **Wilshire 5000 Index** represents the broadest index for the U.S. equity market, measuring the performance of all U.S. equity securities with readily available price data. The **Wilshire Micro Cap Index** is a market capitalization-weighted index comprised of all stocks in the Wilshire 5000 Index below the 2,501st rank.

The **MSCI EAFE (Europe, Australasia, Far East) Index** is designed to measure developed market equity performance, excluding the U.S. and Canada. The **MSCI Emerging Markets (EM) Index** is designed to measure global emerging market equity performance. The **MSCI World Index** is designed to measure global developed market equity performance. The **MSCI World Index Ex-U.S. Index** is designed to measure the equity market performance of developed markets and excludes the U.S. The **MSCI Europe Index** is an unmanaged index considered representative of developed European countries. The **MSCI Japan Index** is an unmanaged index considered representative of stocks of Japan. The **MSCI Pacific ex. Japan Index** is an unmanaged index considered representative of stocks of Asia Pacific countries excluding Japan.

The **U.S. 10-Year treasury Yield** is generally considered to be a barometer for long-term interest rates.

Merrill Lynch 91-day T-bill index includes U.S. Treasury bills with a remaining maturity from 1 up to 3 months.

The **Barclays Capital® (BC) Treasury Index** is designed to cover public obligations of the U.S. Treasury with a remaining maturity of one year or more. The **BC Aggregate Bond Index** is an unmanaged, market value-weighted performance benchmark for investment-grade fixed-rate debt issues, including government, corporate, asset-backed, and mortgage-backed securities with maturities of at least one year. The **BC U.S. Credit Bond Index** is designed to cover publicly issued U.S. corporate and specified foreign debentures and secured notes that meet the specified maturity, liquidity, and quality requirements; bonds must be SEC-registered to qualify. The **BC U.S. Agency Index** is designed to cover publicly issued debt of U.S. Government agencies, quasi-federal corporations, and corporate or foreign debt guaranteed by the U.S. Government. The **BC CMBS Index** is designed to mirror commercial mortgage-backed securities of investment-grade quality (Baa3/BBB-/BBB- or above) using Moody's, S&P, and Fitch respectively, with maturity of at least one year. The **BC MBS Index** covers agency mortgage-backed pass-through securities (both fixed-rate and hybrid ARMs) issued by Ginnie Mae (GNMA), Fannie Mae (FNMA), and Freddie Mac (FHLMC). The **BC U.S. Municipal Bond Index** covers the U.S. dollar-denominated, long-term tax-exempt bond market with four main sectors: state and local general obligation bonds, revenue bonds, insured bonds, and pre-refunded bonds. The **BC TIPS Index** is an unmanaged market index made up of U.S. Treasury Inflation Linked Index securities. The **BC U.S. Government Bond Index** is a market value-weighted index of U.S. Government fixed-rate debt issues with maturities of one year or more. The **BC ABS Index** is a market value-weighted index that covers fixed-rate asset-backed securities with average lives greater than or equal to one year and that are part of a public deal; the index covers the following collateral types: credit cards, autos, home equity loans, stranded-cost utility (rate-reduction bonds), and manufactured housing. The **BC Global Aggregate Index** is composed of three sub-indices; the U.S. Aggregate Index, Pan-European Aggregate Index, and the Asian-Pacific Aggregate Index. In aggregate the index is created to be a broad-based measure of the performance of investment grade fixed rate debt on a global scale. The **BC US Corporate Long Aa Index** is an unmanaged index representing public obligations of U.S. corporate and specified foreign debentures and secured notes with a remaining maturity of 10 years or more. The **BC U.S. Corporate High-Yield Index** measures the market of USD-denominated, non-investment grade, fixed-rate, taxable corporate bonds. The **BC Intermediate Corporate Index** includes dollar-denominated debt from U.S. and non-U.S. industrial, utility, and financial institutions issuers with a duration of 1-10 years. The **BC U.S. Treasury Long Index** is an unmanaged index representing public obligations of the U.S. Treasury with a remaining maturity of 10 years or more. The **BC U.S. Government 10 Year Treasury Index** measures the performance of U.S. Treasury securities that have a remaining maturity of less than 10 years. The **BC BAA Corporate Index** measures the performance of the taxable Baa rated fixed-rate U.S. dollar-denominated corporate bond market. The **BC Global Treasury ex US Index** includes government bonds issued by investment-grade countries outside the United States, in local currencies, that have a remaining maturity of one year or more and are rated investment grade or higher. The **BC Emerging Market Bond Index** is an unmanaged index that total returns for external-currency-denominated debt instruments of the emerging markets. The **BC U.S. Securitized Bond Index** is a composite of asset-backed securities, collateralized mortgage-backed securities (ERISA-eligible) and fixed rate mortgage-backed securities. The **BC Quality Distribution AAA, B, and CC-D Indices** measure the respective credit qualities of U.S. corporate and specified foreign debentures and secured notes. The **BC Universal Index** represents the union of the U.S. Aggregate Index, the U.S. High Yield Corporate Index, the 144A Index, the Eurodollar Index, the Emerging Markets Index, and the non-ERISA portion of the CMBS Index. The **BC 1-3 Year Government Credit Index** is an unmanaged index considered representative of performance of short-term U.S. corporate bonds and U.S. government bonds with maturities from one to three years. The **BC Long-term Government Index** is an unmanaged index reflecting performance of the long-term government bond market. The **BC Intermediate Aggregate Index** measures the performance of intermediate-term investment grade bonds. The **BC Intermediate 1-3 Year Government/Credit Index** measures the performance of U.S. Dollar denominated U.S. Treasuries, government-related and investment grade U.S. corporate securities that have a remaining maturity of greater than one year and less than ten years.

The **Bank of America ML U.S. High Yield Index** tracks the performance of below investment grade US Dollar Denominated corporate bonds publicly issued in the US market. Qualifying bonds have at least one year remaining term to maturity, are fixed coupon schedule and minimum outstanding of $100 million.

The **HFRI Funds of Funds Index (HFRI FOF)** is an equal weighted index designed to measure the performance of hedge fund of fund managers. There are more than 800 multi-strategy constituents are required to have at least $50 million in assets under management and a trading track record spanning at least 12 months. The index includes both on and offshore funds and all returns are reported in USD

The **NCREIF Property Index (NPI)** represents quarterly time series composite total rate of return measure of a very large pool of individual commercial real estate properties acquired in the private market. The index represents apartments, hotels, industrial properties, office buildings and retail properties which are at least 60% occupied and owned or controlled, at least in part by tax-exempt institutional investors or its designated agent. In addition these properties that are included must be investment grade, non-agricultural and income producing and all development projects are excluded. Constituents included in the NPI be valued at least quarterly, either internally or externally, using standard commercial real estate appraisal methodology. Each property must be independently appraised a minimum of once every three years.

The **FTSE NAREIT All REITs Index** is a market capitalization-weighted index that is designed to measure the performance of all tax-qualified Real Estate Investment Trusts (REITs) that are listed on the New York Stock Exchange, the American Stock Exchange, or the NASDAQ National Market List.

The **Dow Jones U.S. Select Real Estate Securities Index** is a float-adjusted market capitalization-weighted index of publicly traded real estate securities such as real estate investment trusts (REITs) and real estate operating companies (REOCs).

The **Cambridge PE Index** Is a representation of returns for over 70% of the total dollars raised by U.S. leveraged buyout, subordinated debt and special situation managers from 1986 to December 2007. Returns are calculated based on the pooled time weighted return and are net of all fees. These pooled means represent the end to end rate of return calculated on the aggregate of all cash flows and market values reported by the general partners of the underlying constituents in the quarterly and annual reports.

The **University of Michigan Consumer Sentiment Index** is a consumer confidence index published monthly by the University of Michigan and Thomson Reuters. The index is normalized to have a value of 100 in December 1964.

VIX - The CBOE Volatility Index (VIX) is based on the prices of eight S&P 500 index put and call options.

Gold – represented by the dollar spot price of one troy ounce

WTI Crude – West Texas Intermediate is a grade of crude oil used as a benchmark in oil pricing.

The **Affordability Index** measures of a population's ability to afford to purchase a particular item, such as a house, indexed to the population's income

The **Homeownership %** is computed by dividing the number of owner-occupied housing units by the number of occupied housing units or households.

HFRI Emerging Markets: Asia ex-Japan, Global Index, Latin America Index, Russia/Eastern Europe Index: The constituents of the HFRI Emerging Markets Indices are selected according to their Regional Investment Focus only. There is no Investment Strategy criteria for inclusion in these indices. Funds classified as Emerging Markets have a regional investment focus in one of the following geographic areas: Asia ex-Japan, Russia/Eastern Europe, Latin America, Africa or the Middle East. **HFRI EH: Energy/Basic Materials** strategies which employ investment processes designed to identify opportunities in securities of companies in specific niche areas of the market in which the Manager maintains a level of expertise which exceeds that of a market generalist. **HFRI EH: Equity Market Neutral** strategies employ sophisticated quantitative techniques of analyzing price data to ascertain information about future price movement and relationships between securities, select securities for purchase and sale. **HFRI EH: Quantitative Directional** strategies employ sophisticated quantitative techniques of analyzing price data to ascertain information about future price movement and relationships between securities, select securities for purchase and sale. **HFRI EH: Short-Biased** strategies employ analytical techniques in which the investment thesis is predicated on assessment of the valuation characteristics on the underlying companies with the goal of identifying overvalued companies. **HFRI EH: Technology/Healthcare** strategies employ investment processes designed to identify opportunities in securities in specific niche areas of the market in which the Manager maintain a level of expertise which exceeds that of a market generalist in identifying opportunities in companies engaged in all development, production and application of technology, biotechnology and as related to production of pharmaceuticals and healthcare industry. **HFRI ED: Distressed Restructuring** strategies which employ an investment process focused on corporate fixed income instruments, primarily on corporate credit instruments of companies trading at significant discounts to their value at issuance or obliged (par value) at maturity as a result of either formal bankruptcy proceeding or financial market perception of near term proceedings. **HFRI ED: Merger Arbitrage** strategies which employ an investment process primarily focused on opportunities in equity and equity related instruments of companies which are currently engaged in a corporate transaction. **HFRI ED: Private Issue/Regulation D** strategies which employ an investment process primarily focused on opportunities in equity and equity related instruments of companies which are primarily private and illiquid in nature. **HFRI Macro: Systematic Diversified** strategies have investment processes typically as function of mathematical, algorithmic and technical models, with little or no influence of individuals over the portfolio positioning. **HFRI RV: Fixed Income - Asset Backed** includes strategies in which the investment thesis is predicated on realization of a spread between related instruments in which one or multiple components of the spread is a fixed income instrument backed physical collateral or other financial obligations (loans, credit cards) other than those of a specific corporation. **HFRI RV: Fixed Income - Convertible Arbitrage** includes strategies in which the investment thesis is predicated on realization of a spread between related instruments in which one or multiple components of the spread is a convertible fixed income instrument. **HFRI RV: Fixed Income - Corporate** includes strategies in which the investment thesis is predicated on realization of a spread between related instruments in which one or multiple components of the spread is a corporate fixed income instrument. **HFRI RV: Multi-Strategies** employ an investment thesis is predicated on realization of a spread between related yield instruments in which one or multiple components of the spread contains a fixed income, derivative, equity, real estate, MLP or combination of these or other instruments. **HFRI RV: Yield Alternatives Index** strategies employ an investment thesis is predicated on realization of a spread between related instruments in which one or multiple components of the spread contains a derivative, equity, real estate, MLP or combination of these or other instruments. Strategies are typically quantitatively driven to measure the existing relationship between instruments and, in some cases, identify attractive positions in which the risk adjusted spread between these instruments represents an attractive opportunity for the investment manager.

The **Consumer Price Index (CPI)** is an inflationary indicator that measures the change in the cost of a fixed basket of products and services, including housing, electricity, food, and transportation. The CPI is published monthly. Unless otherwise noted, the CPI figure is as of the date this report is created.

The **Credit Suisse Leveraged Loan Index** is a market value-weighted index designed to represent the investable universe of the U.S. dollar-denominated leveraged loan market.

The **Dow Jones-UBS Commodity Index** measures the performance of the commodities market. It consists of exchange-traded futures contracts on physical commodities that are weighted to account for the economic significance and market liquidity of each commodity.

The **S&P 500 Value Index, Index S&P 500 Index** and **S&P 500 Growth Index** are a broad based market index that measure the performance of large-capitalization value companies, large-capitalization companies and large-capitalization growth companies, respectively. The **S&P 400 MidCap Value, Index S&P MidCap 400 Index** and **S&P 400 MidCap Growth Index** are indices that measure the performance of mid-sized value companies, mid-sized companies and mid-sized growth companies, respectively. The **S&P 600 SmallCap Index** is a market-value weighted index that consists of 600 small-cap U.S. stocks chosen for market size, liquidity and industry group representation. The **S&P 900 Index** combines the large-cap S&P 500 and the S&P MidCap 400. **S&P Completion Index TR** is a sub-index of the S&P Total Market Index (TMI), including all stocks eligible for the S&P TMI and excluding all current constituents of the S&P 500. **S&P Global Ex US Property Index** defines and measures the investable universe of publicly traded property companies domiciled in developed and emerging markets excluding the US.

The **Russell 1000 Value Index, Russell 1000 Index** and **Russell 1000 Growth Index** are indices that measure the performance of large-capitalization value stocks, large-capitalization stocks and large capitalization growth stocks, respectively. The **Russell 2000 Value Index, Russell 2000 Index** and **Russell 2000 Growth Index** are indices that measure the performance of small-capitalization value stocks, small-capitalization stocks and small-capitalization growth stocks, respectively. The **Russell Midcap Value Index, Russell Midcap Index** and **Russell Midcap Growth Index** are indices that measure the performance of mid-capitalization value stocks, mid-capitalization stocks and mid-capitalization growth stocks, respectively. The **Russell 2500 Value Index, Russell 2500 Index** and **Russell 2500 Growth Index** measure the performance of small to mid-cap value stocks, small to mid-cap stocks and small to mid-cap growth stocks, respectively, commonly referred to as "SMID" cap. The **Russell 3000 Value Index, Russell 3000 Index** and **Russell 3000 Growth Index** measure the performance of the 3,000 largest U.S. value stocks, 3,000 largest U.S. stocks and 3,000 largest U.S. growth stocks, respectively, based on total market capitalization. The **Russell Microcap Index** measures the performance of the microcap segment of the U.S. equity market. The **Russell Top 200 Value Index** measures the performance of the especially large cap segment of the U.S. equity universe represented by stocks in the largest 200 by market cap that exhibit value characteristics. The **Russell Developed ex-US Large Cap Index** measures the performance of the largest investable securities in developed countries globally, excluding companies assigned to the United States.

DEFINITIONS & DISCLOSURES

The **Wilshire 5000 Index** represents the broadest index for the U.S. equity market, measuring the performance of all U.S. equity securities with readily available price data. The **Wilshire Micro Cap Index** is a market capitalization-weighted index comprised of all stocks in the Wilshire 5000 Index below the 2,501st rank. The **Wilshire 4500 Index** is comprised of all stocks in the Wilshire 5000 minus the stocks in the S&P 500. The **Wilshire Real Estate Securities Index (RESI)** is comprised of publically traded real estate equity securities.

All MSCI indices are gross, defined as With Gross Dividends: Gross total return indices reinvest as much as possible of a company's dividend distributions. The reinvested amount is equal to the total dividend amount distributed to persons residing in the country of the dividend-paying company. Gross total return indices do not, however, include any tax credits. The **MSCI EAFE (Europe, Australasia, Far East) Gross Index** is designed to measure developed market equity performance, excluding the U.S. and Canada. The **MSCI Emerging Markets (EM) Gross Index** is designed to measure global emerging market equity performance. The **MSCI World Gross Index** is designed to measure global developed market equity performance. The **MSCI World Index Ex-U.S. Gross Index** is designed to measure the equity market performance of developed markets and excludes the U.S. The **MSCI Europe Gross Index** is an unmanaged index considered representative of developed European countries. The **MSCI Japan Gross Index** is an unmanaged index considered representative of stocks of Japan. The **MSCI Pacific ex. Japan Gross Index** is an unmanaged index considered representative of stocks of Asia Pacific countries excluding Japan. The **MSCI AC (All Country) Asia ex Japan Gross Index** is a free float-adjusted market capitalization weighted index that is designed to measure the equity market performance of Asia, excluding Japan. The **MSCI ACWI Gross Index** is a free float-adjusted market capitalization weighted index that is designed to measure the equity market performance of developed and emerging markets. The **MSCI ACWI ex USA Gross Index** is a free float-adjusted market capitalization weighted index that is designed to measure the equity market performance of developed and emerging markets, excluding US. The **MSCI ACWI ex US Small Cap Growth Gross Index** is a market capitalization weighted total return index measured in U.S. dollars based on share prices and reinvested net dividends that is designed to measure the equity market performance of the small cap growth segments of developed and emerging markets, excluding the U.S.. The **MSCI Canada Gross Index** is designed to measure the performance of the large and midcap segments of the Canada market. The **MSCI EAFE Small Cap Gross Index** measures the performance of small cap stocks in European, Australasian, and Far Eastern markets. The **MSCI EAFE Value Gross Index** is a market capitalization-weighted index that monitors the performance of value stocks from Europe, Australasia, and the Far East. The **MSCI EM Latin America Gross Index** is a free float-adjusted market capitalization weighted index that is designed to measure the equity market performance of emerging markets in Latin America. The **MSCI Pacific Free ex Japan Gross Index** measures the performance of the Australian, Hong Kong, New Zealand, and Singapore equity markets. The **MSCI World Small Cap Gross Index** is designed to measure the equity market performance of the small cap segment of developed markets. The **MSCI US Small Cap 1750 Gross Index** represents the universe of small capitalization companies in the US equity market. The **MSCI US Mid Cap 450 Index** represents the universe of medium capitalization companies in the US equity market. The **MSCI US Mid Cap Value Index** represents the value companies of the MSCI US Mid Cap 450 Index. The **MSCI US Prime Market 750 Index** represents the universe of large and medium capitalization companies in the US equity market. The **MSCI US Prime Market Value Index** represents the value companies of the MSCI US Prime Market 750 Index. The **MSCI US Prime Market Growth Index** represents the growth companies of the MSCI US Prime Market 750 Index

The **Barclays Capital® (BC) U.S. Treasury Index** is designed to cover public obligations of the U.S. Treasury with a remaining maturity of one year or more. The **BC Aggregate Bond Index** is an unmanaged, market value-weighted performance benchmark for investment-grade fixed-rate debt issues, including government, corporate, asset-backed, and mortgage-backed securities with maturities of at least one year. The **BC U.S. Credit Bond Index** is designed to cover publicly issued U.S. corporate and specified foreign debentures and secured notes that meet the specified maturity, liquidity, and quality requirements; bonds must be SEC-registered to qualify. The **BC U.S. Agency Index** is designed to cover publicly issued debt of U.S. Government agencies, quasi-federal corporations, and corporate or foreign debt guaranteed by the U.S. Government. The **BC CMBS Index** is designed to mirror commercial mortgage-backed securities of investment-grade quality (Baa3/BBB-/BBB- or above) using Moody's, S&P, and Fitch respectively, with maturity of at least one year. The **BC MBS Index** covers agency mortgage-backed pass-through securities (both fixed-rate and hybrid ARMs) issued by Ginnie Mae (GNMA), Fannie Mae (FNMA), and Freddie Mac (FHLMC). The **BC U.S. Municipal Bond Index** covers the U.S. dollar-denominated, long-term tax-exempt bond market with four main sectors: state and local general obligation bonds, revenue bonds, insured bonds, and pre-refunded bonds. The **BC US TIPS Index** is an unmanaged market index made up of U.S. Treasury Inflation Linked Index securities. The **BC U.S. Government Bond Index** is a market value-weighted index of U.S. Government fixed-rate debt issues with maturities of one year or more. The **BC ABS Index** is a market value-weighted index that covers fixed-rate asset backed securities with average lives greater than or equal to one year and that are part of a public deal; the index covers the following collateral types: credit cards, autos, home equity loans, stranded-cost utility (rate-reduction bonds), and manufactured housing. The **BC Global Aggregate Index** is composed of three sub-indices; the U.S. Aggregate Index, Pan-European Aggregate Index, and the Asian-Pacific Aggregate Index. In aggregate the index is created to be a broad-based measure of the performance of investment grade fixed rate debt on a global scale. The **BC US Corporate Long Aa Index** is an unmanaged index representing public obligations of U.S. corporate and specified foreign debentures and secured notes with a remaining maturity of 10 years or more. The **BC U.S. Corporate High-Yield Index** measures the market of USD-denominated, non-investment grade, fixed-rate, taxable corporate bonds. The **BC Intermediate Corporate Index** includes dollar-denominated debt from U.S. and non-U.S. industrial, utility, and financial institutions issuers with a duration of 1-10 years. The **BC U.S. Treasury Long Index** is an unmanaged index representing public obligations of the U.S. Treasury with a remaining maturity of one year or more. The **BC U.S. Government 10 Year Treasury Index** measures the performance of U.S. Treasury securities that have a remaining maturity of less than 10 years. The **BC BAA Corporate Index** measures the performance of the taxable Baa rated fixed-rate U.S. dollar-denominated corporate bond market. The **BC Global Treasury ex US Index** includes government bonds issued by investment-grade countries outside the United States, in local currencies, that have a remaining maturity of one year or more and are rated investment grade or higher. The **BC Emerging Market Bond Index** is an unmanaged index that total returns for external-currency-denominated debt instruments of the emerging markets. The **BC U.S. Securitized Bond Index** is a composite of asset-backed securities, collateralized mortgage-backed securities (ERISA-eligible) and fixed rate mortgage-backed securities. The **BC Quality Distribution AAA, B, and CC-D Indices** measure the respective credit qualities of U.S. corporate and specified foreign debentures and secured notes. The **BC Universal Index** represents the union of the U.S. Aggregate Index, the U.S. High Yield Corporate Index, the 144A Index, the Eurodollar Index, the Emerging Markets Index, and the non-ERISA portion of the CMBS Index. The **BC 1-3 Year Government Credit Index** is an unmanaged index considered representative of performance of short-term U.S. corporate bonds and U.S. government bonds with maturities from one to three years. The **BC 1-5 Year Government Credit Index** is an unmanaged index considered representative of performance of short-term U.S. corporate bonds and U.S. government bonds with maturities from one to five years. The **BC Long-term Government Index** is an unmanaged index reflecting performance of the long-term government bond market. The **BC Intermediate Aggregate Index** measures the performance of intermediate-term investment grade bonds. The **BC Intermediate 1-3 Year Government/Credit Index** measures the performance of U.S. Dollar denominated U.S. Treasuries, government-related and investment grade U.S. corporate securities that have a remaining maturity of greater than one year and less than ten years. The **BC U.S. 1-3 Year Government Bond Index** is composed of treasury bond and agency bond and agency bond indices that have maturities of one to three years. The **BC U.S. 1-5 Year Government Bond Index** is composed of treasury bond and agency bond and agency bond indices that have maturities of one to five years. The **BC 1-3 Year US Treasury Index** represents the U.S. Treasury securities that have a maturity between 1 to 3 years. . The **BC Government Credit Index** measures the performance of U.S. Government and corporate bonds rated investment grade or better, with maturities of at least one year.

The **BC High Yield Index** covers the universe of fixed rate, non-investment grade debt. Pay-in-kind (PIK) bonds, Eurobonds, and debt issues from countries designated as emerging markets (e.g., Argentina, Brazil, Venezuela, etc.) are excluded, but Canadian and global bonds (SEC registered) of issuers in non-EMG countries are included. Original issue zeroes, step-up coupon structures, and 144-As are also included. The **BC Intermediate Government Index** measures the performance of intermediate U.S. government securities. The **BC Intermediate Government/Credit Bond Index** measures the performance of intermediate term U.S. government and corporate bonds. The **BC U.S. Long Term Corporate Index** measures the performance of investment-grade, fixed-rate, taxable securities issued by industrial, utility, and financial companies, with maturities greater than 10 years. The **BC Global Credit Hedged USD Index** contains investment grade and high yield credit securities from the Multiverse represented in US Dollars on a hedged basis. The **BC Long A+ U.S. Credit Index** measures the performance of investment grade corporate debt and agency bonds that are dollar denominated and have a maturity of greater than 10+ years. The **BC U.S. Gov/Credit: 5-10 Year Index** includes all medium and larger issues of U.S. government, investment-grade corporate, and investment-grade international dollar-denominated bonds that have maturities between 5 and 10 years and are publicly issued.

The **Cambridge U.S. Private Equity Index** is a representation of returns for over 70% of the total dollars raised by U.S. leveraged buyout, subordinated debt and special situation managers from 1986 to December 2007. Returns are calculated based on the pooled time weighted return and are net of all fees. These pooled means represent the end to end rate of return calculated on the aggregate of all cash flows and market values reported by the general partners of the underlying constituents in the quarterly and annual reports. Please Note: the performance of this index lags by 1 quarter.

The **Bank of America (BofA) Merrill Lynch (ML) 91-day T-bill Index** includes U.S. Treasury bills with a remaining maturity from 1 up to 3 months. The **BofA ML U.S. High Yield Master Index & Bank of America ML U.S. High Yield Master II Indices** track the performance of below investment grade US Dollar Denominated corporate bonds publicly issued in the US market. Qualifying bonds have at least one year remaining term to final coupon schedule and minimum outstanding of $100 million. The **BofA ML All US Convertibles Index** consists of convertible bonds traded in the U.S. dollar denominated investment grade and non investment grade convertible securities sold into the U.S. market and publicly traded in the United States. The **BofA ML US Corp & Govt 1-3 Yrs Index** tracks the performance of U.S. dollar-denominated investment grade government and corporate public debt issued in the U.S. domestic bond market with at least 1 yr and less than 3 yrs remaining to maturity, including U.S. Treasury, U.S. agency, foreign government, supranational and corporate securities. The **BofA ML US. High-Yield BB-B Constrained Index** is a modified market capitalization-weighted index of U.S. dollar-denominated, below-investment-grade corporate debt publicly issued in the U.S. domestic market. The **BofA Merrill Lynch US Year Treasury 1-3 Year Index** tracks the performance of the direct sovereign debt of the U.S. Government having a maturity of at least one year. The **BofA ML Treasuries 1 Year Index** tracks the performance of the direct sovereign debt of the U.S. Government having a maturity of at least one year and less than three years. The **BofA ML Treasuries Current 2 Year Index** tracks the most recently issued 2-year U.S. Treasury note. The **BofA ML CMBS Fixed Rate AAA Index** is a subset of the BofA ML U.S. Fixed Rate CMBS Index including all securities rated AAA. The **BofA ML Fixed Rate CMBS Index** tracks the performance of U.S. dollar-denominated investment-grade fixed rate commercial mortgage-backed securities publicly issued in the U.S. domestic market. The **BofA ML U.S. Dollar 3-Month LIBOR Index** represents the London interbank offered rate (LIBOR) with a constant 3-month average maturity.

The **Citi Select MLP Index** is a USD denominated, price return index, comprised of the common units of up to 30 of the most liquid master limited partnerships in the Energy Sector. The **Citigroup World Government Bond Index (WGBI) 1-5 Year Hedged USD Index** is a comprehensive measure of the total return performance of the government bond markets of approximately 22 countries with maturities ranging from one to five years. The **Citigroup WGBI Index** is a market capitalization weighted bond index consisting of the government bond markets of the multiple countries. The **Citigroup WGBI ex US Index** is a market capitalization weighted bond index consisting of the government bond markets of the multiple countries, excluding the U.S.. The **Citigroup 3-Month U.S. Treasury Bill Index** performance is an average of the last 3-Month Treasury Bill issues.

The **NCREIF Property Index (NPI)** represents quarterly time series composite total rate of return measure of a very large pool of individual commercial real estate properties acquired in the private market. The index represents apartments, hotels, industrial properties, office buildings and retail properties which are at least 60% occupied and owned or controlled, at least in part by tax-exempt institutional investors or its designated agent. In addition these properties that are included must be investment grade, non-agricultural and income producing and all development projects are excluded. Constituents included in the NPI be valued at least quarterly, either internally or externally, using standard commercial real estate appraisal methodology. Each property must be independently appraised a minimum of once every three years. Please Note: the performance of this index lags by 1 quarter. The **NCREIF Timberland Index** is a quarterly time series composite return measure of investment performance of a large pool of individual timber properties acquired in the private market for investment purposes only.

The **Ibbotson Intermediate Government Bond Index** is measured using a one-bond portfolio with a maturity near 5 years.

The **JP Morgan Emerging Markets Bond Index Plus (EMBI+) Index** tracks total returns for traded external debt instruments (external meaning foreign currency denominated fixed income) in the emerging markets. The **JPMorgan GBI Global ex-US Index** represents the total return performance of major non-U.S. bond markets.

The **HFRI Funds of Funds Index (HFRI FOF)** is an equal weighted index designed to measure the performance of hedge fund of fund managers. The more than 800 multi-strategy constituents are required to have at least $50 million in assets under management and a trading track record spanning at least 12 months. The index includes both on and offshore funds and all returns are reported in USD. **HFR Relative Value Index** tracks investment managers who maintain positions in which the investment thesis is predicated on realization of a valuation discrepancy in the relationship between multiple securities. Managers employ a variety of fundamental and quantitative techniques to establish investment theses, and security types range broadly across equity, fixed income, derivative or other security types. Fixed income strategies are typically quantitatively driven to measure the existing relationship between instruments and, in some cases, identify attractive positions in which the risk adjusted spread between these instruments represents an attractive opportunity for the investment manager. RV position may be involved in corporate transactions also, but as opposed to ED exposures, the investment thesis is predicated on realization of a pricing discrepancy between related securities, as opposed to the outcome of the corporate transaction. **HFRI Funds of Funds Conservative Index** is an equal-weighted index representing funds or funds that invest with multiple managers focused on consistent performance and lower volatility via absolute strategies. **HFRI ED: Merger Arbitrage** strategies which employ an investment process primarily focused on opportunities in equity and equity related instruments of companies which are currently engaged in a corporate transaction.

The **FTSE All-World ex US Index** comprises large and midcap stocks providing coverage of developed and emerging markets, excluding the US. The **FTSE NAREIT Developed Index** is a global market capitalization weighted index composed of listed real estate securities from developed real estate markets in North America, Europe, and Asia. The **FTSE NAREIT Developed ex U.S. Index** is a global market capitalization weighted index composed of listed real estate securities from developed market countries in North America, Europe, and Asia. The **FTSE High Dividend Yield Index** comprises stocks that are characterized by higher-than average dividend yields, and is based on the US component of the FTSE Global Equity Index Series (GEIS). The **FTSE NAREIT All REITs Index** is a market capitalization–weighted index that is designed to measure the performance of all tax–qualified Real Estate Investment Trusts (REITs) that are listed on the New York Stock Exchange, the American Stock Exchange, or the NASDAQ National Market List. The **FTSE NAREIT Equity REIT Index** is an unmanaged index reflecting performance of the U.S. real estate investment trust market.

The **Consumer Price Index (CPI)** is an inflationary indicator that measures the change in the cost of a fixed basket of products and services, including housing, electricity, food, and transportation. The CPI is published monthly. Please Note: the performance of this index lags by 1 month.

The **Credit Suisse Leveraged Loan Index** is a market value–weighted index designed to represent the investable universe of the U.S. dollar–denominated leveraged loan market. The **Dow Jones (DJ) UBS Commodity Index** measures the performance of the commodities market. It consists of exchange-traded futures contracts on physical commodities that are weighted to account for the economic significance and market liquidity of each commodity. The **DJ U.S. Total Stock Market Index** is an all-inclusive measure composed of all U.S. equity securities with readily available prices. The **DJ U.S. Completion Total Stock Market Index** is a subset of the DJ U.S. Total Stock Market Index that excludes components of the S&P 500. The **Dow Jones U.S. Select Real Estate Securities Index** is a float-adjusted market capitalization–weighted index of publicly traded real estate securities such as real estate investment trusts (REITs) and real estate operating companies (REOCs).

The **Dow Jones Target Date** (Today, 2010, 2015, 2020, 2025, 2030, 2035, 2040, 2045, 2050, 2055) **Indices** were created to benchmark portfolios of stocks, bonds and cash. Each index is made up of composite indices representing these three asset classes. The asset class indices are weighted differently within each target date index depending on the time horizon. Each month, the allocations among the asset class indices are rebalanced to reflect an increasingly conservative asset mix.

The **Morningstar Lifetime Allocation Index** series consists of 13 indexes (Income, 2000, 20005, 2010, 2015, 2020, 2025, 2030, 2035, 2040, 2045, 2050, 2055) available in three risk profiles: aggressive, moderate, and conservative. The indexes are built on asset allocation methodologies developed by Ibbotson Associates, a leader in asset allocation research and a Morningstar company since 2006. The Indexes provide pure asset-class exposure to global equities, global fixed-income, commodities, and Treasury Inflation-Protected Securities (TIPS) by using existing Morningstar indexes as allocation building blocks. The portfolio allocations are held in proportions appropriate to the U.S. investor's number of years until retirement. The Conservative, Moderate and Aggressive risk profiles are for investors who are comfortable with below-average exposure to equity market volatility, investors who are comfortable with average exposure to equity market volatility and well-funded investors who are comfortable with above average exposure to equity market volatility, respectively.

**RESOLUTION TO APPROVE
CLEARSTEAD'S RECOMMENDATION TO REBALANCE THE
NON-ENDOWMENT LONG-TERM INVESTMENT POOL**

WHEREAS, the Investment Committee of the Board of Trustees of Youngstown State University is responsible for identification of asset classes, strategic asset allocation, acceptable asset ranges above and below the strategic asset allocation, and selecting investment managers, pursuant to University policy 3356-3-10; and

WHEREAS, the Investment Committee has consulted with the University's investment advisors and recommends rebalancing the Non-Endowment Long-Term Investment Pool.

NOW, THEREFORE, BE IT RESOLVED, that the Investment Committee of the Board of Trustees of Youngstown State University does hereby approve the rebalance, attached hereto.

**Board of Trustees Meeting
June 23, 2022**

PORTFOLIO RECOMMENDATIONS (ACTION)

AS OF MAY 18, 2022

	TICKER	MARKET VALUE (CURRENT)	% OF PORTFOLIO	CHANGES	MARKET VALUE (POST CHANGES)	% OF PORTFOLIO	POLICY TARGET	POLICY RANGE	TACTICAL + / -
Total Operating & Short Term		**$28,221,531**	**100.0%**	*$0*	**$28,221,531**	**100.0%**	**100.0%**		
Operating Assets		**$28,220,632**	**100.0%**		**$28,220,632**	**100.0%**		**60-100%**	
JPMorgan MM / Fed Hermes Gov Ob	JTSXX	$28,129,404	99.7%		$28,129,404	99.7%			
Star Plus*	-	$0	0.0%		$0	0.0%			
Star Ohio*	-	$91,228	0.3%		$91,228	0.3%			
Short-Term Assets		**$899**	**0.0%**		**$899**	**0.0%**		**0-40%**	
Vanguard Short-Term Federal Adm	VSGDX	$899	0.0%		$899	0.0%			
Total Long Term Reserves Pool		**$60,078,330**	**100.0%**	*$0*	**$60,078,330**	**100.0%**	**100.0%**		
Domestic Equity		**$17,870,680**	**29.7%**		**$18,170,680**	**30.2%**	**27.0%**	**20-35%**	**3.2%**
Large Cap		**$11,906,278**	**19.8%**		**$11,906,278**	**19.8%**			
Vanguard Instl Index	VINIX	$11,906,278	19.8%		$11,906,278	19.8%			
Small/Mid Cap		**$5,964,402**	**9.9%**		**$6,264,402**	**10.4%**			
Vanguard Mid Cap Index Adm	VIMAX	$3,024,352	5.0%		$3,024,352	5.0%			
Loomis Sayles Small Growth N2	LSSNX	$1,273,779	2.1%	*$300,000*	$1,573,779	2.6%			
Victory Integrity Small Cap Value Y	VSVIX	$1,666,271	2.8%		$1,666,271	2.8%			
International Equity		**$4,877,690**	**8.1%**		**$4,877,690**	**8.1%**	**8.0%**	**0-15%**	**0.1%**
William Blair International Growth I	BIGIX	$2,136,912	3.6%		$2,136,912	3.6%			
Dodge & Cox International Stock	DODFX	$2,740,778	4.6%		$2,740,778	4.6%			
Total Equity		**$22,748,370**	**37.9%**		**$23,048,370**	**38.4%**	**35.0%**	**25-45%**	**3.4%**
Alternatives		**$6,767,949**	**11.3%**		**$6,767,949**	**11.3%**	**15.0%**	**0-20%**	**-3.7%**
JPMorgan Strategic Income Opps Fd	JSOSX	$1,038,690	1.7%		$1,038,690	1.7%			
Allspring Adv Absolute Return	WABIX	$1,016,669	1.7%		$1,016,669	1.7%			
H.I.G. Principal Lending Fund	-	$0	0.0%		$0	0.0%			
Weatherlow Fund*	-	$4,712,590	7.8%		$4,712,590	7.8%			
Fixed Income		**$30,543,413**	**50.8%**		**$30,261,792**	**50.4%**	**50.0%**	**35-75%**	**0.4%**
Short Term Fixed Income		**$18,150,562**	**30.2%**		**$17,868,941**	**29.7%**	**30.0%**	**25-45%**	**-0.3%**
YSU Short Term Bond	-	$11,821,010	19.7%	*$670,000*	$12,491,010	20.8%			
Lord Abbett Short Duration	LLDYX	$4,492,931	7.5%	*$885,000*	$5,377,931	9.0%			
DFA Five-Year Global	DFGBX	$1,836,621	3.1%	*-$1,836,621*	$0	0.0%			
Intermediate Fixed Income		**$12,392,851**	**20.6%**		**$12,392,851**	**20.6%**	**20.0%**	**10-30%**	**0.6%**
JPMorgan Core Bond Fund R6**	JCBUX	$5,151,140	8.6%		$5,151,140	8.6%			
YSU Intermediate Term Fixed	-	$4,273,210	7.1%		$4,273,210	7.1%			
Prudential High Yield Bond R6	PHYQX	$2,968,501	4.9%		$2,968,501	4.9%			
Cash & Cash Equivalents		**$18,599**	**0.0%**		**$220**	**0.0%**	**0.0%**	**0-5%**	**0.0%**
Equity Account Cash	-	$18,599	0.0%	*-$18,379*	$220	0.0%			
Total University Assets		**$88,299,862**			**$88,299,862**				

*As of 3/31/2022

SUMMARY OF RECOMMENDATIONS

- Remove DFA Global Bond strategy reallocating most proceeds to two short-term managers

- Modest rebalance into equities adding to short-term growth manager Loomis Sayles

Audit Subcommittee

StaRS
Star Rating System
Monitoring transparency in government

Reach for a star... by meeting every Sunshine Law requirement. Then add best practices from the list below to achieve a multiple-star rating

⭐ **Open and Transparent Government:** Meets all Sunshine Law requirements.

⭐⭐ **Achievement in Open and Transparent Government:** Implemented 1-2 best practices*

⭐⭐⭐ **Outstanding Achievement in Open and Transparent Government:** Implemented 3-4 best practices*

Y→ ⭐⭐⭐⭐ **Highest Achievement in Open and Transparent Government:** Implemented 5 or more best practices*

Non-compliant

Sunshine Law requirements are not fully achieved. For more information to help you achieve compliance go to sunshinelaw.ohioattorneygeneral.gov

StaRS
Star Rating System
Monitoring transparency in government

Reach for a star... by meeting every Sunshine Law requirement. Then add best practices from the list below to achieve a multiple-star rating

★ Compliant: Meets all Sunshine Law requirements

★★ Compliant, plus 1-2 best practices

★★★ Compliant, plus 3-4 best practices

★★★★ Compliant, plus 5 or more best practices

Name of Entity	County	Audit Period	Compliant	Best Practices	Non-Compliant
Youngstown State University	Mahoning	07/01/2019 to 06/30/2020	★	★★★	
Youngstown State University	Mahoning	07/01/2020 to 06/30/2021	★	★★★	

Best Practices for: Youngstown State University (Mahoning County)

1. ☑ Method to Track Public Records Requests

2. ☑ Standard Request Forms

3. ☑ Public Records Request Acknowledgement

4. ☐ Public Records Custodian Identified and Trained

5. ☐ Prompt Certified Public Records Training

6. ☑ Online Presence – Upcoming Events and Office Operations

7. ☑ Online Presence – Official Documents

This entity received the Highest Achievement in Open and Transparent Government Award

Source: https://ohioauditor.gov/open/StaRS_results.html

RESOLUTION TO APPROVE
AN AGREEMENT WITH KENT STATE UNIVERSITY
FOR INTERNAL AUDIT SERVICES

WHEREAS, the bylaws of the Youngstown State University Board of Trustees establishes the Audit Subcommittee, a subcommittee of the Finance and Facilities Committee of the Board of Trustees; and

WHEREAS, the Audit Subcommittee's charter establishes that the Audit Subcommittee will be responsible for the appointment, compensation, retention, oversight and evaluation of the University's external and internal auditors; and

WHEREAS, Youngstown State University seeks to augment and expand its internal audit operation through a partnership with Kent State University; and

WHEREAS, this type of partnership is consistent with the state of Ohio's policy objective for state universities to collaborate by sharing resources in order to gain efficiencies and economies of scale; and

WHEREAS, Kent State University has an experienced and capable Internal Audit department consisting of three (3) full-time staff with certifications in public accounting, internal audit, and information systems control and auditing; and

WHEREAS, the administrations of both Kent State University and Youngstown State University have jointly developed a scope of internal audit services mutually agreeable and mutually beneficial to both parties.

NOW, THEREFORE, BE IT RESOLVED, that the Audit Subcommittee of the Board of Trustees of Youngstown State University does hereby approve a professional services agreement with Kent State University, the scope for which is shown on Exhibit A, effective July 1, 2022.

Board of Trustees Meeting
June 23, 2022

YOUNGSTOWN STATE UNIVERSITY

EXHIBIT A

Proposed Scope of Internal Audit Services*

Services provided by Kent State University include 500 work hours per fiscal year that may cover the following:

1. Support for the annual Internal Audit risk assessment and development of the Internal Audit plan;
2. Review and supervision of audit engagements, including audit workpapers files and audit reports;
3. Information technology audit services;
4. Assist Internal Audit staff in preparation for quarterly reporting to the Audit Subcommittee, and attend meetings as needed;
5. Advise Internal Audit staff as needed on matters relevant to the operation of the Internal Audit Office at YSU; and
6. Periodic review and update of documented Internal Audit procedures.

*Agreement to be effectuated through YSU's standard professional services agreement to which this scope of services will be attached.

**RESOLUTION TO MODIFY
PURCHASING POLICY, 3356-3-01**

WHEREAS, University Policies are reviewed and reconceptualized on an ongoing basis; and

WHEREAS, this process can result in the modification of existing policies, the creation of new policies, or the deletion of policies no longer needed; and

WHEREAS, action is required by the Board of Trustees prior to replacing and/or implementing modified or newly created policies, or to rescind existing policies; and

WHEREAS, the Purchasing policy has been reviewed pursuant to the five-year review cycle, and formatted in accordance with Policy 3356-1-09, Development and Issuance of University Policies.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the modification of the University Policy Purchasing, policy number 3356-3-01, attached hereto.

**Board of Trustees Meeting
June 23, 2022
YR 2022-**

3356-3-01   Purchasing.

Responsible Division/Office:	Procurement Services
Responsible Officer:	VP for Finance and Business Operations
Revision History:	June 1998; June 2001; March 2007; May 2010; January 2012; December 2016; June 2017; June 2022
Board Committee:	Finance and Facilities
Effective Date:	**June 23, 2022**
Next Review:	2027

(A)   Policy statement. Employees who are delegated signature authority for university accounts are authorized to make purchasing decisions for their respective areas, following applicable university procedures. In all its business practices, the university will adhere fully to all applicable laws, regulations, and rules of the federal, state of Ohio, and local regulatory bodies. Those conducting business for the university will seek to obtain the best value when making purchases, while protecting the interests of Youngstown state university ("university").

(B)   Purpose. This policy helps ensure compliance with applicable federal and state purchasing regulations and provides a means for purchasing at a reasonable cost.

(C)   Definitions.

   (1)   "Goods" are defined as, but not limited to, equipment, materials, other tangible assets, and insurance, but excluding real property or an interest in real property.

   (2)   "Services" are defined as any deliverable resulting from labor performed specifically for the university, whether from the application of physical or intellectual skills. Services include repair work, consulting, maintenance, data processing, and software design. Services do not include services furnished pursuant to employment agreements.

   (3)   "Professional design services" are defined as, but not limited to, services within the scope of practice of a state-registered architect,

registered engineer, registered surveyor, landscape architect and interior designer. See rule 3356-4-07 of the Administrative Code or corresponding university policy 3356-4-07 selection of design professionals for university capital projects.

(4)   "Construction renovation" is defined in rule 3356-4-15 of the Administrative Code (university policy 3356-4-15 university construction – renovation projects).

(D)   Parameters.

(1)   Accountability for vendor commitment and/or the actual purchase of goods or services rests with the financial manager. All construction/renovation projects must be coordinated through the university's facilities office.

(2)   Procurement services has the primary responsibility to manage and monitor the purchasing process. Authority is delegated to the Maag library to purchase items to be added to its collection.

(3)   As a commitment to diversity, equity and inclusion, the university provides opportunities for socially and economically disadvantaged businesses and participates in the state of Ohio's Minority Business Enterprise ("MBE") and Encouraging Diversity, Growth and Equity ("EDGE") programs.

(4)   To ensure the best value and compliance with applicable federal and/or state of Ohio regulations, the university requires competitive selection for certain dollar thresholds and participates in competitively awarded governmental and group purchasing agreements.

(E)   Procedures.

(1)   Requests for purchases are made by using a university-approved procurement card or the online procurement requisition system.

(2)   An authorized electronic requisition/purchase order for goods or services must be processed through procurement services prior to vendor commitment and/or the actual purchase except for authorized procurement card purchases. Exceptions may be made in the case of an emergency, such as, but not limited to,

unexpected building repairs that could otherwise result in catastrophic structural failure.

(3)   All purchases for goods and services for which there is an existing university contract or price agreement with one or more preferred vendors must be made from those vendors. This applies regardless of payment method (purchase order, p-card, etc.). Some existing university contracts and agreements can be found on punch out catalogs on the university's online procurement system. Instances where significant cost savings can be achieved by purchasing from a vendor not on an existing university contract or price agreement requires approval by the director of procurement services, or designee, prior to vendor commitment and/or actual purchase.

(4)   If there is no existing university contract available, procurement services can assist in locating an approved competitively awarded governmental or group purchasing agreement, such as state term schedule, general services administration schedule, inter-university council purchasing group, or others.

(5)   Competitive selection dollar thresholds.

  (a)   Goods or services when an individual transaction/project from a single supplier is fifty thousand dollars or more.

  (b)   Professional design services when an individual transaction is fifty thousand dollars or more.

  (c)   A construction/renovation project when the construction project cost is two hundred fifteen thousand dollars or more or the threshold established by Chapter 153:1-9-01 of the Administrative Code.

(6)   For purchases below the competitive selection dollar thresholds, the director of procurement services, or designee, may require a minimum of three quotes or a competitive selection process when in the best interest of the university to do so or when regulations require.

(7)   For purchases at or above the competitive selection dollar thresholds, appropriate forms of competitive selection include:

(a) An invitation to bid ("ITB"). A formal ITB is drafted and sent to prospective bidders and published in appropriate media when seeking to purchase goods.

(b) A request for proposal ("RFP"). RFPs are managed and distributed through the university's procurement services office. An RFP is drafted and sent to prospective bidders and published in appropriate media when seeking to purchase goods.

(c) A request for qualifications ("RFQ"). With the assistance of procurement services, an RFQ is sent to prospective bidders and may be published in appropriate media when seeking to purchase services. RFQs for professional design services are handled solely through the facilities office.

(d) Purchases under an approved competitively awarded governmental or group purchasing agreement, such as state term schedule, general services administration ("GSA") schedule, inter-university council purchasing group, or others, some of which can be found on punch out catalogs on the university's online procurement system (eCUBE).

(8) Exceptions to competitive selection requirements.

(a) Maintenance contracts purchased from the manufacturer or authorized dealer/supplier of the specific equipment to be serviced.

(b) Software/hardware for system upgrades and ongoing maintenance and support on existing systems already in use.

(c) Special circumstances, including single source provider, emergency purchases, or economic efficacy. If the purchase is at or above the competitive selection dollar threshold and the nature of the purchase is such that competitive selection would be impractical, the department making the request for a purchase may submit a written request for a waiver of competitive selection. Such requests must include justification as to why a waiver is

warranted, be signed by the appropriate financial manager with signature authority, and be attached electronically to the requisition being submitted for the purchase.

If the director of procurement services, or designee, finds that sufficient justification has been presented, the waiver may be approved. If the director or designee feels that a bid waiver should be denied, it will be forwarded to the vice president for finance and business operations, or designee, for a final determination. If the request is denied, procurement services will initiate a competitive selection process at the request of the department end user.

(9)   Bidding thresholds may be adjusted to comply with federal and/or state regulations.

(10)   Contract compliance and administration processes will be conducted in accordance with rule 3356-3-04 of the Administrative Code(university policy 3356-3-04 contract compliance and administration).

(11)   The university assumes no obligation for any purchases made outside of the purchasing procedures established herein. Staff who fail to follow approved processes may be subject to personal financial liability and appropriate disciplinary action.

(12)   Purchases must follow established guidelines as delineated on the procurement services website.

3356-3-01   Purchasing.

Responsible Division/Office: Procurement Services
Responsible Officer: VP for Finance and Business Operations
Revision History: June 1998; June 2001; March 2007; May 2010;
                                 January 2012; December 2016; June 2017; June
                                 2022
Board Committee: Finance and Facilities
Effective Date: **June 1423, 20172022**
Next Review: 20222027

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threshold and the nature of the purchase is such that competitive selection would be impractical, the department making the request for a purchase may submit a written request for a waiver of competitive selection. Such requests must include justification as to why a waiver is warranted, be signed by the appropriate financial manager with signature authority, and be attached electronically to the requisition being submitted for the purchase.

If the director of procurement services, or designee, finds that sufficient justification has been presented, he or she may approve the waiver may be approved. If the director or designee feels that a bid waiver should be denied, it will be forwarded to the vice president for finance and business operations, or designee, for a final approval or denialdetermination. If the request is denied, procurement services will initiate a competitive selection process at the request of the user department end user.

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(11)   The university assumes no obligation for any purchases made without followingoutside of the purchasing procedures established herein. Staff who fail to follow approved processes may be subject to personal financial liability and appropriate disciplinary action.

(12)   Purchases must follow established guidelines as delineated on the procurement services website.

RESOLUTION TO APPROVE
CHANGES TO SELECTED GRADUATE TUITION

WHEREAS, Ohio law provides that Boards of Trustees of state-assisted institutions of higher education shall supplement state subsidies by income from charges to students, including an "instructional fee" for educational and associated operational support of the institution and a "general fee" for non-instructional services, and that these two fees shall encompass all charges for services assessed uniformly to all enrolled students and shall be identified as "tuition"; and

WHEREAS, Ohio law also provides that each Board may establish special purpose fees, service and housing charges, fines and penalties and that a tuition surcharge shall be paid by all students who are not residents of Ohio; and

WHEREAS, Ohio law provides that fees charged for instruction shall not be considered to be a price for service but shall be considered to be an integral part of the state government financing program in support of higher education opportunity for students;

NOW, THEREFORE, BE IT RESOLVED, that the Youngstown State University Board of Trustees does hereby approve changes to student fees, as depicted on Exhibit A and made part hereof, effective academic year 2022-23.

Board of Trustees Meeting
June 23, 2022
YR 2022-

Exhibit A

Fee Description	FY 2022 Actual	FY 2023		
		Proposed	**$ Change**	**% Change**
Master of Public Health[1] (per credit hour)	$621.00	$644.00	$23.00	3.70%
Master of Fine Arts[2] (per credit hour)				
Creative Writing program	$570.00	$578.85	$8.85	1.55%
Nurse Anesthetist Program[3] (per semester)				
Program Fee	$3,011.14	$3,300.00	$288.86	9.59%
Doctoral surcharge	$1,746.19	$1,834.00	$87.81	5.03%
Master of Science in Nursing (per academic year)			New accelerated online program with Nursing Ed. option; rate based on 33 credit hours.	
In-state	N/A	$13,695.00		
Non-resident	N/A	$13,860.00		

1. Fee set by the *Consortium of Eastern Ohio Master of Public Health* of which YSU is a member. The MPH rate also applies to related certificate programs.

2. Fee set by the *Northeast Ohio MFA Consortium* of which YSU is a member. Rate only applies to the Creative Writing program.

3. Nurse Anesthetist fee is set by the St. Elizabeth Health Center School for Nurse Anesthetists.

RESOLUTION TO APPROVE
THE ANNUAL OPERATING BUDGET FOR FY 2023

WHEREAS, the proposed Fiscal Year 2023 Annual Budget has been reviewed by the Finance and Facilities Committee of the Board;

NOW, THEREFORE, BE IT RESOLVED, that the Annual Operating Budget for Youngstown State University's general and auxiliary funds for Fiscal Year 2023, attached hereto, and as presented to the Finance and Facilities Committee of the Board of Trustees, is hereby approved for the period of July 1, 2022 through June 30, 2023.

Board of Trustees Meeting
June 23, 2022
YR 2022-

YOUNGSTOWN
STATE
UNIVERSITY

Fiscal Year 2023 Operating Budget

Plan effective
July 1, 2022, through June 30, 2023

Table of Contents

University Mission

An Institution of Opportunity: YSU inspires individuals, enhances futures, and enriches lives. As a student-centered university, Youngstown State University's mission is to provide innovative lifelong learning opportunities that will inspire individuals, enhance futures and enrich lives. YSU inspires individuals by cultivating a curiosity for life-long learning; enhances the futures of our students by empowering them to discover, disseminate and apply their knowledge; and enriches the region by fostering collaboration and the advancement of civic, scientific, and technological development. YSU's culture of enrichment flourishes in our diverse, accessible and quality education.

Vision

Youngstown State University is where students thrive in their educational and career pursuits, where scholarship creates innovative solutions, and where community engagement is a cornerstone of collaboration that collectively contribute to the sustainable prosperity of the region and beyond.

Values

We—the faculty, staff, administrators, and students of Youngstown State University—hold the following values essential to achieving the mission and realizing the vision.

Centrality of Students – We put students first, fostering their holistic and lifelong success.

Excellence and Innovation – We bring academic excellence and innovation to learning and life for all stakeholders.

Integrity and Human Dignity – We root all behaviors, decisions and actions in the achievement of integrity, mutual respect, collegiality, equity and inclusion.

Collaboration and Public Engagement – We embrace collaboration and create innovative partnerships to foster sustainability and enrich our university, our culture, and our region.

Board of Trustees

Executive Officers

Introduction

This document represents Youngstown State University's financial operating plan for the fiscal year commencing July 1, 2022. The operating budget plan supports the University's *Plan for Strategic Actions to Take Charge of Our Future,* adopted by the Board of Trustees in June 2020. The budget herein includes a forecast of revenues that is based on an analysis of future economic conditions and demographic trends. As one of the University's most important administrative tools, this budget serves to support actions for achieving goals associated with the *Plan to Take Charge of Our Future.*

This FY 2023 budget plan is also aligned with Resolutions adopted by the Board of Trustees that guided and shaped the Plan:

- March 7, 2019 - Resolution to approve "Taking Charge of Our Future" related to strategic planning
- June 6, 2019 - Resolution to assure the strategic planning process culminates with an effectiveness framework to implement the plan and thereby to "Take Charge of Our Future"
- September 5, 2019 - Resolution to "Take Charge of Our Future" for sustainability
- March 4, 2020 - Resolution related to the strategic allocation, and reallocation and distribution of resources
- April 9, 2020 - Resolution responding to demographic shifts, a pandemic, and other disruptions to sustain a vibrant future for Youngstown State University: an anchor institution essential to the prosperity of the region
- October 27, 2021 - Resolution Related to The YSU Future State: Crafting A Sustainable Future In Consideration Of The Fall 2021 14th-Day Enrollment Report, Enrollment Trends, And Other Pertinent Factors

While these Resolutions provided guidance for developing the Plan, they also provide guidance for distributing resources for its successful implementation. In addition, the 2020 and 2021 Resolutions specifically addressed the sustainability of the future state of YSU, and there have been four YSU Future State conversations over the previous two years to foster engagement with the campus community.

The University's budget is presented in a format consistent with standardized definitions and classifications used for the federal Integrated Post-Secondary Data System. With the exception of the YSU Foundation, the Rich Center for Autism and federal COVID relief funds depicted in this document, this budget plan consists of unrestricted general and auxiliary funds. The unrestricted nature of all revenues used to support the University's general fund and auxiliary budgets allows broad discretion for the strategic allocation and use of resources in accordance with University policies and governmental accounting standards.

Pursuant to Ohio Administrative Code 3356-3-11, this operating budget is hereby submitted to the Board of Trustees for approval, and will hereafter serve as the University's financial governing document for FY 2023. The budget is based on certain assumptions and variables unknown at this time, such as student enrollment and natural employee attrition. Therefore, the budget may be modified or otherwise adjusted to reflect new information that becomes available during the course of the fiscal year. For this reason, it is important to reiterate that this budget is a financial *plan*.

Executive Budget Summary

Youngstown State University's proposed operating budget for FY 2023 is summarized in the table below, along with comparative information from the prior year's adjusted budget.

General Fund	FY 2022 Estimated Budget*	FY 2023 Proposed Budget	1-Year Flux %	1-Year Flux $
Revenue:				
Tuition & fees	$103,216,625	$101,862,764	-1.3%	($1,353,861)
State appropriations	44,570,635	46,588,505	4.5%	2,017,870
Other sources	5,583,811	3,848,731	-31.1%	(1,735,080)
	$153,371,071	$152,300,000	-0.7%	($1,071,071)
Expenses:				
Personnel	$98,892,239	$100,665,431	1.8%	$1,773,192
Operations & transfers out	59,408,462	60,697,855	2.2%	1,289,393
Transfers in from other funds	(5,300,702)	(9,063,286)	71.0%	(3,762,585)
	$153,000,000	$152,300,000	-0.5%	($700,000)
Auxiliary Funds				
Net of general fund support	$19,612,881	$19,415,541	-1.0%	($197,340)
Total Operating Budget	**$172,983,952**	**$171,715,541**	**-0.7%**	**($1,268,411)**

FY 2022 is estimated based on actual financial performance through the 3rd quarter (3/31/22).

Major Revenue Assumptions:

1. A $1.4 million net decrease in tuition revenue resulting from a combination of the following factors:
   a. A projected 4% decline in total full-time equivalent (FTE) student enrollments, largely attributable to unfavorable regional demographic changes.
   b. A 4.6% adjustment to undergraduate tuition for incoming students enrolled in the *Penguin Promise* tuition guarantee program. For this student cohort, a 4.6% adjustment equates to an annualized increase of just 1.15% per year over the next four academic years, which is well below the rate of inflation.
   c. A 2% increase in undergraduate tuition rates for continuing students not part of a Penguin Promise cohort.
   d. A 4% increase in students enrolled in accelerated online graduate programs.
2. A 4.5% or $2 million increase in State Share of Instruction funding appropriations, based on projections provided in May by the Ohio Department of Higher Education.
3. A $1 million decrease in other revenue sources, driven mainly by the expectation that investment income will be negatively affected by global financial pressures, rising domestic inflation and concerns about an economic recession.

Executive Budget Summary (continued)

Major Expense Assumptions:

1. Increases in personnel costs attributable to the following factors:
   - A 2% salary increase for full-service faculty pursuant to the collective bargaining agreement with the Ohio Education Association.
   - A 1% + $0.23/hour wage increase for civil service hourly staff pursuant to the collective bargaining agreement with the Association of Classified Employees.
   - A 2% wage increase for YSU police officers pursuant to the collective bargaining agreement with the Fraternal Order of Police/Ohio Labor Council.
   - A 2% salary increase for employees in the Association of Professional & Administrative Staff union.
   - A 2% salary increase for management and professional/administrative employees excluded from a bargaining unit.
   - A roughly 2% increase in pay for part-time faculty, raising the rates to $665, $820 and $1,075 per workload hour in each respective salary tier.
   - An increase to the employee share of healthcare insurance premiums, from 15% to 18%, pursuant to the collective bargaining agreements with all four unions. This adjustment will help mitigate the University's costs for employee healthcare insurance, which are projected to rise by 8% next year.
2. A $573,800 increase in liability insurance costs, driven by risk factors unique to higher education, as well as the necessary addition of cybersecurity coverage.
3. A $6.3 million transfer in one-time funding from the University's Budget Stabilization Reserve to help balance and stabilize the FY 2023 general fund budget. These funds were made available by the University's strategic use of federal COVID relief funds during the prior two fiscal years.
4. $2.76 million in prior year FY 2022 operating carry-forward funds (based on a projection of year-end fund balances).
5. A $4.3 million gap between budgeted expenses and revenues, which will be managed through spending controls, strategic reductions to operating budgets and vacancy savings.

Major Takeaways:

1. The FY 2023 budget is heavily reliant on temporary one-time funding, in the form of both prior year carry-forward dollars and residual COVID relief funding.
2. Even though the FY 2023 budget is balanced, a structural operating deficit remains, ranging between $5 million and $10 million, and which may be greater depending on future enrollment levels.
3. An unfavorable enrollment outlook in the near- and long-term makes it imperative for the University to continue making structural adjustments to spending and resource-allocation to ensure lasting sustainability.
4. The FY 2023 budget plan is an instrument of the *Plan to Take Charge of Our Future* that will continue to guide major budgetary decisions.

Student Enrollment

For purposes of budget planning, student enrollment is the single most important variable because enrollment drives the University's two largest income streams: tuition revenue and State Share of Instruction funding.

Over the past 12 years, the University's enrollment levels have fluctuated from as high as 15,194 students in fall 2010 to as low as 11,298 last fall 2021. Enrollment levels next fall are again projected to decline, mainly due to unfavorable regional demographics characterized by declining numbers of high school graduates projected for northeast Ohio and western Pennsylvania.

To arrive at the FY 2023 enrollment projection of 10,855 students (8,677 FTE), variables analyzed include the number of applications received and students admitted; the number of FAFSA applications received; the number of scholarships awarded and accepted; the number of students registered for orientation; and projected student continuation rates from the 2021-22 academic year.

	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14	Fall 15	Fall 16	Fall 17	Fall 18	Fall 19	Fall 20	Fall 21	Fall 22 est.
FTE	12,093	11,677	11,171	10,819	10,149	10,034	10,390	10,431	10,565	10,185	9,738	9,031	8,677
Headcount	15,194	14,541	13,813	13,381	12,551	12,471	12,756	12,644	12,696	12,155	11,788	11,298	10,855
FTE 1-yr. change		-3.4%	-4.3%	-3.2%	-6.2%	-1.1%	3.5%	0.4%	1.3%	-3.6%	-4.4%	-7.3%	-3.9%
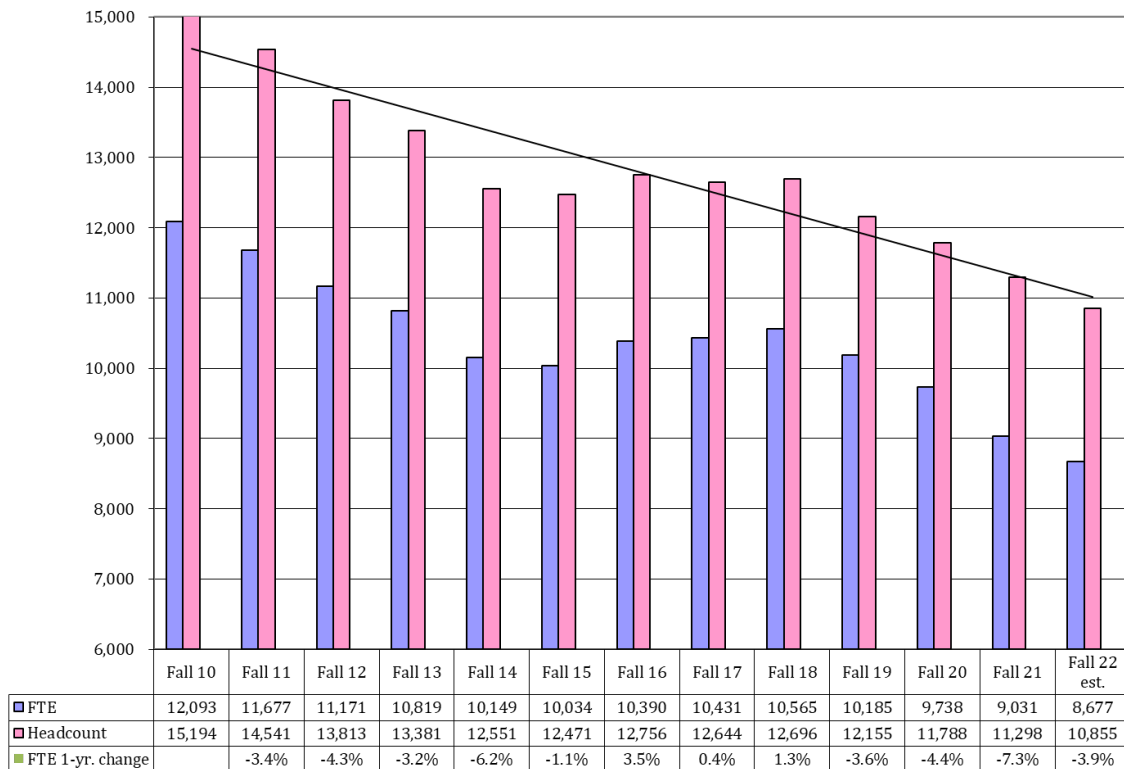
Student Enrollment (continued)

Longer-term, YSU's enrollment outlook remains unfavorable, due in large part to regional demographic shifts characterized by a fewer numbers of high school graduates projected over the next 10 to 15 years. One analysis for Ohio indicates a 15% decrease in the number of college-going high school graduates between 2017 and 2029 (EAB LLC. 2018). Another analysis for Ohio indicates an 11% decline between 2019 and 2036 (Knocking at the College Door). Therefore, YSU must plan for a substantial decrease in enrollment levels, particularly considering that Ohio's public four-year main campuses experienced a 6.5% decline in enrolled students between fall 2016 and 2021.

The graph below illustrates the potential effect this trend could have on YSU's enrollment levels over the next eight years.
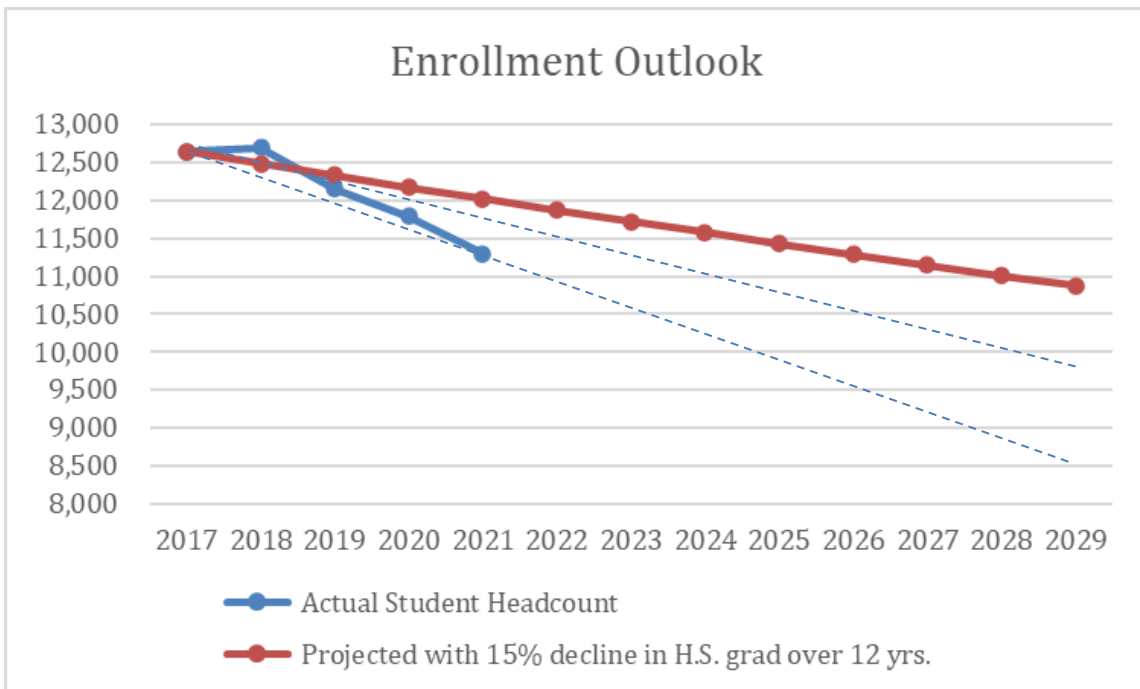
Ongoing economic uncertainties and changing public perceptions about the value of a college degree could further intensify the University's enrollment challenges. This is particularly troubling as Ohio is rich in options for higher education, including 14 four-year public universities with 24 branch campuses, 23 two-year community and technical colleges, and more than 50 four-year private colleges and universities. This means that the more than 111 post-secondary institutions in Ohio will be vying for enrollment among a smaller population of prospective students.

Given the direct and clearly negative impact this trajectory will have on tuition revenue and SSI funding, it is *imperative* that the University continue to make incremental progress toward containing costs, shedding low-demand programs, investing in programs with growth potential, and expanding initiatives that foster successful student outcomes.

Tuition & Fee Revenues

Tuition and fees account for 66% of annual operating income, by far the University's largest source of revenue. Totaling more than $100 million in annual general fund income, tuition and fees are ostensibly paid by students. However, there are a number of resources available to students to support the cost of attendance, including federal and state aid programs, as well as scholarships provided by both the University and the YSU Foundation.

The graph below depicts the estimated sources of tuition and fee revenues for FY 2022 and FY 2023.

TUITION REVENUE SOURCES

- Ohio College Opportunity Grant
- YSU Foundation Scholarships
- Self-pay / Alternative Loans
- YSU Scholarships for Excellence
- Federal Loans and Aid

FY 2022:
- $69,396,000
- $10,336,363
- $11,291,474
- $8,267,752
- $3,811,136

FY 2023:
- $67,314,120
- $10,000,000
- $10,318,199
- $9,228,752
- $4,001,693
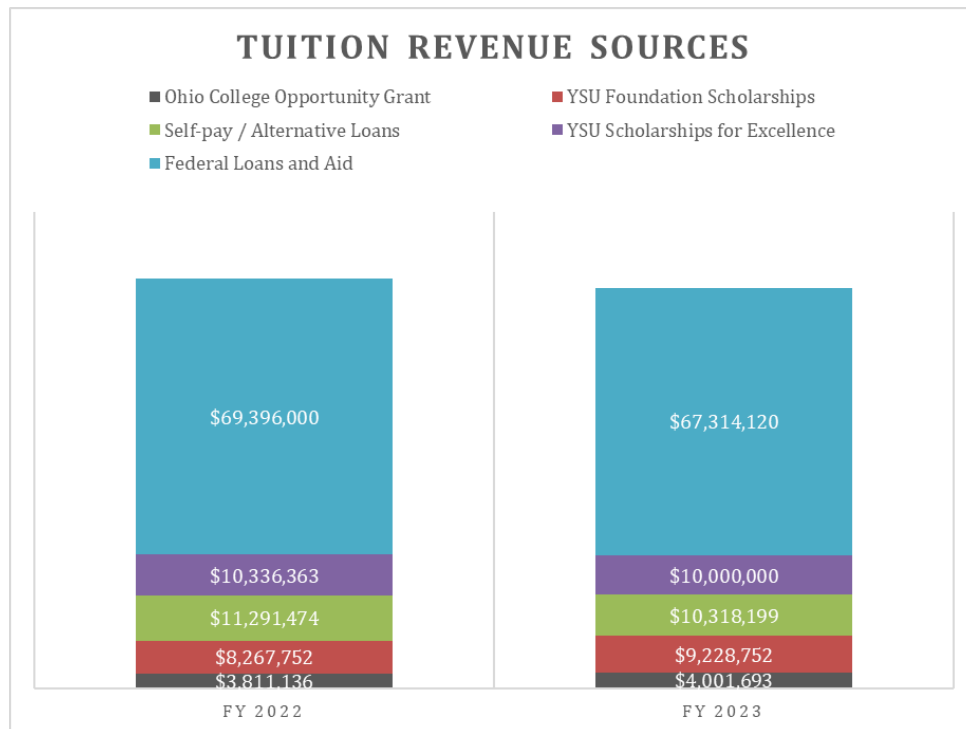
At nearly $70 million per year, federal funds represent the largest single resource available to students to help cover the cost of tuition and fees. Federal funds consist primarily of Direct Student Loans and Pell Grants but also include Perkins Loans, Federal Work Study and Supplemental Educational Opportunity Grants. The University's reliance on these federal funds underscores the importance of compliance with federal student aid regulations, as well as the need to maintain strong relationships with congressional leaders and policymakers in Washington D.C., Columbus and elsewhere. It is also essential to continue to articulate the value of a degree from Youngstown State University, with an emphasis on job-placement and career advancement for YSU graduates.

State Operating Appropriations

The Ohio Department of Higher Education distributes State Share of Instruction (SSI) dollars through a complex formula that is designed to financially reward campuses on the basis of student success. As depicted in the graph below, SSI funding is allocated based on (1) the number of courses successfully completed by students; (2) the number of degrees awarded to students; and (3) success among students who are identified as being at-risk, both academically and socioeconomically.
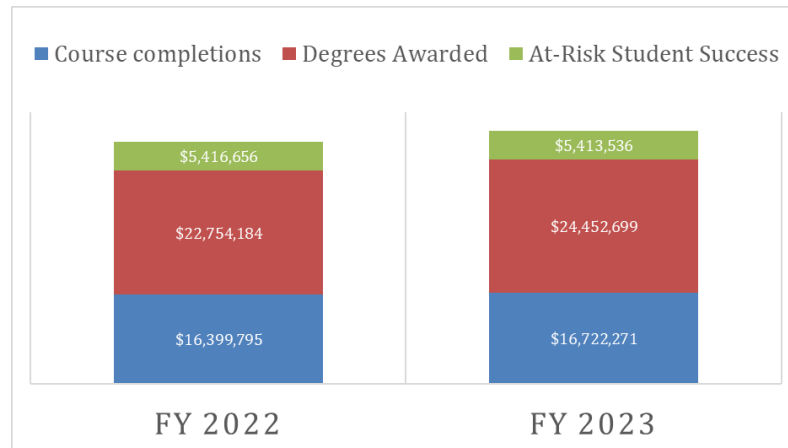
Notably, YSU's formula allocation will rise by 4.5% in FY 2023, despite just a 0.9% increase in the total statewide SSI. As shown in the table below, YSU's FY 2023 SSI allocation is the second highest percentage change among Ohio's state universities and is driven primarily by YSU's improved performance vis-à-vis student success outcomes, underscored by a 14% improvement in YSU's six-year graduation rate between 2014 and 2021.

Ohio State Universities	FY 2022	FY 2023	One-year change in SSI	
Akron	$95,504,250	$87,472,204	-8.4%	($8,032,047)
Bowling Green St.	84,046,350	87,349,426	3.9%	3,303,076
Cincinnati	224,566,000	232,806,788	3.7%	8,240,787
Cleveland State	79,306,658	79,879,944	0.7%	573,285
Central State	3,727,445	4,033,015	8.2%	305,570
Kent State	159,650,079	158,966,323	-0.4%	(683,756)
Miami University	79,472,033	82,051,969	3.2%	2,579,936
NEOMED	20,393,047	20,703,059	1.5%	310,012
Ohio State	403,957,163	417,608,197	3.4%	13,651,034
Ohio University	179,697,771	177,957,567	-1.0%	(1,740,204)
Shawnee State	13,812,769	13,811,804	0.0%	(964)
Toledo	110,699,803	111,081,581	0.3%	381,778
Wright State	83,209,807	76,988,019	-7.5%	(6,221,788)
Youngstown State	**44,570,635**	**46,588,505**	**4.5%**	**2,017,870**
Total	$1,582,613,811	$1,597,298,400	0.9%	$14,684,589

Source: Ohio Department of Higher Education.

Academic Portfolio Adjustments

Over the past two years, the University has undertaken an in-depth analysis of its academic portfolio through the *Academic Program Enhancement and Effectiveness Initiative* (APEEI), an exemplar of shared governance that has facilitated data-informed decisions regarding program investment and disinvestment. Through the APEEI process, the Provost consulted with the college deans and department chairpersons to reduce faculty levels in certain programs, while increasing faculty investments in certain other areas. For FY 2023, the impact of this exercise resulted in a net increase of two (2) faculty positions, representing a net increase in budgeted costs totaling $148,720 as summarized in the table below.

Faculty Separations:	Count	Budget Impact*
Article 11 Non-renewals	-9	($592,378)
Article 13 Layoffs	-5	(571,182)
Voluntary Separations	-10	(1,057,256)
	-24	($2,220,817)
Faculty Investments:	**Count**	**Budget Impact***
Tenure track searches	12	$1,289,071
Term searches	14	1,080,466
	26	$2,369,536
Net investment in faculty	2	$148,720

*Reflects base salary budget plus 36% for applicable fringe benefits.

Additionally, part-time faculty expenses are projected to decrease by 11.4% in FY 2023 as the Office of Academic Affairs continues to implement instructional efficiencies, namely by maximizing the number of hours taught by full-time faculty, where possible.

Part-Time Faculty	FY 2022* Estimated	FY 2023 Budget	1-Year Flux %	1-Year Flux $
Part-time faculty	$4,077,311	$3,604,000	-11.6%	($473,311)
Faculty overload pay	679,500	665,000	-2.1%	(14,500)
Total part-time salaries	$4,077,311	$3,604,000	-11.6%	($473,311)
Fringe benefits	$842,636	$755,120	-10.4%	($87,516)
Total part-time faculty	**$4,919,947**	**$4,359,120**	**-11.4%**	**($560,827)**

*FY 2022 is estimated based on actual financial performance year-to-date.

YSU's enrollment strategy includes efforts to increase market share in the distance education sector. Notwithstanding a negative enrollment trend overall, YSU has effectively leveraged its partnership with Academic Partnerships LLC to expand online programming and dramatically grow online enrollment over the past three years. For fall 2022, online enrollment is projected to grow moderately by 4%, driven in part by the new MSN program in Nursing Education that will come online this year.

Academic Portfolio Adjustments (continued)

YSU Online Enrollment
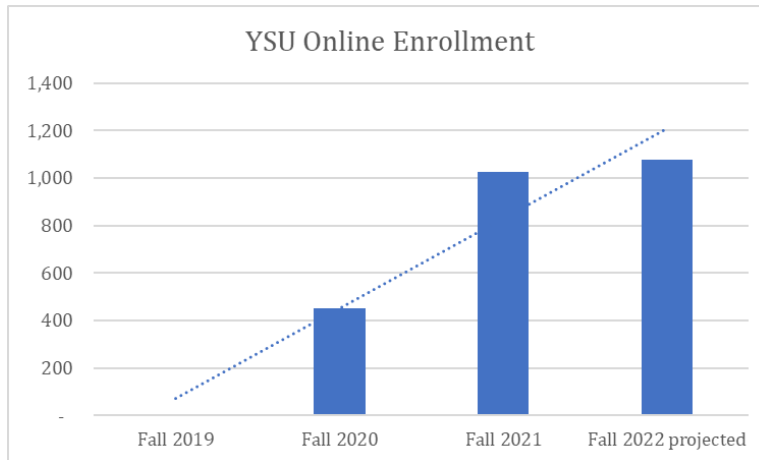
Projections for FY 2023 indicate moderate enrollment growth that will increase both revenues and expenses associated with online programming. As a result, net revenues associated with YSU online programs are projected to increase by 3% in FY 2023.

YSU Online Programs	FY 2022* Estimated	FY 2023 Projection	1-Year Flux	
			%	$
Revenue:				
MBA program tuition	$4,367,700	$4,534,060	3.8%	$166,360
Education programs tuition	2,394,965	2,514,713	5.0%	119,748
Nursing programs tuition	2,406,314	2,526,630	5.0%	120,316
Non-resident surcharge	21,080	21,080	0.0%	0
SSI funding estimate	998,142	1,043,058	4.5%	44,916
Total Gross Revenue	$10,188,201	$10,639,541	4.4%	$451,340
Expenses:				
Revenue share with AP (50%)	$4,595,030	$4,798,241	4.4%	$203,212
Faculty salaries/fringes	1,706,158	1,809,892	6.1%	103,734
Faculty stipends	179,950	190,000	5.6%	10,050
Virtual Assistants	381,660	400,000	4.8%	18,340
Distance Ed. Office Operations	579,237	603,288	4.2%	24,052
Tuition remission	329,958	329,958	0.0%	0
Indirect costs**	1,339,748	1,399,100	4.4%	59,351
Scholarship expenses	20,500	20,500	0.0%	0
Total Expenses	$9,132,240	$9,550,979	4.6%	$418,739
Net, revenues less expenses	$1,055,960	$1,088,562	3.1%	$32,601

*FY 2022 is estimated based on actual financial performance year-to-date.
**Indirect costs are calculated using YSU's federal IDC rate of 26.3% x 50% of gross revenue.

While these actions represent significant adjustments to YSU's academic portfolio, more aggressive actions are required given an unfavorable enrollment outlook marked by a projected 15% decrease in the number of college-going high school graduates in Ohio between 2017 and 2029, compounded by a crowded and intensely competitive higher education market in Ohio, western Pennsylvania and online.

General Fund Expenses

General fund expenses are summarized by functional expense category in the table below. Overall, budgeted expenses in FY 2023 are generally flat at just 0.5% lower than in the prior fiscal year.

	FY 2022*	FY 2023	1-Year Flux	
Academic Excellence & Support	$80,998,966	$81,603,822	0.7%	$604,855
Student Success & Student Experience	27,869,757	28,574,676	2.5%	704,920
Institutional Support	21,408,534	24,096,112	12.6%	2,687,578
Plant Operation & Maintenance	17,418,224	17,873,121	2.6%	454,897
Intercollegiate Athletics	14,183,275	14,746,249	4.0%	562,974
One-time adjustments	(8,878,755)	(14,593,979)	64.4%	(5,715,224)
Total General Fund	**$153,000,000**	**$152,300,000**	**-0.5%**	**($700,000)**

FY 2022 budget adjusted based on actual financial performance through the 3rd quarter (3/31/22).

Academic Excellence & Support includes expenses directly associated with classroom instruction, academic administration, curriculum development, and instructional information technology. The 0.7% increase in this category is mainly due to planned salary increases for faculty and staff in academic areas, as well as increased expenses associated with online programming.

Student Success & Experience includes expenses that support student admissions, financial aid and scholarships, student services administration, counseling and career guidance, and social and cultural development programming for students. The 2.5% increase in this category is largely the result of the University having invested in new staff positions dedicated to student success and student services, including the addition of full-time staff in Student Counseling Services, Undergraduate Admissions and the Bursar's office.

Institutional Support includes fiscal operations, general administration, executive management, administrative information technology, and public relations. The 12.6% increase here is the result of increased costs for information technology that last year was defrayed by federal COVID relief funding.

Plant Operation & Maintenance (POM) includes building repairs, custodial services, grounds-keeping, and utilities, i.e., electricity, water, and natural gas. The 2.6% increase in FY 2023 is mainly due to a 115% increase in costs for general liability insurance necessitated by added coverage for cybersecurity.

The amount shown here for Intercollegiate Athletics represents general fund support for the University's athletic programs and does not reflect other revenue earned by the Athletic Department (see Appendix C for detail). The 4% increase in FY 2023 is due in part to a $100,000 gender equity enhancement for women's sports, as well as the expansion of the team rosters for lacrosse, men's swimming, and cross country, which helped drive a roughly $237,000 increase in scholarship costs.

General Fund Expenses by Functional Category

The following table provides additional detail showing the functional activities included in the various expense categories budgeted for FY 2023. Taken together, Academic Excellence & Support and Student Success & Experience comprise 72% of total budgeted expenses in FY 2023, totaling $110 million. Of this, 54% or $87 million is allocated for Academic Excellence & Support, while 19% or $29 million is allocated to Student Success & Experience. The remaining share of budgeted expenses are tied to other costs associated with operating the University.

	FY 2023	% of Total	
Academic Excellence & Support			
General Academic Instruction	$58,138,849	38.2%	
Community Education	2,800	0.0%	
Preparatory Remedial Instruction	48,774	0.0%	
Instructional Information Tech	1,273,288	0.8%	
Individual and Project Research	436,215	0.3%	
Community Service	8,569	0.0%	
Public Broadcasting Services	385,442	0.3%	
Library	2,795,896	1.8%	
Museums and Galleries	238,630	0.2%	
Educational Media Services	5,348,116	3.5%	
Academic Support Information Tech	789,667	0.5%	
Ancillary Support	1,542,760	1.0%	**72% of resources**
Academic Administration	10,200,889	6.7%	**are allocated for**
Academic Personnel Development	209,333	0.1%	**Academic Excellence**
Course and Curriculum Development	184,594	0.1%	**and Student Success**
	$81,603,822	53.6%	
Student Success & Student Experience			
Student Scholarships	$10,493,718	6.9%	
Auxiliary Enterprises Student	4,397,342	2.9%	
Student Service Admininstration	11,475	0.0%	
Social and Cultural Development	3,278,391	2.2%	
Counseling and Career Guidance	2,518,088	1.7%	
Financial Aid Administration	1,430,051	0.9%	
Student Admissions	3,144,391	2.1%	
Student Records	2,825,409	1.9%	
Student Health Services	475,811	0.3%	
	$28,574,676	18.8%	
Institutional Support			
Fiscal Operations	$1,704,187	1.1%	
General Administration	11,627,162	7.6%	
Administrative Information Tech	5,617,846	3.7%	
Public Relations Development	5,146,916	3.4%	
	$24,096,112	15.8%	
Plant Operation & Maintenance			
Building Maintenance	$5,753,661	3.8%	
Custodial Services	2,599,152	1.7%	
Utilities	4,945,500	3.2%	
Landscape and Grounds Maintenance	952,577	0.6%	
Security and Safety	3,622,231	2.4%	
	$17,873,121	11.7%	
Intercollegiate Athletics	$14,746,249	9.7%	
One-time Adjustments			
Transfer from Budget Stabilization Fund	($6,300,000)	-4.1%	
Prior year carry-forward funds	(2,763,286)	-1.8%	
COVID Relief / spending controls	(5,530,693)	-3.6%	
	($14,593,979)	-9.6%	
	$152,300,000	100.0%	

General Fund Expenses by Natural Classification

The following table depicts general fund expenses arranged by natural classification. FY 2023 personnel expenses reflect 2% base salary adjustments for full-time faculty and staff, and a net increase in faculty positions. As the Office of Academic Affairs implements instructional efficiencies, part-time faculty and overload expenses are projected to decrease substantially, despite a roughly 2% increase in the rate of pay for part-time faculty. Operating expenses are projected to be lower overall but an increase is budgeted for *Contracted Fees & Services* to reflect growing costs for liability insurance and software.

	FY 2022* Estimated	FY 2023 Budget	1-Year Flux %	1-Year Flux $
Personnel				
Full-service faculty (includes searches in progress)	$28,085,867	$28,759,124	2.4%	$673,257
Faculty overload pay	679,500	665,000	-2.1%	(14,500)
Part-time faculty	4,077,311	3,604,000	-11.6%	(473,311)
Summer school faculty	2,200,000	2,200,000	0.0%	0
Dept. Chairperson Stipends	404,063	398,640	-1.3%	(5,423)
Subtotal - Faculty	$35,446,740	$35,626,764	0.5%	$180,024
Staff	$31,872,760	$32,510,215	2.0%	$637,455
Faculty stipends, temp staff & student wages	4,829,111	4,933,861	2.2%	104,750
Fringe Benefits	26,743,628	27,594,591	3.2%	850,963
Total Personnel	$98,892,239	$100,665,431	1.8%	$1,773,192
Operating Expenses				
Supplies	$1,710,923	$1,675,418	-2.1%	($35,505)
Business-Related Expenses and Travel	1,200,256	1,210,125	0.8%	9,869
Dues and Memberships	285,214	282,338	-1.0%	(2,876)
Public Relations & Communications	2,327,225	2,314,083	-0.6%	(13,142)
Repairs and Maintenance	3,787,856	3,815,730	0.7%	27,874
Utilities	4,710,241	4,710,241	0.0%	0
Library Acquisitions	1,092,445	1,092,445	0.0%	0
Equipment & Rentals Non-Facilities	406,478	396,960	-2.3%	(9,518)
Contracted Fees & Services	7,124,453	7,973,768	11.9%	849,315
Revenue Sharing (excludes AP)	640,347	867,247	35.4%	226,900
Miscellaneous	317,705	354,676	11.6%	36,971
Bad Debt	400,000	400,000	0.0%	0
Scholarships & Awards	10,656,850	10,260,482	-3.7%	(396,368)
Plan for Strategic Actions	500,000	500,000	0.0%	0
Match Funds & Unallocated Accounts	1,919,181	1,727,465	-10.0%	(191,716)
Spending reductions & vacancy savings	(3,228,186)	(4,311,039)	33.5%	(1,082,853)
	$33,850,988	$33,269,939	-1.7%	($581,049)
Transfers				
Transfers to other funds	$7,274,156	$8,284,325	13.9%	$1,010,169
Transfers to auxiliaries for operations	18,283,318	19,143,591	4.7%	860,273
	$25,557,474	$27,427,916	7.3%	$1,870,442
One-time Adjustments				
Transfer from budget stabilization reserve	($1,004,898)	($6,300,000)	526.9%	($5,295,102)
Transfer from prior year carry-forward	(4,295,804)	(2,763,286)	-35.7%	1,532,518
	($5,300,702)	($9,063,286)	71.0%	($3,762,585)
Total General Fund	**$153,000,000**	**$152,300,000**	**-0.5%**	**($700,000)**

FY 2022 is estimated based on actual financial performance through the third quarter (3/31/22).

Scholarships and YSU Foundation Support for Scholarships

Student scholarships remain an important part of the University's enrollment strategy. For FY 2023, more than $20 million is forecasted for non-athletic student scholarships, including $10.4 million in funding from the YSU Foundation and $10 million in YSU general funds.

	FY 2023		
	Foundation	**University**	**Total**
Scholarships for Excellence (merit-based)			
Honors & Scholars	$2,851,000		$2,851,000
Trustees'	2,151,925		2,151,925
President's	1,020,601	$871,194	1,891,795
Deans		1,389,150	1,389,150
Red & White		2,082,174	2,082,174
First Opportunity		906,356	906,356
MLK Merit		357,587	357,587
Provost		411,130	411,130
Academic Achievement		275,557	275,557
Total Scholarships for Excellence	$6,023,526	$6,293,148	$12,316,674
Need-Based Aid			
Housing Grant		$305,606	$305,606
Trailblazer		366,451	366,451
PA State Grant Supplement	$200,000	183,365	383,365
Penguin Assistance		611,215	611,215
Presidential Residential Leadership		178,475	178,475
Total Need Based	$200,000	$1,645,112	$1,845,112
Transfer Scholarships (merit-based)			
Transfer Level 1		$375,000	$375,000
Transfer Level 2		150,000	150,000
PHI THETA KAPPA		74,400	74,400
Total Transfer Scholarships		$599,400	$599,400
International Scholarships (merit-based)		$1,000,000	$1,000,000
Supporting Other Scholarship Objectives	$590,024	$462,340	$1,052,364
Donor Designated (estimated)	$3,624,000		$3,624,000
GRAND TOTAL	**$10,437,550**	**$10,000,000**	**$20,437,550**

Merit-based scholarships will make up 83% of total scholarship spending in FY 2023, which includes Scholarships for Excellence, Transfer Scholarships and International scholarships.
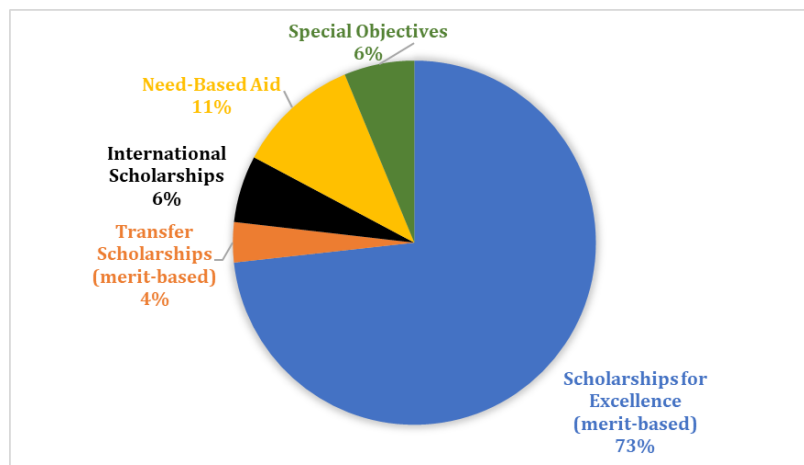
YSU Foundation Support for Student Scholarships

Scholarship support from the YSU Foundation is projected to cover 51% of non-athletic scholarship costs next year. YSU Foundation scholarship funding is projected to increase by 12% in FY 2023 to more than $10.4 million. These scholarships are generally awarded directly to students and therefore are reflected as tuition revenue in the University's general fund budget.

YSU Foundation funding	FY 2022	FY 2023	One-year flux	
Scholarships for Excellence	$5,255,032	$6,023,526	15%	$768,494
Beecher Art & Theatre Award*	0	50,000	N/A	50,000
PA State Grant Supplement*	200,000	200,000	0%	0
Dana School of Music Scholarship*	27,212	50,000	84%	22,788
ROTC MS II Scholarship*	3,858	10,000	159%	6,142
Carl Nunziato Scholarship*	42,779	40,024	-6%	(2,755)
Use Projects Fund*	20,000	20,000	0%	0
Graduate Assistants*	283,194	350,000	24%	66,806
Undergrad Student Research Program*	20,000	20,000	0%	0
BaccMed Minority Recruitment*	N/A	50,000	N/A	50,000
Donor Designated**	3,476,500	3,624,000	4%	147,500
Total YSUF funding	**$9,328,575**	**$10,437,550**	**12%**	**$1,108,975**

Funds allocated at the request of the YSU Foundation.

** Donor Designated includes scholarship and programmatic funding; the FY 2023 allocation is estimated pending the YSUF's official communication.*

The YSU Foundation's annual scholarship distribution is based on 4.5% of the average market value of its endowment (4% for donor designated) for the preceding twelve fiscal quarters. In other words, the level of scholarship support from the YSU Foundation correlates directly with the performance of its investment portfolio.

YSU Foundation Scholarship Funding
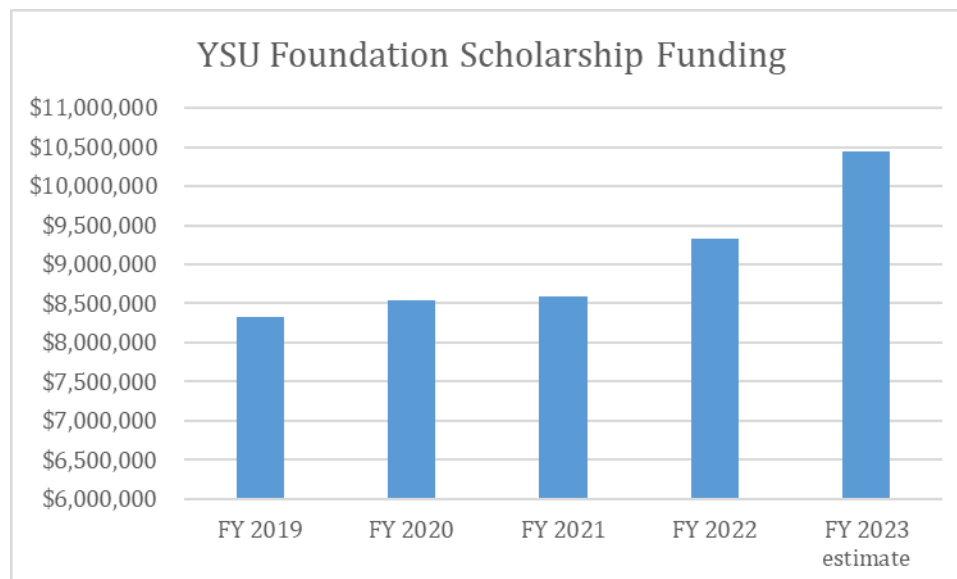
Auxiliary Services

Auxiliaries provide a variety of services that enhance campus life for YSU students, faculty, staff, alumni and visitors. Auxiliaries also generate revenue through sales and services, which helps support their operations. As summarized in the table below, the combined FY 2023 budgets for the University's auxiliaries total $36.4 million, which includes $17 million in general fund support and $19.4 million in income generated by each auxiliary. (See Appendix C for greater detail.)

Auxiliary Services:	FY 2023 Budget	1-Year Flux* %	1-Year Flux* $
Intercollegiate Athletics*	$18,738,222	3.3%	$600,474
Housing Services*	10,838,968	-2.2%	(245,866)
Parking Services	3,876,100	4.7%	175,000
Kilcawley Center*	1,713,365	-2.1%	(36,249)
Andrews Recreation & Wellness Center*	1,281,477	-2.9%	(38,364)
Total Auxiliary Budgets	**$36,448,132**	**1.7%**	**$601,933**
Less: Support from General Fund*	(17,032,591)	3.3%	(549,653)
Total Earned Income	**$19,415,541**	**-1.0%**	**($197,340)**

FY 2022 is adjusted based on actual financial performance through the 3rd quarter (3/31/22).

The $18.7 million Athletics budget is indicative of the long-standing institutional decision to support an NCAA-compliant Division I intercollegiate athletic program consistent with Board of Trustees Policy 3356-6-02. The 3% increase in FY 2023 is due in part to a $100,000 gender equity enhancement for women's sports, as well as the expansion of the team rosters for lacrosse, men's swimming, and cross country, which helped drive a roughly $237,000 increase in scholarship costs. The Athletic Department also augmented its compliance and training offices, resulting in approximately $327,000 in added operating expenses. Notably, the Board of Trustees amended its bylaws earlier this year to create a new standalone Intercollegiate Athletics Committee, underscoring the importance of athletics to the University's mission.

The FY 2023 budget for Housing Services is based on a planned occupancy rate of 90%, a reduction from the 95% planning assumption used for the prior fiscal year. To remain competitive and meet student demand for single rooms, the number of beds available in YSU residence halls will be reduced to 1,137—a reduction of 117 beds in FY 2023. These adjustments, combined with a 2.5% increase in room and board for incoming students, results in a 2.2% reduction in projected Housing revenues for FY 2023.

Parking Services' FY 2023 budget is projected to increase by $175,000, due in large part to increased revenues in the form of parking fines and increased sales of parking permits for campus contractors.

The FY 2023 budget for Kilcawley Student Center is reduced to reflect lower projected revenues from food services and bookstore commissions. And the reduction to the Andrews Recreation & Wellness Center budget reflects the elimination of its overhead expense in FY 2023.

Rich Center for Autism

Established in 1995, The Paula and Anthony Rich Center for the Study and Treatment of Autism is an externally funded unit of Youngstown State University.

Pursuant to the agreement between the Rich Center and YSU, the Rich Center's budget is included here for approval by the YSU Board of Trustees. The Rich Center will remain fully funded by external sources and will not receive direct funding support from the University. The University will, however, continue to provide approximately 15,500 square feet of space in Fedor Hall to house the Rich Center's classrooms, labs and administrative offices.

The Rich Center's proposed budget for FY 2023 has been approved by the Rich Center's Advisory Board and is based on a 9.6% increase in revenue and includes a 3% salary increase for instructional and support employees, and a 2% increase for management staff.

Rich Center for Autism	FY 2022 Budget	FY 2023 Budget	1-Year Flux %	$
Revenues				
Noncredit Tuition	$1,862,151	$1,965,216	5.5%	$103,065
Cash Gifts	40,000	120,000	200.0%	80,000
Total Revenues	**$1,902,151**	**$2,085,216**	**9.6%**	**$183,065**
Expenses				
Personnel				
Full- and Part-time Staff	$1,146,046	$1,198,060	4.5%	$52,014
Temporary Staff	35,000	81,125	131.8%	46,125
Fringe Benefits	440,976	498,381	13.0%	57,405
Total Personnel	**$1,622,022**	**$1,777,566**	**9.6%**	**$155,544**
Operating Expenses				
Supplies	$42,279	$43,800	3.6%	$1,521
Travel and Related Expenses	2,250	2,250	0.0%	0
Information & Communication	20,500	20,500	0.0%	0
Facility Maintenance/Repairs	500	500	0.0%	0
Fees & Services	186,500	226,500	21.4%	40,000
Volunteer Services	14,000	0	-100.0%	(14,000)
Events & Promotions	3,600	3,600	0.0%	0
Miscellaneous / Reserve	10,500	10,500	0.0%	0
Total Operating Expenses	**$280,129**	**$307,650**	**9.8%**	**$27,521**
Total Rich Center Expenses	**$1,902,151**	**$2,085,216**	**9.6%**	**$183,065**

YOUNGSTOWN STATE UNIVERSITY

APPENDIX A – Revenue Detail, General Fund Budget

	FY 2022* Estimated	FY 2023 Budget	Annual change %	Annual change $
STUDENT TUITION & FEES				
Instructional Fee	$69,241,253	$67,493,667	-2.5%	($1,747,586)
General Fee (includes Info. Sys. Fee)	17,745,071	17,828,667	0.5%	83,596
Accelerated Online Tuition	4,595,030	4,798,241	4.4%	203,212
Subtotal - Tuition & Fees	$91,581,354	$90,120,575	-1.6%	($1,460,779)
OTHER STUDENT FEES				
Non-resident Tuition Surcharge	$2,377,740	$2,316,637	-2.6%	($61,103)
Academic Fees	7,035,000	7,125,048	1.3%	90,048
Career Services Fee	50,181	15,054	-70.0%	(35,127)
Non-credit Instructional Fees	14,850	2,100	-85.9%	(12,750)
Miscellaneous Fees	125,000	124,200	-0.6%	(800)
Application Fees	300,000	336,500	12.2%	36,500
College Credit Plus/Jump Start	665,000	671,000	0.9%	6,000
Subtotal - Other Tuition & Fees	$10,567,771	$10,590,539	0.2%	$22,768
STUDENT CHARGES				
Fines & Penalty Assessments	$500,000	$563,800	12.8%	$63,800
Service Charges	567,500	587,850	3.6%	20,350
Subtotal - Student Charges	$1,067,500	$1,151,650	7.9%	$84,150
Total - Tuition, Fees & Other Chrgs.	$103,216,625	$101,862,764	-1.3%	($1,353,861)
STATE SHARE OF INSTRUCTION				
Subtotal - State Appropriations	$44,570,635	$46,588,505	4.5%	$2,017,870
OTHER SOURCES				
Investment Income for Operations	$2,420,990	$1,068,718	-55.9%	($1,352,272)
Administrative Charge - Auxiliaries	1,266,413	1,062,813	-16.1%	(203,600)
Alumni Relations	12,000	12,000	0.0%	0
Sales & Services of Educational Activities	3,000	2,500	-16.7%	(500)
Private Gifts, Unrestricted	87,000	85,000	-2.3%	(2,000)
Facility Rental, Athletics and University	292,386	325,000	11.2%	32,614
Indirect Cost Recoveries	1,000,000	730,000	-27.0%	(270,000)
Other-Miscellaneous	502,022	562,700	12.1%	60,678
Subtotal - Other Sources	$5,583,811	$3,848,731	-31.1%	($1,735,080)
TOTAL GENERAL FUND REVENUE	**$153,371,071**	**$152,300,000**	**-0.70%**	**($1,071,071)**

FY 2022 is estimated based on actual financial performance through the 3rd quarter (3/31/22).

APPENDIX B - Scholarship Budget Detail

	FY 2023		
	Foundation	**University**	**Total**
Scholarships for Excellence (merit-based)			
Honors & Scholars	$2,851,000		$2,851,000
Trustees'	$2,151,925		$2,151,925
President's	$1,020,601	$871,194	$1,891,795
Deans		$1,389,150	$1,389,150
Red & White		$2,082,174	$2,082,174
First Opportunity		$906,356	$906,356
MLK Merit		$357,587	$357,587
Provost		$411,130	$411,130
Academic Achievement		$275,557	$275,557
Total Scholarships for Excellence	**$6,023,526**	**$6,293,148**	**$12,316,674**
Need-Based Aid			
Housing Grant		$305,606	$305,606
Trailblazer		$366,451	$366,451
PA State Grant Supplement	$200,000	$183,365	$383,365
Penguin Assistance		$611,215	$611,215
Presidential Residential Leadership		$178,475	$178,475
Total Need Based	**$200,000**	**$1,645,112**	**$1,845,112**
Transfer Scholarships (merit-based)			
Transfer Level 1		$375,000	$375,000
Transfer Level 2		$150,000	$150,000
PHI THETA KAPPA		$74,400	$74,400
Total Transfer Scholarships		**$599,400**	**$599,400**
International Scholarships (merit-based)			
International Opportunity		$181,018	$181,018
International Deans		$225,728	$225,728
International President's		$265,911	$265,911
International Trustees'		$18,934	$18,934
International Plus		$5,462	$5,462
International Access Renewals		$5,826	$5,826
International Scholar Renewals		$249,057	$249,057
International Achievement Renewals		$48,064	$48,064
Total International Scholarships		**$1,000,000**	**$1,000,000**
Supporting Other Scholarship Objectives			
Housing Excellence & Housing Experience		$72,340	$72,340
BaccMed	$50,000		$50,000
Univ Serv Grt-in-Aid		$11,000	$11,000
5th Yr Grant-in-Aid		$54,000	$54,000
Urban Internship		$11,000	$11,000
Wolves Club YSU Match		$32,000	$32,000
YSU Alumni Legacy		$3,500	$3,500
Use Projects Fund	$20,000		$20,000
Carl Nunziato Scholarship	$40,024		$40,024
Undergrad Student Research Program	$20,000		$20,000
ROTC	$10,000		$10,000
Dana School of Music	$50,000		$50,000
Beecher Art & Theatre Award	$50,000		$50,000
Retention Fund		$7,500	$7,500
Graduate Assistantships	$350,000	$250,000	$600,000
Miscellaneous Academic Affairs		$21,000	$21,000
Total Other	**$590,024**	**$462,340**	**$1,052,364**
Donor Designated (estimated)	$3,624,000		$3,624,000
GRAND TOTAL	**$10,437,550**	**$10,000,000**	**$20,437,550**

APPENDIX C – Auxiliary Budgets

INTERCOLLEGIATE ATHLETICS				
	FY 2022 Adjusted	FY 2023 Budget	PERCENT CHANGE	CHANGE
REVENUE RECORDED IN THE GENERAL FUND*				
Tuition & Fees from Student Athletes	$9,130,034	$9,744,971	6.7%	$614,937
State Share of Instruction Funding	1,153,019	1,304,736	13.2%	151,717
Total Athletic Revenue in Gen. Fund*	$10,283,053	$11,049,706	7.5%	$766,654
REVENUE				
Football Tickets	$375,000	$320,000	-14.7%	($55,000)
Basketball Tickets	145,000	137,500	-5.2%	(7,500)
Guarantees	840,000	640,000	N/A	(200,000)
Program Sales	4,500	4,500	0.0%	0
Medical Services Commissions	45,000	50,000	11.1%	5,000
Concession Commissions	45,000	40,000	-11.1%	(5,000)
Royalty Commissions	60,000	75,000	25.0%	15,000
NCAA Revenue Sharing	1,050,000	1,250,000	19.0%	200,000
Program Ad. Sales/Recognition	275,000	260,000	-5.5%	(15,000)
Radio/Television Income	10,000	100,000	900.0%	90,000
Pouring Rights & Miscellaneous	155,000	180,000	16.1%	25,000
Football Tailgate	90,000	90,000	0.0%	0
Scoreboard Advertising:				
Football	235,000	225,000	-4.3%	(10,000)
Basketball	105,000	100,000	-4.8%	(5,000)
Stadium Loge Rentals	519,973	519,973	0.0%	0
Total Revenue	$3,954,473	$3,991,973	0.9%	$37,500
TOTAL REVENUE	$14,237,526	$15,041,679	5.6%	$804,154
GENERAL FUND ALLOCATION				
Total General Fund Support**	$3,900,222	$3,696,543	-5.2%	($203,680)
TOTAL RESOURCES	$18,137,748	$18,738,222	3.3%	$600,474
EXPENSES				
Permanent Staff	$4,616,175	$4,977,135	7.8%	$360,960
Temporary Staff	482,210	448,225	-7.0%	(33,985)
Fringe Benefits	2,046,550	2,173,356	6.2%	126,806
Scholarships	5,868,461	6,104,977	4.0%	236,516
Operating	5,094,352	5,004,529	-1.8%	(89,823)
Transfer, Inst. Work Study	30,000	30,000	0.0%	0
TOTAL EXPENSES	$18,137,748	$18,738,222	3.3%	$600,474

*Tuition and state funding are recorded in the general fund but are presented here to illustrate the estimated revenue attributable to YSU student athletes.

** General fund support for Athletics has been adjusted to illustrate the estimated impact of tuition and state funding revenue that is attributable to YSU student athletes. The FY 2023 general fund allocation for Athletics is $14,746,249.

APPENDIX C – Auxiliary Budgets

KILCAWLEY CENTER

	FY 2022 Budget	FY 2023 Budget	PERCENT CHANGE	CHANGE
REVENUES				
Food Services Commissions	$355,000	$255,000	-28.2%	($100,000)
Bookstore Commissions	328,974	290,000	-11.8%	(38,974)
Pete's Treats Candy Counter	68,000	50,000	-26.5%	(18,000)
Graphic Center	35,000	35,000	0.0%	0
Recreation Room	3,000	1,000	-66.7%	(2,000)
Room Rental	2,000	1,000	-50.0%	(1,000)
Student ID Replacement	0	5,000		5,000
Vending and Misc. Sales & Service	24,500	500	-98.0%	(24,000)
Total Revenue	**$816,474**	**$637,500**	**-21.9%**	**($178,974)**
OTHER RESOURCES				
General Fund Allocation	$1,119,222	$1,075,865	-3.9%	($43,357)
TOTAL RESOURCES	**$1,935,696**	**$1,713,365**	**-11.5%**	**($222,331)**
EXPENSES				
Permanent Staff	$461,504	$454,804	-1.5%	($6,700)
Temporary Staff	305,000	260,000	-14.8%	(45,000)
Fringe Benefits	202,003	197,073	-2.4%	(4,930)
Administrative Charge	126,000	0	-100.0%	(126,000)
Operating	781,690	776,757	-0.6%	(4,933)
Inst. Work Study transfer	58,499	23,731	-59.4%	(34,768)
Transfer for Capital Improvements	1,000	1,000	0.0%	0
TOTAL EXPENSES	**$1,935,696**	**$1,713,365**	**-11.5%**	**($222,331)**

ANDREWS RECREATION AND WELLNESS CENTER

	FY 2022 Budget	FY 2023 Budget	PERCENT CHANGE	CHANGE
REVENUES				
Faculty & Staff Memberships	$20,000	$25,000	25.00%	$5,000
Guest Passes/Locker Rentals	6,000	6,000	0.00%	0
Program Fees	15,000	23,000	53.33%	8,000
Sponsorship income	15,000	17,000	13.33%	2,000
Total Revenues	**$56,000**	**$71,000**	**26.79%**	**15,000**
OTHER RESOURCES				
General Fund Allocation	$1,278,442	$1,210,477	-5.32%	($67,965)
TOTAL RESOURCES	**$1,334,442**	**$1,281,477**	**-3.97%**	**($52,965)**
EXPENSES				
Permanent Staff	$361,663	$373,781	3.35%	$12,119
Temporary Staff	312,302	313,225	0.30%	923
Fringe Benefits	164,365	169,259	2.98%	4,894
Administrative Charge	77,600	0	-100.00%	(77,600)
Operating	398,512	405,212	1.68%	6,700
Inst. Work Study Transfer	20,000	20,000	0.00%	0
Total Expenses	**$1,334,442**	**$1,281,477**	**-3.97%**	**($52,965)**

APPENDIX C – Auxiliary Budgets

HOUSING SERVICES

	FY 2022 Budget	FY 2023 Budget	PERCENT CHANGE	CHANGE
REVENUES				
Room and Board	$10,418,834	$10,174,468	-2.3%	($244,366)
Meal Plans	575,000	575,000	0.0%	0
Food Commissions	10,000	10,000	0.0%	0
Misc. Fees	56,000	49,500	-11.6%	(6,500)
Rentals-Guests and Special Groups	25,000	30,000	20.0%	5,000
Total Revenue	**$11,084,834**	**$10,838,968**	**-2.2%**	**($245,866)**
EXPENDITURES				
Permanent Staff	$697,585	$676,825	-3.0%	($20,761)
Temporary Staff	355,000	367,500	3.5%	12,500
Fringe Benefits	346,049	316,291	-8.6%	(29,758)
Administrative Charge	912,813	912,813	0.0%	0
Operating	7,288,499	7,450,472	2.2%	161,973
Inst. Work Study (transfer)	30,000	50,000	66.7%	20,000
Debt Service transfer	1,379,888	465,067	-66.3%	(914,821)
Capital Improvements (transfer)	75,000	600,000	700.0%	525,000
Total Expenses	**$11,084,834**	**$10,838,968**	**-2.2%**	**($245,866)**

PARKING SERVICES

	FY 2022 Budget	FY 2023 Budget	PERCENT CHANGE	CHANGE
REVENUES				
Faculty & Staff Permits	$530,000	$510,000	-3.8%	($20,000)
Student Permits/Transportation Fee	825,000	839,000	1.7%	14,000
Penguin Promise Transportation Fee*	2,050,000	2,111,000	3.0%	61,000
Parking Fines	75,000	175,000	133.3%	100,000
Parking Fees-Special Events	110,000	110,000	0.0%	0
Daily Parking Fees	51,000	51,000	0.0%	0
Parking Meters	5,000	5,000	0.0%	0
Parking Permits-Contracted Service	40,000	60,000	50.0%	20,000
Control Card Replacement	100	100	0.0%	0
Weekly Permits	15,000	15,000	0.0%	0
Total Revenues	**$3,701,100**	**$3,876,100**	**4.7%**	**$175,000**
EXPENDITURES				
Permanent Staff	$424,359	$427,844	0.8%	$3,485
Temporary Staff	417,000	417,000	0.0%	0
Fringe Benefits	243,328	244,722	0.6%	1,394
Administrative Charge	150,000	150,000	0.0%	0
Shuttle Service	363,000	363,000	0.0%	0
Other Operating	1,156,744	1,326,865	14.7%	170,121
Debt Service	395,203	395,203	0.0%	0
Transfers Capital Improvements	536,466	536,466	0.0%	0
Inst. Work Study Transfer	15,000	15,000	0.0%	0
Total Expenses	**$3,701,100**	**$3,876,100**	**4.7%**	**$175,000**

Because the transportation fee was folded into the Penguin Tuition Promise general fee in FY 2019, those revenues are recorded in the General Fund. Consequently, a portion of this fee income is transferred to Parking from the General Fund.

APPENDIX D – Miscellaneous Salary Rates

Part-Time Faculty (per semester hour workload)	
With Baccalaureate (or equivalent qualifications)	$665
With Masters degree	$820
With Doctorate or Juris Doctor	$1,075
Fellowships	$10,000
Ph.D. Assistantships Stipends (sciences and engineering)	$23,500-$30,000
Graduate Assistants	
Stipend for students in STEM departments	$10,000
Stipend for students in all other academic departments	$7,500
Graduate Teaching Assistants	
Stipend for students in STEM departments	$10,000
Stipend for students in all other academic departments	$8,750
Student Employee Hourly Wage Rates*	
Basic Level	$ 9.30 - $10.00
Intermediate Level	$10.00 - $13.00
Advanced Level	$13.00 - $15.00

Note: Student employee hourly wage rates are subject to revision, pending any applicable cost of living adjustments, as required by Ohio minimum wage law.

RESOLUTION TO APPROVE
INTERFUND TRANSFERS

WHEREAS, University Policy Number 3356-3-11.1, Budget Transfers, requires Board of Trustees approval for inter-fund transfers of $100,000 or more for operating purposes or for any purpose other than a specific capital improvement project, for capital improvements or construction projects of $500,000 or more, and for transfers out of operating reserves regardless of amount; and

WHEREAS, certain accounting and budget adjustments and transfers outside the operating budget are necessary during the course of a fiscal year and at the end of a fiscal year.

NOW, THERFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the transfer of funds, attached hereto.

Board of Trustees Meeting
June 23, 2022
YR 2022-

YOUNGSTOWN STATE UNIVERSITY
Interfund Transfers Requiring Board Approval
Transfers Outside of the Operating Budget
Requested Transfers for Fourth Quarter 2022

FROM	TO	AMOUNT	REASON
Parking Services Plant Reserve (Auxiliary Plant Fund)	M60 Parking Garage Demolition (Auxiliary Plant Fund)	$1,000,000	To fund demolition of the M60 parking garage on 5th Ave.
Parking Services (Auxiliary Operating Fund)	M-60 Surface Lot (Auxiliary Plant Fund)	$850,000	To fund a new surface lot at the site of M60 Garage.
Housing Services Plant Reserve (Auxiliary Plant Fund)	Lyden House Bathroom Renovations (Auxiliary Plant Fund)	$600,000	To fund second phase of bathroom renovations in Lyden House.
Sick Leave Conversion Fund (Unrestricted Designated Fund)	Stambaugh Stadium Classroom (Restricted Plant Fund)	$600,000	Interfund Loan to provide interim financing for project. (Actual amount needed expected to be <$500,000.)

Youngstown State University

General Fund and Auxiliary Enterprises
Budget to Actual and Actual to Actual Comparison
3rd Quarter (July 1 thru March 31st)

Revenue	Fiscal Year 2022		Actual as a % of Budget	Business Indicator	Fiscal Year 2021		
	Budget	Actual			Actual	$ Difference	% Difference
Tuition and mandatory fees	$ 91,521,002	$ 85,979,407	93.9%	🟢	$ 87,696,618	$ (1,717,211)	-2.0%
Other tuition and fees	9,413,282	10,224,921	108.6%	🟢	12,740,515	(2,515,594)	-19.7%
Student charges	867,800	889,552	102.5%	🟢	988,468	(98,916)	-10.0%
State appropriations	44,571,389	33,283,833	74.7%	🟢	31,883,643	1,400,190	4.4%
Recovery of indirect costs	2,996,413	1,402,829	46.8%	🟢	1,648,385	(245,556)	-14.9%
Investment income	2,555,414	2,668,670	104.4%	🟢	1,430,486	1,238,184	86.6%
Other income	1,074,700	772,574	71.9%	🟢	694,073	78,501	11.3%
Auxiliary enterprises	17,729,343	14,980,202	84.5%	🟢	12,773,622	2,206,581	17.3%
Total	$ 170,729,343	$ 150,201,988	88.0%	🟢	$ 149,855,810	$ 346,179	0.2%

🟢 On/Above target
🟡 Caution
🔴 Warning

Expenses	Fiscal Year 2022		Actual as a % of Budget	Business Indicator	Fiscal Year 2021		
	Budget	Actual			Actual	$ Difference	% Difference
Wages	$ 80,666,018	$ 60,800,059	75.4%	🟢	$ 55,558,441	$ 5,241,618	9.4%
Benefits	30,028,095	24,902,660	82.9%	🟡	21,158,218	3,744,443	17.7%
Scholarships	19,527,423	15,413,077	78.9%	🟢	15,579,287	(166,210)	-1.1%
Operations	26,857,128	20,190,794	75.2%	🟢	16,410,236	3,780,557	23.0%
Plant & maintenance	12,161,503	9,141,732	75.2%	🟢	7,087,421	2,054,311	29.0%
Fixed asset purchases	926,032	254,435	27.5%	🟢	107,337	147,098	137.0%
Transfers	1,451,552	1,373,966	94.7%	🟢	5,964,610	(4,590,644)	-77.0%
Total	$ 171,617,751	$ 132,076,723	77.0%	🟢	$ 121,865,550	$ 10,211,173	8.4%

🟢 On/Below target
🟡 Caution
🔴 Warning

Youngstown State University

General Fund
Budget to Actual and Actual to Actual Comparison
3rd Quarter (July 1 thru March 31st)

Revenue	Fiscal Year 2022		Actual as a % of Budget	Business Indicator	Fiscal Year 2021		
	Budget	Actual			Actual	$ Difference	% Difference
Tuition and mandatory fees	$ 91,521,002	$ 85,979,407	93.9%	●	$ 87,696,618	$ (1,717,211)	-2.0%
Other tuition and fees	9,413,282	10,224,921	108.6%	●	12,740,515	(2,515,594)	-19.7%
Student charges	867,800	889,552	102.5%	●	988,468	(98,916)	-10.0%
State appropriations	44,571,389	33,283,833	74.7%	●	31,883,643	1,400,190	4.4%
Recovery of indirect costs	2,996,413	1,402,829	46.8%	●	1,648,385	(245,556)	-14.9%
Investment income	2,555,414	2,668,670	104.4%	●	1,430,486	1,238,184	86.6%
Other income	1,074,700	772,574	71.9%	●	694,073	78,501	11.3%
Total	$ 153,000,000	$ 135,221,786	88.4%	●	$ 137,082,188	$ (1,860,402)	-1.4%

● On/Above target
● Caution
● Warning

Expenses	Fiscal Year 2022		Actual as a % of Budget	Business Indicator	Fiscal Year 2021		
	Budget	Actual			Actual	$ Difference	% Difference
Wages	$ 72,204,286	$ 55,017,193	76.2%	●	$ 50,515,114	$ 4,502,079	8.9%
Benefits	27,012,601	22,776,856	84.3%	●	19,360,896	3,415,960	17.6%
Scholarships	13,658,962	10,288,323	75.3%	●	10,639,908	(351,585)	-3.3%
Operations	14,514,965	11,926,090	82.2%	●	9,682,129	2,243,961	23.2%
Plant & maintenance	8,100,523	6,443,372	79.5%	●	4,993,179	1,450,193	29.0%
Fixed asset purchases	268,619	108,130	40.3%	●	69,224	38,906	56.2%
Transfers	17,247,588	17,151,342	99.4%	●	20,909,774	(3,758,432)	-18.0%
Total	$ 153,007,544	$ 123,711,306	80.9%	●	$ 116,170,224	$ 7,541,082	6.5%

● On/Below target
● Caution
● Warning

Andrews Wellness and Recreation Center
Budget to Actual and Actual to Actual Comparison
3rd Quarter (July 1 thru March 31st)

Revenue	Fiscal Year 2022		Actual as a % of Budget	Business Indicator	Fiscal Year 2021		
	Budget	Actual			Actual	$ Difference	% Difference
Faculty & Staff Memberships	$ 20,000	$ 18,510	92.6%	🟢	$ 6,026	$ 12,485	207.2%
Guest Passes/Locker Rentals	6,000	5,403	90.1%	🟢	559	4,845	867.5%
Program Fees	15,000	16,413	109.4%	🟢	3,131	13,282	424.2%
Sponsorship Income	15,000	13,250	88.3%	🟢	11,350	1,900	16.7%
🟢 On/Above target **Total**	$ 56,000	$ 53,576	95.7%	🟢	$ 21,065	$ 32,511	154.3%

🟡 Caution

🔴 Warning

Expenses	Fiscal Year 2022		Actual as a % of Budget	Business Indicator	Fiscal Year 2021		
	Budget	Actual			Actual	$ Difference	% Difference
Wages	$ 639,884	$ 390,270	61.0%	🟢	$ 347,737	$ 42,533	12.2%
Benefits	157,483	109,523	69.5%	🟢	102,946	6,577	6.4%
Operations	177,600	112,501	63.3%	🟢	106,567	5,935	5.6%
Plant & maintenance	346,971	215,273	62.0%	🟢	199,969	15,304	7.7%
Fixed asset purchases	-	-			-	-	
Transfers	(1,245,171)	(1,258,442)	101.1%	🟢	(1,122,508)	(135,934)	12.1%
🟢 On/Below target **Total**	$ 76,767	$ (430,875)	-561.3%	🟢	$ (365,290)	$ (65,585)	18.0%

🟡 Caution

🔴 Warning

Housing Services
Budget to Actual and Actual to Actual Comparison
3rd Quarter (July 1 thru March 31st)

Revenue	Fiscal Year 2022		Actual as a % of Budget	Business Indicator	Fiscal Year 2021		
	Budget	Actual			Actual	$ Difference	% Difference
Room and Board	$ 10,585,296	$ 8,384,091	79.2%	🟡	$ 8,960,400	$ (576,309)	-6.4%
Meal Plans	575,000	394,166	68.6%	🟢	285,639	108,527	38.0%
Food Commissions	10,000	2,992	29.9%	🟢	3,606	(614)	-17.0%
Misc. Fees	56,000	88,595	158.2%	🟢	57,105	31,490	55.1%
Rentals-Guests and Special Groups	25,000	5,715	22.9%	🟢	-	5,715	
🟢 On/Above target **Total**	$ 11,251,296	$ 8,875,558	**78.9%**	🟢	$ 9,306,750	$ (431,192)	**-4.6%**

🟡 Caution

🔴 Warning

Expenses	Fiscal Year 2022		Actual as a % of Budget	Business Indicator	Fiscal Year 2021		
	Budget	Actual			Actual	$ Difference	% Difference
Wages	$ 978,268	$ 584,605	59.8%	🟢	$ 620,005	$ (35,400)	-5.7%
Benefits	311,359	177,083	56.9%	🟢	176,720	363	0.2%
Operations	6,343,446	3,616,687	57.0%	🟢	3,639,633	(22,946)	-0.6%
Plant & maintenance	2,274,456	1,506,523	66.2%	🟢	1,339,473	167,050	12.5%
Fixed asset purchases	40,000	-	0.0%	🟢	-	-	
Transfers	1,498,122	1,458,221	97.3%	🟢	1,166,341	291,880	25.0%
🟢 On/Below target **Total**	$ 11,445,651	$ 7,343,119	**64.2%**	🟢	$ 6,942,172	$ 400,947	**5.8%**

🟡 Caution

🔴 Warning

Intercollegiate Athletics
Budget to Actual and Actual to Actual Comparison
3rd Quarter (July 1 thru March 31st)

Revenue	Fiscal Year 2022		Actual as a % of Budget	Business Indicator	Fiscal Year 2021		
	Budget	Actual			Actual	$ Difference	% Difference
Football Tickets	$ 375,000	$ 258,378	68.9%	🟡	$ 47,379	$ 210,999	445.3%
Basketball Tickets	145,000	133,584	92.1%	🟢	4,995	128,589	2574.4%
Guarantees	840,000	800,000	95.2%	🟢	-	800,000	
Program Sales	4,500	3,155	70.1%	🟢	901	2,254	250.2%
Medical Services Commissions	45,000	-	0.0%	🟢	9,160	(9,160)	-100.0%
Concession Commissions	45,000	-	0.0%	🟢	-	-	
Royalty Commissions	60,000	61,275	102.1%	🟢	31,494	29,781	94.6%
NCAA Revenue Sharing	1,050,000	1,242,294	118.3%	🟢	439,510	802,784	182.7%
Program Ad. Sales/Recognition	275,000	233,775	85.0%	🟢	136,370	97,405	71.4%
Radio/Television Income	10,000	92,285	922.9%	🟢	78,625	13,660	17.4%
Pouring Rights & Miscellaneous	155,000	172,288	111.2%	🟢	125,671	46,617	37.1%
Football Tailgate	90,000	71,844	79.8%	🟢	450	71,394	15865.4%
Football Scoreboard Advertising	235,000	198,615	84.5%	🟢	149,720	48,895	32.7%
Basketball Scoreboard Advertising	105,000	86,895	82.8%	🟢	57,745	29,150	50.5%
Stadium Loge Rentals	519,973	513,348	98.7%	🟢	353,473	159,875	45.2%
Total	$ 3,954,473	$ 3,867,736	97.8%	🟢	$ 1,435,493	$ 2,432,243	169.4%

🟢 On/Above target
🟡 Caution
🔴 Warning

Expenses	Fiscal Year 2022		Actual as a % of Budget	Business Indicator	Fiscal Year 2021		
	Budget	Actual			Actual	$ Difference	% Difference
Wages	$ 5,235,718	$ 3,841,193	73.4%	🟢	$ 3,235,063	$ 606,130	18.7%
Benefits	2,100,321	1,516,976	72.2%	🟢	1,251,517	265,459	21.2%
Scholarships	5,868,461	5,124,754	87.3%	🟢	4,939,379	185,375	3.8%
Operations	4,438,677	3,871,138	87.2%	🟢	2,498,552	1,372,585	54.9%
Plant & maintenance	128,792	85,687	66.5%	🟢	95,721	(10,034)	-10.5%
Fixed asset purchases	88,500	15,484	17.5%	🟢	17,853	(2,369)	-13.3%
Transfers	(13,894,857)	(13,778,102)	99.2%	🟢	(12,972,614)	(805,488)	6.2%
Total	$ 3,965,612	$ 677,130	17.1%	🟢	$ (934,528)	$ 1,611,658	-172.5%

🟢 On/Below target
🟡 Caution
🔴 Warning

Youngstown State University

Kilcawley Center
Budget to Actual and Actual to Actual Comparison
3rd Quarter (July 1 thru March 31st)

Revenue	Fiscal Year 2022		Actual as a % of Budget	Business Indicator	Fiscal Year 2021		
	Budget	Actual			Actual	$ Difference	% Difference
Food Services Commissions	$ 355,000	$ 180,691	50.9%	🟢	$ 35,277	$ 145,415	412.2%
Bookstore Commissions	328,974	202,971	61.7%	🟢	286,378	(83,408)	-29.1%
Pete's Treats Candy Counter	68,000	44,954	66.1%	🟢	33,361	11,593	34.7%
Duplicating Services	-	-		🟢	2,456	(2,456)	-100.0%
Graphic Center	35,000	24,309	69.5%	🟢	10,171	14,137	139.0%
Recreation Room	3,000	863	28.8%	🟢	-	863	
Room Rental	2,000	425	21.3%	🟢	-	425	
Vending and Misc. Sales & Service	24,500	15,537	63.4%	🟢	27,234	(11,697)	-43.0%
🟢 On/Above target **Total**	$ 816,474	$ 469,750	57.5%	🟢	$ 394,878	$ 74,872	19.0%

🟡 Caution

🔴 Warning

Expenses	Fiscal Year 2022		Actual as a % of Budget	Business Indicator	Fiscal Year 2021		
	Budget	Actual			Actual	$ Difference	% Difference
Wages	$ 766,504	$ 481,584	62.8%	🟢	$ 424,402	$ 57,182	13.5%
Benefits	203,003	155,101	76.4%	🟢	122,688	32,413	26.4%
Operations	394,616	208,918	52.9%	🟢	160,630	48,289	30.1%
Plant & maintenance	557,679	343,636	61.6%	🟢	274,057	69,579	25.4%
Fixed asset purchases	6,757	-	0.0%	🟢	-	-	
Transfers	(1,054,492)	(1,095,722)	103.9%	🟢	(934,219)	(161,503)	17.3%
🟢 On/Below target **Total**	$ 874,066	$ 93,517	10.7%	🟢	$ 47,557	$ 45,960	96.6%

🟡 Caution

🔴 Warning

Parking Services
Budget to Actual and Actual to Actual Comparison
3rd Quarter (July 1 thru March 31st)

Revenue	Fiscal Year 2022		Actual as a % of Budget	Business Indicator	Fiscal Year 2021		
	Budget	Actual			Actual	$ Difference	% Difference
Faculty & Staff Permits	$ 530,000	$ 456,385	86.1%	🟢	$ 444,385	$ 12,000	2.7%
Student Transportation Fee/Permits	825,000	864,384	104.8%	🟢	979,314	(114,930)	-11.7%
Parking Fines	75,000	181,950	242.6%	🟢	84,675	97,275	114.9%
Parking Fees-Special Events	110,000	93,348	84.9%	🟢	21,095	72,253	342.5%
Daily Parking Fees	51,000	53,619	105.1%	🟢	26,750	26,869	100.4%
Parking Meters	5,000	647	12.9%	🟢	393	254	64.6%
Parking Permits-Contracted Service	40,000	59,793	149.5%	🟢	55,833	3,960	7.1%
Control Card Replacement	100	5	5.0%	🟢	40	(35)	-87.5%
Weekly Permits	15,000	3,451	23.0%	🟢	2,951	500	16.9%
🟢 On/Above target **Total**	$ 1,651,100	$ 1,713,582	103.8%	🟢	$ 1,615,436	$ 98,146	6.1%

🟡 Caution

🔴 Warning

Expenses	Fiscal Year 2022		Actual as a % of Budget	Business Indicator	Fiscal Year 2021		
	Budget	Actual			Actual	$ Difference	% Difference
Wages	$ 841,359	$ 485,214	57.7%	🟢	$ 416,121	$ 69,093	16.6%
Benefits	243,328	167,121	68.7%	🟢	143,451	23,670	16.5%
Operations	987,824	455,459	46.1%	🟢	322,726	132,733	41.1%
Plant & maintenance	753,082	547,241	72.7%	🟢	185,022	362,220	195.8%
Fixed asset purchases	522,156	130,821	25.1%	🟢	20,260	110,561	545.7%
Transfers	(1,099,638)	(1,103,331)	100.3%	🟢	(1,082,164)	(21,167)	2.0%
🟢 On/Below target **Total**	$ 2,248,111	$ 682,525	30.4%	🟢	$ 5,415	$ 677,111	12505.3%

🟡 Caution

🔴 Warning

YSU Capital Projects Summary:

Projects in Progress:

Elevator Safety Repairs and Replacements
YSU 2122-08

$1.2M (Capital Funds) Domokur
Several elevators on our campus will be upgraded and/or replaced including Jones Hall, Phelps, Beeghly Center and Kilcawley Center. This project was developed by Domokur Architects along with YSU staff and is currently underway for a Fall completion.

Excellence Training Center Roof
YSU 1718-20RR

$298k (Capital Funds) SSOE, Boak and Sons
This project will remove the existing roof on the existing building and fully replace it. Work will be underway by late May and should be complete by July.

Building Envelope Renovations
YSU 2122-06

$1.76M (Capital Funds) Perspectus Architects, Hudson Construction
This project will address several deferred maintenance issues related to building exteriors. Due to age and weather, exterior building concrete will spall and deteriorate, brick will become loose, cracks will form, etc. This project will address these issues making the buildings safer, more air and watertight, and thus, more energy efficient. This project is underway and be complete by mid-September.

Utility Distribution Upgrades/Expansion
YSU 2122-07

$1.65M (Capital Funds) GPD Group
This project will address several deferred maintenance issues within the campus utility distribution system. Utility tunnels will be repaired along with replacement of piping within the tunnels. Above ground ventilation structures will also be repaired. An electrical loop will also be installed to offer pathway redundancy. This project is underway and will be complete by September 2022.

Moser Hall Renovations Phase 1
YSU 2122-21

$1.05M (Capital Funds) YSU Staff, Murphy Contracting
This project will address several deferred maintenance issues within Moser Hall while at the same time giving the building interior a fresh appearance. This project was developed by YSU staff and is currently underway and will be complete this fall.

Watson Team Center
YSU 2122-19

$1.9M (Gift/Philanthropy Funds) YSU Staff, Murphy Contracting
This project will convert the former Flower Shop on Rayen Avenue into the Watson Team Center. This project is currently underway.

Fok Hall Renovations
YSU 2122-20

$100k (Local Funds) YSU Staff, Brock Builders
This project will address accessibility issues with the west entrance and the main floor restroom. The west entryway will be widened, and a new entry ramp will be constructed while the restroom on the main floor will be renovated and made fully accessible. This project will start early Summer and will be complete for Fall Semester.

Parking Deck Renovations
YSU 2122-04

$862k (Local Funds) Walker Consultants, CPS Construction
This project will focus on the M30 parking deck and will address several deferred maintenance and preventative maintenance items. This project will start in the late Spring of 2022 for an August completion.

Lyden House Restroom Renovations
YSU 2122-23

$560k (Local Funds) Olsavsky Jaminet, United Contractors
This project will renovate restrooms in Lyden House to address several leaks and deferred maintenance items. This project is underway and will be complete before student move-in this fall.

Campus Safety Grant
YSU 2122-25

$148k (Capital Funds) YSU Staff, ELK Enterprises
This project is the second phase of a project that replaces aging and broken door hardware while also reconfiguring the hardware to increase public safety. This project is underway and will be complete by the start of Fall Semester.

Projects Currently at Controlling Board:

- None at this time.

RFQ's Posted to OFCC Website for Design Services:

- YSU 2324-01 Building Exterior Renovations 2
- YSU 2324-02 Campus Roof Replacements

Projects Currently Advertised for Bids:

- Stambaugh Stadium Classroom/Beeghly Center Physical Therapy – $1.9M Bids open May 18th.

Further Projects in Development for 2022:

- Nursing Renovations
- Cafaro Suite Renovations
- M60 Parking Deck Demolition

Youngstown State University

STUDENT UNION STUDY

Presented by Trustee Peterson, Trustee Kerola, John Hyden,
Joy Polkabla Byers, and Amy Maceyko

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KILCAWLEY
CENTER
RENOVATION

Alignment with Strategic Plan
Student Success
Recruitment
Competitive Context

Core & Steering Committee
Focus Groups
Open Forums

Union Site
Renovation or Replacement

Kilcawley Center Program Needs
Fiscally Responsible Improvement

WHY
WHO
WHERE
HOW

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ALIGNMENT WITH STRATEGIC PLANNING

STUDENT FUTURES & LIFELONG LEARNING

- …**create environments that empower students** to acquire intellectual and social capital to realize individual aspirations.

- Adopt a **student-centered approach to all University operations** and policies that values and includes all students.

GOAL: Implement best practices that address student needs throughout the life cycle to increase persistence, completion and postgraduate success

Strategy: Enhance student experiences through implementation of specific initiatives designed to actively engage them in co-curricular and extra-curricular activities

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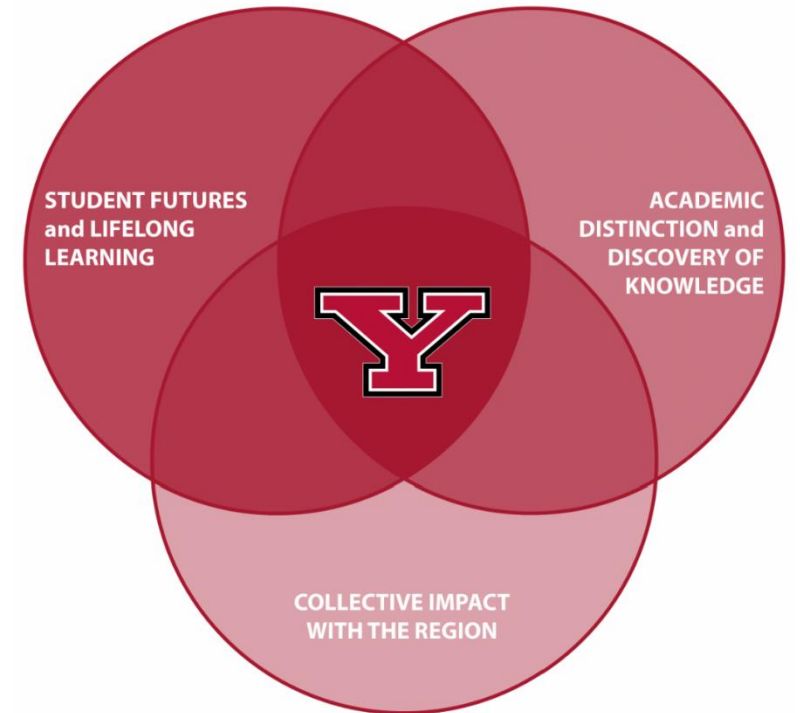
Recruitment is enhanced when a College Union…

…is a **front door** for campus visitors

…makes a **first impression** that promotes selection

…is an **active hub** of student life and engagement

…allows the student feel like this can be their **home away from home**

"Student Org usage of meeting rooms doubled the first year the new Memorial Union at the University of North Dakota was open."

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Retention is improved…

…when the student experience **embeds students** in university life

…because students who feel connected to their institution and school peers **perform better academically**

…when social and academic interactions build **meaningful relationships**

"I truly believe that having an identifiable hub for student organizations would improve the YSU student experience. Getting involved helps you to make friends and grow as a person."

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Inclusion is fostered when...

…programs, staff, and spaces promote inclusivity, equity, respect, and **affirm the identities of all individuals**

…**opportunities to participate abound** in leadership, civic engagement, and social responsibility

…students **engage in shared decision making** processes and leadership opportunities afforded by Student Orgs and Student Government

"As an experienced student mentor, I have seen how involvement in student organizations can make or break the YSU experience for students."

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HISTORY

1 **1964**
Original Kilcawley Center & Kilcawley House

2 **1971**
Main Addition

3 **1979**
North Addition

4 **2005**
Recreation Center

"[On our tours of other unions], I enjoyed seeing great examples of unifying a space with cohesive colors and branding, and how incorporating fine art into those spaces can be transformative."

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COMPETITIVE CONTEXT

BENCHMARKING
FACILITY SIZE & AGE

EXISTING KILCAWLEY CENTER
157,164 gsf
15.43 sf per student

YEARS LISTED:
Most recent significant renovation or new construction

Recommended

University	Year
YOUNGSTOWN STATE UNIVERSITY	1979
UNIVERSITY OF AKRON	2004
MIDDLE TENNESSEE STATE UNIVERSITY	2008
SOUTHEASTERN LOUISIANA UNIVERSITY	2015
UNIVERSITY OF MEMPHIS	2008
CLEVELAND STATE UNIVERSITY	2010
NORTHERN KENTUCKY UNIVERSITY	2007

0.00   2.00   4.00   6.00   8.00   10.00   12.00   14.00   16.00

Square Feet of Union Space Per Student - 2019
Identified Peers

"What I liked about the BG Student Union was the food court and eating spaces on the lower level, as well as the lounge and seating areas around it. That gave the Student Union the 'living room of campus' feel that I would like to accomplish here on our campus. I also liked how you never feel alone in the building due to the openness of it."

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COMPETITIVE CONTEXT

BENCHMARKING FACILITY SIZE & AGE

EXISTING KILCAWLEY CENTER
157,164 gsf
15.43 sf per student

YEARS LISTED:
Most recent significant renovation or new construction

Recommended

University	Year
UNIVERSITY OF NEW ORLEANS	2005
UNIVERSITY OF IDAHO	2000
VALDOSTA STATE UNIVERSITY	2010
UNIVERSITY OF WEST FLORIDA	1990
UNIV OF WISCONSIN - EAU CLAIRE	2012
YOUNGSTOWN STATE UNIVERSITY	1979
TEXAS CHRISTIAN UNIVERSITY	2008
ARKANSAS STATE UNIVERSITY	2002
INDIANA UNIVERSITY OF PENNSYLVANIA	2005
UNIVERSITY OF MONTANA	1955 (2019 STUDY)
NORTHERN KENTUCKY UNIVERSITY	2007

0   2   4   6   8   10   12   14   16

Square Feet of Union Space Per Student - 2019
Enrollment Peers

"[Would like to see] primary space for lounging - most sitting space is for eating and is not always available. Outdoor space for lounging and more green would be nice."

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PROGRAM BENCHMARKING

Components	Existing Student Union		Six Identified Peers		Peers w/Similar Enrollment	
	ASF	Percentage	ASF	Percentage	ASF	Percentage
Food Service	33,588 sf	32.3%	31,105 sf	26.7%	22,685 sf	25.9%
Large Event Space	8,840 sf	8.5%	9,066 sf	7.8%	9,719 sf	11.1%
Conference & Meeting Rooms	15,018 sf	14.4%	12,389 sf	10.6%	10,096 sf	11.5%
Bookstore	0 sf	0.0%	14,134 sf	12.1%	12,732 sf	14.5%
Additional Retail Services	2,329 sf	2.2%	4,383 sf	3.8%	4,411 sf	5.0%
Theater / Auditorium	0 sf	0.0%	4,820 sf	4.1%	2,422 sf	2.8%
Recreation / Entertainment	9,580 sf	9.2%	4,800 sf	4.1%	3,538 sf	4.0%
Lounge Space	4,910 sf	4.7%	7,768 sf	6.7%	4,946 sf	5.6%
Academic / IT	2,421 sf	2.3%	2,085 sf	1.8%	1,126 sf	1.3%
Student Organizations	7,393 sf	7.1%	8,066 sf	6.9%	5,594 sf	6.4%
Administrative	19,534 sf	18.8%	14,493 sf	12.4%	6,246 sf	7.1%
Multicultural Centers	0 sf	0.0%	2,964 sf	2.5%	809 sf	0.9%
Special / Miscellanous	343 sf	0.3%	367 sf	0.3%	3,311 sf	3.8%
Total Assignable Sq. Footage	103,956 sf		116,438 sf		87,635 sf	
Total Building Gross	157,164 sf		177,362 sf		143,457 sf	
Grossing Factor	1.51		1.52		1.64	

"When we visited, the Bowling Green student union was so open and welcoming to students."

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PROGRAM GROUPS - SMALL / CHALLENGED

Components	Existing Student Union		Six Identified Peers		Peers w/Similar Enrollment	
	ASF	Percentage	ASF	Percentage	ASF	Percentage
Food Service	33,588 sf	32.3%	31,105 sf	26.7%	22,685 sf	25.9%
Large Event Space	8,840 sf	8.5%	9,066 sf	7.8%	9,719 sf	11.1%
Conference & Meeting Rooms	15,018 sf	14.4%	12,389 sf	10.6%	10,096 sf	11.5%
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Recreation / Entertainment	9,580 sf	9.2%	4,800 sf	4.1%	3,538 sf	4.0%
Lounge Space	4,910 sf	4.7%	7,768 sf	6.7%	4,946 sf	5.6%
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Total Assignable Sq. Footage	103,956 sf		116,438 sf		87,635 sf	
Total Building Gross	157,164 sf		177,362 sf		143,457 sf	
Grossing Factor	1.51		1.52		1.64	

"I love the amenities suggested such as the black box room, pub, and community stairs. I believe some students find it hard to imagine how all of this can fit into Kilcawley today."

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PROGRAM GROUPS - LARGE

Components	Existing Student Union		Six Identified Peers		Peers w/Similar Enrollment	
	ASF	Percentage	ASF	Percentage	ASF	Percentage
Food Service	33,588 sf	32.3%	31,105 sf	26.7%	22,685 sf	25.9%
Large Event Space	8,840 sf	8.5%	9,066 sf	7.8%	9,719 sf	11.1%
Conference & Meeting Rooms	15,018 sf	14.4%	12,389 sf	10.6%	10,096 sf	11.5%
Bookstore	0 sf	0.0%	14,134 sf	12.1%	12,732 sf	14.5%
Additional Retail Services	2,329 sf	2.2%	4,383 sf	3.8%	4,411 sf	5.0%
Theater / Auditorium	0 sf	0.0%	4,820 sf	4.1%	2,422 sf	2.8%
Recreation / Entertainment	9,580 sf	9.2%	4,800 sf	4.1%	3,538 sf	4.0%
Lounge Space	4,910 sf	4.7%	7,768 sf	6.7%	4,946 sf	5.6%
Academic / IT	2,421 sf	2.3%	2,085 sf	1.8%	1,126 sf	1.3%
Student Organizations	7,393 sf	7.1%	8,066 sf	6.9%	5,594 sf	6.4%
Administrative	19,534 sf	18.8%	14,493 sf	12.4%	6,246 sf	7.1%
Multicultural Centers	0 sf	0.0%	2,964 sf	2.5%	809 sf	0.9%
Special / Miscellanous	343 sf	0.3%	367 sf	0.3%	3,311 sf	3.8%
Total Assignable Sq. Footage	103,956 sf		116,438 sf		87,635 sf	
Total Building Gross	157,164 sf		177,362 sf		143,457 sf	
Grossing Factor	1.51		1.52		1.64	

"The first thing I noticed in the Bowling Green student union was how wide open the space was. The union is not sectioned off at all. It is a very social and interactive space for students."

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NOT IN PROGRAM

6 Peers
5 schools have bookstore
10,000-22,000 asf

4 schools have theater
4,000-7,600 asf

10 Peers
8 schools have bookstore
10,000-27,000 asf

5 schools have theater
3,400-6,700 asf

Components	Existing Student Union		Six Identified Peers		Peers w/Similar Enrollment	
	ASF	Percentage	ASF	Percentage	ASF	Percentage
Food Service	33,588 sf	32.3%	31,105 sf	26.7%	22,685 sf	25.9%
Large Event Space	8,840 sf	8.5%	9,066 sf	7.8%	9,719 sf	11.1%
Conference & Meeting Rooms	15,018 sf	14.4%	12,389 sf	10.6%	10,096 sf	11.5%
Bookstore	0 sf	0.0%	14,134 sf	12.1%	12,732 sf	14.5%
Additional Retail Services	2,329 sf	2.2%	4,383 sf	3.8%	4,411 sf	5.0%
Theater / Auditorium	0 sf	0.0%	4,820 sf	4.1%	2,422 sf	2.8%
Recreation / Entertainment	9,580 sf	9.2%	4,800 sf	4.1%	3,538 sf	4.0%
Lounge Space	4,910 sf	4.7%	7,768 sf	6.7%	4,946 sf	5.6%
Academic / IT	2,421 sf	2.3%	2,085 sf	1.8%	1,126 sf	1.3%
Student Organizations	7,393 sf	7.1%	8,066 sf	6.9%	5,594 sf	6.4%
Administrative	19,534 sf	18.8%	14,493 sf	12.4%	6,246 sf	7.1%
Multicultural Centers	0 sf	0.0%	2,964 sf	2.5%	809 sf	0.9%
Special / Miscellanous	343 sf	0.3%	367 sf	0.3%	3,311 sf	3.8%
Total Assignable Sq. Footage	103,956 sf		116,438 sf		87,635 sf	
Total Building Gross	157,164 sf		177,362 sf		143,457 sf	
Grossing Factor	1.51		1.52		1.64	

"The pub at BGSU offered a great venue where student organizations could host events, like open mic nights. A great social atmosphere that will convince students to stay in the student union."
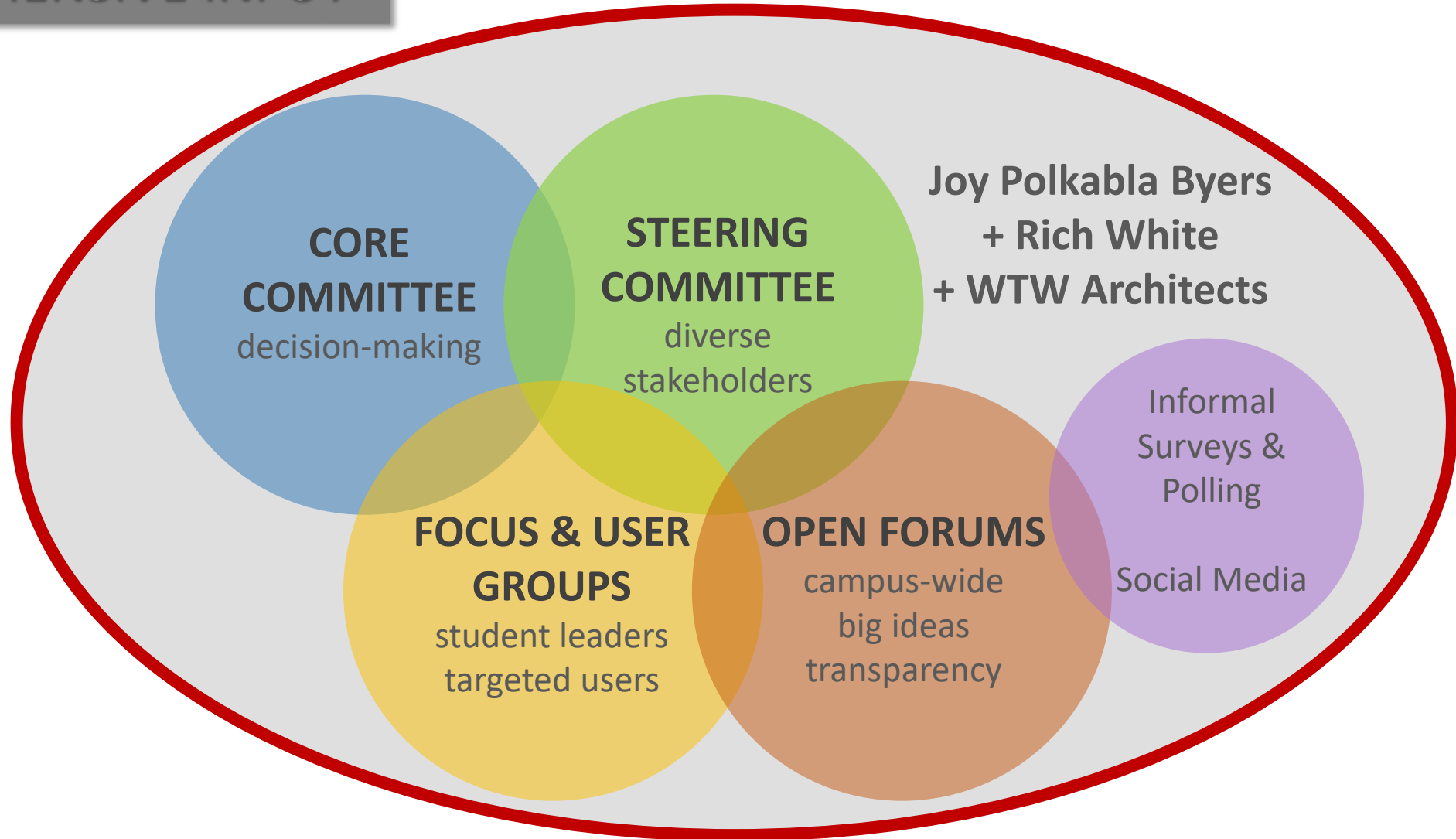
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STEERING COMMITTEE

Summer Barker*	University Architect
Joe Kerola*	Board of Trustees
Heather Chunn	VP of Operations & HR
Erin Driscoll	Exec. Director, Student Activities
John Hyden*	AVP, Facilities Maintenance
Nicholas Koupiaris	President, Student Government Assoc.
Bishal Lamichhane	Housing RA / RHA
Michael Peterson*	Board of Trustees
Jennifer Pintar	Associate Provost, Academic Admin.
Joy Polkabla Byers*	AVP, Student Experience
Stan Sweeney	Director, Kilcawley Center
Shannon Tirone	AVP, University Relations
Rich White*	Director of Planning & Construction
John Young*	Exec. Director, Auxiliary Services
Jivraj Zeeyana	YSU Student Athlete
Zachary Clark	YSU Student Employee

*Core Committee

"I'm excited about what the future holds for the Kilcawley Center when it is refreshed and renovated."

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USER INPUT & INFORMATION GATHERING

FOCUS GROUPS

WRITING CENTER	IT DEPARTMENT	PRINT SHOP
ORIENTATION	STUDENT PROGRAMMING BOARD	CANDY SHOP
ADMISSIONS	PENGUIN PANTRY	ID CARD OFFICE
PARKING	RESIDENT ASSISTANTS	COMMUTER STUDENTS
STUDENT MEDIA	STUDENT ORGANIZATIONS	ATHLETES
AUXILIARY SERVICES	STUDENT GOVERNMENT	BLACK STUDENT UNION
STUDENT AFFAIRS	STUDENT EMPLOYEES	HONORS COLLEGE
DINING & CATERING	STUDENT SECURITY	FACULTY
GRAPHICS CENTER	STUDENT COUNSELING	PRESIDENTIAL MENTORS
RESCH ACADEMIC SUCCESS CENTER	UNION STAFF OFFICE	STUDENT REPRESENTATIVES OF 47 GREEK AND STUDENT ORGANIZATIONS
ACCESS & DISABILITY SERVICES	NATIONAL GUARD	

WHO

OTHER INPUT

		OHIO UNION TOURS:	
OPEN FORUMS	STUDENT LEADERSHIP FORUM	UNIVERSITY OF AKRON	UNIVERSITY OF TOLEDO
YSU CAMPUS TOUR	MIDNIGHT BREAKFAST SURVEYING	KENT STATE UNIVERSITY	BOWLING GREEN UNIVERSITY

"I really enjoyed being able to see other college campuses in a new light when we visited the Toledo and Bowling Green student centers."

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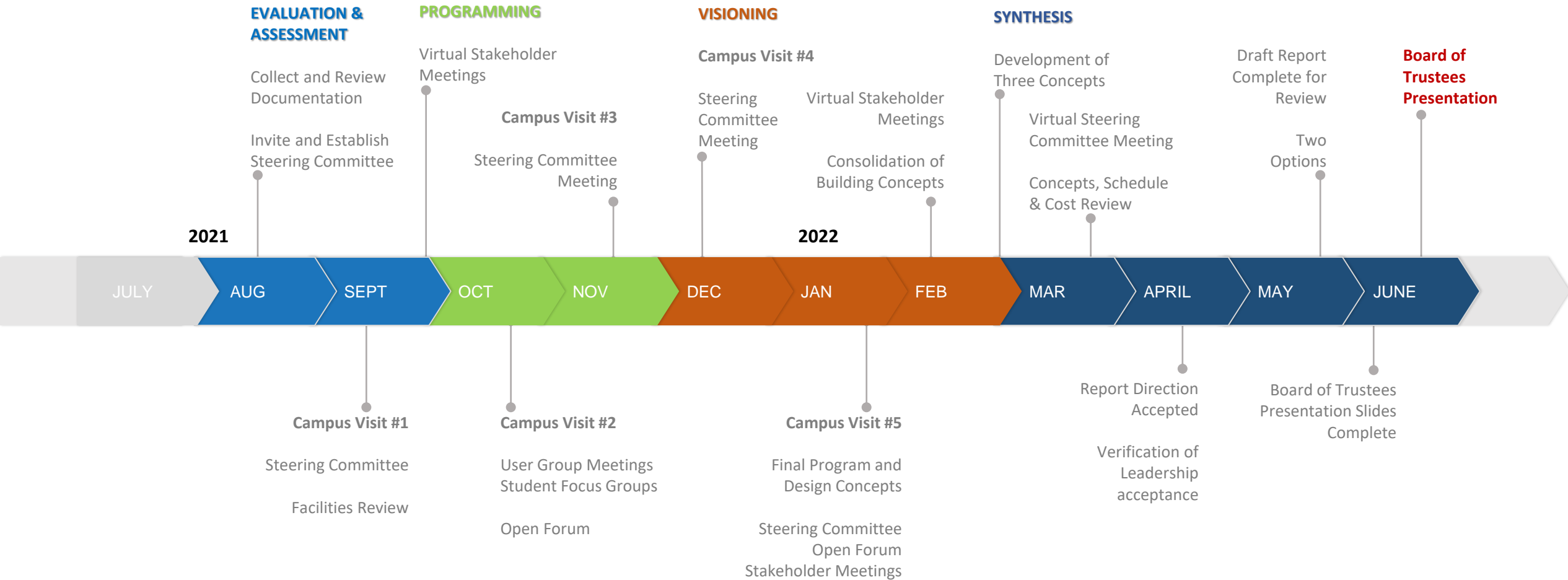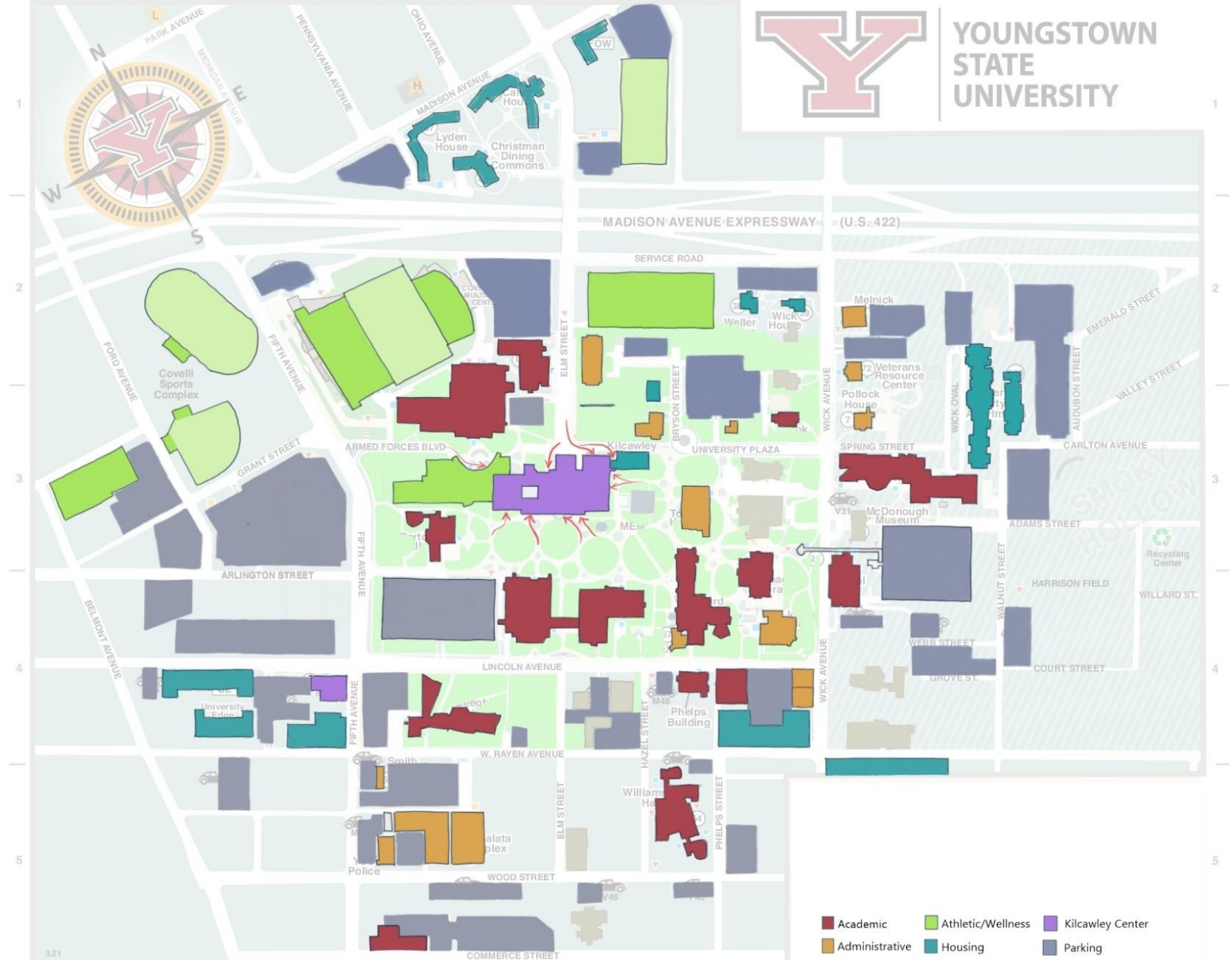
"[The Kilcawley Center] is in the prettiest area on campus to look out on and it would be a neat place for students to gather and study with that view."
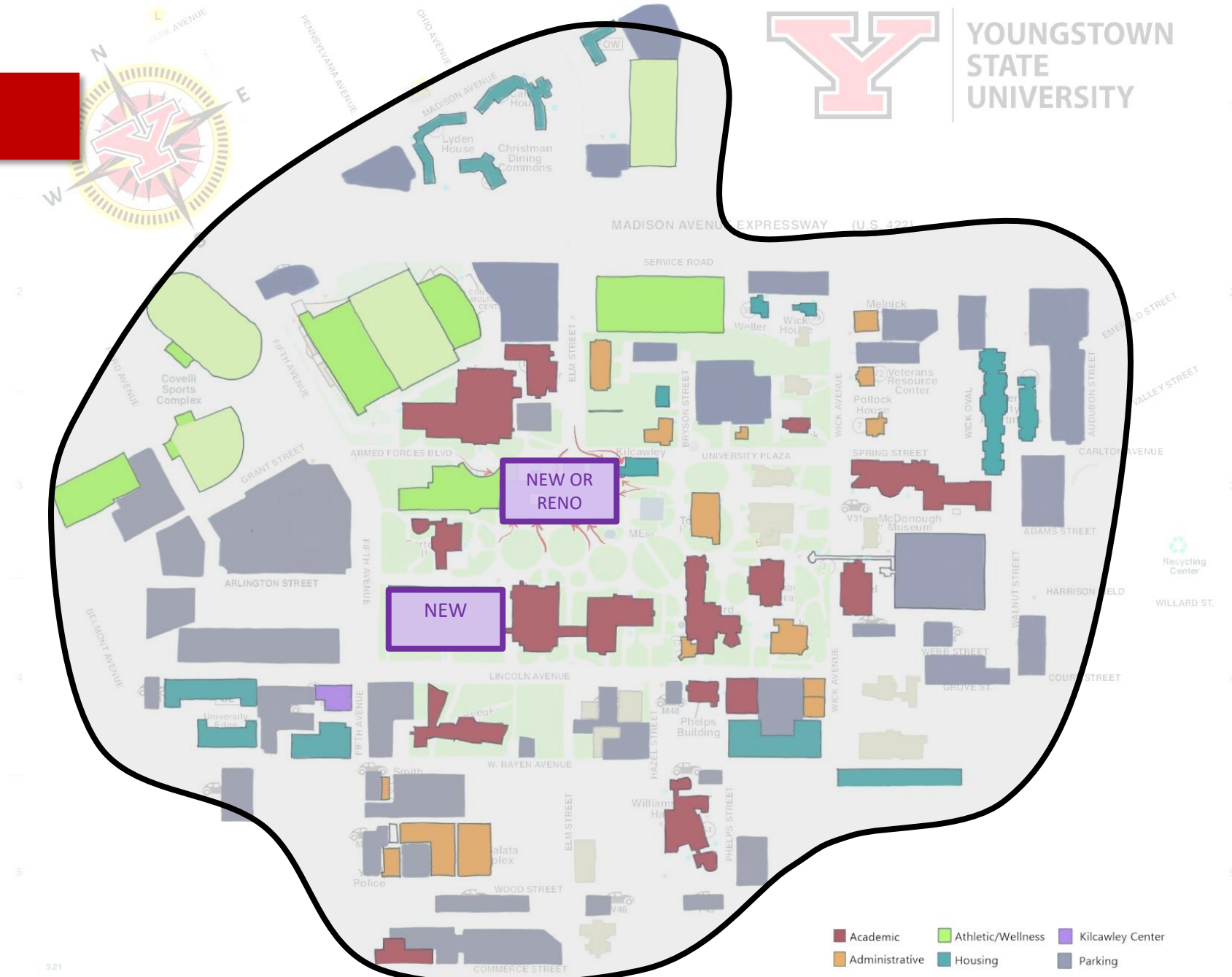
NEW BLDG CONCEPT – 5th & LINCOLN

FIRST FLOOR PLAN

CHESTNUT ROOM | KITCHEN | SERVERY | MTG | RR | FOOD | RR | INFO | BLACK BOX | RETAIL | MONUMENTAL STAIRS | DINING

FIFTH AVENUE

LINCOLN AVENUE

SECOND FLOOR PLAN

LOADING DOCK | LOUNGE | MULTI | STUDENT ORG | LOUNGE | LOUNGE | MTG | LOUNGE | COMM. KITCH. | MAKER | RETAIL | PUB / REC / GAMES | ADMIN | MTG | MTG | LOUNGE

FIFTH AVENUE

THIRD FLOOR PLAN

MECH & BLDG STORAGE | MTG | OFFICE | MTG | LOUNGE | MTG | RR | E-SPORTS GAMES

FIFTH AVENUE

New Building - 5th and Lincoln

0   1   2   3   4   5

APPROVALS & RFP
DESIGN
CONSTRUCTION
DEMOLITION
RENOVATION / NEW FAÇADE

UNION OPEN THROUGH CONSTRUCTION

FALL & SPRING SEMESTERS

STUDENT CYCLE

Full Program
165,477 GSF

$82.7M - $108.9M

No Union Closure

Smaller Program
121,260 GSF

$63.7M - $87.0M

No Union Closure. Not Tested in Plan

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NEW BLDG CONCEPT – KILCAWLEY SITE

FIRST FLOOR PLAN

SECOND FLOOR PLAN

THIRD FLOOR PLAN

New Building - Kilcawley Site

	0	1	2	3	4	5
APPROVALS & RFP						
DESIGN						
DEMOLITION						
RENOVATION / NEW FAÇADE						
CONSTRUCTION						

NO UNION - ~2.75 YEARS

FALL & SPRING SEMESTERS

STUDENT CYCLE
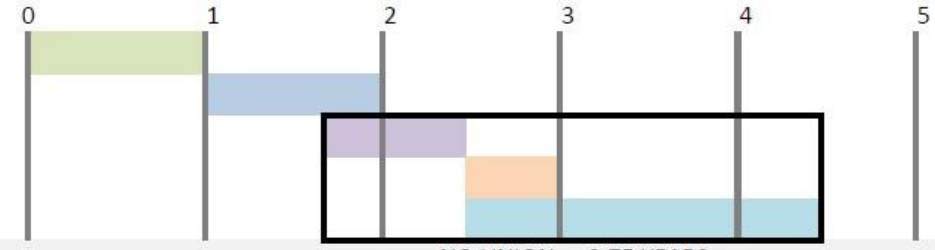
Full Program

166,555 GSF $84.1M - $109.4M

165K Program

Smaller Program

121,260 GSF $63.7M - $87.0M

Not Tested in Plan

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RENOVATION OPPORTUNITIES

- Center of Campus

- Proximity to the Fountain, Quad, & Heritage Park

- Opportunity for another Project at 5th & Lincoln

- Lower Cost than New Construction

- Address Deferred Maintenance
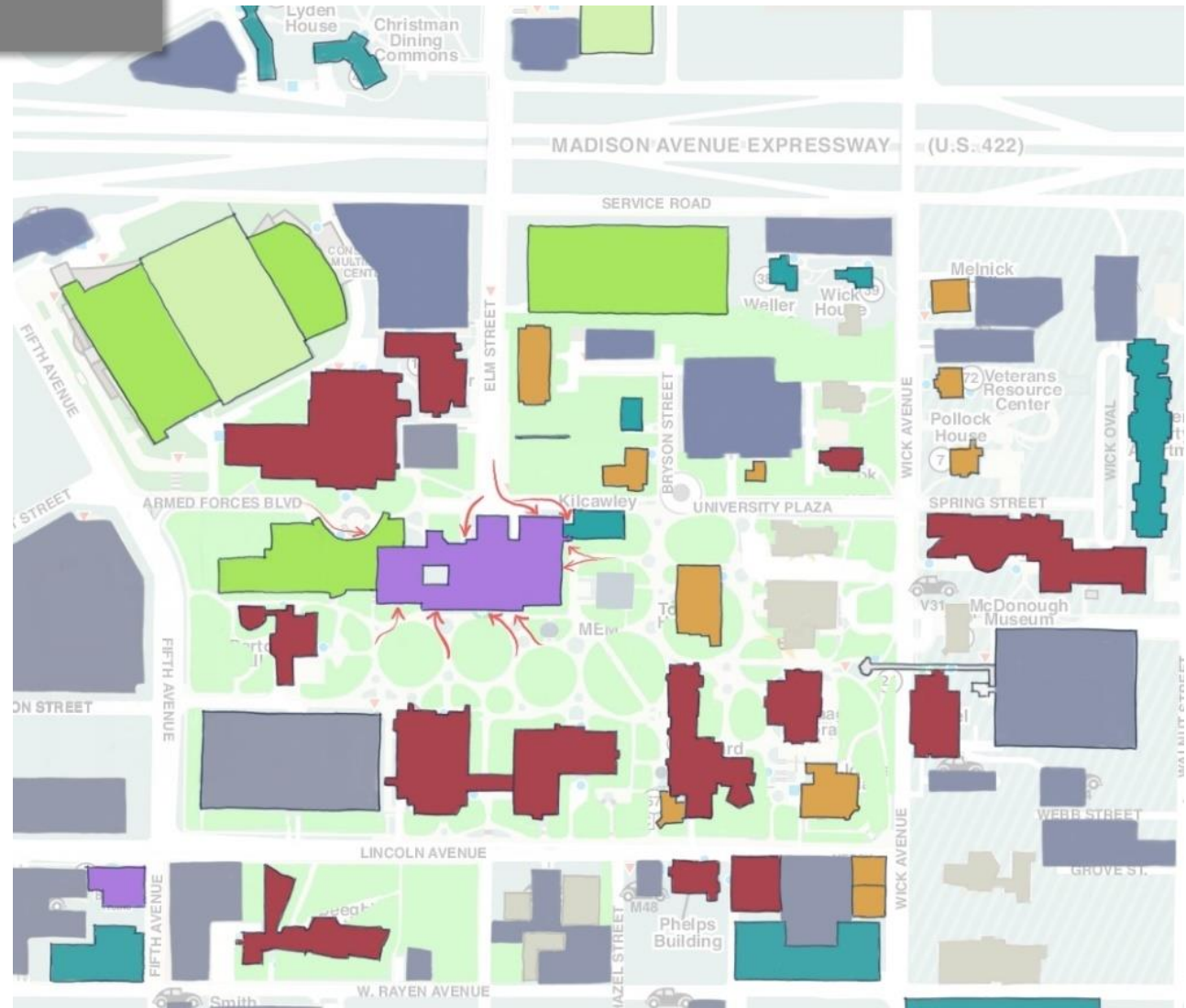
"Campus is adopting an international enrollment plan – there is projected growth in this student population. Their life is all on campus. The student union should provide them with safety and accessibility, and longer hours of use."

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RENOVATION CHALLENGES

- Lack of Union during Renovation

- Limits some Opportunities for Program Relationships

- Renovation Unknowns

- Conflicts between Service Access & Pedestrians on North Side of building
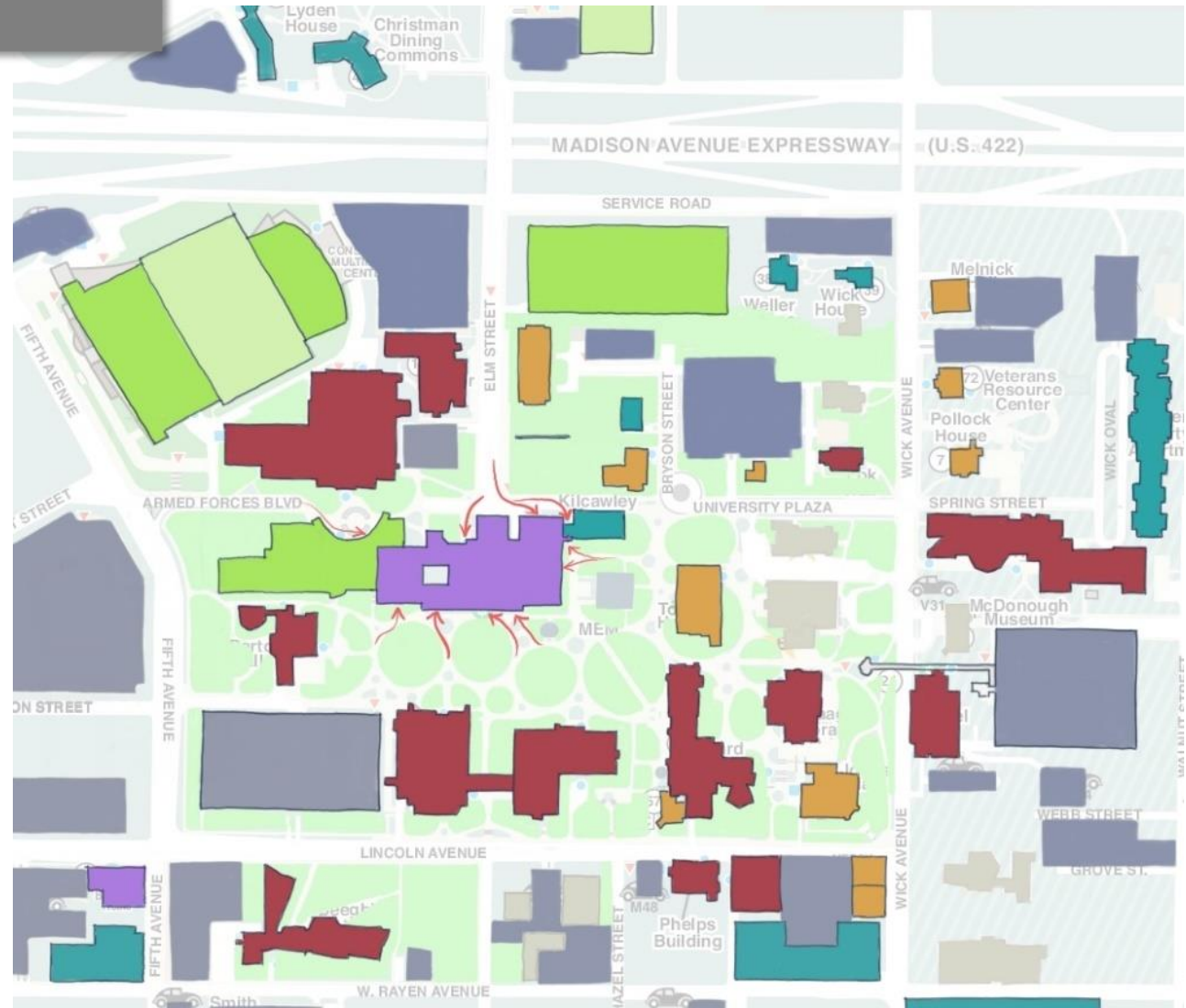
"Having an improved union is going to be a big benefit in recruiting students from outside Youngstown."

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Kilcawley Center Program Needs

Fiscally Responsible Improvements

HOW

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DEFERRED MAINTENANCE

PERKINS EASTMAN STUDY – 2018

- Documented Need for Building & Infrastructure Updates

- No WOW Factor, No New Student Spaces

- Estimated $24.7 Million Total

- $3 – $4 Million Per Year

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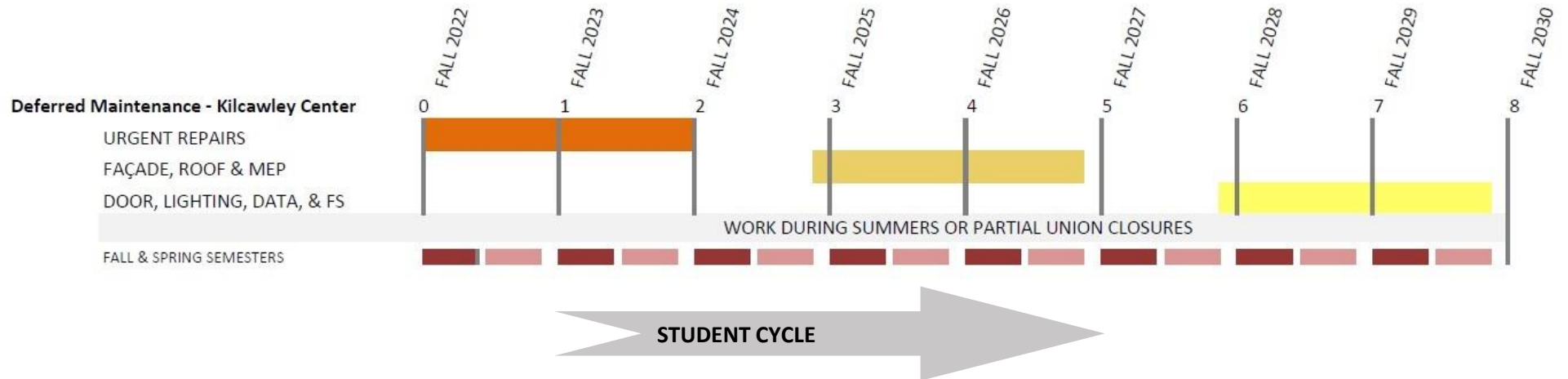
BUILDING SIZE COMPARISON

Components	Existing Student Union		Renovation Program (Larger)		Renovation Program (Smaller)	
	ASF	Percentage	ASF	Percentage	ASF	Percentage
Food Service	33,796 sf	31.4%	29,350 sf	26.3%	26,280 sf	29.8%
Large Event Space	8,840 sf	5.5%	19,250 sf	17.3%	16,970 sf	19.2%
Conference & Meeting Rooms	15,018 sf	13.8%	12,650 sf	11.4%	8,425 sf	9.5%
Bookstore	0 sf	0.0%	500 sf	0.4%	500 sf	0.6%
Additional Retail Services	2,329 sf	2.1%	1,920 sf	1.7%	1,920 sf	2.2%
Theater / Auditorium	0 sf	0.0%	0 sf	0.0%	0 sf	0.0%
Recreation / Entertainment	9,580 sf	10.7%	8,450 sf	7.6%	8,050 sf	9.1%
Lounge Space	4,910 sf	6.9%	7,250 sf	6.5%	5,100 sf	5.8%
Academic / IT	2,421 sf	2.8%	300 sf	0.3%	300 sf	0.3%
Student Organizations	7,393 sf	8.5%	9,300 sf	8.3%	7,905 sf	9.0%
Administrative	19,534 sf	16.5%	19,384 sf	17.4%	9,800 sf	11.1%
Multicultural Centers	0 sf	0.0%	750 sf	0.7%	750 sf	0.8%
Special / Miscellanous	343 sf	1.8%	2,320 sf	2.1%	2,250 sf	2.5%
Total Assignable Sq. Footage	104,163 sf		111,424 sf		88,250 sf	
Total Building Gross	157,164 sf		163,167 sf		150,546 sf	
Grossing Factor	1.51		1.46		1.71	

"What I liked the most about the Toledo Student Union was the space dedicated to their student pantry and the large event space/ballroom …they were setting up for an event in that room, and it was easy for me to imagine us having a room like that with fun events!"

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RENOVATION PROGRAM DIFFERENCES

Components	Renovation Program (Larger)		Renovation Program (Smaller)	
	ASF	Percentage	ASF	Percentage
Food Service	29,350 sf	26.3%	26,280 sf	29.8%
Large Event Space	19,250 sf	17.3%	16,970 sf	19.2%
Conference & Meeting Rooms	12,650 sf	11.4%	8,425 sf	9.5%
Bookstore	500 sf	0.4%	500 sf	0.6%
Additional Retail Services	1,920 sf	1.7%	1,920 sf	2.2%
Theater / Auditorium	0 sf	0.0%	0 sf	0.0%
Recreation / Entertainment	8,450 sf	7.6%	8,050 sf	9.1%
Lounge Space	7,250 sf	6.5%	5,100 sf	5.8%
Academic / IT	300 sf	0.3%	300 sf	0.3%
Student Organizations	9,300 sf	8.3%	7,905 sf	9.0%
Administrative	19,384 sf	17.4%	9,800 sf	11.1%
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Special / Miscellanous	2,320 sf	2.1%	2,250 sf	2.5%
Total Assignable Sq. Footage	111,424 sf		88,250 sf	
Total Building Gross	163,167 sf		150,546 sf	
Grossing Factor	1.46		1.71	

PROGRAM REDUCTIONS

Food Service – Reduction by 10%

Black Box Theater/Pub
- Reduce to 100 seats
- Single story instead of two
- No retractable seating

Meeting Rooms reduced by 1/3rd

Lounge space reduced by 25%

Student Org Space reduced by 15%

Counseling, Disability Services, Resch Academic Center moved to Library

CAN MAKE FOOTPRINT SMALLER IN DESIGN PROCESS

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Program Highlights

FOOD SERVICE

CONSOLIDATE STATIONS

DINING SEATING OPEN TO CIRCULATION

REPLACE FOOD SERVICE EQUIPMENT

LARGE EVENT SPACE

ENLARGE CHESNUT ROOM

- IMPROVE VIEWS
- MAKE DIVIDABLE
- PROVIDE SUPPORT SPACE
- PROVIDE STORAGE SPACE

CASUAL BLACK BOX / PUB FOR STUDENT PROGRAMMING

MEETING ROOMS

TRANSPARENCY

VARIED SIZES, MORE SMALL ROOMS

INTEGRATED TECHNOLOGY

WHITE BOARDS
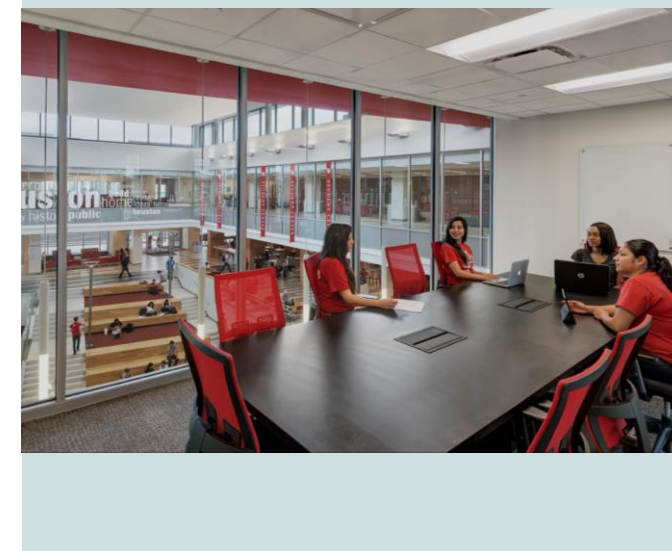
"The Chestnut Room is awkward and there is no good pre-function space. Students study in Chestnut when it isn't being used because it is quiet. Designated study space isn't quiet enough because there is a lot of noise from food service. There is no alternate hangout that isn't food focused - Feel like you have to pay to sit in other spaces."

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Program Highlights

RETAIL

LARGER CONVENIENCE STORE

SPIRIT SHOP

FLEXIBLE SPACE FOR FUTURE RETAIL

POSSIBLE PACKAGE LOCKERS

ENTERTAINMENT

BETTER VISIBILITY & CONNECTIVITY

LATE NIGHT FOOD IN COVE

COMMUNITY VIDEO SCREEN
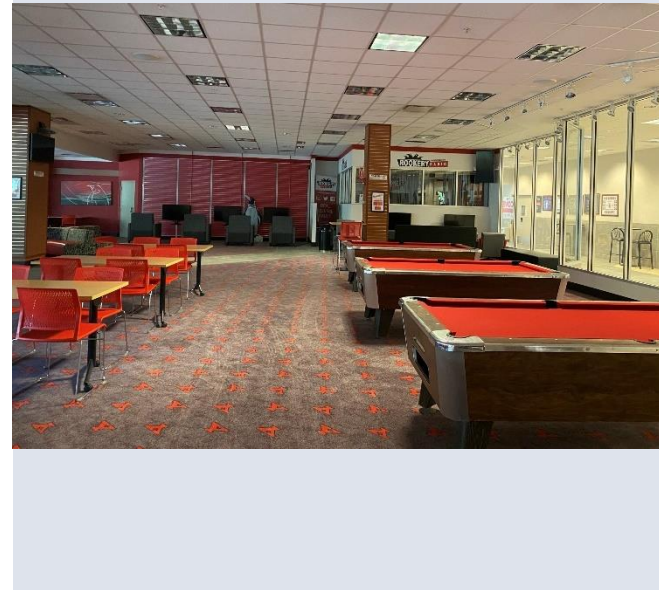
LOUNGE

OPEN TO CIRCULATION

BUILDING CROSSROADS

SOCIAL STAIR

"...more group study and collaboration spaces for student organizations would benefit campus life at YSU immensely."

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Program Highlights

STUDENT ORG

STUDENT INVOLVEMENT LEADERSHIP SUITE

- STUDENT GOVERNMENT
- PENGUIN PRODUCTIONS
- STUDENT ORG SPACE

JOURNALISM WORKSHOP

RADIO

STUDENT SERVICES

CO-LOCATE INFO DESK, STUDENT UNION OFFICES & ID CARD OFFICE

IT HELP DESK

GRAPHIC SERVICES

STUDENT ACTIVITIES STAFF

MISCELLANEOUS

MAKER SPACE

MULTICULTURAL LOUNGE

COMMUNITY KITCHEN
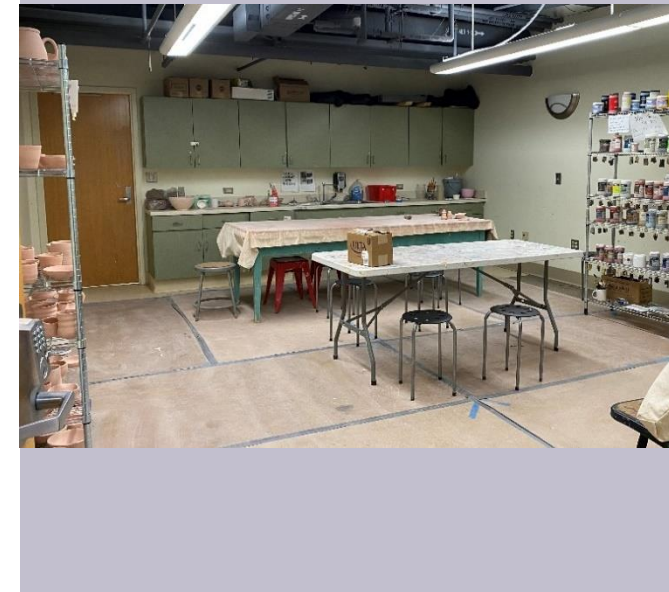
"…top ten skills that employers are looking for in candidates…—problem solving, communication, ability to work in a team, leadership—are developed within student organizations. An investment in a renovation to our student center in an investment in the career readiness of our students."

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"A place for networking would be great. Like the Chestnut Room but less formal."

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PROPOSED DINING SEATING – FULL PROGRAM

"Through our tours at BGSU and Toledo, we saw students actively engaged in meetings in open areas, or even just hanging out together enjoying lunch. At YSU, the only true places we have right now for that are Wendy's and the 4th & 5th floors of the library."

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RENOVATION CONCEPT– 1ST FLR

- Well Defined Entrances
- **Easy to Find Program from Entrances**
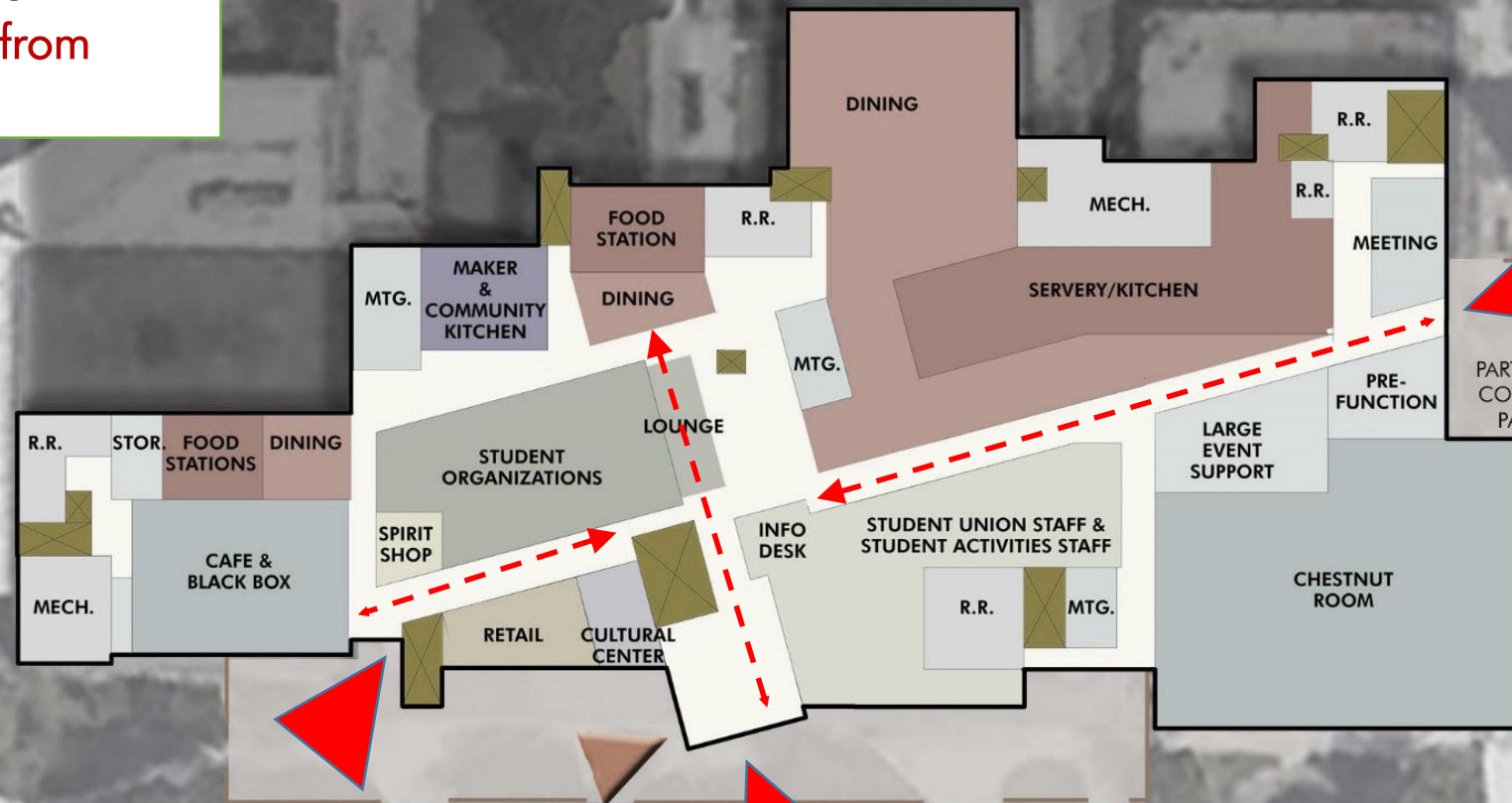
"Bring dining spaces together – provide opportunities to stay on campus between or after classes. A more welcoming building is better for recruitment, especially for commuters."

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RENOVATION CONCEPT– 1ST FLR

- Orient Program around Building Crossroad
- Consolidate Dining and Open Seating
- Expand & Better Support Chestnut Room
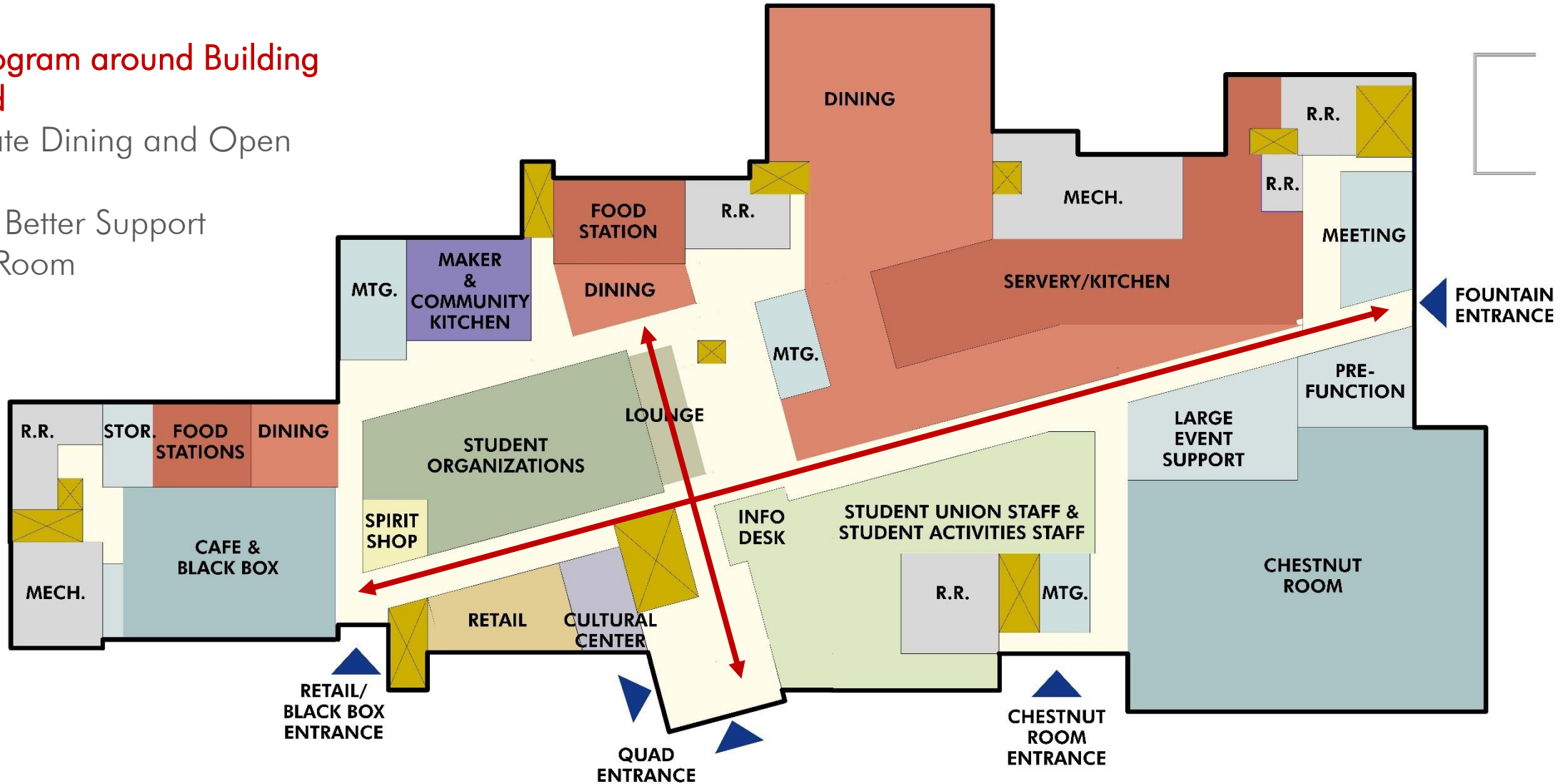
"Job skills are learned through involvement in student organizations, and the student organizations need an effective home base to serve as a foundation for skill development."

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RENOVATION CONCEPT– 1ST FLR

- Orient Program around Building Crossroad
- **Consolidate Dining and Open Seating**
- Expand & Better Support Chestnut Room
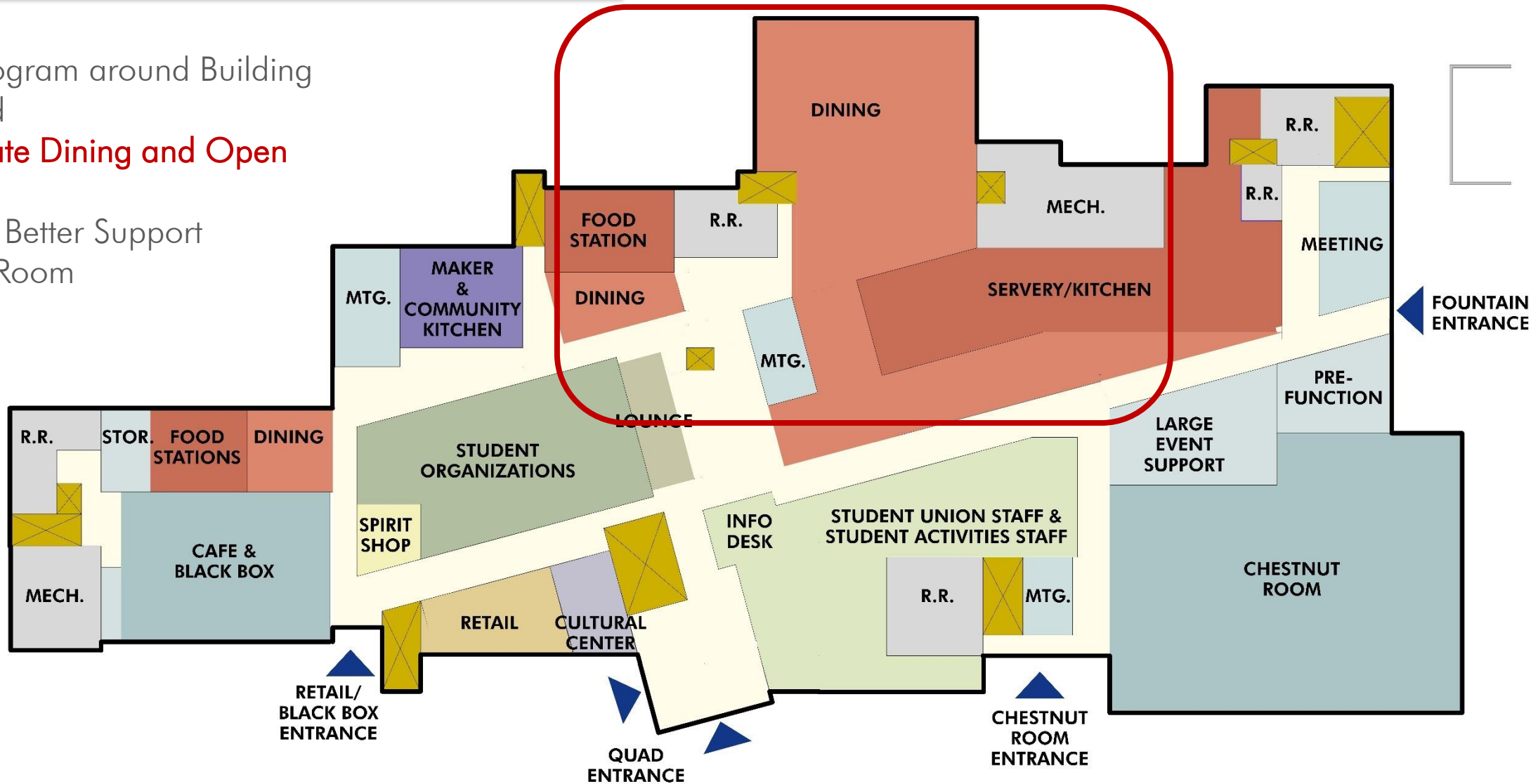
"When high school events are held in the student center, it feels like they invade the YSU student spaces."

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RENOVATION CONCEPT– 1ST FLR

- Orient Program around Building Crossroad
- Consolidate Dining and Open Seating
- Expand & Better Support Chestnut Room
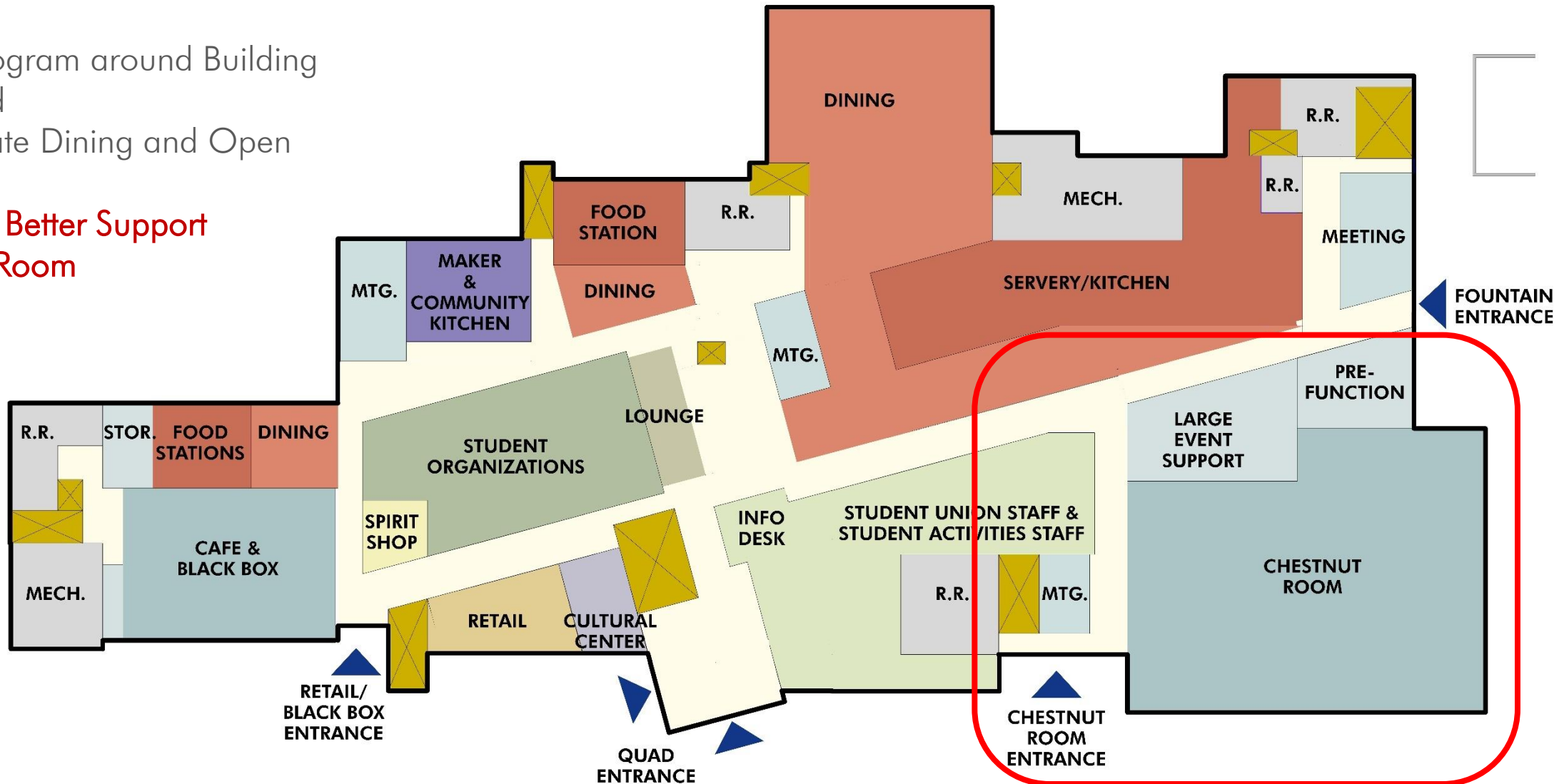
"The Food pantry needs more space, and a bit more privacy. Could share space or storage or adjacency with the community kitchen."

RENOVATION CONCEPT– 2ND FLR

- Easy to Find Program from Entrance
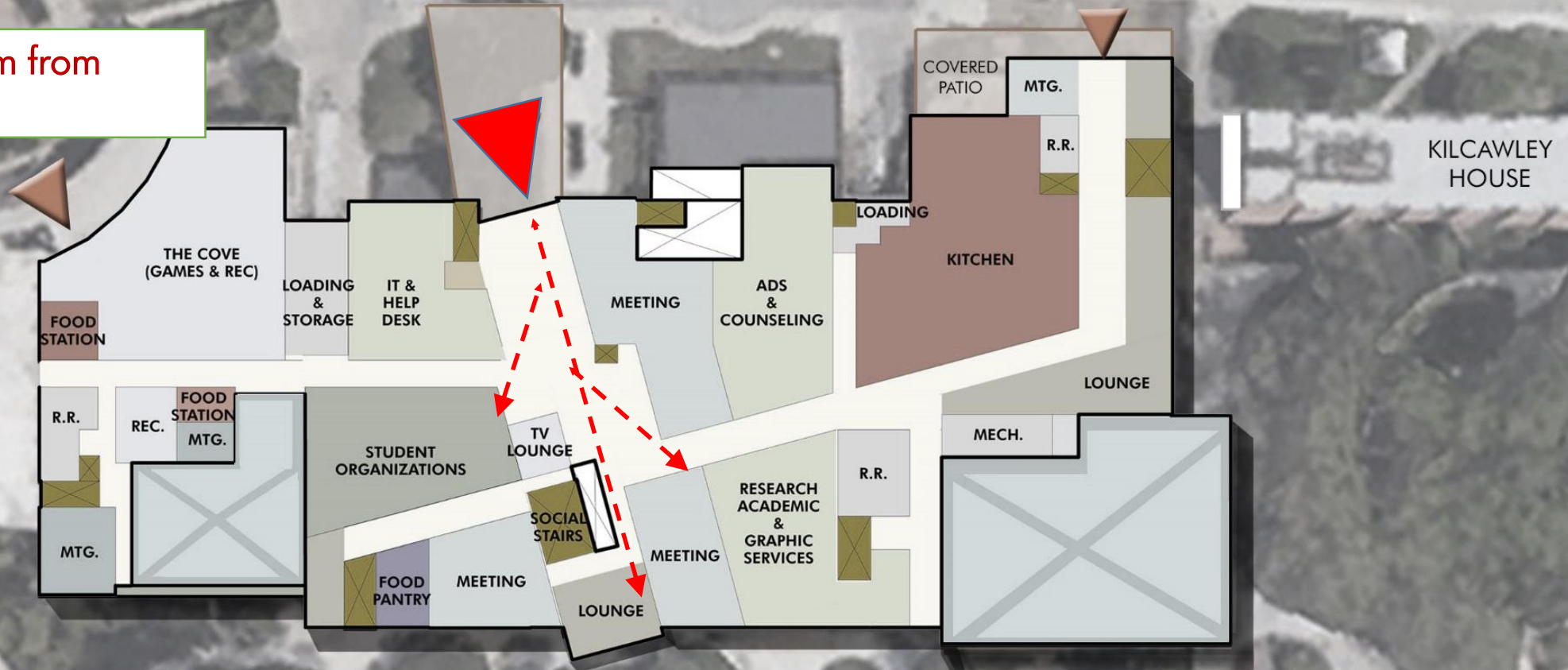
"Don't want to improve outdoor spaces at the expense of indoor spaces since much of the school year is in the colder/wetter months."

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RENOVATION CONCEPT – 2ND FLR

- **Orient Program around Building Crossroad**
- Visual connection to Cove & Rec
- Prominent & Transparent Meeting & Student Org Space

ENTRANCE @ WEST SPRING ST.

MTG.

R.R.

ENTRANCE FACING ELM ST.

ENTRANCE @ REC

THE COVE (GAMES & REC)

FOOD STATION

LOADING & STORAGE

IT & HELP DESK

LOADING

KITCHEN

MEETING

ADS & COUNSELING

LOUNGE

R.R.

REC.

FOOD STATION

MTG.

STUDENT ORGANIZATIONS

TV LOUNGE

MECH.

R.R.

MTG.

SOCIAL STAIRS

RESEARCH ACADEMIC & GRAPHIC SERVICES

FOOD PANTRY

MEETING

MEETING

LOUNGE
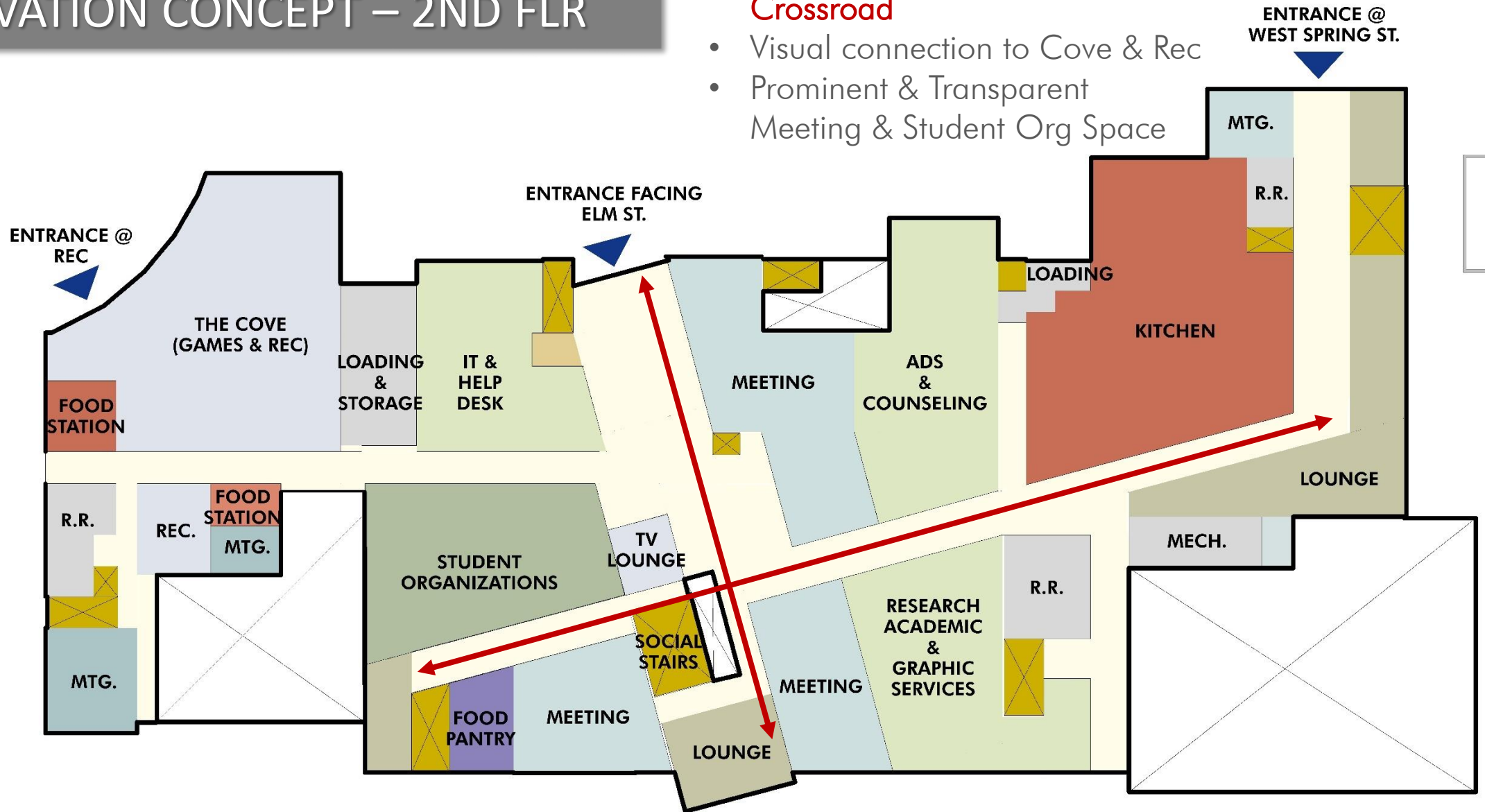
"I like the central atrium idea because there are no spaces in the building that you are drawn to – no central image."

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RENOVATION CONCEPT – 2ND FLR

- Same circulation on upper floor with expansive views & connections
- **Visual connection to Cove & Rec**
- Prominent & Transparent Meeting & Student Org Space
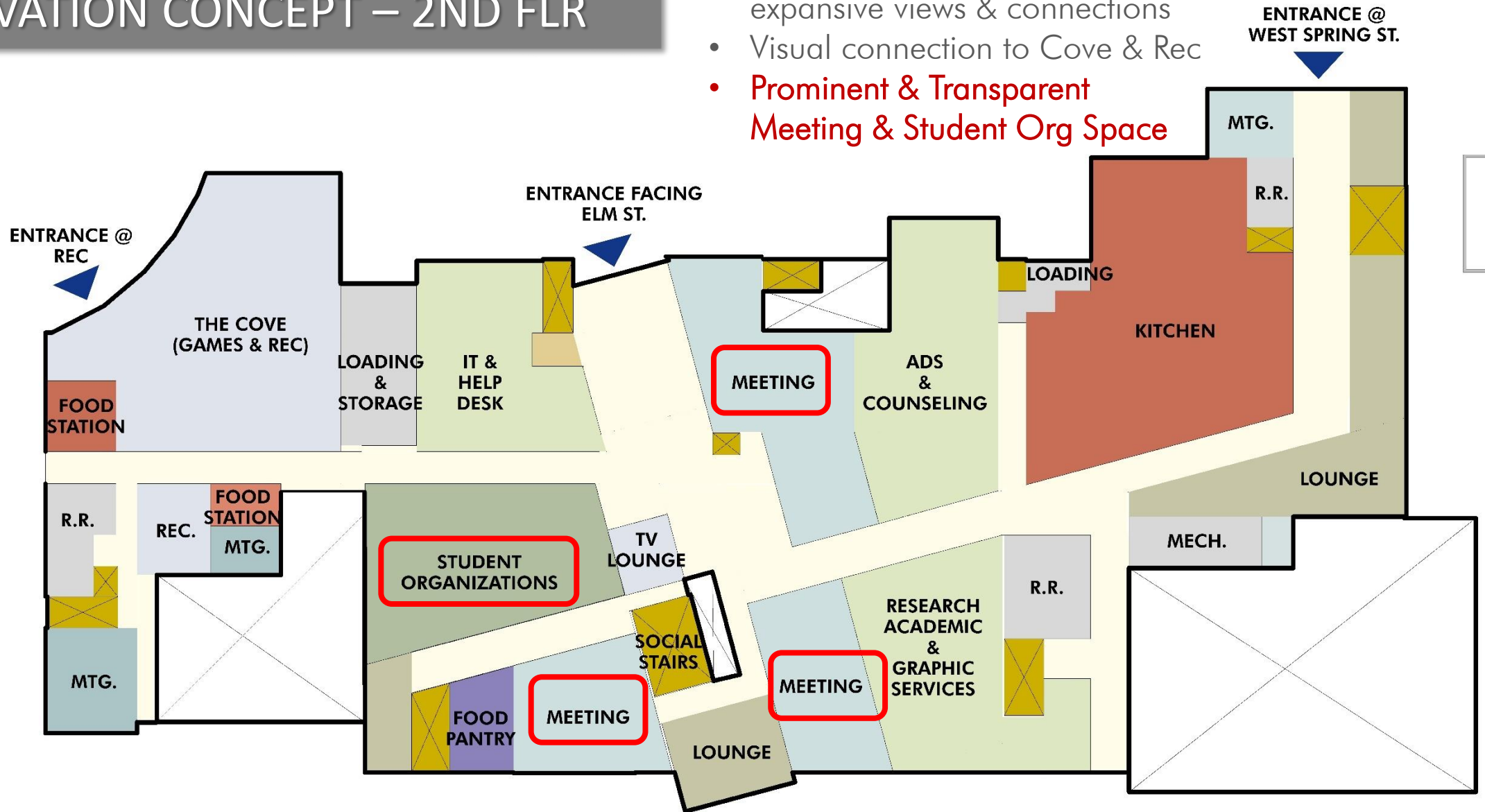
ENTRANCE @ WEST SPRING ST.

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MTG.

STUDENT ORGANIZATIONS

TV LOUNGE

MECH.

R.R.

MTG.

SOCIAL STAIRS

RESEARCH ACADEMIC & GRAPHIC SERVICES

FOOD PANTRY

MEETING

MEETING

LOUNGE

"We like the idea of the info desk being the front office of the KC staff – it allows professional staff to support student staff, and creates a positive front door."

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CONCEPT HIGHLIGHTS

A renovation/addition to the Kilcawley Center Student Union achieves the following:

• Improves Student Organization, Lounge, and Assembly Spaces – More Collaboration

• Increases Indoor-Outdoor Connection

• Improves Building Entrances

• Addresses Wayfinding Challeneges

• Public Access to Views of Quad

• Consolidates Food Service with Open Dining Seating

• Addresses Deferred Maintenance

• Expands the Chestnut Room and Improves its Function

• Improves Building Accessibility, Emergency Egress, and Code Compliance

• Improves Connectivity between the Kilcawley Center and the Recreation Center

• Develops Landscape Adjacent to Entrances

"International students need a place like home. A quiet place to read and study, and where they can find diverse food options."

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RENOVATION CONCEPT – FULL PROGRAM

FIRST FLOOR PLAN

SECOND FLOOR PLAN

Renovation of Kilcawley

APPROVALS & RFP
DESIGN
DEMOLITION
CONSTRUCTION

NO UNION - ~2.5 YEARS

FALL & SPRING SEMESTERS

STUDENT CYCLE

Kilcawley Center Renovation – Full Program

163,167 GSF $42.7M - $56.8M

"I like seeing students gathered in the building and feeling their energy."

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RENOVATION CONCEPT – SMALL PROGRAM
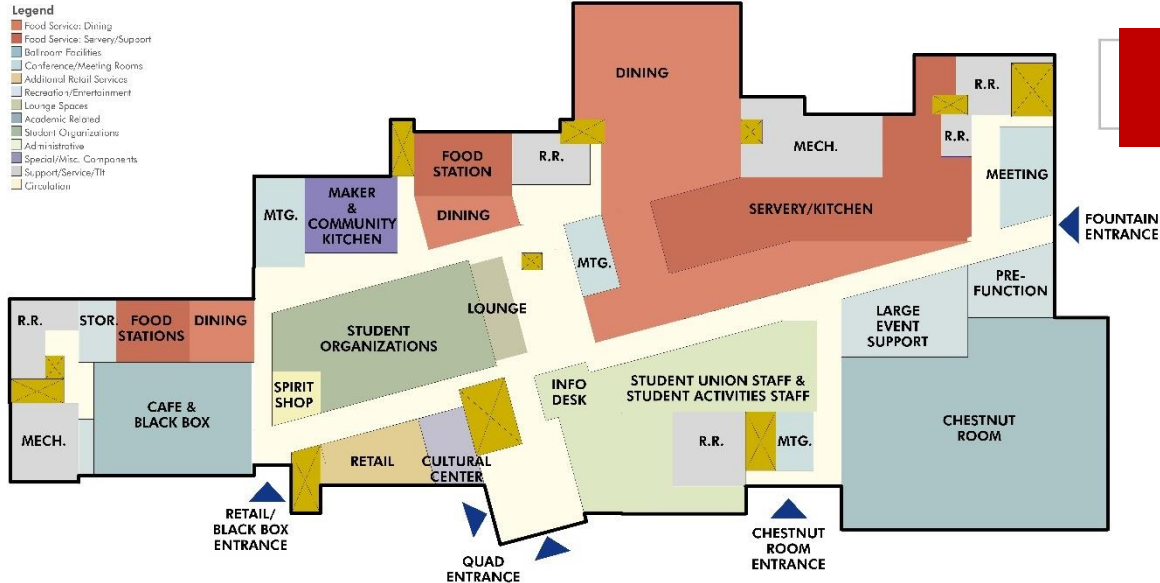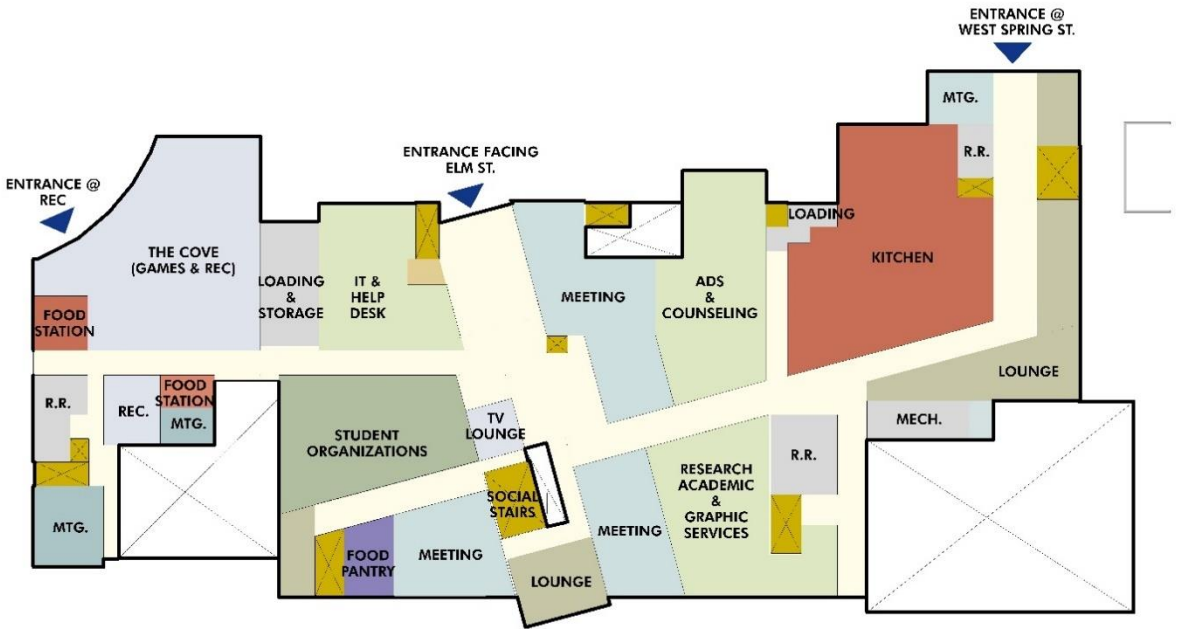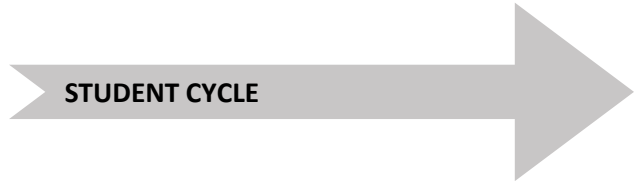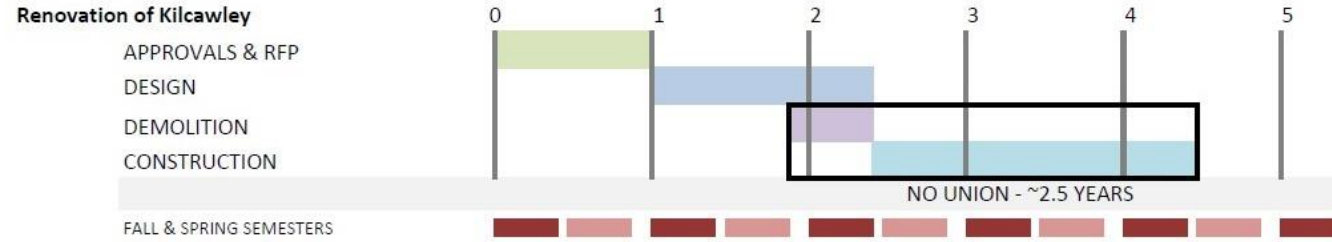
FIRST FLOOR PLAN
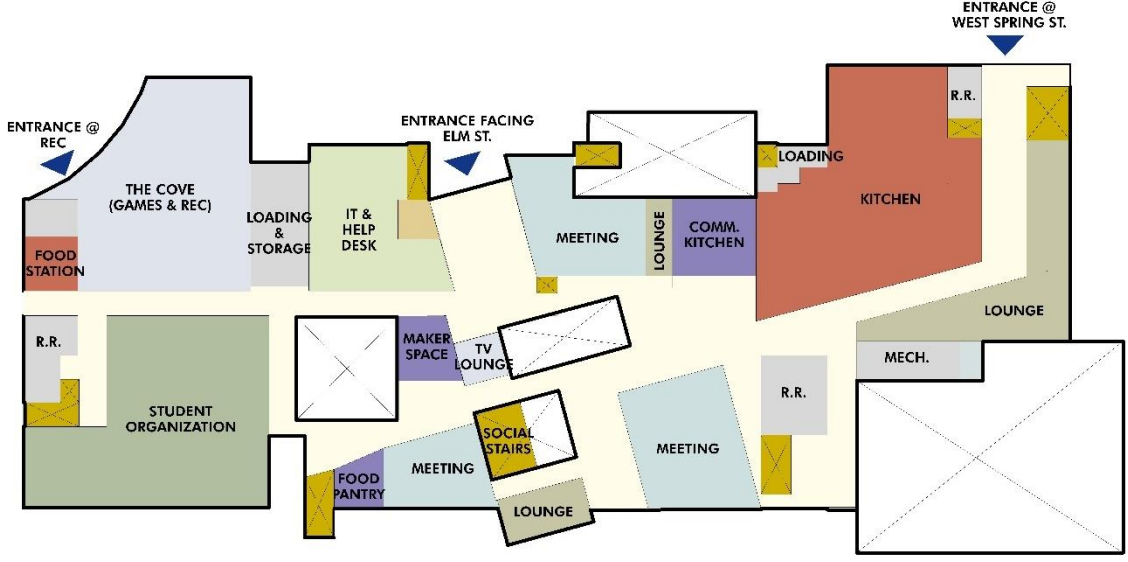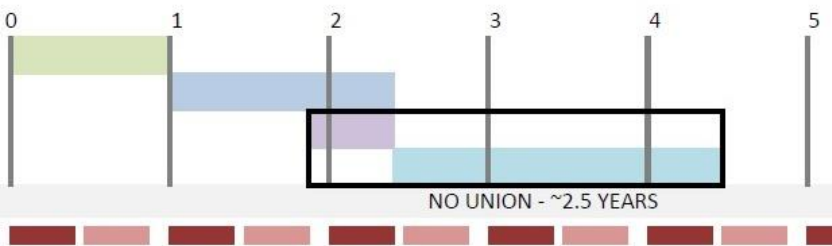
SECOND FLOOR PLAN

Kilcawley Center Renovation

150,546 GSF $34.7M - $46.1M

Small Program could fit in building

125,000-130,000 GSF $31M – $40M

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OPTIONS EXPLORED	Anticipated Area	Estimated Project Cost	Timeline	Rationale
Deferred Maintenance - Kilcawley Center	157,164 GSF	$24.7M	3 phases 8 years	Infrastructure Only – **No Wow Factor**, No New Student Space
New Building - 5th and Lincoln	165,477 GSF	$82.7M - $108.9M	5 Yrs Project 3 Yrs Const.	**No Union Closure**. Moves from center of campus. Extends Food Desert. Busy streets limit outside event space.
New Building - Kilcawley Site	165,477 GSF	$84.1M - $109.4M	4.5 Yrs Project 2.75 Yrs Const.	Longer Closure. New Construction more Expensive. **Responsive to student input** - Keeps union in heart of campus.
New Building – Smaller Program	121,260 GSF	$63.7M - $87.0M	4.5 Yrs Project 2.5 Yrs Const.	New Building. Not tested in plan. Limitations of site due to previous foundations.
Kilcawley Center Renovation	163,167 GSF	$42.7M - $56.8M	4.5 Yrs Project 2.5 Yrs Const.	Full Program. Good access to campus core. **No union during renovation.** Limited demolition.
Kilcawley Center Renovation	150,105 GSF	$34.7M - $46.1M	4.5 Yrs Project 2.5 Yrs Const.	Smaller Program. Good access to campus core. **Larger footprint than program requires.** Limited demolition
Kilcawley Center Renovation	128,105 GSF	$31M - 40M	4.5 Yrs Project 2.5 Yrs Const.	Smaller Program. Good access to campus core. **Footprint aligned with program needs.** Responds to enrollment decline and online offerings.

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ALIGNMENT WITH STRATEGIC PLANNING

STUDENT FUTURES & LIFELONG LEARNING

- …**create environments that empower students** to acquire intellectual and social capital to realize individual aspirations.

- Adopt a **student-centered approach to all University operations** and policies that values and includes all students.

GOAL: Implement best practices that address student needs throughout the life cycle to increase persistence, completion and postgraduate success

Strategy: Enhance student experiences through implementation of specific initiatives designed to actively engage them in co-curricular and extra-curricular activities

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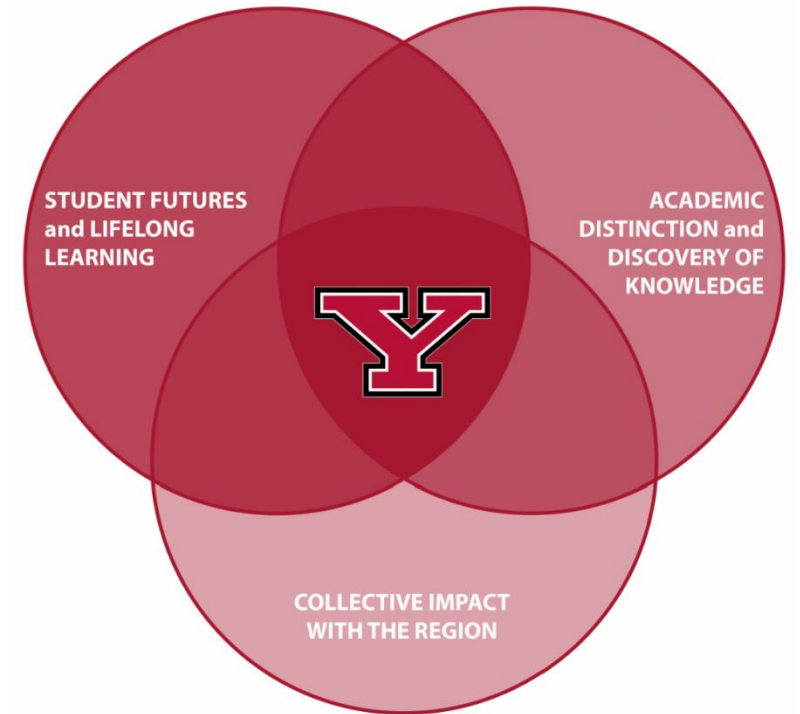
"Our campus needs a "living room" type of Student Union to encourage more collaboration and social activities. This will keep students on campus longer and create a more buzzing social environment that will retain current students and attract new ones."

RECRUITMENT   RETENTION   INCLUSION

THANK YOU

"I'm excited about what the future holds for the Kilcawley Center when it is refreshed and renovated."

wtw architects

YOUNGSTOWN STATE UNIVERSITY
Reportable Budget and Interfund Transfers
Quarter Ended March 31, 2022

BUDGET TRANSFERS WITHIN THE OPERATING BUDGET (i.e., General Fund and Auxiliaries):

FROM	TO	AMOUNT	REASON
None			

TRANSFERS OUTSIDE OF THE OPERATING BUDGET:

FROM	TO	AMOUNT	REASON
Parking Services Plant Reserve (Auxiliary Plant Fund)	West of Fifth and Commerce Street Parking Lots (Auxiliary Plant Fund)	$800,000	Approved by Board in March.
Parking Services Plant Reserve (Auxiliary Plant Fund)	M-30 Parking Renovations (Auxiliary Plant Fund)	$750,000	Approved by Board in March.
Insurance Deductible (Unrestricted Plant Fund)	University Professor Islamic Study (Restricted Gift Fund)	$76,182	To fund uncollected restitution.
General Fund Plant Reserve (Unrestricted Plant Fund)	Building Demolition (Unrestricted Plant Fund)	$75,000	To fund demolition projects.
Technology/Lab Material Fees (Designated Fund)	BCOE Room Renovations (Unrestricted Plant Fund)	$69,130	To fund furniture for McKay Auditorium.
College Fees (Designated Fund)	BCOE Room Renovations (Unrestricted Plant Fund)	$51,170	To fund furniture for McKay Auditorium.
Outdoor Athletic Facility Gifts (Restricted Gift Fund)	Debt Service Reserve - Outdoor Athletic Gifts (Restricted Gift Fund)	$50,000	Transfer final pledge payment to debt service reserve fund.
Housing Services Plant Reserve (Auxiliary Plant Fund)	Lyden Bathroom Renovations (Auxiliary Plant Fund)	$45,000	To fund renovation project.
General Fund Plant Reserve (Unrestricted Plant Fund)	Property Acquisition Fund (Unrestricted Plant Fund)	$29,171	To fund 2021 real estate taxes.

TRANSFERS OUTSIDE OF THE OPERATING BUDGET:

FROM	TO	AMOUNT	REASON
Perkins Loan Fund (Restricted Loan Fund)	Scholarship Reserve (Designated Fund)	$29,003	Transfer of institutional share of excess cash in Perkins Loan Fund.
HEERF 2 Institutional Portion (Restricted Fund)	Housing Services (Auxiliary Fund)	$26,317	Reimburse lost revenue due to contract terminations for COVID related reasons.

Youngstown State University
Fiscal Year 2022 Third Quarter Diversity Spend Report
January 1, 2022 through March 31, 2022

Diversity Spend - Goods and Services (excludes EDGE and construction)	FY2022 3rd QTR	FY2022 Percent of Addressable	FY2022 YTD	FY2022 Percent of Addressable	FY2021 3rd QTR	FY2021 Percent of Addressable	FY2021 YTD	FY2021 Percent of Addressable
MBE - Ohio Certified	$ 138,786	2.21%	$ 421,428	2.48%	$ 60,647	1.58%	$ 234,274	1.76%
MBE - Other Certified	6,898	0.11%	20,862	0.12%	35	0.00%	428	0.00%
Disability Challenged	146,420	2.33%	410,701	2.42%	145,229	3.78%	338,921	2.55%
Recycled Materials	0	0.00%	49,762	0.29%	260	0.01%	65,663	0.49%
Veteran Owned	58,383	0.93%	298,191	1.75%	3,278	0.09%	3,506	0.03%
Woman Owned	13,279	0.21%	53,652	0.32%	4,825	0.13%	25,653	0.19%
Total Diversity Spend	**$ 363,766**	**5.79%**	**$ 1,254,597**	**7.38%**	**$ 214,274**	**5.57%**	**$ 668,445**	**5.03%**
Total Addressable Spend - Goods and Services	**$ 6,279,419**	**100.00%**	**$ 16,996,181**	**100.00%**	**$ 3,845,215**	**100.00%**	**$ 13,279,217**	**100.00%**

EDGE Spend - Goods, Services, and Construction	3rd QTR	Percent of Addressable	YTD	Percent of Addressable	3rd QTR	Percent of Addressable	YTD	Percent of Addressable
EDGE - Ohio Certified - Construction	$ 18,075	0.26%	$ 2,323,845	11.88%	$ 304,500	5.71%	$ 385,000	2.22%
Total EDGE Spend	**$ 18,075**	**0.26%**	**$ 2,323,845**	**11.88%**	**$ 304,500**	**5.71%**	**$ 385,000**	**2.22%**
Total Addressable Spend - Goods, Services, and Construction	**$ 6,936,390**	**100.00%**	**$ 19,563,169**	**100.00%**	**$ 5,334,408**	**100.00%**	**$ 17,368,634**	**100.00%**

Definitions:

MBE (Minority Business Enterprise): The MBE program is designed to assist minority businesses in obtaining state government contracts for goods and services. (Unlike the Encouraging Diversity, Growth and Equity program, the MBE program does not apply to construction contracts.) The State of Ohio developed the program because it recognized the need to encourage, nurture and support the growth of minority businesses to foster their development and increase the number of qualified competitors in the marketplace.

EDGE (Encouraging Diversity, Growth, and Equity Program): The EDGE program is designed to assist socially and economically disadvantaged businesses in obtaining state government contracts in the following areas: construction, architecture and engineering; professional services; goods and services; and information technology services. (In contrast to the Minority Business Enterprise program, the EDGE program does apply to construction contracts.) The State of Ohio developed the program because it recognizes the need to encourage, nurture, and support the growth of economically and socially disadvantaged businesses to foster their development and increase the number of qualified competitors in the marketplace.

Youngstown State University (YSU) does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion or veteran/military status in its programs or activities. Please visit YSU's Commitment to Accessibility webpage for contact information for persons designated to handle questions about this policy.

Youngstown State University
Diversity Spend Detail Report - Goods and Services
(excludes EDGE and construction)
January 1, 2022 through March 31, 2022

Minority Business Enterprise (MBE) - Ohio Certified

Name	Address	Type of Contract	Purchases
Brown Enterprise Solutions	5935 Wilcox Place, Suite E, Dublin, Ohio 43016	Computer Supplies	$ 47,880
BES Solutions	5935 Wilcox Place, Suite E, Dublin, Ohio 43016	Office Supplies	12,768
Subtotal - MBE - Ohio Certified			**$ 138,786**

Minority Business Enterprise (MBE) - Other Certified

Name	Address	Type of Contract	Purchases
Staples - Tier 2	4170 Highlander Parkway, Richfield, Ohio 44286	Office Supplies	$ 6,898
Subtotal - MBE - Other Certified			**$ 6,898**

Disability Challenged

Name	Address	Type of Contract	Purchases
Compass Family Services	535 Marmion Avenue, Youngstown, Ohio 44502	Janitorial Services	$ 145,229
Staples - Tier 2	4170 Highlander Parkway, Richfield, Ohio 44286	Office Supplies	1,191
Subtotal - Disability Challenged			**$ 146,420**

Recycled Materials

Name	Address	Type of Contract	Purchases
Staples - Tier 2	4170 Highlander Parkway, Richfield, Ohio 44286	Office Supplies	$ -
Subtotal - Recycled Materials			**$ -**

Veteran Owned

Name	Address	Type of Contract	Purchases
McRoyal Industries Inc.	1421 Lilac Street, Youngstown, Ohio 44502	Maintenance Supplies	$ 2,401
Techsmith	P.O. Box 26095, Lansing, Michigan 48909	Computer Software Services	877
Subtotal - Veteran Owned			**$ 58,383**

Woman Owned

Name	Address	Type of Contract	Purchases
Protect-N-Shred	P.O. Box 85, Cortland, Ohio 44410	Document Shredding	$ 1,175
Roar Postal Supplies & Solutions	10600 W. 108th Terrace, Overland Park, Kansas 66210	Postal Supplies	262
Staples - Tier 2	4170 Highlander Parkway, Richfield, Ohio 44286	Office Supplies	484
The Workroom	301 Superior Stree, Rossford, Ohio 43460	Sewing Service	3,159
Union Eyes Optical Inc.	Suite B, 229 Churchill Hubbard Road, Youngstown, Ohio 44505	Public Safety Supplies	230
Subtotal - Woman Owned			**$ 13,279**
Total Diversity Spend			**$ 363,766**

Encouraging Diversity, Growth, and Equity (EDGE) - Ohio Certified			
	Address	**Project**	**Purchases**
Domokur Architects	4651 Medina Road, Akron, OH 44321	YSU Elevator Safety Repairs and Replacement	$ 8,250
GPD Group	520 South Main St Suite 2531, Akron, OH 44311	Utility Distribution Upgrades/Expansion	7,575
SSOE Inc	1001 Madison Ave, Toledo, OH 43604	Innovation Center Project	2,250
	Total EDGE Spend		$ 18,075

Explanation for Election of New Board Officers for 2022-2023

In accordance with the Board's Bylaws, the Governance Committee has met and today makes its report to the board regarding its election of officers for the year starting June 2022. Today's report constitutes the second reading.

The Governance Committee's selection for board officers for 2022-2023 are:

> Chairperson – Dr. John R. Jakubek
> Vice Chairperson – Mr. Charles T. George
> Secretary – Mrs. Molly S. Seals

Board of Trustees Meeting
June 3, 2022
YR 2021

Take Charge of Our Future Resolution

Technology-related statements:

- Attain a level of technological capacity and competency

- Integrated systems in order to achieve strategic objectives including:
    - Program optimization and prioritization
    - Student success strategies - including degree maps and auditing
    - Teaching and learning outcomes assessment
    - Student portfolios
    - Accreditation, and other quality and effectiveness enhancement technologies

- ***Use reliable data created through a governance structure to generate and analyze information to create insights for well-informed decision-making***
    - ***Create timely reports and dashboards related to student***
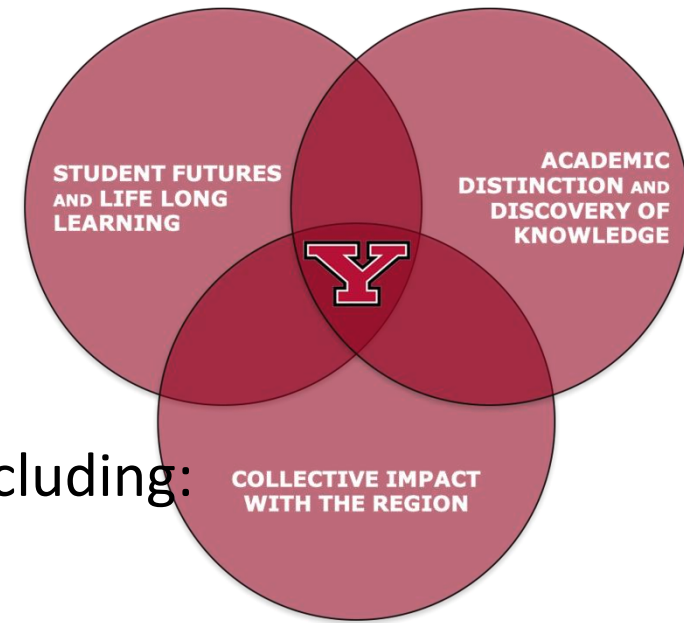
Penguin Intelligence
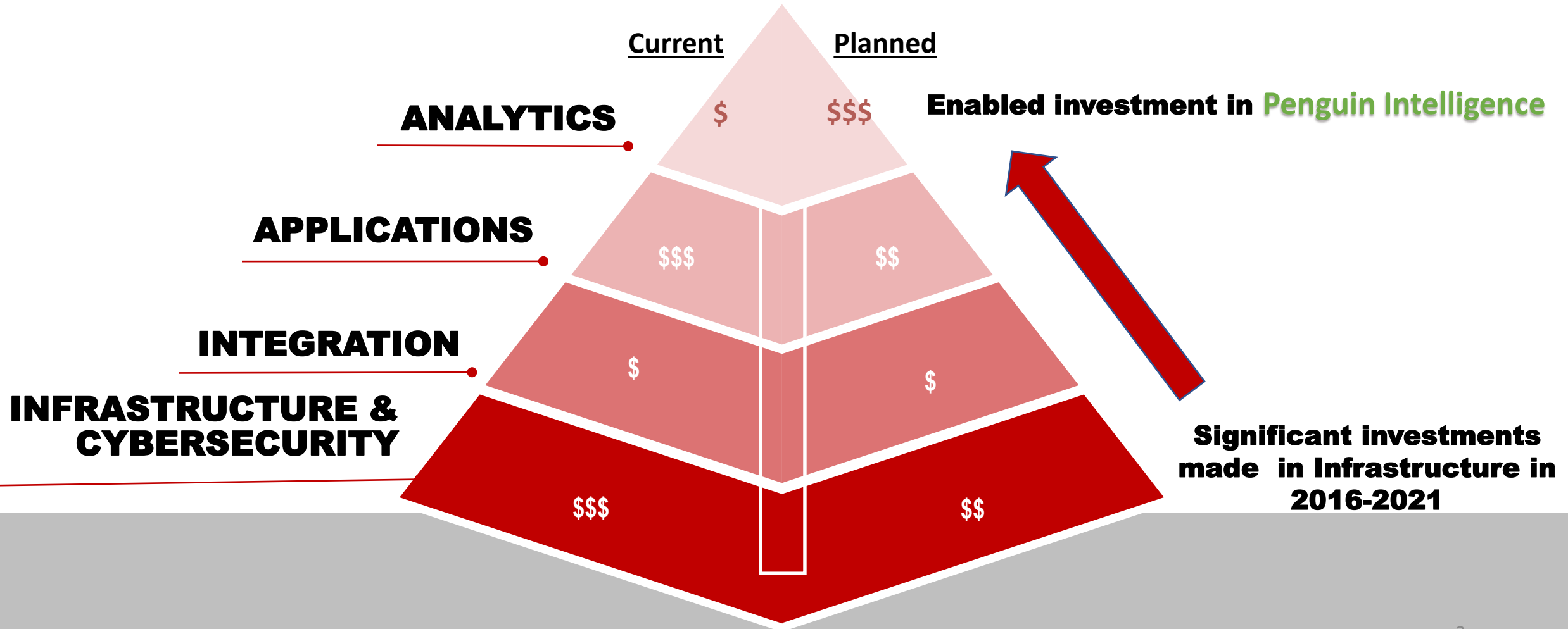
FY20-23 Technological Innovation for Strategic Transformation

Student Success & Student Experience Technology-enabled Initiatives

"Green" denotes BI/IR Projects

IMPACT
- *Culture Change*
- *Risk*

high

- **Penguin Intelligence** • **Ellucian DegreeWorks**
- **Program Evaluation System**
    - **Academic Partners**
    - **Ellucian CRM Advise**
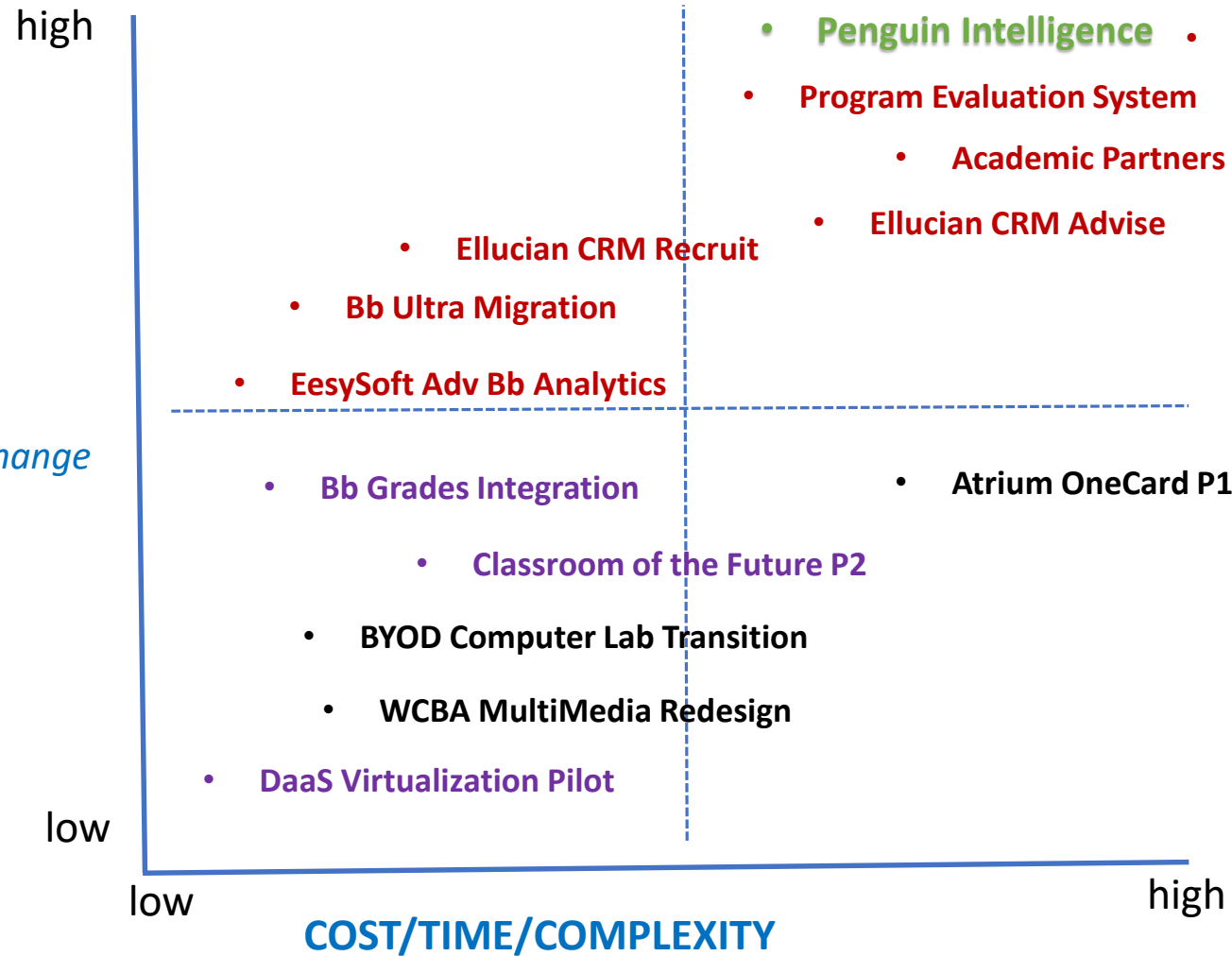
"Red" denotes Student Success Projects

- **Ellucian CRM Recruit**
- **Bb Ultra Migration**
- **EesySoft Adv Bb Analytics**

- **Bb Grades Integration**   **Atrium OneCard P1**

"Black" denotes Student Experience Projects

- **Classroom of the Future P2**
- **BYOD Computer Lab Transition**
- **WCBA MultiMedia Redesign**

"Purple" denotes both Student Success & Experience impact

low

- **DaaS Virtualization Pilot**

low   high

COST/TIME/COMPLEXITY

Conceptual Drawing of Penguin Intelligence
Business Intelligence / Institutional Research Technology Architecture

Penguin Intelligence

PHASE 2

NON-ELLUCIAN STRUCTURED

UNSTRUCTURED DATA

PHASE 1

ELLUCIAN STRUCTURED DATA

POWER BI

104   $22.05M

AZURE MACHINE LEARNING

EXCEL

DATA PIPELINE

AZURE SQL DATA WAREHOUSE

AZURE DATALAKE STORE
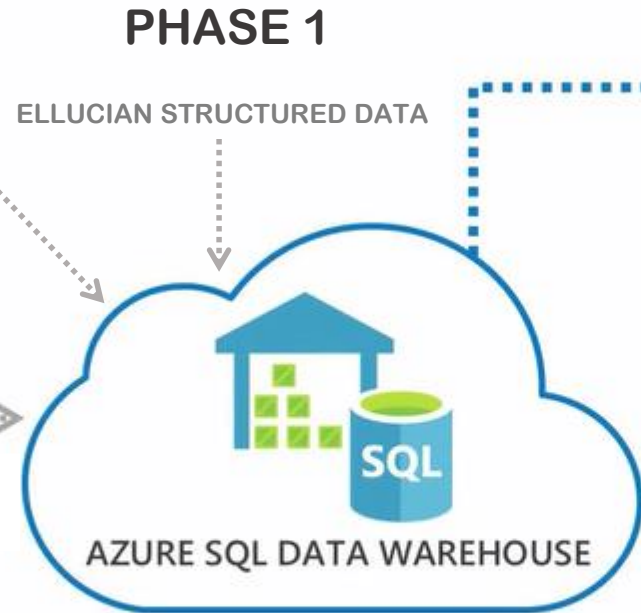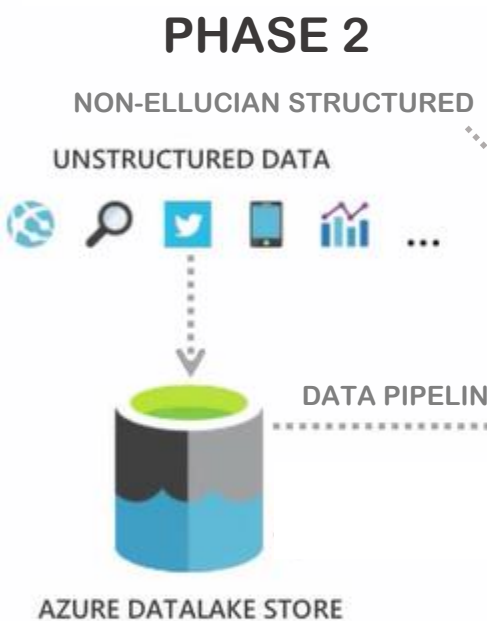
3RD PARTY TOOLS

YSU APP

END TO END MICROSOFT TECHNOLOGICAL SOLUTION

YSU International Enrollment: Historical Overview
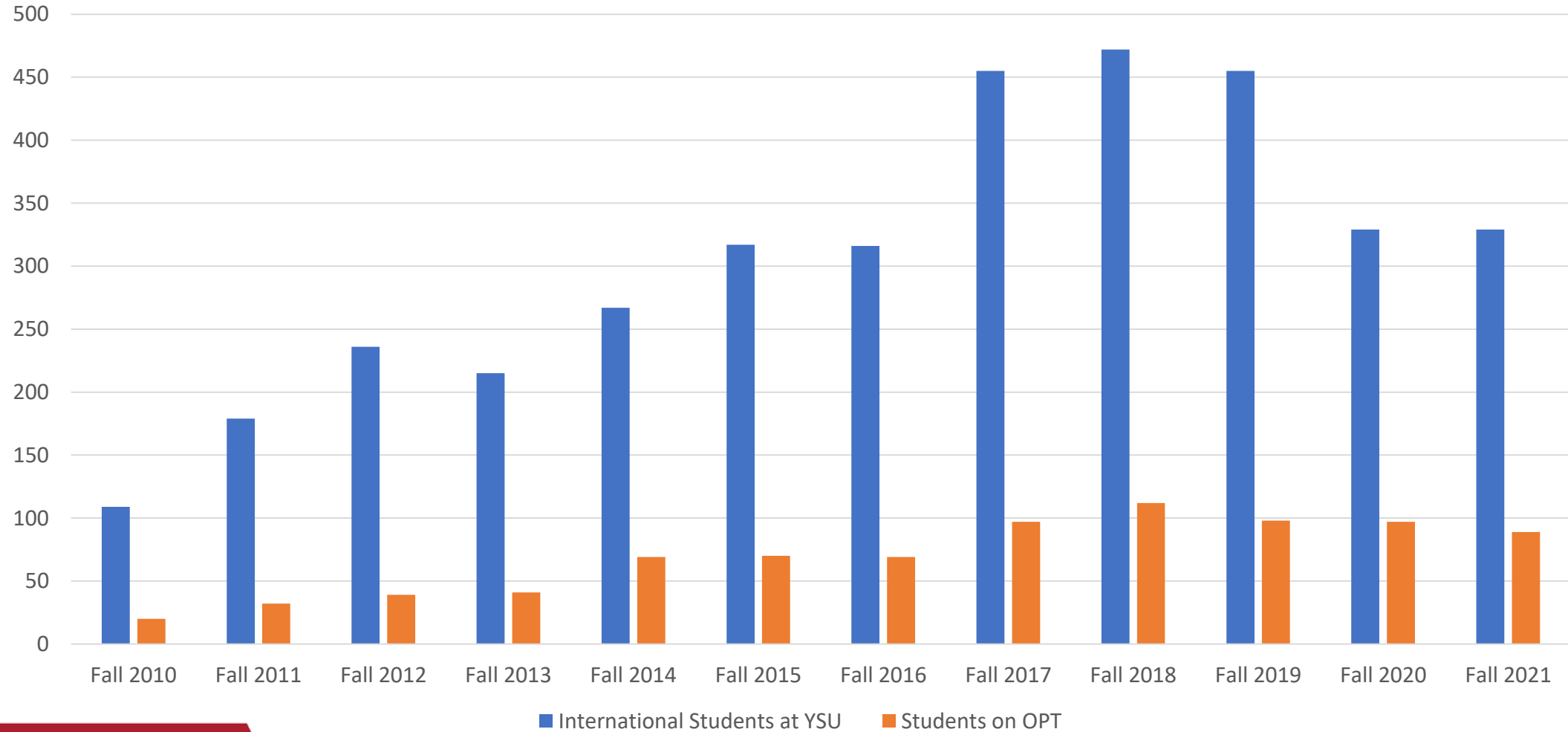
Spring 2022 International Student Body

S22 International Students: Country of Citizenship	
Albania	2
Antigua & Barbuda	1
Australia	5
Azerbaijan	3
Bahamas, The	9
Bangladesh	4
Belarus	2
Belgium	1
Brazil	6
Canada	10
Chile	1
Czech Republic	1
Dominica	1
Egypt	1
Ethiopia	2
France	3
Georgia	2
Germany	2
Ghana	13

Greece	1
Honduras	1
Hungary	2
Iceland	1
India	42
Iran	2
Italy	4
Japan	1
Jordan	4
Kenya	11
Kuwait	8
Kyrgyzstan	1
Mali	1
Mauritius	1
Mexico	3
Moldova, Republic Of	1
Nepal	94
Netherlands	1
Nigeria	10
Pakistan	1
Poland	1

Romania	2
Russia	1
Saudi Arabia	49
Serbia	1
Sierra Leone	5
Slovenia	1
South Korea	11
Spain	6
Sri Lanka	1
Sweden	2
Thailand	2
Turkey	2
Turkmenistan	1
United Kingdom	5
Venezuela	1
Vietnam	21
Zimbabwe	2
Total	373
Countries Represented	57

International Admissions: Fall 2022 Snapshot

International
Undergraduate
Funnel

Term	F18	Yield %	F19	Yield %	F20	Yield %	F21	Yield %	F22	Yield %
Date	6/5/18		6/5/19		6/1/20		6/4/21		6/7/22	
UG Submitted/paid	462		376		264		249		1,667	
UG Completed	390		337		258		195		1,291	
UG Admitted by date	390		328		247		189		1,067	
% of tot. YSU Admitted (by date)	5.56%		5.47%		4.27%		3.74%		18.63%	
% of tot. YSU out-of-State admitted	22.35%		22.60%		15.67%		15.85%		52.12%	
UG Tot. admit for term	414		360		264		183			
Matriculated in Fall	79	19%	65	18%	42	16%	49	26%		
I20 / DS2019 issued by date	275		225		126		99		734	

18% yield = 192
22% yield = 234

YOUNGSTOWN
STATE
UNIVERSITY

3

International Honors Applicant Yield
&
First-year Honors International Student Retention

Entry Year	Accepted International Applicants	Accepted Applicants - Matriculated to Honors	Accepted Applicant Yield	Fall-to-Fall First-Year Retention
2017-18	59	54	27	50%	70%
2018-19	100	97	24	25%	100%
2019-20	73	66	7	11%	42%
2020-21	77	62	7	11%	100%
2021-22	41	41	12	29%	TBD

Fall 2022 Total Honors International Applicants

Entry Year Fall 2022	Total International Applicants (212)
Qualified	21
Test Optional	143
Provisional	18
Not Qualified	29
Incomplete	1

Seven honors applicants to date have completed housing applications per the weekly housing report.

International Honors Student Experience
Inspiring a love of learning...

OPPORTUNITIES - "I learned about the MCAT resources at YSU Honors College, and I began to attend the sessions that they have every Tuesday and Thursday. When I received the Healthy Futures newsletter that talked about more of these opportunities, I applied for a scholarship with Princeton Review for a self-paced MCAT prep course, which I later received." *Tafadzwa Mapiki, junior*

COMMUNITY - "They provide us with networking opportunities and the honors college is doing that for us. We are given a chance to network with our alumni and they help us to get some more opportunities in the future. They all share such good information, which was a thing I don't see anywhere else, like on any of the interview websites." *Mohammed Khan, Graduated Fall 2021*

FAMILY - "I came to YSU to study computer engineering from Nepal. The last four years has been wonderful especially with the Honors College. I found a community and a bunch of really helpful people who were always there for me. One of my favorite honors memories was the time when I went to NCHC in Florida. I got to present, explore, and learn from other campuses." *Tek Chhetri, Graduated Fall 2021*

YOUNGSTOWN STATE UNIVERSITY

Housing & Residence Life

Term	Non-USA Citizenship in YSU Housing	Total International Students	Total Freshman International
Spring 2022	40	259	44
Fall 2021	30	237	43
Fall 2020	25	276	27
Fall 2019	51	340	33
Fall 2018	46	357	53
Fall 2017	57	357	122

Housing & Residence Life

- H & RL and IPO have partnered to plan for a potential on-campus housing requirement beginning in Spring 2023

- Campus partners have begun to meet to theme future planning meetings in order to understand the cultural issues at play and make necessary changes in preparation for Spring 2023. These themes are:

- **Break Housing & Food Availability**

- **Religion, Meals & Housing**

- **Housing Configuration, Policies and Needs Upon Arrival**

- **Meal Plans, Food and Cooking**

- **Transportation**

Housing & Residence Life: Other Efforts

- Wick Short-term Housing

- Comprehensive Diversity Training for Resident Assistants (R.A.'s)

- Identification of kitchen facilities to support students who wish to cook their own cuisines in the context of cultural nights, etc.

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YOUNGSTOWN STATE UNIVERSITY

PLAN FOR STRTEGIC ACTIONS TO TAKE CHARGE OF OUR FUTURE

CONTRIBUTING TO OHIO'S

POST-SECONDARY DEGREE AND CREDENTIAL ATTAINMENT OBJECTIVES

FOR SUSTAINABLE PROSPERITY OF THE MAHONING VALLEY REGION

THE ROLE OF WORKFORCE EDUCATION AND INNOVATION

Governance Committee
Board of Trustees
June 22, 2022

YOUNGSTOWN
STATE
UNIVERSITY

DRAFT

OHO ATTAINMENT GOAL 2025

"… Ohio will need to produce, by 2025, an estimated 1.3 million more adults with high-quality postsecondary certificates or degrees. … at Ohio's current rate of production, by 2025, almost 2 million Ohioans will lack the postsecondary education or training needed to be competitive in the labor market…we…will have a shortfall of hundreds of thousands of credentialed workers with the knowledge and skills needed to fill projected workforce needs in Ohio in 2025."

STUDENT FUTURES and LIFELONG LEARNING

ACADEMIC DISTINCTION and DISCOVERY OF KNOWLEDGE

WORKFORCE EDUCATION & INNOVATION

COLLECTIVE IMPACT WITH THE REGION

YOUNGSTOWN STATE UNIVERSITY

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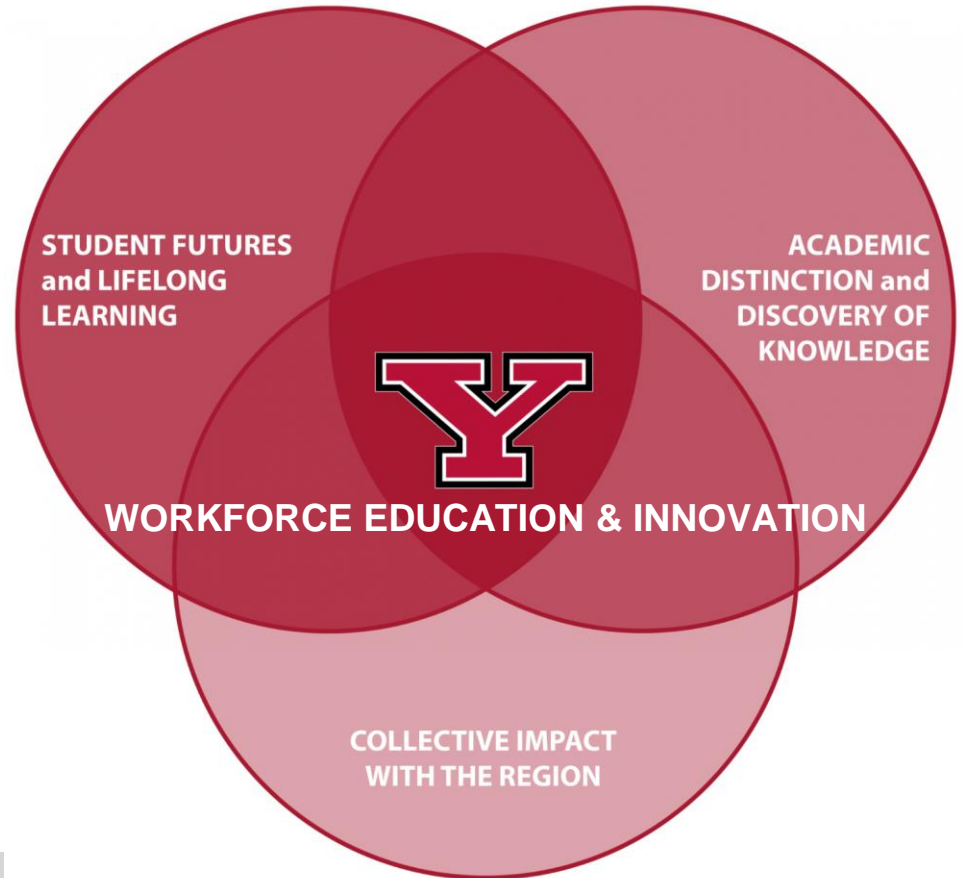
MAHONING COUNTY POPULATION
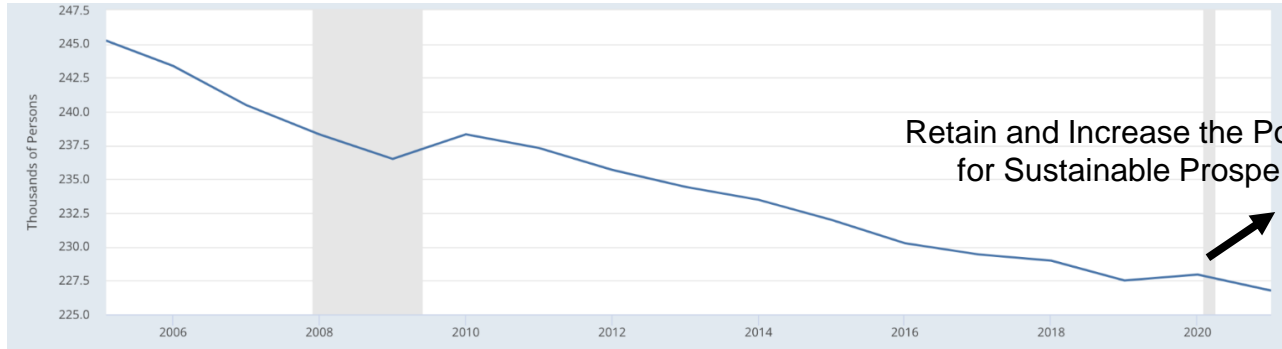
Retain and Increase the Population is Essential for Sustainable Prosperity of the Region

STUDENT FUTURES & LIFELONG LEARNING

DEGREE

K-12

CAREER

HIGH VALUE JOB
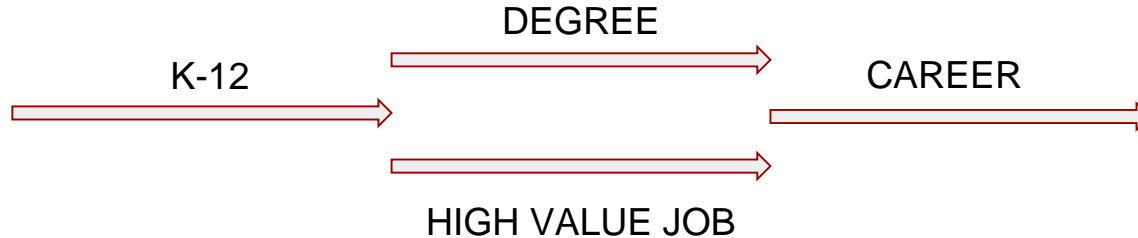
ACADEMIC DISTINCTION | DISCOVERY OF KNOWLEDGE

DRAFT

CREDENTIALED LEARNING OUTCOMES

COLLEGE CREDIT PLUS
EARLY COLLEGE
DUAL CREDIT
AP CREDIT

DEGREE

K-12

CAREER

CREDITS

CREDENTIALS
BADGES

HIGH VALUE JOB

CREDENTIALS
BADGES
PRIOR LEARNING

DRAFT
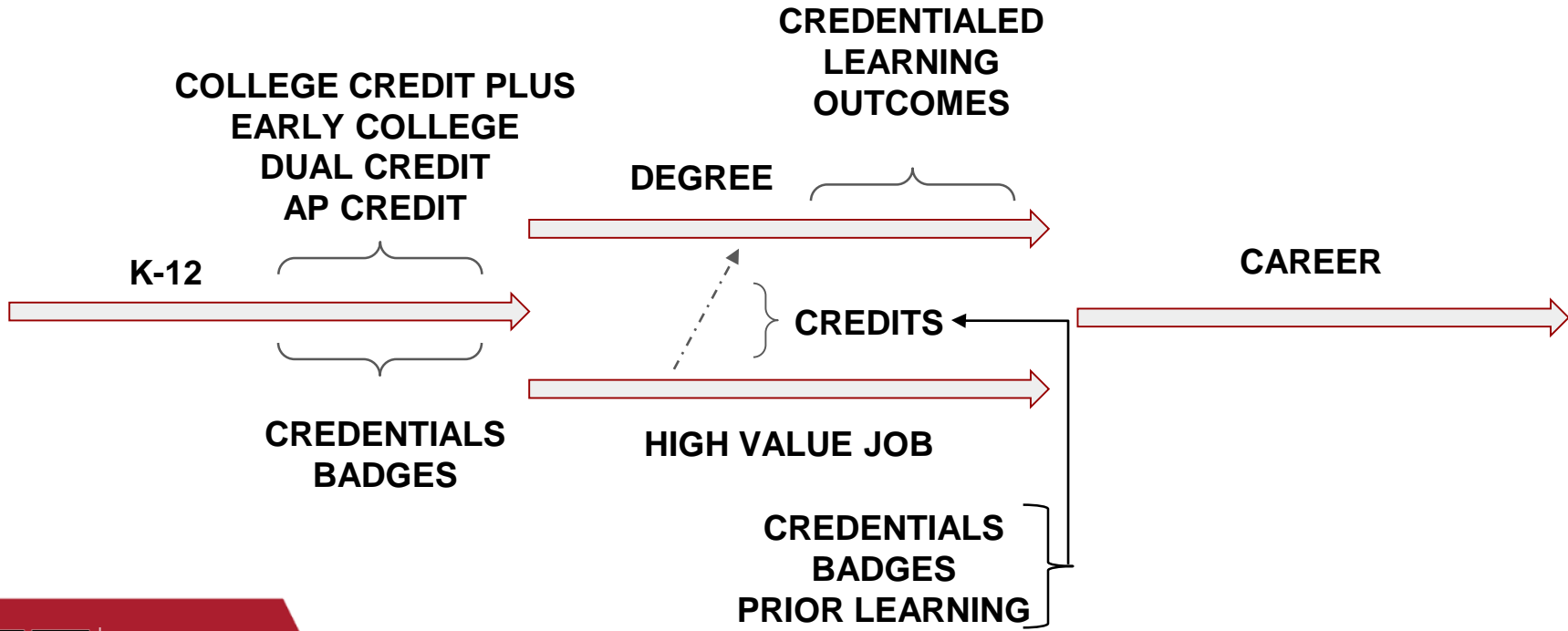
SOME COLLEGE / NO DEGREE
STRANDED CREDITS
EXCELL CREDITS
REVERSE TRANSFER
COLLEGE COMEBACK / DEBT RELIEF
CREDENTIALS & BADGES

Additional Regional Education Opportunities

DEGREE

K-12

CAREER

HIGH VALUE JOB

YOUNGSTOWN STATE UNIVERSITY

DRAFT

5
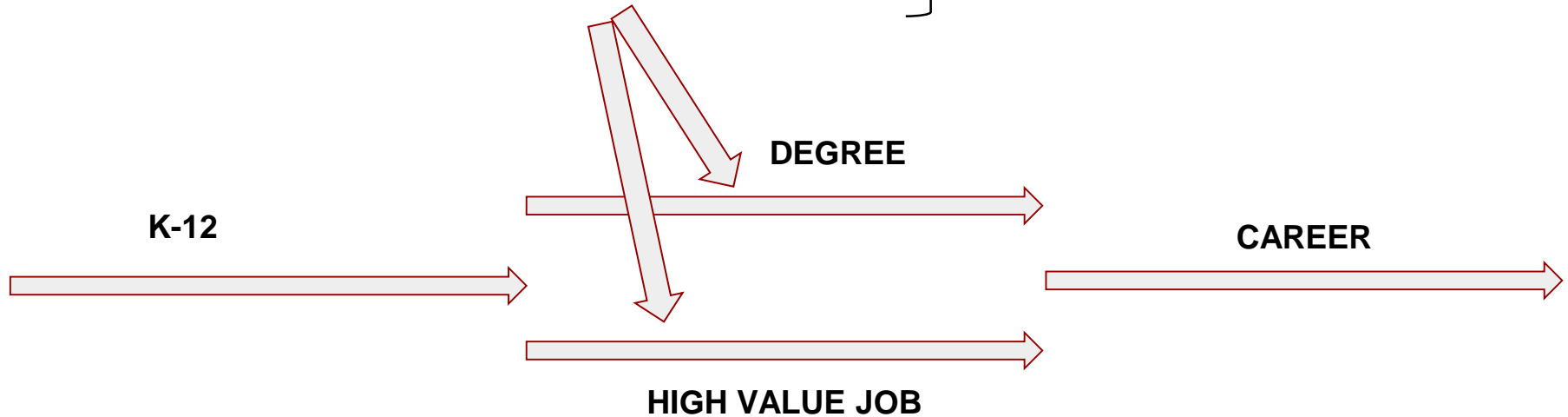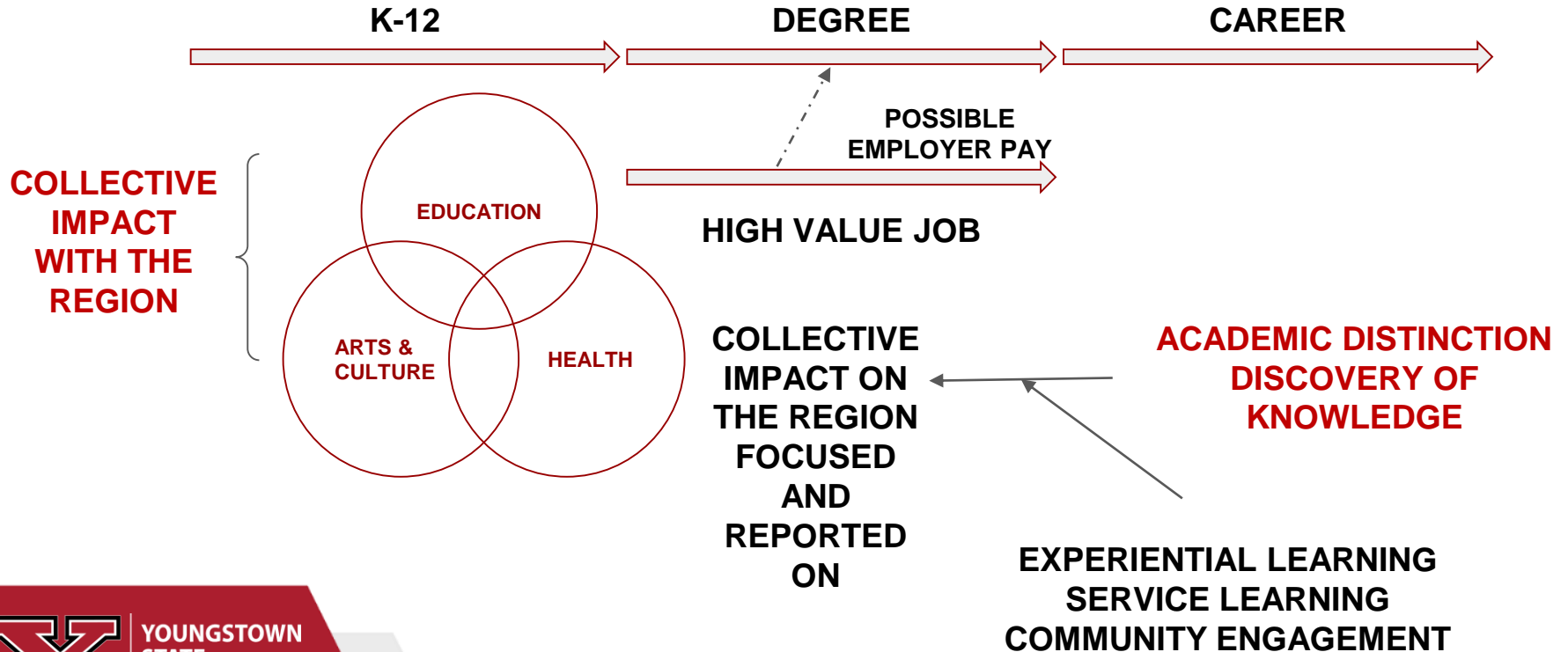
MAHONING VALLEY | YOUNGSTOWN | WARREN

COMEBACK

GREAT PLACE TO LIVE & PLAY

LIFE IS LEARNING, LEARNING IS LIFE

For a

POSITIVE POPULATION IMPACT

DRAFT

Youngstown State University
Board of Trustees
Meeting Planning and Preparation

Context for Meetings of the Board

Agendas are developed … in consideration of implementing the Plan for Strategic Actions to Take Charge of Our Future… considering accreditation and other priorities appropriately strategic

Board of Trustees meeting Agendas are developed in consultation with YSU Executive Officers and with the Board Executive Officers and Committee chairs and vice-chairs considering Ohio Revised Code 3345 pertaining to Institutions of Higher Education, requirements specified in the YSU Trustee By Laws, and in consideration of implementing the Plan for Strategic Actions to Take Charge of Our Future, particularly considering accreditation by the Higher Learning Commission and other priorities as deemed appropriately strategic.

Presenting to the Board

The opportunity to present to the Board must be considered from these contextual points of view as well as understanding that the Board anticipates university leadership will initiate and take actions in appropriate ways for strategic outcomes; thus, reporting on actions taken is less important than reporting on the outcomes of those actions. Data-informed presentations of new approaches or process re-engineering or redesign to achieve specified outcomes are the types of interactions most appropriate for such meetings.

Reporting on actions taken is less important than reporting on the outcomes of those actions.

Should an individual have the opportunity to present…, it behooves the individual to review the topical areas within the purview of the … committee…

Individuals who present to the Board should consult the By Laws to understand the areas of a Committee's purview, as well as consult with the Executive Officer liaison to the Committee and with the Board Professional regarding the presentation. As appropriate, the content must represent the basis upon which the Board resolves via Resolution to act, endorse actions taken or to be taken, or to express points of view or by the Board expressing anticipated outcomes. As the Board will have access to and will have overviewed the materials via a web-based interface, it is less important to review each item of the materials; rather, to overview the big picture, the importance of the actions taken or to be taken, and the results of or projected results of those actions. Speaking extemporaneously and conversationally is preferred.

Meeting Materials and Records

The Board of Trustees uses a web-based interface – OnBoard by Passageways-for on-going communication, planning, and interaction related to meetings and operations of the Board. While Agendas are constructed and considered via this interface, many aspects of Board of Trustees functions are available via the Board of Trustees website, and the official archives of meetings of the Board of Trustees are available via the Magg Library. In addition, the Board activities and functions are conducted in accordance with the Ohio Sunshine Laws.

Meetings and Related Topics

The Board of Trustees typically meets four-times annually in September, December, March, and June. There are two days of meetings. The second day of meetings is the meeting at which formal actions are taken (using a consent agenda), and official Trustee attendance is recorded. The first day of meetings of the Committees is intended for the Board to determine the actions to formally enact the next day. The Committees of the Board are specified in the By Laws as is the order of topics for the Board and Committee Agendas. Each Committee has a chair and vice-chair and most Committees are committees of the whole Board.

> **The first day of meetings of the Committees is intended for the Board to determine the actions to formally enact the next day.**

Committee and Board Meetings Agenda Setting

For each Committee, there is an Executive Officer Liaison (or designate) and administrative support to assist with the agenda-setting process and to act as the interface for posting materials to On Board.

Well in advance of each meeting a timeline for topics, materials submissions, agenda-setting, and final agenda-setting is distributed. During this time each Executive Officer collaborates with designated individuals with whom to consult as the respective Agendas are considered and established. While those individuals will typically have access to On Board for Agenda setting, other presenters will not typically have access as their access is via the materials developed in consultation with the respective Executive Officer.

The typical sequence for agenda-setting is the following:

A. Agendas are developed in consultation with the chair, vice chair and executive officer liaison; and
B. The respective proposed agendas are finalized for the day of Committee meetings in advance of those meetings via a meeting of the chair and vice-chair of the Board, the President, and Executive Officers; and
C. The "official" Agenda for the Board meeting day is finalized by recommendations for actions to be taken on the day of the Committee meetings.
D. Meeting Agendas are posted to OnBoard typically five to seven-days in advance of the meeting
   a. The chairs and vice-chairs of all Committees have access to the Agendas as those are being developed and finalized

> **Should the … materials for the Board Book not be available for Committee Agenda setting, …the rationale for the presentation and alignment of the topic(s) with the Context for Meetings of the Board, described above, should be provided in outline format.**

While each Executive Officer has collaborators with whom they work to help establish Committee Agendas, each collaborator who is intended to present should attend the respective agenda-setting session so the rationale for the presentation is assured to be appropriate and to assure the content emerges to represent such. Should the final materials for the Board Book not be available for Committee Agenda setting, an outline of the proposed presentation should be provided and/or the rationale for the presentation and alignment of the topic(s) within the Context for Meetings of the

Board, described above, should be provided in an outline format. It is preferred there not be any "place-holder" items in the agenda-setting materials if possible.

The following are the Executive Officers, liaisons, and their respective collaborators that are *typically* involved in Agenda setting and who will *typically* have access to OnBoard. The following sequence of Board Committees is also the typical sequence for the Committee meetings.

Intercollegiate Athletics Committee: **Tressel**; Bell; Strollo

Investment Committee: **McNally;** Bowyer; Davidson

Audit Subcommittee: **McNally**; Bowyer; tbd

Finance and Facilities Committee: **McNally**; Bowyer; Davidson, Hyden, Yukech,

Governance Committee: **Sherman;** Bell;

Academic Excellence and Student Success: **Smith**; Shargo; Pintar, Ball, Sanders, Berardini, Myers, Bennett, Cooper

Institutional Engagement Committee: **Sherman/Tirone**; Texter; Smith, Cossentino, Oddo, Ruse, Morrone, Myers, Cooper

University Affairs Committee: **Jacobs;** Bowyer; Kravitz, ….

Executive Committee: **Tressel/Sherman**; Bell; Jacobs, McNally, Smith

Youngstown State University
Board of Trustees
Meeting by Meeting Topics Related to
By Laws and Ohio Revised Code Required Considerations and Actions

SEPTEMBER

Intercollegiate Athletics Committee

    Section D Article IV e i b   Personnel Actions for approval by University Affairs

    Section D Article IV e i i   Comparison with Benchmark Institutions

Investment Committee

Finance and Facilities Committee

    Section E Article V-3-A   Budget update

Governance Committee

    Section C-Article III-6   BOT member attendance for the previous year

Academic Excellence & Student Success Committee

    O.R.C. 3345.35   BOT Resolution for Action on Duplicate Program/Low Enrolled Courses (every five-years beginning 2017)

    CBA OEA   Related to University Affairs: 14th-day Enrollment Report linked to academic organization (academic portfolio), enrollment, and finances

Institutional Engagement Committee

    Section D Article IV b i b   Centers/Institutes & Collective Impact with the Community

University Affairs Committee

    Section D Article IV e i b   Athletics Personnel

    CBA OEA   14th-day Enrollment Report linked to academic organization (academic portfolio), enrollment, and finances

    O.R.C. 3345.0214   Free Speech Report

DECEMBER

General topics

    Section C Article 12   Ethics Training

    AGB National Meeting on Trusteeship Attendance Planning

Intercollegiate Athletics Committee

    Section D Article IV e i b   Personnel Actions for approval by University Affairs

    Section D Article IV e i d   Health and welfare of student athletes

Finance and Facilities Committee

    Section E Article V-3-A   Budget update

    Section E Article V G   Audited financial report

    O.R.C. 3345.72   Audited financial report

    Section E Article V e   Inventory of real property

    O.R.C. 3333.95   Affordability & Efficiency Report-annually

    O.R.C. 3333.951   Text book costs/affordability-annually

Governance Committee

Academic Excellence & Student Success Committee

    O.R.C. 3345.062   Remediation Report (Mathematics & English) (annually)

Institutional Engagement Committee

    Section D Article IV b i c & d   Agreement with YSU Foundation review and policies associated with fundraising

University Affairs Committee

    Section D Article IV e i b   Athletics Personnel

MARCH

General   AGB National Meeting on Trusteeship Planning

Intercollegiate Athletics Committee

    Section D Article IV e i b   Personnel Actions for approval by University Affairs

    Section D Article IV e i f   Academic performance of athletes

    Section D Article IV e I h   Every 3 or 5 (?) years-faculty athletics rep selection & process

Finance and Facilities Committee

    Section E Article V-3-A   Budget update

    Section E Article V 3 b   Fees and other charges

    Section E Article V d i   Tabulation of and update regarding insurance policies

    Section E Article V f   Obligations of the University

Governance Committee

Section D Article 4 h f	Chairperson surveys BOT member committee and other interests for upcoming year

Academic Excellence & Student Success Committee

Institutional Engagement Committee

Section D Article IV b i e	Alumni Association activities update and engagements
O.R.C. 3345.351	Every two years review stop-outs for eligibility for Associate's degree (beginning March 2023 and every two-years thereafter)

University Affairs Committee

Section D Article IV e i b	Athletics Personnel

JUNE

Intercollegiate Athletics Committee

Section D Article IV e i b	Personnel Actions for approval by University Affairs
Section D Article IV e i c	Effectiveness of NCAA Compliance Program
Section D Article IV e I j	Yearly update to the Academic Senate on Athletics by Faculty Athletics Representative

Finance and Facilities Committee

Section E Article V-3-A	Present a draft budget
Section E Article V-3-A	Budget update
Section E Article V h	YSUF service agreement

Governance Committee

Section D Article 4 h e	BOT Elects officers
Section D Article 4 h f	Previous chair passes-off survey of BOT member interests to the elected chair

Academic Excellence & Student Success Committee

O.R.C. 3345.81	Retention, Progress and Completion Plan (every 2-y on even years)
O.R.C. 3345.35	Preliminary Findings related to Duplicative and Low Enrolled Programs for Resolution in December (every 5-y beginning 2017)

Institutional Engagement Committee

Section D Article IV b i g	Governmental and regional affairs discussion

University Affairs Committee

Section D Article IV e i b	Athletics Personnel

Explanation for Creation of New Board Committee Assignments for 2022-2023

With input from the Board Chairperson, Dr. John R. Jakubek, and the Vice Chairperson, Charles T. George, the attached board committee assignments have been created for the YSU Board of Trustees for 2022-2023.

Board of Trustees Meeting
June 3, 2022
YR 2021

RESOLUTION TO MODIFY
STUDENT COMPLAINT PROCESS POLICY, 3356-8-06

WHEREAS, University Policies are reviewed and reconceptualized on an ongoing basis; and

WHEREAS, this process can result in the modification of existing policies, the creation of new policies, or the deletion of policies no longer needed; and

WHEREAS, action is required by the Board of Trustees prior to replacing and/or implementing modified or newly created policies, or to rescind existing policies; and

WHEREAS, the Student Complaint Process policy has been reviewed and formatted in accordance with Policy 3356-1-09, Development and Issuance of University Policies.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the modification of the University Policy Student Complaint Process, policy number 3356-8-06, shown as Exhibit __ attached hereto. A copy of the policy indicating changes to be made is also attached.

Board of Trustees Meeting
June 23, 2022
YR 2022-

3356-8-06   Student complaint process.

Responsible Division/Office:	Academic Affairs and Office of the Dean of Students
Responsible Officer:	Associate Provost for Academic Administration and Dean of Students
Revision History:	June 23, 2022
Board Committee:	Academic Excellence and Student Success
Effective Date:	**June 23, 2022**
Next Review:	2027

(A)   Policy statement. Youngstown state university ("university") is committed to the continuous improvement of the services it provides to its students. Students who have complaints regarding the fairness or quality of service they have received from the university are encouraged to share their concerns pursuant to this policy so that the university may address these concerns in a timely and professional manner.

(B)   Purpose. The purpose of this policy is to establish an effective complaint resolution process for general student complaints and to allow the university to collect and track these complaints.

(C)   Scope. This policy applies to all university divisions, colleges, departments, and units. This policy does not apply to student complaints regarding academic (grading) grievances, disability accommodations, harassment or discrimination, university admission decisions, or complaints or disciplinary action pursuant to the student code of conduct.

(D)   Definitions.

  (1)   "Student." Any person enrolled at the university in a course offered for credit.

  (2)   "Student complaint." A written and/or clearly documented verbal statement alleging improper, unfair, or arbitrary action relating to the university's delivery of academic, administrative, and support services. A student complaint must be based on a claimed violation of university policy, regulation, or established practice.

(3)   "Academically-related complaint." A student complaint related to the services and responsibilities provided by the departments within academic affairs, including but not limited to academic colleges, academic departments, student success, distance education, library, mathematics assistance center, reading and study skills, and writing center.

(4)   "Nonacademically-related complaint." A student complaint related to the services and responsibilities provided by the departments and divisions of budget and finance, enrollment management and planning, equal opportunity and diversity, facilities, human resources, multicultural affairs, and student experience.

(E)   Procedures.

(1)   Informal resolution. Students are encouraged, but are not required, to resolve complaints on an informal basis. In seeking informal resolution, a student will speak directly with the staff, faculty, or administrator with whom the student has an issue. This process allows the individual to have an opportunity to hear the student's concerns and work with the student to resolve the issue in a mutually constructive manner. If the student's complaint or concern is not resolved to the student's satisfaction, the student may utilize the formal complaint process.

(2)   Formal resolution.

(a)   Complaint format. A student complaint page and submission form is available on the Office of the Dean of Students' webpage for students to submit their complaints in writing to the university. The university will respond to the student within ten business days of the alleged issue. Complaints may also be sent in writing to deans, directors and unit heads, division heads, and the president. Students should describe the nature of the complaint, the remedy sought, and a description of all previous attempts to informally resolve the issue. Students will receive a receipt of complaint and notification of resolution within a timely manner. Students have the right to withdraw a complaint at

any time during the process. In which case, the complaint will be registered as concluded and noted as withdrawn in the online repository. The withdrawal should be submitted in writing, include the student's reasons for the withdrawal, and be directed to the person handling the complaint.

(b)   Complaints via web submission. All academically related complaints will be sent to the associate provost for academic administration. All nonacademically related complaints will be sent to the Office of the Dean of Students. Both parties will ensure that a timely written acknowledgement is sent to the student within five business days from receipt of the complaint and that the complaint is forwarded to the appropriate department/ division for review and resolution.

(c)   Complaints to deans, directors, and unit heads. All written complaints will be addressed at the appropriate level at which the complaint was filed. If the complaint is filed with a dean or chair within the colleges or with a director in the divisions of student experience, student success, enrollment management and planning, multicultural affairs, and/or a unit head in business and financial services, they must acknowledge the complaint in writing to the student and identify the staff member handling the complaint within ten business days of the complaint being filed. All responses to the complaint will be in writing. The complaint will be documented using the online student complaint repository. If the issue is resolved at the departmental level, then documentation using the online portal is sufficient. If the issue is not resolved at departmental level, then it will be forwarded to the appropriate division head. The division head making the referral will indicate in the online repository that the complaint has been referred.

(d)   Complaints to division heads. All written complaints forwarded to the vice president's and/or associate vice president's office will be addressed within the division in which the complaint was filed. The division head must acknowledge a complaint in writing to the student and

identify the staff member handling the complaint within five business days of the complaint being filed. Complaints may come directly to the division head or they can be forwarded from an office within the division. All responses to the complaints must be in writing. The complaint will then be documented using the online student complaint repository. If the issue is resolved at the divisional level, then documentation using the online portal is sufficient. If the issue is not resolved at the divisional level or requires presidential approval, then it will be forwarded to the president's office for resolution. The division head making the referral will indicate in the online repository that the complaint has been referred.

(e) Complaints to the president. All written complaints forwarded to the president's office may be addressed by the president or referred to the appropriate division head for resolution. If the complaint is referred to the division head, the division head will follow the same process as outlined in the section above. If the complaint is addressed by the president, the president's office must acknowledge the complaint in writing to the student and identify the staff member handling the complaint within five business days of the complaint being filed. All responses to the complaints should be in writing. The complaint will be documented using the online student complaint repository.

(3) Complaint resolution. The university will treat complaints seriously and ensure all processes are clear, prompt, confidential to the extent permitted by law, and fair to all parties and will endeavor to ensure an acceptable resolution.

(4) Complaint log. An online student complaint repository will be used to document and track the date the complaint was received, the student's name, and contact information, the type of complaint, the date of response, the referral source (if necessary), and the resolution. Designated units receiving complaints under this policy will note the complaint in the online repository whether the complaint is received directly or whether the complaint is referred by or to another designated unit. If a complaint is referred to another designated unit, the receiving designated unit will notify

the original unit when the matter is resolved. The online student complaint repository will securely maintain the student complaint logs with records of resolution for a minimum of ten years.

(5)   Complaint review. A student complaint review committee comprised of the Dean of Students and/or their designee, the associate provost for academic administration, one faculty member (appointed by the university's academic senate), at least one staff member appointed by the Dean of Students, and one student appointed by the student government association will meet once per semester, excluding summer term, to review all submitted complaints and records in the online student complaint repository from the previous semester. The committee will review all complaints and resolutions for potential themes/trends. All theme-based complaints will be forwarded to the appropriate department or division for policy and procedure review. A report of aggregate data will be provided to the board of trustees annually.

(F)   Retaliation. Retaliation against a student who makes a complaint in good faith is prohibited and may result in further action up to and including termination for employees and expulsion for students.

3356-8-06   Student complaint process.

Responsible Division/Office:	Academic Affairs and ~~Student Experience~~Office of the Dean of Students
Responsible Officer:	Associate Provost for Academic Administration and ~~VP for Student Experience~~Dean of Students
Revision History:	~~June 2017~~June 23, 2022
Board Committee:	Academic ~~and Student Affairs~~Excellence and Student Success
Effective Date:	~~June 14, 2017~~**June 23, 2022**
Next Review:	~~2022~~2027

(A)   Policy statement. Youngstown state university ("university") is committed to the continuous improvement of the services it provides to its students. Students who have complaints regarding the fairness or quality of service they have received from the university are encouraged to share their concerns pursuant to this policy so that the university may address these concerns in a timely and professional manner.

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(D)   Definitions.

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(3)   "Academically-related complaint." A student complaint related to the services and responsibilities provided by the departments within academic affairs, including but not limited to academic colleges, academic departments, student success, distance education, library, mathematics assistance center, reading and study skills, and writing center.

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(2)   Formal resolution.

(a)   Complaint format. A student complaint page and submission form is available on the ~~website (*link to follow)~~Office of the Dean of Students' webpage for students to submit their complaints in writing to the university. The university will respond to the student within ten business days of the alleged issue. Complaints may also be sent in writing to deans, directors and unit heads, division heads, and the president. Students should describe the nature of the complaint, the remedy sought, and a description of all previous attempts to informally resolve the issue. Students will receive a receipt of complaint and notification of resolution within a timely

manner. Students have the right to withdraw a complaint at any time during the process. In which case, the complaint will be registered as concluded and noted as withdrawn in the online repository. The withdrawal should be submitted in writing, include the student's reasons for the withdrawal, and be directed to the person handling the complaint.

(b)   Complaints via web submission. All academically related complaints will be sent to the associate provost for academic administration. All nonacademically related complaints will be sent to the ~~associate vice president for student experience.~~Office of the Dean of Students. Both parties will ensure that a timely written acknowledgement is sent to the student within ~~two~~five business days from receipt of the complaint and that the complaint is forwarded to the appropriate department/ division for review and resolution.

(c)   Complaints to deans, directors, and unit heads. All written complaints will be addressed at the appropriate level at which the complaint was filed. If the complaint is filed with a dean or chair within the colleges or with a director in the divisions of student experience, student success, enrollment management and planning, multicultural affairs, and/or a unit head in business and financial services, ~~he or she~~they must acknowledge the complaint in writing to the student and identify the staff member handling the complaint with~~in~~ ten business days of the complaint being filed. All responses to the complaint will be in writing. The complaint will be documented using the online student complaint repository. If the issue is resolved at the departmental level, then documentation using the online portal is sufficient. If the issue is not resolved at departmental level, then it will be forwarded to the appropriate division head. The division head making the referral will indicate in the online repository that the complaint has been referred.

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by or to another designated unit. If a complaint is referred to another designated unit, the receiving designated unit will notify the original unit when the matter is resolved. The online student complaint repository will securely maintain the student complaint logs with records of resolution for a minimum of ten years.

(5)   Complaint review. A student complaint review committee comprised of the ~~associate vice president for student experience,~~Dean of Students and/or their designee, the associate provost for academic administration, one faculty member (appointed by the university's academic senate), at least one staff member~~,~~ appointed by the Dean of Students, and one student appointed by the student government association will meet once per semester, excluding summer term, to review all submitted complaints and records in the online student complaint repository from the previous semester. The committee will review all complaints and resolutions for potential themes/trends. All theme-based complaints will be forwarded to the appropriate department or division for policy and procedure review. A report of aggregate data will be provided to the board of trustees annually.

(F)   Retaliation. Retaliation against a student who makes a complaint in good faith is prohibited and may result in further action up to and including termination for employees and expulsion for students.

RESOLUTION TO AUTHORIZE
RECOMMENDATION OF CANDIDATES
FOR HONORARY DEGREES

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

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby authorize that the selection for honorary degrees in the 2022-2023 academic year be granted from the candidates listed in the roster attached hereto.

Board of Trustees Meeting
June 3, 2021
YR 2021-

Academic Senate Events Committee Recommendations

April 28, 2022

Honorary Degree/Commencement Speakers

Sue Thomas, of Boardman, OH, is an author and former FBI agent. Profoundly deaf from the age of 18 months, she used her skills in lip-reading to work as part of an undercover surveillance team. Her career inspired a television show (Sue Thomas: F. B. Eye) and she has published two memoirs on her experiences.

David Lee Morgan, Jr., of Warren, OH and a YSU Alum. Morgan's journalism career spanned 30 years during which he published eight books and worked for several newspapers with a focus on sports journalism. In recent years, he has shifted his focus to education, working as a high school teacher as he continues to write.

Bob DiPiero, of Youngstown, is a Dana alum and notable country music songwriter   He has written 15 US number one hits and several Top 20 singles for Tim McGraw, Reba McEntire, Faith Hill, Shenandoah, Brooks & Dunn, George Strait, Martina McBride, Trace Adkins, Travis Tritt, and many others. He has been recognized on the Nashville Walk of Fame and is a Nashville Songwriters Hall of Fame inductee.

Maureen McGovern, of Youngstown, is an American singer and Broadway actress, well known for her renditions of the songs "The Morning After" from the 1972 film The Poseidon Adventure; "We May Never Love Like This Again"; and her No. 1 Billboard hit "Different Worlds". She has an extensive theatrical career, appearing on Broadway and in several national tours. McGovern has headlined concerts around the country, including an appearance at Carnegie Hall.

Austin Pendleton - Warren native, is an American actor, playwright, theatre director and instructor. His work on and off Broadway has netted critical acclaim, including a Tony nomination, and multiple Drama Desk and Obie awards. His 6-decade spanning career also includes work in film (Short Circuit, My Cousin Vinny, Amistad, et al), television (Oz, Homicide:Life on the Street), and new media.

Brenda D. Kimble, who recently completed her bachelors at YSU is a community nominee, in recognition of the difficult journey she took to achieve her education. To quote, "achieving her degree is representative of the resilience of so many YSU students, of YSU itself, and of Youngstown and the region around it." Ms. Kimble's education was placed on hold due to the tragic loss of her husband. As a widowed mother, she put her children through school, served as an elected school board member, worked, and completed her own degree.

Carla J. Baldwin, lifelong resident of the Mahoning Valley. She presently serves as the Administrative and Presiding Judge of Youngstown Municipal Court, and was the first African-American female elected as a judge in Mahoning County history. Prior to this

appointment she worked for the Mahoning County Prosecutor's Office for eight years serving as an Assistant County Prosecutor in both the Criminal and Juvenile Divisions. Judge Baldwin served on numerous boards which serve the greater community of the Valley.

Nils P. Johnson, of Canfield, graduated with honors from Dartmouth College and in 1976 graduated from Boston University Law School. Nils has served as a local Bar Association Trustee, as a member of the Ohio Supreme Court's Board of Grievances and Discipline, and as a member of the Ohio Supreme Court's Board of Bar Examiners. In addition to his legal career, Mr. Johnson is something of a renaissance man - he is an active session musician in local ensembles and has recently been commissioned to create a large-scale mural for the Ohio Supreme Court.

Dexter Caffey '95, BSBA in Finance. Lives in Atlanta and has been involved with the Atlanta Alumni Chapter. He is the founder and CEO of Smart Eye Technology. He did an Alumni Spotlight video for us last fall: https://www.youtube.com/watch?v=zw00_96EefI. Outside of his professional position, he is a member of the Georgia Commission on the Holocaust: https://holocaust.georgia.gov/about-us/commission-members

3356-10-05   Honorary degrees and commencement speakers.

Responsible Division/Office:	Academic Affairs
Responsible Officer:	Provost and VP for Academic Affairs
Revision History:	October 1997; July 2009; June 2011; June 2013; December 2015; December 2020; March 2021
Board Committee:	Academic Excellence and Student Success
Effective Date:	**March 4, 2021**
Next Review:	2026

(A)   Policy statement. The board of trustees shall review and authorize the list from which commencement speakers and honorary degree candidates will be recommended by the academic events committee of the academic senate to the president. The board of trustees shall grant honorary degrees in recognition of a significant impact on the university, on the community, state or nation, or on society. Such degrees will be conferred at commencements, special convocations, and other events. The honorary degree shall be clearly designated on the diploma as "Honorary degree of" followed by the name of the degree.

(B)   The following honorary degrees are those usually awarded at Youngstown state university:

   (1) Bus. D. (doctor of business), customarily awarded to a person making a unique contribution in the business community.

   (2) LL.D. (doctor of laws), customarily awarded to a person distinguished in general service to the state, to learning and to mankind.

   (3) LH.D. (doctor of humane letters), customarily awarded to a person distinguished in the humanities.

   (4) Sc.D. (doctor of science), customarily awarded to a person distinguished in the sciences.

   (5) Lett.D. (doctor of letters), customarily awarded to an acknowledged scholar in a particular discipline.

(6) Mus.D. (doctor of music), customarily awarded to a distinguished performer or composer.

(C)   Procedures for selecting and approving candidates.

(1)   Criteria for nomination of commencement speakers and honorary degree candidates are determined by the provost/vice president for academic affairs, subject to board of trustees' approval.

(2)   Faculty, staff, board of trustees members and/or anyone associated with the university may submit nominations for commencement speakers and/or honorary degree candidates to the academic events committee of the academic senate or directly to the provost/vice president for academic affairs.

(3)   Per the academic senate bylaws, the academic events committee of the academic senate "shall be responsible for making recommendations concerning policy governing academic events such as graduation ceremonies, honors convocations, inaugural ceremonies, and recommend candidates for honorary degrees and commencement speakers to the university's president."

(4)   The academic events committee will review the credentials of all the nominated candidates and will submit a list of no less than fifteen and no more than twenty recommended candidates for approval by the board of trustees during its regular June meeting. The list may be amended and reapproved by the board at any time throughout the year.

(D)   Selection of the commencement speaker.

(1)   The provost, in consultation with the president, shall select a commencement speaker from the board-approved list.

(2)   The president will inform the board of the selection of the commencement speaker no later than the board meeting preceding the commencement ceremony.

(E)   Selection of the honorary degree recipient.

(1)   Only the board of trustees is authorized to approve the awarding of an honorary degree.

(2)   The provost, in consultation with the president, shall recommend candidates for an honorary degree from the approved list for recognition at an appropriate event.

(3)   The board shall approve the awarding of the degree no later than the board meeting preceding the event at which the honorary degree is to be conferred.

**RESOLUTION REGARDING SUBMISSION OF
YOUNGSTOWN STATE UNIVERSITY'S
OPEN PATHWAY YEAR 4 ASSURANCE REVIEW**

WHEREAS, teams of YSU faculty, staff, and administrators have demonstrated through the Open Pathway Year 4 Assurance Review that YSU continues to meet the Higher Learning Commission's (HLC) Criteria for Accreditation; and

WHEREAS, drafts and documentation of the Assurance Review process have been communicated via YSU's HLC Accreditation website (https://ysu.edu/hlc-accreditation); and

WHEREAS, drafts of the Assurance Review have been shared with members of the YSU Strategic Planning Organization Team (SPOT), the YSU Academic Senate, and the YSU Board of Trustees;

NOW, THEREFORE, BE IT RESOLVED, that the Open Pathway Year 4 Assurance Review be accepted by the Board of Trustees; and

BE IT FURTHER RESOLVED, that this Assurance Review in addition to ongoing, annual efforts to demonstrate YSU's continued compliance with HLC's Criteria for Accreditation align with the Plan for Strategic Actions to Take Charge of Our Future and any evolving adjustments there-to.

**Board of Trustees Meeting
June 3, 2021
YR 2021-**

June 26, 2022

Higher Learning Commission
230 South LaSalle Street
Suite 7-500
Chicago, IL 60604

Dear Peer Review Team Members,

It is my pleasure to submit the Open Pathway Year 4 Assurance Review demonstrating that Youngstown State University continues to meet the Higher Learning Commission's Criteria for Accreditation. By creating this assurance filing, YSU provides continued evidence that it complies with the Criteria for Accreditation.

Although much of YSU's previous Assurance Argument and Evidence File from the 2018 comprehensive evaluation remains accurate and descriptive of YSU's ongoing commitment to maintaining compliance with the Criteria, the current Assurance Review represents more than a year of reflection upon and review of the narratives in each Core Component section.

I am particularly proud of YSU's progress and achievement with program review since the last reaffirmation of accreditation visit. As this Assurance Review documents, YSU has dedicated substantial time and effort to implementing its Academic Program Enhancement and Effectiveness Initiative (APEEI).

I am also quite proud of the campus engagement in generating this Assurance Review. Composed by teams of YSU faculty, staff, and administrators, the review aligns closely with YSU's Plan for Strategic Actions to Take Charge of Our Future. A draft of the review has been disseminated via the HLC Accreditation website (https://ysu.edu/hlc-accreditation) along with lists of evidence cited, a project timeline, and connections to "Living Our Mission."

Sincerely,

James P. Tressel
President
Youngstown State University

Assurance Argument
Youngstown State University - OH

3/?/2022

DRAFT

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

YSU Acronyms List

1.A.1

Youngstown State University's (YSU) Mission Statement was developed through a collaborative process suited to its cultural context as an urban institution of higher education that serves the needs of the region. YSU's mission was revised to align with the Chancellor's (Not sure if there is a new Ohio strategic plan, I could not find one on ODHE website). Some state initiative: Second chance Grant Pilot Program, this initiative aids Ohioans who earned some college credits but did not earn a degree by reducing financial hurdles that may be preventing them from returning to higher education and degree completion.

???

Within the Institutional Response were revised Mission, Vision Statements, and Core Values (Centrality of Students, Excellence and Innovation, Integrity/Human Dignity, and Collegiality and Public Engagement) Possibly link to 'Plan for Academic Actions':

Mission Statement:

As a student-centered university, Youngstown State University's mission is to provide innovative lifelong learning opportunities that will inspire individuals, enhance futures and enrich lives. YSU inspires individuals by cultivating a curiosity for life-long learning; enhances the futures of our students by empowering them to discover, disseminate and apply their knowledge; and enriches the region by fostering collaboration and the advancement of civic, scientific, and technological development. YSU's culture of enrichment flourishes in our diverse, accessible, and quality education.

The university

- Creates diverse educational experiences that develop ethical, intellectually curious students who are invested in their communities;
- Provides access to a broad range of undergraduate programs;
- Offers graduate programs in selected areas of excellence, including those that meet the needs of the region;
- Supports economic development through applied learning and research;
- Integrates teaching and learning, scholarship, and civic engagement;
- Fosters understanding of diversity, sustainability, and global perspectives; and
- Advances the intellectual and cultural life of the city, region, and world.

Vision Statement:

We—the faculty, staff, administrators, and students of Youngstown State University—hold the following values essential to achieving the mission and realizing the vision.

Centrality of Students – We put students first, fostering their holistic and lifelong success.

Excellence and Innovation – We bring academic excellence and innovation to learning and life for all stakeholders.

Integrity and Human Dignity – We root all behaviors, decisions and actions in the achievement of integrity, mutual respect, collegiality, equity and inclusion.

Collaboration and Public Engagement – We embrace collaboration and create innovative partnerships to foster sustainability and enrich our university, our culture, and region.

Recognizing a long-term plan was essential to achieving YSU's Mission and Vision, the *Take Charge of Our Future Strategic Plan* was developed under President Jim Tressel (2014-present), with input from administration, faculty, staff, students, and community members. This process was started in January 2018 and thenew mission was adopted on DATE and has guided the institution's operations since receiving BOT approval. Under President Jim Tressel (2014–present) and YSU's senior leadership team, YSU has continued to operate under *YSU 2020.* As YSU approached the end of its current strategic plan,the strategic-planning process began anew in January 2018 with an executive committee (Strategic Planning Organizing Team or SPOT). SPOT assembled committees composed of faculty, staff, and academic leaders to evaluate progress in achieving established metrics, to review the mission, and to develop a new strategic plan.

Strategic Planning: ysu.edu/strategic-planning

1.A.2

YSU's academic programs, student support services, and enrollment profile are consistent with its Mission Statement.

Academic Programs

Consistent with the mission's commitment to "provide access to a broad range of undergraduate programs" and "offer graduate programs in selected areas of excellence, including those that meet the needs of the region," YSU offers an array of academic programs to increase the educational attainment of the region while contributing to economic revitalization.

YSU offers 37 certificates,19 associate degrees, 95 bachelors degree programs, 47 masters degree programs, three doctoral programs, and one educational specialist graduate program through five academic colleges:

- Beeghly College of Liberal Arts, Social Sciences, and Education (BCLASSE).
- Bitonte College of Health and Human Services (BCHHS).
- Cliffe College of Creative Arts (CCAC).
- College of Science, Technology, Engineering, and Mathematics (STEM).
- Williamson College of Business Administration (WCBA).

Two additional colleges perform support functions—College of Graduate Studies and the Honors College.

YSU graduates serve the region in many roles—for example, as educators, engineers, accountants, artists, computer scientists, human-resource managers, musicians, and health-care professionals. Its graduates make significant contributions to the region's cultural vitality in area symphonies, theaters, and art galleries.

Enrollment Profile

YSU has a long and proud tradition of serving first-generation college students and was the primary regional option before the creation of Eastern Gateway Community College (EGCC) in fall 2009. The addition of a community college provided much-needed support for under-prepared students and served as a gateway from associate- to baccalaureate-degree programs.

EGCC's creation coincided with the change in YSU's mission from open access to urban research. These events are reflected in a gradual change in YSU's enrollment profile with students coming in with higher ACT scores and high-school GPAs. In 2014, YSU moved away from open admission to moderate selectivity. Students now need a high school GPA of 2.00 and a composite ACT of 17 or higher to be admitted unconditionally.

YSU's enrollment profile is consistent with the mission theme of advancing the intellectual and cultural life of the city and region:

- In fall 2017, 69% of incoming students were from the five-county service region (Mahoning, Trumbull, Columbiana, Mercer, and Lawrence counties).
- In fall 2017, 75% of YSU students were white; 21% were non-white; and 4% were unspecified. Similarly, 80% of the residents of Mahoning County were white, and 20% were non-white.
- In fall 2016, about 1% of YSU students are graduates of Youngstown Early College, a partnership with Youngstown City Schools wherein high school students seek to earn a

high school diploma and associate degree simultaneously; 8% are dual credit; 16% are nontraditional; and 84% are traditional (less than 25 years of age).

YSU's enrollment is adjusting to its role as an urban research university. Students entering YSU are better prepared to become engaged with faculty in research, and the number of honors students has increased substantially:

- For all students from 2010 to 2017, first-time undergraduate average high-school GPA has risen steadily from 2.83 to 3.32, and the average ACT score rose from 19.96 to 21.80.
- After the Honors College was expanded, the number of honors students grew from 336 in 2014 to 932 in 2017, significantly changing the composition of the student body.
- In fall 2017, the average honors student ACT score was 27.38 and GPA was 3.81.

Student Support

YSU is student-centered and offers numerous academic student support services (detailed in 3.D.1), particularly for the following groups:

- Students in need of remediation to be successful.
- Transfer students, who may need specialized advising and support.
- Veterans, who form an increasing percentage of YSU's population.
- Minority, first-generation, and international students, each with their own academic and financial needs.

1.A.3

As Criterion 5.C.1 details, YSU's planning and budgeting priorities are aligned with and support the mission. YSU has faced the same dwindling state support challenges as sister institutions across the country, but it has sustained and strategically improved financial viability. Additionally, in 2018/19 YSU instituted the "Penguin Tuition Promise" which gaurantees all new, transfer, and readmitted students that tuition and fees will be frozen for twelve consecutive semesters. This shows a recognition of YSU's enrollment profile and helps to ensure that students have a predictable and affordable plan for paying for their time at YSU.

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1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

1.B.1

YSU's Mission and Core Values are clearly and publicly articulated through multiple channels, such as the following:

- *YSU 2020*
- Undergraduate and graduate catalogs.
- Electronic monitors in academic buildings.
- Academic Senate's website and minutes.
- New faculty orientation.
- IGNITE (new student welcome week).

In 2016, the Office of Marketing and Communication began a campaign to publicize the mission and offer examples of how it is implemented. Furthermore, Understanding Our Mission, a webpage, was launched to highlight the mission in action.

1.B.2

YSU's new Mission, Vision, and Core Values were approved in 2020 and guide the strategic plan. Core Values continues to delineate YSU's four foundational commitments essential for achieving the mission: Centrality of Students, Excellence and Innovation, Integrity/Human Dignity, and Collaboration and Public Engagement. YSU operationalizes this mission through the cornerstonesof the strategic plan.

In conjunction with the *YSU-OEA Collective Bargaining Agreement* (*YSU-OEA Agreement* hereafter), these documents emphasize the importance of faculty excellence in three areas:

- Teaching.
- Scholarship and research.
- University and public service.

1.B.3

YSU's Mission Statement identifies the nature, scope, and intended constituents of its higher-education programs and services. The mission statement is outward-looking, emphasizing collaboration, community, applied learning, needs of the region, civic engagement, and global perspectives, and cultural life of the city, region, and world.

YSU's Vision Statement emphasizes public engagement, student and faculty research, and community well-being. Extending beyond the region nationally and internationally, YSU seeks to expand its collaborations with other institutions of higher education, businesses, industry, and schools to stimulate economic and technological development, increase educational attainment, and stimulate Ohio's cultural rebirth.

YSU 2020 implements the mission through regional engagement as one of its four cornerstones. The cornerstone emphasizes contributing to the community and region:

- Providing value to business, industry, and non-profit organizations.
- Sharing artistic and cultural engagement.
- Improving the general health and wellness of the community.
- Participating in intercollegiate athletics in the greater Mahoning Valley.

Somewhere mention 'YSU Excellence at Work': link: https://ysu.edu/office-marketing-and-communications/communications/faculty-success/excellence-work-archive

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1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

1.C.1

Through its goals, structure, and leadership, YSU demonstrates that it recognizes and values the diversity of the Mahoning Valley.

Goals

YSU's mission affirms its role in a multicultural society, stating that it "fosters understanding of diversity, sustainability, and global perspectives." The Core Value of Integrity/Human Dignity emphasizes "integrity, mutual respect, and civility" and belief "in the dignity and worth of all people." YSU fosters "an appreciation of, and respect for, differences among the human race" and celebrates "the diversity that enriches the university and the world."

In addition, YSU sees leadership in diversity as essential to improving the institution, as evidenced in the Vision Statement. Included in the statement is how the vision will be supported, including "respect for the deep and rich diversity of the communities we serve."

The general-education (GE) program stresses diversity in its [learning outcomes](#) (see 3.B and 4.B) and includes diversity as a goal in the required [First-Year Student Success Seminar course.](#)

Structure and Leadership

- [Division of Multicultural Affairs](#): This office is charged with day-to-day implementation of diversity, inclusion, and multicultural affairs. Leadership in this division was raised to a senior-level position, Associate Vice President, in 2016.
- [Culture of Community Initiative](#): Multicultural Affairs leads the Culture of Community Initiative, instituted by President Tressel to replace YSU's Diversity Council. The Culture of Community Council and Collaborative involves campus stakeholders who address barriers to a culture of diversity and inclusion, and capitalize on opportunities.
- [Culture of Community RISE Committees](#): Each RISE Committee (i.e., Respect and Well-being; Inclusion and Awareness; Spirit and Tradition; Excellence through Engagement) takes action on identified goals and plans to report annually to the BOT.
- [Office of Equal Opportunity and Policy Development](#)(EOPD): EOPD ensures that YSU adheres to policies regarding equal opportunity and affirmative action during hiring processes (see 2.A).

- International Programs Office: Because YSU is committed to reorganizing and energizing international and global initiatives, a new Associate Provost position was created in 2016 to lead the International Programs Office. The number of staff members in the International Programs Office was increased to support growth of international enrollment, international exchange agreements, faculty international development, and international policy.

1.C.2

YSU's processes and activities reflect attention to human diversity as appropriate for its mission and constituencies. YSU renders respect and recognition for diverse constituents through policy and practice. Numerous offices across campus work toward educating about diversity and practicing inclusion.

University-Wide Activities

- The Inclusion and Awareness Committee (IAC), part of the RISE committees, leads initiatives such as implementing gender-neutral bathrooms signage, bringing inclusion policies to the BOT, and enabling a preferred-name option in the student-information system.
- In fall 2017, YSU started an Internationalization Task Force to investigate strategies to improve campus globalization efforts.
- In fall 2017, Human Resources (HR) changed the faculty application process to increase attention to diversity.
- EOPD proactively educates YSU community members to identify bias, and it investigates cases of harassment and discrimination. Employees are required to complete online Title IX training. Grievance procedures are in place for discriminatory actions.
- In 2013, YSU made a commitment to increase business with diversity vendors. YSU set a goal to procure approximately 15% of its goods and services from Ohio Certified Minority Business Enterprises (MBE) and 5% from certified Encouraging Diversity, Growth, and Equity (EDGE) businesses.

Curriculum and Student Support

- YSU's curriculum supports inclusion through programs such as Africana Studies, Working Class Studies, Islamic Studies, and Women's Studies. Individual courses, such as LGBTQ Issues in History and Popular Culture, support inclusion.
- YSU communications and course syllabi must include the following statement about diversity: "Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion or veteran/military status in its programs and activities."
- The Office of Student Diversity Programs works collaboratively across campus to offer support and enhance programming and activities that build and nurture the campus and community.
- International Programs has aligned with best practices in internationalization, including the efficacy of commissioned agents abroad, enhanced file-processing time and flow, increased development of international connections and agreements, and recruitment of international students (320 students enrolled in 2017).

- Additional campus events include the Martin Luther King, Jr. Diversity Breakfast, Veterans Breakfast, Hispanic Heritage Month Celebration, Native American Month Celebration, and Annual Student Diversity Banquet.

As evidenced in the 2016 National Survey of Student Engagement (NSSE) results, diversity is a challenge area. The report showed that some of the lowest-performing items for first-year students relative to true peers related to diverse experiences, including discussions with diverse others and reflective and integrative learning. While there have been gains over past results of the survey, YSU lags behind peers.

YSU is proud of its activities to support diversity but has taken these action steps to foster a culture of tolerance:

- The Office of Assessment held campus discussions and partnered with graduate and undergraduate students to research areas of challenge in the 2016 NSSE. A set of final recommendations, including ways to increase diversity education and faculty development, was presented to senior leadership and shared at a regional conference.
- Several NSSE recommendations have already been acted upon—for example, the Internationalization Task Force was a specific recommendation, and NSSE data were used at its first meeting as evidence of need.
- The GE committee is considering revising requirements to ensure that students are provided with significant diversity education as part of their curriculum (see 3.B).
- YSU is offering the NSSE in 2018 and has chosen the optional module, Inclusiveness and Engagement in Cultural Diversity, to evaluate the impact of activities on students' educational experience and to formulate additional action steps.

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1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

1.D.1

YSU is engaged in improving northeast Ohio; this goal is built into the mission and implemented throughout YSU's activities.

The Mission states YSU prepares "intellectually curious students who are invested in their communities," supports "economic development through applied learning and research," and advances "the intellectual and cultural life of our city, region, and world." Reinforcing YSU's dedication to the public good is a commitment to Regional Engagement, one of the four cornerstones of the strategic plan.

"Youngstown State University and the Mahoning and Shenango Region: An Economic Impact Study" sought to "quantify and synthesize the direct, indirect, and induced impact of YSU expenditures, faculty, staff, students and visitors on the Mahoning and Shenango Valley communities." The report found that YSU faculty, staff, and students had a $1.2 billion impact on the regional economy for fiscal year (FY) 2015.

YSU has numerous partnership agreements with local and regional entities. Below are a few examples:

- Humility of Mary Health (HMHP) Partners.
- Northeastern Ohio Medical University (NEOMED).
- Eastern Gateway Community College.
- P-12 school districts and community agencies.
- The Rich Center for the Study and Treatment of Autism (on campus).
- Youngstown Early College (YEC) High School (on campus).
- The Early Learning Initiative (ELI) preschool (on campus).

YSU nursing, exercise science, and dietetics majors gain valuable practical experience while assisting volunteers at the Midlothian Free Health Clinic in Youngstown. The clinic offers free primary, preventative, and educational health care to low-income uninsured and under-insured patients.

In addition, several certificate programs meet the needs of the region; for example, students earning the Certificate of Applied Gerontology work in partnership with more than 20 area internship locations.

Faculty members and staff serve the community, sharing expertise and learning from external agencies. Additionally, community members serve on departmental and college advisory boards and university committees. Following are examples of how faculty and staff serve the community:

- STEM faculty participate in Lake to River Science Day and interact with middle- and high-school students at Math Fest.
- The Lariccia School of Accounting and Finance offers free tax services provided by trained business students and professional volunteers in the Volunteer Income Tax Assistance program.
- The Summer Honors Institute offers gifted high-school students the opportunity to explore contemporary topics from a variety of disciplines during a week's worth of interactive summer classes along with an optional residential program.
- The annual English Festival, now in its 40th year, attracts approximately 3,000 students from more than 200 middle and high schools to campus.
- The College of Creative Arts and Communication engages approximately 40,000 people annually through art, music, theater, and cultural programming.

A Task Force for Diversity Programming was convened in 2013 as a subcommittee of the Regional Engagement Cornerstone Committee. The purpose was to make recommendations to the President to find means through which colleges can support the strategic plan's "commitment to diversity and inclusiveness, in the broadest sense." A result was the Community Diversity Program Series, published from 2013 through 2016, which was created to capture campus and community events. Beginning in 2016, the Culture of Community Events webpage replaced this publication.

YSU holds membership in Campus Compact, which fosters engaged and responsible citizenship that values justice, social and economic equity, and sustainability. Membership has fostered community engagement and service activities in the Honors College and in the Center for Nonprofit Leadership.

Somewhere mention 'YSU Excellence at Work': link: https://ysu.edu/office-marketing-and-communications/communications/faculty-success/excellence-work-archive

1.D.2

As a public institution, YSU is committed to the primacy of its educational mission and does not support external interests unrelated to the educational mission, contribute to a parent organization, or generate funds for investors. Bylaws of the BOT state that "trustees are advocates for the university to further its mission and enhance its legacy to the local, regional and global communities." YSU governance ensures that it is not serving external interests (see 5.B).

1.D.3

YSU engages with external constituencies and communities of interest and responds to their needs. Activities are aligned with the priorities of the Regional Engagement Cornerstone of the Strategic Plan. Examples are organized according to those priorities below.

Value to Business, Industry, and Non-Profit Leadership

- The YSU Regional Economic Development Initiative (REDI) emphasizes planning, implementation, and execution of regional economic development initiatives in education, community building, grant writing, project development, and plan oversight for several major community projects.
- Excellence Training Center opened in 2020, will establish an advanced manufacturing technology training center in which high school and college students, entrepreneurs, engineers, machinists, and welders will interact. The project is a partnership of eight educational, business, and government organizations.
- The Youngstown Business Incubator (YBI) is a prime example of YSU's engagement with the community. YSU students intern at the Incubator and for portfolio companies. YSU has collaborated on numerous research and economic development projects, additive manufacturing, information technology, communications, and business-to-business software applications.
- BCOE's Project PASS (Penguin Assistants for Student Success), initiated through a 21st Century Learning Grant from the Ohio Department of Education, provides funding for one-on-one literacy tutoring for students in Youngstown City Schools' elementary buildings. Teacher candidates are paired with second and third graders to prepare them for Ohio's Third-Grade Reading Guarantee. Since 2015, teacher candidates have provided over 50,000 hours of tutoring.
- The Center for Human Services Development provides grant funded after-school programs throughout the region, assists faculty developing research grants, and provides evaluation services for a number of public and non-profit agencies in the Mahoning Valley.

Artistic and Cultural Engagement

- INPLACE (Innovative Plan for Leveraging Arts through Community Engagement) is funded by the National Endowment for the Arts, which awarded YSU a $100,000 grant to launch a public arts project in Youngstown. This project included Designing Youngstown's Future at the McDonough Museum of Art, an interactive public exhibition focusing on themes developed through collaborative planning initiatives, including wayfinding, technology, parking, green infrastructure, and lighting.
- Federal Frenzy is a music and arts festival in the heart of downtown Youngstown supported by a collaboration of YSU's student-programming board and Penguin Productions.

Health and Wellness

- Campus Recreation and Housing and Residence Life partnered with Youngstown City Parks and Recreation and a local nonprofit, Cityscape, to replace outdoor fitness equipment and open a disc golf course at Wick Park.

- Nursing students engage in [blood-pressure screening](#) at the Canfield Fair, deliver turkey dinners on Thanksgiving with the Ohio Highway Patrol, serve meals at the Rescue Mission, and collect toiletries for Beatitude House.
- Dental Hygiene students engage in community outreach activities, including [free dental-care services](#) for students at the Rich Center for the Study and Treatment of Autism and "Give Kids a Smile Day."

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1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

YSU's mission guides its efforts to increase the educational attainment of the region while stimulating economic development locally, within Ohio, and beyond. YSU focuses on student success, academic excellence, urban research, and regional engagement. These four areas provide the foundation upon which YSU delivers programs that advance students intellectually and culturally. With respect for students and diverse perspectives, YSU strives to provide a campus environment that is conducive to learning, broadens students' thinking, and engages them in serving constituents. As faculty, staff, and students live the mission, they enrich YSU and the community.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

UPDATE: Since 2018, the university community has continued working toward our campus climate being one of collaboration. In addition to providing a student-centered education, our vision is for the behaviors of all on campus to be rooted in integrity, mutual respect, collegiality, equity and inclusion. The strategic planning process started in 2018 is one example of our commitment to live our vision. The planning initiated with gaining widespread input from all university constituents via thought provokers and leaders. Feedback seeking continued throughout the planning process resulting in a collaboratively developed new university mission, value statements and development of strategic actions. The recently completed university wide program review highlights another example of our lived vision.   The program review involved many opportunities for input by all on campus, resulting in collaboratively informed decision-making about program continuation, growth or sun-setting. The policies and processes cited below for each component of Criterion 2 provide additional examples of living our vision, an important component of integrity.

2.A.1 The institution develops and the governing board adopts, the mission.

UPDATE: As noted above, the Board of Trustees (BOT) resolved in December 2018 to support President Tressel's recommendation to develop a new strategic plan. During the BOT meeting in December 2019, the board received a report about progress for developing the University's new mission, vision and values, as well as the development of strategic goals and actions to fulfill the mission. At this meeting, the BOT passed a resolution to "Take Charge of Our Future" in support of the activities. This resolution included support for faculty, students and staff to "continue to be engaged so as to inform and enhance the mission, vision, and values statements of the University as it continually adapts to changing times for the benefit of academic excellence, student success, and mutually beneficial community engagement".   During the BOT meeting in June 2020, the BOT recognized the collaborative efforts of the campus community and adopted the "Plan for Strategic Actions to Take Charge of our Future" which states the new Mission.

2.A.2 The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Financial Integrity

YSU operates its financial matters with integrity, as demonstrated below:

Ethics Training and Reporting Financial Matters

- Administrators in the <u>Division of Finance and Business Operations</u> undergo annual ethics training.

- Each BOT member files a Financial Disclosure Statement annually with the Ohio Ethics Commission.

- Procurement Services oversees campus purchasing and provides a <u>purchasing guide</u> to ensure compliance with YSU policies and federal, state, and local laws and regulations.

- Financial managers sign a <u>Conflict of Interest Certification Form</u> that requires disclosure of vendors with whom the employee, his or her family, or business associates do business.

- <u>Faculty</u> and <u>staff</u> are required to report outside consulting and employment annually.

- YSU employees are mandated by Ohio's Governor Executive Order to complete <u>Ohio ethics training</u> annually.

Budget Planning and Oversight

Budget planning and oversight are covered in detail in Criterion 5, but below are highlights:

- <u>University Policies 3356 3 01-16</u> guide budget and finance procedures.

- The BOT annually reviews YSU's <u>long-term investment strategy</u>.

- UPDATE: During the Covid-19 pandemic YSU provided institutional funds and HEERF funds to assist students in need and to augment teaching & learning abilities. Documentation of dollar amount and allocation of funds are reported and available on the website for public review.

- All annual budget audits have resulted in no findings of budget issues. Anyone at YSU can report conduct of fraud, fiscal abuse or non-compliance via the YSU Anonymous Ethics Reporting Hotline operated by an independent company. University policy prohibits retaliation for reporting.

Academic Integrity

YSU performs its academic functions with integrity and safeguards academic integrity.

University Policies, the *YSU-OEA Agreement*, Academic Senate, and Graduate Council play important roles in facilitating fair and ethical behavior:

- UPDATE: University Policies 3356 10 01-24 guide procedures for teaching and academic research. These policies cover admission, retention, and graduation standards; hiring and selection of full- and part-time faculty; graduate-faculty membership; faculty workload; establishment or abolishment of academic departments, schools, and colleges; and integrity in research. When the BOT conducts a policy's scheduled review (every 5 years), changes are now communicated to faculty and staff via email and as before, the university website.

- YSU's full-time faculty members are unionized through the Ohio Education Association. The *YSU-OEA Agreement* ensures their rights and responsibilities:
    o Article 9 of the faculty contract establishes that the academic department has prerogative and responsibilities for program development, curriculum revision, requirements for majors and minors, and program assessment.
    o Article 28 of the faculty contract establishes requirements for course-related responsibilities, such as syllabi content, textbook and materials selection, and office hours. Article 28 also covers outside employment, conflict of commitment, and conflict of interest.

- The Academic Senate plays an essential role in developing policies for undergraduate academic functions. The Bylaws of the Academic Senate specify the committee structure, which includes faculty and administration representation (see 5.B.3)

- UPDATE: In response to moving quickly online due to Covid-19 restrictions, YSU quickly established the Academic Continuity Team to assist students and faculty with successful online coursework. A positive outcome of this was that after classes returned to campus, there was continued interest of faculty for professional development in providing creative course delivery. In response, the Institute for Teaching and Learning continues to augment their presence to provide online and in person workshops, as does Information technology Services (ITS). ITS continues to seek and provide software and technology for classroom learning and other university work. ITS also provides workshops for use of new technology.

- UPDATE: The Division of Student Affairs has been re-structured into three offices dedicated to ensuring the success of each student.
    o The Office of the Dean of Students formed in 2021 provides support, education, guidance and advocacy to all members of the campus community. A key initiative of this office is the YSU CARE (concern, assessment, referral and education) Team that addresses issues of a serious nature that pose a threat to anyone on campus. Anyone, including the surrounding community, can make a

referral to report problematic, disruptive or anti-social behavior. A safe learning environment is imperative for student learning. Other support services for students include provision of basic needs such as emergency food and clothes, assistance programs for finding housing, and safety resources such as the campus rape, crisis and counseling center. The Penguin to Penguin Fund, while initiated because of Covid-19 will continue to be available via funds from the YSU Foundation. This fund covers emergency housing, utilities, medication, fuel and car repairs.

- o The Office of Student Experience works to create a sense of belonging, develop a campus community that fosters and celebrates differences, and encourages cultural awareness. The Office of Student Activities, housed within Student Experience, promotes inclusiveness by encourage engagement with Student Government and offers programming such as the Emerging Leaders Program.This program mentors collaborative relationships and empowers community and leadership abilities.

- o Office of Student Enrollment and Business Services provides a portal of scholarships and financial aide resources for students. The Penguin Service Center is housed in this office. It serves as a single place to receive essential information, find guidance, and resolve enrollment-related concerns

- UPDATE: The Office of Diversity, Equity and Inclusion housed within the Office of Academic Affairs is our re-imagined multicultural initiative. This office is a single place where students, faculty and staff find educational resources and programming that supports our culture of community. An example is the AIM (Achieve, Impact Motivate) program for mentoring first-year first-generation underrepresented and/or marginalized students.   Another initiative through this office promoting student academic success is YSU's participation in the National Equity and Retention Academy. This involves an 8 week seminar course to develop strategies for recruiting and retaining students from at risk populations. Examples of events showcasing our commitment to providing opportunities related to DEI include:
  - o Future of Black Media panel discussion, 2/6/2022.
  - o Depression screening day 10/5/2021
  - o Language, equity and student success: an opportunity and responsibility, faculty symposium, 4/14/2021

- Protection and support of student rights are integral to academic integrity. The Office of the Registrar guides faculty and staff regarding FERPA regulations for student privacy and educates students on their privacy rights. Faculty and staff are reminded of FERPA regulations via email reminders each semester and training workshops.

- The Student Academic Grievance Procedure provides a formal channel for undergraduate and graduate students that ensures academic grievances are heard and resolved (see 3.E.1). Students are notified of their rights via The Student Code of Conduct. Article IV of this Code outlines general hearing and sanction procedures for alleged misconduct.

Article VI outlines procedures and sanctions specific to alleged violations of the academic integrity policy.

- UPDATE: The Student Complaint System is now a web-based method for students to file a complaint about anything from dining services to instructor or course procedures. Once a complaint is received, the Office of the Dean of Students notifies the appropriate academic department, dean or campus office to investigate the complaint. That entity is assisted by the Office of the Dean of Students to find a mutually acceptable resolution and to analyze for the need for policy or procedure change.

Human Resources Integrity

The Office of Human Resources (OHR) strives to foster an appreciation of, and respect for differences. YSU is an equal-opportunity employer. The OHR provides guidance on strategic and operational activities that pertain to recruiting, selecting, appraising, compensating, recognizing, developing employees, and administering benefits and labor relations. Through OHR and Equal Opportunity and Policy Development (EOPD) offices, YSU ensures that it does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion, or veteran and military status in programs and activities.

- University Policies 3356 7 01-54 provide guidance and procedures for HR activities, including providing a supportive work and learning environment that is safe, secure, and free from threats, intimidation, and violence.

- University Policies 3356 2 02-04 are related to equal opportunity in hiring and non-discrimination in programs and activities. OHR and EOPD provide mandatory training for employees on discrimination, harassment, sexual violence, and workplace violence. They also manage mandatory training for employment search committees.

- University Policies 3356 9 01-11 govern administrative and personnel procedures, including hiring, evaluation, and professional conduct of faculty, chairs, and administrative/professional personnel.

- UPDATE: A change related to Equal Opportunity and Affirmative Action at YSU has been the moving of these responsibilities to within the OHR. The Office of EOPD and Title IX supports YSU's promotion of human and intellectual diversity. This office administers the university's policy against discrimination, harassment, sexual misconduct and retaliation.
  Hiring processes are revised as needed to comply with external regulations:
  - In its oversight role in employment searches, the EOPD scrutinizes applicant selections for qualifications and submissions. In areas of underutilized job groups, the office expands applicant pools for interview to include qualified underutilized applicants not initially selected by the search committee (the search committee does not have access to race, gender, disability, and veteran status that applicants share through self-identification data).

- - EOPD reviews and develops polices, and ensures compliance with state and federal equal opportunity laws and regulations, including Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972. The EOPD director also serves as the YSU's Title IX coordinator and is the primary investigator for internal complaints of discrimination and harassment.

- The four labor contracts between administration and unions specify rules for non-curricular issues: Classified Civil Service Staff, Professional/Administrative Staff, Police (FOP), and Faculty.

- YSU's formal grievance processes provide due process for resolving disputes among personnel and students. For unionized personnel, each labor unit agreement has a section explaining grievance procedures (YSU-ACE, Article 9, YSU-APAS, Article 9, YSU-FOP, Article 6, YSU-OEA, Article 8). Exempt employees are covered under BOT policy that holds to the same standard of ethics and fairness (University Policy 3356-7-37)

- The original Culture of Community Initiative from 2017 has expanded into a campus wide support for students, faculty and staff via the Office of DEI described above.

Auxiliary Integrity

YSU's auxiliary functions are included in its commitment to operating with integrity. Auxiliaries include Intercollegiate Athletics, Housing and Residence Life, Parking Services, Kilcawley Center, and the Andrews Student Recreation and Wellness Center. Auxiliaries enhance campus life for students, faculty, staff, alumni, and guests. They generate revenue through sales and services, which support their operation. The budget for each auxiliary is included in the university's annual budget report, and financial audits include the auxiliaries (see 5.A).

- The Intercollegiate Athletics program is administered as defined in the Intercollegiate Athletics Operations Manual. University Policies 3356 6 01-03 establish responsibility for administering athletics programs and establishes accountability for adhering to ethical standards and compliance with YSU, conference, and NCAA regulations.

- The Compliance Office housed within the Intercollegiate Athletics Division ensures compliance with NCAA, Horizon League, Missouri Valley Football Conference, and institutional rules. This office educates student athletes, coaches, administrators, and supporters so they act with integrity and comply with regulations. Each student athlete is provided a Student Athlete's Handbook that explains rules, regulations, policies, and services.

- UPDATE: The Athletic Compliance Office's webpage provides resources such as summary sheets of regulations and the booster pamphlet. In addition to integrity related to compliance, the athletic dept has committees and services to promote academic and

social well being of student athletes. Such initiatives include a DEI committee and student athlete advisory council which collaborates with student government to increase athlete engagement on campus and surrounding community.

- Since 1994, YSU has supported the Title IX Gender Equity Plan, which funds scholarships, staffing, operating budgets, and physical facilities to enhance women's intercollegiate athletic programs.

- YSU provides housing accommodations for students without regard to race, religion, color, age, gender, sexual orientation, or national origin. The Office of Housing and Residence Life informs residents of housing regulations via the Housing and Residence Life Resident Handbook. YSU has procedures to prevent housing discrimination.

- Rules to provide parking facilities during athletic events, for students, faculty, staff, and visitors are displayed on the Parking Services webpage.

- UPDATE: Kilcawley Center is YSU's student union and conference building. It includes study lounges, computer labs, ATM, copy services, dining choices, 16 seminar rooms, and two computer training rooms. New student activity, student government, and lounge spaces are available in Kilcawley. Given the centrality of this building to student life, many student services are physically located in Kilcawley: Accessibility Services, The Resch Academic Success Center, Student Outreach and Support, Student Counseling Services and Student Advocacy and Support to name a few.

- The Department of Campus Recreation provides wellness and recreational programming to meet the diverse needs of students and the YSU community. Users of recreation facilities are reminded to value the diversity of YSU's community and to respect all participants. Policies outlined in the Penguin Student Handbook prohibit harassing patrons of the facilities and explain appropriate activities for club sports organizations.

Sources

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public

Argument

2.B.1 The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.

The Office of Marketing and Communications, part of University Relations, oversees YSU's website and other communications to ensure accuracy. Representatives from EOPD, the Office of Accessibility Services, and the Title II/Section 504 Coordinator serve to ensure communication channels are accessible for people with disabilities.

UPDATE:
- Accurate information about academic areas of study is ensured by scheduled updating of the course catalog. The Office of Academic Affairs sets requirements for the course catalog content. The registrar's office notifies college deans and department chairpersons of the annual deadline for course catalog updates. Program chairpersons are reminded at the college level during dean's meetings to annually update curriculum sheets used by academic advisors and posted on program websites. Each academic program has an informative webpage dedicated to providing information about the degree and any minor or certificate programs available. Website accuracy reminders are prompted at the college level.

- The Office of Academic Affairs academic programs and planning webpage posts program status updates. The types of information included are report of Board of Trustee action or Ohio Department of Higher Eduction approval of a program, programs in development and programs being discontinued or admissions suspended.

- YSU stands behind its claim that students receive a quality education provided by highly qualified faculty. Full and part time faculty credentials are confirmed by human resources at the time of hire via official transcript review. The Office of the Provost utilizes the form titled Highest Degree Level for Part Time Teaching Faculty, to have chairpersons attest to the specific courses part time faculty are qualified to teach. Department chairpersons complete reviews of each faculty performance in teaching, scholarship and service on a scheduled basis, either annually or biennually.

- Staff and governance structure is provided for administrative personnel via office organizational charts or staff lists with position responsibilities, posted on office websites to ensure students and the public can access the accurate person for their needs.

- Current in state and out of state tuition, and graduate school tuition is updated on the tuition and financial aid website. The tuition estimator asks specific details such as

cohort year, tuition type, academic term, college, state residency to ensure the estimator provides accurate tuition, fees and housing costs.

- YSU announces its institutional accreditation status from HLC on the Office of Academic Affairs webpage and from YSU's website via the Student Consumer Information link at the footer of each webpage. Accreditation information is verified as accurate via a link to the HLC website confirming accreditation status. Academic program webpages and college webpages provide professional program accreditation status and other information, such as program licensure pass rates.

2.B.2 The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

UPDATE: YSU's website serves as the primary source of evidence of its claims of a quality education through research, community engagement and experiential learning. YSU insures its website and other information is accessible to students, perspective students, employees, guests and visitors with disability, particularly those with hearing, visual and manual impairments. University Policy 3356-5-14 (Electronic Information Technology (EIT) Accessibility defines EIT and procedures for monitoring adherence to EIT standards. This policy states that all software purchases on campus must be accessible for use by persons with disability. The YSU website publishes the digital accessibility policies and standards, and grievance processes. ITS offers consultation for review of material to be placed in our learning management system (Blackboard) or the website, and remediation for non- accessible material. The Instructional Design and Development Center provides the Digital Accessibility Lab to assist faculty make their teaching and learning resources ADA accessible. The Associate Director for Accessibility Services sits on the Academic Senate technology committee and the previously described Penguin CARE Team.

UPDATE: Quest is the main evidence we have to support our claim of enhancing student experience through research. Undergraduate and graduate students present their scholarship at this annual forum. Student scholarship ranges from scientific findings and engineering designs to musical scores and poetry readings. Each student presentation is judged and awards are provided for "Best" oral presentation or poster for each college. The event is open to the public.

UPDATE: Community engaged student learning that also serves to enhance the community around YSU is a goal established in our initiative to "Take Charge of our Future". Evidence related to community engaged learning include programs like Penguin PT – a faculty supervised but student provided physical therapy services to community residents without adequate medical insurance. Other evidences for our commitment to community engaged learning include:
- YSU business students complete more than 30 hours of training and pass IRS certifications to provide free income tax preparation services to the public.

- Students in the Sociology Program implemented the Opening Minds Through Art program by working with community residents with dementia to create artwork that

enabled residents to focus on new skills rather than on limitations due to memory loss.

- Three Geology Program students provided a community revitalization plan to the City of Wellsville as their capstone project. The plan was based on a 16 week study of the Wellsville community to develop recommended policy actions, infrastructure recommendations and long term climate change adaption.

UPDATE: Internships, externships, service learning, clinical and field observations, co-op activities, practicums, student teaching and research for credit are all ways academic programs provide experiential student learning to augment classroom learning. Students learn about these learning activities from program information provided on academic program webpages and also from the Experiential Learning Opportunity webpage. This webpage is dedicated to notifying students of program specific required and voluntary opportunities. Handshake is the tool provided by the Office of Career Exploration and Development to alert students about internship postings by employers. Students can submit resumes for employers to view when offering experiential learning activities.

The following are other methods of communicating clearly and completely to students and the public.

Communication Channels

The *Principles and Practice of Shared Governance*, posted on the Office of Academic Affairs webpage identifies communication as one of 6 principles. Particularly, the principle states communication should be consistent, trustworthy and multidirectional. In addition to the website, YSU communicates to students and the public with the following:

- YSU's campus-wide email system is the major mechanism for communicating with specific populations.

- UPDATE: Information related to the Covid-19 has been regularly provided to students, staff and faculty via email notifications but also via the Covid-19 Information Webpage. This webpage houses information about classroom protocols, vaccination clinics on campus, testing and contact tracing procedures, and provides a dashboard tracking the number of positive cases by week.

- Penguin Alert communicates emergency, safety, or time-sensitive information as both email and text alerts.

- YSU provides an app for smart phones that provides campus information, portal access, and student events.

- UPDATE: YSU maintains accounts on Facebook, Twitter, Instagram, TicTok and Snapchat to engage prospective and current students, parents, alumni, and community members, and to communicate achievements and campus news. The impact and reach of

social media platforms are reported annually in the social media report. YSU provides an accessibility guide for complying with ADA standards on social media accounts.

- These student-media organizations communicate news, opinions, and information about YSU internally and to the public. These organizations include the *Jambar*, thejambar.com*, YO magazine*, *Penguin Review, Jenny,* and Rookery Radio.

- UPDATE: Employees and students receive a weekly electronic newsletter, the YSU News Center that includes material about various campus activities and accomplishments. President Tressel sends "From the Desk of the President" emails informing on topics such as giving challenges and opportunities for sustainability (2/2/2022), changes to campus Covid-19 protocols (5/18/2021) and the 3 part State of the University videos informing about initiatives geared toward "Take Charge of our Future". Provost Smith provides regular "Provost Perspectives" communicating topics such as Advising and student success (2/14/2022), community engagement (1/10/2022), Covid-19 procedures upon return to campus (1/5/2022).

- College deans are invited to attend senior leadership meetings allowing increased communication among colleges and senior leadership (see 5.B.2).

- The annual Security and Fire Safety report is distributed via email to all YSU constituents and linked from the safety webpage for community viewing.

Programs

The academics webpage, available one click from YSU's homepage, presents an alphabetical list organized by type of degree program (associate, bachelor, or graduate). When a program is accessed, the following information is provided (see Communication Studies as an example):

- Links to the electronic catalog containing a program's curriculum sheet and four-year plan.

- List of internships and jobs of students and graduates.

- Accreditation status of the program.

- Available majors, minors, and certificate programs within the program.

- Links to faculty and staff directory information.

YSU's catalog in addition to providing the year's academic calendar provides additional information for each academic program:

- Department and program overviews.

- Curriculum sheets.

- Four-year plans (or equivalent for two-year and graduate programs).

- Faculty rosters.

- Learning outcomes.

UPDATE: YSU's degree-audit system originally established as uAchieve helped current students and advisors keep track of completed, current and needed courses to complete a degree. A new system called Penguin Pass replaced uAchieve in 2021 as a means to facilitate communication and understanding by students and their families about their progress toward earning their degree. The new system assists potential transfer students in knowing direct course application to YSU courses for planning their degree options.

University Requirements and Policies

- Undergraduate and graduate student catalogs explain college-wide policies, admission procedures and deadlines, tuition and fees, financial aid, and academic programs and their requirements.

- The Student Code of Conduct informs students of their rights and responsibilities, explains hearing and appeal processes, defines student conduct record keeping, and identifies situations that require parent or guardian notification.

- The Office of Admission's webpage information is organized by type of student to be admitted (such as new freshman or transfer). Non-traditional students are provided information specific to them, such as the alternate-credit program and information for veterans. The admissions area of the website serves additional constituents, such as high-school guidance counselors, providing links to information about college readiness for students with special needs and NCAA eligibility for college-bound athletes.

- The Penguin Student Handbook provides a single-source document for general information for students. It includes the Code, Campus Rec Policies, and academic policies and procedures.

- The undergraduate catalog includes information for international students related to English language and health-insurance requirements, and other academic credentials needed for admission.

- The International Programs Office webpage provides additional information for students from abroad, divided into information for future, newly admitted and current students.

- Information for students (and their families) living in campus housing is on the Housing and Residence Life webpage. It provides students with a calendar of events, the Resident Handbook, and information on safety.

- The Student Right to Know and other student consumer information are available from the Student Consumer Information link in the footer of each webpage on YSU's website.

Faculty and Staff Information

- Faculty and staff contact information is accessible through the online directory located on YSU's homepage. Faculty listings are available on college, department, or program webpages and the academic catalogs.

- Staff members who provide student support services are identified on associated webpages, and their contact information is listed.

- Faculty members provide contact information and office hours on course syllabi by the seventh day of each term, per the *YSU-OEA Agreement* (article 28.3).

Costs

- The Office of Financial Aid and Scholarships and the Tuition and Financial Aid webpages display tuition, fees, room and board, a financial-aid estimator, and other costs. Both webpages provide information about FAFSA, financial aid, the federal Satisfactory Academic Progress Policy for continuation of loans, and other financial-related topics.

- The academic catalog includes a breakdown of tuition, fees, and other charges.

Governance/Control

- Information about the Board of Trustees (BOT) is available through its webpage. The BOT receives authority from Ohio Revised Code and provides governing control. Profiles of each trustee, BOT bylaws, meeting schedule, minutes, and policies are regularly uploaded and updated.

- General information is presented on the "about YSU" page of the website, including the governance structure and YSU's Mission, Vision, and Core Values.

- Bargaining-unit agreements are downloadable from the HR webpage.

- Minutes and recordings of Academic Senate meetings and meeting dates are on the Academic Senate webpage. Minutes reflect the Senate's responsibility for developing or modifying academic policies.

Sources

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

Argument

2.C.1 The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.

The Ohio Department of Higher Education (ODHE) is a cabinet-level agency that oversees public higher education. YSU's Board of Trustees (BOT) consists of 11 trustees appointed by the governor. Chapter 3356 of the Ohio Revised Code authorizes the BOT to employ, fix the compensation of, and remove the president and such professors, teachers, and other employees as may be deemed necessary.

The BOT follows best practices recommended by the Association of Governing Boards (AGB). Detailed BOT expectations and activities beyond those declared in Chapter 3356 of the Ohio Revised Code are recorded in the BOT Bylaws.

UPDATE: In 2019, the YSU BOT was selected over 40 other boards to receive the John W. Nason award for Board Leadership from the Association of Governing Boards of Universities and Colleges. The ABG represents 1,300 member boards representing 2000 institutions. The Nason Board Leadership award is the nation's top honor for governing boards. This award recognizes exceptional leadership and initiative. In December 2021, Trustee James (Ted) Roberts was appointed to the same association's Council for Student Success. The Council is an advisory group from member institutions, systems and foundations with a purpose to shape strategic thinking, priorities and actions of BOT to elevate student success outcomes across Higher Education.

2.C.2 The governing board's deliberations reflect priorities to preserve and enhance the institution.

UPDATE: As noted previously a priority action of the BOT was to pass the resolution in 2018 to support YSU's development of a new strategic plan and adoption in 2019 of the "Take Charge of Our Future" focus for guiding university decisions and prioritizing resource allocation. Other examples of priority deliberations of the BOT include these important activities:

- October 2021: Resolution YSU Future State: Crafting A Sustainable Future in Consideration of the Fall 2021 14th-Day Enrollment Report, Enrollment Trends, and Other Pertinent Factors.

- April 2021: Resolution to support faculty voluntary separation/retirement program to enhance the financial situation of the university.

- December 2020: Resolution to endorse the 2020 State of Ohio Completion Plan that also aligns with the Plan for Strategic Actions to Take Charge of Our Future.

- April 2020: Special meeting to review academic initiatives and efforts for continued education of students during the Covid-19 pandemic. This meeting also addressed medical safety procedures such as testing, social distancing and contact tracing.

- December 1019: Resolution to amend and align tuition and fees for online programs.

2.C.3 The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

As per the Bylaws, BOT meetings are held quarterly and are open to the public. Agendas are prepared with input from multiple internal and external constituents. Business to be presented to the BOT by anyone other than a trustee or YSU's president is submitted in writing to the chair, who refers it to the appropriate committee.

The BOT includes student representation and faculty representation on its Academic and Student Affairs Committee to gain diverse perspective about YSU interests. BOT members attend Academic Senate meetings to keep abreast of the Senate's work and hear faculty's academic concerns.

2.C.4 The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties

The BOT Bylaws state the importance of freedom from undue influence. University policy 3356 3 10 on investments states individual trustees must annually submit a statement disclosing the nature of any relationship with financial institutions involved with YSU's non-endowment and endowment funds to the BOT chair. Trustees undergo yearly Ohio Ethics training, which includes undue influence and conflict of interest issues, and they file a yearly Financial Disclosure Statement with the Ohio Ethics Commission.

2.C.5 The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

YSU policies delineate the roles of BOT members, president, and faculty in management of institutional and academic matters:

- University Policy 3356 9 08 (Selection and evaluation of the president) states the president, as CEO, is responsible for the overall operation of the institution, and the president executes the power and authority of the BOT in leadership, institutional strategic planning, and development of the institution.

- University Policy 3356 10 10 (Academic Senate) states the Academic Senate has primary responsibility for developing new policies or making changes in existing policies integral and essential to YSU's academic functions and activities.

Sources

2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Argument

YSU believes that freedom of inquiry is essential to scholarly development and application of knowledge. Protecting and encouraging academic freedom, freedom of expression, and the pursuit of truth in teaching and learning are woven throughout the university.

YSU's value for academic freedoms are emphasized in many guidance documents and policies:

- UPDATE: YSU's mission statement embraces personal development and empowerment through knowledge. We root behaviors, decisions and actions in the achievement of integrity mutual respect collegiality, equity and inclusion. This stated university value directly fosters a climate of academic freedom on campus. YSU joined other public institutions via a letter from the Inter-university Council of Ohio to express our concern that the state's house bill 327 could infer censorship in the classroom.

- UPDATE: We also believe in our role to develop intellectual and personal qualities by following guidelines for free and orderly exchange of ideas. These are outlined in our 2021 report submitted in accordance with state law ORC 3345.0211-3345.0213 known as the "Forming Open and Robust University Minds Act (FORUM)".

- The *YSU-OEA Agreement* (Article 17) outlines academic freedom and responsibilities for full-time faculty members.

- UPDATE: *The Student Code of Conduct* Article 1, Section A.1, identifies the "right of free inquiry, expression, and/or assembly" as a basic right. The Code is approved each year by the BOT. The new student complaint portal lists "Unlawful, unreasonable, or arbitrary limitations on expressive activity" as one of the categories of complaint a student can choose when filing a concern with the Office of Dean of Students. The student's academic program, assisted by the Office of Dean of Students investigates and resolves student complaint.

- UPDATE: Student Media Policy (University policy 3356-8-02) states that YSU "recognizes and supports the establishment and operation of student media organizations as important media for communication to the university and as training laboratories for students." In 2021 the student media committee updated the Student Media Governing Document.

- Acceptable Use of University Technology Policy (University policy 3356-4-09) notes the importance of academic freedom and establishes rules to govern use of university technology.

- <u>Persona non Grata Policy</u> does not "limit or restrict the constitutional guarantees of freedom of speech and peaceful assembly even as it seeks to maintain an effective and safe learning, living, and working environment for all employees, students, and visitors."

- <u>Research Misconduct Policy</u> establishes that "Among the basic principles of YSU are the pursuit of truth and the responsible exercise of academic freedom. From these principles derive such ideals and values as the freedom and openness of inquiry, academic honesty, and integrity in scholarship and teaching."

Although these documents specify the protection of academic freedom and freedom of expression, each notes students' or faculty members' responsibilities when exercising their freedom, which includes refraining from speaking for YSU unless officially designated as a spokesperson and presenting ideas respectfully.

UPDATE: As the following examples demonstrate, YSU provides opportunities for community members, faculty, students, and staff to experience and express diverse viewpoints through campus events and ongoing speaker series:

- 2021 Thomas Colloquium of Free Enterprise speaker Bozama Saint John spoke on her experience as a female of color at Uber and Netflix
- The Tunnel of Oppression is an annual interactive event to promote the understanding of the experiences of others. During the 2021 event, Carmella Hill, Dir of Power to Hope services discussed how mental health is impacted by oppression and trauma.
- The Dr. Ray Energy and Environmental Speaker Series focuses on sometimes controversial conservation and environmental issues
- The Cliff Guest Artist Series continues a forum for artistic expression with more than 400 events in art, music and theater show-casing a wide range of artistic expression.

Sources

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

Argument

2.E.1 Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.

UPDATE: YSU is committed to fostering high-quality research in support of its mission while providing compliance, oversight, and support services to ensure integrity in scholarly pursuits. Our mission emphasizes research that benefits our local community. YSU is a founding member of the Excellence Training Center, a community consortium serving to facilitate research and innovation opportunities in the Youngstown and nearby communities. This consortium links YSU compliance resources such as grant oversight and research protocol reviews to community involved research.

YSU ensures research integrity through policies and agreements:

- YSU policies related to integrity in research are reviewed by the BOT regularly. These policies cover the following:
  - research misconduct
  - intellectual property rights
  - objectivity in research
  - avoidance of conflicts of interest
  - commitment in sponsored research
  - integrity in research with human subjects and animals
  - integrity in research performed by affiliated scholars.

- The *YSU-OEA Agreement* (Article 26) covers criteria for external funding, research professorships, intellectual property rights, and publication costs.

- The Academic Senate Research Committee recommends policy about internally and externally funded research to the full Senate.

Researchers working with human or animal subjects complete ethics-in-research training via CITI before their research is approved by the Human Subject Institutional Review Board (IRB) or the Institutional Animal Care and Use Committee (IACUC):

- The YSU IRB is registered with the US Office of Human Research Protections (OHRP). The IRB Handbook, available on the IRB webpage, explains regulations and procedures for protecting human subjects.

- The YSU IACUC provides oversight of animal laboratories and reviews animal-use research protocols. YSU applies policies and regulations set forth by the Public Health Service's Office of Laboratory Animal Welfare (OLAW) to ensure humane treatment of vertebrate animals used in research.

- YSU complies with the National Research Council's Guide for the Care and Use of Laboratory Animals, USDA Animal Welfare Act, and the NIH Public Health Service Policy on the Humane Care and Use of Animals.

YSU complies with safety regulations and ethical mandates in managing biological substances and chemicals through the following plans and resources:

- The YSU Occupational Health Exposure Plan is available to researchers from the Biosafety in Research area on the Office of Research webpage.

- The Office of Environmental and Occupational Health and Safety provides compliance oversight for the Occupational Health Exposure program.

- The Chemical Management Center assists the campus community with adhering to the Occupation Health Exposure Plan.

2.E.2 The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.

UPDATE: The Office of Research supports grant application and award processes and campus-wide research integrity functions. This office specifically supports undergraduate and graduate-student research opportunities via QUEST, the annual forum show-casing student scholarship. The ORS has implemented the Cayuse System to efficiently review and track for compliance all research related to human subjects. This system, now in use for 2 years provides communications among Institutional Review Board (IRB) members, communicates any ethics in research concerns from the IRB to the investigator/s, and provides a means for investigator feedback or revision to address concerns. The system also provides tracking for compliance with human subject research regulations by both the IRB reviewer and investigator/s.

In addition, ORS services include training and guidance for grant-funded and non-funded research to ensure compliance with federal, state, and YSU research standards:

- The Office of Research Services (ORS) website provides the Uniform Guidance policy and regulation documents for faculty and staff engaged in funded research activities. During the height of the Covid-19 pandemic the ORS guided researchers through a safe continuation or cessation of projects involving human subjects. .

- ORS provides resources on such topics as Student Intellectual Property Agreement, the Handbook on Ownership of Intellectual Property, and Patenting and Commercialization, which help students and faculty understand their roles and responsibilities during research.

- ORS provides <u>agreement forms</u> and tracking for activities such as agreements for mutual non-disclosure of valuable information, export control, and transfer of research animals.

- The <u>University Research Council </u>(URC) reviews patent applications and research protocol applications for the URC fund awards.

- Faculty, staff, and students working on funded research are required to complete <u>Responsible Conduct of Research</u> training provided by the Collaborative Institutional Training Initiative (CITI), an internet-based provider of research education.

Faculty members, department chairs, and professional administrative employees must demonstrate professional conduct that exhibits honesty, integrity, competence, respect, and responsibility:

- <u>University Policy 3356 9 06</u> governs professional misconduct related to sponsored programs, use of human subjects in research, use and care of animals in research, research misconduct, conflicts of interest and/or commitment in sponsored programs, nondiscrimination and equal opportunity, sexual harassment, and computer use.

- The <u>Professional Conduct Committee</u> of the Academic Senate investigates allegations of faculty or staff professional misconduct in accordance with this policy. If a person accused of professional misconduct is a member of a bargaining unit, the hearing process and sanctions are administered consistent with the contract for that member. If the person is not a member of a bargaining unit, sanctions imposed are administered according to applicable YSU policies.

2.E.3 The institution provides students guidance in ethics of research and use of information resources.

YSU supports and guides students in ethical research and use of resources via university policy, guidebooks, the Tech Desk, courses, and Maag Library:

- <u>University Policy 3356 4 09</u> (Acceptable Use of University Technology Resources) governs how students, faculty, and staff may use technical resources to obtain and communicate information.

- The <u>Information Technology webpage</u> provides the <u>Security Manual</u> detailing requirements for users of campus technology to protect private information and ensure security of IT systems.

- The <u>Tech Desk</u> provides students technical assistance for hardware and software and provides security information via downloads and an FAQ section on its webpage.

Ethical use of information goes beyond security and protecting privacy:

- All students are required to take <u>English 1551: Writing 2</u>, a course focused on research-based argumentation and citation of academic sources.

- Maag Library provides an <u>Information Literacy</u> program that acquaints students with the scope and organization of scholarly information. This program includes online presentations required for freshman composition classes.

- <u>Maag Library</u> provides students with learning opportunities about issues associated with <u>intellectual property, copyright, and fair use</u> of information as well as how to <u>avoid plagiarism.</u>

- YSU's <u>Writing Center</u> offers additional opportunity for students to learn how to access and apply valid information.

- UPDATE: The <u>First-Year Experience course</u>, required for all incoming freshman students has been replaced with the 1550 Success Seminar which includes learning about information literacy.

2.E.4 The institution enforces policies on academic honesty and integrity.

YSU has standards and ensures compliance for academic honesty and integrity by students in the following ways:

- The <u>Student Code of Conduct</u>, established by <u>university policy</u>, governs when an episode of academic dishonesty occurs. Article III, Student Conduct Standards, defines academic dishonesty, and Article V, Academic Dishonesty, outlines the process for investigating and resolving allegations of academic misconduct.

- UPDATE: In 2021, restructuring within the Office of Student Affairs assigned the oversight of academic integrity to the Office of Community Standards and Student Conduct. Academic dishonesty procedures are now centralized for reporting and imposing sanctions. This restructure ensures each student receives due process and there is follow up for repeat offenders.

- The Student Academic Grievance Subcommittee of the Academic Senate investigates student grievances about dishonesty occurrences, enforces implementation of sanctions, and recommends policy related to student academic grievances.

- Since 2016, graduate faculty advisors have been required to use iThenticate software to help students writing theses or dissertations to recognize plagiarism and ensure originality.

Sources

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

YSU's administrative structure provides guidance for ethical management of financial and personnel resources but allows administration, faculty, and staff to create the learning environment needed to meet the strategic plan.

YSU offers training and support services to facilitate integrity in academic conduct and scholarly practice of faculty and staff. It supports work performed by staff in all divisions with oversight provided by the BOT. YSU enforces policies related to honesty and integrity in all areas and by all people on campus.

YSU offers many opportunities for the campus community to experience diversity of viewpoints, including faculty- and student-led activities, and guest presentations. Freedom of expression and a culture of community are foundations for institutional policies and are promoted throughout the university.

YSU meets the requirements of this criterion by carrying out its daily operations within the university and the surrounding community with integrity and responsible conduct. It recognizes the need to improve communication and shared governance and is undertaking actions to improve.

UPDATE: While data is used to inform important decisions as we implement "Take Charge of Our Future" initiatives, this data is shared and opportunity for constituents to provide input is routinely provided. Feedback and guidance from students, faculty, staff and when appropriate, the community, are considered. Decisions are communicated to those affected by them, as exemplified during the recent program review and program determination action. Through the evidence described in this criterion, we have shown where implementing the actions developed from our strategic planning is resulting in:

- proactive student interventions and resources for academic and non-academic student challenges
- diversity, equity and inclusion programming occurring across campus communities.
- processes and human resources dedicated to enrolling and increasing success by underrepresented students and employees.

The evidence we have provided shows policy, guidance and compliance monitoring to ensure YSU acts with integrity in all aspects of our functions. We have also shown that caring and responsibility toward others are the hallmarks that shows what integrity at YSU is rooted in.

Sources
There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

Youngstown State University (YSU) continually and consistantly updates programs to serve its students and the community.

3.A.1

YSU reviews programs to ensure they are current and appropriate to the degree level.

New Academic Program Approval and Modification of Existing Programs

New academic programs and proposals to change existing programs are reviewed first by department and college-level committees and then by the Academic Senate's Academic Programs Committee. In addition, new programs are subject to rigorous review by the State of Ohio Department of Higher Education (ODHE) (see 1.A.2) and the Chancellor's Council on Graduate Studies based upon a set of guidelines and procedures for program approval at each level.

Continued Review and Assessment

Faculty members regularly review programs and assess learning outcomes. YSU has developed a program-review process that includes sections on program and curricular effectiveness. Undergraduate and graduate programs from each academic college are reviewed periodically (see 4.A.1).

The Academic Senate's Undergraduate Curriculum Committee (UCC) or the Graduate Council's Graduate Curriculum Committee (GCC) review and approve new and modified courses. GCC and UCC processes involve review by departmental and college administrators. Proposals are circulated to key stakeholders across campus to ensure that courses and programs maintain standards and are appropriate for the level of study indicated. Academic Senate's General Education (GE) Committee approves GE courses for the program (see 3.B).

To ensure course and program description consistency, YSU implemented an electronic catalog. During the development of the academic catalog, department chairs reviewed their departments' courses, curriculum, and learning outcomes to ensure accuracy. The catalog is the single source for curriculum information.

In spring 2018, YSU implemented an electronic curriculum-management system to streamline the course and program review processes and ensure that approved changes will automatically be added to the catalog and curriculum information will be consistent across campus.

Professional Accreditation and Student Performance

More than 20 accrediting agencies accredit YSU's numerous graduate and undergraduate programs in line with disciplinary standards. Information about accredited programs and

accrediting entities is included in the [course catalog](#) and through the [provost's webpage](#) (see 4.A.5).

3.A.2

Specific requirements and [learning outcomes for each program](#) are listed in the catalog and on the [Office of Assessment webpage](#). Programs are required to differentiate learning outcomes for each program through assessment reporting (see 4.B.1). Students in the Honor's College must meet [goals](#) that are in addition to those required of their degree programs.

The Student Learning Outcomes in the [Undergraduate and Graduate Catalogs](#) demonstrate that programs articulate learning outcomes and differentiate undergraduate, graduate, post-baccalaureate, post-graduate, and certificate-level outcomes**.**

3.A.3

YSU's program quality and learning goals are consistent across all modes of delivery and locations. Programs and courses delivered through alternate means maintain the same standards as in YSU's traditionally delivered on-campus offerings.

Partnerships

YSU maintains [articulations](#) and partnerships with a range of two-year colleges**.** These programs are reviewed by transfer and degree-audit personnel. Faculty and academic advisors ensure that off-campus students have consistent access to degree counseling and coursework (via their home campus, YSU's main campus, and distance delivery) to expedite time to degree.

College Credit Plus (College in High School)

As part of its outreach, YSU offers college credit for dual-credit courses under the state-mandated [College Credit Plus](#) (CCP) program. The [program's website](#) details policies and procedures to ensure that CCP courses are taught by [qualified instructors](#); follow YSU's course withdrawal, grading, and absence policies; and use the same textbooks and [syllabi](#) as on-campus courses. Syllabi must contain the same or equivalent learning outcomes, outcome-related learning activities, and outcome assessments as determined by the academic department.

The [CCP dual-enrollment course oversight plans](#) and course-oversight reports demonstrate that dual-enrollment course standards are current and at commensurate levels of student performance. Department chairs and department faculty mentors have primary responsibility for oversight. For example, the mathematics department provides a dedicated coordinator who ensures evaluation consistency by centrally managing exams for CCP and on-campus courses.

[Youngstown Early College](#) (YEC) is a partnership with Youngstown City Schools allowing high school students to experience college life and earn college credits while attending high school. It complies with the strictures applied to CCP programs.

Distance Education

Program quality, learning goals, and student learning outcomes are the same for campus, video conference, and online delivery. The modality does not change processes for assessment or new course creation. The [*YSU-OEA Agreement*](#) outlines structure and quality assurance in distance-education (DE) courses.

Programs offered via DE are also offered on campus and are comprised of existing courses. [Syllabi](#) for DE courses and traditional courses are consistent; they include the same learning outcomes and the same level of expected work.

[Resources](#) are provided to faculty to ensure that online delivery is equivalent to traditional face-to-face courses. [Peer review](#) of DE courses is an additional incentivized option that faculty may elect to pursue. YSU also allows faculty to have their courses evaluated through [Quality Matters](#).

Consortia

YSU is a member of two consortia:

- [Consortium of Eastern Ohio Master of Public Health](#) (CEOMPH).
- [Northeast Ohio Master of Fine Arts in Creative Writing](#) (NEOMFA).

Consortia members are regionally accredited, and faculty members at each institution are responsible for monitoring courses. For example, in the NEOMFA, students complete a thesis evaluated by faculty from multiple campuses.

Classes at all campuses are [evaluated](#) by students for quality, adherence to class purpose, etc. Overall across multiple campuses, evaluations have been positive and reflect appropriate use of class time, delivery of instruction, and relevance to degree.

Core Component 3.A Updates

YSU has implemented the [Academic Program Enhancement and Effectiveness Initiative](#) (APEEI). Faculty and administration worked to develop this comprehensive process. This process resulted in extensive review of nearly every academic degree program on campus (See example [program dashboard](#)).

This process which was initiated in January 2021 is part of the Plan for Strategic Actions to Take Charge of Our Future and is supported by a resolution of the YSU Board of Trustees. A [detailed timeline](#) reflects milestones and supports the continuing ongoing process of program review at Youngstown State University.

YSU offers [graduate and undergraduate degree and certificate programs online](#). Most programs offered via DE are also offered on campus and are comprised of existing courses. [Syllabi](#) for DE courses and traditional courses are consistent; they include the same learning outcomes and the same level of expected work. YSU offers some programs that are only available online such as the Master of Business Administration. These programs were developed for online learning and the existing on-campus programs are no longer offered. Many of these programs have been developed and offered in partnership with Academic Partnerships. Support for faculty and staff is offered by the [Department of Cyberlearning](#) and the [Institute for Teaching and Learning](#)

Consortia members are regionally accredited, and faculty members at each institution are responsible for monitoring courses. For example, in the NEOMFA, students complete a thesis evaluated by faculty from multiple campuses.

Admission to the NEOMFA program has been suspended – an outcome of the APEEI process. Faculty are working with students in this and other programs to be sunset to develop completion plans for the students enrolled.

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Page Break**3.B - Core Component 3.B**

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

Overview of YSU's General Education Program

YSU's GE rogram was revised in 2010–2011 through the efforts of a representative group of faculty and staff, and the revisions were approved by the Academic Senate in 2011. The changes became effective in fall 2012. In 2015, the GE program was modified by Academic Senate in 2015 to include a first-year experience course effective in fall 2017.

YSU's GE program for bachelor's degree students consists of courses in four areas:
- First-year experience (FYE) course.
- Core competencies.
  - Two writing courses.
  - One quantitative reasoning course.
  - One oral communications course.
- Knowledge domains.
  - Two Arts and Humanities (AH) courses.
  - Two Social Science (SS) courses.
  - Two Natural Science Courses (NS) with at least one containing a lab.
  - Two Social and Personal Awareness Courses (SPA).
- Capstone embedded in the major.

Courses to be included in the GE program are reviewed by the GE Committee and then approved by Academic Senate.

3.B.1

Mission

The GE program offers opportunities for students to engage in coursework and activities that develop knowledge and skills related to themes stated in the mission. The program is suitable for an open-access university that offers a wide variety of programs.

YSU's mission contains academic-related themes pertaining (but not limited) to the following:
- Research.
- Intellectual curiosity.
- Diversity.
- Sustainability.
- Global perspectives.

YSU's GE program links to those themes in its learning outcomes and requirements. The first-year experience course contains a common intellectual experience designed to foster intellectual curiosity. Knowledge domains provide students with the ability to take courses in a number of fields fostering creativity and curiosity. The two-course SPA knowledge domain requirement provides students an opportunity to study mission-identified topics of domestic diversity, global perspectives, and environmental sustainability. YSU students engage in research-related and/or creative works projects within their GE capstone courses, as appropriate for their majors and disciplines.

In addition, the GE program is designed to do the following:
- Provide flexibility with the wide-variety of programs.
- Provide pathways for less-prepared students.
- Facilitate transfers.

The GE program includes more than 150 different GE courses; the courses provide breadth and flexibility to align with undergraduate programs.

To help under-prepared students, YSU offers developmental courses in mathematics and writing. YSU's Core Competency areas of writing and quantitative reasoning have on-campus centers that provide tutoring and additional academic support. Conditionally admitted students are restricted to a subset of GE courses that provide and appropriate level of challenge while building college-level knowledge and skills. These GE courses help conditionally admitted students to progress toward their degree.

YSU provides flexibility in transfer and completion pathways. YSU closely follows the Ohio Transfer Module (OTM) that allows students to transfer GE courses within Ohio as part of ODHE Program Guidelines. YSU has developed articulation agreements and partnerships with several regional community colleges. YSU's Office of Admissions provides transfer guides for students at local community colleges. Incoming transfer courses that do not have an exact course-to-course match are evaluated for GE credit by the GE coordinator following a set of established guidelines (see 4.A.3).

Educational Offerings and Degree Levels

YSU's GE program is appropriate for its education offerings and degree levels. The GE program meets or exceeds Ohio's Program Guidelines minimum requirements for students seeking bachelor and associate degrees. Including the capstone, students may complete the GE program in 41 hours. The structure and number of hours are consistent with other schools within the state. Prospective GE courses must be at an appropriate level to be approved by the GE Committee.

The GE program varies for different degree levels. Students seeking applied associate degrees may complete their GE program in 17 hours, and students seeking associate of arts or science degrees must complete the full GE program (not including the capstone). These requirements reflect changes made to the associate degree requirements for fall 2018 to align with ODHE guidelines.

3.B.2

Articulates Purposes, Content, and Intended Learning Outcomes

YSU's GE program clearly articulates the learning goals, intended outcomes, and purpose of each requirement area on the GE program page and in YSU's electronic catalog. Syllabi for GE courses must state the pertinent GE learning outcomes for the course to be approved as part of the GE program. Students receive opportunities to learn about the GE program through information and a video available in the FYE courses.

Framework

YSU's GE program is derived from and complies with the Ohio Transfer Module (OTM). The OTM consists of a set of broad knowledge and concepts and domain requirements. To better fulfill YSU's mission, the GE program requires additional courses in SPA, a first-year experience class, and a capstone course.

Broad Knowledge and Intellectual Concepts

The GE program imparts broad knowledge and intellectual concepts through knowledge domains: Arts and Humanities, Social Sciences, Natural Sciences, and Social and Personal

Awareness. Students must complete courses in all of them to complete the program. The first-year experience courses provide broad overviews of many different subjects and careers within a college.

Skills and Attitudes

The GE program imparts necessary skills and attitudes through core competency and capstone courses. Through the GE program's goals, YSU identifies key skills and attitudes required of students (see 3.B.3).

Skills are initially developed in the GE Core Competency courses, reinforced through other general-education courses and within programs, and demonstrated within the capstone courses. Programs created curricular mappings of how writing is taught within programs. Development of curricular mappings for oral communication, critical thinking, and quantitative reasoning began in 2014.

YSU's first-year experience course develops attitudes through a common intellectual experience, PenguinThink. For example, one of the outcomes is to "appreciate the perspectives and feelings of others." In 2018, the theme will be understanding disability.

3.B.3

Educational programs engage students in information processing, modes of inquiry, and adaptable skills.

In addition to specific GE outcomes in the Core Competencies and in Natural Sciences, all bachelor's degree programs engage students in the process of collecting, analyzing, and communicating information by incorporating capstone courses. The GE committee must approve capstone courses. To be approved, capstone courses must meet the following learning outcomes:

- Write and speak effectively.
- Acquire, process, and present quantitative and qualitative information using the most appropriate technologies.
- Reason critically to distinguish among forms of argumentation and to derive justified conclusions.

YSU's GE program is aligned with 21st-century and adaptable skills. For example, YSU aligns its written and critical thinking outcomes to AACU's Liberal Education and America's Promise (LEAP) outcomes.

Collecting, analyzing, and communicating effectively are desired outcomes of core competency courses and are thus incorporated into associate-degree programs, too.

YSU's program-review process ensures that academic programs adjust to advances in their disciplines and to the evolving needs and interests of the community and other stakeholders (see 4.A.1). Program review requires programs to document how they align their curriculum with their discipline and professions, assess the effectiveness of that curriculum, and document how they give students the opportunity to develop and apply appropriate skills.

3.B.4

YSU offers a range of educational opportunities that reflects the cultural diversity of the world in which students live and work. Educational opportunities are offered to students through the following:

- General-education course opportunities.
- Program-level opportunities.
- Co-curricular education opportunities.

GE provides human and cultural diversity opportunities through the Arts and Humanities, Social Science, and Social and Personal Awareness domains. Students can take courses specifically related to human and cultural diversity. GE learning outcomes related to human and cultural diversity include the following:

- Social and Personal Awareness (Domestic Diversity)—Students will demonstrate knowledge of the experiences of different groups within the United States where those groups are defined by class, ethnicity, race, religion, disability, sex, or sexual orientation.
- Social and Personal Awareness (International Perspectives)—Students will demonstrate knowledge of the artistic, social, economic, or political life of communities outside the United States.
- Social Science—Students will demonstrate understanding of the contexts and development of human cultures and institutions.
- Arts and Humanities—Students will demonstrate awareness of ethical or cultural values in shaping the human experience.

Many programs, especially accredited programs, include additional learning outcomes related to human and cultural opportunities.

YSU offers a range of co-curricular opportunities (see 4.A.5), including speakers and multicultural activities on campus. Students in first-year experience courses are required to participate in campus activities that often include human and cultural diversity-related activities. Despite YSU offering educational opportunities related to diversity, assessments show that this area as a weakness. NSSE results from 2016 show that YSU lags peer institutions in categories such as "Interaction with Diverse Others." The Office of Assessment combined workshops and several student-led projects to develop recommendations for improvement.

YSU offers opportunities but recognizes that some students are not taking advantage of them, so YSU is considering changing the curriculum to require engagement. GEC has begun to investigate shortcomings of the SPA domain in which students can avoid taking classes related to diversity. In addition, the International Programs Office is leading an Internationalization Task Force focused on campus globalization as an institutional priority.

3.B.5
Faculty

Faculty are required to engage in scholarship, creative work, and discovery of knowledge as appropriate to their disciplines. Scholarship is assessed in the chair's evaluation of faculty and in the promotion and tenure process. The *YSU-OEA Agreement* and department governance documents define discipline-specific processes and criteria.

Faculty seeking graduate-faculty status must demonstrate scholarship and professional development in the field or discipline appropriate to graduate faculty membership requirements established by the College Graduate Studies Committee. Category 1 graduate faculty members are required to complete Responsible Conduct of Research Training.

The annual awarding of sabbaticals, faculty-improvement leaves, and research professorships demonstrates support of scholarly pursuits. Productivity in research, scholarship, and creative contributions is summarized in annual reports. Faculty research tracking and other metrics related to research activity and YSU's urban-research transition are included in an annual report to the BOT by the Urban Research Cornerstone Committee.

The Office of Research Services supports faculty who wish to engage in research and intellectual property and commercialization. External funding was at a five-year high with 78 proposals funded in 2016–2017. The College of Graduate Studies and the Office of Research produce

"New Frontiers," a publication that celebrates outstanding research and scholarship by faculty and students.

YSU has developed five Centers of Excellence that are "designed to provide focus and distinction through instruction and inquiry into specific academic areas":

- Center of Excellence in Materials Science and Engineering.
- Advanced Manufacturing Research Center.
- Williamson College of Business Administration Center of Excellence in International Business.
- Center for Sports Medicine and Applied Biomechanics.
- Centofanti Center for Health and Welfare for Vulnerable Populations.

Students

Student scholarship is celebrated on campus, and the connection with faculty mentorship is evident as the following examples illustrate:

- 2016 NSSE data show that YSU seniors scored 10 percentage points higher than peer institutions in the high-impact practice of working with a faculty member on research.
- Scholarship and discovery of knowledge are evident in students' capstone projects, theses, dissertations, and other activities recorded in annual reports.
- Many undergraduate and graduate students participate in QUEST, a forum for student scholarship that has flourished for 28 years. In 2017, 338 students presented—each listing a faculty mentor.
- The Graduate School promotes and showcases scholarly work and mentorship annually at the Three-Minute Thesis Competition and the Diversity of Scholarship event.
- Student travel funds for attendance and presentation at professional conferences are provided by the Student Government Association, the Graduate School, and the Office of Research.
- To support research activity in line with the mission, YSU funds 172 graduate assistantships and fellowships. Graduate-research assistants were initiated in 2017 to provide year-round research opportunities.
- Graduate Assistant Intern (GAI) positions can be paid by departments or through external agencies. When GAI stipends are funded externally, a tuition remission scholarship may be funded through the Graduate School.
- The YSU News Center and other external news sources often feature students' presentations and awards for scholarships and creative work.

In 2017, budget constraints led to a 20% reduction in GA allocations. YSU recognizes this reduction in GA positions is a potential challenge to student research engagement. The university will monitor impact on students through institutional survey results such as the NSSE and Noel Levitz.

Core Component 3.B Updates

YSU's General Education program was modified slightly, effective Fall 2020, when the first-year experience course requirement was eliminated. The decision was based on the gradual decline in first year student retention since the implementation of the requirement in Fall 2017. The modification was approved by Academic Senate Executive Committee in May 2020, acting on behalf of the entire Senate during the shut down of campus due to COVID 19. PenguinThink

was also discontinued. A Success Seminar was added as a first-year requirement, independent of the General Education. See 3.D updates for a complete rationale and details.

Conditionally-admitted first year students are no longer restricted to a subset of GE courses. In Fall 2020, YSU implemented the Strong Start Program a first-year program designed to provide academic support, holistic advising, and major and career exploration to conditionally admitted first-time students. Strong Start students may take any course for which they have met the eligibility requirements. (See 3.D update for more details)

Students are now introduced to YSU's General Education program in YSU 1500: Success Seminar. An International Enrollment Plan was endorsed by the BOT in December 2021.

The Intellectual Property Policy has been updated and approved by the BOT March 2021

In 2017, budget constraints led to a 20% reduction in GA allocations. YSU recognizes this reduction in GA positions is a potential challenge to student research engagement. The university will monitor impact on students through institutional survey results such as the NSSE and Noel Levitz.

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- YSU-OEA Collective Bargaining Agreement 2017-2020 (page number 42)

Page Break**3.C - Core Component 3.C**

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.

6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

3.C.1

YSU ensures that it has sufficient faculty members to carry out teaching and non-teaching duties. YSU has maintained its student-faculty ratio over this ten-year evaluation period despite funding challenges (see 5.A.1).

Sufficient Numbers

As of spring 2017, YSU had 399 full-time faculty members. In addition, YSU has 35 department chairs, who are administrators with some teaching responsibilities. The average undergraduate class size is 21 in lecture classes and 10 in labs, with an overall student to faculty ratio of 14:1. Although the number of full-time faculty has decreased and the number of part-time faculty has increased, the full-time to part-time ratio for credit-hour production has been stable for the past decade at around 50% due to concurrent declines in enrollment and caps on part-time faculty teaching loads. YSU's direct instructional expenditures per full-time equivalent are comparable to peer institutions.

While overall ratios are strong, YSU is aware that full-time faculty-student ratios are not optimal in some disciplines and programs. Data gathered from the Campus Climate survey in 2017 indicate that 17% of the faculty respondents felt YSU provided enough faculty to achieve departmental goals. YSU recognizes the need to hire full-time faculty and has made it a budget priority in 2018 (see 5.A) and has created a new renewable lecturer position in order to increase the number of full-time faculty and reduce the reliance on part-time instructors.

Continuity

YSU addresses continuity of faculty:

- YSU employs full-time tenure-track, renewable lecturer, contract assistant professors (term), and part-time faculty. To determine departmental need for additional faculty members, data are gathered annually from each department. This information is compared along with factors such as accreditation mandates, budget, program growth, and current ratios to determine faculty replacements or new faculty hires.
- Through labor negotiations, some security and continuity have been provided to what had been term-contract faculty members, who had to be rehired yearly . Under new contract language, most of those non-tenure-track faculty members will become lecturers or senior lecturers. Senior lecturers may be granted renewable three-year contracts.

Curricular Oversight

Course and program creation and revision are faculty-driven processes at all levels (department, college, university, and state) through curricular review and program review. GE course proposals are also reviewed by the GE committee. These faculty-driven processes afford students a high-quality education through proper curricular oversight (see 4.A.4). Faculty make up 70% of Academic Senate representation.

Credential Processes

YSU has sufficient faculty for oversight of academic credentials of instructional positions. Credentialing standards were created by faculty in each department before being approved by deans' council and the appropriate academic governing bodies. See 4.A.4 or 3.C.2 for academic credentialing processes.

Assessment of Student Learning

Faculty participate substantially in assessment reporting and review. The evidence can be reviewed in 4.B.4.

3.C.2

To ensure consistency in faculty credentials, Academic Senate passed a motion on December 6, 2017, to adopt the YSU Faculty Credentials Guidelines, which aligns with ODHE and HLC guidelines.

- Full-time faculty credentials are reviewed by a departmental faculty-led search committee, department chair, and college dean before a recommendation is made to the provost. Upon the provost's approval and before a formal offer is made, Human Resources verifies the candidate's degree through receipt of an official academic transcript.
- Graduate faculty credentials are determined and reviewed by the Graduate Council and the dean of Graduate Studies. Graduate-faculty status is required for a faculty to teach graduate courses regularly.
- Part-time applicants' credentials, including vita and transcripts, are reviewed by the department chair before a candidate is hired. If an applicant is deemed qualified, the chair completes a Highest Degree Level for Part-time Teaching Faculty form. The form, applicant's vita, transcripts, and application are submitted to the dean and provost for review and approval. The Provost's Office maintains a database of academic credentials for part-time faculty.
- YSU follows the same credentialing guidelines for consortial and CCP instructors as for on-campus instructors. YSU has no contractual programs.

3.C.3

YSU regularly evaluates instructors in accordance with university policies. The primary evaluations are student evaluations and department chair's evaluations as described in the *YSU-OEA Agreement*. The purpose is to help faculty to improve their professional performance and to inform those making tenure, promotion, and other employment decisions about performance. Procedures for administering evaluations depend on full-time or part-time status and faculty rank. Graduate assistants who teach and College Credit Plus (CCP) instructors typically receive additional mentoring and supervision.

Student Evaluations

Student evaluations of teaching and learning are conducted through an online course-evaluation survey. The process and frequency of evaluations are described in Article 14 of the faculty contract. The survey questions were re-designed and vetted through a faculty-led process in 2016. Starting in fall 2017, YSU contracted with SmartEvals in an effort to improve student response rates. Response rates increased from 25% to 43% in the first semester using SmartEvals.

Chairs' Evaluations

Chairs' evaluations of assistant, associate, and full professors encompass teaching, service, and scholarship in accordance with Article 14 of the faculty contract. YSU's administration provides formal training in performance evaluations for chairs. Evaluations serve as a basis for a discussion between faculty members and their department chairs. Both parties can provide input and feedback regarding teaching, scholarship, and service. The evaluation is forwarded to the dean of the college and the provost, who may add comments. The evaluation then becomes part of the faculty member's personnel file in Human Resources (HR).

Evaluation procedures for the newly created lecturer and senior lecturer positions are still being created. The procedures will likely be similar to those of tenure-track faculty members but with an emphasis on teaching.

Beginning in fall 2017, part-time faculty members receive chairs' evaluations according to YSU's part-time faculty performance evaluation process. This process is similar to that for evaluating full-time faculty, but it is restricted to teaching performance. Program coordinators or directors, such as the English Composition Coordinator, may provide input for the evaluation. Before fall 2017, part-time reviews were conducted at the discretion of the chair.

Other forms of Evaluation

Graduate assistants who are instructors are evaluated and receive mentoring and feedback according to departmental policies. Mathematics and English, for instance, conduct teaching practica for graduate assistants.

CCP instructors receive periodic oversight visits from their supervising academic department. CCP instructors are also required to attend professional development sessions in accordance with the CCP oversight plans.

Faculty seeking to obtain or renew graduate faculty status must provide evidence of scholarship and professional development in their field in accordance with the YSU College of Graduate Studies Academic Policy Book.

Pre-tenure review, tenure review, and promotion evaluation serve as additional evaluations of faculty performance. Policies and procedures for pre-tenure and tenure review are in Article 10 of the faculty contract, and policies and procedures for promotion evaluation are in Article 15 of the faculty contract.

3.C.4

YSU provides several processes and resources to ensure that full and part-time instructors are current in their disciplines and adept in their teaching roles.

Faculty Development

Under the direction of the Faculty Development Coordinator and Faculty Development Committee, the virtual Teaching and Learning Center provides faculty development on campus. Workshop attendance was 316 for 2015–16 and 361 for 2016–17.

YSU provides support to faculty members through the following:

- Orientation for new faculty and current faculty moving to new positions.
- Orientation for new part-time faculty.
- A mentoring program for new faculty that offers workshops, social activities, and faculty mentors.
- Workshops for preparation for tenure, promotion, reassigned-time requests, and grant proposals.
- Workshops for best practices in teaching and learning and associated technologies.
- Faculty Learning Communities.
- Workshops for support in achieving job satisfaction and life and work balance techniques.

YSU provides full-time faculty members several opportunities to request reassigned time, financial support, and travel:

- Full sabbatical year at 90% salary.
- Faculty-improvement leave (FIL) (one semester of full reassignment).
- Research Professorship at a minimum of six hours to a maximum of nine hours of alternative assignment time.

- Travel funds to attend conferences and/or pursue training in the discipline.
- University Research Council Grants funding up to $5,000 to support faculty research, scholarly activities, and creative works.

Over the past five years, 1,412 awards were made for reassigned time, which includes sabbaticals, FILs, and Research Professorships.

Human Resources

HR provides professional development for skills and procedural knowledge necessary to conduct university business. Examples of this professional development are compliance training, ADA compliance training, and search-committee training.

3.C.5

Minimum expectations for faculty availability to students are addressed in Article 28 of the faculty contract, monitored by department chairs, and assessed through student evaluations. Contact with students can be through various means such as face-to-face, phone conversation, email, text messages, or even video messaging. Contact information is available to students on the website under the faculty and staff directory and listed on syllabi. Part-time faculty are also required to maintain at least one office hour a week per course.

NSSE data demonstrate that YSU instructors make themselves available to students. Additional evidence of instructors' availability and interaction with students is demonstrated by extensive student engagement in scholarship, such as theses, dissertations, capstone projects, and research projects presented at QUEST.

3.C.6

Descriptions with minimum qualifications exist for all YSU staff positions. Minimum qualifications are the basis of initial screening during hiring processes and ensure that new employees have the skills needed to be effective.

Staff members are trained departmentally or via staff training opportunities within the division. Training ranges from formal programs to on-the-job training models. For duties specific to positions (i.e. federal-aid compliance), each department ensures that employees are appropriately trained. HR provides training to staff for improving various skills on relevant curriculum-management programs, safety training, and financial systems.

YSU provides additional resources for training and support of professional administrative staff members' development in their field. YSU professional/administrative staff are contractually provided $500 per year for training for professional development.

Core Component 3.C Updates

YSU implemented a Faculty Voluntary Separation or Retirement Program (VSRP) in 2021. Faculty retrenchment has also been proposed. These programs/actions are implemented to properly utilize resources to provide high quality education for our students. These actions have led to an increase in the student to faculty ratio.

YSU follows the same credentialing guidelines for consortial and CCP instructors as for on-campus instructors.

YSU commitment to high quality education is exemplified in the recent establishment of the Institute for Teaching & Learning. The institute, under the direction of a new Assistant Provost

[for Teaching and Learning](), leverages data and best practices to guide innovative**,** inclusive**,** **and** integrative teaching.

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Page Break**3.D - Core Component 3.D**

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument
3.D.1

YSU offers a wide variety of support services to a diverse student population. YSU's enrollment profile includes students in the following categories:

- Undergraduate and graduate students.
- New, transfer, and online students.
- First-generation students.
- Under-prepared students.
- Nontraditional students.
- Veterans

- International students.

For a comprehensive list of support services, view the [YSU Student Support Services](#) document.

YSU support services are organized by division. Below are highlights of a few of these services and programs.

[Student Success](#)

- First-Year Student Services helps incoming undergraduate and transfer students through orientation and IGNITE programs.
    - At a one-day [orientation](#) program, students experience the campus, learn how to navigate the MyYSU portal, receive information about academic colleges, meet advisors, and register for classes.
    - [IGNITE](#), offered in the two days before classes start, presents an opportunity for team-building, social integration, and awareness of campus resources. IGNITE connects first-year students with Peer Leaders, who will show students where their classes are and remain connected throughout the first year. In fall 2017, YSU welcomed its largest incoming freshman class since 2011 with 2,278 students. Nearly 1,800 new first-year students participated in IGNITE.
- [Career and Academic Advising](#) provides support to students through career exploration, resume and cover letter writing, internship preparation, job-search process, and two yearly job fairs.
- [Multicultural Student Services](#), part of the new [Office of College Access and Transitions](#), offers academic support and guidance. It coordinates the [Summer Bridge Program](#) for first-year multicultural students, makes campus referrals, and serves as an advocate for multicultural students as they adjust to YSU. The office maintains a list of services.

[Student Experience](#)

- [Student Counseling Services](#) provides mental health counseling, education outreach, and referral services.
- [Student Outreach and Support](#) provides support and advocacy for a wide variety of student issues. The director chairs the YSU [CARE team](#), a referral service for student behavioral concerns.
- [Student Diversity Programs](#) advocate for successful enrollment, retention, and graduation of African-American, Latino, Native American, LBGTQIA, and other under-represented groups.
- [Student Activities](#) provides many opportunities for students to participate in clubs and organizations and to integrate into campus life socially, academically, and professionally:
    - [Student Government Association](#) (SGA) supports students with [several initiatives](#), such as a food pantry, shuttle to local grocery stores, and championing an environmentally sustainable campus. SGA assists student organizations with start-up and budgeting, and it assists with organizing volunteers for campus and community events. YSU has enhanced its support of SGA through an increase in its operating funds.
    - SOGIE (Sexual Orientation, Gender Identity and Expression) hosts weekly meetings and participates in campus and community events.
    - Fraternities and sororities are also available with 13 chapters under three governing councils. They support [fund-raising](#) and activities for students and community members.

- Penguin Productions is a student-run organization that creates, promotes, and produces events for YSU students and the YSU community.

Multicultural Affairs

- In 2016, Multicultural Affairs created the Navarro Executive Fellows, a mentoring-work experience program for incoming African American, Latino, Asian, and Native American, and other minority freshmen. YSU's executive mentors provide leadership and guidance.
- Multicultural Affairs provides rooms for interfaith prayer and meditation.
- Multicultural Affairs hosts the Annual Diversity Leadership Recognition Celebration, recognizing diversity and inclusion leaders on campus and in the community.

Enrollment Management and Planning

- The Office of the Registrar provides registration and records management. Through the Penguin Service Center, students receive one-stop support for questions pertaining to financial aid, registration, billing, records, advising, and other campus resources. In 2016-17, the Penguin Service Center had 18,732 contacts.
- Veterans Affairs supports veteran students. A new Veterans Center opened in 2014, offering student veterans a place to convene and study. Veterans Affairs offers several events throughout the year to support this student population.
- Financial Aid and Scholarships offers numerous support services such as counseling, Financial Aid Awareness Week, and Financial Aid Nights.
- Admissions supports incoming, transfer, transient, and non-traditional students. Admissions coordinates Crash Day, an opportunity for potential students to experience YSU classes and the campus.

3.D.2

Learning Support

YSU supports students at all points of their education. 2016 NSSE data indicate that YSU emphasizes use of learning support services at a higher level than peer institutions.

The Center for Student Progress (CSP)

The CSP, part of the Division of Student Success, is the first-line center supporting college success through its services:

- Academic Coaching provides individualized academic support in weekly meetings with students who are on academic or financial aid probation, conditionally admitted students, and students who are referred for assistance.
- Student Tutorial Services provides tutoring in most disciplines—unless serviced by another dedicated tutoring center (see Additional Learning-Resource Centers, below). In 2012, YSU joined the Ohio eTutoring Collaborative to offer online tutorial support.
- Disability Services (DS) offers support and accommodations to students who document their disability. DS acts as a liaison between students, faculty, and staff by collaborating with faculty and staff regarding issues, arranging for classroom modifications to allow equal educational access, and making campus referrals and connections.
- Supplemental Instruction Program provides peer-assisted study sessions.
- Starfish Early Alert System is used to identify, refer, and track students who may be experiencing academic or other issues.

Additional Learning-Resource Centers

Discipline-specific centers offer tutoring in courses that are pivotal to academic progress:

- The Math Assistance Center (MAC) offers online support, review sessions, and video tutorials. MAC has more than doubled the number of contacts with students from 2015–2016

with the addition of a full-time coordinator. MAC's services are available to all students, including graduate students, in need of math assistance.

- The [Writing Center](#) offers drop-in and appointment-based tutoring, as well as an online option for students who wish to upload documents for review. Similar to the MAC, Writing Center services are available to all students who need assistance.
- Language Learning Resource Center provides support for study in foreign languages.
- The [Jermaine Hopkins Center for Academics](#) is a private study lounge for student-athletes. Two athletic academic counselors provide extensive support, monitor progress, and make appropriate referrals.

Preparatory Instruction

- The [Reading and Study Skills Center](#) offers developmental courses and tutors focused on improving reading and study skills.
- In response to low completion rates in developmental math and English, a co-requisite model has been implemented for [math](#) and for [writing](#) gateway courses, and traditional developmental courses will be phased out. The goals are to streamline the number of hours and credits a student spends on remediation and to improve completion rates.
- YSU has two pre-college enrichment programs for high school students. Both programs focus on participants completing high school and subsequently enrolling in post-secondary education.
    - [Academic Achievers](#) is a program for students in the Warren City public schools grades 9 –12.
    - [Upward Bound](#) encompasses [SCOPE](#), an ACT-prep program. It is a federally funded TRIO program for Youngstown City high school students.
- YSU has two dual-enrollment programs:
    - [Youngstown Early College](#) (YEC) has been recognized by Ohio and nationally for student performance. In 2016, 30 out of 50 YEC graduating seniors earned associate degrees while earning their high school diplomas.
    - [College Credit Plus](#) (CCP) enables students in grades 7–12 to receive both high-school and college credit. Students can take courses at the high school, online, or on campus.
- The International Programs Office (IPO) offers an [English Language Institute](#) (ELI), an intensive English program with non-credited classes for students from around the globe.The IPO also offers a summer camp to help students acclimate to YSU and the Youngstown area.
- [Jump Start](#) offers incoming first-time freshmen an opportunity to take classes before their first full semester to engage students and award credit early in their college careers.

Process for Directing Students into Appropriate Courses and Programs

YSU directs students to courses and programs for which they are adequately prepared by using a combination of admissions guidance, placement testing, students' academic records, course prerequisites, and academic advising (for advising see 3.D.3). Respondents to the HLC Student Survey in January 2018 expressed agreement with the statement, "I was placed at the appropriate course level that matched my academic preparation." This statement was a mean response of 4.09 out of 5 and was ranked number four of 15.

Admissions: On the admissions application, students can self-identify as "undecided/exploratory" if they are uncertain about their major or target profession. Students unsure of their degree path are connected at orientation with Career and Academic Advising.

Students who wish to enter a specific program or the Honors College must meet entry requirements as outlined in the academic catalog.

Students with less than a 2.0 high school (or transfer) GPA or ACT composite less than 17 (SAT less than 910) are conditionally admitted. The majority of these students place into developmental reading, writing, and math courses. Conditionally admitted students are restricted to a selection of approved courses and no more than 14 credit hours per semester until they have fulfilled requirements that include completing remedial courses and meeting with academic coaches and advisors regularly. This student population typically represents between 15% (in fall) and 50% (in spring) of the incoming class.

Placement Testing: Entering students are placed into reading, writing, and mathematics courses based primarily on ACT or SAT test scores, using state-mandated placement guidelines. Students can also take CLEP and AP exams to receive credit for several introductory college-level subjects. If students have no test scores, they take placement assessments in the Testing Center to determine placement.

Academic Records: Students' transfer credits are evaluated by Degree Audit and relevant department chairs to determine YSU course equivalency (see 4.A.2). Degree Audit maintains YSU's many articulation and consortium agreements with other institutions. These agreements guide entering students to appropriate courses.

Adult students with prior learning experiences may be eligible to receive college credits through the Prior Learning Assessment (PLA) process.

Prerequisites: The Banner system ensures that students may only register for a course if they meet prerequisite requirements.

3.D.3

YSU uses a mixed modeling of academic advising, employing both faculty and professional staff advising, with examples of both centralized and distributed advising among colleges and departments. Advisors guide students to an array of resources and services designed to address their needs. Advising activities align with the 2016 Completion Plan.

Professional advisors possess institutional knowledge that allows them to help students in registration, GE requirements, major requirements, and restricted program requirements. Professional advisors provide academic advising services to students among the six undergraduate colleges. Honors students receive supplemental advising through the Honors College, and student-athletes receive supplemental advising through Athletics.

Advisors use integrated technology to monitor early alerts, class attendance, tutor referrals, and degree course milestones to facilitate case management that emphasizes an intrusive, proactive model of advising.

In 2007, YSU professional advisors formed Youngstown Academic Advising Association (YACADA) to ensure consistency, accuracy, and quality of academic advising. YACADA was granted Allied status by National Academic Advising Association (NACADA) and adheres to the NACADA Statement of Core Values of Academic Advising. Training is supported through YACADA activites.

In addition to professional advisors, faculty members advise students, providing guidance about specific programs, research opportunities, career and internship opportunities, and post-graduate goals. Some colleges, such as CLASS, use faculty members exclusively for advising. Faculty are offered advising training through YACADA and the Teaching and Learning Center.

Students who are part of partnerships and articulation agreements receive the same availability of advising as on-campus students primarily through remote or electronic means.

In spring 2017, the Career and Advising Office began advising conditionally admitted students hoping to major in degree programs in the Bitonte College of Health and Human Services (BCHHS).

In spring 2018, YSU is implementing uAchieve, a comprehensive degree audit and academic planning solution. uAchieve combines degree audit reporting, academic planning, and schedule building into one comprehensive solution for student success. The program will assist advisors and students in accessing an accurate and current picture of progress toward degree.

The First-Year Experience (FYE) course includes a module on career planning to assist students in mapping educational and career goals early in their studies (see 3.B). The course also includes a financial literacy module that is beneficial given the high percentage of students receiving federal loans.

3.D.4

YSU provides resources and physical spaces to support faculty and students, including labs, creative and performing spaces, clinical sites, and innovative teaching-learning environments on- and off-campus. YSU has contracted with Ad Astra to improve classroom-use efficiency. Although YSU has many labs and learning spaces, some significant structural and technological infrastructure deficits remain (see 5.A.1). YSU is making strategic decisions on how to address these issues and has developed a Deferred Maintenance Plan. In 2012, YSU invested in an external review of facilities, which continues as a primary resource in strategic planning.

Technological Infrastructure

Since 2007, YSU has increased the number of media-enhanced classrooms to support technological and instructional needs and trends. YSU has 220 classrooms with standardized media configurations, including workstations, internet access, document cameras, projectors, and screens. Three classrooms—the planetarium, nursing simulation lab, and exercise lab—have advanced configurations.

YSU is updating electronic information technology infrastructure to provide more bandwidth so that students, faculty, staff, and visitors have a more reliable connection to WiFi, moving from 1 gig to 10 gigs in summer 2018.

Laboratory Spaces

All programs requiring laboratories have access to appropriate learning spaces. Below are some examples of lab facilities:

- BCHHS: Nursing Skills Lab.
- CLASS: Foreign Languages Language Lab
- STEM: Computer Science and Information Systems Usability Lab

Creating, Performing Spaces, and Museum Spaces

YSU supplies spaces for creative activity, performances, and collections, including the following:

- CCAC Theaters: The Ford Theater is a 400-seat auditorium for recitals and the Spotlight Arena Theater is a smaller space for theatrical productions in close proximity to audience.
- Melnick Medical Museum: collection of historically relevant medical devices and equipment.
- Clarence R. Smith Mineral Museum: rock and mineral collection.

Clinical Sites

YSU partners with many clinical sites for a variety of majors. These sites provide diverse, hands-on learning experiences for students. The sites include major hospital systems, health

departments, community health agencies, long-term care facilities, and community agencies. Below are some examples:

- YSU's learning partnerships with clinical hospital systems include Mercy Health, Akron Children's Hospital, Cleveland Clinic, and University Hospitals Cleveland**.**
- The Department of Physical Therapy partners with Youngstown's Midlothian Free Clinic to provide free care and learning and research opportunities for students.
- The Department of Nursing has collaborated with local public health agencies to coordinate mock disaster drills on campus.

Nursing provides additional patient simulations to augment practice where clinical sites are competitive.

Online Learning Support

Distance Education (DE) supports students and faculty in development and delivery of online degree programs:

- The Electronic Information Technology lab is available to faculty and staff for assistance in meeting federal ADA compliance in online courses.
- The Instructional Design and Development Center provides faculty with training and support in the design of online courses and application of instructional technologies.
- The YSU Tech Desk addresses Blackboard-related questions.

Library, Information Resources, and Electronic Databases

Even with significant funding challenges, Maag Library provides access and circulation services to students and instructors, including MaagNET, OhioLink, SearchOhio, and InterLibrary Loan. Instructors can put course materials on reserve for students. Maag provides comprehensive services to students:

- Reference services include support via phone, email, and individual appointments with subject-specific librarians.
- Faculty can schedule a librarian-taught class specific to an assignment and how to use the wide variety of information resources for the purpose of the assignment.
- Maag houses a Multi-Media Center, Archives and Special Collections, Government Documents and Information, Microform Center, and D-Space, a digital institutional repository for historical collections and faculty projects.
- The Curriculum Resource Center, housed in the Beeghly College of Education, offers collections, education reference, and research assistance specifically for education, school psychology, and counseling.

To address Maag's staffing and funding issues, the provost established the Library Report Committee, provided $100,000 in one-time funds to improve collections, and approved the hiring of a library director. This search is underway.

3.D.5

YSU provides student guidance in the use of research and information resources through specific courses and campus resources (see also 2.E.2):

- Writing 2 (ENGL 1551), the second of two first-year composition courses required of undergraduates, focuses on investigation, exploration of topics, collection of data from suitable sources, and appropriate presentation of these inquiries. The syllabus illustrates how students are immersed in learning about and conducting research.
- The Writing Center offers assistance with APA, MLA, Chicago, and other style guides for writing protocols and citation methods.

- Maag Library offers a number of reference services, including in-person research help and individual student appointments; telephone reference service; Ask-a-Librarian Email Service; and subject-specific librarians. There is also a library-instruction classroom for subject-specific research classes taught by librarians.
- A GE capstone course is required in all baccalaureate programs. See 3.B for the GE model and capstone requirements.
- The Office of Research provides guidance for campus-wide research integrity, intellectual property and commercialization, undergraduate research, and graduate-research opportunities. The office also sponsors Quest (see 3.B.5).
- Required IRB training is provided for YSU-affiliated student investigators planning to collect data on human subjects.

Core Component 3.D Updates

As called for by Plan for Strategic Actions to Take Charge of Our Future - Plan for Academic Actions, in Fall 2020, YSU overhauled its transition strategy for first-year students.

First year students who had previously been admitted conditionally are now admitted to YSU through the Strong Start Program; students are supported through holistic and intrusive academic advising, SS 1500: Strong Start, a required first-semester success seminar taught by students' academic advisors, and a second-semester major and exploration course. Strong Start students are no longer restricted to a limited subset of General Education courses but may take any course for which they are eligible.

Regularly admitted first year students now take YSU 1500: Success Seminar

Honors students continue to take HNRS 1500: Introduction to Honors, which now serves as their Success Seminar.

With the Success Seminars came a redesign of first-year advising. Regularly admitted students and Strong Start students are now advised by their Success Seminar instructor ensure that the opportunity to build relationship with their advisor is built into the fabric of students' first semester experience.

Career and Academic Advising is now The Office of Career Exploration and Development. Staff in Career Exploration and Development teach CARD 1520: Major and Career Exploration, a new course that was approved in Spring 2020 to provide guided support for undecided students.

Programs and services coordinated by Multicultural Student Services have been moved to the new Office of Diversity, Equity, and Inclusion (DEI), which has replaced the Office of Multicultural Affairs. In 2019, YSU hired an Associate Provost of Diversity, Equity, and Inclusion. DEI now oversees the YSTAR Scholars Program, a summer bridge program, and the new A.I.M program.

YSU re-organized the Division of Student Affairs in Spring 2021. An Associate Vice President now oversees the Office of Student Experience, and a Dean of Students now has oversight of Student Conduct, Student Outreach and Support, and oversees the CARE Team.

The Center for Student Progress has been renamed as the Resch Academic Success Center. The RASC continues to offer academic coaching for students on academic and financial aid probation and non-Strong Start students who are admitted conditionally, and tutoring services.

Disability Services has been renamed as Accessibility Services

The Math Assistance Center has been renamed the Math Achievement Center.

Due to lack of student interest, YSU has discontinued the Jump Start Program.

See updates to 3D.1, specifically the creation of the Strong Start Program for conditionally-admitted first-year students.

YSU's Strategic Plan, Plan for Strategic Actions to Take Charge of Our Future, and the 2020 Completion Plan identify academic advising as a strategic student success and retention priority. In Fall 2020, YSU implemented the redesign of first-year advising. Regularly admitted freshmen and Strong Start freshmen are now advised for their first year by their Success Seminar instructor. Sections of YSU 1500 are organized by college and sections ae also dedicated for undecided students. YSU has hired 5 Success Coordinators, who teach YSU 1500 and advise first year students.   At the end of their first year, students confirm their major and are transitioned to a professional or faculty advisor.

Following an assessment of advisor loads, YSU has increased funding for academic advising. Since Fall 2020, YSU has hired 8 additional professional advisors, and 3 new Directors of Advising. Tthe Associate Provost, Student Success with a role in establishing and maintaining excellence in academic advising institution-wide.

In Fall 2021, YSU replaced Starfish with its Ellucian enterprise solution CRM Advise. YSU also replaced the UAchieve degree audit system with the Ellucian enterprise option, DegreeWorks, which YSU has branded as PenguinPass.

Distance Education (DE) is now the Department of Cyberlearning. The Department supports students and faculty in development and delivery of online and on-campus courses and degree programs:

- The Electronic Information Technology lab is available to faculty and staff for assistance in meeting federal ADA compliance in online courses.

- The Instructional Design and Development Center provides faculty with training and support in the design of online courses and application of instructional technologies.

- The YSU Tech Desk addresses Blackboard-related questions.

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Page Break**3.E - Core Component 3.E**

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

3.E.1

In alignment with its mission, YSU provides students with an enhanced learning environment, as demonstrated by co-curricular opportunities that supplement learning. YSU defines co-curricular learning as programs and services in which significant learning occurs outside of the curriculum. These programs and opportunities mirror YSU's mission and commitment to life-long learning. The Division of Student Experience is primarily responsible for co-curricular experiences. The Student Experience Mission aligns with YSU's mission and focuses on building a sense of belonging, personal development, and professional skills. Examples how YSU addresses co-curricular learning include the following:

- The Office of Student Activities provides social programming, student organization coordination, student-leader training and support, and student-award recognition.
- The Department of Campus Recreation provides services that support health and wellness for students. The department provides professional development as the largest on-campus employer.
- The Office of Housing and Residence Life provides a residential experience that supports co-curricular learning. Led by resident-assistant leaders, programming provides opportunities for social engagement and community development. Larger-scale programming includes such programs as Safer Sex Week, Alcohol Awareness Week, and the Tunnel of Oppression. The Housing Office also supports Academic Learning Communities.
- The Office of Student Conduct provides a process that promotes character, community, and civility. Student Conduct policies and procedures ensure a fair, structured, timely, and educationally-based student-conduct process. The office collaborates with several departments to support Title IX through programming efforts, including "Walk a Mile in Her Shoes" and "The Clothesline Project."

In academic departments, numerous co-curricular opportunities are offered to augment academic programs directly, including the following:

- Intercollegiate Ethics Bowl.
- Moot Court.

- Steel Bridge Competition.
- National and international math competitions.
- Student major-based clubs.
- Study abroad.

3.E.2

YSU seeks to enrich students' educational experiences in line with the major themes in its mission. These core areas are operationalized in *YSU 2020*, align with many of the expectations of the HLC criteria, and are outlined below. In 2017, YSU launched the "Understanding Our Mission" webpage, which connects the accomplishments of students and employees with the nine major themes of the mission.

Service Learning and Community Engagement

YSU's mission is to develop students "who are invested in their communities." The Community Engagement Cornerstone of *YSU 2020* is an institutional priority. Reports are provided regularly to the BOT regarding activities.

Separately, each college in the Division of Academic Affairs has active student co-op and internship programs with business and industry, and the Office of Career and Academic Advising provides additional support. See 1.D.1 for more on public engagement.

Program Access

YSU's mission states that it will provide "access to a broad range of undergraduate programs and offers graduate programs in selected areas of excellence, including those that meet the needs of the region." The range and focus of YSU academic programs may be found in 1.A.2.

In addition, YSU focuses not just on providing access but also ensuring success in academic programs and post-graduation. See 4.C for more information.

Integrating Teaching, Learning, and Scholarship

YSU is committed to fostering high quality, nationally competitive research by faculty and students as part of its mission to "integrate teaching and learning, scholarship, and civic engagement." As noted in 3.B.5, the Office of Research administers YSU's research enterprise, including campus-wide research integrity functions, intellectual property and commercialization, undergraduate research, faculty research funds, student travel funds, and graduate research opportunities, and the YSU Research Foundation.

Educating about Diversity and Global Perspectives

YSU's Mission states that the university "fosters understanding of diversity, sustainability, and global perspectives." As outlined in 3.B.4, YSU's education provides opportunities to recognize cultural diversity both inside and outside the classroom.

Core Component 3.E Updates

The Division of Student Experience has been reorganized and is now the Division of Student Affairs.

YSU revised its mission, vision, and values statements when it adopted its current strategic plan. To support collective impact with the region, YSU hired an Associate Provost, Strategy and Engagement.

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Page Break**3.S - Criterion 3 - Summary**

The institution provides high quality education, wherever and however its offerings are delivered.

Summary

YSU's degree programs are high quality and appropriate its mission. Curriculum and program approval and review processes ensure that programs are current and require appropriate levels of performance by students. Learning relationships among students and faculty are evident in student and faculty engagement in research, scholarly activity, and creative works.

The quality of programs and programs' learning goals are consistent whether delivered on campus or online, at YSU or a partner institution. YSU's consortial programs leverage resources, allowing students to enroll in programs that the university might not otherwise be able to offer. YSU's distance-education programs allow students and faculty access to education that best fits their schedules and provide students an opportunity to learn with others they might not otherwise meet.

YSU's educational programs foster intellectual inquiry and the application and integration of learning and skills. YSU's GE program is well-suited to the mission and degree levels offered. Guidance in the effective use of research and information resources is provided to students. Faculty members and students engage in research, scholarship, and creative works appropriate to the mission of this urban research university.

Opportunities for continued improvement exist. Although YSU has faculty and resources needed to provide high-quality programs and student services, and to provide support for student learning and effective teaching, there are some programs in which additional faculty are critically needed and areas requiring additional financial resources. Although some significant structural and technological infrastructure deficits remain and must continue to be addressed, YSU has sufficient labs and learning spaces available to students.

Sources

There are no sources.

4- Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4 A- Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

4.A.1

Youngstown State University (YSU) maintains regular program review for graduate programs and programs with professional accreditation. YSU is working to develop a more meaningful practice of regular multi-year program review for undergraduate programs.

Graduate Program Review

The College of Graduate Studies has a separate process for program review, which is a [reporting requirement](#) of the Ohio Department of Higher Education (ODHE). This process provides a mechanism for assessment and continuous improvement for graduate programs.

In fall 2014, a task force was assembled to focus on the program-review process and revise procedures to make the process useful, effective, and efficient. A new format and procedures for review of graduate programs resulted from this faculty-driven work.

The process of evaluation and improvement of graduate programs is ongoing and continuous. Programs are scheduled for review approximately every seven years unless the graduate program-review committee determines that more frequent review is needed.

There are two parts to the scheduled review process: a self-study and review of the self-study and evidence provided by a team of reviewers. Review concludes with a meeting of the review team and key program personnel to discuss the evaluation. Following the meeting, the review team issues a composite review (see examples of the full review process).

Program directors, faculty, and key personnel play an important role in continuous assessment and improvement of graduate programs. Program directors and key personnel complete the self-study by reflecting on and responding to the items in the Graduate Program Review Rubric and by providing the evidence and plan. The process provides opportunity to reflect on and strengthen graduate programs. Graduate program review is in the process of being merged with undergraduate program review, as outlined below.

UPDATE: Most recently, the graduate programs review process has included involvement in the Academic Program Enhancement and Effectiveness Initiative (APEEI). This new APEEI process [LINK TO APEEI HLC REPORT] enables stakeholders to analyze graduate program data, student demand, employment opportunities, program effectiveness, efficiency of program offerings, and program economics.

Undergraduate Program Review

Undergraduate program review an evolution in process over the last 10 years:

2008–2013: An annual reporting process had long been in place that required academic departments and undergraduate programs to provide data on program success, including departmental accomplishments, faculty activities, and community engagement.

2014-2018: The reporting process was deemed insufficient because it did not provide enough depthand breadth of review, analysis of data, or development of plans necessary for comprehensiveprogram review. To prepare programs for review, the provost asked faculty and department chairs to begin self-evaluation through Program Improvement Plans (PIPs) (see completed example).

PIPs provided an overview of each program's strengths, weaknesses, opportunities, and threats. Each department's faculty members identified significant challenges and significant opportunities for each program. Subsequently, the program's faculty developed action steps to address challenges and opportunities.

Each chair produced an overview describing the department's contribution to YSU, any aspects that might not have been adequately covered through the PIPs, and the value of the department and programs to the university, region, profession, and relevant communities. These documents were forwarded to the dean and provost for review.

2015: A [Program Review Development Committee](#) with broad representation was convened to explore best practices, develop a program review model for YSU, identify needed resources, and develop an inclusive review process.

Based on the Program Review Development Committee's recommendations, the Academic Senate developed the charge, composition, and procedures for the [Academic Program Review Committee](#). Included in the charge was a [Program Review Coordinator](#), a faculty member with release time to manage the process.

Although the Program Review Development Committee recognized the need to revive the review process, it recommended that only 20% of programs submit reports a year with all programs completed over a five-year period. The committee determined that when program review was last required by all programs simultaneously in 2008, YSU's resources did not allow effective execution or feedback. Those programs not undergoing program review in 2015–16 submitted abbreviated reviews to increase awareness of the requirements and to ensure programs were discussing and refining program goals while establishing, reviewing, and collecting support data.

2015–2017: Program review's purpose was to

- Support alignment of program with the university's mission and strategic plan.
- Evaluate programs for strengths, challenges, and opportunities for improvement.
- Evaluate programs' resource availability and needs.

Programs were asked to provide updates on PIPs and plan next steps and goals to support the program's strategic plan. A notable inclusion in program review was integrating assessment, a recommendation of HLC Mentor Susan Hatfield (see 4.B.1). Guidance and instruction were provided through the [Program Review Handbook](#).

The Academic Senate announced the guiding evaluation principles based in "constructive engagement and transparency." The process sought to have wide engagement with sign-off at the college level and review by faculty teams at the university level. The Program Review Committee then reviewed the report and evaluation materials to develop final recommendations, which were [presented to the Academic Senate](#).To date, approximately 40% of all programs have submitted full program review self-study documents.

After a lapse in this process, this first iteration of program review focused on developing understanding and support for self-reflection on program mission alignment, program quality evaluation, and education about data resources. It also focused on developing skills in evaluating program data. A number of programs were voluntarily discontinued due to a review of enrollment and graduation rates over the past five years, freeing resources for viable programs.

2017: At the end of the 2017 academic year, the Program Review Coordinator resigned. This resignation provided an opportunity for YSU to step back and evaluate the process. The [Streamlined Academic Reporting Process](#) (SARP) committee was established at this time to do the following:

- Address concerns and requests by departments to reduce redundancy in reporting.
- Evaluate the process for what worked and what could be improved.
- Integrate multiple reporting processes, including program review, assessment, and annual reporting.
- Connect the new process to strategic planning and budgeting processes.
- Combine graduate and undergraduate processes.

A key finding of the SARP committee was the need to roll up reporting to the department level to enable programs and departments to reflect the full range of contributions departments make outside of individual programs, such as GE courses and community engagement. Better data availability and management are needed. YSU has been exploring data tools to better collect and manage faculty activity. YSU plans to connect such a system to existing faculty reporting and review functions, such as evaluations or tenure and promotion processes.

The SARP committee redesigned program review and annual reporting with a proposed streamlined reporting process that will connect program review, strategic planning, budget, and assessment. The process will be implemented in Taskstream, a document and process management system that will enable programs to connect goals with evaluation, action steps, and achievements. The SARP program review and annual reporting process will be tested with select departments in spring 2018 before a university-wide pilot is implemented in fall 2018. The new process will be implemented by college and will include reporting of all undergraduate and graduate programs in a college.

The SARP committee has chosen to "think big" in redesigning the process, but it recognizes the challenge of such a departure from previous practice. Enabling vertical integration of strategic planning, evaluation, and budgeting from the program, department, college, and university level has the potential to significantly affect continuous improvement.

UPDATE: 2019 – present

YSU has implemented the Academic Program Enhancement and Effectiveness Initiative (APEEI). Faculty and administration worked to develop this comprehensive process. This process resulted in extensive review of nearly every academic degree program on campus. It is part of the Plan for Strategic Actions to Take Charge of Our Future and is supported by a resolution of the university Board of Trustees. The interim report to the HLC [LINK TO PROGRAM REVIEW REPORT TO HLC], submitted in August 2021, documented YSU's significant progress and achievement with program review and indicates YSU has provided evidence of an established schedule of program reviews, examples of departmental self-study, evidence that program review was used to inform changes, and specific details on the APPEI process. The response from HLC on 11-41-21 [LINK TO HLC RESPONSE] indicates that evidence provided demonstrates that YSU has made adequate progress in the area of program review. Further details on APPEI process can also be found at https://ysu.edu/strategic-planning/apeei for detailed information. Ongoing progress and updates to the APEEI process are chronicled on the YSU Strategic Plan website [LINK TO PDF OF https://ysu.edu/strategic-planning].

4.A.2

YSU transcribes academic credit for all credit-bearing courses taught through YSU, for courses completed at regionally accredited colleges and universities and at internationally accredited post-secondary institutions, for passing scores on several standardized exams or departmental challenge exams, and for various forms of prior learning assessments in accordance with ODHE transfer policies. Courses taught at YSU go through a rigorous approval and evaluation process as described in 4.A.4. Below are the evaluation processes for other transcribed credit

Accredited Institutions

In alignment with ODHE guidelines, YSU awards credit for coursework completed at regionally accredited institutions recognized by Council on Higher Education Accreditation (CHEA.) YSU also awards credit for coursework completed at accredited international institutions. However, YSU only evaluates courses if an official syllabus or course description is provided. Transfer evaluation policies and procedures are described in Criterion 4.A.3.

For transfer courses from Ohio public institutions, YSU follows ODHE's Ohio Transfer Module (OTM) for accepting and applying GE transfer credit and ODHE's Transfer Assurance Guides (TAGs) for accepting and applying program-specific transfer credit.

Career and Technical Institutions

YSU awards credit for a limited number of courses and some experiential learning at select career and technical institutions. Following ODHE transfer guidelines, YSU awards credit for career and technical coursework that are part of Ohio's Career-Technical Assurance Guides (CTAG.) YSU also awards credit for career and technical school coursework that is part of specific partnership programs.

Non-accredited Institutions

YSU does not automatically grant credit for coursework at non-regionally accredited institutions. In special circumstances, YSU will award credit for coursework at non-regionally accredited institutions on a course-by-course basis. In these circumstances, the relevant department chair will evaluate the coursework to determine whether to accept the credit. There is no guarantee that credit for the coursework will be awarded or applied to a program.

YSU accepts some completed coursework from the Alternative Credit Project (ACP) through the American Council on Education. Individual ACP courses are evaluated by relevant department chairs before being awarded credit.

Credit by Examination

YSU awards credit to students who complete appropriate subject examination through the credit-by-examination process using the Advanced Placement Program (AP), College Level Examination Program (CLEP), International Baccalaureate (IB), or departmental examinations. Policies including passing scores, course equivalencies, and credit hours awarded are as follows:

- AP Exams: YSU's policy is found in the admission for transfer applicants section of the catalog. Passing scores, course equivalencies, and credit hours awarded are available on the Office of the Registrar's website. YSU follows ODHE guidelines.
- CLEP Exams: YSU's policy is found in the admission with non-traditional credit section of YSU catalog. Passing scores, course equivalencies, and credit hours awarded are available on the Office of the Registrar's website. YSU follows the new ODHE guidelines.
- IB Exams: Passing scores, course equivalencies, and credit hours awarded are found on Office of the Registrar's website.
- Departmental Challenge Exams: Passing scores, course equivalencies, and credit hours awarded are determined by individual departments.

Prior Learning Assessment

Prior Learning Assessment (PLA) is an additional option for earning credit. In accordance with YSU's Policy on Prior Learning Assessment, students must demonstrate mastery of knowledge in a subject area through standardized or challenge examinations, portfolio, or demonstrated military service learning to earn credit. Criteria for experiential or prior-learning credit have beencreated and applied in accordance with ODHE and Academic Senate policies. In addition to CLEP Exams and Department Challenge Exams, PLA includes the following options to gain credit:

- Portfolio-based assessments: Students applying for prior learning assessment through portfolio-based assessment must first complete a one-credit hour portfolio development course, PLA 1500. After students complete the portfolio, department faculty and chairs evaluate prior learning for credit. Details of the course and portfolios are found in the PLA Manual.
- Evaluation of local training, certifications, and licensure: If approved at the department level, specific training, certifications, and licensures may be awarded course credit.
- Military training, experience, and coursework: Ohio's public colleges and universities award college credit for training and experience in the US Armed Forces or National Guard if it has been approved by the American Council on Education (ACE) or a regional accrediting body. The application of that credit to specific coursework follows ODHE policies and YSU's course evaluation procedures.
  - ODHE provides a statewide guarantee that certain types of military training, experience, and/or coursework align to existing college and university courses through Military Transfer Assurance Guides (MTAGs.)
  - Courses taken through the US Armed Forces Institute, the Defense Activity for Non-Traditional Education Support, and certain formal service school courses are evaluated by department chairs for potential alignment with their courses and programs.
  - Military training and experience that are not part of MTAGs or specific coursework are also evaluated by department chairs for potential alignment with their courses and programs. A listing of approved equivalencies is available on the PLA webpage.

4.A.3

YSU follows the policies set by ODHE in the Ohio Articulation and Transfer Policy Document and provides additional policies as needed to assure the quality of transfer credit. University processes and policies are different for undergraduate and graduate transfer courses.

Undergraduate

YSU partners with the ODHE for assuring quality in state-approved transfer equivalencies, including OTM, TAG, CTAG, and MTAG equivalencies. Courses belonging to these initiatives are evaluated and approved by state-appointed faculty-led committees to ensure consistency in learning objectives and outcomes.

YSU uses an internal review system for equating courses that are not part of ODHE's transfer programs. This process applies to coursework from any regionally accredited college or university, or international accredited institutions. Undergraduate transcripts are submitted to the

Admissions Office upon application. A transfer request is forwarded to the Office of Degree Audit for transfer course equates. The degree-audit system (uAchieve) and Banner automatically match courses that have been equated and registered in the system's transfer tables. The appropriate transfer credit is then awarded.

For courses not already equated, Degree Audit follows YSU's course-equate policy. Lower-division, standard courses are equated by professionals in Degree Audit. Upper-division or non-standard lower-division courses are evaluated and equated by department chairs or relevant program directors.

The Academic Senate's Academic Standards Committee developed a Transfer Appeal Process in alignment with ODHE guidelines. The appeal process was approved in May 2017 and implemented in the 2017–2018 academic year. The process allows students to appeal a decision about determination of transfer credit. YSU explains the appeals process in the Undergraduate Academic Catalog.

Any articulation agreements, consortial agreements, or partnership programs that grant block credit or equivalencies that are different from those determined during the review process are reviewed by affected departments and the provost's office before being signed. These agreements are evaluated periodically to ensure continuing quality.

UPDATE: The university has implemented a new degree equate system, DegreeWorks, which integrates better with our student information system, Banner, and speeds up the transcript review process. In addition, communication has been improved with students [LINK TO INFORMATION FOR TRANSFER APPLICANTS (YSU COURSE CATALOG 2021-2022)]; they are notified as soon as their transcript has been reviewed and courses equated [LINK TO EMAIL FROM PENGUIN SERVICE CENTER].

Graduate

At the graduate level, students may request transfer credit upon submission of transcripts when they apply to the College of Graduate Studies.

This request for transfer credit is forwarded to the respective graduate degree's program director. The program director evaluates the transfer course content and ensures that the transfer credit replaces a required course or integrates satisfactorily into the student's program. The program director then recommends the transfer of credit to Graduate Studies for approval.

Graduate Studies evaluates approved courses to ensure that transfer criteria have been met, such as a grade of "B" or "A" being earned, the institution of the transfer course being accredited, and the student not exceeding the maximum number of acceptable transfer credit hours. Graduate Studies applies credit to the student transcript, and original forms are forwarded to Records.

4.A.4

YSU maintains and exercises authority over prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for its programs, including dual-credit programs. All proposals to add, change, or delete a program or course are reviewed and approved by faculty and administrators at several levels to ensure compliance with Academic Senate and Graduate Council policies and to assure appropriate prerequisites, rigor, student-learning outcomes, and availability of resources.

Prerequisites for Courses

The Academic Senate developed, implemented, and enforces a policy on course prerequisites for undergraduate course levels, including any deviation from the approved structure. Prerequisites are subject to written waiver on an individual basis by the department chair in consultation with the instructor(s) teaching the course and for courses offered in that department.

Graduate course prerequisites are codified in the Graduate Curriculum section of the Graduate Policy Book.

Rigor of Courses and Expectations for Student Learning

Department faculty are responsible for developing and implementing courses and programs of study. Rigor is established and ensured by department faculty representatives serving on a department's curriculum committee. Through a collaborative process, the department's curriculum committee reviews, revises, and approves courses or program proposals. Once approved at this level, proposals are submitted to the department chair for approval.

Once developed and approved through the department, course and program proposals at the undergraduate level are reviewed and approved through the Academic Senate process. A course proposal that involves a GE requirement must be submitted simultaneously to the GE committee. The process involves multiple levels and approvals, ensuring thorough and careful assessment.

At the graduate level, curriculum changes follow a similar review and approval process through the Graduate Council. Graduate programs also have to notify CCGS regarding program changes.

For additional information on rigor and expectations for student learning, see 3.B.1 and 4.B.1.

Access to Learning Resources

YSU offers many learning resources to address the needs of students. These resources are found in 3.D.2.

Faculty Credentials

YSU maintains an academic policy for faculty credentials. All full-time and part-time undergraduate instructors, including those who teach dual credit, must meet these minimum guidelines. The policy is enforced by the provost's office. See 3.C.2 for details on the credentialing guidelines and processes.

The College of Graduate Studies oversees implementation of the policy on graduate faculty credentials.

Dual-Credit Delivery

YSU offers college credit for courses under the state-mandated College Credit Plus (CCP) program. The program's website details policies and procedures that ensure that CCP courses are taught by approved qualified instructors; follow YSU's course withdrawal, grading, absence

policies; and use the same textbooks and syllabi as on-campus courses. CCP syllabi must follow the template that identifies learning outcomes, outcome-related learning activities, and outcome assessments.

CCP dual-enrollment course-oversight plans and course-oversight reports demonstrate that dual-enrollment course standards are current and that appropriate levels of student performance are met and maintained. Department chairs and one or more department faculty mentor(s) have primary responsibility for oversight. CCP instructors have regular professional development and review by department mentors (see 3.A.3).

Consortia

YSU is a member of two consortia. Consortial institutions are regionally accredited, and deans, program directors, and faculty members at each institution are responsible for monitoring their programs and courses. A high degree of collaboration exists between consortial institutions. The Master of Public Health and Master in Fine Arts handbooks outline program standards and processes.

UPDATE: The Master in Fine Arts program is being sunset, but the handbook will continue to be followed through teach out processes.

4.A.5

Programs requiring specialized professional accreditation are certified by the appropriate accrediting bodies and maintain good standing**.** These programs regularly report to the BOT regarding last certification of accreditation, current standing, and next visit information.

4.A.6

YSU tracks success of graduates in several ways, and it looks for ways to improve this essential information gathering.

YSU Graduate Outcomes Survey Results

The Office of Career Exploration & Development conducts a Graduate Outcomes Survey to collect information about employment and continuing-education decisions made by students who completed degrees during the academic year. Executive summaries are widely distributed to thecampus community. Additional information collected from the Office of Alumni Engagement, WCBA Center for Career Management, and STEM Professional Services is incorporated into the report.

In 2015–2016, the survey was distributed to graduates who received degrees in August 2015, December 2015, and May 2016. Primary data collection was by email. This process occurred four times over a full year: beginning one month before graduation and every three months thereafter. The total response rate was 26%. Out of 2,051 graduates, there were 538 responses.

"Career outcomes" are defined as the total number of respondents who are working full-time, seeking additional education and accepted, serving in the military, or working as a post-graduate volunteer (e.g., Peace Corps).

YSU's total career outcomes rate is 72% with individual college's career outcome rates included in the report. Out of the 538 respondents, 388 had outcomes related to a career. Seventeen percent of the respondents have been accepted into continuing-education programs. The mean undergraduate salary is $28,643 with a median of $29,000. The mean graduate salary is $32,224 with a median of $30,000. The majority of graduates, 73%, stayed within 30 miles of Youngstown.

The student demographic of the report closely matches the YSU demographic in gender and race:

Survey Respondents	YSU seniors
Female 1047 (56%) Male 821 (44%)	Female (55%) Male (45%)
White (78%) Student of Color (22%)	White (78%) Student of Color (19%)
	Unknown (4%)

Other Graduate Success Data

Sources of information regarding graduate success include the following:

- Individual academic departments track the success of student graduates using alumni surveys, social media, and other communication methods.
- Many discipline-specific accreditations require tracking graduates to determine if they have found appropriate professional positions or passed essential licensing exams. Typically, these outcomes are reported annually and often must be posted on the relevant website.
- The Office of Alumni Engagement gathers information that is historic in nature to provide data on graduates as they progress through careers. YSU has expanded its Penguin family by including all YSU graduates in the Alumni Society. To assure that graduates remain connected to the university, YSU converted its Alumni Society from a dues-paying organization to a non-dues organization. YSU alumni are automatically granted membership to the Alumni Society.
- *YSU 2020* includes BOT post-college success metrics: job placements, graduate school placements, GRE/MCAT/LSAT scores, and license and certification scores.

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1.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

4.B

YSU has developed comprehensive processes to support student learning and success through assessment in academic, co-curricular, and GE programs.

4.B.1

Assessment

YSU's Office of Assessment (OOA) oversees assessment of student learning in academic degree programs and co-curricular programs.

Although a good foundation for assessment had been laid earlier, multiple effective processes for assessment and achievement of learning goals grew out of the 2008 HLC peer-review team visit findings. To increase participation in assessment and to create a positive culture of assessment, YSU entered the Academy for the Assessment of Student Learning in 2008. YSU's Academy projects built broader understanding and participation in assessment activities and improved professional development. The YSU Academy team created programs that expanded capacity and celebrated efforts to support student learning assessment involvement.

Effective assessment processes to support continuous improvement are evidenced in the following ways:

- Student learning goals: Academic and co-curricular programs have comprehensive student learning outcomes, and learning must be differentiated in closely related programs. Learning-outcome goals are posted in YSU's course catalog and on the OOA webpage for every program. They are reviewed at the start of each complete assessment cycle for currency.

- Clear expectations: Assessment handbooks provide comprehensive assessment processes and reporting instructions for academic and co-curricular programs. In addition, OOA provides education and support to programs through workshops, training, new-faculty orientation, and consultation services.
- Structural support: The OOA staff's primary mission is support and promotion of student-learning assessment. Resources for assessment, both human and budget, have been prioritized in a time of financial constraint. OOA's annual budget allows for support and professional development through programs such as mini-grants and appreciation events.
- Broad ownership: Responsibilities for assessment activities and evaluation are distributed across campus. Each program designates an assessment coordinator to collect and submit reports, but programs have broad faculty and staff participation. Reports are evaluated in part by the level of participation of faculty in assessment, and faculty assessment expectations are clear (see 4.B.4).
- Stakeholder involvement: The Assessment Council (AC) includes representatives from all colleges and major co-curricular divisions. The AC evaluates assessment reports and provides expertise and consultation about assessment improvements, positive culture building, and data use.
- Evaluation responsibility shared: In addition to AC members, between 10 and 30 faculty and staff volunteers review assessment reports yearly. Volunteers are often past participants in assessment professional development programs, and many cite increased understanding of and participation in assessment processes as benefits of participating.
- Yearly reporting: Academic and co-curricular programs report yearly and engage in comprehensive assessment, including developing learning outcomes and curriculum maps, aligning methods with SLOs, collecting and evaluating data, identifying action steps, and evaluating action steps.
- Evaluating action steps: Programs first began reporting on the status and impact of previous action steps in 2012. Two actions are helping programs to "close the loop" in their assessment cycle: first, assessment has been integrated into and aligned with program-review processes that ask programs to reflect on their entire assessment cycle and its impact on learning; second, YSU is adopting a process management system to better connect action steps and follow-up analysis of learning.
- Program review integration: As a result of an Academy Evidence Inventory, Visiting HLC scholar Susan Hatfield recommended that assessment be integrated into graduate and undergraduate program review. Beginning in 2015, integration into the five-year program review cycle provided programs with greater motivation to participate and an opportunity to reflect on the assessment cycle and priority areas for assessment in the next cycle.
- Information widely disseminated: Feedback, evaluation of assessment reports, and aggregate historical participation and quality reports, are shared with departments, colleges, divisions, campus leadership, and other constituents.

UPDATE: Assessment is not integrated into the APEEI program review process, due to the primary focus on economic viability and prioritization model.

General Education

The GE committee, reporting to the Academic Senate, oversees the GE curriculum. The general-education coordinator provides committee leadership and administers the program.

The GE program has clearly stated learning goals that were last updated in 2011. Every course in the GE curriculum must fulfill learning goals set forth in the program. See Criterion 3.B. for detailed GE curriculum analysis.

One of YSU's goals in the HLC's Academy was to improve GE assessment. YSU decided to use an authentic artifact-based and developmental rubric-based model:

- When the learning outcomes were updated in 2011, the GE committee developed the Repository of Assessment Documents (ROAD) Project. A sample of student-uploaded artifacts from beginning composition and upper-division courses are evaluated yearly by trained faculty reviewers using adapted VALUE Rubrics. Results are evaluated for trends and to make curricular improvements (see 4.B.3).
- ROAD has sought to assess the intersection of outcomes in the GE curriculum with the development of those outcomes in the major. YSU programs include a capstone course as part of the GE curriculum, and core outcomes in communication, quantitative reasoning, and critical thinking are to extend into the major. ROAD included an exercise with program coordinators to develop writing-specific curriculum maps that outlined expectations of and instructional opportunities for students in writing throughout and upon completion of the curriculum.
- ROAD is evaluating other outcomes in the curriculum. In response to campus concerns, ROAD began curriculum mapping of diversity and global competency expectations and achievement in the majors. These data will be used as the GE committee considers changes to ensure that students are achieving GE outcomes in these areas.
- ROAD will continue to use the artifact model as it works through evaluating all Core Competency outcomes of the curriculum. While writing and critical thinking will continue to be evaluated yearly, other core competencies will be evaluated every other year.

YSU recognizes that knowledge domain assessment is needed. The GE committee initially tried a faculty learning community model in 2012–2014, which was not successful in YSU's campus culture. The GE committee is discussing deployment of a course-portfolio model to assess knowledge domains (e.g., Natural Science), possibly in conjunction with program review. This approach would allow departments to evaluate if the GE curriculum meets learning outcomes and provide data that show achievement of learning outcomes.

UPDATE: While there are pockets of domain assessment [LINK TO CMST1545 COURSE EVALUATION] that use good practice to asses learning outcomes and make improvements to student learning, YSU recognizes the need to expand assessment and revisit General Education goals. The YSU Board of Trustees has charged the university to review and revise our general education goals towards a more transformative and integrated curriculum [LINK TO 3/2/22 AESS AGENDA ON EDUCATIONAL QUALITY BOT RESOLUTIONS COMPILATION]. In response to this charge, YSU has initiated the Academic Program Transformation Initiative to both develop institutional learning outcomes and reform General Education curriculum [LINK TO APT WEBPAGE—BUT NOT FULLY DEVELOPED YET, PDF CLOSER TO DEADLINE].

4.B.2

Assessment

YSU evaluates achievement of student learning outcomes in both academic and co-curricular programs through broad participation in a strong assessment process (see 4.B.1).

- Academic programs evaluate learning outcomes at least once during the five-year assessment and program-review cycle. Programs typically evaluate two learning outcomes a year; each learning outcome is assessed using two measures. Data may be from a single year, or multiple years may be aggregated. Data are evaluated for strengths and challenges in student learning, and action steps are identified for areas of challenge.
- At the end of five years, programs submit an "Assessment-Cycle Reflection" with program review. They will report on the impact of action steps on learning. If they do not have evidence of learning impact, they must incorporate that goal into the next assessment plan.
- Since 2007, co-curricular programs have participated in assessment of student learning. Co-curricular programs have built knowledge and capacity through training, professional development, and reporting. Beginning in 2015, co-curricular programs developed comprehensive sets of outcomes that align with their mission and vision, developed learning opportunity maps to visually map co-curriculum, and developed three- to five-year plans for evaluating learning. One learning outcome per year is evaluated, mirroring the academic assessment process and action-step status. Programs will be asked to submit an assessment reflection upon completing their first full assessment cycle.

General Education

The GEC has used ROAD artifacts to assess achievement of GE learning outcomes. Initial data regarding writing and student learning revealed a potential problem. On the 4-point developmental scale of the rubrics used for writing and critical thinking, on average, students were not getting to the second level of the rubric on any rubric dimension. Many students were not moving to the top level of the rubric by the time they submitted their upper-division writing artifacts. The GE committee used this data to begin closer investigation and to initiate planning:

- These data led to the writing curriculum map phase of ROAD. This exercise provided opportunity to begin dialogue with program coordinators about writing preparation through GE courses and responsibility for writing instruction.
- Assessment data allowed the GE coordinator and committee to better understand expectations in the academic programs and to document disciplinary expectations and learning opportunities through curriculum mapping.
- Curriculum mapping led to the realization that expectations and opportunity for developing writing varied greatly across programs. Many faculty were not aware of the skill level of students completing the composition sequence, and feedback reflected that faculty considered writing something that English faculty were "supposed to" teach. In addition, many faculty felt unprepared to provide writing instruction in their courses, either due to workload or lack of knowledge base (actions discussed in 4.B.3).

Recently, English has implemented assessment of Writing 1 (English 1550), the first course in the composition sequence, to evaluate progress between the first and second courses. English faculty will use the same ROAD rubric. The samples will include on-campus and online courses to ensure quality across modes of delivery.

4.B.3

Assessment

YSU has a long history of evaluating strengths and challenges in student learning and

taking steps to improve outcomes, as evidenced in these summaries of academic and co-curricular assessment actions. Programs began reporting on prior year's actions in 2012. This addition to the reporting structure ensured that action steps were implemented and impact on learningassessed.

Assessment's integration into program review supports programs taking a holistic view of their SLO assessment process. Programs evaluate strengths and challenges in learning, actions taken toward curricular improvement, and impact on learning. The process allows programs to identify emergent learning issues and incorporate them into the next assessment-cycle plan.

OOA evaluated the use of data and implementation of action steps in academic programs over the past five years. Data show a significant majority identify strengths and challenges, take action steps for improvement, and complete those steps. Case studies in academic and co-curricular departments provide evidence of departments closing the assessment loop. The implementation of Taskstream, a document and process management system, will make tracking action steps more accurate and align actions with other program-improvement processes.

UPDATE: The formation of the YSU Institute for Teaching and Learning in 2019, which brought together the Office of Assessment and Faculty Development through extensive feedback and research [LINK TO ITL NEEDS ASSESSMENT WHITEPAPER] has increased the ability for the office to apply data around student learning to inform and improve professional development and teaching improvements [LINK TO ITL ANNUAL REPORT 2019-2021].

General Education

Based on GE assessment reported above in 4.B.2, several changes were made to improve student learning in the GE curriculum. Composition faculty standardized composition syllabi, sequenced style-guide instruction, and aligned writing prompts to improve artifact evaluation.

In 2014, ROAD recruited 21 faculty members for a one-day training and scoring session to broaden awareness of student writing skills.

- Faculty were educated on ROAD, trained on scoring writing samples using the rubric, and evaluated lower- and upper-division student artifacts.
- Faculty feedback reflected better understanding of foundational instruction provided through first-year composition; they better understood the lack of progress some upper-division sample papers reflected.
- Discussion around solutions included designing better writing prompts and providing more instructional opportunities for students to practice writing.

The challenge of connecting writing with instructional strategies led a team of faculty and staff working on the ROAD project to write a book chapter in 2016 on how to connect dimensions of the VALUE Rubrics with instructional strategies around writing and information literacy.

To implement these strategies, the GE committee teamed with OOA in FY2018 to fund a pilot project in the Economics Department to score writing samples using the ROAD rubric. Department faculty will identify curricular or instructional strategies as targets for improvement. The intent is to use the results of the pilot to target additional departments for participation.

4.B.4

Assessment

YSU's processes and methodologies reflect development over a long time and with the expertise and guidance of mentors in the Academy for the Assessment of Student Learning. YSU's

Academy Team developed much more sustainable processes because of participation in the Academy. In preparation for the final year, the team requested an Academy Evidence Inventory. Susan Hatfield, YSU's HLC Academy mentor, visited campus in 2011 to perform a 360-degree review of assessment projects that had been developed for the Academy to remediate issues identified in the 2008 reaffirmation. The mentor had several recommendations that were implemented by the OOA:

- Reaffirmation or revision of learning outcomes.
- Development of curriculum maps.
- Alignment of assessment and program review reporting processes.

Assessment processes are aligned with standard and accepted processes for assessment of student learning; processes have grown out of well-known literature (Walvoord, 2004; Suskie, 2009) and consultation through the Academy. OOA also uses elements of the National Institute for Learning Outcomes Assessment's Transparency Framework (NILOA) when considering how to make materials and evidence of processes available to the campus community. Using the NILOA framework would enable YSU to seek the NILOA Excellence in Assessment Designation.

Each of the six components in the framework is considered when sharing data with the campus community:

- Student learning-outcome statements are posted in the university catalog and the assessment website, and they are reviewed each assessment cycle.
- Program assessment plans are available to the campus community, describe assessment methods and timeline, and are updated each assessment cycle.
- In addition to direct workshop, training, and consultation services, resources are available through the academic and co-curricular handbooks. These handbooks explain the assessment process and provide resources and links for further information.
- Reports and feedback to reports are available on the OOA webpage. In addition, data-collection activities, such as National Survey of Student Engagement (NSSE) data, are shared across campus, and results and resources made available publicly.
- Evidence of student learning is shown through assessment reports, and NSSE data results are disseminated widely.
- Use of student learning evidence is shown through action steps outlined in assessment reports and through reflection on impact on learning in program review. As mentioned, NSSE data are shared widely and facilitate conversations on student learning and potential improvements/recommendations.

As mentioned in 4.B.1, there is broad participation in assessment reviews. Teams of faculty and staff are trained in peer review and scoring calibration every year. They review reports and provide feedback. OOA staff also reviews documents and provides feedback to programs.

Co-curricular assessment reports adopted a cohort-review model, in which small groups of co-curricular departments meet to review and evaluate colleagues' reports and provide feedback and recommendations. This process fosters skill building and learning from peers and assessment staff.

OOA periodically evaluates campus participation in assessment; results indicate gains in campus participation in and value of assessment. Faculty have clear expectations around participation in assessment activities. According to the *YSU-OEA Agreement*, assessment activities are to be outlined in department governance documents (Article 9.4) as a shared responsibility and as one of the activities included in teaching duties (Appendix C). Assessment handbooks note that faculty members should be involved in assessment, at a minimum participating in yearly review and discussion of assessment outcomes. Report evaluation includes faculty participation. Integration with program review will support increased faculty participation.

OOA uses numerous professional development and positive assessment programs to build a positive assessment culture. For example, the Student Learning Assessment Mini-Grant Program builds capacity in department or program assessment; past participants often volunteer for additional assessment activities.

UPDATE: The strategic plan initiative, Academic Program Transformation, began work on developing institutional learning outcomes with the university community [LINK TO UWLO EMAILS 1 & 2]. In addition to the benefits institutional learning outcomes provide to prioritize a focus on student learning both in and out of the classroom, this work will enable YSU to seek an NILOA Excellence in Assessment Designation.

General Education

YSU's approach to assessment of the GE curriculum has followed national best practices. GE assessment methodology focuses on artifact collection and scoring to include faculty in the process.

Following the rising national trend, YSU used adapted VALUE rubrics to evaluate writing and critical thinking in ROAD. YSU adapted its assessment to use the ROAD data as part of its former participation requirements in the Voluntary System of Accountability in the first year that alternate evidence was allowed.

YSU has used a backward design approach to the GE assessment model:

- Goal setting: developed GE learning outcomes in 2012.
- Self assessment: developed rubrics through a representative committee process to articulate specific performance criteria for writing and critical thinking.
- Curriculum mapping: raised questions about curricular fidelity to Core Competency expectations. Also served as a starting point to discuss instructional design.
- Artifact collection: involved faculty and students across campus in contributing data.
- Scoring: identified areas of strength and challenge in student learning in GE.
- Curricular improvements: developed from dissemination of data and dialogue.

Substantial participation of full-time and part-time faculty has been integral to the success of ROAD. Faculty have been involved in the following:

- GE committee developed GE outcomes and consulted on ROAD.
- A representative faculty committee developed the ROAD rubric.
- Program faculty choose the assignments submitted and coordinate student artifact submission.
- Part-time faculty participate in scoring artifacts, and full-time faculty have been trained and participated in scoring events. Over 4,000 artifacts have been scored to date since inception.

- Discussions with deans, chairs, and faculty regarding ROAD data have led to curricular improvements in English and select improvements in programs. For example, the Public Health program decided to add a one-credit course in the major that focused on improving writing and research in the discipline. The FYE course included writing as a component in the course as a result of ROAD data.

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1.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

4.C

YSU is dedicated to student retention, persistence, and completion of programs. One of YSU's Core Values, the Centrality of Students, states that it is "committed to the education . . . and the success of students of all ages and from all walks of life." Growing out of this focus, *YSU 2020* operationalized this value as an institutional priority through the Student Success Cornerstone and more specifically, Theme 1: Academic Achievement. Like similar institutions, YSU has experienced multiple challenges in this area, but it has implemented initiatives for improvement and planned strategically to improve performance.

4.C.1

Theme 1: Academic Achievement of the Student Success Cornerstone of *YSU 2020* identifies retention and completion goals and metrics tied to YSU's mission and undergraduate population. Goals include improving the following:

- Overall six-year graduation rate.
- Six-year graduation rates for sub-populations, including minority and first-generation students.
- Graduation rates for student-athletes.
- Number of STEM graduates.
- First-to-second year retention rates.
- Course-completion rates.
- Number of students in good academic standing.

The six-year graduation rate was identified as an institutional metric with a defined goal for achievement by conclusion of *YSU 2020*. Other metrics were monitored by the BOT for baseline data in 2012. Goals were developed in 2014. Progress was evaluated in 2015. Achievement was last reported to the BOT in 2017. Programmatic goals are identified when required by accreditors. Program review has acted as a catalyst to encourage more attention to persistence and completion in programs across campus.

An ambitious goal was set out in the strategic plan to move YSU's six-year graduation rate to 43% overall, an increase over the 2010 graduation rate of 35.6%. YSU students historically have started at the university with challenges such as inadequate preparation and full-time work schedules. To support these goals and metrics, YSU adopted an initiatives-based approach that would contribute to goal success. In 2016, after many initiatives were completed, additional initiatives were identified and organized around four themes to target areas of greatest challenge for students:

- First-Year Experience.
- Academic Assistance.
- Academic Progress.
- Increased Affordability.

YSU's understanding of appropriate goals and strategies has evolved over the last 10 years, first in response to state-funding formula shifts to completion and later when YSU recognized that checkpoint goals may be more effective in evaluating intervention effectiveness. YSU needed to target points in the persistence "pipeline" where students may be more vulnerable and need additional support. Recently, YSU hired an associate provost to refine and implement goals related to retention, persistence, and completion. Under her leadership, a Strategic Retention Planning Task Force is in development with the goal of identifying retention priorities to be incorporated into the next strategic planning cycle (see 1.A.1).

UPDATE: YSU continues to update goals and objectives around student retention, persistence, and completion [LINK TO COMPLETION PLANS FOR 2018 AND 2020; PUT IN 2022 WHEN COMPLETE], a reflection of the central role that student success plays in the YSU strategic plan.

4.C.2

Institutional Research and Analytics (IR) is the primary office at YSU engaged in data collection and analysis. IR regularly collects and analyzes first-to-second year retention rates and completion data by race and/or ethnicity, gender, conditional admit status, and other classifications. Data are split by college and program. IR provides specialized reports by request to assist with retention and academic support. Examples include the following:

- Student use of tutoring and supplemental instruction.
- GPA performance of students who regularly use academic support services.
- Early warning and intervention activity.
- Academic coaching contacts.
- Summer Bridge program outcomes.
- Retention of conditionally admitted students.

Annual enrollment reports track demographic and academic profile characteristics of incoming cohorts tied to initiatives identified in *YSU 2020*.

Through program review, programs use numerous reports and filterable data from IR to inform planning. They use data and reports regarding student retention, persistence, and completion (see 4.B). In those reports, programs address trends and any issues that arise. Accredited programs also include retention, persistence, and completion tracking as a regular feature of their re-accreditation processes and reports.

One of the initiatives identified in *YSU 2020* was the Complete Withdrawal Exit Survey fielded by the Office of the Registrar. The mandatory survey asks students why they are withdrawing and if YSU could have done anything to help them remain in college. The office informs students about paths back to enrolling and offers additional assistance with re-enrolling.

Individual committees or ad hoc groups collect data to inform persistence and completion in a particular group. In 2014, the African American Recruitment and Retention Committee collected and analyzed multiple data points to identify why enrollment and retention were below other student groups at YSU. The committee reported findings to the BOT.

YSU collects and analyzes data regularly, but it recognizes more could be done to disseminate data widely, provide guidance in its use, and connect it more clearly with institutional decision making. Senior leadership has begun to address use of data toward institutional effectiveness:

- In summer 2017, a consultant was hired to document IR practices and develop a possible model for Institutional Effectiveness.
- In December 2017, the BOT approved a reorganization that included a new Office of Institutional Effectiveness and Strategic Planning, led by a new Special Assistant to the President.
- In February 2018, the Special Assistant to the President position was filled. This person will lead efforts to design systems to support and improve data-informed decision-making.

UPDATE: YSU has significantly expanded capacity for collecting and analyzing data around student success metrics reported as Key Performance Indicators [LINK TO COMPLETION PLANS FOR 2018 AND 2020; PUT IN 2022 WHEN COMPLETE].

4.C.3

YSU uses retention and completion data to track progress in retention and completion goals. The *2014 Campus Completion Plan* and the *2016 Completion Plan Update* demonstrate how activities are related to goals and document progress on implementation.

Data are used at the unit level to assess and inform operational activity as these examples demonstrate:

- The Center for Student Progress, Math Assistance Center, and Writing Center track use of services and assess impact of tutoring and supplemental instruction on student academic performance.
- The Center for Student Progress tracks Starfish Early Alert data and compiles reports on its impact on course-completion rates and grade point averages.
- The Math Department relies on data collected by the Comprehensive Testing Center to analyze the impact of ALEKS on remedial math placement and support curricular innovation
- YSU reports DFW rates to deans and chairs

YSU also uses data to assess the need for new strategies and initiatives. While it is difficult to prove causation, YSU strives to take action on and monitor data points for trends. Examples of improving student learning and success based on data over past five years are included in the following table:

Issue or Data	Actions	Result
First-to-second year retention was low: 63% in 2009 (goal is 72% by 2020)	• Student Success Committee recommended implementation of first-year experience by 2012. • YSU developed a first-year experience course as a GE requirement, piloted it 2016, and implemented it in 2017.	First-to-second year retention has improved: 2013—69% 2014—72% 2017—76%
Conditional admit policy was poorly enforced. 27% of conditional admits completed first semester successfully in 2009	• Student Success Committee recommended enforcing YSU Conditional Admit Policy. • Academic Senate passed a Conditional Admit policy in May 2012 with tightened enforcement and structure.	In fall 2013, 70% of conditionally admitted students completed the first semester successfully. YSU achieved Strategic Plan goal of 70%.
Six-year grad rate, a Strategic Plan Board Metric, was at 36.8% in 2010. Goal is 43% by 2020	• YSU increased admission requirements through changes to conditional admit. • Organizational response was to create Associate Provost of Student Success in 2014 under the Academic Affairs Division to bring together multiple student services. • Strategic Retention Planning Task Force to develop a retention plan.	Six-year graduation rate: 2010—36.8% 2013—33.4% 2017—34.9% Based on fall-to-fall retention rates, YSU anticipates that graduation rates will continue improving with the graduating class of 2018–19.

Minority graduation rate was poor. Strategic Plan Metric, was 16% in 2014 (goal of 25% by 2020)	• African American Recruitment and Retention Committee convened to evaluate best practices and factors in YSU's biggest minority group. • YSU has historically struggled to make progress. • In fall 2017, YSU created the Office of College Access and Transitions to support under-represented groups. • Strategic Retention Planning Task Force was created to develop a retention plan.	After a dip, minority graduation rate is beginning to trend up: 2013—13.2% 2016—12.6% 2017—14.4% YSU anticipates that graduation rates will continue improving with the graduating class of 2018–19. YSU will continue address this challenge through strategic planning and investment.

YSU has continued to learn from our evaluation of student success efforts and initiatives and makes improvements to improve student outcomes and success [LINK TO COMPLETION PLANS FOR 2018 AND 2020; PUT IN 2022 WHEN COMPLETE].

4.C.4

As outlined in 4.C.2, retention and completion data are collected regularly, and data are used to identify strategies that have resulted in increased retention. YSU data are collected through the student information system. Data are submitted to the National Student Clearinghouse, IPEDS, and the state higher education information system, which provide YSU with comparison data. IR has checks in place to clean data to ensure accuracy of institutional reports.

Although YSU follows good practices, it realizes that it should strive for best practices. Recognizing the importance of a stronger methodology to track continuous improvement, YSU engaged an external consultant to review and assess its practices related to data collection and analysis. In 2017, YSU hired an associate provost to lead the Division of Student Success and implement strategic-retention planning.

The 2015, 2016, and 2017 cohort tracking files allow greater disaggregation of data. The data identify departure points that contribute to sophomore- and junior-year attrition and progression barriers leading to delayed time to degree. A strategic retention planning taskforce is forming to use data to understand progress and retention trends, and to identify barriers to student progress, identify opportunities for institutional action, and coordinate annual retention planning.

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4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

YSU maintains quality of its academic programs. YSU has a regular process of program review for graduate programs and is redesigning and improving its multi-year program-review processes for undergraduate programs. Transcripted and transfer credit is systematically and consistently evaluated and granted as appropriate. New and modified courses and programs are scrutinized to ensure appropriate levels of instruction. Programs requiring specialized professional accreditation are certified by the appropriate accrediting body and maintain good standing.

YSU maintains regular outcomes assessment for both undergraduate and graduate programs. The GE program's writing and critical-thinking outcomes undergo regular assessment, and plans are underway to include the other knowledge domains. Co-curricular programs are included in the assessment process. A culture of assessment and continuous improvement has developed at YSU, and it drives curricular and programmatic changes across campus.

YSU is dedicated to student retention, persistence, and completion of programs and uses data to track related goals. Institutional Research, the primary office at YSU engaged in data collection and analysis, regularly collects and analyzes first-to-second year retention rates. Recognizing the importance of a stronger methodology to track continuous improvement, YSU hired a new special assistant to the president to oversee IR and data governance. YSU also hired a new associate provost for student success and created the Office of College Access and Transitions to improve persistence and completion rates for its students.

Sources

There are no sources.1

Criterion 5 Institutional Effectiveness, Resources and Planning

- Shared governance played an integral part in the [Strategic Planning Process](#) which also resulted in seven resolutions passed by the Board of Trustees from December 2018 to April 2020. See [Board of Trustees Resolutions for Strategic Action Planning Website](#)   (5A1)
- Shared governance was incorporated in program review as evidenced by the inclusion of the Office of Academic Affairs, deans, chairs, and senators and members of the executive committee of the Academic Senate in the curricular efficiency workshops. See evidence mentioned [Resolution Related to the YSU Future State](#) and [Curricular Efficiency Website](#). (5A1)
    - o Specifically, on October 29-30 2020, we began conducting a virtual two-day Program Assessment Workshop to evaluate the University's current and potential new academic programs.
- The structure and agendas of the standing committees of the Board of Trustees provides a platform for Board of Trustee oversight, discussions, actions on a variety of topics and university wide policies, and sharing of information. The [Board of Trustee Website](#) provides campus and community access to agendas minutes.   (5A1) (5A2) (5C3)
- YSU's continued positive financial health is evident in its annual audited [Financial Reports, Senate Bill 6 Composite Score](#), and most recent S&P and Moody's Ratings as documented in the [Official Statement for the General Receipts Bonds Series 2021.](#)   (5B3)
- As part of Bond Compliance, the University is required annually by February to prepare a Continuing Disclosure Report that updates the public on certain financial and non-financial categories such as enrollment, admissions, retention and graduation rates, faculty and staff, tuition and fees, grants and research contracts, general receipts, outstanding obligations, student financial aid, state appropriations, endowments, fundraising activities, and financial and budgeting procedures. (Youngstown State University Continuing Disclosure FY2021 Final) (5B3)(5B4) (5C6)
- New training for administration, faculty and staff was provided campus-wide to help with the delivery of remote coursework.   Topics cover a broad array of training from corrective action to transitioning into a virtual world. Evidence includes past workshops located on the [Past Workshops & Materials Website](#) (5B1)
- Training opportunities on campus exist for a variety of topics offered by offices across campus as evidenced [University Training and Development Website](#) (5B1)
- The make up of the Board of Trustees was expanded to include two [National/Global Trustees](#) (5C3)
- Creation of the YSU Center for Workforce Education and Innovation, focuses on new approaches to close the skills and opportunity gaps for surrounding communities and is incorporated into the Student retention, persistence and completion plan (2020-2022) which was endorsed by the Academic Senate and approved by the Board of Trustees in December 2020 in the [Resolution to endorse the 2020 State of Ohio Mandated Completion Plan](#) (5C3) (5C5)
- Youngstown State University collaborated with Gray Associates to begin engaging in review of current market data to evaluate programs. Program Market Data reviews student demand, employment, competition, degree fit and thus, an overall score. This effort was to help align the University budget with the programs geared to be most successful for students. Programs were scored off the criteria and level of contribution to the institution. These data were provided to program directors and faculty on the Deans Advisory Counsel. See Page 181 [here.](#) (5C1,3

- Fiscal responsibility and allocation of resources under extreme circumstances is demonstrated in the FY2021 Operating Budget approved by the Board of Trustees in June 2020 and the subsequent Budget Modification in December 2020.   The FY2021 original budget was 14.2% lower than the FY2020 budget and after the modification, was 7.8% lower than the FY2020 budget. The FY2022 budget remained relatively flat compared to the FY2021 budget. Budget Documents and budget updates can be found on the Budget Planning Website. (5A1)(5C1)(5C4)(5C5)
    - The COVID-19 Pandemic posed new challenges to the University for fiscal year 2021, including shifting to a remote online learning environment, lost revenues, and decreased enrollment. In response, the Board of Trustees approved an extraordinary $157.9 million budget, which was $26.1 million or 14.2% less than the previous fiscal year. The University instituted measures to reduce operating expenses and personnel expenses, including temporary layoffs, permanent layoffs, furloughs, pay reductions, the elimination of vacant positions, the implementation of an Academic Affairs re-organization, and the dissolution of one administrative division. Due to the extreme circumstances, the normal budget process was not used, although pockets of shared governance were utilized as the budget was developed.
    - In December 2021, the Board of Trustees approved a modification of the budget which increased the General Fund upward by $13.6 million or 9.8%, resulting in an FY2021 General Fund Budget that was 6.7% lower that the FY2020 General Fund Budget. This was due to enrollment and state support being more favorable than expected and notification of approximately $16.5 million in federal relief awards to offset the financial impact to students, losses incurred due to disruption caused by COVID-19, and to defray COVID-19 expenses.
- The University's budget planning and allocation of resources, as evidenced in the FY2020, FY2021 and FY2022 Operating Budgets, is in alignment with the University's mission and supports the Plan for Strategic Actions to Take Charge of Our Future, adopted by the Board of Trustees in June 2020 and is based on a sound understanding of its current capacity. (5C1)(5C4)(5C5)
- To date, the University received COVID-19 federal relief awards totaling $64.6 million, including Higher Education Emergency Relief Funds totaling $58.2 million of which $25.7 million is for emergency student aid.   The institutional portion totaling $32.5 million provided the University with funds to respond to the challenges brought on by COVID-19 and including providing additional technology hardware to students, operating additional class sections, and providing training and equipment to facilitate the transition to distance learning. See HEERF Institutional Funds Recap Through December 2021 (5B1)
- As part of the Academic Program Enhancement and Effectiveness Initiative and the Curricular Effectiveness Initiative, the University has continued a rigorous review of the academic portfolio via shared governance. Specifically, administration and faculty have recommended programs for grow+ to sunset; reduced the number of small class sections; reduced the number of course offerings; increased the number of instructions taught by full-time faculty; and reducing the number of part-time instructions. Evidence in document from the Agenda BOT meeting minutes on page 181 here and here on Pg. 6 and here. (5A1)(5C)
    - Update on Academic Senate Actions June 2, 2021

- o ==Academic Program Enhancement & Effectiveness Initiative update report discussed at the March 3, 2021 Academic Excellence and Student Success Committee meeting.==
- Examples of systematic and integrated planning and improvement:
  - o Dashboards developed as part of the Academic Program Enhancement and Effectiveness Initiative (==Dashboard Illustration APEE Web May 2021)==
  - o Leadership from across the institution meets every three weeks to report on enrollment efforts and to optimize those efforts to influence new and transfer student enrollment. ==(Enrollment Optimization Team Board of Trustees June, 2021)== (5C6)
  - o ==YSU institute of Teaching & Learning Strategic Plan and Goal Alignment== (5C6)
  - o Partnership with EAB
  - o ==Resolution to Approve the 2021 Affordability and Efficiency Report== is a product of a collaborative process that included input from various levels of campus stakeholders to assess progress and capture examples of efficiencies, academic progress, policy reforms, cost savings, redeployment of savings and tangible benefits to students. It provides evidence of affordability and efficiency in various categories. (5A2)(5C6)
  - o Institutional planning anticipates evolving external factors as evidenced in the October 25, 2021 Board of Trustees Special Meeting where a Resolution Related to the YSU Future State was passed. ==(See Final Draft Special Meeting, Oct 25, 2021==)(5C5,5C6)

Assurance Argument
Youngstown State University - OH

3/?/2022

DRAFT

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

YSU Acronyms List

1.A.1

Youngstown State University's (YSU) Mission Statement was developed through a collaborative process suited to its cultural context as an urban institution of higher education that serves the needs of the region. YSU's mission was revised to align with the Chancellor's (Not sure if there is a new Ohio strategic plan, I could not find one on ODHE website). Some state initiative: Second chance Grant Pilot Program, this initiative aids Ohioans who earned some college credits but did not earn a degree by reducing financial hurdles that may be preventing them from returning to higher education and degree completion.

???

Within the Institutional Response were revised Mission, Vision Statements, and Core Values (Centrality of Students, Excellence and Innovation, Integrity/Human Dignity, and Collegiality and Public Engagement) Possibly link to 'Plan for Academic Actions':

Mission Statement:

As a student-centered university, Youngstown State University's mission is to provide innovative lifelong learning opportunities that will inspire individuals, enhance futures and enrich lives. YSU inspires individuals by cultivating a curiosity for life-long learning; enhances the futures of our students by empowering them to discover, disseminate and apply their knowledge; and enriches the region by fostering collaboration and the advancement of civic, scientific, and technological development. YSU's culture of enrichment flourishes in our diverse, accessible, and quality education.

The university

- Creates diverse educational experiences that develop ethical, intellectually curious students who are invested in their communities;
- Provides access to a broad range of undergraduate programs;
- Offers graduate programs in selected areas of excellence, including those that meet the needs of the region;
- Supports economic development through applied learning and research;
- Integrates teaching and learning, scholarship, and civic engagement;
- Fosters understanding of diversity, sustainability, and global perspectives; and
- Advances the intellectual and cultural life of the city, region, and world.

Vision Statement:

We—the faculty, staff, administrators, and students of Youngstown State University—hold the following values essential to achieving the mission and realizing the vision.

Centrality of Students – We put students first, fostering their holistic and lifelong success.

Excellence and Innovation – We bring academic excellence and innovation to learning and life for all stakeholders.

Integrity and Human Dignity – We root all behaviors, decisions and actions in the achievement of integrity, mutual respect, collegiality, equity and inclusion.

Collaboration and Public Engagement – We embrace collaboration and create innovative partnerships to foster sustainability and enrich our university, our culture, and region.

Recognizing a long-term plan was essential to achieving YSU's Mission and Vision, the *Take Charge of Our Future Strategic Plan* was developed under President Jim Tressel (2014-present), with input from administration, faculty, staff, students, and community members. This process was started in January 2018 and thenew mission was adopted on DATE and has guided the institution's operations since receiving BOT approval. Under President Jim Tressel (2014–present) and YSU's senior leadership team, YSU has continued to operate under *YSU 2020.* As YSU approached the end of its current strategic plan,the strategic-planning process began anew in January 2018 with an executive committee (Strategic Planning Organizing Team or SPOT). SPOT assembled committees composed of faculty, staff, and academic leaders to evaluate progress in achieving established metrics, to review the mission, and to develop a new strategic plan.

Strategic Planning: ysu.edu/strategic-planning

1.A.2

YSU's academic programs, student support services, and enrollment profile are consistent with its Mission Statement.

Academic Programs

Consistent with the mission's commitment to "provide access to a broad range of undergraduate programs" and "offer graduate programs in selected areas of excellence, including those that meet the needs of the region," YSU offers an array of academic programs to increase the educational attainment of the region while contributing to economic revitalization.

YSU offers 37 certificates,19 associate degrees, 95 bachelors degree programs, 47 masters degree programs, three doctoral programs, and one educational specialist graduate program through five academic colleges:

- Beeghly College of Liberal Arts, Social Sciences, and Education (BCLASSE).
- Bitonte College of Health and Human Services (BCHHS).
- Cliffe College of Creative Arts (CCAC).
- College of Science, Technology, Engineering, and Mathematics (STEM).
- Williamson College of Business Administration (WCBA).

Two additional colleges perform support functions—College of Graduate Studies and the Honors College.

YSU graduates serve the region in many roles—for example, as educators, engineers, accountants, artists, computer scientists, human-resource managers, musicians, and health-care professionals. Its graduates make significant contributions to the region's cultural vitality in area symphonies, theaters, and art galleries.

Enrollment Profile

YSU has a long and proud tradition of serving first-generation college students and was the primary regional option before the creation of Eastern Gateway Community College (EGCC) in fall 2009. The addition of a community college provided much-needed support for under-prepared students and served as a gateway from associate- to baccalaureate-degree programs.

EGCC's creation coincided with the change in YSU's mission from open access to urban research. These events are reflected in a gradual change in YSU's enrollment profile with students coming in with higher ACT scores and high-school GPAs. In 2014, YSU moved away from open admission to moderate selectivity. Students now need a high school GPA of 2.00 and a composite ACT of 17 or higher to be admitted unconditionally.

YSU's enrollment profile is consistent with the mission theme of advancing the intellectual and cultural life of the city and region:

- In fall 2017, 69% of incoming students were from the five-county service region (Mahoning, Trumbull, Columbiana, Mercer, and Lawrence counties).
- In fall 2017, 75% of YSU students were white; 21% were non-white; and 4% were unspecified. Similarly, 80% of the residents of Mahoning County were white, and 20% were non-white.
- In fall 2016, about 1% of YSU students are graduates of Youngstown Early College, a partnership with Youngstown City Schools wherein high school students seek to earn a

high school diploma and associate degree simultaneously; 8% are dual credit; 16% are nontraditional; and 84% are traditional (less than 25 years of age).

YSU's enrollment is adjusting to its role as an urban research university. Students entering YSU are better prepared to become engaged with faculty in research, and the number of honors students has increased substantially:

- For all students from 2010 to 2017, first-time undergraduate average high-school GPA has risen steadily from 2.83 to 3.32, and the average ACT score rose from 19.96 to 21.80.
- After the Honors College was expanded, the number of honors students grew from 336 in 2014 to 932 in 2017, significantly changing the composition of the student body.
- In fall 2017, the average honors student ACT score was 27.38 and GPA was 3.81.

Student Support

YSU is student-centered and offers numerous academic student support services (detailed in 3.D.1), particularly for the following groups:

- Students in need of remediation to be successful.
- Transfer students, who may need specialized advising and support.
- Veterans, who form an increasing percentage of YSU's population.
- Minority, first-generation, and international students, each with their own academic and financial needs.

1.A.3

As Criterion 5.C.1 details, YSU's planning and budgeting priorities are aligned with and support the mission. YSU has faced the same dwindling state support challenges as sister institutions across the country, but it has sustained and strategically improved financial viability. Additionally, in 2018/19 YSU instituted the "Penguin Tuition Promise" which gaurantees all new, transfer, and readmitted students that tuition and fees will be frozen for twelve consecutive semesters. This shows a recognition of YSU's enrollment profile and helps to ensure that students have a predictable and affordable plan for paying for their time at YSU.

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1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

1.B.1

YSU's Mission and Core Values are clearly and publicly articulated through multiple channels, such as the following:

- *YSU 2020*
- Undergraduate and graduate catalogs.
- Electronic monitors in academic buildings.
- Academic Senate's website and minutes.
- New faculty orientation.
- IGNITE (new student welcome week).

In 2016, the Office of Marketing and Communication began a campaign to publicize the mission and offer examples of how it is implemented. Furthermore, Understanding Our Mission, a webpage, was launched to highlight the mission in action.

1.B.2

YSU's new Mission, Vision, and Core Values were approved in 2020 and guide the strategic plan. Core Values continues to delineate YSU's four foundational commitments essential for achieving the mission: Centrality of Students, Excellence and Innovation, Integrity/Human Dignity, and Collaboration and Public Engagement. YSU operationalizes this mission through the cornerstonesof the strategic plan.

In conjunction with the *YSU-OEA Collective Bargaining Agreement* (*YSU-OEA Agreement* hereafter), these documents emphasize the importance of faculty excellence in three areas:

- Teaching.
- Scholarship and research.
- University and public service.

1.B.3

YSU's Mission Statement identifies the nature, scope, and intended constituents of its higher-education programs and services. The mission statement is outward-looking, emphasizing collaboration, community, applied learning, needs of the region, civic engagement, and global perspectives, and cultural life of the city, region, and world.

YSU's Vision Statement emphasizes public engagement, student and faculty research, and community well-being. Extending beyond the region nationally and internationally, YSU seeks to expand its collaborations with other institutions of higher education, businesses, industry, and schools to stimulate economic and technological development, increase educational attainment, and stimulate Ohio's cultural rebirth.

YSU 2020 implements the mission through regional engagement as one of its four cornerstones. The cornerstone emphasizes contributing to the community and region:

- Providing value to business, industry, and non-profit organizations.
- Sharing artistic and cultural engagement.
- Improving the general health and wellness of the community.
- Participating in intercollegiate athletics in the greater Mahoning Valley.

Somewhere mention 'YSU Excellence at Work': link:
https://ysu.edu/office-marketing-and-communications/communications/faculty-success/excellence-work-archive

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1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

1.C.1

Through its goals, structure, and leadership, YSU demonstrates that it recognizes and values the diversity of the Mahoning Valley.

Goals

YSU's mission affirms its role in a multicultural society, stating that it "fosters understanding of diversity, sustainability, and global perspectives." The Core Value of Integrity/Human Dignity emphasizes "integrity, mutual respect, and civility" and belief "in the dignity and worth of all people." YSU fosters "an appreciation of, and respect for, differences among the human race" and celebrates "the diversity that enriches the university and the world."

In addition, YSU sees leadership in diversity as essential to improving the institution, as evidenced in the Vision Statement. Included in the statement is how the vision will be supported, including "respect for the deep and rich diversity of the communities we serve."

The general-education (GE) program stresses diversity in its learning outcomes (see 3.B and 4.B) and includes diversity as a goal in the required First-Year Student Success Seminar course.

Structure and Leadership

- Division of Multicultural Affairs: This office is charged with day-to-day implementation of diversity, inclusion, and multicultural affairs. Leadership in this division was raised to a senior-level position, Associate Vice President, in 2016.
- Culture of Community Initiative: Multicultural Affairs leads the Culture of Community Initiative, instituted by President Tressel to replace YSU's Diversity Council. The Culture of Community Council and Collaborative involves campus stakeholders who address barriers to a culture of diversity and inclusion, and capitalize on opportunities.
- Culture of Community RISE Committees: Each RISE Committee (i.e., Respect and Well-being; Inclusion and Awareness; Spirit and Tradition; Excellence through Engagement) takes action on identified goals and plans to report annually to the BOT.
- Office of Equal Opportunity and Policy Development (EOPD): EOPD ensures that YSU adheres to policies regarding equal opportunity and affirmative action during hiring processes (see 2.A).

- International Programs Office: Because YSU is committed to reorganizing and energizing international and global initiatives, a new Associate Provost position was created in 2016 to lead the International Programs Office. The number of staff members in the International Programs Office was increased to support growth of international enrollment, international exchange agreements, faculty international development, and international policy.

1.C.2

YSU's processes and activities reflect attention to human diversity as appropriate for its mission and constituencies. YSU renders respect and recognition for diverse constituents through policy and practice. Numerous offices across campus work toward educating about diversity and practicing inclusion.

University-Wide Activities

- The Inclusion and Awareness Committee (IAC), part of the RISE committees, leads initiatives such as implementing gender-neutral bathrooms signage, bringing inclusion policies to the BOT, and enabling a preferred-name option in the student-information system.
- In fall 2017, YSU started an Internationalization Task Force to investigate strategies to improve campus globalization efforts.
- In fall 2017, Human Resources (HR) changed the faculty application process to increase attention to diversity.
- EOPD proactively educates YSU community members to identify bias, and it investigates cases of harassment and discrimination. Employees are required to complete online Title IX training. Grievance procedures are in place for discriminatory actions.
- In 2013, YSU made a commitment to increase business with diversity vendors. YSU set a goal to procure approximately 15% of its goods and services from Ohio Certified Minority Business Enterprises (MBE) and 5% from certified Encouraging Diversity, Growth, and Equity (EDGE) businesses.

Curriculum and Student Support

- YSU's curriculum supports inclusion through programs such as Africana Studies, Working Class Studies, Islamic Studies, and Women's Studies. Individual courses, such as LGBTQ Issues in History and Popular Culture, support inclusion.
- YSU communications and course syllabi must include the following statement about diversity: "Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion or veteran/military status in its programs and activities."
- The Office of Student Diversity Programs works collaboratively across campus to offer support and enhance programming and activities that build and nurture the campus and community.
- International Programs has aligned with best practices in internationalization, including the efficacy of commissioned agents abroad, enhanced file-processing time and flow, increased development of international connections and agreements, and recruitment of international students (320 students enrolled in 2017).

- Additional campus events include the Martin Luther King, Jr. Diversity Breakfast, Veterans Breakfast, Hispanic Heritage Month Celebration, Native American Month Celebration, and Annual Student Diversity Banquet.

As evidenced in the [2016 National Survey of Student Engagement (NSSE) results](#), diversity is a challenge area. The report showed that some of the lowest-performing items for first-year students relative to true peers related to [diverse experiences](#), including discussions with diverse others and reflective and integrative learning. While there have been gains over past results of the survey, YSU lags behind peers.

YSU is proud of its activities to support diversity but has taken these action steps to foster a culture of tolerance:

- The Office of Assessment held campus discussions and partnered with graduate and undergraduate students to research areas of challenge in the 2016 NSSE. A set of [final recommendations](#), including ways to increase diversity education and faculty development, was presented to senior leadership and [shared at a regional conference](#).
- Several NSSE recommendations have already been acted upon—for example, the Internationalization Task Force was a specific recommendation, and NSSE data were used at its first meeting as evidence of need.
- The GE committee is considering revising requirements to ensure that students are provided with significant diversity education as part of their curriculum (see 3.B).
- YSU is offering the NSSE in 2018 and has chosen the optional module, Inclusiveness and Engagement in Cultural Diversity, to evaluate the impact of activities on students' educational experience and to formulate additional action steps.

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1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

1.D.1

YSU is engaged in improving northeast Ohio; this goal is built into the mission and implemented throughout YSU's activities.

The Mission states YSU prepares "intellectually curious students who are invested in their communities," supports "economic development through applied learning and research," and advances "the intellectual and cultural life of our city, region, and world." Reinforcing YSU's dedication to the public good is a commitment to Regional Engagement, one of the four cornerstones of the strategic plan.

"Youngstown State University and the Mahoning and Shenango Region: An Economic Impact Study" sought to "quantify and synthesize the direct, indirect, and induced impact of YSU expenditures, faculty, staff, students and visitors on the Mahoning and Shenango Valley communities." The report found that YSU faculty, staff, and students had a $1.2 billion impact on the regional economy for fiscal year (FY) 2015.

YSU has numerous partnership agreements with local and regional entities. Below are a few examples:

- Humility of Mary Health (HMHP) Partners.
- Northeastern Ohio Medical University (NEOMED).
- Eastern Gateway Community College.
- P-12 school districts and community agencies.
- The Rich Center for the Study and Treatment of Autism (on campus).
- Youngstown Early College (YEC) High School (on campus).
- The Early Learning Initiative (ELI) preschool (on campus).

YSU nursing, exercise science, and dietetics majors gain valuable practical experience while assisting volunteers at the Midlothian Free Health Clinic in Youngstown. The clinic offers free primary, preventative, and educational health care to low-income uninsured and under-insured patients.

In addition, several certificate programs meet the needs of the region; for example, students earning the Certificate of Applied Gerontology work in partnership with more than 20 area internship locations.

Faculty members and staff serve the community, sharing expertise and learning from external agencies. Additionally, community members serve on departmental and college advisory boards and university committees. Following are examples of how faculty and staff serve the community:

- STEM faculty participate in Lake to River Science Day and interact with middle- and high-school students at Math Fest.
- The Lariccia School of Accounting and Finance offers free tax services provided by trained business students and professional volunteers in the Volunteer Income Tax Assistance program.
- The Summer Honors Institute offers gifted high-school students the opportunity to explore contemporary topics from a variety of disciplines during a week's worth of interactive summer classes along with an optional residential program.
- The annual English Festival, now in its 40th year, attracts approximately 3,000 students from more than 200 middle and high schools to campus.
- The College of Creative Arts and Communication engages approximately 40,000 people annually through art, music, theater, and cultural programming.

A Task Force for Diversity Programming was convened in 2013 as a subcommittee of the Regional Engagement Cornerstone Committee. The purpose was to make recommendations to the President to find means through which colleges can support the strategic plan's "commitment to diversity and inclusiveness, in the broadest sense." A result was the Community Diversity Program Series, published from 2013 through 2016, which was created to capture campus and community events. Beginning in 2016, the Culture of Community Events webpage replaced this publication.

YSU holds membership in Campus Compact, which fosters engaged and responsible citizenship that values justice, social and economic equity, and sustainability. Membership has fostered community engagement and service activities in the Honors College and in the Center for Nonprofit Leadership.

Somewhere mention 'YSU Excellence at Work': link: https://ysu.edu/office-marketing-and-communications/communications/faculty-success/excellence-work-archive

1.D.2

As a public institution, YSU is committed to the primacy of its educational mission and does not support external interests unrelated to the educational mission, contribute to a parent organization, or generate funds for investors. Bylaws of the BOT state that "trustees are advocates for the university to further its mission and enhance its legacy to the local, regional and global communities." YSU governance ensures that it is not serving external interests (see 5.B).

1.D.3

YSU engages with external constituencies and communities of interest and responds to their needs. Activities are aligned with the priorities of the Regional Engagement Cornerstone of the Strategic Plan. Examples are organized according to those priorities below.

Value to Business, Industry, and Non-Profit Leadership

- The YSU Regional Economic Development Initiative (REDI) emphasizes planning, implementation, and execution of regional economic development initiatives in education, community building, grant writing, project development, and plan oversight for several major community projects.
- Excellence Training Center opened in 2020, will establish an advanced manufacturing technology training center in which high school and college students, entrepreneurs, engineers, machinists, and welders will interact. The project is a partnership of eight educational, business, and government organizations.
- The Youngstown Business Incubator (YBI) is a prime example of YSU's engagement with the community. YSU students intern at the Incubator and for portfolio companies. YSU has collaborated on numerous research and economic development projects, additive manufacturing, information technology, communications, and business-to-business software applications.
- BCOE's Project PASS (Penguin Assistants for Student Success), initiated through a 21st Century Learning Grant from the Ohio Department of Education, provides funding for one-on-one literacy tutoring for students in Youngstown City Schools' elementary buildings. Teacher candidates are paired with second and third graders to prepare them for Ohio's Third-Grade Reading Guarantee. Since 2015, teacher candidates have provided over 50,000 hours of tutoring.
- The Center for Human Services Development provides grant funded after-school programs throughout the region, assists faculty developing research grants, and provides evaluation services for a number of public and non-profit agencies in the Mahoning Valley.

Artistic and Cultural Engagement

- INPLACE (Innovative Plan for Leveraging Arts through Community Engagement) is funded by the National Endowment for the Arts, which awarded YSU a $100,000 grant to launch a public arts project in Youngstown. This project included Designing Youngstown's Future at the McDonough Museum of Art, an interactive public exhibition focusing on themes developed through collaborative planning initiatives, including wayfinding, technology, parking, green infrastructure, and lighting.
- Federal Frenzy is a music and arts festival in the heart of downtown Youngstown supported by a collaboration of YSU's student-programming board and Penguin Productions.

Health and Wellness

- Campus Recreation and Housing and Residence Life partnered with Youngstown City Parks and Recreation and a local nonprofit, Cityscape, to replace outdoor fitness equipment and open a disc golf course at Wick Park.

- Nursing students engage in [blood-pressure screening](#) at the Canfield Fair, deliver turkey dinners on Thanksgiving with the Ohio Highway Patrol, serve meals at the Rescue Mission, and collect toiletries for Beatitude House.
- Dental Hygiene students engage in community outreach activities, including [free dental-care services](#) for students at the Rich Center for the Study and Treatment of Autism and "Give Kids a Smile Day."

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1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

YSU's mission guides its efforts to increase the educational attainment of the region while stimulating economic development locally, within Ohio, and beyond. YSU focuses on student success, academic excellence, urban research, and regional engagement. These four areas provide the foundation upon which YSU delivers programs that advance students intellectually and culturally. With respect for students and diverse perspectives, YSU strives to provide a campus environment that is conducive to learning, broadens students' thinking, and engages them in serving constituents. As faculty, staff, and students live the mission, they enrich YSU and the community.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

UPDATE: Since 2018, the university community has continued working toward our campus climate being one of collaboration. In addition to providing a student-centered education, our vision is for the behaviors of all on campus to be rooted in integrity, mutual respect, collegiality, equity and inclusion. The strategic planning process started in 2018 is one example of our commitment to live our vision. The planning initiated with gaining widespread input from all university constituents via thought provokers and leaders. Feedback seeking continued throughout the planning process resulting in a collaboratively developed new university mission, value statements and development of strategic actions. The recently completed university wide program review highlights another example of our lived vision. The program review involved many opportunities for input by all on campus, resulting in collaboratively informed decision-making about program continuation, growth or sun-setting. The policies and processes cited below for each component of Criterion 2 provide additional examples of living our vision, an important component of integrity.

2.A.1 The institution develops and the governing board adopts, the mission.

UPDATE: As noted above, the Board of Trustees (BOT) resolved in December 2018 to support President Tressel's recommendation to develop a new strategic plan. During the BOT meeting in December 2019, the board received a report about progress for developing the University's new mission, vision and values, as well as the development of strategic goals and actions to fulfill the mission. At this meeting, the BOT passed a resolution to "Take Charge of Our Future" in support of the activities. This resolution included support for faculty, students and staff to "continue to be engaged so as to inform and enhance the mission, vision, and values statements of the University as it continually adapts to changing times for the benefit of academic excellence, student success, and mutually beneficial community engagement". During the BOT meeting in June 2020, the BOT recognized the collaborative efforts of the campus community and adopted the "Plan for Strategic Actions to Take Charge of our Future" which states the new Mission.

2.A.2 The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Financial Integrity

YSU operates its financial matters with integrity, as demonstrated below:

Ethics Training and Reporting Financial Matters

- Administrators in the Division of Finance and Business Operations undergo annual ethics training.

- Each BOT member files a Financial Disclosure Statement annually with the Ohio Ethics Commission.

- Procurement Services oversees campus purchasing and provides a purchasing guide to ensure compliance with YSU policies and federal, state, and local laws and regulations.

- Financial managers sign a Conflict of Interest Certification Form that requires disclosure of vendors with whom the employee, his or her family, or business associates do business.

- Faculty and staff are required to report outside consulting and employment annually.

- YSU employees are mandated by Ohio's Governor Executive Order to complete Ohio ethics training annually.

Budget Planning and Oversight

Budget planning and oversight are covered in detail in Criterion 5, but below are highlights:

- University Policies 3356 3 01-16 guide budget and finance procedures.

- The BOT annually reviews YSU's long-term investment strategy.

- UPDATE: During the Covid-19 pandemic YSU provided institutional funds and HEERF funds to assist students in need and to augment teaching & learning abilities. Documentation of dollar amount and allocation of funds are reported and available on the website for public review.

- All annual budget audits have resulted in no findings of budget issues. Anyone at YSU can report conduct of fraud, fiscal abuse or non-compliance via the YSU Anonymous Ethics Reporting Hotline operated by an independent company. University policy prohibits retaliation for reporting.

Academic Integrity

YSU performs its academic functions with integrity and safeguards academic integrity.

University Policies, the *YSU-OEA Agreement*, Academic Senate, and Graduate Council play important roles in facilitating fair and ethical behavior:

- UPDATE: University Policies 3356 10 01-24 guide procedures for teaching and academic research. These policies cover admission, retention, and graduation standards; hiring and selection of full- and part-time faculty; graduate-faculty membership; faculty workload; establishment or abolishment of academic departments, schools, and colleges; and integrity in research. When the BOT conducts a policy's scheduled review (every 5 years), changes are now communicated to faculty and staff via email and as before, the university website.

- YSU's full-time faculty members are unionized through the Ohio Education Association. The *YSU-OEA Agreement* ensures their rights and responsibilities:
  - Article 9 of the faculty contract establishes that the academic department has prerogative and responsibilities for program development, curriculum revision, requirements for majors and minors, and program assessment.
  - Article 28 of the faculty contract establishes requirements for course-related responsibilities, such as syllabi content, textbook and materials selection, and office hours. Article 28 also covers outside employment, conflict of commitment, and conflict of interest.

- The Academic Senate plays an essential role in developing policies for undergraduate academic functions. The Bylaws of the Academic Senate specify the committee structure, which includes faculty and administration representation (see 5.B.3)

- UPDATE: In response to moving quickly online due to Covid-19 restrictions, YSU quickly established the Academic Continuity Team to assist students and faculty with successful online coursework. A positive outcome of this was that after classes returned to campus, there was continued interest of faculty for professional development in providing creative course delivery. In response, the Institute for Teaching and Learning continues to augment their presence to provide online and in person workshops, as does Information technology Services (ITS). ITS continues to seek and provide software and technology for classroom learning and other university work. ITS also provides workshops for use of new technology.

- UPDATE: The Division of Student Affairs has been re-structured into three offices dedicated to ensuring the success of each student.
  - The Office of the Dean of Students formed in 2021 provides support, education, guidance and advocacy to all members of the campus community. A key initiative of this office is the YSU CARE (concern, assessment, referral and education) Team that addresses issues of a serious nature that pose a threat to anyone on campus. Anyone, including the surrounding community, can make a

referral to report problematic, disruptive or anti-social behavior. A safe learning environment is imperative for student learning. Other support services for students include provision of basic needs such as emergency food and clothes, assistance programs for finding housing, and safety resources such as the campus rape, crisis and counseling center. The Penguin to Penguin Fund, while initiated because of Covid-19 will continue to be available via funds from the YSU Foundation. This fund covers emergency housing, utilities, medication, fuel and car repairs.

- o The Office of Student Experience works to create a sense of belonging, develop a campus community that fosters and celebrates differences, and encourages cultural awareness. The Office of Student Activities, housed within Student Experience, promotes inclusiveness by encourage engagement with Student Government and offers programming such as the Emerging Leaders Program.This program mentors collaborative relationships and empowers community and leadership abilities.

- o Office of Student Enrollment and Business Services provides a portal of scholarships and financial aide resources for students. The Penguin Service Center is housed in this office. It serves as a single place to receive essential information, find guidance, and resolve enrollment-related concerns

- UPDATE: The Office of Diversity, Equity and Inclusion housed within the Office of Academic Affairs is our re-imagined multicultural initiative. This office is a single place where students, faculty and staff find educational resources and programming that supports our culture of community. An example is the AIM (Achieve, Impact Motivate) program for mentoring first-year first-generation underrepresented and/or marginalized students. Another initiative through this office promoting student academic success is YSU's participation in the National Equity and Retention Academy. This involves an 8 week seminar course to develop strategies for recruiting and retaining students from at risk populations. Examples of events showcasing our commitment to providing opportunities related to DEI include:
  - o Future of Black Media panel discussion, 2/6/2022.
  - o Depression screening day 10/5/2021
  - o Language, equity and student success: an opportunity and responsibility, faculty symposium, 4/14/2021

- Protection and support of student rights are integral to academic integrity. The Office of the Registrar guides faculty and staff regarding FERPA regulations for student privacy and educates students on their privacy rights. Faculty and staff are reminded of FERPA regulations via email reminders each semester and training workshops.

- The Student Academic Grievance Procedure provides a formal channel for undergraduate and graduate students that ensures academic grievances are heard and resolved (see 3.E.1). Students are notified of their rights via The Student Code of Conduct. Article IV of this Code outlines general hearing and sanction procedures for alleged misconduct.

Article VI outlines procedures and sanctions specific to alleged violations of the academic integrity policy.

- UPDATE: The Student Complaint System is now a web-based method for students to file a complaint about anything from dining services to instructor or course procedures. Once a complaint is received, the Office of the Dean of Students notifies the appropriate academic department, dean or campus office to investigate the complaint. That entity is assisted by the Office of the Dean of Students to find a mutually acceptable resolution and to analyze for the need for policy or procedure change.

Human Resources Integrity

The Office of Human Resources (OHR) strives to foster an appreciation of, and respect for differences. YSU is an equal-opportunity employer. The OHR provides guidance on strategic and operational activities that pertain to recruiting, selecting, appraising, compensating, recognizing, developing employees, and administering benefits and labor relations. Through OHR and Equal Opportunity and Policy Development (EOPD) offices, YSU ensures that it does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion, or veteran and military status in programs and activities.

- University Policies 3356 7 01-54 provide guidance and procedures for HR activities, including providing a supportive work and learning environment that is safe, secure, and free from threats, intimidation, and violence.

- University Policies 3356 2 02-04 are related to equal opportunity in hiring and non-discrimination in programs and activities. OHR and EOPD provide mandatory training for employees on discrimination, harassment, sexual violence, and workplace violence. They also manage mandatory training for employment search committees.

- University Policies 3356 9 01-11 govern administrative and personnel procedures, including hiring, evaluation, and professional conduct of faculty, chairs, and administrative/professional personnel.

- UPDATE: A change related to Equal Opportunity and Affirmative Action at YSU has been the moving of these responsibilities to within the OHR. The Office of EOPD and Title IX supports YSU's promotion of human and intellectual diversity. This office administers the university's policy against discrimination, harassment, sexual misconduct and retaliation.
  Hiring processes are revised as needed to comply with external regulations:
  - In its oversight role in employment searches, the EOPD scrutinizes applicant selections for qualifications and submissions. In areas of underutilized job groups, the office expands applicant pools for interview to include qualified underutilized applicants not initially selected by the search committee (the search committee does not have access to race, gender, disability, and veteran status that applicants share through self-identification data).

- - EOPD reviews and develops polices, and ensures compliance with state and federal equal opportunity laws and regulations, including Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972. The EOPD director also serves as the YSU's Title IX coordinator and is the primary investigator for internal complaints of discrimination and harassment.

- The four labor contracts between administration and unions specify rules for non-curricular issues: Classified Civil Service Staff, Professional/Administrative Staff, Police (FOP), and Faculty.

- YSU's formal grievance processes provide due process for resolving disputes among personnel and students. For unionized personnel, each labor unit agreement has a section explaining grievance procedures (YSU-ACE, Article 9, YSU-APAS, Article 9, YSU-FOP, Article 6, YSU-OEA, Article 8). Exempt employees are covered under BOT policy that holds to the same standard of ethics and fairness (University Policy 3356-7-37)

- The original Culture of Community Initiative from 2017 has expanded into a campus wide support for students, faculty and staff via the Office of DEI described above.

Auxiliary Integrity

YSU's auxiliary functions are included in its commitment to operating with integrity. Auxiliaries include Intercollegiate Athletics, Housing and Residence Life, Parking Services, Kilcawley Center, and the Andrews Student Recreation and Wellness Center. Auxiliaries enhance campus life for students, faculty, staff, alumni, and guests. They generate revenue through sales and services, which support their operation. The budget for each auxiliary is included in the university's annual budget report, and financial audits include the auxiliaries (see 5.A).

- The Intercollegiate Athletics program is administered as defined in the Intercollegiate Athletics Operations Manual. University Policies 3356 6 01-03 establish responsibility for administering athletics programs and establishes accountability for adhering to ethical standards and compliance with YSU, conference, and NCAA regulations.

- The Compliance Office housed within the Intercollegiate Athletics Division ensures compliance with NCAA, Horizon League, Missouri Valley Football Conference, and institutional rules. This office educates student athletes, coaches, administrators, and supporters so they act with integrity and comply with regulations. Each student athlete is provided a Student Athlete's Handbook that explains rules, regulations, policies, and services.

- UPDATE: The Athletic Compliance Office's webpage provides resources such as summary sheets of regulations and the booster pamphlet. In addition to integrity related to compliance, the athletic dept has committees and services to promote academic and

social well being of student athletes. Such initiatives include a DEI committee and student athlete advisory council which collaborates with student government to increase athlete engagement on campus and surrounding community.

- Since 1994, YSU has supported the Title IX Gender Equity Plan, which funds scholarships, staffing, operating budgets, and physical facilities to enhance women's intercollegiate athletic programs.

- YSU provides housing accommodations for students without regard to race, religion, color, age, gender, sexual orientation, or national origin. The Office of Housing and Residence Life informs residents of housing regulations via the Housing and Residence Life Resident Handbook. YSU has procedures to prevent housing discrimination.

- Rules to provide parking facilities during athletic events, for students, faculty, staff, and visitors are displayed on the Parking Services webpage.

- UPDATE: Kilcawley Center is YSU's student union and conference building. It includes study lounges, computer labs, ATM, copy services, dining choices, 16 seminar rooms, and two computer training rooms. New student activity, student government, and lounge spaces are available in Kilcawley. Given the centrality of this building to student life, many student services are physically located in Kilcawley: Accessibility Services, The Resch Academic Success Center, Student Outreach and Support, Student Counseling Services and Student Advocacy and Support to name a few.

- The Department of Campus Recreation provides wellness and recreational programming to meet the diverse needs of students and the YSU community. Users of recreation facilities are reminded to value the diversity of YSU's community and to respect all participants. Policies outlined in the Penguin Student Handbook prohibit harassing patrons of the facilities and explain appropriate activities for club sports organizations.

Sources

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public

Argument

2.B.1 The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.

The Office of Marketing and Communications, part of University Relations, oversees YSU's website and other communications to ensure accuracy. Representatives from EOPD, the Office of Accessibility Services, and the Title II/Section 504 Coordinator serve to ensure communication channels are accessible for people with disabilities.

UPDATE:
- Accurate information about academic areas of study is ensured by scheduled updating of the course catalog. The Office of Academic Affairs sets requirements for the course catalog content. The registrar's office notifies college deans and department chairpersons of the annual deadline for course catalog updates. Program chairpersons are reminded at the college level during dean's meetings to annually update curriculum sheets used by academic advisors and posted on program websites. Each academic program has an informative webpage dedicated to providing information about the degree and any minor or certificate programs available. Website accuracy reminders are prompted at the college level.

- The Office of Academic Affairs academic programs and planning webpage posts program status updates. The types of information included are report of Board of Trustee action or Ohio Department of Higher Eduction approval of a program, programs in development and programs being discontinued or admissions suspended.

- YSU stands behind its claim that students receive a quality education provided by highly qualified faculty. Full and part time faculty credentials are confirmed by human resources at the time of hire via official transcript review. The Office of the Provost utilizes the form titled Highest Degree Level for Part Time Teaching Faculty, to have chairpersons attest to the specific courses part time faculty are qualified to teach. Department chairpersons complete reviews of each faculty performance in teaching, scholarship and service on a scheduled basis, either annually or biennually.

- Staff and governance structure is provided for administrative personnel via office organizational charts or staff lists with position responsibilities, posted on office websites to ensure students and the public can access the accurate person for their needs.

- Current in state and out of state tuition, and graduate school tuition is updated on the tuition and financial aid website. The tuition estimator asks specific details such as

cohort year, tuition type, academic term, college, state residency to ensure the estimator provides accurate tuition, fees and housing costs.

- YSU announces its institutional accreditation status from HLC on the Office of Academic Affairs webpage and from YSU's website via the Student Consumer Information link at the footer of each webpage. Accreditation information is verified as accurate via a link to the HLC website confirming accreditation status. Academic program webpages and college webpages provide professional program accreditation status and other information, such as program licensure pass rates.

2.B.2 The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

UPDATE: YSU's website serves as the primary source of evidence of its claims of a quality education through research, community engagement and experiential learning. YSU insures its website and other information is accessible to students, perspective students, employees, guests and visitors with disability, particularly those with hearing, visual and manual impairments. University Policy 3356-5-14 (Electronic Information Technology (EIT) Accessibility defines EIT and procedures for monitoring adherence to EIT standards. This policy states that all software purchases on campus must be accessible for use by persons with disability. The YSU website publishes the digital accessibility policies and standards, and grievance processes. ITS offers consultation for review of material to be placed in our learning management system (Blackboard) or the website, and remediation for non- accessible material. The Instructional Design and Development Center provides the Digital Accessibility Lab to assist faculty make their teaching and learning resources ADA accessible. The Associate Director for Accessibility Services sits on the Academic Senate technology committee and the previously described Penguin CARE Team.

UPDATE: Quest is the main evidence we have to support our claim of enhancing student experience through research. Undergraduate and graduate students present their scholarship at this annual forum. Student scholarship ranges from scientific findings and engineering designs to musical scores and poetry readings. Each student presentation is judged and awards are provided for "Best" oral presentation or poster for each college. The event is open to the public.

UPDATE: Community engaged student learning that also serves to enhance the community around YSU is a goal established in our initiative to "Take Charge of our Future". Evidence related to community engaged learning include programs like Penguin PT – a faculty supervised but student provided physical therapy services to community residents without adequate medical insurance. Other evidences for our commitment to community engaged learning include:
- YSU business students complete more than 30 hours of training and pass IRS certifications to provide free income tax preparation services to the public.

- Students in the Sociology Program implemented the Opening Minds Through Art program by working with community residents with dementia to create artwork that

enabled residents to focus on new skills rather than on limitations due to memory loss.

- Three Geology Program students provided a community revitalization plan to the City of Wellsville as their capstone project. The plan was based on a 16 week study of the Wellsville community to develop recommended policy actions, infrastructure recommendations and long term climate change adaption.

UPDATE: Internships, externships, service learning, clinical and field observations, co-op activities, practicums, student teaching and research for credit are all ways academic programs provide experiential student learning to augment classroom learning. Students learn about these learning activities from program information provided on academic program webpages and also from the Experiential Learning Opportunity webpage. This webpage is dedicated to notifying students of program specific required and voluntary opportunities. Handshake is the tool provided by the Office of Career Exploration and Development to alert students about internship postings by employers. Students can submit resumes for employers to view when offering experiential learning activities.

The following are other methods of communicating clearly and completely to students and the public.

Communication Channels

The *Principles and Practice of Shared Governance*, posted on the Office of Academic Affairs webpage identifies communication as one of 6 principles. Particularly, the principle states communication should be consistent, trustworthy and multidirectional. In addition to the website, YSU communicates to students and the public with the following:

- YSU's campus-wide email system is the major mechanism for communicating with specific populations.

- UPDATE: Information related to the Covid-19 has been regularly provided to students, staff and faculty via email notifications but also via the Covid-19 Information Webpage. This webpage houses information about classroom protocols, vaccination clinics on campus, testing and contact tracing procedures, and provides a dashboard tracking the number of positive cases by week.

- Penguin Alert communicates emergency, safety, or time-sensitive information as both email and text alerts.

- YSU provides an app for smart phones that provides campus information, portal access, and student events.

- UPDATE: YSU maintains accounts on Facebook, Twitter, Instagram, TicTok and Snapchat to engage prospective and current students, parents, alumni, and community members, and to communicate achievements and campus news. The impact and reach of

social media platforms are reported annually in the social media report. YSU provides an accessibility guide for complying with ADA standards on social media accounts.

- These student-media organizations communicate news, opinions, and information about YSU internally and to the public. These organizations include the *Jambar*, thejambar.com*, YO magazine*, *Penguin Review, Jenny,* and Rookery Radio.

- UPDATE: Employees and students receive a weekly electronic newsletter, the YSU News Center that includes material about various campus activities and accomplishments. President Tressel sends "From the Desk of the President" emails informing on topics such as giving challenges and opportunities for sustainability (2/2/2022), changes to campus Covid-19 protocols (5/18/2021) and the 3 part State of the University videos informing about initiatives geared toward "Take Charge of our Future". Provost Smith provides regular "Provost Perspectives" communicating topics such as Advising and student success (2/14/2022), community engagement (1/10/2022), Covid-19 procedures upon return to campus (1/5/2022).

- College deans are invited to attend senior leadership meetings allowing increased communication among colleges and senior leadership (see 5.B.2).

- The annual Security and Fire Safety report is distributed via email to all YSU constituents and linked from the safety webpage for community viewing.

Programs

The academics webpage, available one click from YSU's homepage, presents an alphabetical list organized by type of degree program (associate, bachelor, or graduate). When a program is accessed, the following information is provided (see Communication Studies as an example):

- Links to the electronic catalog containing a program's curriculum sheet and four-year plan.

- List of internships and jobs of students and graduates.

- Accreditation status of the program.

- Available majors, minors, and certificate programs within the program.

- Links to faculty and staff directory information.

YSU's catalog in addition to providing the year's academic calendar provides additional information for each academic program:

- Department and program overviews.

- Curriculum sheets.

- Four-year plans (or equivalent for two-year and graduate programs).

- Faculty rosters.

- Learning outcomes.

UPDATE: YSU's degree-audit system originally established as uAchieve helped current students and advisors keep track of completed, current and needed courses to complete a degree. A new system called Penguin Pass replaced uAchieve in 2021 as a means to facilitate communication and understanding by students and their families about their progress toward earning their degree. The new system assists potential transfer students in knowing direct course application to YSU courses for planning their degree options.

University Requirements and Policies

- <u>Undergraduate and graduate student catalogs</u> explain college-wide policies, admission procedures and deadlines, tuition and fees, financial aid, and academic programs and their requirements.

- <u>The Student Code of Conduct</u> informs students of their rights and responsibilities, explains hearing and appeal processes, defines student conduct record keeping, and identifies situations that require parent or guardian notification.

- The <u>Office of Admission's webpage</u> information is organized by type of student to be admitted (such as new freshman or transfer). Non-traditional students are provided information specific to them, such as the alternate-credit program and information for veterans. The admissions area of the website serves additional constituents, such as high-school guidance counselors, providing links to information about college readiness for students with special needs and NCAA eligibility for college-bound athletes.

- The <u>Penguin Student Handbook</u> provides a single-source document for general information for students. It includes the Code, Campus Rec Policies, and academic policies and procedures.

- The undergraduate catalog includes information for international students related to English language and health-insurance requirements, and other academic credentials needed for admission.

- The <u>International Programs Office webpage</u> provides additional information for students from abroad, divided into information for future, newly admitted and current students.

- Information for students (and their families) living in campus housing is on the <u>Housing and Residence Life webpage</u>. It provides students with a calendar of events, the Resident Handbook, and information on safety.

- The Student Right to Know and other student consumer information are available from the Student Consumer Information link in the footer of each webpage on YSU's website.

Faculty and Staff Information

- Faculty and staff contact information is accessible through the online directory located on YSU's homepage. Faculty listings are available on college, department, or program webpages and the academic catalogs.

- Staff members who provide student support services are identified on associated webpages, and their contact information is listed.

- Faculty members provide contact information and office hours on course syllabi by the seventh day of each term, per the *YSU-OEA Agreement* (article 28.3).

Costs

- The Office of Financial Aid and Scholarships and the Tuition and Financial Aid webpages display tuition, fees, room and board, a financial-aid estimator, and other costs. Both webpages provide information about FAFSA, financial aid, the federal Satisfactory Academic Progress Policy for continuation of loans, and other financial-related topics.

- The academic catalog includes a breakdown of tuition, fees, and other charges.

Governance/Control

- Information about the Board of Trustees (BOT) is available through its webpage. The BOT receives authority from Ohio Revised Code and provides governing control. Profiles of each trustee, BOT bylaws, meeting schedule, minutes, and policies are regularly uploaded and updated.

- General information is presented on the "about YSU" page of the website, including the governance structure and YSU's Mission, Vision, and Core Values.

- Bargaining-unit agreements are downloadable from the HR webpage.

- Minutes and recordings of Academic Senate meetings and meeting dates are on the Academic Senate webpage. Minutes reflect the Senate's responsibility for developing or modifying academic policies.

Sources

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

Argument

2.C.1 The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.

The Ohio Department of Higher Education (ODHE) is a cabinet-level agency that oversees public higher education. YSU's Board of Trustees (BOT) consists of 11 trustees appointed by the governor. Chapter 3356 of the Ohio Revised Code authorizes the BOT to employ, fix the compensation of, and remove the president and such professors, teachers, and other employees as may be deemed necessary.

The BOT follows best practices recommended by the Association of Governing Boards (AGB). Detailed BOT expectations and activities beyond those declared in Chapter 3356 of the Ohio Revised Code are recorded in the BOT Bylaws.

UPDATE: In 2019, the YSU BOT was selected over 40 other boards to receive the John W. Nason award for Board Leadership from the Association of Governing Boards of Universities and Colleges. The ABG represents 1,300 member boards representing 2000 institutions. The Nason Board Leadership award is the nation's top honor for governing boards. This award recognizes exceptional leadership and initiative. In December 2021, Trustee James (Ted) Roberts was appointed to the same association's Council for Student Success. The Council is an advisory group from member institutions, systems and foundations with a purpose to shape strategic thinking, priorities and actions of BOT to elevate student success outcomes across Higher Education.

2.C.2 The governing board's deliberations reflect priorities to preserve and enhance the institution.

UPDATE: As noted previously a priority action of the BOT was to pass the resolution in 2018 to support YSU's development of a new strategic plan and adoption in 2019 of the "Take Charge of Our Future" focus for guiding university decisions and prioritizing resource allocation. Other examples of priority deliberations of the BOT include these important activities:

- October 2021: Resolution YSU Future State: Crafting A Sustainable Future in Consideration of the Fall 2021 14th-Day Enrollment Report, Enrollment Trends, and Other Pertinent Factors.

- April 2021: Resolution to support faculty voluntary separation/retirement program to enhance the financial situation of the university.

- December 2020: Resolution to endorse the 2020 State of Ohio Completion Plan that also aligns with the Plan for Strategic Actions to Take Charge of Our Future.

- April 2020: Special meeting to review academic initiatives and efforts for continued education of students during the Covid-19 pandemic. This meeting also addressed medical safety procedures such as testing, social distancing and contact tracing.

- December 1019: Resolution to amend and align tuition and fees for online programs.

2.C.3 The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

As per the Bylaws, BOT meetings are held quarterly and are open to the public. Agendas are prepared with input from multiple internal and external constituents. Business to be presented to the BOT by anyone other than a trustee or YSU's president is submitted in writing to the chair, who refers it to the appropriate committee.

The BOT includes student representation and faculty representation on its Academic and Student Affairs Committee to gain diverse perspective about YSU interests. BOT members attend Academic Senate meetings to keep abreast of the Senate's work and hear faculty's academic concerns.

2.C.4 The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties

The BOT Bylaws state the importance of freedom from undue influence. University policy 3356 3 10 on investments states individual trustees must annually submit a statement disclosing the nature of any relationship with financial institutions involved with YSU's non-endowment and endowment funds to the BOT chair. Trustees undergo yearly Ohio Ethics training, which includes undue influence and conflict of interest issues, and they file a yearly Financial Disclosure Statement with the Ohio Ethics Commission.

2.C.5 The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

YSU policies delineate the roles of BOT members, president, and faculty in management of institutional and academic matters:

- University Policy 3356 9 08 (Selection and evaluation of the president) states the president, as CEO, is responsible for the overall operation of the institution, and the president executes the power and authority of the BOT in leadership, institutional strategic planning, and development of the institution.

- University Policy 3356 10 10 (Academic Senate) states the Academic Senate has primary responsibility for developing new policies or making changes in existing policies integral and essential to YSU's academic functions and activities.

Sources

2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Argument

YSU believes that freedom of inquiry is essential to scholarly development and application of knowledge. Protecting and encouraging academic freedom, freedom of expression, and the pursuit of truth in teaching and learning are woven throughout the university.

YSU's value for academic freedoms are emphasized in many guidance documents and policies:

- UPDATE: YSU's mission statement embraces personal development and empowerment through knowledge. We root behaviors, decisions and actions in the achievement of integrity mutual respect collegiality, equity and inclusion. This stated university value directly fosters a climate of academic freedom on campus. YSU joined other public institutions via a letter from the Inter-university Council of Ohio to express our concern that the state's house bill 327 could infer censorship in the classroom.

- UPDATE: We also believe in our role to develop intellectual and personal qualities by following guidelines for free and orderly exchange of ideas. These are outlined in our 2021 report submitted in accordance with state law ORC 3345.0211-3345.0213 known as the "Forming Open and Robust University Minds Act (FORUM)".

- The *YSU-OEA Agreement* (Article 17) outlines academic freedom and responsibilities for full-time faculty members.

- UPDATE: *The Student Code of Conduct* Article 1, Section A.1, identifies the "right of free inquiry, expression, and/or assembly" as a basic right. The Code is approved each year by the BOT.   The new student complaint portal lists "Unlawful, unreasonable, or arbitrary limitations on expressive activity" as one of the categories of complaint a student can choose when filing a concern with the Office of Dean of Students. The student's academic program, assisted by the Office of Dean of Students investigates and resolves student complaint.

- UPDATE: Student Media Policy (University policy 3356-8-02) states that YSU "recognizes and supports the establishment and operation of student media organizations as important media for communication to the university and as training laboratories for students." In 2021 the student media committee updated the Student Media Governing Document.

- Acceptable Use of University Technology Policy (University policy 3356-4-09) notes the importance of academic freedom and establishes rules to govern use of university technology.

- <u>Persona non Grata Policy</u> does not "limit or restrict the constitutional guarantees of freedom of speech and peaceful assembly even as it seeks to maintain an effective and safe learning, living, and working environment for all employees, students, and visitors."

- <u>Research Misconduct Policy</u> establishes that "Among the basic principles of YSU are the pursuit of truth and the responsible exercise of academic freedom. From these principles derive such ideals and values as the freedom and openness of inquiry, academic honesty, and integrity in scholarship and teaching."

Although these documents specify the protection of academic freedom and freedom of expression, each notes students' or faculty members' responsibilities when exercising their freedom, which includes refraining from speaking for YSU unless officially designated as a spokesperson and presenting ideas respectfully.

UPDATE: As the following examples demonstrate, YSU provides opportunities for community members, faculty, students, and staff to experience and express diverse viewpoints through campus events and ongoing speaker series:

- 2021 Thomas Colloquium of Free Enterprise speaker Bozama Saint John spoke on her experience as a female of color at Uber and Netflix
- The Tunnel of Oppression is an annual interactive event to promote the understanding of the experiences of others. During the 2021 event, Carmella Hill, Dir of Power to Hope services discussed how mental health is impacted by oppression and trauma.
- The Dr. Ray Energy and Environmental Speaker Series focuses on sometimes controversial conservation and environmental issues
- The Cliff Guest Artist Series continues a forum for artistic expression with more than 400 events in art, music and theater show-casing a wide range of artistic expression.

Sources

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

Argument

2.E.1 Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.

UPDATE: YSU is committed to fostering high-quality research in support of its mission while providing compliance, oversight, and support services to ensure integrity in scholarly pursuits. Our mission emphasizes research that benefits our local community. YSU is a founding member of the Excellence Training Center, a community consortium serving to facilitate research and innovation opportunities in the Youngstown and nearby communities. This consortium links YSU compliance resources such as grant oversight and research protocol reviews to community involved research.

YSU ensures research integrity through policies and agreements:

- YSU policies related to integrity in research are reviewed by the BOT regularly. These policies cover the following:
    - research misconduct
    - intellectual property rights
    - objectivity in research
    - avoidance of conflicts of interest
    - commitment in sponsored research
    - integrity in research with human subjects and animals
    - integrity in research performed by affiliated scholars.

- The *YSU-OEA Agreement* (Article 26) covers criteria for external funding, research professorships, intellectual property rights, and publication costs.

- The Academic Senate Research Committee recommends policy about internally and externally funded research to the full Senate.

Researchers working with human or animal subjects complete ethics-in-research training via CITI before their research is approved by the Human Subject Institutional Review Board (IRB) or the Institutional Animal Care and Use Committee (IACUC):

- The YSU IRB is registered with the US Office of Human Research Protections (OHRP). The IRB Handbook, available on the IRB webpage, explains regulations and procedures for protecting human subjects.

- The YSU IACUC provides oversight of animal laboratories and reviews animal-use research protocols. YSU applies policies and regulations set forth by the Public Health Service's Office of Laboratory Animal Welfare (OLAW) to ensure humane treatment of vertebrate animals used in research.

- YSU complies with the National Research Council's Guide for the Care and Use of Laboratory Animals, USDA Animal Welfare Act, and the NIH Public Health Service Policy on the Humane Care and Use of Animals.

YSU complies with safety regulations and ethical mandates in managing biological substances and chemicals through the following plans and resources:

- The YSU Occupational Health Exposure Plan is available to researchers from the Biosafety in Research area on the Office of Research webpage.

- The Office of Environmental and Occupational Health and Safety provides compliance oversight for the Occupational Health Exposure program.

- The Chemical Management Center assists the campus community with adhering to the Occupation Health Exposure Plan.

2.E.2 The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.

UPDATE: The Office of Research supports grant application and award processes and campus-wide research integrity functions. This office specifically supports undergraduate and graduate-student research opportunities via QUEST, the annual forum show-casing student scholarship. The ORS has implemented the Cayuse System to efficiently review and track for compliance all research related to human subjects. This system, now in use for 2 years provides communications among Institutional Review Board (IRB) members, communicates any ethics in research concerns from the IRB to the investigator/s, and provides a means for investigator feedback or revision to address concerns. The system also provides tracking for compliance with human subject research regulations by both the IRB reviewer and investigator/s.

In addition, ORS services include training and guidance for grant-funded and non-funded research to ensure compliance with federal, state, and YSU research standards:

- The Office of Research Services (ORS) website provides the Uniform Guidance policy and regulation documents for faculty and staff engaged in funded research activities. During the height of the Covid-19 pandemic the ORS guided researchers through a safe continuation or cessation of projects involving human subjects. .

- ORS provides resources on such topics as Student Intellectual Property Agreement, the Handbook on Ownership of Intellectual Property, and Patenting and Commercialization, which help students and faculty understand their roles and responsibilities during research.

- ORS provides <u>agreement forms</u> and tracking for activities such as agreements for mutual non-disclosure of valuable information, export control, and transfer of research animals.

- The <u>University Research Council </u>(URC) reviews patent applications and research protocol applications for the URC fund awards.

- Faculty, staff, and students working on funded research are required to complete <u>Responsible Conduct of Research</u> training provided by the Collaborative Institutional Training Initiative (CITI), an internet-based provider of research education.

Faculty members, department chairs, and professional administrative employees must demonstrate professional conduct that exhibits honesty, integrity, competence, respect, and responsibility:

- <u>University Policy 3356 9 06</u> governs professional misconduct related to sponsored programs, use of human subjects in research, use and care of animals in research, research misconduct, conflicts of interest and/or commitment in sponsored programs, nondiscrimination and equal opportunity, sexual harassment, and computer use.

- The <u>Professional Conduct Committee</u> of the Academic Senate investigates allegations of faculty or staff professional misconduct in accordance with this policy. If a person accused of professional misconduct is a member of a bargaining unit, the hearing process and sanctions are administered consistent with the contract for that member. If the person is not a member of a bargaining unit, sanctions imposed are administered according to applicable YSU policies.

2.E.3 The institution provides students guidance in ethics of research and use of information resources.

YSU supports and guides students in ethical research and use of resources via university policy, guidebooks, the Tech Desk, courses, and Maag Library:

- <u>University Policy 3356 4 09</u> (Acceptable Use of University Technology Resources) governs how students, faculty, and staff may use technical resources to obtain and communicate information.

- The <u>Information Technology webpage</u> provides the <u>Security Manual</u> detailing requirements for users of campus technology to protect private information and ensure security of IT systems.

- The <u>Tech Desk</u> provides students technical assistance for hardware and software and provides security information via downloads and an FAQ section on its webpage.

Ethical use of information goes beyond security and protecting privacy:

- All students are required to take <u>English 1551: Writing 2</u>, a course focused on research-based argumentation and citation of academic sources.

- Maag Library provides an <u>Information Literacy</u> program that acquaints students with the scope and organization of scholarly information. This program includes online presentations required for freshman composition classes.

- <u>Maag Library</u> provides students with learning opportunities about issues associated with <u>intellectual property, copyright, and fair use</u> of information as well as how to <u>avoid plagiarism.</u>

- YSU's <u>Writing Center</u> offers additional opportunity for students to learn how to access and apply valid information.

- UPDATE: The <u>First-Year Experience course</u>, required for all incoming freshman students has been replaced with the 1550 Success Seminar which includes learning about information literacy.

2.E.4 The institution enforces policies on academic honesty and integrity.

YSU has standards and ensures compliance for academic honesty and integrity by students in the following ways:

- The <u>Student Code of Conduct</u>, established by <u>university policy</u>, governs when an episode of academic dishonesty occurs. Article III, Student Conduct Standards, defines academic dishonesty, and Article V, Academic Dishonesty, outlines the process for investigating and resolving allegations of academic misconduct.

- UPDATE: In 2021, restructuring within the Office of Student Affairs assigned the oversight of academic integrity to the Office of Community Standards and Student Conduct. Academic dishonesty procedures are now centralized for reporting and imposing sanctions. This restructure ensures each student receives due process and there is follow up for repeat offenders.

- The Student Academic Grievance Subcommittee of the Academic Senate investigates student grievances about dishonesty occurrences, enforces implementation of sanctions, and recommends policy related to student academic grievances.

- Since 2016, graduate faculty advisors have been required to use iThenticate software to help students writing theses or dissertations to recognize plagiarism and ensure originality.

Sources

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

YSU's administrative structure provides guidance for ethical management of financial and personnel resources but allows administration, faculty, and staff to create the learning environment needed to meet the strategic plan.

YSU offers training and support services to facilitate integrity in academic conduct and scholarly practice of faculty and staff. It supports work performed by staff in all divisions with oversight provided by the BOT. YSU enforces policies related to honesty and integrity in all areas and by all people on campus.

YSU offers many opportunities for the campus community to experience diversity of viewpoints, including faculty- and student-led activities, and guest presentations. Freedom of expression and a culture of community are foundations for institutional policies and are promoted throughout the university.

YSU meets the requirements of this criterion by carrying out its daily operations within the university and the surrounding community with integrity and responsible conduct. It recognizes the need to improve communication and shared governance and is undertaking actions to improve.

UPDATE: While data is used to inform important decisions as we implement "Take Charge of Our Future" initiatives, this data is shared and opportunity for constituents to provide input is routinely provided. Feedback and guidance from students, faculty, staff and when appropriate, the community, are considered. Decisions are communicated to those affected by them, as exemplified during the recent program review and program determination action. Through the evidence described in this criterion, we have shown where implementing the actions developed from our strategic planning is resulting in:

- proactive student interventions and resources for academic and non-academic student challenges
- diversity, equity and inclusion programming occurring across campus communities.
- processes and human resources dedicated to enrolling and increasing success by underrepresented students and employees.

The evidence we have provided shows policy, guidance and compliance monitoring to ensure YSU acts with integrity in all aspects of our functions. We have also shown that caring and responsibility toward others are the hallmarks that shows what integrity at YSU is rooted in.

Sources
There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.
1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

Youngstown State University (YSU) continually and consistantly updates programs to serve its students and the community.

3.A.1

YSU reviews programs to ensure they are current and appropriate to the degree level.

New Academic Program Approval and Modification of Existing Programs

New academic programs and proposals to change existing programs are reviewed first by department and college-level committees and then by the Academic Senate's Academic Programs Committee. In addition, new programs are subject to rigorous review by the State of Ohio Department of Higher Education (ODHE) (see 1.A.2) and the Chancellor's Council on Graduate Studies based upon a set of guidelines and procedures for program approval at each level.

Continued Review and Assessment

Faculty members regularly review programs and assess learning outcomes. YSU has developed a program-review process that includes sections on program and curricular effectiveness. Undergraduate and graduate programs from each academic college are reviewed periodically (see 4.A.1).

The Academic Senate's Undergraduate Curriculum Committee (UCC) or the Graduate Council's Graduate Curriculum Committee (GCC) review and approve new and modified courses. GCC and UCC processes involve review by departmental and college administrators. Proposals are circulated to key stakeholders across campus to ensure that courses and programs maintain standards and are appropriate for the level of study indicated. Academic Senate's General Education (GE) Committee approves GE courses for the program (see 3.B).

To ensure course and program description consistency, YSU implemented an electronic catalog. During the development of the academic catalog, department chairs reviewed their departments' courses, curriculum, and learning outcomes to ensure accuracy. The catalog is the single source for curriculum information.

In spring 2018, YSU implemented an electronic curriculum-management system to streamline the course and program review processes and ensure that approved changes will automatically be added to the catalog and curriculum information will be consistent across campus.

Professional Accreditation and Student Performance

More than 20 accrediting agencies accredit YSU's numerous graduate and undergraduate programs in line with disciplinary standards. Information about accredited programs and

accrediting entities is included in the [course catalog](#) and through the [provost's webpage](#) (see 4.A.5).

3.A.2

Specific requirements and [learning outcomes for each program](#) are listed in the catalog and on the [Office of Assessment webpage](#). Programs are required to differentiate learning outcomes for each program through assessment reporting (see 4.B.1). Students in the Honor's College must meet [goals](#) that are in addition to those required of their degree programs.

The Student Learning Outcomes in the [Undergraduate and Graduate Catalogs](#) demonstrate that programs articulate learning outcomes and differentiate undergraduate, graduate, post-baccalaureate, post-graduate, and certificate-level outcomes.

3.A.3

YSU's program quality and learning goals are consistent across all modes of delivery and locations. Programs and courses delivered through alternate means maintain the same standards as in YSU's traditionally delivered on-campus offerings.

Partnerships

YSU maintains [articulations](#) and partnerships with a range of two-year colleges. These programs are reviewed by transfer and degree-audit personnel. Faculty and academic advisors ensure that off-campus students have consistent access to degree counseling and coursework (via their home campus, YSU's main campus, and distance delivery) to expedite time to degree.

College Credit Plus (College in High School)

As part of its outreach, YSU offers college credit for dual-credit courses under the state-mandated [College Credit Plus](#) (CCP) program. The [program's website](#) details policies and procedures to ensure that CCP courses are taught by [qualified instructors](#); follow YSU's course withdrawal, grading, and absence policies; and use the same textbooks and [syllabi](#) as on-campus courses. Syllabi must contain the same or equivalent learning outcomes, outcome-related learning activities, and outcome assessments as determined by the academic department.

The [CCP dual-enrollment course oversight plans](#) and course-oversight reports demonstrate that dual-enrollment course standards are current and at commensurate levels of student performance. Department chairs and department faculty mentors have primary responsibility for oversight. For example, the mathematics department provides a dedicated coordinator who ensures evaluation consistency by centrally managing exams for CCP and on-campus courses.

[Youngstown Early College](#) (YEC) is a partnership with Youngstown City Schools allowing high school students to experience college life and earn college credits while attending high school. It complies with the strictures applied to CCP programs.

Distance Education

Program quality, learning goals, and student learning outcomes are the same for campus, video conference, and online delivery. The modality does not change processes for assessment or new course creation. The [*YSU-OEA Agreement*](#) outlines structure and quality assurance in distance-education (DE) courses.

Programs offered via DE are also offered on campus and are comprised of existing courses. [Syllabi](#) for DE courses and traditional courses are consistent; they include the same learning outcomes and the same level of expected work.

[Resources](#) are provided to faculty to ensure that online delivery is equivalent to traditional face-to-face courses. [Peer review](#) of DE courses is an additional incentivized option that faculty may elect to pursue. YSU also allows faculty to have their courses evaluated through [Quality Matters](#).

Consortia

YSU is a member of two consortia:

- [Consortium of Eastern Ohio Master of Public Health](#) (CEOMPH).
- [Northeast Ohio Master of Fine Arts in Creative Writing](#) (NEOMFA).

Consortia members are regionally accredited, and faculty members at each institution are responsible for monitoring courses. For example, in the NEOMFA, students complete a thesis evaluated by faculty from multiple campuses.

Classes at all campuses are [evaluated](#) by students for quality, adherence to class purpose, etc. Overall across multiple campuses, evaluations have been positive and reflect appropriate use of class time, delivery of instruction, and relevance to degree.

Core Component 3.A Updates

YSU has implemented the [Academic Program Enhancement and Effectiveness Initiative](#) (APEEI). Faculty and administration worked to develop this comprehensive process. This process resulted in extensive review of nearly every academic degree program on campus (See example [program dashboard](#)).

This process which was initiated in January 2021 is part of the Plan for Strategic Actions to Take Charge of Our Future and is supported by a resolution of the YSU Board of Trustees. A [detailed timeline](#) reflects milestones and supports the continuing ongoing process of program review at Youngstown State University.

YSU offers [graduate and undergraduate degree and certificate programs online](#). Most programs offered via DE are also offered on campus and are comprised of existing courses. [Syllabi](#) for DE courses and traditional courses are consistent; they include the same learning outcomes and the same level of expected work. YSU offers some programs that are only available online such as the Master of Business Administration. These programs were developed for online learning and the existing on-campus programs are no longer offered. Many of these programs have been developed and offered in partnership with Academic Partnerships. Support for faculty and staff is offered by the [Department of Cyberlearning](#) and the [Institute for Teaching and Learning](#)

Consortia members are regionally accredited, and faculty members at each institution are responsible for monitoring courses. For example, in the NEOMFA, students complete a thesis evaluated by faculty from multiple campuses.

Admission to the NEOMFA program has been suspended – an outcome of the APEEI process. Faculty are working with students in this and other programs to be sunset to develop completion plans for the students enrolled.

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Page Break**3.B - Core Component 3.B**

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

Overview of YSU's General Education Program

YSU's GE rogram was revised in 2010–2011 through the efforts of a representative group of faculty and staff, and the revisions were approved by the Academic Senate in 2011. The changes became effective in fall 2012. In 2015, the GE program was modified by Academic Senate in 2015 to include a first-year experience course effective in fall 2017.

YSU's GE program for bachelor's degree students consists of courses in four areas:
- First-year experience (FYE) course.
- Core competencies.
    - Two writing courses.
    - One quantitative reasoning course.
    - One oral communications course.
- Knowledge domains.
    - Two Arts and Humanities (AH) courses.
    - Two Social Science (SS) courses.
    - Two Natural Science Courses (NS) with at least one containing a lab.
    - Two Social and Personal Awareness Courses (SPA).
- Capstone embedded in the major.

Courses to be included in the GE program are reviewed by the GE Committee and then approved by Academic Senate.

3.B.1

Mission

The GE program offers opportunities for students to engage in coursework and activities that develop knowledge and skills related to themes stated in the mission. The program is suitable for an open-access university that offers a wide variety of programs.

YSU's mission contains academic-related themes pertaining (but not limited) to the following:
- Research.
- Intellectual curiosity.
- Diversity.
- Sustainability.
- Global perspectives.

YSU's GE program links to those themes in its learning outcomes and requirements. The first-year experience course contains a common intellectual experience designed to foster intellectual curiosity. Knowledge domains provide students with the ability to take courses in a number of fields fostering creativity and curiosity. The two-course SPA knowledge domain requirement provides students an opportunity to study mission-identified topics of domestic diversity, global perspectives, and environmental sustainability. YSU students engage in research-related and/or creative works projects within their GE capstone courses, as appropriate for their majors and disciplines.

In addition, the GE program is designed to do the following:

- Provide flexibility with the wide-variety of programs.
- Provide pathways for less-prepared students.
- Facilitate transfers.

The GE program includes more than 150 different GE courses; the courses provide breadth and flexibility to align with undergraduate programs.

To help under-prepared students, YSU offers developmental courses in mathematics and writing. YSU's Core Competency areas of writing and quantitative reasoning have on-campus centers that provide tutoring and additional academic support. Conditionally admitted students are restricted to a subset of GE courses that provide and appropriate level of challenge while building college-level knowledge and skills. These GE courses help conditionally admitted students to progress toward their degree.

YSU provides flexibility in transfer and completion pathways. YSU closely follows the Ohio Transfer Module (OTM) that allows students to transfer GE courses within Ohio as part of ODHE Program Guidelines. YSU has developed articulation agreements and partnerships with several regional community colleges. YSU's Office of Admissions provides transfer guides for students at local community colleges. Incoming transfer courses that do not have an exact course-to-course match are evaluated for GE credit by the GE coordinator following a set of established guidelines (see 4.A.3).

Educational Offerings and Degree Levels

YSU's GE program is appropriate for its education offerings and degree levels. The GE program meets or exceeds Ohio's Program Guidelines minimum requirements for students seeking bachelor and associate degrees. Including the capstone, students may complete the GE program in 41 hours. The structure and number of hours are consistent with other schools within the state. Prospective GE courses must be at an appropriate level to be approved by the GE Committee.

The GE program varies for different degree levels. Students seeking applied associate degrees may complete their GE program in 17 hours, and students seeking associate of arts or science degrees must complete the full GE program (not including the capstone). These requirements reflect changes made to the associate degree requirements for fall 2018 to align with ODHE guidelines.

3.B.2

Articulates Purposes, Content, and Intended Learning Outcomes

YSU's GE program clearly articulates the learning goals, intended outcomes, and purpose of each requirement area on the GE program page and in YSU's electronic catalog. Syllabi for GE courses must state the pertinent GE learning outcomes for the course to be approved as part of the GE program. Students receive opportunities to learn about the GE program through information and a video available in the FYE courses.

Framework

YSU's GE program is derived from and complies with the Ohio Transfer Module (OTM). The OTM consists of a set of broad knowledge and concepts and domain requirements. To better fulfill YSU's mission, the GE program requires additional courses in SPA, a first-year experience class, and a capstone course.

Broad Knowledge and Intellectual Concepts

The GE program imparts broad knowledge and intellectual concepts through knowledge domains: Arts and Humanities, Social Sciences, Natural Sciences, and Social and Personal

Awareness. Students must complete courses in all of them to complete the program. The first-year experience courses provide broad overviews of many different subjects and careers within a college.

Skills and Attitudes

The GE program imparts necessary skills and attitudes through core competency and capstone courses. Through the GE program's goals, YSU identifies key skills and attitudes required of students (see 3.B.3).

Skills are initially developed in the GE Core Competency courses, reinforced through other general-education courses and within programs, and demonstrated within the capstone courses. Programs created curricular mappings of how writing is taught within programs. Development of curricular mappings for oral communication, critical thinking, and quantitative reasoning began in 2014.

YSU's first-year experience course develops attitudes through a common intellectual experience, PenguinThink. For example, one of the outcomes is to "appreciate the perspectives and feelings of others." In 2018, the theme will be understanding disability.

3.B.3

Educational programs engage students in information processing, modes of inquiry, and adaptable skills.

In addition to specific GE outcomes in the Core Competencies and in Natural Sciences, all bachelor's degree programs engage students in the process of collecting, analyzing, and communicating information by incorporating capstone courses. The GE committee must approve capstone courses. To be approved, capstone courses must meet the following learning outcomes:

- Write and speak effectively.
- Acquire, process, and present quantitative and qualitative information using the most appropriate technologies.
- Reason critically to distinguish among forms of argumentation and to derive justified conclusions.

YSU's GE program is aligned with 21st-century and adaptable skills. For example, YSU aligns its written and critical thinking outcomes to AACU's Liberal Education and America's Promise (LEAP) outcomes.

Collecting, analyzing, and communicating effectively are desired outcomes of core competency courses and are thus incorporated into associate-degree programs, too.

YSU's program-review process ensures that academic programs adjust to advances in their disciplines and to the evolving needs and interests of the community and other stakeholders (see 4.A.1). Program review requires programs to document how they align their curriculum with their discipline and professions, assess the effectiveness of that curriculum, and document how they give students the opportunity to develop and apply appropriate skills.

3.B.4

YSU offers a range of educational opportunities that reflects the cultural diversity of the world in which students live and work. Educational opportunities are offered to students through the following:

- General-education course opportunities.
- Program-level opportunities.
- Co-curricular education opportunities.

GE provides human and cultural diversity opportunities through the Arts and Humanities, Social Science, and Social and Personal Awareness domains. Students can take courses specifically related to human and cultural diversity. GE learning outcomes related to human and cultural diversity include the following:

- Social and Personal Awareness (Domestic Diversity)—Students will demonstrate knowledge of the experiences of different groups within the United States where those groups are defined by class, ethnicity, race, religion, disability, sex, or sexual orientation.
- Social and Personal Awareness (International Perspectives)—Students will demonstrate knowledge of the artistic, social, economic, or political life of communities outside the United States.
- Social Science—Students will demonstrate understanding of the contexts and development of human cultures and institutions.
- Arts and Humanities—Students will demonstrate awareness of ethical or cultural values in shaping the human experience.

Many programs, especially accredited programs, include additional learning outcomes related to human and cultural opportunities.

YSU offers a range of co-curricular opportunities (see 4.A.5), including speakers and multicultural activities on campus. Students in first-year experience courses are required to participate in campus activities that often include human and cultural diversity-related activities. Despite YSU offering educational opportunities related to diversity, assessments show that this area as a weakness. NSSE results from 2016 show that YSU lags peer institutions in categories such as "Interaction with Diverse Others." The Office of Assessment combined workshops and several student-led projects to develop recommendations for improvement.

YSU offers opportunities but recognizes that some students are not taking advantage of them, so YSU is considering changing the curriculum to require engagement. GEC has begun to investigate shortcomings of the SPA domain in which students can avoid taking classes related to diversity. In addition, the International Programs Office is leading an Internationalization Task Force focused on campus globalization as an institutional priority.

3.B.5

Faculty

Faculty are required to engage in scholarship, creative work, and discovery of knowledge as appropriate to their disciplines. Scholarship is assessed in the chair's evaluation of faculty and in the promotion and tenure process. The *YSU-OEA Agreement* and department governance documents define discipline-specific processes and criteria.

Faculty seeking graduate-faculty status must demonstrate scholarship and professional development in the field or discipline appropriate to graduate faculty membership requirements established by the College Graduate Studies Committee. Category 1 graduate faculty members are required to complete Responsible Conduct of Research Training.

The annual awarding of sabbaticals, faculty-improvement leaves, and research professorships demonstrates support of scholarly pursuits. Productivity in research, scholarship, and creative contributions is summarized in annual reports. Faculty research tracking and other metrics related to research activity and YSU's urban-research transition are included in an annual report to the BOT by the Urban Research Cornerstone Committee.

The Office of Research Services supports faculty who wish to engage in research and intellectual property and commercialization. External funding was at a five-year high with 78 proposals funded in 2016–2017. The College of Graduate Studies and the Office of Research produce

"New Frontiers," a publication that celebrates outstanding research and scholarship by faculty and students.

YSU has developed five Centers of Excellence that are "designed to provide focus and distinction through instruction and inquiry into specific academic areas":

- Center of Excellence in Materials Science and Engineering.
- Advanced Manufacturing Research Center.
- Williamson College of Business Administration Center of Excellence in International Business.
- Center for Sports Medicine and Applied Biomechanics.
- Centofanti Center for Health and Welfare for Vulnerable Populations.

Students

Student scholarship is celebrated on campus, and the connection with faculty mentorship is evident as the following examples illustrate:

- 2016 NSSE data show that YSU seniors scored 10 percentage points higher than peer institutions in the high-impact practice of working with a faculty member on research.
- Scholarship and discovery of knowledge are evident in students' capstone projects, theses, dissertations, and other activities recorded in annual reports.
- Many undergraduate and graduate students participate in QUEST, a forum for student scholarship that has flourished for 28 years. In 2017, 338 students presented—each listing a faculty mentor.
- The Graduate School promotes and showcases scholarly work and mentorship annually at the Three-Minute Thesis Competition and the Diversity of Scholarship event.
- Student travel funds for attendance and presentation at professional conferences are provided by the Student Government Association, the Graduate School, and the Office of Research.
- To support research activity in line with the mission, YSU funds 172 graduate assistantships and fellowships. Graduate-research assistants were initiated in 2017 to provide year-round research opportunities.
- Graduate Assistant Intern (GAI) positions can be paid by departments or through external agencies. When GAI stipends are funded externally, a tuition remission scholarship may be funded through the Graduate School.
- The YSU News Center and other external news sources often feature students' presentations and awards for scholarships and creative work.

In 2017, budget constraints led to a 20% reduction in GA allocations. YSU recognizes this reduction in GA positions is a potential challenge to student research engagement. The university will monitor impact on students through institutional survey results such as the NSSE and Noel Levitz.

Core Component 3.B Updates

YSU's General Education program was modified slightly, effective Fall 2020, when the first-year experience course requirement was eliminated. The decision was based on the gradual decline in first year student retention since the implementation of the requirement in Fall 2017. The modification was approved by Academic Senate Executive Committee in May 2020, acting on behalf of the entire Senate during the shut down of campus due to COVID 19. PenguinThink

was also discontinued. A Success Seminar was added as a first-year requirement, independent of the General Education. See 3.D updates for a complete rationale and details.

Conditionally-admitted first year students are no longer restricted to a subset of GE courses. In Fall 2020, YSU implemented the Strong Start Program a first-year program designed to provide academic support, holistic advising, and major and career exploration to conditionally admitted first-time students. Strong Start students may take any course for which they have met the eligibility requirements. (See 3.D update for more details)

Students are now introduced to YSU's General Education program in YSU 1500: Success Seminar. An International Enrollment Plan was endorsed by the BOT in December 2021.

The Intellectual Property Policy has been updated and approved by the BOT March 2021

In 2017, budget constraints led to a 20% reduction in GA allocations. YSU recognizes this reduction in GA positions is a potential challenge to student research engagement. The university will monitor impact on students through institutional survey results such as the NSSE and Noel Levitz.

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Page Break**3.C - Core Component 3.C**

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.

6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

3.C.1

YSU ensures that it has sufficient faculty members to carry out teaching and non-teaching duties. YSU has maintained its student-faculty ratio over this ten-year evaluation period despite funding challenges (see 5.A.1).

Sufficient Numbers

As of spring 2017, YSU had 399 full-time faculty members. In addition, YSU has 35 department chairs, who are administrators with some teaching responsibilities. The average undergraduate class size is 21 in lecture classes and 10 in labs, with an overall student to faculty ratio of 14:1. Although the number of full-time faculty has decreased and the number of part-time faculty has increased, the full-time to part-time ratio for credit-hour production has been stable for the past decade at around 50% due to concurrent declines in enrollment and caps on part-time faculty teaching loads. YSU's direct instructional expenditures per full-time equivalent are comparable to peer institutions.

While overall ratios are strong, YSU is aware that full-time faculty-student ratios are not optimal in some disciplines and programs. Data gathered from the Campus Climate survey in 2017 indicate that 17% of the faculty respondents felt YSU provided enough faculty to achieve departmental goals. YSU recognizes the need to hire full-time faculty and has made it a budget priority in 2018 (see 5.A) and has created a new renewable lecturer position in order to increase the number of full-time faculty and reduce the reliance on part-time instructors.

Continuity

YSU addresses continuity of faculty:

- YSU employs full-time tenure-track, renewable lecturer, contract assistant professors (term), and part-time faculty. To determine departmental need for additional faculty members, data are gathered annually from each department. This information is compared along with factors such as accreditation mandates, budget, program growth, and current ratios to determine faculty replacements or new faculty hires.
- Through labor negotiations, some security and continuity have been provided to what had been term-contract faculty members, who had to be rehired yearly . Under new contract language, most of those non-tenure-track faculty members will become lecturers or senior lecturers. Senior lecturers may be granted renewable three-year contracts.

Curricular Oversight

Course and program creation and revision are faculty-driven processes at all levels (department, college, university, and state) through curricular review and program review. GE course proposals are also reviewed by the GE committee. These faculty-driven processes afford students a high-quality education through proper curricular oversight (see 4.A.4). Faculty make up 70% of Academic Senate representation.

Credential Processes

YSU has sufficient faculty for oversight of academic credentials of instructional positions. Credentialing standards were created by faculty in each department before being approved by deans' council and the appropriate academic governing bodies. See 4.A.4 or 3.C.2 for academic credentialing processes.

Assessment of Student Learning

Faculty participate substantially in assessment reporting and review. The evidence can be reviewed in 4.B.4.

3.C.2

To ensure consistency in faculty credentials, Academic Senate passed a motion on December 6, 2017, to adopt the YSU Faculty Credentials Guidelines, which aligns with ODHE and HLC guidelines.

- Full-time faculty credentials are reviewed by a departmental faculty-led search committee, department chair, and college dean before a recommendation is made to the provost. Upon the provost's approval and before a formal offer is made, Human Resources verifies the candidate's degree through receipt of an official academic transcript.
- Graduate faculty credentials are determined and reviewed by the Graduate Council and the dean of Graduate Studies. Graduate-faculty status is required for a faculty to teach graduate courses regularly.
- Part-time applicants' credentials, including vita and transcripts, are reviewed by the department chair before a candidate is hired. If an applicant is deemed qualified, the chair completes a Highest Degree Level for Part-time Teaching Faculty form. The form, applicant's vita, transcripts, and application are submitted to the dean and provost for review and approval. The Provost's Office maintains a database of academic credentials for part-time faculty.
- YSU follows the same credentialing guidelines for consortial and CCP instructors as for on-campus instructors. YSU has no contractual programs.

3.C.3

YSU regularly evaluates instructors in accordance with university policies. The primary evaluations are student evaluations and department chair's evaluations as described in the *YSU-OEA Agreement*. The purpose is to help faculty to improve their professional performance and to inform those making tenure, promotion, and other employment decisions about performance. Procedures for administering evaluations depend on full-time or part-time status and faculty rank. Graduate assistants who teach and College Credit Plus (CCP) instructors typically receive additional mentoring and supervision.

Student Evaluations

Student evaluations of teaching and learning are conducted through an online course-evaluation survey. The process and frequency of evaluations are described in Article 14 of the faculty contract. The survey questions were re-designed and vetted through a faculty-led process in 2016. Starting in fall 2017, YSU contracted with SmartEvals in an effort to improve student response rates. Response rates increased from 25% to 43% in the first semester using SmartEvals.

Chairs' Evaluations

Chairs' evaluations of assistant, associate, and full professors encompass teaching, service, and scholarship in accordance with Article 14 of the faculty contract. YSU's administration provides formal training in performance evaluations for chairs. Evaluations serve as a basis for a discussion between faculty members and their department chairs. Both parties can provide input and feedback regarding teaching, scholarship, and service. The evaluation is forwarded to the dean of the college and the provost, who may add comments. The evaluation then becomes part of the faculty member's personnel file in Human Resources (HR).

Evaluation procedures for the newly created lecturer and senior lecturer positions are still being created. The procedures will likely be similar to those of tenure-track faculty members but with an emphasis on teaching.

Beginning in fall 2017, part-time faculty members receive chairs' evaluations according to YSU's part-time faculty performance evaluation process. This process is similar to that for evaluating full-time faculty, but it is restricted to teaching performance. Program coordinators or directors, such as the English Composition Coordinator, may provide input for the evaluation. Before fall 2017, part-time reviews were conducted at the discretion of the chair.

Other forms of Evaluation

Graduate assistants who are instructors are evaluated and receive mentoring and feedback according to departmental policies. Mathematics and English, for instance, conduct teaching practica for graduate assistants.

CCP instructors receive periodic oversight visits from their supervising academic department. CCP instructors are also required to attend professional development sessions in accordance with the CCP oversight plans.

Faculty seeking to obtain or renew graduate faculty status must provide evidence of scholarship and professional development in their field in accordance with the YSU College of Graduate Studies Academic Policy Book.

Pre-tenure review, tenure review, and promotion evaluation serve as additional evaluations of faculty performance. Policies and procedures for pre-tenure and tenure review are in Article 10 of the faculty contract, and policies and procedures for promotion evaluation are in Article 15 of the faculty contract.

3.C.4

YSU provides several processes and resources to ensure that full and part-time instructors are current in their disciplines and adept in their teaching roles.

Faculty Development

Under the direction of the Faculty Development Coordinator and Faculty Development Committee, the virtual Teaching and Learning Center provides faculty development on campus. Workshop attendance was 316 for 2015–16 and 361 for 2016–17.

YSU provides support to faculty members through the following:

- Orientation for new faculty and current faculty moving to new positions.
- Orientation for new part-time faculty.
- A mentoring program for new faculty that offers workshops, social activities, and faculty mentors.
- Workshops for preparation for tenure, promotion, reassigned-time requests, and grant proposals.
- Workshops for best practices in teaching and learning and associated technologies.
- Faculty Learning Communities.
- Workshops for support in achieving job satisfaction and life and work balance techniques.

YSU provides full-time faculty members several opportunities to request reassigned time, financial support, and travel:

- Full sabbatical year at 90% salary.
- Faculty-improvement leave (FIL) (one semester of full reassignment).
- Research Professorship at a minimum of six hours to a maximum of nine hours of alternative assignment time.

- Travel funds to attend conferences and/or pursue training in the discipline.
- University Research Council Grants funding up to $5,000 to support faculty research, scholarly activities, and creative works.

Over the past five years, 1,412 awards were made for reassigned time, which includes sabbaticals, FILs, and Research Professorships.

Human Resources

HR provides professional development for skills and procedural knowledge necessary to conduct university business. Examples of this professional development are compliance training, ADA compliance training, and search-committee training.

3.C.5

Minimum expectations for faculty availability to students are addressed in Article 28 of the faculty contract, monitored by department chairs, and assessed through student evaluations. Contact with students can be through various means such as face-to-face, phone conversation, email, text messages, or even video messaging. Contact information is available to students on the website under the faculty and staff directory and listed on syllabi. Part-time faculty are also required to maintain at least one office hour a week per course.

NSSE data demonstrate that YSU instructors make themselves available to students. Additional evidence of instructors' availability and interaction with students is demonstrated by extensive student engagement in scholarship, such as theses, dissertations, capstone projects, and research projects presented at QUEST.

3.C.6

Descriptions with minimum qualifications exist for all YSU staff positions. Minimum qualifications are the basis of initial screening during hiring processes and ensure that new employees have the skills needed to be effective.

Staff members are trained departmentally or via staff training opportunities within the division. Training ranges from formal programs to on-the-job training models. For duties specific to positions (i.e. federal-aid compliance), each department ensures that employees are appropriately trained. HR provides training to staff for improving various skills on relevant curriculum-management programs, safety training, and financial systems.

YSU provides additional resources for training and support of professional administrative staff members' development in their field. YSU professional/administrative staff are contractually provided $500 per year for training for professional development.

Core Component 3.C Updates

YSU implemented a Faculty Voluntary Separation or Retirement Program (VSRP) in 2021. Faculty retrenchment has also been proposed. These programs/actions are implemented to properly utilize resources to provide high quality education for our students. These actions have led to an increase in the student to faculty ratio.

YSU follows the same credentialing guidelines for consortial and CCP instructors as for on-campus instructors.

YSU commitment to high quality education is exemplified in the recent establishment of the Institute for Teaching & Learning. The institute, under the direction of a new Assistant Provost

[for Teaching and Learning](#), leverages data and best practices to guide innovative**,** inclusive**, and** integrative teaching.

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Page Break**3.D - Core Component 3.D**

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

3.D.1

YSU offers a wide variety of support services to a diverse student population. YSU's enrollment profile includes students in the following categories:

- Undergraduate and graduate students.
- New, transfer, and online students.
- First-generation students.
- Under-prepared students.
- Nontraditional students.
- Veterans

- International students.

For a comprehensive list of support services, view the [YSU Student Support Services](#) document.

YSU support services are organized by division. Below are highlights of a few of these services and programs.

[Student Success](#)

- First-Year Student Services helps incoming undergraduate and transfer students through orientation and IGNITE programs.
  - At a one-day [orientation](#) program, students experience the campus, learn how to navigate the MyYSU portal, receive information about academic colleges, meet advisors, and register for classes.
  - [IGNITE](#), offered in the two days before classes start, presents an opportunity for team-building, social integration, and awareness of campus resources. IGNITE connects first-year students with Peer Leaders, who will show students where their classes are and remain connected throughout the first year. In fall 2017, YSU welcomed its largest incoming freshman class since 2011 with 2,278 students. Nearly 1,800 new first-year students participated in IGNITE.
- [Career and Academic Advising](#) provides support to students through career exploration, resume and cover letter writing, internship preparation, job-search process, and two yearly job fairs.
- [Multicultural Student Services](#), part of the new [Office of College Access and Transitions](#), offers academic support and guidance. It coordinates the [Summer Bridge Program](#) for first-year multicultural students, makes campus referrals, and serves as an advocate for multicultural students as they adjust to YSU. The office maintains a list of services.

[Student Experience](#)

- [Student Counseling Services](#) provides mental health counseling, education outreach, and referral services.
- [Student Outreach and Support](#) provides support and advocacy for a wide variety of student issues. The director chairs the YSU [CARE team](#), a referral service for student behavioral concerns.
- [Student Diversity Programs](#) advocate for successful enrollment, retention, and graduation of African-American, Latino, Native American, LBGTQIA, and other under-represented groups.
- [Student Activities](#) provides many opportunities for students to participate in clubs and organizations and to integrate into campus life socially, academically, and professionally:
  - [Student Government Association](#) (SGA) supports students with [several initiatives](#), such as a food pantry, shuttle to local grocery stores, and championing an environmentally sustainable campus. SGA assists student organizations with start-up and budgeting, and it assists with organizing volunteers for campus and community events. YSU has enhanced its support of SGA through an increase in its operating funds.
  - SOGIE (Sexual Orientation, Gender Identity and Expression) hosts weekly meetings and participates in campus and community events.
  - Fraternities and sororities are also available with 13 chapters under three governing councils. They support [fund-raising](#) and activities for students and community members.

o **Penguin Productions** is a student-run organization that creates, promotes, and produces events for YSU students and the YSU community.

Multicultural Affairs

- In 2016, Multicultural Affairs created the Navarro Executive Fellows, a mentoring-work experience program for incoming African American, Latino, Asian, and Native American, and other minority freshmen. YSU's executive mentors provide leadership and guidance.
- Multicultural Affairs provides rooms for interfaith prayer and meditation.
- Multicultural Affairs hosts the Annual Diversity Leadership Recognition Celebration, recognizing diversity and inclusion leaders on campus and in the community.

Enrollment Management and Planning

- The Office of the Registrar provides registration and records management. Through the Penguin Service Center, students receive one-stop support for questions pertaining to financial aid, registration, billing, records, advising, and other campus resources. In 2016-17, the Penguin Service Center had 18,732 contacts.
- Veterans Affairs supports veteran students. A new Veterans Center opened in 2014, offering student veterans a place to convene and study. Veterans Affairs offers several events throughout the year to support this student population.
- Financial Aid and Scholarships offers numerous support services such as counseling, Financial Aid Awareness Week, and Financial Aid Nights.
- Admissions supports incoming, transfer, transient, and non-traditional students. Admissions coordinates Crash Day, an opportunity for potential students to experience YSU classes and the campus.

3.D.2

Learning Support

YSU supports students at all points of their education. 2016 NSSE data indicate that YSU emphasizes use of learning support services at a higher level than peer institutions.

The Center for Student Progress (CSP)

The CSP, part of the Division of Student Success, is the first-line center supporting college success through its services:

- Academic Coaching provides individualized academic support in weekly meetings with students who are on academic or financial aid probation, conditionally admitted students, and students who are referred for assistance*.*
- Student Tutorial Services provides tutoring in most disciplines—unless serviced by another dedicated tutoring center (see Additional Learning-Resource Centers, below). In 2012, YSU joined the Ohio eTutoring Collaborative to offer online tutorial support.
- Disability Services (DS) offers support and accommodations to students who document their disability. DS acts as a liaison between students, faculty, and staff by collaborating with faculty and staff regarding issues, arranging for classroom modifications to allow equal educational access, and making campus referrals and connections.
- Supplemental Instruction Program provides peer-assisted study sessions.
- Starfish Early Alert System is used to identify, refer, and track students who may be experiencing academic or other issues.

Additional Learning-Resource Centers

Discipline-specific centers offer tutoring in courses that are pivotal to academic progress:

- The Math Assistance Center (MAC) offers online support, review sessions, and video tutorials. MAC has more than doubled the number of contacts with students from 2015–2016

with the addition of a full-time coordinator. MAC's services are available to all students, including graduate students, in need of math assistance.

- The Writing Center offers drop-in and appointment-based tutoring, as well as an online option for students who wish to upload documents for review. Similar to the MAC, Writing Center services are available to all students who need assistance.
- Language Learning Resource Center provides support for study in foreign languages.
- The Jermaine Hopkins Center for Academics is a private study lounge for student-athletes. Two athletic academic counselors provide extensive support, monitor progress, and make appropriate referrals.

Preparatory Instruction

- The Reading and Study Skills Center offers developmental courses and tutors focused on improving reading and study skills.
- In response to low completion rates in developmental math and English, a co-requisite model has been implemented for math and for writing gateway courses, and traditional developmental courses will be phased out. The goals are to streamline the number of hours and credits a student spends on remediation and to improve completion rates.
- YSU has two pre-college enrichment programs for high school students. Both programs focus on participants completing high school and subsequently enrolling in post-secondary education.
    o Academic Achievers is a program for students in the Warren City public schools grades 9 –12.
    o Upward Bound encompasses SCOPE, an ACT-prep program. It is a federally funded TRIO program for Youngstown City high school students.
- YSU has two dual-enrollment programs:
    o Youngstown Early College (YEC) has been recognized by Ohio and nationally for student performance. In 2016, 30 out of 50 YEC graduating seniors earned associate degrees while earning their high school diplomas.
    o College Credit Plus (CCP) enables students in grades 7–12 to receive both high-school and college credit. Students can take courses at the high school, online, or on campus.
- The International Programs Office (IPO) offers an English Language Institute (ELI), an intensive English program with non-credited classes for students from around the globe.The IPO also offers a summer camp to help students acclimate to YSU and the Youngstown area.
- Jump Start offers incoming first-time freshmen an opportunity to take classes before their first full semester to engage students and award credit early in their college careers.

Process for Directing Students into Appropriate Courses and Programs

YSU directs students to courses and programs for which they are adequately prepared by using a combination of admissions guidance, placement testing, students' academic records, course prerequisites, and academic advising (for advising see 3.D.3). Respondents to the HLC Student Survey in January 2018 expressed agreement with the statement, "I was placed at the appropriate course level that matched my academic preparation." This statement was a mean response of 4.09 out of 5 and was ranked number four of 15.

Admissions: On the admissions application, students can self-identify as "undecided/exploratory" if they are uncertain about their major or target profession. Students unsure of their degree path are connected at orientation with Career and Academic Advising.

Students who wish to enter a specific program or the Honors College must meet entry requirements as outlined in the academic catalog.

Students with less than a 2.0 high school (or transfer) GPA or ACT composite less than 17 (SAT less than 910) are conditionally admitted. The majority of these students place into developmental reading, writing, and math courses. Conditionally admitted students are restricted to a selection of approved courses and no more than 14 credit hours per semester until they have fulfilled requirements that include completing remedial courses and meeting with academic coaches and advisors regularly. This student population typically represents between 15% (in fall) and 50% (in spring) of the incoming class.

Placement Testing: Entering students are placed into reading, writing, and mathematics courses based primarily on ACT or SAT test scores, using state-mandated placement guidelines. Students can also take CLEP and AP exams to receive credit for several introductory college-level subjects. If students have no test scores, they take placement assessments in the Testing Center to determine placement.

Academic Records: Students' transfer credits are evaluated by Degree Audit and relevant department chairs to determine YSU course equivalency (see 4.A.2). Degree Audit maintains YSU's many articulation and consortium agreements with other institutions. These agreements guide entering students to appropriate courses.

Adult students with prior learning experiences may be eligible to receive college credits through the Prior Learning Assessment (PLA) process.

Prerequisites: The Banner system ensures that students may only register for a course if they meet prerequisite requirements.

3.D.3

YSU uses a mixed modeling of academic advising, employing both faculty and professional staff advising, with examples of both centralized and distributed advising among colleges and departments. Advisors guide students to an array of resources and services designed to address their needs. Advising activities align with the 2016 Completion Plan.

Professional advisors possess institutional knowledge that allows them to help students in registration, GE requirements, major requirements, and restricted program requirements. Professional advisors provide academic advising services to students among the six undergraduate colleges. Honors students receive supplemental advising through the Honors College, and student-athletes receive supplemental advising through Athletics.

Advisors use integrated technology to monitor early alerts, class attendance, tutor referrals, and degree course milestones to facilitate case management that emphasizes an intrusive, proactive model of advising.

In 2007, YSU professional advisors formed Youngstown Academic Advising Association (YACADA) to ensure consistency, accuracy, and quality of academic advising. YACADA was granted Allied status by National Academic Advising Association (NACADA) and adheres to the NACADA Statement of Core Values of Academic Advising. Training is supported through YACADA activites.

In addition to professional advisors, faculty members advise students, providing guidance about specific programs, research opportunities, career and internship opportunities, and post-graduate goals. Some colleges, such as CLASS, use faculty members exclusively for advising. Faculty are offered advising training through YACADA and the Teaching and Learning Center.

Students who are part of partnerships and articulation agreements receive the same availability of advising as on-campus students primarily through remote or electronic means.

In spring 2017, the Career and Advising Office began advising conditionally admitted students hoping to major in degree programs in the Bitonte College of Health and Human Services (BCHHS).

In spring 2018, YSU is implementing uAchieve, a comprehensive degree audit and academic planning solution. uAchieve combines degree audit reporting, academic planning, and schedule building into one comprehensive solution for student success. The program will assist advisors and students in accessing an accurate and current picture of progress toward degree.

The First-Year Experience (FYE) course includes a module on career planning to assist students in mapping educational and career goals early in their studies (see 3.B). The course also includes a financial literacy module that is beneficial given the high percentage of students receiving federal loans.

3.D.4

YSU provides resources and physical spaces to support faculty and students, including labs, creative and performing spaces, clinical sites, and innovative teaching-learning environments on- and off-campus. YSU has contracted with Ad Astra to improve classroom-use efficiency. Although YSU has many labs and learning spaces, some significant structural and technological infrastructure deficits remain (see 5.A.1). YSU is making strategic decisions on how to address these issues and has developed a Deferred Maintenance Plan. In 2012, YSU invested in an external review of facilities, which continues as a primary resource in strategic planning.

Technological Infrastructure

Since 2007, YSU has increased the number of media-enhanced classrooms to support technological and instructional needs and trends. YSU has 220 classrooms with standardized media configurations, including workstations, internet access, document cameras, projectors, and screens. Three classrooms—the planetarium, nursing simulation lab, and exercise lab—have advanced configurations.

YSU is updating electronic information technology infrastructure to provide more bandwidth so that students, faculty, staff, and visitors have a more reliable connection to WiFi, moving from 1 gig to 10 gigs in summer 2018.

Laboratory Spaces

All programs requiring laboratories have access to appropriate learning spaces. Below are some examples of lab facilities:

- BCHHS: Nursing Skills Lab.
- CLASS: Foreign Languages Language Lab
- STEM: Computer Science and Information Systems Usability Lab

Creating, Performing Spaces, and Museum Spaces

YSU supplies spaces for creative activity, performances, and collections, including the following:

- CCAC Theaters: The Ford Theater is a 400-seat auditorium for recitals and the Spotlight Arena Theater is a smaller space for theatrical productions in close proximity to audience.
- Melnick Medical Museum: collection of historically relevant medical devices and equipment.
- Clarence R. Smith Mineral Museum: rock and mineral collection.

Clinical Sites

YSU partners with many clinical sites for a variety of majors. These sites provide diverse, hands-on learning experiences for students. The sites include major hospital systems, health

departments, community health agencies, long-term care facilities, and community agencies. Below are some examples:

- YSU's learning partnerships with clinical hospital systems include Mercy Health, Akron Children's Hospital, Cleveland Clinic, and University Hospitals Cleveland.
- The Department of Physical Therapy partners with Youngstown's Midlothian Free Clinic to provide free care and learning and research opportunities for students.
- The Department of Nursing has collaborated with local public health agencies to coordinate mock disaster drills on campus.

Nursing provides additional patient simulations to augment practice where clinical sites are competitive.

Online Learning Support

Distance Education (DE) supports students and faculty in development and delivery of online degree programs:

- The Electronic Information Technology lab is available to faculty and staff for assistance in meeting federal ADA compliance in online courses.
- The Instructional Design and Development Center provides faculty with training and support in the design of online courses and application of instructional technologies.
- The YSU Tech Desk addresses Blackboard-related questions.

Library, Information Resources, and Electronic Databases

Even with significant funding challenges, Maag Library provides access and circulation services to students and instructors, including MaagNET, OhioLink, SearchOhio, and InterLibrary Loan. Instructors can put course materials on reserve for students. Maag provides comprehensive services to students:

- Reference services include support via phone, email, and individual appointments with subject-specific librarians.
- Faculty can schedule a librarian-taught class specific to an assignment and how to use the wide variety of information resources for the purpose of the assignment.
- Maag houses a Multi-Media Center, Archives and Special Collections, Government Documents and Information, Microform Center, and D-Space, a digital institutional repository for historical collections and faculty projects.
- The Curriculum Resource Center, housed in the Beeghly College of Education, offers collections, education reference, and research assistance specifically for education, school psychology, and counseling.

To address Maag's staffing and funding issues, the provost established the Library Report Committee, provided $100,000 in one-time funds to improve collections, and approved the hiring of a library director. This search is underway.

3.D.5

YSU provides student guidance in the use of research and information resources through specific courses and campus resources (see also 2.E.2):

- Writing 2 (ENGL 1551), the second of two first-year composition courses required of undergraduates, focuses on investigation, exploration of topics, collection of data from suitable sources, and appropriate presentation of these inquiries. The syllabus illustrates how students are immersed in learning about and conducting research.
- The Writing Center offers assistance with APA, MLA, Chicago, and other style guides for writing protocols and citation methods.

- Maag Library offers a number of reference services, including in-person research help and individual student appointments; telephone reference service; Ask-a-Librarian Email Service; and subject-specific librarians. There is also a library-instruction classroom for subject-specific research classes taught by librarians.
- A GE capstone course is required in all baccalaureate programs. See 3.B for the GE model and capstone requirements.
- The Office of Research provides guidance for campus-wide research integrity, intellectual property and commercialization, undergraduate research, and graduate-research opportunities. The office also sponsors Quest (see 3.B.5).
- Required IRB training is provided for YSU-affiliated student investigators planning to collect data on human subjects.

Core Component 3.D Updates

As called for by Plan for Strategic Actions to Take Charge of Our Future - Plan for Academic Actions, in Fall 2020, YSU overhauled its transition strategy for first-year students.

First year students who had previously been admitted conditionally are now admitted to YSU through the Strong Start Program; students are supported through holistic and intrusive academic advising, SS 1500: Strong Start, a required first-semester success seminar taught by students' academic advisors, and a second-semester major and exploration course. Strong Start students are no longer restricted to a limited subset of General Education courses but may take any course for which they are eligible.

Regularly admitted first year students now take YSU 1500: Success Seminar

Honors students continue to take HNRS 1500: Introduction to Honors, which now serves as their Success Seminar.

With the Success Seminars came a redesign of first-year advising. Regularly admitted students and Strong Start students are now advised by their Success Seminar instructor ensure that the opportunity to build relationship with their advisor is built into the fabric of students' first semester experience.

Career and Academic Advising is now The Office of Career Exploration and Development. Staff in Career Exploration and Development teach CARD 1520: Major and Career Exploration, a new course that was approved in Spring 2020 to provide guided support for undecided students.

Programs and services coordinated by Multicultural Student Services have been moved to the new Office of Diversity, Equity, and Inclusion (DEI), which has replaced the Office of Multicultural Affairs. In 2019, YSU hired an Associate Provost of Diversity, Equity, and Inclusion. DEI now oversees the YSTAR Scholars Program, a summer bridge program, and the new A.I.M program.

YSU re-organized the Division of Student Affairs in Spring 2021. An Associate Vice President now oversees the Office of Student Experience, and a Dean of Students now has oversight of Student Conduct, Student Outreach and Support, and oversees the CARE Team.

The Center for Student Progress has been renamed as the Resch Academic Success Center. The RASC continues to offer academic coaching for students on academic and financial aid probation and non-Strong Start students who are admitted conditionally, and tutoring services.

Disability Services has been renamed as Accessibility Services

The Math Assistance Center has been renamed the Math Achievement Center.

Due to lack of student interest, YSU has discontinued the Jump Start Program.

See updates to 3D.1, specifically the creation of the Strong Start Program for conditionally-admitted first-year students.

YSU's Strategic Plan, Plan for Strategic Actions to Take Charge of Our Future, and the 2020 Completion Plan identify academic advising as a strategic student success and retention priority. In Fall 2020, YSU implemented the redesign of first-year advising. Regularly admitted freshmen and Strong Start freshmen are now advised for their first year by their Success Seminar instructor. Sections of YSU 1500 are organized by college and sections ae also dedicated for undecided students. YSU has hired 5 Success Coordinators, who teach YSU 1500 and advise first year students. At the end of their first year, students confirm their major and are transitioned to a professional or faculty advisor.

Following an assessment of advisor loads, YSU has increased funding for academic advising. Since Fall 2020, YSU has hired 8 additional professional advisors, and 3 new Directors of Advising. Tthe Associate Provost, Student Success with a role in establishing and maintaining excellence in academic advising institution-wide.

In Fall 2021, YSU replaced Starfish with its Ellucian enterprise solution CRM Advise. YSU also replaced the UAchieve degree audit system with the Ellucian enterprise option, DegreeWorks, which YSU has branded as PenguinPass.

Distance Education (DE) is now the Department of Cyberlearning. The Department supports students and faculty in development and delivery of online and on-campus courses and degree programs:

- The Electronic Information Technology lab is available to faculty and staff for assistance in meeting federal ADA compliance in online courses.

- The Instructional Design and Development Center provides faculty with training and support in the design of online courses and application of instructional technologies.

- The YSU Tech Desk addresses Blackboard-related questions.

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Page Break**3.E - Core Component 3.E**

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

3.E.1

In alignment with its mission, YSU provides students with an enhanced learning environment, as demonstrated by co-curricular opportunities that supplement learning. YSU defines co-curricular learning as programs and services in which significant learning occurs outside of the curriculum. These programs and opportunities mirror YSU's mission and commitment to life-long learning. The Division of Student Experience is primarily responsible for co-curricular experiences. The Student Experience Mission aligns with YSU's mission and focuses on building a sense of belonging, personal development, and professional skills. Examples how YSU addresses co-curricular learning include the following:

- The Office of Student Activities provides social programming, student organization coordination, student-leader training and support, and student-award recognition.
- The Department of Campus Recreation provides services that support health and wellness for students. The department provides professional development as the largest on-campus employer.
- The Office of Housing and Residence Life provides a residential experience that supports co-curricular learning. Led by resident-assistant leaders, programming provides opportunities for social engagement and community development. Larger-scale programming includes such programs as Safer Sex Week, Alcohol Awareness Week, and the Tunnel of Oppression. The Housing Office also supports Academic Learning Communities.
- The Office of Student Conduct provides a process that promotes character, community, and civility. Student Conduct policies and procedures ensure a fair, structured, timely, and educationally-based student-conduct process. The office collaborates with several departments to support Title IX through programming efforts, including "Walk a Mile in Her Shoes" and "The Clothesline Project."

In academic departments, numerous co-curricular opportunities are offered to augment academic programs directly, including the following:

- Intercollegiate Ethics Bowl.
- Moot Court.

- Steel Bridge Competition.
- National and international math competitions.
- Student major-based clubs.
- Study abroad.

3.E.2

YSU seeks to enrich students' educational experiences in line with the major themes in its mission. These core areas are operationalized in *YSU 2020*, align with many of the expectations of the HLC criteria, and are outlined below. In 2017, YSU launched the "Understanding Our Mission" webpage, which connects the accomplishments of students and employees with the nine major themes of the mission.

Service Learning and Community Engagement

YSU's mission is to develop students "who are invested in their communities." The Community Engagement Cornerstone of *YSU 2020* is an institutional priority. Reports are provided regularly to the BOT regarding activities.

Separately, each college in the Division of Academic Affairs has active student co-op and internship programs with business and industry, and the Office of Career and Academic Advising provides additional support. See 1.D.1 for more on public engagement.

Program Access

YSU's mission states that it will provide "access to a broad range of undergraduate programs and offers graduate programs in selected areas of excellence, including those that meet the needs of the region." The range and focus of YSU academic programs may be found in 1.A.2.

In addition, YSU focuses not just on providing access but also ensuring success in academic programs and post-graduation. See 4.C for more information.

Integrating Teaching, Learning, and Scholarship

YSU is committed to fostering high quality, nationally competitive research by faculty and students as part of its mission to "integrate teaching and learning, scholarship, and civic engagement." As noted in 3.B.5, the Office of Research administers YSU's research enterprise, including campus-wide research integrity functions, intellectual property and commercialization, undergraduate research, faculty research funds, student travel funds, and graduate research opportunities, and the YSU Research Foundation.

Educating about Diversity and Global Perspectives

YSU's Mission states that the university "fosters understanding of diversity, sustainability, and global perspectives." As outlined in 3.B.4, YSU's education provides opportunities to recognize cultural diversity both inside and outside the classroom.

Core Component 3.E Updates

The Division of Student Experience has been reorganized and is now the Division of Student Affairs.

YSU revised its mission, vision, and values statements when it adopted its current strategic plan. To support collective impact with the region, YSU hired an Associate Provost, Strategy and Engagement.

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Page Break**3.S - Criterion 3 - Summary**

The institution provides high quality education, wherever and however its offerings are delivered.

Summary

YSU's degree programs are high quality and appropriate its mission. Curriculum and program approval and review processes ensure that programs are current and require appropriate levels of performance by students. Learning relationships among students and faculty are evident in student and faculty engagement in research, scholarly activity, and creative works.

The quality of programs and programs' learning goals are consistent whether delivered on campus or online, at YSU or a partner institution. YSU's consortial programs leverage resources, allowing students to enroll in programs that the university might not otherwise be able to offer. YSU's distance-education programs allow students and faculty access to education that best fits their schedules and provide students an opportunity to learn with others they might not otherwise meet.

YSU's educational programs foster intellectual inquiry and the application and integration of learning and skills. YSU's GE program is well-suited to the mission and degree levels offered. Guidance in the effective use of research and information resources is provided to students. Faculty members and students engage in research, scholarship, and creative works appropriate to the mission of this urban research university.

Opportunities for continued improvement exist. Although YSU has faculty and resources needed to provide high-quality programs and student services, and to provide support for student learning and effective teaching, there are some programs in which additional faculty are critically needed and areas requiring additional financial resources. Although some significant structural and technological infrastructure deficits remain and must continue to be addressed, YSU has sufficient labs and learning spaces available to students.

Sources

There are no sources.

4- Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4 A- Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

4.A.1

Youngstown State University (YSU) maintains regular program review for graduate programs and programs with professional accreditation. YSU is working to develop a more meaningful practice of regular multi-year program review for undergraduate programs.

Graduate Program Review

The College of Graduate Studies has a separate process for program review, which is a [reporting requirement](#) of the Ohio Department of Higher Education (ODHE). This process provides a mechanism for assessment and continuous improvement for graduate programs.

In fall 2014, a task force was assembled to focus on the program-review process and revise procedures to make the process useful, effective, and efficient. A new format and procedures for review of graduate programs resulted from this faculty-driven work.

The process of evaluation and improvement of graduate programs is ongoing and continuous. Programs are scheduled for review approximately every seven years unless the graduate program-review committee determines that more frequent review is needed.

There are two parts to the scheduled review process: a self-study and review of the self-study and evidence provided by a team of reviewers. Review concludes with a meeting of the review team and key program personnel to discuss the evaluation. Following the meeting, the review team issues a composite review (see examples of the full review process).

Program directors, faculty, and key personnel play an important role in continuous assessment and improvement of graduate programs. Program directors and key personnel complete the self-study by reflecting on and responding to the items in the Graduate Program Review Rubric and by providing the evidence and plan. The process provides opportunity to reflect on and strengthen graduate programs. Graduate program review is in the process of being merged with undergraduate program review, as outlined below.

UPDATE: Most recently, the graduate programs review process has included involvement in the Academic Program Enhancement and Effectiveness Initiative (APEEI). This new APEEI process [LINK TO APEEI HLC REPORT] enables stakeholders to analyze graduate program data, student demand, employment opportunities, program effectiveness, efficiency of program offerings, and program economics.

Undergraduate Program Review

Undergraduate program review an evolution in process over the last 10 years:

2008–2013: An annual reporting process had long been in place that required academic departments and undergraduate programs to provide data on program success, including departmental accomplishments, faculty activities, and community engagement.

2014-2018: The reporting process was deemed insufficient because it did not provide enough depthand breadth of review, analysis of data, or development of plans necessary for comprehensiveprogram review. To prepare programs for review, the provost asked faculty and department chairs to begin self-evaluation through Program Improvement Plans (PIPs) (see completed example).

PIPs provided an overview of each program's strengths, weaknesses, opportunities, and threats. Each department's faculty members identified significant challenges and significant opportunities for each program. Subsequently, the program's faculty developed action steps to address challenges and opportunities.

Each chair produced an overview describing the department's contribution to YSU, any aspects that might not have been adequately covered through the PIPs, and the value of the department and programs to the university, region, profession, and relevant communities. These documents were forwarded to the dean and provost for review.

2015: A [Program Review Development Committee](#) with broad representation was convened to explore best practices, develop a program review model for YSU, identify needed resources, and develop an inclusive review process.

Based on the Program Review Development Committee's recommendations, the Academic Senate developed the charge, composition, and procedures for the [Academic Program Review Committee](#). Included in the charge was a [Program Review Coordinator](#), a faculty member with release time to manage the process.

Although the Program Review Development Committee recognized the need to revive the review process, it recommended that only 20% of programs submit reports a year with all programs completed over a five-year period. The committee determined that when program review was last required by all programs simultaneously in 2008, YSU's resources did not allow effective execution or feedback. Those programs not undergoing program review in 2015–16 submitted abbreviated reviews to increase awareness of the requirements and to ensure programs were discussing and refining program goals while establishing, reviewing, and collecting support data.

2015–2017: Program review's purpose was to

- Support alignment of program with the university's mission and strategic plan.
- Evaluate programs for strengths, challenges, and opportunities for improvement.
- Evaluate programs' resource availability and needs.

Programs were asked to provide updates on PIPs and plan next steps and goals to support the program's strategic plan. A notable inclusion in program review was integrating assessment, a recommendation of HLC Mentor Susan Hatfield (see 4.B.1). Guidance and instruction were provided through the [Program Review Handbook](#).

The Academic Senate announced the guiding evaluation principles based in "constructive engagement and transparency." The process sought to have wide engagement with sign-off at the college level and review by faculty teams at the university level. The Program Review Committee then reviewed the report and evaluation materials to develop final recommendations, which were [presented to the Academic Senate](#).To date, approximately 40% of all programs have submitted full program review self-study documents.

After a lapse in this process, this first iteration of program review focused on developing understanding and support for self-reflection on program mission alignment, program quality evaluation, and education about data resources. It also focused on developing skills in evaluating program data. A number of programs were voluntarily discontinued due to a review of enrollment and graduation rates over the past five years, freeing resources for viable programs.

2017: At the end of the 2017 academic year, the Program Review Coordinator resigned. This resignation provided an opportunity for YSU to step back and evaluate the process. The [Streamlined Academic Reporting Process](#) (SARP) committee was established at this time to do the following:

- Address concerns and requests by departments to reduce redundancy in reporting.
- Evaluate the process for what worked and what could be improved.
- Integrate multiple reporting processes, including program review, assessment, and annual reporting.
- Connect the new process to strategic planning and budgeting processes.
- Combine graduate and undergraduate processes.

A key finding of the SARP committee was the need to roll up reporting to the department level to enable programs and departments to reflect the full range of contributions departments make outside of individual programs, such as GE courses and community engagement. Better data availability and management are needed. YSU has been exploring data tools to better collect and manage faculty activity. YSU plans to connect such a system to existing faculty reporting and review functions, such as evaluations or tenure and promotion processes.

The SARP committee redesigned program review and annual reporting with a proposed streamlined reporting process that will connect program review, strategic planning, budget, and assessment. The process will be implemented in Taskstream, a document and process management system that will enable programs to connect goals with evaluation, action steps, and achievements. The SARP program review and annual reporting process will be tested with select departments in spring 2018 before a university-wide pilot is implemented in fall 2018. The new process will be implemented by college and will include reporting of all undergraduate and graduate programs in a college.

The SARP committee has chosen to "think big" in redesigning the process, but it recognizes the challenge of such a departure from previous practice. Enabling vertical integration of strategic planning, evaluation, and budgeting from the program, department, college, and university level has the potential to significantly affect continuous improvement.

UPDATE: 2019 – present

YSU has implemented the Academic Program Enhancement and Effectiveness Initiative (APEEI). Faculty and administration worked to develop this comprehensive process. This process resulted in extensive review of nearly every academic degree program on campus. It is part of the Plan for Strategic Actions to Take Charge of Our Future and is supported by a resolution of the university Board of Trustees. The interim report to the HLC [LINK TO PROGRAM REVIEW REPORT TO HLC], submitted in August 2021, documented YSU's significant progress and achievement with program review and indicates YSU has provided evidence of an established schedule of program reviews, examples of departmental self-study, evidence that program review was used to inform changes, and specific details on the APPEI process. The response from HLC on 11-41-21 [LINK TO HLC RESPONSE] indicates that evidence provided demonstrates that YSU has made adequate progress in the area of program review. Further details on APPEI process can also be found at https://ysu.edu/strategic-planning/apeei for detailed information. Ongoing progress and updates to the APEEI process are chronicled on the YSU Strategic Plan website [LINK TO PDF OF https://ysu.edu/strategic-planning].

4.A.2

YSU transcribes academic credit for all credit-bearing courses taught through YSU, for courses completed at regionally accredited colleges and universities and at internationally accredited post-secondary institutions, for passing scores on several standardized exams or departmental challenge exams, and for various forms of prior learning assessments in accordance with ODHE transfer policies. Courses taught at YSU go through a rigorous approval and evaluation process as described in 4.A.4. Below are the evaluation processes for other transcribed credit

Accredited Institutions

In alignment with ODHE guidelines, YSU awards credit for coursework completed at regionally accredited institutions recognized by Council on Higher Education Accreditation (CHEA.) YSU also awards credit for coursework completed at accredited international institutions. However, YSU only evaluates courses if an official syllabus or course description is provided. Transfer evaluation policies and procedures are described in Criterion 4.A.3.

For transfer courses from Ohio public institutions, YSU follows ODHE's Ohio Transfer Module (OTM) for accepting and applying GE transfer credit and ODHE's Transfer Assurance Guides (TAGs) for accepting and applying program-specific transfer credit.

Career and Technical Institutions

YSU awards credit for a limited number of courses and some experiential learning at select career and technical institutions. Following ODHE transfer guidelines, YSU awards credit for career and technical coursework that are part of Ohio's Career-Technical Assurance Guides (CTAG.) YSU also awards credit for career and technical school coursework that is part of specific partnership programs.

Non-accredited Institutions

YSU does not automatically grant credit for coursework at non-regionally accredited institutions. In special circumstances, YSU will award credit for coursework at non-regionally accredited institutions on a course-by-course basis. In these circumstances, the relevant department chair will evaluate the coursework to determine whether to accept the credit. There is no guarantee that credit for the coursework will be awarded or applied to a program.

YSU accepts some completed coursework from the Alternative Credit Project (ACP) through the American Council on Education. Individual ACP courses are evaluated by relevant department chairs before being awarded credit.

Credit by Examination

YSU awards credit to students who complete appropriate subject examination through the credit-by-examination process using the Advanced Placement Program (AP), College Level Examination Program (CLEP), International Baccalaureate (IB), or departmental examinations. Policies including passing scores, course equivalencies, and credit hours awarded are as follows:

- AP Exams: YSU's policy is found in the admission for transfer applicants section of the catalog. Passing scores, course equivalencies, and credit hours awarded are available on the Office of the Registrar's website. YSU follows ODHE guidelines.
- CLEP Exams: YSU's policy is found in the admission with non-traditional credit section of YSU catalog. Passing scores, course equivalencies, and credit hours awarded are available on the Office of the Registrar's website. YSU follows the new ODHE guidelines.
- IB Exams: Passing scores, course equivalencies, and credit hours awarded are found on Office of the Registrar's website.
- Departmental Challenge Exams: Passing scores, course equivalencies, and credit hours awarded are determined by individual departments.

Prior Learning Assessment

Prior Learning Assessment (PLA) is an additional option for earning credit. In accordance with YSU's Policy on Prior Learning Assessment, students must demonstrate mastery of knowledge in a subject area through standardized or challenge examinations, portfolio, or demonstrated military service learning to earn credit. Criteria for experiential or prior-learning credit have beencreated and applied in accordance with ODHE and Academic Senate policies. In addition to CLEP Exams and Department Challenge Exams, PLA includes the following options to gain credit:

- Portfolio-based assessments: Students applying for prior learning assessment through portfolio-based assessment must first complete a one-credit hour portfolio development course, PLA 1500. After students complete the portfolio, department faculty and chairs evaluate prior learning for credit. Details of the course and portfolios are found in the PLA Manual.
- Evaluation of local training, certifications, and licensure: If approved at the department level, specific training, certifications, and licensures may be awarded course credit.
- Military training, experience, and coursework: Ohio's public colleges and universities award college credit for training and experience in the US Armed Forces or National Guard if it has been approved by the American Council on Education (ACE) or a regional accrediting body. The application of that credit to specific coursework follows ODHE policies and YSU's course evaluation procedures.
    - ODHE provides a statewide guarantee that certain types of military training, experience, and/or coursework align to existing college and university courses through Military Transfer Assurance Guides (MTAGs.)
    - Courses taken through the US Armed Forces Institute, the Defense Activity for Non-Traditional Education Support, and certain formal service school courses are evaluated by department chairs for potential alignment with their courses and programs.
    - Military training and experience that are not part of MTAGs or specific coursework are also evaluated by department chairs for potential alignment with their courses and programs. A listing of approved equivalencies is available on the PLA webpage.

4.A.3

YSU follows the policies set by ODHE in the Ohio Articulation and Transfer Policy Document and provides additional policies as needed to assure the quality of transfer credit. University processes and policies are different for undergraduate and graduate transfer courses.

Undergraduate

YSU partners with the ODHE for assuring quality in state-approved transfer equivalencies, including OTM, TAG, CTAG, and MTAG equivalencies. Courses belonging to these initiatives are evaluated and approved by state-appointed faculty-led committees to ensure consistency in learning objectives and outcomes.

YSU uses an internal review system for equating courses that are not part of ODHE's transfer programs. This process applies to coursework from any regionally accredited college or university, or international accredited institutions. Undergraduate transcripts are submitted to the

Admissions Office upon application. A transfer request is forwarded to the Office of Degree Audit for transfer course equates. The degree-audit system (uAchieve) and Banner automatically match courses that have been equated and registered in the system's transfer tables. The appropriate transfer credit is then awarded.

For courses not already equated, Degree Audit follows YSU's course-equate policy. Lower-division, standard courses are equated by professionals in Degree Audit. Upper-division or non-standard lower-division courses are evaluated and equated by department chairs or relevant program directors.

The Academic Senate's Academic Standards Committee developed a Transfer Appeal Process in alignment with ODHE guidelines. The appeal process was approved in May 2017 and implemented in the 2017–2018 academic year. The process allows students to appeal a decision about determination of transfer credit. YSU explains the appeals process in the Undergraduate Academic Catalog.

Any articulation agreements, consortial agreements, or partnership programs that grant block credit or equivalencies that are different from those determined during the review process are reviewed by affected departments and the provost's office before being signed. These agreements are evaluated periodically to ensure continuing quality.

UPDATE: The university has implemented a new degree equate system, DegreeWorks, which integrates better with our student information system, Banner, and speeds up the transcript review process. In addition, communication has been improved with students [LINK TO INFORMATION FOR TRANSFER APPLICANTS (YSU COURSE CATALOG 2021-2022)]; they are notified as soon as their transcript has been reviewed and courses equated [LINK TO EMAIL FROM PENGUIN SERVICE CENTER].

Graduate

At the graduate level, students may request transfer credit upon submission of transcripts when they apply to the College of Graduate Studies.

This request for transfer credit is forwarded to the respective graduate degree's program director. The program director evaluates the transfer course content and ensures that the transfer credit replaces a required course or integrates satisfactorily into the student's program. The program director then recommends the transfer of credit to Graduate Studies for approval.

Graduate Studies evaluates approved courses to ensure that transfer criteria have been met, such as a grade of "B" or "A" being earned, the institution of the transfer course being accredited, and the student not exceeding the maximum number of acceptable transfer credit hours. Graduate Studies applies credit to the student transcript, and original forms are forwarded to Records.

4.A.4

YSU maintains and exercises authority over prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for its programs, including dual-credit programs. All proposals to add, change, or delete a program or course are reviewed and approved by faculty and administrators at several levels to ensure compliance with Academic Senate and Graduate Council policies and to assure appropriate prerequisites, rigor, student-learning outcomes, and availability of resources.

Prerequisites for Courses

The Academic Senate developed, implemented, and enforces a policy on course prerequisites for undergraduate course levels, including any deviation from the approved structure. Prerequisites are subject to written waiver on an individual basis by the department chair in consultation with the instructor(s) teaching the course and for courses offered in that department.

Graduate course prerequisites are codified in the Graduate Curriculum section of the Graduate Policy Book.

Rigor of Courses and Expectations for Student Learning

Department faculty are responsible for developing and implementing courses and programs of study. Rigor is established and ensured by department faculty representatives serving on a department's curriculum committee. Through a collaborative process, the department's curriculum committee reviews, revises, and approves courses or program proposals. Once approved at this level, proposals are submitted to the department chair for approval.

Once developed and approved through the department, course and program proposals at the undergraduate level are reviewed and approved through the Academic Senate process. A course proposal that involves a GE requirement must be submitted simultaneously to the GE committee. The process involves multiple levels and approvals, ensuring thorough and careful assessment.

At the graduate level, curriculum changes follow a similar review and approval process through the Graduate Council. Graduate programs also have to notify CCGS regarding program changes.

For additional information on rigor and expectations for student learning, see 3.B.1 and 4.B.1.

Access to Learning Resources

YSU offers many learning resources to address the needs of students. These resources are found in 3.D.2.

Faculty Credentials

YSU maintains an academic policy for faculty credentials. All full-time and part-time undergraduate instructors, including those who teach dual credit, must meet these minimum guidelines. The policy is enforced by the provost's office. See 3.C.2 for details on the credentialing guidelines and processes.

The College of Graduate Studies oversees implementation of the policy on graduate faculty credentials.

Dual-Credit Delivery

YSU offers college credit for courses under the state-mandated College Credit Plus (CCP) program. The program's website details policies and procedures that ensure that CCP courses are taught by approved qualified instructors; follow YSU's course withdrawal, grading, absence

policies; and use the same textbooks and syllabi as on-campus courses. CCP syllabi must follow the template that identifies learning outcomes, outcome-related learning activities, and outcome assessments.

CCP dual-enrollment course-oversight plans and course-oversight reports demonstrate that dual-enrollment course standards are current and that appropriate levels of student performance are met and maintained. Department chairs and one or more department faculty mentor(s) have primary responsibility for oversight. CCP instructors have regular professional development and review by department mentors (see 3.A.3).

Consortia

YSU is a member of two consortia. Consortial institutions are regionally accredited, and deans, program directors, and faculty members at each institution are responsible for monitoring their programs and courses. A high degree of collaboration exists between consortial institutions. The Master of Public Health and Master in Fine Arts handbooks outline program standards and processes.

UPDATE: The Master in Fine Arts program is being sunset, but the handbook will continue to be followed through teach out processes.

4.A.5

Programs requiring specialized professional accreditation are certified by the appropriate accrediting bodies and maintain good standing. These programs regularly report to the BOT regarding last certification of accreditation, current standing, and next visit information.

4.A.6

YSU tracks success of graduates in several ways, and it looks for ways to improve this essential information gathering.

YSU Graduate Outcomes Survey Results

The Office of Career Exploration & Development conducts a Graduate Outcomes Survey to collect information about employment and continuing-education decisions made by students who completed degrees during the academic year. Executive summaries are widely distributed to thecampus community. Additional information collected from the Office of Alumni Engagement, WCBA Center for Career Management, and STEM Professional Services is incorporated into the report.

In 2015–2016, the survey was distributed to graduates who received degrees in August 2015, December 2015, and May 2016. Primary data collection was by email. This process occurred four times over a full year: beginning one month before graduation and every three months thereafter. The total response rate was 26%. Out of 2,051 graduates, there were 538 responses.

"Career outcomes" are defined as the total number of respondents who are working full-time, seeking additional education and accepted, serving in the military, or working as a post-graduate volunteer (e.g., Peace Corps).

YSU's total career outcomes rate is 72% with individual college's career outcome rates included in the report. Out of the 538 respondents, 388 had outcomes related to a career. Seventeen percent of the respondents have been accepted into continuing-education programs. The mean undergraduate salary is $28,643 with a median of $29,000. The mean graduate salary is $32,224 with a median of $30,000. The majority of graduates, 73%, stayed within 30 miles of Youngstown.

The student demographic of the report closely matches the YSU demographic in gender and race:

Survey Respondents	YSU seniors
Female 1047 (56%) Male 821 (44%)	Female (55%) Male (45%)
White (78%) Student of Color (22%)	White (78%) Student of Color (19%)
	Unknown (4%)

Other Graduate Success Data

Sources of information regarding graduate success include the following:

- Individual academic departments track the success of student graduates using alumni surveys, social media, and other communication methods.
- Many discipline-specific accreditations require tracking graduates to determine if they have found appropriate professional positions or passed essential licensing exams. Typically, these outcomes are reported annually and often must be posted on the relevant website.
- The Office of Alumni Engagement gathers information that is historic in nature to provide data on graduates as they progress through careers. YSU has expanded its Penguin family by including all YSU graduates in the Alumni Society. To assure that graduates remain connected to the university, YSU converted its Alumni Society from a dues-paying organization to a non-dues organization. YSU alumni are automatically granted membership to the Alumni Society.
- *YSU 2020* includes BOT post-college success metrics: job placements, graduate school placements, GRE/MCAT/LSAT scores, and license and certification scores.

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1.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

4.B

YSU has developed comprehensive processes to support student learning and success through assessment in academic, co-curricular, and GE programs.

4.B.1

Assessment

YSU's Office of Assessment (OOA) oversees assessment of student learning in academic degree programs and co-curricular programs.

Although a good foundation for assessment had been laid earlier, multiple effective processes for assessment and achievement of learning goals grew out of the 2008 HLC peer-review team visit findings. To increase participation in assessment and to create a positive culture of assessment, YSU entered the Academy for the Assessment of Student Learning in 2008. YSU's Academy projects built broader understanding and participation in assessment activities and improved professional development. The YSU Academy team created programs that expanded capacity and celebrated efforts to support student learning assessment involvement.

Effective assessment processes to support continuous improvement are evidenced in the following ways:

- Student learning goals: Academic and co-curricular programs have comprehensive student learning outcomes, and learning must be differentiated in closely related programs. Learning-outcome goals are posted in YSU's course catalog and on the OOA webpage for every program. They are reviewed at the start of each complete assessment cycle for currency.

- Clear expectations: Assessment handbooks provide comprehensive assessment processes and reporting instructions for academic and co-curricular programs. In addition, OOA provides education and support to programs through workshops, training, new-faculty orientation, and consultation services.
- Structural support: The OOA staff's primary mission is support and promotion of student-learning assessment. Resources for assessment, both human and budget, have been prioritized in a time of financial constraint. OOA's annual budget allows for support and professional development through programs such as mini-grants and appreciation events.
- Broad ownership: Responsibilities for assessment activities and evaluation are distributed across campus. Each program designates an assessment coordinator to collect and submit reports, but programs have broad faculty and staff participation. Reports are evaluated in part by the level of participation of faculty in assessment, and faculty assessment expectations are clear (see 4.B.4).
- Stakeholder involvement: The Assessment Council (AC) includes representatives from all colleges and major co-curricular divisions. The AC evaluates assessment reports and provides expertise and consultation about assessment improvements, positive culture building, and data use.
- Evaluation responsibility shared: In addition to AC members, between 10 and 30 faculty and staff volunteers review assessment reports yearly. Volunteers are often past participants in assessment professional development programs, and many cite increased understanding of and participation in assessment processes as benefits of participating.
- Yearly reporting: Academic and co-curricular programs report yearly and engage in comprehensive assessment, including developing learning outcomes and curriculum maps, aligning methods with SLOs, collecting and evaluating data, identifying action steps, and evaluating action steps.
- Evaluating action steps: Programs first began reporting on the status and impact of previous action steps in 2012. Two actions are helping programs to "close the loop" in their assessment cycle: first, assessment has been integrated into and aligned with program-review processes that ask programs to reflect on their entire assessment cycle and its impact on learning; second, YSU is adopting a process management system to better connect action steps and follow-up analysis of learning.
- Program review integration: As a result of an Academy Evidence Inventory, Visiting HLC scholar Susan Hatfield recommended that assessment be integrated into graduate and undergraduate program review. Beginning in 2015, integration into the five-year program review cycle provided programs with greater motivation to participate and an opportunity to reflect on the assessment cycle and priority areas for assessment in the next cycle.
- Information widely disseminated: Feedback, evaluation of assessment reports, and aggregate historical participation and quality reports, are shared with departments, colleges, divisions, campus leadership, and other constituents.

UPDATE: Assessment is not integrated into the APEEI program review process, due to the primary focus on economic viability and prioritization model.

General Education

The GE committee, reporting to the Academic Senate, oversees the GE curriculum. The general-education coordinator provides committee leadership and administers the program.

The GE program has clearly stated learning goals that were last updated in 2011. Every course in the GE curriculum must fulfill learning goals set forth in the program. See Criterion 3.B. for detailed GE curriculum analysis.

One of YSU's goals in the HLC's Academy was to improve GE assessment. YSU decided to use an authentic artifact-based and developmental rubric-based model:

- When the learning outcomes were updated in 2011, the GE committee developed the Repository of Assessment Documents (ROAD) Project. A sample of student-uploaded artifacts from beginning composition and upper-division courses are evaluated yearly by trained faculty reviewers using adapted VALUE Rubrics. Results are evaluated for trends and to make curricular improvements (see 4.B.3).
- ROAD has sought to assess the intersection of outcomes in the GE curriculum with the development of those outcomes in the major. YSU programs include a capstone course as part of the GE curriculum, and core outcomes in communication, quantitative reasoning, and critical thinking are to extend into the major. ROAD included an exercise with program coordinators to develop writing-specific curriculum maps that outlined expectations of and instructional opportunities for students in writing throughout and upon completion of the curriculum.
- ROAD is evaluating other outcomes in the curriculum. In response to campus concerns, ROAD began curriculum mapping of diversity and global competency expectations and achievement in the majors. These data will be used as the GE committee considers changes to ensure that students are achieving GE outcomes in these areas.
- ROAD will continue to use the artifact model as it works through evaluating all Core Competency outcomes of the curriculum. While writing and critical thinking will continue to be evaluated yearly, other core competencies will be evaluated every other year.

YSU recognizes that knowledge domain assessment is needed. The GE committee initially tried a faculty learning community model in 2012–2014, which was not successful in YSU's campus culture. The GE committee is discussing deployment of a course-portfolio model to assess knowledge domains (e.g., Natural Science), possibly in conjunction with program review. This approach would allow departments to evaluate if the GE curriculum meets learning outcomes and provide data that show achievement of learning outcomes.

UPDATE: While there are pockets of domain assessment [LINK TO CMST1545 COURSE EVALUATION] that use good practice to asses learning outcomes and make improvements to student learning, YSU recognizes the need to expand assessment and revisit General Education goals. The YSU Board of Trustees has charged the university to review and revise our general education goals towards a more transformative and integrated curriculum [LINK TO 3/2/22 AESS AGENDA ON EDUCATIONAL QUALITY BOT RESOLUTIONS COMPILATION]. In response to this charge, YSU has initiated the Academic Program Transformation Initiative to both develop institutional learning outcomes and reform General Education curriculum [LINK TO APT WEBPAGE—BUT NOT FULLY DEVELOPED YET, PDF CLOSER TO DEADLINE].

4.B.2

Assessment

YSU evaluates achievement of student learning outcomes in both academic and co-curricular programs through broad participation in a strong assessment process (see 4.B.1).

- Academic programs evaluate learning outcomes at least once during the five-year assessment and program-review cycle. Programs typically evaluate two learning outcomes a year; each learning outcome is assessed using two measures. Data may be from a single year, or multiple years may be aggregated. Data are evaluated for strengths and challenges in student learning, and action steps are identified for areas of challenge.
- At the end of five years, programs submit an "Assessment-Cycle Reflection" with program review. They will report on the impact of action steps on learning. If they do not have evidence of learning impact, they must incorporate that goal into the next assessment plan.
- Since 2007, co-curricular programs have participated in assessment of student learning. Co-curricular programs have built knowledge and capacity through training, professional development, and reporting. Beginning in 2015, co-curricular programs developed comprehensive sets of outcomes that align with their mission and vision, developed learning opportunity maps to visually map co-curriculum, and developed three- to five-year plans for evaluating learning. One learning outcome per year is evaluated, mirroring the academic assessment process and action-step status. Programs will be asked to submit an assessment reflection upon completing their first full assessment cycle.

General Education

The GEC has used ROAD artifacts to assess achievement of GE learning outcomes. Initial data regarding writing and student learning revealed a potential problem. On the 4-point developmental scale of the rubrics used for writing and critical thinking, on average, students were not getting to the second level of the rubric on any rubric dimension. Many students were not moving to the top level of the rubric by the time they submitted their upper-division writing artifacts. The GE committee used this data to begin closer investigation and to initiate planning:

- These data led to the writing curriculum map phase of ROAD. This exercise provided opportunity to begin dialogue with program coordinators about writing preparation through GE courses and responsibility for writing instruction.
- Assessment data allowed the GE coordinator and committee to better understand expectations in the academic programs and to document disciplinary expectations and learning opportunities through curriculum mapping.
- Curriculum mapping led to the realization that expectations and opportunity for developing writing varied greatly across programs. Many faculty were not aware of the skill level of students completing the composition sequence, and feedback reflected that faculty considered writing something that English faculty were "supposed to" teach. In addition, many faculty felt unprepared to provide writing instruction in their courses, either due to workload or lack of knowledge base (actions discussed in 4.B.3).

Recently, English has implemented assessment of Writing 1 (English 1550), the first course in the composition sequence, to evaluate progress between the first and second courses. English faculty will use the same ROAD rubric. The samples will include on-campus and online courses to ensure quality across modes of delivery.

4.B.3

Assessment

YSU has a long history of evaluating strengths and challenges in student learning and

taking steps to improve outcomes, as evidenced in these summaries of academic and co-curricular assessment actions. Programs began reporting on prior year's actions in 2012. This addition to the reporting structure ensured that action steps were implemented and impact on learningassessed.

Assessment's integration into program review supports programs taking a holistic view of their SLO assessment process. Programs evaluate strengths and challenges in learning, actions taken toward curricular improvement, and impact on learning. The process allows programs to identify emergent learning issues and incorporate them into the next assessment-cycle plan.

OOA evaluated the use of data and implementation of action steps in academic programs over the past five years. Data show a significant majority identify strengths and challenges, take action steps for improvement, and complete those steps. Case studies in academic and co-curricular departments provide evidence of departments closing the assessment loop. The implementation of Taskstream, a document and process management system, will make tracking action steps more accurate and align actions with other program-improvement processes.

UPDATE: The formation of the YSU Institute for Teaching and Learning in 2019, which brought together the Office of Assessment and Faculty Development through extensive feedback and research [LINK TO ITL NEEDS ASSESSMENT WHITEPAPER] has increased the ability for the office to apply data around student learning to inform and improve professional development and teaching improvements [LINK TO ITL ANNUAL REPORT 2019-2021].

General Education

Based on GE assessment reported above in 4.B.2, several changes were made to improve student learning in the GE curriculum. Composition faculty standardized composition syllabi, sequenced style-guide instruction, and aligned writing prompts to improve artifact evaluation.

In 2014, ROAD recruited 21 faculty members for a one-day training and scoring session to broaden awareness of student writing skills.

- Faculty were educated on ROAD, trained on scoring writing samples using the rubric, and evaluated lower- and upper-division student artifacts.
- Faculty feedback reflected better understanding of foundational instruction provided through first-year composition; they better understood the lack of progress some upper-division sample papers reflected.
- Discussion around solutions included designing better writing prompts and providing more instructional opportunities for students to practice writing.

The challenge of connecting writing with instructional strategies led a team of faculty and staff working on the ROAD project to write a book chapter in 2016 on how to connect dimensions of the VALUE Rubrics with instructional strategies around writing and information literacy.

To implement these strategies, the GE committee teamed with OOA in FY2018 to fund a pilot project in the Economics Department to score writing samples using the ROAD rubric. Department faculty will identify curricular or instructional strategies as targets for improvement. The intent is to use the results of the pilot to target additional departments for participation.

4.B.4

Assessment

YSU's processes and methodologies reflect development over a long time and with the expertise and guidance of mentors in the Academy for the Assessment of Student Learning. YSU's

Academy Team developed much more sustainable processes because of participation in the Academy. In preparation for the final year, the team requested an Academy Evidence Inventory. Susan Hatfield, YSU's HLC Academy mentor, visited campus in 2011 to perform a 360-degree review of assessment projects that had been developed for the Academy to remediate issues identified in the 2008 reaffirmation. The mentor had several recommendations that were implemented by the OOA:

- Reaffirmation or revision of learning outcomes.
- Development of curriculum maps.
- Alignment of assessment and program review reporting processes.

Assessment processes are aligned with standard and accepted processes for assessment of student learning; processes have grown out of well-known literature (Walvoord, 2004; Suskie, 2009) and consultation through the Academy. OOA also uses elements of the National Institute for Learning Outcomes Assessment's Transparency Framework (NILOA) when considering how to make materials and evidence of processes available to the campus community. Using the NILOA framework would enable YSU to seek the NILOA Excellence in Assessment Designation.

Each of the six components in the framework is considered when sharing data with the campus community:

- Student learning-outcome statements are posted in the university catalog and the assessment website, and they are reviewed each assessment cycle.
- Program assessment plans are available to the campus community, describe assessment methods and timeline, and are updated each assessment cycle.
- In addition to direct workshop, training, and consultation services, resources are available through the academic and co-curricular handbooks. These handbooks explain the assessment process and provide resources and links for further information.
- Reports and feedback to reports are available on the OOA webpage. In addition, data-collection activities, such as National Survey of Student Engagement (NSSE) data, are shared across campus, and results and resources made available publicly.
- Evidence of student learning is shown through assessment reports, and NSSE data results are disseminated widely.
- Use of student learning evidence is shown through action steps outlined in assessment reports and through reflection on impact on learning in program review. As mentioned, NSSE data are shared widely and facilitate conversations on student learning and potential improvements/recommendations.

As mentioned in 4.B.1, there is broad participation in assessment reviews. Teams of faculty and staff are trained in peer review and scoring calibration every year. They review reports and provide feedback. OOA staff also reviews documents and provides feedback to programs.

Co-curricular assessment reports adopted a cohort-review model, in which small groups of co-curricular departments meet to review and evaluate colleagues' reports and provide feedback and recommendations. This process fosters skill building and learning from peers and assessment staff.

OOA periodically evaluates campus participation in assessment; results indicate gains in campus participation in and value of assessment. Faculty have clear expectations around participation in assessment activities. According to the *YSU-OEA Agreement*, assessment activities are to be outlined in department governance documents (Article 9.4) as a shared responsibility and as one of the activities included in teaching duties (Appendix C). Assessment handbooks note that faculty members should be involved in assessment, at a minimum participating in yearly review and discussion of assessment outcomes. Report evaluation includes faculty participation. Integration with program review will support increased faculty participation.

OOA uses numerous professional development and positive assessment programs to build a positive assessment culture. For example, the Student Learning Assessment Mini-Grant Program builds capacity in department or program assessment; past participants often volunteer for additional assessment activities.

UPDATE: The strategic plan initiative, Academic Program Transformation, began work on developing institutional learning outcomes with the university community [LINK TO UWLO EMAILS 1 & 2]. In addition to the benefits institutional learning outcomes provide to prioritize a focus on student learning both in and out of the classroom, this work will enable YSU to seek an NILOA Excellence in Assessment Designation.

General Education

YSU's approach to assessment of the GE curriculum has followed national best practices. GE assessment methodology focuses on artifact collection and scoring to include faculty in the process.

Following the rising national trend, YSU used adapted VALUE rubrics to evaluate writing and critical thinking in ROAD. YSU adapted its assessment to use the ROAD data as part of its former participation requirements in the Voluntary System of Accountability in the first year that alternate evidence was allowed.

YSU has used a backward design approach to the GE assessment model:

- Goal setting: developed GE learning outcomes in 2012.
- Self assessment: developed rubrics through a representative committee process to articulate specific performance criteria for writing and critical thinking.
- Curriculum mapping: raised questions about curricular fidelity to Core Competency expectations. Also served as a starting point to discuss instructional design.
- Artifact collection: involved faculty and students across campus in contributing data.
- Scoring: identified areas of strength and challenge in student learning in GE.
- Curricular improvements: developed from dissemination of data and dialogue.

Substantial participation of full-time and part-time faculty has been integral to the success of ROAD. Faculty have been involved in the following:

- GE committee developed GE outcomes and consulted on ROAD.
- A representative faculty committee developed the ROAD rubric.
- Program faculty choose the assignments submitted and coordinate student artifact submission.
- Part-time faculty participate in scoring artifacts, and full-time faculty have been trained and participated in scoring events. Over 4,000 artifacts have been scored to date since inception.

- Discussions with deans, chairs, and faculty regarding ROAD data have led to curricular improvements in English and select improvements in programs. For example, the Public Health program decided to add a one-credit course in the major that focused on improving writing and research in the discipline. The FYE course included writing as a component in the course as a result of ROAD data.

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1.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

4.C

YSU is dedicated to student retention, persistence, and completion of programs. One of YSU's Core Values, the Centrality of Students, states that it is "committed to the education . . . and the success of students of all ages and from all walks of life." Growing out of this focus, *YSU 2020* operationalized this value as an institutional priority through the Student Success Cornerstone and more specifically, Theme 1: Academic Achievement. Like similar institutions, YSU has experienced multiple challenges in this area, but it has implemented initiatives for improvement and planned strategically to improve performance.

4.C.1

Theme 1: Academic Achievement of the Student Success Cornerstone of *YSU 2020* identifies retention and completion goals and metrics tied to YSU's mission and undergraduate population. Goals include improving the following:

- Overall six-year graduation rate.
- Six-year graduation rates for sub-populations, including minority and first-generation students.
- Graduation rates for student-athletes.
- Number of STEM graduates.
- First-to-second year retention rates.
- Course-completion rates.
- Number of students in good academic standing.

The six-year graduation rate was identified as an institutional metric with a defined goal for achievement by conclusion of *YSU 2020*. Other metrics were monitored by the BOT for baseline data in 2012. Goals were developed in 2014. Progress was evaluated in 2015. Achievement was last reported to the BOT in 2017. Programmatic goals are identified when required by accreditors. Program review has acted as a catalyst to encourage more attention to persistence and completion in programs across campus.

An ambitious goal was set out in the strategic plan to move YSU's six-year graduation rate to 43% overall, an increase over the 2010 graduation rate of 35.6%. YSU students historically have started at the university with challenges such as inadequate preparation and full-time work schedules. To support these goals and metrics, YSU adopted an initiatives-based approach that would contribute to goal success. In 2016, after many initiatives were completed, additional initiatives were identified and organized around four themes to target areas of greatest challenge for students:

- First-Year Experience.
- Academic Assistance.
- Academic Progress.
- Increased Affordability.

YSU's understanding of appropriate goals and strategies has evolved over the last 10 years, first in response to state-funding formula shifts to completion and later when YSU recognized that checkpoint goals may be more effective in evaluating intervention effectiveness. YSU needed to target points in the persistence "pipeline" where students may be more vulnerable and need additional support. Recently, YSU hired an associate provost to refine and implement goals related to retention, persistence, and completion. Under her leadership, a Strategic Retention Planning Task Force is in development with the goal of identifying retention priorities to be incorporated into the next strategic planning cycle (see 1.A.1).

UPDATE: YSU continues to update goals and objectives around student retention, persistence, and completion [LINK TO COMPLETION PLANS FOR 2018 AND 2020; PUT IN 2022 WHEN COMPLETE], a reflection of the central role that student success plays in the YSU strategic plan.

4.C.2

Institutional Research and Analytics (IR) is the primary office at YSU engaged in data collection and analysis. IR regularly collects and analyzes first-to-second year retention rates and completion data by race and/or ethnicity, gender, conditional admit status, and other classifications. Data are split by college and program. IR provides specialized reports by request to assist with retention and academic support. Examples include the following:

- Student use of tutoring and supplemental instruction.
- GPA performance of students who regularly use academic support services.
- Early warning and intervention activity.
- Academic coaching contacts.
- Summer Bridge program outcomes.
- Retention of conditionally admitted students.

Annual enrollment reports track demographic and academic profile characteristics of incoming cohorts tied to initiatives identified in *YSU 2020*.

Through program review, programs use [numerous reports and filterable data](#) from IR to inform planning. They use data and reports regarding student retention, persistence, and completion (see 4.B). In those reports, programs address trends and any issues that arise**.** Accredited programs also include retention, persistence, and completion tracking as a regular feature of their re-accreditation processes and reports.

One of the initiatives identified in *YSU 2020* was the [Complete Withdrawal Exit Survey](#) fielded by the Office of the Registrar. The mandatory survey asks students why they are withdrawing and if YSU could have done anything to help them remain in college. The office informs students about paths back to enrolling and offers additional assistance with re-enrolling.

Individual committees or ad hoc groups collect data to inform persistence and completion in a particular group. In 2014, the African American Recruitment and Retention Committee collected and analyzed multiple data points to identify why enrollment and retention were below other student groups at YSU. The committee reported [findings](#) to the BOT.

YSU collects and analyzes data regularly, but it recognizes more could be done to disseminate data widely, provide guidance in its use, and connect it more clearly with institutional decision making. Senior leadership has begun to address use of data toward institutional effectiveness:

- In summer 2017, a consultant was hired to document IR practices and develop a possible [model for Institutional Effectiveness](#).
- In December 2017, the BOT approved a [reorganization](#) that included a new Office of Institutional Effectiveness and Strategic Planning, led by a new [Special Assistant to the President](#).
- In February 2018, the [Special Assistant to the President](#) position was filled. This person will lead efforts to design systems to support and improve data-informed decision-making.

UPDATE: YSU has significantly expanded capacity for collecting and analyzing data around student success metrics reported as Key Performance Indicators [LINK TO COMPLETION PLANS FOR 2018 AND 2020; PUT IN 2022 WHEN COMPLETE].

4.C.3

YSU uses retention and completion data to track progress in retention and completion goals. The *[2014 Campus Completion Plan](#)* and the *[2016 Completion Plan Update](#)* demonstrate how activities are related to goals and document progress on implementation.

Data are used at the unit level to assess and inform operational activity as these examples demonstrate:

- The Center for Student Progress, Math Assistance Center, and Writing Center track use of services and assess impact of [tutoring](#) and [supplemental instruction](#) on student academic performance.
- The Center for Student Progress tracks [Starfish Early Alert data](#) and compiles reports on its impact on course-completion rates and grade point averages.
- The Math Department relies on data collected by the Comprehensive Testing Center to analyze the [impact of ALEKS](#) on remedial math placement and support curricular innovation
- YSU reports DFW rates to deans and chairs

YSU also uses data to assess the need for new strategies and initiatives. While it is difficult to prove causation, YSU strives to take action on and monitor data points for trends. Examples of improving student learning and success based on data over past five years are included in the following table:

Issue or Data	Actions	Result
First-to-second year retention was low: 63% in 2009 (goal is 72% by 2020)	• Student Success Committee recommended implementation of first-year experience by 2012. • YSU developed a first-year experience course as a GE requirement, piloted it 2016, and implemented it in 2017.	First-to-second year retention has improved: 2013—69% 2014—72% 2017—76%
Conditional admit policy was poorly enforced. 27% of conditional admits completed first semester successfully in 2009	• Student Success Committee recommended enforcing YSU Conditional Admit Policy. • Academic Senate passed a Conditional Admit policy in May 2012 with tightened enforcement and structure.	In fall 2013, 70% of conditionally admitted students completed the first semester successfully. YSU achieved Strategic Plan goal of 70%.
Six-year grad rate, a Strategic Plan Board Metric, was at 36.8% in 2010. Goal is 43% by 2020	• YSU increased admission requirements through changes to conditional admit. • Organizational response was to create Associate Provost of Student Success in 2014 under the Academic Affairs Division to bring together multiple student services. • Strategic Retention Planning Task Force to develop a retention plan.	Six-year graduation rate: 2010—36.8% 2013—33.4% 2017—34.9% Based on fall-to-fall retention rates, YSU anticipates that graduation rates will continue improving with the graduating class of 2018–19.

Minority graduation rate was poor. Strategic Plan Metric, was 16% in 2014 (goal of 25% by 2020)	• African American Recruitment and Retention Committee convened to evaluate best practices and factors in YSU's biggest minority group. • YSU has historically struggled to make progress. • In fall 2017, YSU created the Office of College Access and Transitions to support under-represented groups. • Strategic Retention Planning Task Force was created to develop a retention plan.	After a dip, minority graduation rate is beginning to trend up: 2013—13.2% 2016—12.6% 2017—14.4% YSU anticipates that graduation rates will continue improving with the graduating class of 2018–19. YSU will continue address this challenge through strategic planning and investment.

YSU has continued to learn from our evaluation of student success efforts and initiatives and makes improvements to improve student outcomes and success [LINK TO COMPLETION PLANS FOR 2018 AND 2020; PUT IN 2022 WHEN COMPLETE].

4.C.4

As outlined in 4.C.2, retention and completion data are collected regularly, and data are used to identify strategies that have resulted in increased retention. YSU data are collected through the student information system. Data are submitted to the National Student Clearinghouse, IPEDS, and the state higher education information system, which provide YSU with comparison data. IR has checks in place to clean data to ensure accuracy of institutional reports.

Although YSU follows good practices, it realizes that it should strive for best practices. Recognizing the importance of a stronger methodology to track continuous improvement, YSU engaged an external consultant to review and assess its practices related to data collection and analysis. In 2017, YSU hired an associate provost to lead the Division of Student Success and implement strategic-retention planning.

The 2015, 2016, and 2017 cohort tracking files allow greater disaggregation of data. The data identify departure points that contribute to sophomore- and junior-year attrition and progression barriers leading to delayed time to degree. A strategic retention planning taskforce is forming to use data to understand progress and retention trends, and to identify barriers to student progress, identify opportunities for institutional action, and coordinate annual retention planning.

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4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

YSU maintains quality of its academic programs. YSU has a regular process of program review for graduate programs and is redesigning and improving its multi-year program-review processes for undergraduate programs. Transcripted and transfer credit is systematically and consistently evaluated and granted as appropriate. New and modified courses and programs are scrutinized to ensure appropriate levels of instruction. Programs requiring specialized professional accreditation are certified by the appropriate accrediting body and maintain good standing.

YSU maintains regular outcomes assessment for both undergraduate and graduate programs. The GE program's writing and critical-thinking outcomes undergo regular assessment, and plans are underway to include the other knowledge domains. Co-curricular programs are included in the assessment process. A culture of assessment and continuous improvement has developed at YSU, and it drives curricular and programmatic changes across campus.

YSU is dedicated to student retention, persistence, and completion of programs and uses data to track related goals. Institutional Research, the primary office at YSU engaged in data collection and analysis, regularly collects and analyzes first-to-second year retention rates. Recognizing the importance of a stronger methodology to track continuous improvement, YSU hired a new special assistant to the president to oversee IR and data governance. YSU also hired a new associate provost for student success and created the Office of College Access and Transitions to improve persistence and completion rates for its students.

Sources

There are no sources.1

Criterion 5 Institutional Effectiveness, Resources and Planning

- Shared governance played an integral part in the [Strategic Planning Process](#) which also resulted in seven resolutions passed by the Board of Trustees from December 2018 to April 2020. See [Board of Trustees Resolutions for Strategic Action Planning Website](#)   (5A1)
- Shared governance was incorporated in program review as evidenced by the inclusion of the Office of Academic Affairs, deans, chairs, and senators and members of the executive committee of the Academic Senate in the curricular efficiency workshops. See evidence mentioned [Resolution Related to the YSU Future State](#) and [Curricular Efficiency Website](#). (5A1)
  - Specifically, on October 29-30 2020, we began conducting a virtual two-day Program Assessment Workshop to evaluate the University's current and potential new academic programs.
- The structure and agendas of the standing committees of the Board of Trustees provides a platform for Board of Trustee oversight, discussions, actions on a variety of topics and university wide policies, and sharing of information. The [Board of Trustee Website](#) provides campus and community access to agendas minutes.   (5A1) (5A2) (5C3)
- YSU's continued positive financial health is evident in its annual audited [Financial Reports, Senate Bill 6 Composite Score](#), and most recent S&P and Moody's Ratings as documented in the [Official Statement for the General Receipts Bonds Series 2021.](#)   (5B3)
- As part of Bond Compliance, the University is required annually by February to prepare a Continuing Disclosure Report that updates the public on certain financial and non-financial categories such as enrollment, admissions, retention and graduation rates, faculty and staff, tuition and fees, grants and research contracts, general receipts, outstanding obligations, student financial aid, state appropriations, endowments, fundraising activities, and financial and budgeting procedures. (Youngstown State University Continuing Disclosure FY2021 Final) (5B3)(5B4) (5C6)
- New training for administration, faculty and staff was provided campus-wide to help with the delivery of remote coursework.   Topics cover a broad array of training from corrective action to transitioning into a virtual world. Evidence includes past workshops located on the [Past Workshops & Materials Website](#) (5B1)
- Training opportunities on campus exist for a variety of topics offered by offices across campus as evidenced [University Training and Development Website](#) (5B1)
- The make up of the Board of Trustees was expanded to include two [National/Global Trustees](#) (5C3)
- Creation of the YSU Center for Workforce Education and Innovation, focuses on new approaches to close the skills and opportunity gaps for surrounding communities and is incorporated into the Student retention, persistence and completion plan (2020-2022) which was endorsed by the Academic Senate and approved by the Board of Trustees in December 2020 in the [Resolution to endorse the 2020 State of Ohio Mandated Completion Plan](#) (5C3) (5C5)
- Youngstown State University collaborated with Gray Associates to begin engaging in review of current market data to evaluate programs. Program Market Data reviews student demand, employment, competition, degree fit and thus, an overall score. This effort was to help align the University budget with the programs geared to be most successful for students. Programs were scored off the criteria and level of contribution to the institution. These data were provided to program directors and faculty on the Deans Advisory Counsel. See Page 181 [here.](#) (5C1,3

- Fiscal responsibility and allocation of resources under extreme circumstances is demonstrated in the FY2021 Operating Budget approved by the Board of Trustees in June 2020 and the subsequent Budget Modification in December 2020.   The FY2021 original budget was 14.2% lower than the FY2020 budget and after the modification, was 7.8% lower than the FY2020 budget. The FY2022 budget remained relatively flat compared to the FY2021 budget. Budget Documents and budget updates can be found on the Budget Planning Website. (5A1)(5C1)(5C4)(5C5)
    - The COVID-19 Pandemic posed new challenges to the University for fiscal year 2021, including shifting to a remote online learning environment, lost revenues, and decreased enrollment. In response, the Board of Trustees approved an extraordinary $157.9 million budget, which was $26.1 million or 14.2% less than the previous fiscal year. The University instituted measures to reduce operating expenses and personnel expenses, including temporary layoffs, permanent layoffs, furloughs, pay reductions, the elimination of vacant positions, the implementation of an Academic Affairs re-organization, and the dissolution of one administrative division. Due to the extreme circumstances, the normal budget process was not used, although pockets of shared governance were utilized as the budget was developed.
    - In December 2021, the Board of Trustees approved a modification of the budget which increased the General Fund upward by $13.6 million or 9.8%, resulting in an FY2021 General Fund Budget that was 6.7% lower that the FY2020 General Fund Budget. This was due to enrollment and state support being more favorable than expected and notification of approximately $16.5 million in federal relief awards to offset the financial impact to students, losses incurred due to disruption caused by COVID-19, and to defray COVID-19 expenses.
- The University's budget planning and allocation of resources, as evidenced in the FY2020, FY2021 and FY2022 Operating Budgets, is in alignment with the University's mission and supports the Plan for Strategic Actions to Take Charge of Our Future, adopted by the Board of Trustees in June 2020 and is based on a sound understanding of its current capacity. (5C1)(5C4)(5C5)
- To date, the University received COVID-19 federal relief awards totaling $64.6 million, including Higher Education Emergency Relief Funds totaling $58.2 million of which $25.7 million is for emergency student aid.   The institutional portion totaling $32.5 million provided the University with funds to respond to the challenges brought on by COVID-19 and including providing additional technology hardware to students, operating additional class sections, and providing training and equipment to facilitate the transition to distance learning. See HEERF Institutional Funds Recap Through December 2021 (5B1)
- As part of the Academic Program Enhancement and Effectiveness Initiative and the Curricular Effectiveness Initiative, the University has continued a rigorous review of the academic portfolio via shared governance. Specifically, administration and faculty have recommended programs for grow+ to sunset; reduced the number of small class sections; reduced the number of course offerings; increased the number of instructions taught by full-time faculty; and reducing the number of part-time instructions. Evidence in document from the Agenda BOT meeting minutes on page 181 here and here on Pg. 6 and here. (5A1)(5C)
    - Update on Academic Senate Actions June 2, 2021

- o Academic Program Enhancement & Effectiveness Initiative update report discussed at the March 3, 2021 Academic Excellence and Student Success Committee meeting.
- Examples of systematic and integrated planning and improvement:
  - o Dashboards developed as part of the Academic Program Enhancement and Effectiveness Initiative (Dashboard Illustration APEE Web May 2021)
  - o Leadership from across the institution meets every three weeks to report on enrollment efforts and to optimize those efforts to influence new and transfer student enrollment. (Enrollment Optimization Team Board of Trustees June, 2021) (5C6)
  - o YSU institute of Teaching & Learning Strategic Plan and Goal Alignment (5C6)
  - o Partnership with EAB
  - o Resolution to Approve the 2021 Affordability and Efficiency Report is a product of a collaborative process that included input from various levels of campus stakeholders to assess progress and capture examples of efficiencies, academic progress, policy reforms, cost savings, redeployment of savings and tangible benefits to students. It provides evidence of affordability and efficiency in various categories. (5A2)(5C6)
  - o Institutional planning anticipates evolving external factors as evidenced in the October 25, 2021 Board of Trustees Special Meeting where a Resolution Related to the YSU Future State was passed. (See Final Draft Special Meeting, Oct 25, 2021)(5C5,5C6)

**RESOLUTION BY THE YOUNGSTOWN STATE UNIVERSITY
BOARD OF TRUSTEES TO ENDORSE THE 2022 THROUGH 2024 STATE OF OHIO
MANDATED COMPLETION PLAN THAT IS ALIGNED WITH THE *PLAN FOR
STRATEGIC ACTIONS TO TAKE CHARGE OF OUR FUTURE***

WHEREAS, Section 3345.81 of the Ohio Revised Code requires that each institution of higher education adopt an institution-specific completion plan consistent with the mission and strategic priorities of the institution that includes measurable student completion goals; and

WHEREAS, Criterion 4.C. of the Higher Learning Commission's Criteria for Accreditation requires the institution to "demonstrate a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs" by having ambitious but attainable persistence and completion goals and by using data to inform decisions to increase student persistence and completion; and

WHEREAS, the Ohio Revised Code requires that the board of trustees of each institution of higher education shall update its plan at least once every two years and provide a copy of their updated plan to the chancellor upon adoption; and

WHEREAS, the first, second, third and fourth Completion Plans for Youngstown State University were approved by the Board of Trustees and submitted to the Ohio Department of Higher Education in 2014, 2016, 2018 and in 2020; and

WHEREAS, the Completion Plan has been updated in 2022 considering the goals and objectives of the 2020 Plan; and

WHEREAS, the academic leadership as well as the Academic Senate Student Success Taskforce have been involved in the development of the YSU 2020 Plan and that Academic Senate Senators have provided comments and feedback related to the Plan; and

WHEREAS, the Completion Plan has been updated in 2022 to be aligned with the Board of Trustees adopted Plan for Strategic Actions to Take Charge of Our Future.

NOW THEREFORE, BE IT RESOLVED, that the Youngstown State University Board of Trustees adopts the Youngtown State University 2022 through 2024 Campus Completion Plan; and

BE IT FURTHER RESOLVED, that the strategic planning process created a framework for institutional effectiveness that includes this updated student success plan as expressed in this Board's Resolution YR 2018-76.

Board of Trustees Meeting
June 23, 2022
YR 2022-

FINAL (June 12, 2022)

YOUNGSTOWN STATE UNIVERSITY
STUDENT RETENTION, PERSISTENCE, AND COMPLETION PLAN
(2022-2024)
ALIGNED WITH THE
PLAN FOR STRATEGIC ACTIONS TO TAKE CHARGE OF OUR FUTURE
and
BRIDGING OHIO'S WORKFORCE GAP
and
COMPLETE TO COMPETE OHIO
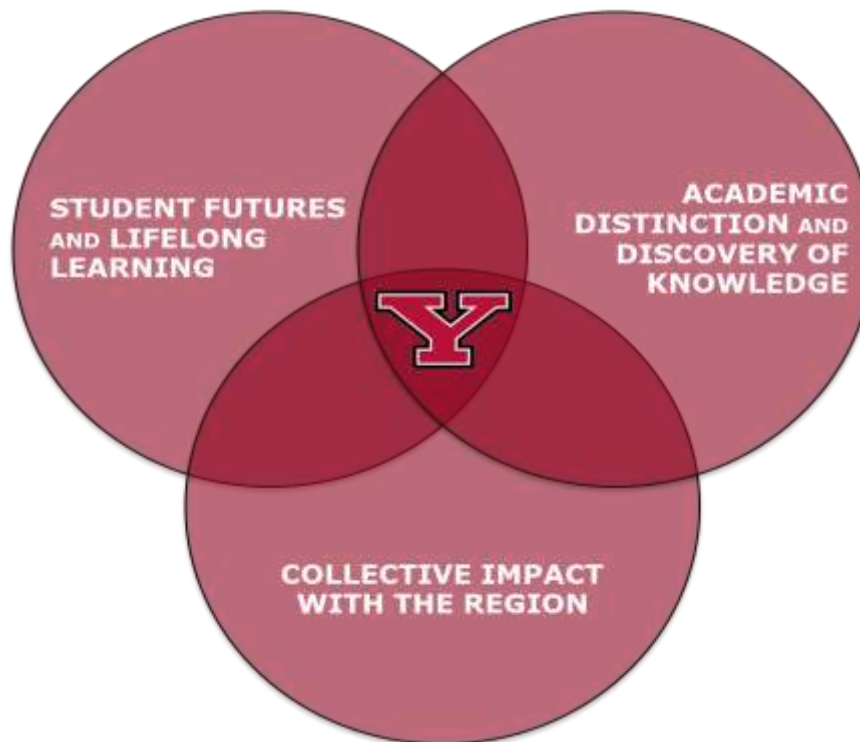
For Consideration and Approval by the Board of Trustees June, 2022

Input Requested from the Academic Senate Student Success Taskforce

Overviewed with membership of the Academic Senate with Input Requested

Contents

Executive Summary

Youngstown State University (YSU) is becoming an institution of first-choice by an increasingly larger number of students entering college as higher proportions of students graduating from local high schools have chosen to attend YSU. The combinations of the quality of the academic experience, along with co-curricular and experiential learning opportunities leading to job placement for a low annual cost, creates an inherently high value proposition of a YSU degree.

In the fall semester of 2015, 12,471 students were enrolled at YSU. Total enrollment was at its highest in the last five years in 2016 at 12,756, and was 11,298 in fall 2021. This is a decline of 1,458 students or 12.9% between the peak in fall 2016 and fall 2020.

The number of new first-time and full-time undergraduates peaked at 2,286 in fall 2018 and fell to 1,586 in fall 2021. This is a decline of 700 students or 30.6% over two years. This clearly indicates YSU must assess the future state of enrollment given demographic shifts in high school graduates, a large number of adult learners with some college and no degree, and the attractiveness of on-line programs of study.

For these same entering classes, the average composite ACT score is nearly identical following a move to moderately more selective admissions requirements (21.35 for both 2014 and 2020 entering classes), while the average high school GPA has risen from 3.16 to 3.52 (+11.4%) for this same time period.

Accordingly, first-time undergraduate fall-to-fall retention rates rose slightly from the fall 2014 entering class (75.0%) through the fall 2016 entering class (76.8%) but fell through 2018 (to 72.6%), and then increased for the fall 2019 entering class (75.7%) and 74.7% for the 2020 entering class. Specific initiatives have been put in place to address these varying yearly outcomes so the success of each entering class is optimized and more consistently high.

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The impact of the increased academic preparation of the incoming class will likely take more than four years to reflect increased degree completion. In 2013-14, 1,557 bachelor's degrees were awarded. In 2019-20, YSU awarded the highest number of bachelor's degrees in its history (1,746 degrees). Importantly and impressively, the six-year graduation rate for the fall 2015 entering class was 47% having risen from 30% for the fall 2009 entering class. This 17% increase in the six-year graduation rate is significant as it indicates that with student graduating at a faster rate, recruitment of new students is even more paramount to maintain enrollment at constant levels.

YSU is taking significant actions to improve the persistence and completion rates of accepted students. Because of the still mostly open access policy, the student body of the University includes students with a wide variety of backgrounds and academic preparation. A substantial portion of the admitted students belong to groups who, according to national statistics, have a lower probability of successfully completing a degree in a timely manner.

Nonetheless, YSU is strongly committed to optimizing the successes of students admitted to attend the university. Among the significant actions the University has taken to improve the completion rates of accepted students is its participation in the Ohio Department of Higher Education's *Ohio Strong Start to Finish* initiative. YSU has worked with colleagues from colleges and universities across the state to develop, share, and implement high impact strategies aimed at substantially increasing the number of Ohio college students completing gateway Mathematics and English courses as part of a guided pathway in their first year. To this end, the Department of Mathematics has implemented a successful corequisite-remediation of mathematics pathway that is a focused strategy to improve the success rates of students in entry-level mathematics courses. In addition, the instructors of mathematics have participated in several directed workshops to enhance mathematics instruction.

Significant adjustments have been made to the student experience with a strong focus on being proactive and appropriately reactive to the circumstances of students. For example, conditionally admitted students are enrolled in a Strong Start initiative that focuses on their specifically identified needs; the timeline and interactions amongst offices related to financial holds have been adjusted, and the services of the Penguin Service Center, a student one-stop assistance center have been strategically enhanced.

For fall 2020, YSU transformed the experiences of entering students and transfer students with less than 30 accumulated credit hours. Students are now advised as cohorts throughout their first-year via the introduction of a newly developed student success seminar, creating the opportunity for college-based advisers to focus their attention on sophomore through senior ranks. This is an opportunity to improve persistence and gain enrollment by reducing degree program barriers and revising policies to appropriately complement continued enrollment via proactive and anticipatory advising.

A new degree audit system was implemented in fall 2021 and a new technology-enhanced advising system was implemented fall 2021. These investments provide capabilities of real-time interventions and a holistic and student-specific approach to advising. This was a significant investment by YSU in technology to enhance student success. The academic programs are working to very degree maps and analysis is underway to identify gateway, barrier, and other types of course student progress disrupters.

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Overall, the University achieved many of the goals established in the 2020 Retention, Persistence and Completion Plan. Many of the original strategies have been completed, while several more have been deemed effective and will be continuing.

Importantly, the Board-endorsed *Plan for Strategic Actions to Take Charge of Our Future* has a strong emphasis on student success with several goals and many strategies anticipated to improve the success rates of students.

Youngstown State University provides significant value to the Youngstown-Warren metropolitan area. A 2018 Economic Impact Study estimated the impact by YSU on the region approached $700 million.

Our academic and workforce development priorities include those "in-demand" industries, identified by *JobsOhio,* which are poised to transform Ohio. In support of Workforce Development, YSU is committed to cultivating and sustaining appropriate bilateral and multilateral engagements amongst faculty, staff, students, and regional business, technological enterprises, industry, and non-profit organizations. In particular, the recently opened Kohli Excellence Training Center will have a substantial impact on regional workforce development, components of which are a collaboration with Eastern Gateway Community College and various areas of manufacturing.

More recently, YSU created the Division of Workforce Education and Innovation recognizing a dual role in supporting regional sustainable prosperity through upskilling, credentialing and badging strategies to support the evolution of the region as the "Voltage Valley." It is anticipated these educational opportunities will be appropriately incrementally aligned with academic programs to enhance the YSU student experience and enhance the value of a YSU degree.

YSU is committed to student futures and life-long learning, academic distinction and discovery of knowledge, and collective impact with the region.

As an institution of opportunity, Youngstown State University inspires individuals, enhances futures, and enriches lives.

Institutional Framework

Over an 18-month period, and with substantial involvement by the University Community, the Board of Trustees endorsed in June, 2020, the *Plan for Strategic Actions to Take Charge of Our Future*. In this process, the mission, vision, and values of Youngstown State University were adjusted to be more relevant to the region and state, and to align with goals and evolving strategies to assure a sustainable future predicated upon academic vibrancy that engages the University's intellectual capacities and action-oriented capabilities to support regional vitality.

University Mission

The Youngstown State University mission, approved by the Board of Trustees in June 2020, is reflected by the following statements.

An Institution of Opportunity: YSU inspires individuals, enhances futures, and enriches lives.

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As a student-centered university, Youngstown State University's mission is to provide innovative lifelong learning opportunities that will inspire individuals, enhance futures and enrich lives. YSU inspires individuals by cultivating a curiosity for life-long learning; enhances the futures of our students by empowering them to discover, disseminate and apply their knowledge; and enriches the region by fostering collaboration and the advancement of civic, scientific, and technological development. YSU's culture of enrichment flourishes in our diverse, accessible, and quality education.

University Vision

Youngstown State University is where students thrive in their educational and career pursuits, where scholarship creates innovative solutions, and where community engagement is a cornerstone of collaboration that collectively contributes to the sustainable prosperity of the region and beyond.

University Values

We—the faculty, staff, administrators, and students of Youngstown State University—hold the following values essential to achieving the mission and realizing the vision.

- Centrality of Students – We put students first, fostering their holistic and lifelong success.
- Excellence and Innovation – We bring academic excellence and innovation to learning and life for all stakeholders.
- Integrity and Human Dignity – We root all behaviors, decisions and actions in the achievement of integrity, mutual respect, collegiality, equity and inclusion.
- Collaboration and Public Engagement – We embrace collaboration and create innovative partnerships to foster sustainability and enrich our university, our culture, and region.

The Institution

Youngstown State University, which became a state assisted institution in 1967, is currently organized into five academic colleges: the Williamson College of Business Administration; the Cliffe College of Creative Arts; the Bitonte College of Health and Human Services; the Beeghly College of Liberal Arts, Social Sciences, and Education; and the College of Science, Technology, Engineering, and Mathematics. The Honors College provides enrichment experiences for undergraduate students accepted into the honors program. There is also a College of Graduate Studies that administers all graduate programs.

Enrollment

YSU has a long and proud tradition of serving first-generation college students and was for many years the only regional option for a higher education before the creation of Eastern Gateway Community College in fall 2009. The addition of a community college provides much-needed support for underprepared students and serves as a true "gateway" from associate to baccalaureate degree programs. This regional shift in access to higher education is reflected in a gradual change in YSU's enrollment profile, with students coming in with higher ACT and high school GPAs. In 2014, YSU moved away from open admission to moderately selective for incoming

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students. Students now need a high school GPA of 2.00 and a composite ACT of 17 or higher to be admitted unconditionally.

YSU's enrollment is consistent with the themes associated with *The Plan* and aligns with YSU as a University of Opportunity that inspires individuals, enhances futures, and enriches lives.

Perspectives associated with the university's mission, vision, and values include the following:

- In fall 2021, 76.4% of incoming undergraduate students (first-time undergraduates, transfers and transients) were from a five-county service region including Mahoning, Trumbull, and Columbiana counties in Ohio and Lawrence and Mercer counties in Pennsylvania.
- The Mahoning County 2020 census data showed that 80.3% of the residents were white and 19.7% were non-white. The fall 2021 YSU student population (both undergraduate and graduate) was 75.6% white, 14.4% non-white, and 10.0% unspecified.
- In fall 2021, 1.1% of first-time undergraduate students graduated from Youngstown Early College, a partnership with Youngstown City Schools, wherein high school students seek to earn a high school diploma and associate's degree simultaneously.
- 16.7% of the 2021 undergraduate student population earned college credits through College Credit Plus prior to matriculation
- Of all undergraduates in fall 2021, 10.9% were nontraditional age; and 89.1% were traditional age (less than 25 years of age).

Students entering YSU are better prepared to become engaged with faculty in research, and the number of honors students has increased substantially.
- For first-time undergraduate students enrolled in fall semester from 2014 to 2021, IPEDS reported fall average High School GPA has risen steadily from 3.1 to 3.5, and the average ACT has remained steady at 21.35.
- In 2016, the Honors College was expanded, and the number of honors students grew from 453 in 2014 to 932 in 2017, was 1,278 in 2020 and then 1,170 in 2021. The growth of the Honors College is significantly changing the composition of the student body. The average high school GPA was 3.84 and 3.94 in fall 2021 and average ACT scores were 27.01 in fall 2018 and 27.00 in fall 2021.

Like many public universities, and particularly regional publics, YSU has become increasingly reliant on the health of its enrollment, and the capability to project that enrollment to sustain its fiscal viability. After a five-year period of declining enrollment, the past four years have seen significant shifts in enrollment patterns, after the university transitioned to a more selective admission process for the fall class of 2014. However, it has become increasingly clear that shifting demographics will influence the size of future incoming classes. This perspective must be addressed considering the long-term vibrancy and sustainability of YSU. The Board of Trustees has and will continue to dedicate a significant portion of its efforts addressing the *Future State* of YSU.

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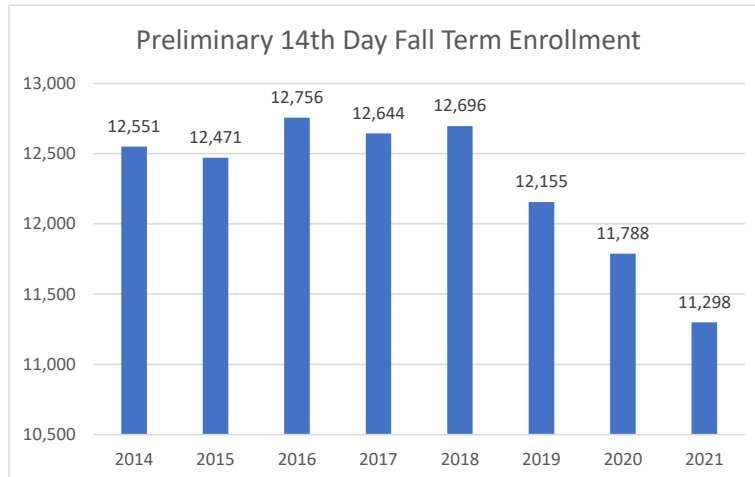
Figure 1: Admission became slightly more selective in fall 2014. Data in Figures 1 through 6 include both full-time and part-time students.

The increased academic preparation of new students sets the stage for an anticipated improvement in the retention that is expected to support sustained momentum towards persistence and completion. Significant focus has been given to the recruitment of more students who are better academically prepared, while remaining a gateway to higher education for the region.

The fall 2015 transition from an Honors Program to an Honors College, and a strategic change in the way scholarship aid was utilized, produced almost a three-fold increase in Honors College freshmen.

Figure 2: With a focus on the Honors College as an important attraction for highly academically prepared students, the entering class size has increased substantially.
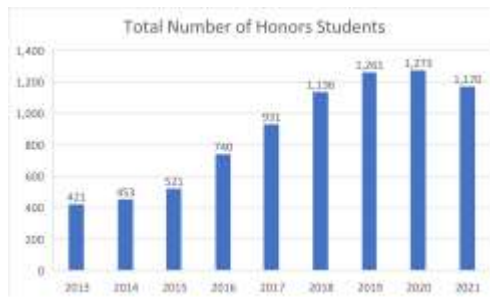
Figure 3: The total number of honors students has increased concurrently with the size of the entering class.

The increased enrollment in the Honors College and the slightly increased minimum admission standards created improvements in average freshmen grade point average and average freshmen ACT scores.
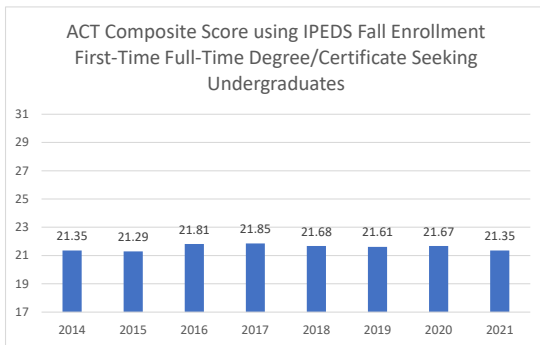
Figure 4: With YSU moving from an open-selectivity admissions institution in 2014 to a traditionally-selective institution, the academic preparation of the entering class has improved.
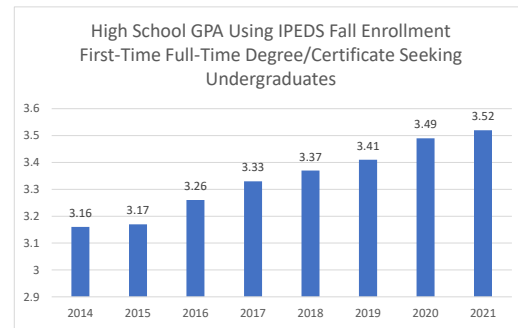
Figure 5: The improved academic preparation of the incoming class is also reflected by the increased average high school GPA of the entering class.

Retention

As better students have been successfully recruited, and as was expected, more of them initially returned; however, that increase has been followed by a decline across 2017 and 2018 and then an increase for the 2019 and 2020 entering classes.
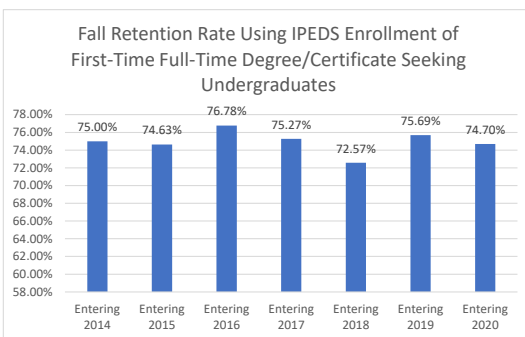
Figure 6: Retention of the incoming class increased and was followed by a decline in the two subsequent years, followed by an increase. This high level of variability has been identified as a cause for concern. This is why in this Plan it will be illustrated how the experiences of each first-time full-time student are being enhanced via a new and specially designed Student Success Seminar with the specific objective of improving retention, progress, persistence and completion. Information on the success of this initiative is reflected in the outcome section of this Plan.

It is important to note that CARES funding and a special $1.4 million allocation for scholarships from the YSU Foundation have provided one-time funds for a significant number of students enrolled in the previous academic year. This one-time funding likely contributed to the increase in the Fall Retention Rate for students entering 2019. Other contributing factors include permitting students with an outstanding balance to register for the subsequent term; extending the deadline to change a grade option for spring 2020; and extending the deadline to complete an "I" (incomplete grade) for spring 2020.

Persistence, Progress, and Completion in Context

The Plan for Strategic Actions to Take Charge of Our Future has a strong focus on student success. In fact, student futures and lifelong learning are the foundation upon which the YSU educational experience resides. To this end, the persistence, progress and completion rates are illustrated below. These are milestones that will be addressed by the specific plan of action steps illustrated in this document and aligned with *The Plan.*

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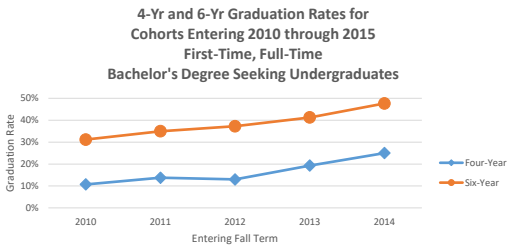
Figure 7: The graduation rates, both 4- and 6-year, have increased. While the 4-y graduation rate is significantly less than desirable (and is being addressed via this Plan), the 6-year graduation rate just reached 47%, a new high for the university. Over the last five-years the 4- and 6- year graduation rates have increased by 9.6% and 12.5%, respectively.
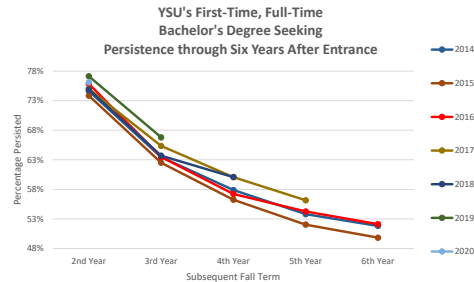
Figure 8: Persistence is increasing gradually for the incoming students beginning after the 2014 entering class.

According to the 2019-20 Undergraduate Bulletin: "Applicants must have a high school grade point average of 2.00 or higher on a 4-point scale, have an ACT composite score of 17 or higher..."

Because of this commitment to access, the student body of the University includes students with a wide variety of backgrounds and academic preparation. A substantial portion of the students belong to groups who, according to national statistics, have a lower probability of successfully completing a degree in a timely manner.

The following table describes the proportion of YSU students with those risk factors.

Persistence Risk Factors as Applied to YSU Students

Lower socioeconomic class	98% of YSU 1st time full-time students received financial aid in fall 2020 (IPEDS Student Financial Aid Survey)
Being academically underprepared	42% of fall 2020 entering students took at least one developmental class (YNGS fall 2018 Scorecard from ODHE)
Having a disability	Approximately 501 (5%) of all fall 2019 undergraduate students were registered with the Office of Disability Services (IPEDS institutional characteristics survey)
Working more than 20 hours per week	Over 39% of YSU students work more than 20 hours per week (2021 NSSE Survey of Freshmen and Seniors with a 27% response rate)
Being a commuter student	95% of all fall 2021 students commute or live in non-University housing (per IR Preliminary 14th- day data set)
Going to school part time	21% of all fall 2021 students attend part time (per IR Preliminary 14th day dataset)
Being a first-generation college student	47% of fall 2021 undergraduate students are first-generation (Preliminary 14th day dataset)
Receive Pell Grant	36% of fall 2020 students are eligible to receive a Pell Grant (YNGS Fall 2018 Scorecard ODHE)

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Coming from an underrepresented population	14% of fall 2021 students are from underrepresented populations (Preliminary 14th day dataset)
Conditionally admitted	1% of fall 2021 new undergraduate students (First-time undergraduates & new transfers) are conditional admits having less than a 17 on the ACT composite or a high school GPA less than 2.0 (per IR Preliminary 14th day data set and the AR student attribute)
Adult learners	21% of all students are older than 24 years of age (per IR Preliminary 14th day data set). Additional analysis that identifies adult learners using the ODHE and other criteria indicate that this population may be as low as 14% of the YSU student population.(UNGS Fall 2020 Scorecard ODHE)

When the admission standards changed for fall 2014, the institution moved from an open to a traditional institution in terms of selectivity. For institutions with traditional selectivity, first-to-second-year retention rate is projected to be 74% for bachelor's/master's/doctoral degree granting institutions. YSU's first-to-second-year retention rates have exceeded 70% since 2014; however, in recent years, the retention rate fell, but most recently rose to 76%.
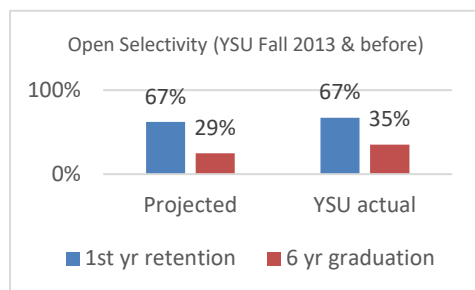
Figure 9: Projected and YSU actual 1st-year retention and 6-year graduation rates for when YSU was an openly selective admitting institution (Fall 2013 and before). (http://www.act.org/content/dam/act/unsecured/documents/retain_2015.pdf)
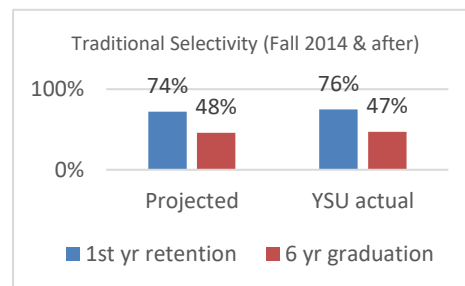
Figure 10: Projected and YSU actual 1st-year retention and 6-year graduation rates for YSU as traditionally selective admitting institution (Fall 2014 and after). (http://www.act.org/content/dam/act/unsecured/documents/retain_2015.pdf

The institutional objective is to improve first-to-second year retention rates, particularly with the expected outcomes from implementing a standardized student success seminar tied to relational and case-based academic advising. YSU has implemented a required success seminar for first-year students. Conditionally admitted freshmen now take a two-credit hour seminar, taught by their program adviser, as part of the new Strong Start Program, a year-long cohort-based program for students who require more specific guidance to successfully navigate college and complete their degree. A pilot of this approach demonstrated a 30% increase in retention compared to previous years. Regularly admitted first-time and transfer freshmen will take a one-credit hour success seminar taught by a student success specialist. Sections were capped at 20 to ensure low student to advisor ratios. Having implemented this program across two academic years, it is clear that implementing this approach has been a success. For example, average Fall to Spring retention for 2020 and 2021 of those completing the success seminar was 88% compared to 78% for those who were inadvertently not enrolled in the success seminar.

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YSU will consider re-applying for a federal [TRIO Student Support Services](#) funding that would provide support to focus even more energy and effort on the success of students who are first-generation, low-income, and both first-generation and low-income. YSU barely missed the funding cut-off for the 2020 award cycle and will consider resubmitting a proposal having consulted various entities to improve the likelihood for funding if optimally aligned with institutional capacity and capability to fully implement such an initiative.

Implementing the student success seminar will permit the professional advisors in the colleges to focus on continuing students, particularly sophomores, juniors, and seniors, to facilitate degree progress and completion. This is important because fall-to-fall persistence can and must be increased; in each of the last two academic years, slightly more than 900 students in good academic standing left the university, while slightly more than 600 students left the institution who were in good academic standing with no holds and a GPA of 2.87 who did not enroll at any other institution. This fact highlights another opportunity for YSU to review its level of student-centeredness.

While elements of enrollment are student matriculation and retention from the first-to-second year, potentially even more important factors are the extent to which students persist from semester to semester and accumulate academic credits that contribute to degree completion. The State of Ohio has recognized that course and degree completion are key to the financial well-being of the state's economy and thus state funding for higher education is now largely dependent upon these two factors (80%), with some weighting of the distribution for the academic success of at-risk students.

The 6-year degree completion rate of the 2015 first-time full-time cohort was 47%. As YSU was an open-selectivity institution for the 2011 entering class, degree completion is projected to be about 29.0%. As a traditional selectivity institution, degree completion is projected to be about 48%. As was stated earlier, degree completion should increase in a manner commensurate with the increasing academic preparation of the incoming class. The YSU objective will be to perform better than the projections. This is the framework around which the institution is now pursuing a compliment of student academic success strategies.

These later milestones are anticipated to improve over time, particularly as YSU invests in technological capacity and enhances concomitant competencies. A highly functional enterprise compatible degree-audit system was implemented beginning spring 2021. Furthermore, a new student advising system was implemented in fall 2021 that has "triggering" capabilities will allow the institution to focus more on increasing student sense of belonging---a major contributor to student success---as well as anticipatory engagement with students to optimize persistence and completion.

With this shift in focus, it is intended that graduates will, over time, have experiences that help them contribute to their work, community and the success of their family (as per Purdue-Gallop findings), perspectives that are to some extent extractable by use of the results of the NSSE survey every two-years.

Institutional Context

YSU, along with the other universities in Northeastern Ohio, the State, and most of the nation face challenges and opportunities related to enrollment over the next decade. The number of students

graduating from high school will decline in Ohio by -8.9%% between 2008 and 2037 (WICCHE). This is already evident as enrollment by first-time and full-time students decreased by -5% and -8% for Fall 2019 and Fall 2020, respectively. We are conducting the analytics to determine how the graduation rates for the school districts in our primary matriculation areas will change over time so we might reasonably model the yield rates from these areas over time.

Concurrently, we are embarking upon an Academic Program Enhancement and Effectiveness Initiative that provides analytics and decision-making opportunities from the perspectives of new markets, as well as insights for actions related to curricular efficiencies and economics. One consideration beyond serving the NEO region is supporting degree attainment of the more than 500,000 Ohioans and millions of individuals in adjacent states with some college but with no degree.

In addition, the Board of Trustees in consideration of the YSU mission, vision, and values will through the YSU Future State conversations continue to insist on a pathway of assuring fiscal sustainability, academic vibrancy, and regional vitality. This will also include renewing the integrated marketing and communication strategy that is underway with an increase in funding for purposeful geo-marketing to prospective students.

Status of strategies described in the 2020-2022 Retention, Persistence and Completion Plan

Overall, the University successfully implemented strategies outlined in the 2020-2022 Retention, Persistence and Completion Plan, as described below.

Strategy 1. Installation, implementation, and refinement of Degree Works, the degree-audit system

YSU implemented PenguinPass (YSU's brand for DegreeWorks) in Fall 2021. PenguinPass is fully integrated with Banner, the University's student information system; all curriculum rules, transfer equivalencies, and student records are all now maintained within the same system.

Immediate results include an expedited application-to-acceptance process and a seamless registration experience for transfer students. Going forward, Penguin PASS degree audits will help advisors quickly identify students who need of help with degree completion. Penguin PASS will also be used to identify students who are eligible for YSU's college comeback program.

Strategy 2. Installation, implementation, and refinement of CRM-Advise, a system that integrates with Degree Works and creates opportunities for a highly relationship- and case-management-based advising system

In Fall 2022, YSU fully implemented CRM Advise, a highly customizable student success management system that gathers student information from a variety of sources. YSU's customization includes alerts that are raised by faculty for course-level concerns, system raised alerts that use Banner data to identify students with low GPAs or other academic progress issues, and automated communication plans. First year advisors and professional academic advisors now have a holistic view of students and are able to extend the right support at the right time. All

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advisors are assigned a case load of students who they are responsible for supporting when any type of alert is raised.

In Fall 2021, faculty submitted a total of 2,140 alerts for 1,298 students. We gathered preliminary insights into the impact of alerts of students' success. 1,167 final undergraduate course grades (A, B, C, D, F) were associated with at least one alert. 92 grades were As, 200 grades were Bs, 260 grades were Cs, 134 grades were Ds, and 481 grades were Fs. This data provides a baseline for further assessment.

Results from a survey of faculty who did and did not use CRM Advise in Fall 2021 provided the basis for the first refinements to the system, which have included easier navigation of CRM Advise for faculty and better-defined guidelines for effective outreach for advisors.

Faculty adoption of CRM Advise increased in Spring 2022. Faculty submitted a total of 2,390 alerts for 1,384 students.

Strategy 3. Develop and implement new principles, processes and procedures focused on retention, persistence, and completion of students in their sophomore year and beyond as a component of an entirely redesigned approach to student advising given the introduction to the student success seminar.

YSU began the redesigned approach to advising in Fall 2020 with the implementation of a new first-year advising program. The redesign, which is based on the principle that students are more likely to succeed when that the institution cares about their success, was the first step in transitioning the institution away from transactional advising and toward holistic and relational advising. Results of the Spring 2021 administration of the NSSE indicate students are responding positively to the model. For all of the survey items below, YSU students' average was significantly higher ($p < .05$) with an effect size at least .3 in magnitude than peers.

Thinking about academic advising, how much have people and resources at your institution done the following? (4 pt. scale)	YSU Mean	Peer Institutions Mean
Provided information about learning support services	3.0	2.9
Notified you of important policies and deadlines	3.0	2.8
Reached out to you about your academic progress or performance	2.5	2.4
Followed up with you regarding something they recommended	2.5	2.4
Asked questions about your educational background and needs	2.4	2.3
Actively listened to your concerns	2.9	2.7
Respected your identity and culture	3.4	3.2
Cared about your overall well-being	3.0	2.9

Thinking about academic advising, about how often did someone at your institution discuss the following with you? (5 pt. scale)	YSU Mean	Peer Institutions Mean
Your academic goals and future plans	3.6	3.4
How your major or expected major relates to your goals and future plans	3.6	3.4
Resources for your well-being	3.3	3.1

In 2021, YSU completed its second step in the redesign process, expanding its advising capacity by hiring six new professional advisors. The strategic addition of these six advisors substantially reduced advising caseloads to approx. 250:1, allowing YSU to bring holistic and relational advising,

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including CRM Advise case management, to sophomores and upper-division. Beginning Spring 2022, sophomores as well as first-year students are required to meet with their academic advisor prior to registration.

Additionally, 3 new Directors of Advising have been hired since Fall 2021, ensuring there is a Director of Advising or equivalent in every college. The Associate Provost for Student Success working collaboratively with Deans and Advising Directors to identify and eliminate barriers, standardize best practices for advisor training and assessment, and recommend policy.

Strategy 4. Assessment of practices, procedures, and policies to reduce barriers and to enhance student progress.

In addition to requiring sophomores to meet with an advisor prior to registration, YSU has reviewed and made changes to existing policies and/or practices, or implemented new ones:

- Effective Fall 2022, every student will be assigned an academic advisor. The advisor will be entered into Banner and will be visible to students on their student profile.

- Beginning Summer 2021, The Penguin Service Center offered virtual "Fund Your Education" appointments for incoming first-year students and their families to help them understand the billing process and true cost of attendance. During the appointments, counselors create billing estimates based on actual registration activity, address financial barriers for resolutions and build payment plan budgets for students who cannot pay in full by the deadline.

- Approved by Academic Senate in Spring 2022, students will now be able to repeat a course up to 2 times and only the highest grade will be calculated in their GPA. This replaces the policy that limited students to one repeat and recalculated their GPA using an average of the grades earned.

- Approved by Academic Senate in Spring 2022, a new Academic Reassessment policy will provide a one-time GPA forgiveness option for students changing their major. Students will be able to request up to 16 credits of D and/or F grades be deleted from the GPA, as long as the grades/credits were earned for required courses in the first major.

Strategy 5. Alignment of the institution's commitment to diversity, equity, and inclusion with the student retention, persistence and completion strategies, as well as with the student experience strategies

In Summer 2021, the Office of Diversity, Equity, and Inclusion, introduced the YSTAR Summer Academic Institute to help first-year students who graduated from one a high school in the city of Youngstown build a strong foundation for success in college. Students attend the Institute over the summer prior to their first semester at YSU and participate in a range of academic, social and enrichment activities aimed at helping students acclimate to campus, build an awareness of the importance of diversity, equity, and inclusion on and off campus, and develop a strong social support network.

In Summer 2022, the YSTAR Summer Academic Institute will become the YSU Enrichment Summer Scholastic Institute. The program has been expanded to include any first year

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YSU students who identify as e first-generation, low income, marginalized, and/or underrepresented.

2022-2024 Strategies for Retention, Persistence and Completion

As has been discussed in the previous sections and aligned with the *Plan for Strategic Actions to Take Charge of Our Future,* the priorities for the next cycle of The Plan will include:

- Continued implementation, and refinement of the Penguin Pass (degree-audit system) to realize and optimize to maximal potential
- Continued implementation and refinement of CRM-Advise, a system that integrates with Degree Works and creates opportunities for a highly relationship- and case-management-based advising system, to fullest capabilities
- Continue to refine principles, processes and procedures focused on retention, persistence, and completion of students in their sophomore year and beyond as a component of an entirely redesigned approach to student advising given the introduction to the student success seminar and the redesign of advising within and across the colleges
- Assessment of practices, procedures, and policies to reduce barriers and to enhance student progress
- Alignment of the institution's commitment to diversity, equity, and inclusion with the student retention, persistence and completion strategies, as well as with the student experience strategies
- Develop and implement comprehensive strategies associated with college completion and college comeback and possible credentials to support the success of students who have "stopped-out" and who have some college and no degree and to facilitate supporting the evolution of the workforce contributing to regional sustainable prosperity

Workforce Development

In response to the workforce development imperative, the State of Ohio has formally established a bold statewide goal for raising education attainment levels: **65 percent of Ohioans, ages 25-64, will have a degree, certificate or other postsecondary workforce credential of value in the workplace by 2025**.

In support of these objectives and to best serve the region, YSU develops programs and services that are based on market and economic circumstances as well as persistence and completion research and best practices. YSU is aware of the objective to bridge Ohio's workforce gap as many of the initiatives described below and those that are emerging that are not described below contribute to the objective to have 1 million more adults with high-value credentials. As a member of the Inter-University Council of Ohio, YSU is also supporting the objectives associated with Complete to Compete Ohio.

Youngstown State University provides significant value to the Youngstown-Warren metropolitan

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area, northeast Ohio, the state and the nation through research, scholarship, innovation, creative/scholarly activities, and workforce development. We recognize that economic and community development and advancement requires a symbiotic relationship amongst businesses, industries, technological enterprises, government, and non-profit organizations. Collective impact with the region is one of the three foundational principles in YSU's ongoing strategic planning efforts. This principle states that YSU will create deliberate, mutually beneficial, educational, civic, industry, and philanthropic partnerships to achieve equitable, sustainable, and innovative regional development.

In order to be responsive to the workforce needs of the region, YSU will continually evaluate academic offerings as well as create new and advance current relationships with local public, private and non-profit organizations. Reallocating resources towards areas most relevant to the sustainable prosperity of the region, investing in undergraduate, graduate, apprenticeship, and certificate programs in growing fields, as well as discontinuing and suspending admissions to other programs, will allow YSU to develop meaningful career pathways for students, bolster the economic competitiveness of the region, and enhance the quality of life of the community. In addition, YSU will continue to develop completion programs in select areas for students wanting to transition from an applied Associate's Degree to a Bachelor's Degree.

Priorities

Academic and workforce development priorities include the following "in-demand" industries identified by *JobsOhio* as poised to transform Ohio:

1. Advanced Manufacturing
2. Aerospace & Aviation
3. Automotive
4. Energy and Chemicals
5. Financial Services
6. Health Care
7. Food and Agriculture
8. Logistics and Distribution
9. Technology

Team NEO's 2020 Aligning Opportunities Report identifies the following occupational fields as having the greatest misalignment between employer demand and supply of matching credentials in Northeast Ohio in 2020 (Misalignment = Current Employer demand for workers – Annual Supply of matching credentials):

1. Computer & IT Workers (misalignment of 15,234 under).
2. Health Diagnosing & Treating Practitioners (misalignment of 13,122 under).
3. Finance Information & Record Clerks (misalignment of 12,767 under).
4. Skilled Production Workers (misalignment of 8,055 under).
5. Health Technologists & Technicians (misalignment of 6,784 under).

YSU is committed to address these workforce needs in the state and in Northeast Ohio by producing graduates with degrees and credentials in these in demand industries and occupational fields. The following are initiatives designed to serve these purposes.

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Mahoning Valley Innovation and Commercialization Consortium (MVICC) and The Excellence Training Center (ETC) at Youngstown State University

Manufacturing continues to be one of the cornerstone sectors of the U.S. economy. Ohio ranks among the top manufacturing states in the country, with much of that manufacturing occurring in northeast Ohio.

The manufacturers of the Youngstown region and the educational institutions that serve them stand at the crossroads of a rapidly evolving landscape. To meet the diverse needs of this evolving community, YSU has led the development of a regional partnership of manufacturing stakeholders. Comprised of academic, industrial, and economic development organizations, the **Mahoning Valley Innovation and Commercialization Consortium (MVICC**) addresses broad perspectives on the needs and opportunities of manufacturing in northeast Ohio.

A key component of that partnership is the concept of shared resources and cross-institutional collaboration. The cornerstone of that shared resource model is **YSU's Excellence Training Center (ETC)**, which will provide a central facility to house a full spectrum of manufacturing training and research equipment. It will serve not only as a one-of-a-kind training and research center, but it also will provide an invaluable opportunity for students, faculty, and industry professionals to work collaboratively and accelerate the training and education of the 21st century workforce.

The Mahoning Valley Innovation and Commercialization Consortium (MVICC)

The MVICC partnership is the culmination of many years of discussion and was formally created in Fall 2019. The MVICC is made up of the following partners:

  • Youngstown State University (YSU)
  • Youngstown State University Research Foundation (YSURF)
  • Eastern Gateway Community College (EGCC)
  • Youngstown Business Incubator (YBI)
  • Youngstown City Schools/Choffin Career and Technical Center
  • Mahoning County Career and Technical Center (MCCTC)
  • Trumbull Career and Technical Center (TCTC)
  • Columbiana County Career and Technical Center (CCCTC)
  • Mahoning Valley Manufacturers Coalition (MVMC)

The regions served by the MVICC partners include areas with high numbers of families who have no college graduates. The regions also include diverse ethnic populations and underrepresented populations who may be best served by having a variety of career pathway options. Training new workers and retraining the incumbent workforce is a key focus of the regional workforce training partners. Through the MVICC consortium, partners may take advantage of the strengths of the various educational partners to best address the needs of specific student learner populations.

The Excellence Training Center (ETC) at Youngstown State University

The ETC facility will provide resources to the broader partner community. The combined project reflects more than $11-million already invested in planned construction of the ETC facility and

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roughly $10-million of advanced manufacturing and research equipment. That includes a significant commitment of MVICC partner resources, philanthropic donations, and funding commitments from across several federal, state, and local funding agencies. The buy-in to the success of this effort is broad-based and substantial.

The ETC will manage shared assets in support of the region's education, workforce development, research and commercial needs. The teaching factory concept of the ETC provides an opportunity for students and faculty at all partner institutions and from a wide range of programs to work side-by-side, gaining not only excellent support for education in their own programs, but also exposure to career options that they might never have otherwise considered. The ETC will serve as the cornerstone of the Mahoning Valley's manufacturing education eco-system.

Workforce Accelerator: Credentials and Badges

YSU, in partnership with IBM, has created an IT Workforce Accelerator to help better align the regional workforce with market in-demand skills. The goal is to provide greater access to industry 4.0 skills and jobs through supplemental training programs like apprenticeships and pre-apprenticeships.

The IT Workforce Accelerator serves individuals in both degree and non-degree pathways through the YSU Excellence Training Center and convenes local employers, workforce intermediaries, and other ecosystem partners who are interested in learning about, implementing, and supporting apprenticeship programs.

YSU is a state and federal registered apprenticeship sponsor and can support companies in all 50 states by providing program design, enablement, and administration. Current pre-apprenticeship training programs include: software engineer, cybersecurity specialist, data scientist, IT support, and mainframe system administrator. Additional roles can be added based upon employer demand.

Importantly, an Executive Director for Strategic Workforce Development and Innovation was just appointed to support this and other opportunities to help meet the region's and Northeastern Ohio education for employment opportunities.

Williamson College of Business Administration (WCBA)

WCBA workforce development falls into three interrelated categories: Business Engagement and Impact, Internships and Professional Development, and Curriculum and Certifications.

Business Engagement and Impact
- WCBA offers continuing education courses and professional development programs in accounting, nonprofit leadership, human resource management, and the real estate license.
- The WCBA houses the 2019 National SBDC Excellence and Innovation Award-winning Ohio Small Business Development Center (SBDC) at YSU, which provides consulting and training to companies and new business ventures, international trade consulting and export programs through its Ohio SBDC Export Assistance Network (EAN), and in partnership with the Mahoning Valley Procurement Technical Assistance Center (PTAC), assists companies with government contracting opportunities. The SBDC served 395 clients, generating

growth of $13.9 million in sales, 1,341 jobs, $19.8 million in capital formation, and $36.55 million in export sales.

- Most SBDC projects actively involve Beeghly Fellow interns, SBDC graduate assistants, and WCBA students and faculty (111 students, 6 faculty, 1,678 hours). Total WCBA student engagement with business and non-profit projects totaled 789 students and 105 projects.
- WCBA hosts regional, national, and international award-winning professional student organizations, as well as one of the largest student-managed investment funds in the nation.

Internships and Professional Development

- The WCBA's Center for Career Management (CCM) assists undergraduates with professional development, and MBA and MAcc students with career management. In 2019-20, the Center for Career Management conducted 261 internship advising appointments, 252 resume reviews, and 64 mock interviews, job searches, MBA career advice, and LinkedIn assistance appointments. The CCM supported 245 paid internships with 139 employers in 2019-20 (+ 20.7%). Of 243 BSBA graduates in 2019-20, 58.4% completed at least one internship. CCM-sponsored professional development events totaled 1,083 in student participation with 300 professionals in 2019-20.
- In partnership with the Ohio Development Services Agency, the WCBA offers the Ohio Export Internship program. To date, 62 students completed the program, 13 received full-time job offers from their internship employers, and 14 passed the Certified Global Business Professional (CGBP) Exam. YSU WCBA is one of 13 NASBITE certified CGBP Training and Testing sites.
- The WCBA's Center for Nonprofit Leadership offers the Summer Nonprofit Leadership Honors Internship Program through an $86,000 Raymond John Wean Foundation grant, funding ten, 12-wk, full-time, paid summer interns, building nonprofit and public sector leadership capacity.
- The Monus Fellows program funds students' work with entrepreneurial companies including Youngstown Business Incubator portfolio companies and Valley Growth Ventures.

Curriculum and Certifications

- The WCBA offers undergraduate certificates comprised of credit-bearing courses in Entrepreneurship (20 students), Leadership (125), and Nonprofit Leadership (42), as well as a certificate in Enterprise Resource Planning, leveraging our SAP University Alliance partnership (103). The HR Management major is SHRM-certified, and the Finance-CFP track is Board of Standards-approved. WCBA offers a CFA exam prep course, and students who earn national professional certifications, such as CGBP, SHRM-CP, and Six Sigma Green Belt, receive fee reimbursement. Coursework involves the use of industry-standard software, including Qualtrics, Quick Books, Adobe Creative Cloud applications, and Tableau, among others.
- The WCBA houses the 3D printing Launch Lab in collaboration with the STEM college and Department of Art, supporting coursework in marketing, operations, and entrepreneurship.
- Over 30 WCBA students help file 540 federal tax returns, 460+ state returns, and 400+ local returns for over 570 taxpayers via the Voluntary Income Tax Assistance (VITA) program.

Workforce Development in the Bitonte College of Health Sciences and Human Services

- Offers emergency medical technician training to Youngstown firefighters.

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- Offers advanced training to Youngstown area Emergency Medical Technicians.
- The AAS Respiratory Therapist to BSAS Respiratory Therapist completion program is offered completely online and is available to students throughout the United States.
- The AAS Medical Laboratory Technician to BSAS Medical Laboratory Scientist completion program is offered completely online and is available to students throughout the United States.
- Anyone having earned an associate degree in a health-related field can pursue YSU's AAS to BSAS in Allied Health. The BSAS is often required for upward career mobility in many fields.
- The Polysomnography certificate has been moved to an online format. It is offered to any licensed Respiratory Therapist to pursue certification and employment in the area of sleep study.
- The graduate certificate in Health Care Administration is offered to students pursuing an administrative position in the health care field.
- Registered Nurses who hold an associate degree can complete the RN-BSN program online to obtain their baccalaureate degree nationwide. In many states, major healthcare facilities are requiring that Nurses have the BSN to obtain or retain employment.
- The Hospitality Program is expanding their program to training students on knowledge and skills need to operate and work in cafes.
- The College is developing a certificate in TeleHealth. The certificate will initially be marketed to Nursing and Dietetic students.
- Social Work and Criminal Justice are offered at Lakeland and Lorain County Community Colleges to expand the workforce in the northern part of Ohio.

Beeghly College of Liberal Arts, Social Sciences, and Education

Department of Humanities and Social Sciences

Geography:

- The geography program offers internships which connect our majors to private companies and public agencies, including the Columbiana County Development Department, the Eastgate Regional Council of Governments, the Trumbull Neighborhood Partnership, WKBN/WYTV, the City of Niles, and First Energy.
- The geography program hosts workshops for local and regional professionals in GIS and ArcGIS Pro. These workshops have been incredibly successful for outreach beyond YSU and for promoting the capabilities of the geospatial program. Individuals attended these workshops from Cleveland, Akron, Columbus, Ashtabula, and beyond. Each of these workshops filled to capacity with excellent feedback from participants regarding the transition and application of ArcGIS Pro.

History:

- The graduate certificate in Applied History is offered to students pursuing employment in historic preservation and museum studies.
- The history program offers Graduate Assistant Internships ($7,500.00 plus a tuition scholarship). Two internships are funded by the Ohio History Connection and one is privately funded by a grant from the Youngstown Northside General Duty Nurses

Association. Recipients work 20 hours per week at the Youngstown Historical Center of Industry and Labor.

- The applied history program offers graduate and undergraduate internships for credit. Interns work 150 hours for 3 credit hours. Past recipients have interned at the Mahoning County Courthouse, Spring Hill Historical Site, Pro Football Hall of Fame, McKinley Birthplace Memorial, Mahoning Valley Historical Society, Trumbull County Historical Society, and the Ohio History Connection.
- The history program also offers two competitive paid internships through the Tyler History Center (funded by the Ohio Cultural Alliance) and the Youngstown Historical Center of Industry and Labor (funded by the Wuslich Applied History Scholarship).
- The Robert W. Reeder I Series in Professionalization sponsors and coordinates professional development events involving students, faculty, staff, alumni, and employers.
- The history program and the history honor's society, Phi Alpha Theta, coordinates the annual History Across the Humanities Conference (HATH). In addition to showcasing student research, the conference provides resume-building and networking opportunities. HATH also features professional development workshops. In 2020, those workshops included presentations by YSU career services and employers like the AmeriCorps Ohio History Service Corps.
- History coursework provides students with marketable skills and experiences. Class projects help students develop skills in critical thinking, interpretation, analysis, and effective written and oral communication. Class projects also provide real-world experience, including exhibit development and design.

Adjustments to Academic Programs accumulated since the submission of the first state-mandated Retention and Completion Plan.

New undergraduate programs

- Bachelor of Science in Respiratory Care (completion program) (2014)
- Bachelor of Arts in Journalism (online format) (2014)
- Bachelor of Science in Biochemistry (2015)
- Bachelor of Science in Applied Science (BSAS) in Criminal Justice (online format) (2016)
- Bachelor of Engineering in Manufacturing Engineering (2016)
- Bachelor of General Studies (completion program, online format) (2017)
- Ohio Early Childhood (PK-3) and Early Childhood Intervention Specialist Dual License (2017)
- Bachelor of Science in Business Administration in Management (2019)
- Ohio Multi-Age (PK-12) Physical Education and Health License (2019)

New graduate programs

- Graduate Certificate in Economics (2015)
- Graduate Certificate in English (2015)
- Graduate Certificate in Mathematics (2015)
- Graduate Certificate in Teaching of Literature (2015)
- Graduate Certificate in Aging Studies (2015)
- Graduate Certificate Instructional Communication (2015)
- Accelerated 4+1 Master of Art in Economics (2015)

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- Accelerated 4+1 Master of Science in Mathematics (2015)
- Master of Accountancy (2016)
- Master of Athletic Training (2016)
- Graduate Certificate in Biological Sciences (2016)
- Master of Fine Arts in Interdisciplinary Visual Arts (2016)
- Post-Master's Certificate in Adult Gerontology Acute Care Nurse Practitioner (2016)
- Master of Science in Nursing Option for Adult Gerontology Acute Care Nurse Practitioner (2017)
- Health Information Certificate (2017)
- Accelerated 4+1 Master of Public Health (2017)
- Master of Public Health (online program) (2017)
- Accelerated 4+1 Master of Respiratory Care (2018)
- Master of Public Health Nutrition track (2018 approved, 2019 planned enrollment)
- 4 + 1 Master of Respiratory Care (2018)
- Master of Science in Applied Behavior Analysis (reactivated 2018)
- Teacher Leadership Endorsement Certificate (2019)
- Ph.D. in Health Services (2019)
- Master of Science in Health Sciences (2019)
- Master of Science in Education-Special Education, Intervention Specialist Mild Moderate (2019)
- Doctor of Nursing Practice (2020)
- Master of Science in Education-Curriculum and Instruction Specialization: Teacher Leader (2020)
- Master of Science in Education-Curriculum and Instruction Specialization: STEM (2020)
- Master of Science in Education-Curriculum and Instruction Specialization: Math (2020)
- Homeland Security Certificate (2020)
- Data Analytics Certificate (2020)

Discontinued Programs

- Discontinued Autism and Related Disabilities Certificate (2017)
- Discontinued Associate of Applied Science in Drafting and Design Technology (2018)
- Discontinued Bachelor of Arts in American Studies (2018)
- Discontinued Bachelor of Arts in Mathematics (2018)
- Discontinued Bachelor of Arts in Africana Studies (2018)
- Discontinued Bachelor of Arts in Art History (2018)
- Discontinued Associate of Applied Science in Medical Assisting (2019)
- Discontinued Bachelor of Applied Science in Consumer and Family Sciences (2019)

Admission Suspended

- Master of Science in Education – Educational Technology (Officially suspended July 2015)
- Master of Science in Education: Early Childhood Education (Officially suspended March 2017)
- Master of Science in Education: Special Education General Option (Immediate Discontinuation March 2017)
- Master of Science in Nursing – School Nurse Option (Officially suspended July 2017)

- Master of Science in Nursing – Adult Gerontology – Clinical Nurse Specialist (Officially suspended July 2017)
- Master of Science in Education, Literacy (2019)

In support of Workforce Development, YSU is committed to cultivating and sustaining partnerships faculty, staff, students, and regional business, technological enterprises, industry, public, and non-profit organizations. The University is focused on building strong relationships with University faculty and the respective organizations' professional staff, leading to a broad and deep relationship amongst a variety of stakeholders, and creating significant and lasting Workforce Development opportunities for YSU students.

Appendix A: Relationship of this plan to The Plan for Strategic Actions to Take Charge of Our Future

Goals and strategies related to student success in *the Plan for Strategic Actions to Take Charge of Our Future* adopted by the YSU Board of Trustees in June, 2020. This Plan will be used to inform progress on the student success aspects of *The Plan.* The following three of eight GOALS are directly related to student success and many of the strategies associated with the following goals have been addressed in the narrative of this document. It is anticipated that the 2022-2024 Retention, Persistence and Completion Plan will be more obviously and directly aligned with these attributes of goals and strategic actions.

- Goal: Implement best practices that address student needs throughout the student life cycle to increase persistence, completion, and postgraduate success

    Strategies
    - Ensure all students benefit from holistic, relational, developmental, and integrated academic advising
    - Develop and deploy comprehensive, integrated and proactive student intervention strategies
    - Enhance student experiences through implementation of specific initiatives designed to actively engage them in co-curricular and extra-curricular activities
    - Improve support and resources for students facing non-academic challenges
    - *Focus* on post-graduation planning across the student life cycle to reinforce the value of completion

- Goal: Develop a recruitment and enrollment strategy that aligns with a completion strategy
    Strategies
    - Develop an integrated and comprehensive market and brand communication strategy to distinguish the value of the YSU degree
    - Develop an enrollment cultivation strategy linked to the value proposition of earning a YSU degree for each program of study
    - Expand and enhance outreach and engagement with students prior to enrollment
    - Develop innovative approaches to increase enrollment and completion of under-represented students
    - Develop and enhance partnerships and collaboration agreements with international universities

- Goal: Create frameworks to optimize student and postgraduate success
    - *Strategies*
        - Institute specific initiatives to help guide student success objectives and strategies: create the working group to implement the strategy
        - Establish consultation and timely reporting expectations to inform the campus community about institutional progress related to student success
        - Create timely reports and dashboards related to student progress
        - Create a structure of feedback to assess the impact and influence of student success objectives and strategies

Appendix B: Disposition of Outcomes of Previous Plans

2018-2020

Overall, the University successfully implemented strategies outlined in the 2018-2020 Retention, Persistence and Completion Plan, as described below.

Strategy 1. Develop an onboarding strategy including an intentional sequence of readiness experiences from the point of admission to the start of the first semester by identifying intentionally connected and carefully timed experiences and events that ensure ongoing and purposeful engagement with new students and parents.

In Summer 2018, YSU redesigned its new student Orientation program to ensure students have a variety of opportunities to engage with each other, their Orientation leader, academic advisors, and staff. YSU has also designed a parent program as part of Orientation, allowing YSU staff to share information of interest to parents. Following Orientation, Orientation leaders remain in contact with students throughout the summer, and meet them again at IGNITE, YSU's kick-off to the Fall semester. The new approach to new student intake has resulted in an increase in the percent of students who attended Orientation and who are still registered for classes on the 14th day of the fall term from 85.9% in 2017 to 93.8% in 2020.

Strategy 2. Build a first-year advising structure to facilitate the successful academic integration of all first-year students, ensuring that students have and know how to use four-year degree plans and the electronic degree audit tool, and developing a student success curriculum to strengthen student progress and increasing persistence.

In Fall 2020 YSU implemented holistic first-year advising for regularly admitted freshmen and transfer students entering with fewer than 30 credit hours by formally linking academic advising to a required first-semester success seminar.   Regularly admitted students, i.e. students who are neither offered conditional admission nor accept admission to the Honors College, make up the majority of new first-year students who enroll at YSU (78% in Fall 2018). While the average HS GPA and ACT composite score of incoming regularly admitted students has continued to rise, first-to-second year retention has decreased from 75.7% for the Fall 2017 cohort to 71.8% for the 2018 cohort.

Success Seminar content focuses on helping students develop and maintain effective study plans,

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use information on course syllabi to monitor their performance in each class, apply principles of mindset theory to rise to challenges and/or overcome setbacks, know and understand standards for good academic standing and financial aid eligibility, know how to calculate a grade point average, and understand and follow their curriculum sheet, four-year plan, and know the academic progress requirements for their major.

The Success Seminar instructor also serves as the first-year advisor for students in their section, allowing students to extend learning in class to individual conversations with their advisor. Students also are guaranteed regular contact with their advisor throughout their first semester continuing into the second semester, which helps them build relationship and establish a sense of belonging.

Strategy 3. Utilize the advising structure to facilitate a comprehensive intervention strategy:

Seeing their first-year advisees in the Success Seminar twice each week facilitates timely intervention in the fall semester, and the relationship facilitates effective intervention all year since students are more likely to responds to outreach from someone they know and trust than from someone they have never met.

Beginning in Fall 2020, first year advisors will proactively intervene with students in the following ways:

- Respond to course-level alerts raised by faculty
- Inform students of account balances before registration is blocked and guide them to find solutions
- Check course registrations for errors and work with students to correct them
- Reach out to students who have not registered for the upcoming semester before they depart campus for winter or summer break
- Identify and reach out to students over winter break who need to make schedule adjustments based on final course grades
- Identify and reach out to students who, based on academic performance, are at risk for not reaching GPA and course-level milestones associated with their chosen major
- Encourage students to register for *CARD 1520: Exploring Majors and Careers* if appropriate (see Strategy 7 below).

Strategy 4. To help lower equity gaps, develop a comprehensive year-long program intentionally designed to foster the personal and academic transformation of students admitted with restrictions who often lack the cultural capital and "college know-how" necessary to understand, adapt to, and reach their potential within the university environment.

Beginning in Fall 2020, first-time students who did not meet the University's criteria for regular admission were admitted into the Strong Start Program. The Strong Start Program is a yearlong, cohort-based program that provides academic and personal support to students through the following:

- A first-semester success seminar aimed at strengthening their study and time management skills, helping them adopt habits of mind that promote success, identifying and balancing competing priorities, and using campus resources

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- A first-semester block-style learning community
- An academic advisor who also teaches their success seminar and meets regularly with them on an individual basis throughout the year, tracks their progress, assists in problem solving, and advises on course selection and registration
- An eight-week major and career exploration course in the spring semester

Components of Strong Start were introduced on a pilot basis for students conditionally admitted in Fall 2018 and Fall 2019. First-to-second year retention among Fall 2018 conditionally admitted students who participated in the pilot was 22% higher than for students who did not participate.

Strategy 5. Develop mentoring pathways for under-represented and under-resourced students to encourage engagement and support problem-solving.

YSU implemented The Penguin Ally Collective (PAC), a mentoring program for Black, Hispanic, and multi-racial students, in Fall 2019. Information and the invitation to participate were sent to 286 eligible incoming first-year students over the summer. Thirty-one (11%) students responded and were matched with an individual faculty or staff volunteer mentor, with whom they met regularly throughout the year. Students, along with their mentors, also participated in monthly group enrichment experiences. Although the number of participants was small, gains in retention among them are promising. 71% of participants were retained to year two, compared to 62% of their peers who did not participate.

Strategy 6. Improve success rates in gateway courses and lower-level courses with historically high D, F, and W

YSU has focused this strategy on gateway math courses, for several reasons: a number of students enroll in gateway math courses, D, F, and W rates in these courses have been high historically, and YSU is one of the state's institutions participating in *Ohio Strong Start to Finish.* YSU has used funds granted by Strong Start to Finish support development activities for math faculty, with a strong focus on improving co-requisite mathematics instruction. Partnering with the Center for Teaching and Learning and the Center for Student Progress, the Math Department conducted faculty workshops on growth mindset, integrating adaptive learning technology, study skills for math success, and pedagogies that encourage active learning and engagement.

Additionally, to better ensure students were adequately prepared to succeed in math, the Math Department revised math placement practices, now requiring students with an ACT math score below 27 to take the ALEKS placement test. Together, these strategies had a significant impact on success rates in gateway math courses (with the exception of MATH 1511C), as demonstrated below:

Percent D, F, W grades			
	Fall 2017	**Fall 2018**	**Fall 2019**
MATH 1500: Preparation for Algebra Placement	NA	NA	53.3%
MATH 1505: Intermediate Algebra with Applications	62.6%	80.7%	Eliminated
MATH 1510: College Algebra	40.5%	50.6%	31.7%
MATH 1510C: Co-requisite Support for College Algebra	50.5%	40.1%	36.8%
MATH 1511: Trigonometry	41.9%	49.4%	38.4%
MATH 1511C: Co-requisite Support for Trigonometry	NA	41.7%	67.6%

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MATH 1513: Algebra with Transcendental Function	17%	28.3%	19.7%
MATH 1552: Applied Mathematics for Management	28.1%	25%	19.1%
MATH 1571: Calculus 1	27.2%	39%	29.6%
MATH 2623: Quantitative Reasoning	27.8%	25.5%	19.2%
MATH 2623C: Co-requisite Support for Quantitative Reasoning	9.7%	23%	10.2%

Strategy 7. Transition students who are not progressing in their intended major to Career and Academic Advising and change their major status to Exploring; offer an 8-week course to help students gain major and career clarity that can be offered in both the first and second of half of spring term.

CARD 1520: Exploring Majors and Careers, a 1-credit, 8-week course, designed to teach students who are exploring majors how to locate and use resources and information to make an informed decision about their academic path, was approved in Spring 2020 and will be offered for the first time in Spring 2021.

Strategy 8. Develop a comprehensive approach to student success based upon attributes of academic preparation, predictors of the likelihood of success in selected programs of study, and appropriate anticipatory triggers for institutional involvement in guiding students to degree completion and job placement.

This strategy incorporates the previous seven strategies into an integrated approach to student success. An enterprise-compatible degree audit system, Degree Works, is being installed and incrementally implemented Spring 2021. This required a review and update of all degree guides that not only assisted with this build/implementation, but also facilitated adviser and student interactions for the first-year student success seminar. Implementing Degree Works is also accompanied by an enhanced compatibility with Transferology that will support transfer access and success at YSU.

Implementing Degree Works is the foundation for installing and implementing another enterprise-compatible system, CRM Advise (SR-Advise). This student relationship enhancement technology seamlessly interacts with Degree Works and is available to the student, adviser, and, for various components, faculty advisers and course instructors. The build and implementation will allow for a highly customized student-centric relationship with triggers, alerts, and highly specific interventions via multiple technology interfaces. A multi-faceted team is guiding implementation and it is anticipated SR-Advise will be implemented in a phased fashion beginning Fall 2021. Importantly, the Academic Senate Student Success Task Force will be involved at important milestone implementation and activation success points, and will make recommendations on policy adjustments to the appropriate Academic Senate committee, YSU office or division.

2016-2018

Goal 1. Implement a required first year experience course.

Completed - will be reviewed to determine if the approach to implementation is serving the originally intended purposes.

Goal 2. We will hire a new First Year Program Director.

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Completed - this person and a University Senate subcommittee will be involved in the review to determine if the approach that was implemented is serving the originally intended purposes.

Goal 3. Create learning outcomes for guests and students.

It was determined this is not an action for which expending the resources will directly impact retention, persistence and completion; consequently, will not be pursued.

Goal 4. Reduce the caseload for individual peer leaders from 120 to 25.

Peer leader caseloads have been reduced to 40 students.

Goal 5. Increase use of tutoring for high D, F, W courses.

YSU increased the use of tutoring in 16 of 24 courses with high D, F, and W rates (listed below), as measured by the percent of course registrants who received tutoring support.

Course	Change in D, F W rate
BIOL 1551: Anatomy & Physiology I	- 0.8%
BIOL 1560: Microbiology for Health Professions	- 5.2%
CHEM 1506: Allied Health Chemistry II	+ 4.5%
ECON 2630: Principles 2: Macroeconomics	+16.9%
PHYS 2610: General Physics I	- 2.2%
PHYS 2611: General Physics II	- 14.0%
SOC 1500: Introduction to Sociology	-4.9%
MATH 1505: Intermediate Algebra with Applications	+18.7%
MATH 1507: Intermediate Algebra	+4.4%
MATH 1510: College Algebra	+4.7%
MATH 1511: Trigonometry	+11.6%
MATH 1513: Algebra with Transcendental Functions	-1.1%
MATH 1571: Calculus I	-14.2%
MATH 1572: Calculus II	-0.7%
MATH 2623: Quantitative Reasoning	-8.8%

Adjustments to tutoring practices are on-going, particularly in those instances where the proportion of students earning D,F or W did not decrease.

Goal 6. Increase opportunities for supplemental instruction.

Overall, student participation in supplemental instruction increased: in spring 2017, 48% of students in participating courses attended supplemental instruction sections, up from 44% in Spring 2016. In fall 2017, 47% of students in participating courses attended supplemental instruction sessions, a 5% increase over fall 2016. The number of spring semester courses participating in supplemental instruction increased from seventeen in 2016 to twenty in spring 2017; the number of fall semester courses decreased from twenty in fall 2016 to eighteen in fall 2017.

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Goal 7. Align systems of advising across the colleges.

Four-year degree plans have been created for all undergraduate programs and are available to students electronically. YSU has completed training of academic advisors and will begin implementation of the UAchieve degree audit system in fall 2018.

Goal 8. Invest in a program that has shown results with underrepresented populations.

YSU continues to offer a one-week residential summer bridge program for African American students. Enrollment increased from 34 students in summer 2016 to 40 students in summer 2017.

Goal 9. Each college is working with EGCC to provide clear, simple pathways for students to progress from EGCC to YSU.

YSU has worked closely with Eastern Gateway Community College (EGCC) to develop clear pathways into "high demand" programs at the university such as criminal justice, general studies, accounting, business administration, and communication studies. These pathways allow students to complete the four-year degree while saving money by taking general education courses and certain pre-requisites to core YSU coursework through EGCC.

YSU hosts an annual advising meeting between the professional advisors at YSU and the academic advisors and enrollment specialists at EGCC. These meetings allow sharing of critical academic information involving degree programs at YSU. The meetings also open the channels of communication between the advisors at both institutions so the correct curriculum information is provided to students when they transition from EGCC to YSU.

Pathways have been strengthened by having a YSU admissions representative visit the Valley Center campus twice per month to address any students' questions about transferring to YSU. YSU has helped to provide writing support services to EGCC via the YSU Writing Center. A shuttle service

was provided from the Valley Center campus during YSU's heavy construction periods so that EGCC students would access the Writing Center and Maag Library.

Work continues to develop clear, simple pathways for the transition of students from EGCC to YSU.

Goal 10. Implement dual enrollment with Eastern Gateway Community College (EGCC).

Initial discussions were held with EGCC regarding dual enrollment and shared support services. Conversations have been held about EGCC student use of the YSU campus recreation center, athletic events, and Maag Library. No official actions have been taken.

Goal 11. Establish co-remediation in math

YSU implemented two co requisite math courses in fall 2017 to reduce the number of students who must complete remedial coursework. YSU will implement three additional courses in fall 2018.

Implemented fall 2017

Students   D, F, W

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	Enrolled	Rate
MATH 1510C: College Algebra with co-requisite support	97	51%
MATH 2623C: Quantitative Reasoning with co-requisite support	31	10%

Due for Implementation fall 2018
MATH 1511C: Trigonometry with co-requisite support
MATH 2651C: Co-requisite support for Mathematics for Early Childhood Teachers
STAT 2625C: Statistical Literacy and Critical Reasoning with co-requisite support

Goal 12. Administer Senior Survey to capture data designed to enhance programs.

2016 National Survey of Student Engagement (NSSE) senior results identified challenges in learning strategy use and, in several areas, related to diversity. Of the 31 final recommendations identified, strategies implemented to enhance students' educational experience include establishing the First Year Experience (FYE) course to connect students to academic support services and introduce diversity-related issues, convening of the YSU Globalization Task Force, and renovating a campus space to encourage domestic and international student interaction.

Goal 13. Ensure that courses are available when needed.

- Registration permits a student to wait list a closed class, allowing academic departments to monitor high demand classes.
- Weekly course availability reports are distributed to Deans detailing courses with both high and low enrollments.
- Undergraduate catalog revised to a much more user friendly format, including the addition of a comprehensive 4 year plan detailed for each program.
- The recent upgrade from DARS to UAchieve will enhance this initiative for future terms.

Goal 14. Increase number of credit hours students take to set them on a path to graduation.

- Spring 2016 bulk rate was increased from 12 to 16 hours to 12 – 18 hours.

Result has been a steady incline in the number of credit hours completed each term

Update on Academic Senate Actions – June 22, 2022

During the 2021-2022 academic year, the Academic Senate initially met using a hybrid approach (in-person attendance and video streaming). Given the nature of the coronavirus pandemic, most persons attended these meetings virtually. Despite the challenges posed by the hybrid meeting style, the Senate received numerous reports from committees, task forces, and the Office of Academic Affairs. In addition, informational reports were received from different persons and offices outside of Academic Affairs. As a result, the Senate acted upon several matters noteworthy in their benefit to our students and the academic environment. The following briefly summarizes some of these actions taken this past academic year. Additional details regarding these accomplishments, as well as others, are available on the Academic Senate web page: https://ysu.edu/academic-senate/meeting-agendas-minutes.

Academic Standards Committee. By far, this committee was the busiest of all Senate committees taking up numerous topics directly impacting the academic progress and success of our students. As examples of its work, the following five policy proposals were vetted by the Committee and subsequently approved by the body:

- Course Repeat Academic Reassessment of GPA. The Senate approved changes to policy language to permit adjustments to the GPA of students who have repeated courses. Current undergraduate students may improve their GPA by repeating a course and requesting a recalculation in which a grade of "D" or "F" was earned. To recalculate the GPA, the repetition must be consistent with the policy on course repeats.

- Withdrawal for Military Duty. The Senate approved a policy and associated procedures to minimize disruptions or inconveniences for students fulfilling their U.S. military responsibilities during an academic semester. Qualified students may withdraw from all courses without penalty.

- Student Transfer Requirement. The Senate approved changes to current policy to support the success of conditionally admitted transfer students more effectively without obstructing their academic progress.

- Test Optional (SAT/ GRE) Admission. The Senate agreed to continue a "test optional" admissions standard for the foreseeable future with the option of revisiting this policy should it need revised. Such a policy will help facilitate the application process for students seeking admission to YSU as well as place our institution on par with other state and regional universities. This will enhance YSU's opportunity to recruit new students.

- Awarding of Honors to Transfer Students.   The Senate approved changes to granting honors to transfer students completing their degree at YSU. Honors will now be conferred to YSU transfer students who have completed a minimum of 30 semester hours of credit (previously 60 credit hours) at YSU for baccalaureate degree candidates and a minimum of 20 hours (previously 30 hours) for associates degree candidates. In addition, the Senate approve honors designations in English, rather than Latin, for baccalaureate degree students with fewer than 60 but with 30 or more hours and associate degree students with fewer than 40 but with 20 or more hours.

Student Success Task Force. The Student Success Task Force proposed a new policy, Change of Major Academic Reassessment, that was approved by the Senate. The policy provides a student

transferring to a new major before earning 60 credits the option of receiving an Academic Reassessment. In simple terms, the student may request the deletion of up to 16 credits earned for courses required in the old major. These credits would be deducted from the total earned credits and will result in a recalculated cumulative GPA.

Teaching and Learning. The Senate endorsed "Principles of Good Practice in Teaching at Youngstown State University" as developed by the Committee on Teaching and Learning (https://ysu.edu/institute-teaching-and-learning/good-practice-teaching). This document outlines five values as a framework for good practices in teaching which will help our students learn, persist, and achieve their educational goals. This document is intended to articulate these institutional values as well as to serve as a source of conversation and support of continuous improvement.

Academic Calendar and Course Schedule Task Force. Senate adopted revised class scheduling guidelines for the next academic year. This task force will be considering further revisions over the next year.

Textbook Selection Policy. The Senate endorsed a revision of the Board of Trustees policy on textbook selection by faculty.

Curricular and Programmatic Actions. A key responsibility of the faculty via the Academic Senate is the development of new curricula and programs to fit the needs of our students and the larger community, as well as to decommission those academic courses and programs that are no longer needed or relevant. Such actions make our various programs more attractive to students and reactive to changes in the community environment. Moreover, this year's efforts of the University Curriculum Committee and Academic Programs Committee very significantly contributed to the curricular efficiency and effectiveness goals set out in YSU's strategic plan. The following charts depict the actions of both committees. Not shown are 33 additional curricular actions already take to be effective in Fall 2023.
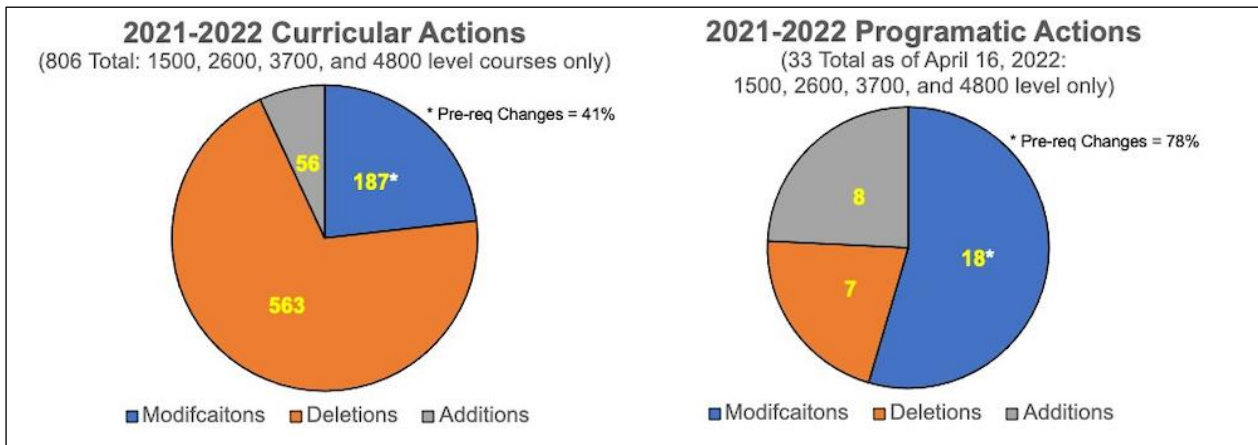
Workforce Project Initiative. The scope of faculty contracts at YSU is limited to the current definitions of what constitutes a professor, a lecturer, a teaching assistant, and a part-time faculty member. As such, efforts by the institution to create programmatic efficiencies may be somewhat restricted by these definitions. In response to this challenge, the Academic Senate will host a series of discussions within the academic unit to explore ways of expanding/revising current faculty types to meet academic workforce needs. After a period of development, a

Guidance Document will go to the Academic Senate for endorsement. If the document is endorsed by Senate, it will be presented to the YSU-OEA and the administration for consideration regarding possible contract language.

Honorary Degree Nominees. The Academic Events Committee finalized a list of nominees for the Board to consider when awarding an honorary degree during the upcoming academic year. The Committee-approved list is included in this month's Board materials.

Resolutions of Appreciation. Many wonderful and dedicated people comprise the membership of the Academic Senate, including students, faculty, and administrators. More so, these persons and others populate the Senate's various committees which are the actual units that propose, deliberate, and recommend actions for the body to consider. These individuals, and those who work behind the scenes, help facilitate the mission of the Senate and its success.

The Senate recognized Dr. Joe Palardy at its most recent meeting. As noted in the copy of the attached resolution, Dr. Palardy has been a vital contributor to YSU's General Education program helping to establish best practices, developing important online applications, and providing essential and careful guidance in his capacity as Director of General Education.

Respectfully Submitted on Behalf of the Academic Senate,

Chet Cooper
Senate Chair

Approved by the Academic Senate
of Youngstown State University

April 27, 2022

A RESOLUTION HONORING THE SERVICE OF

DR. JOSEPH PALARDY

WHEREAS, faculty at Youngstown State University, along with their students, are at the core of our institution's mission; and

WHEREAS, Dr. Joseph Palardy has been wholly engaged with the University as a leader in General Education and in guiding endeavors to manage our General Education program for our students; and

WHEREAS, Dr. Palardy has been instrumental in establishing best practices in Curriculum and Programs by working with faculty, staff and administrators to establish the Curriculum Services Team; and

WHEREAS, Dr. Palardy has contributed to robust scholarship activities and numerous service endeavors, including developing many online essential applications for the Academic Unit and Academic Senate; and

WHEREAS, Dr. Palardy has served the Academic Senate and his colleagues by providing careful guidance and consideration to general education proposals; and

WHEREAS, Dr. Palardy has announced his plans to step down from leading our General Education efforts and move onto other areas of professional interest;

NOW THEREFORE BE IT RESOLVED, the Academic Senate of Youngstown State University hereby formally recognizes Dr. Joseph Palardy's stellar work as an educational professional, as well as, a stalwart member of the Senate and General Education Committee; and

BE IT FURTHER RESOLVED that copies of this resolution be distributed to President James Tressel, Provost Brien Smith, and The Board of Trustees.

Chet Cooper, Chair
Academic Senate

Youngstown
STATE UNIVERSITY

Evaluation

Evaluation: Originated from the Fall 2020 Program Workshop, reflects Spring 2021 Provost adjustments; will be updated Spring 2022

Size

Year	Total Enrollment	In-Year Primary Degrees	All Degrees
2017	12,579	2,315	2,155
2018	12,434	2,185	2,074
2019	12,232	2,111	2,033
2020	11,876	2,273	2,154
2021	11,756	2,432	2,283

- Total Enrollment
- All Degrees
- In-Year Primary Degrees

Total Enrollment: Includes unique headcount of declared majors and associated pre-majors (if applicable)

All Degrees: Total degrees awarded per year, including secondary degrees

In-Year Primary Degrees: Subtotal of primary degrees awarded during the most recent year of students' enrollment

Year indicates calendar year of spring semester, and includes prior calendar year summer and fall

Demographics

	F	M	Total
White	42%	34%	75%
Black	8%		
Lat/His	4%		
Interntl	3%		
2+	4%		
UNKN	3%		
Asian	1%		
Ntv.Am.	0%		
Haw/Pac	0%		

Age 25+
25%

Female
55%

Pell Recipient
32%
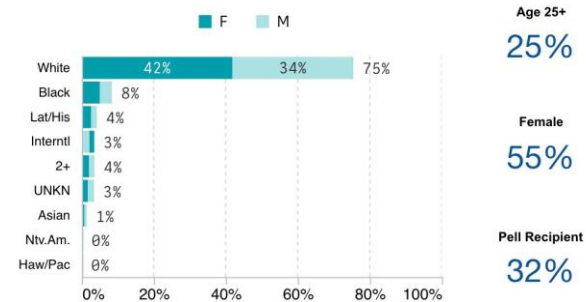
Identified student demographic details for the most recent academic year, including age group, gender, race/ethnicity, and Pell status.

Mission Rating: Determined by Deans in Spring 2021; will be updated Spring 2022

🔑 Mission

Satisfactory: 2 ⓘ

Summary	Mission	Academic Focus	Student-Centered	State/Reg/Nat Needs	Community Impact	Highlight

Each program was evaluated by the department in terms of its relation to YSU's mission.

How to Read the Dashboard

Markets Rating: Automatically calculated from the program's overall score percentile from PES+ Markets
- **High Performance:** 80th Percentile and above
- **Satisfactory:** 25-80th Percentile
- **Attention/Improvement Needed:** Below 25th Percentile

Scoring rubric determined by award level (Master's/Graduate), 100-Mile Radius market selected by default

For this example, the market opportunity for this program ranks in the 100th percentile in the 100-mile radius market at the Master's level compared to over 1,500 CIP codes (nationally standardized academic program identifier). The 100th percentile means it is the highest-scoring program. Overall, Student Demand ranks in the 99th percentile. The size metrics of Student Demand - inquiries, Google searches, and completions - score in the 100th percentile, while year-over-year growth scores in the 1st percentile (lowest possible score).

Employment ranks in the 99th percentile as well, and includes metrics ranking job postings, direct preparation and generalist current employment, ACS outcomes (Bachelor's degree-holders and their career paths), wages, and saturation. This program has the highest volume of employment opportunities, while growth in opportunities ranks in the 35th percentile.

Competitive intensity ranks in the 8th percentile, indicating a competitive program. Metrics include both online and on-ground competitor volume, program size measured in completions per institution, marketing costs, change in the volume of competitors, and change in program size.
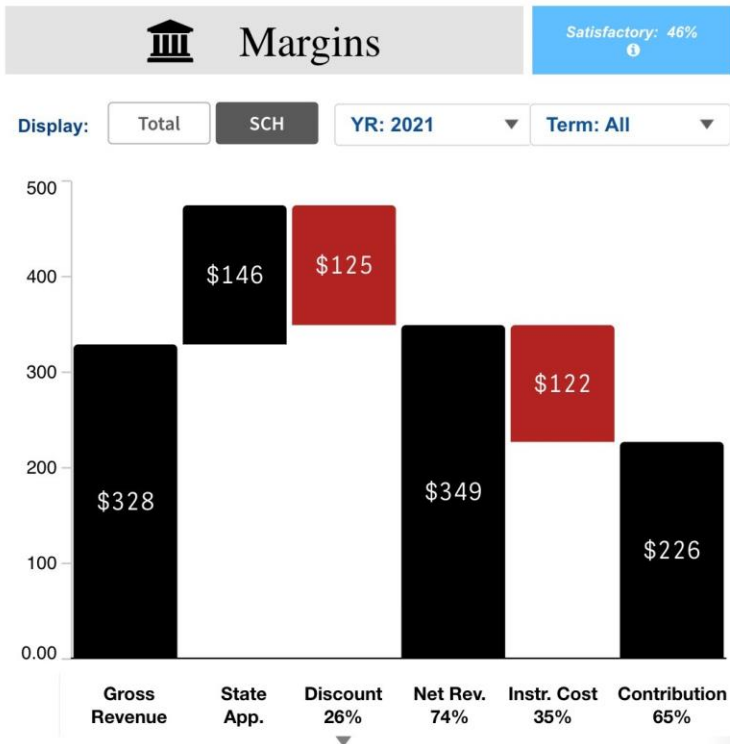
Margins Rating: Automatically calculated from the program's contribution per student credit hour (SCH) compared to all other YSU programs
- **High Performance:** 80th Percentile and above
- **Satisfactory:** 25-80th Percentile
- **Attention/Improvement Needed:** Below 25th Percentile

2021 year includes summer and fall 2020, and spring 2021
Metrics shown using per-student-credit-hour calculations
This is a direct instructional cost model and does not capture overhead expenditures

For this example, the program's contribution per SCH ranks in the 46th percentile compared to all other 169 YSU programs.

Program economics track declared majors and all of the courses in which they are enrolled.

Gross Revenue captures tuition and fees charged to enrolled majors.

State Appropriations are allocated using a course completion algorithm as well as a general allocation.

Discounts are any institutionally funded grants/scholarships received by enrolled majors. In this example, discount rates are 26%.

Net Revenue is the total of Gross Revenue, State Appropriations, and Discounts.

Instructional Cost is calculated using the salaries and benefits of the instructors, as well as departmental non-personnel direct instructional expenses.

Contribution is the difference of Net Revenue and Instructional cost. In this example, the Contribution margin is 65% of Net Revenue. Contribution margin sustains the activities of the institution beyond direct instruction.

How to Read the Dashboard

🎓 Academics

Age Group:	<25	25+	Gender:		Race /Ethnicity:	Black	White	UNKN	Ntv.Am.	2+
Pell Status:	Non	Pell	F	M		Lat/His	Asian	Interntl	Haw/Pac	

Category	Metric	'18	'19	'20	'21	Change
Program Profile	# of Majors	119	118	121	188	55% ↑
	# of Diverse Majors*	24	21	21	28	33% ↑
	# Pre-Majors	68	67	57	43	-25% ↓
	% JR/SR Majors	79%	83%	89%	71%	-21% ↓
	SCH Taught	4,889	4,765	4,733	5,021	6% ↑
	% SCH Related to Online	7%	9%	8%	75%	790% ↑
	% SCH Taught by FT Faculty	60%	70%	74%	75%	3% ↑
	Part-Time Faculty FTE	2.3	1.7	1.9	1.5	-19% ↓
Student Progress	# Students Enrolled 2+ Terms	133	123	132	121	-8% ↓
	# Students Return from Prior Yr	99	106	108	101	-6% ↓
	# Terms Students Enroll 15+ CH	204	195	190	226	19% ↑
	% Complete 15+ CH	80%	79%	79%	85%	6% ↑
	Course Passage Rate	92%	93%	93%	93%	-0% ↓
Outcomes	Primary Degrees Awarded In-Yr	39	43	40	47	18% ↑
	Median Years to Degree	3.7	3.7	3.7	3.7	0% —
	NSSE Q: Diversity**	N/A	N/A	N/A	N/A	N/A —
	NSSE Q: Program Quality**	N/A	N/A	N/A	N/A	N/A —

*Metric calculation not finalized

**Data not currently available

Academics Rating: The methodology to rate the Academics section has not yet been determined

All Academic metrics can be filtered using the buttons for student demographic segments. In this example, the buttons for Native American and Hawaiian/Pacific Islander are gray because no students identify as such.

Number of Majors: Headcount of declared majors, exclusive of pre-majors
Diverse Majors: Headcount of non-white majors , exclusive of pre-majors
Pre-Majors: Where applicable, the headcount of pre-majors
Share of Junior/Senior Majors: The number of Junior and Senior-level majors divided by the number of majors
Student Credit Hours (SCH) Taught: The sum of all credit hours taken by majors and pre-majors
Share of SCH Related to Online: The sum of all credit hours taken in courses not indicated with the modality of Traditional or CCP courses taught at high schools divided by the total number of credit hours taken
Share of SCH Taught by Full-Time Faculty: The sum of all credit hours taken in courses taught by full-time faculty members (regardless of course department) divided by the total number of credit hours taken
Part-Time Faculty FTE: The average number of course credit hours taught per part-time instructor and graduate assistants divided by 30
Number of Students Enrolled in 2 or More Terms: The headcount of majors and pre-majors who enrolled in the program for two or more terms per academic year
Number of Students Return from Prior Year: The headcount of majors and pre-majors who enrolled in at least one term in the prior year, and return to the program for at least one term in the current year
Number of Terms Students Enroll in 15 or More Credit Hours: The number of terms in which majors and pre-majors enrolled in the full-time equivalency of 15 credit hours or more
Share Complete 15 or More Credit Hours: The number of terms in which majors and pre-majors received credit for 15 or more credit hours divided by the number enrolled in 15 credit hours or more
Course Passage Rate: The number of courses majors and pre-majors received credit divided by the total number of courses taken
Primary Degrees Awarded In-Year: The number of primary major degrees awarded to students who were enrolled in the same academic year as when the degree was awarded
Median Years to Degree: The median number of years taken to attain a degree by primary majors awarded in-year degrees

DETAILED OVERVIEW: ACADEMIC PROGRAM ENHANCEMENT AND EFFECTIVENESS INITIATIVE (2021-2022)

Mission Aligned; Economics Aware and Margin Sensitive

March - OAA/Gray engagement with deans, chairs, and program faculty

Update BOT on Academic Program Enhancement and Effectiveness Initiative as well as the Curricular Efficiency now called the Academic Program Transformation Initiative related to university-wide learning outcomes followed by transforming General Education

March - chair engagement with faculty

Familiarization with updated (2020-2021) mission, market and academic metrics and associated Dashboard Scorecard; Academic Program Transformation is a concurrent initiative

Colleges, departments and programs continue progress on achieving goals and strategies outlined in program Dashboard; assess new market and economics data in in the context of an adjusted rating

- Scorecards with 2020-2021 Market and Academic Data are created and made available to all academic programs/departments/deans
- Review new market and academic metrics with each academic department and Elizabeth Akins from Gray Associates
    - Faculty members, Deans, Program Directors/Coordinators, Chairpersons and Administrators will have an opportunity to ask questions, gain insight on data and metrics presented
- Colleges, Departments and Programs continue their work to achieve goals and strategies specified last year
- New dashboard interface and process implemented.
    - Chairpersons or their designee update dashboard including entering progress on goals, completion dates as well as new goals.
- Academic Program Assessment and Dashboard (APAD) Group considers modifications to criteria utilized in rating programs
    - Grow+, Grow, Sustain and Adjust remain – Sunset will not be a rating, but could be an outcome of adjust.

April - chair engagement with faculty

Colleges, departments, programs assess progress on goals and strategies associated with the Dashboards and propose adjustments as warranted; *Program, chair, dean suggested rating associated with the Dashboard*
- APAD Group finalizes modifications to criteria utilized in rating programs
    - Sunset will not be a rating but could be an outcome of adjust.

- Address duplication of programs at other institutions across the Northeastern Ohio region as indicated by ODHE in conjunction with APEEI. Consider action to be taken with programs that may have low enrollments and are offered at other institutions within our region.

May - OAA assessment and feedback given anticipated recommendations to the Board of Trustees
Early May - Office of Academic Affairs (OAA) synthesis and clarification of information associated with APEEI including ratings and via deans/chairs, assure faculty understand the status of the process and their program as it relates to APEEI ratings • OAA finalizes any outstanding issues related to APEEI including response to duplicate programs and prepares for upcoming BOT meeting • Faculty are aware of the ratings (faculty, chair and dean) associated with each academic program before the semester ends
Late May - OAA finalizes any outstanding issues related to APEEI, including OAA ratings of programs, and prepares for upcoming BOT meeting to report on APEEI during the academic year, particularly shifts in ratings and pointing out movement on University metrics as related to BOT Key Performance Indicators and response to duplicate programs.
June - Board of Trustees
OAA report on APEEI during the academic year (including anticipated response to duplicate programs anticipating potential September and/or December Board actions)

Low Enrollment Course and Program and Duplicate Program Report
Ohio Department of Higher Education Guidance
Due September 30, 2022

Background: Section 3345.35 of the Ohio Revised Code requires that the boards of trustees of each state institution of higher education evaluate all courses and programs based on enrollment and duplication with other state institutions of higher education.

Section 3345.35: *Not later than December 31, 2017, and by the first day of September of every fifth year thereafter, the board of trustees of each state institution of higher education, as defined in section 3345.011 of the Revised Code, shall evaluate all courses and programs the institution offers based on enrollment and duplication of its courses and programs with those of other state institutions of higher education within a geographic region, as determined by the chancellor of higher education. For courses and programs with low enrollment, as defined by the chancellor, the board of trustees shall provide a summary of recommended actions, including consideration of collaboration with other state institutions of higher education. For duplicative programs, as defined by the chancellor, the board of trustees shall evaluate the benefits of collaboration with other institutions of higher education to deliver the program.*

Each board of trustees shall submit its findings under this section to the chancellor not later than thirty days after the completion of the evaluations or as part of submitting the annual efficiency report required pursuant to section 3333.95 of the Revised Code.

To comply with the legislation, the Chancellor provides a definition of low-enrollment courses and programs and the Department of Higher Education provides a list of duplicative programs within each region of the state, with particular attention to co-located campuses.

The board of trustees of each state college and university must submit a report that includes:
- a description of the process and data used to identify courses and programs that meet the Chancellor's definition of low enrollments;
- a summary of recommended actions for each identified low enrollment course (e.g., no action, course elimination, reduction in the number of sections or the timing of sections, change in course delivery modality, targeted as a candidate for course sharing);

- a summary of recommended actions for each low enrollment program (e.g., no action, close program, merge with other programs in the institution, collaborate with other state institutions);
- for each duplicative program not targeted for action, a rationale for continuing the program in its current form; and
- for each duplicative program considered for action, the recommended action (e.g., close program, collaborate with other state institutions).

The reports shall be approved by the boards of trustees and submitted along with the board resolution by September 30, 2022.

Defining Low-Enrollment Courses and Programs

A single numerical definition of **low-enrollment courses** is problematic because courses contribute to institutions in different ways (e.g., institutional quality, service to multiple majors, student need), and because courses have widely varying contexts and costs. That being said, most colleges and universities have set **thresholds** below which courses will not be offered. These thresholds often differ within and across institutions based on pedagogical factors related to discipline (professional courses vs. general education courses), course level (lower division vs. upper division or undergraduate vs. graduate), or resources (cost, availability of faculty or practicum supervisors, availability of facilities).

Likewise, a single numerical definition for **low-enrollment programs** is difficult because programs also contribute to institutions in multiple ways (e.g., institutional reputation, service to multiple student majors, regional need), and because programs themselves have widely varying contexts (accreditation and licensure requirements, pedagogical requirements) and costs (faculty, facility and equipment needs). Again, however, most colleges and universities have defined a minimum number of students required for each of their programs, with this minimum **threshold** differing within and across institutions based on institutional mission, student demand and availability of resources.

To comply with the legislation, the Chancellor defines **low-enrollment courses** as course sections that fall below 20% above the institutionally defined threshold for that course section over two or more semesters. The Chancellor defines **low-enrollment programs** as programs that fall below 20% above the institutionally defined criteria for students in a program.

Determining Thresholds for Course and Program Enrollment and Recommended Actions for Courses That Fall Below the Chancellor's Definition of Low Enrollment

The following six factors should be considered by trustees in their determination of course and program thresholds and in their consideration of recommended actions for courses that fall below the Chancellor's definition of low enrollment. The bulleted points following each factor are examples of data points that could be used in the analysis and may be augmented by other evaluative tools.

1. Quality
   - Student retention and completion within the program
   - Student employment outcomes
   - Successful student transfer or placement in graduate/professional school
   - Scholarly productivity of faculty and students
   - Attainment of specialized accreditation
   - Program reputation/ranking
   - Performance of students in subsequent courses

2. Centrality to the Institution's Mission
   - Relevance of the course or program to the institution's strategic plan
   - Importance of the course or program to the institution's reputation or recruiting efforts
   - Need for the course within the curriculum (e.g., gateway, service, critical for completion)

3. Cost-Effectiveness of the Course or Program
   - Revenue sufficiency to support the course or program
   - Ratio of number of graduates to FTE faculty

4. Demand for the Programs or Courses
   - Program enrollment patterns over time
     - Students enrolled
     - Degrees/certificates awarded
     - Understanding reasons for low enrollment
       - Duplication and competition
       - Lack of jobs?
       - Marketing?
   - Course enrollment patterns over time
     - Understanding reason for low enrollment
       - Too many sections?
       - Sections offered at inconvenient times?
       - New course?

- Faculty member identified too late?
- Elective with little demand?
- Data-driven market analysis of employer need

5. Potential for Collaboration with Other Institutions
   - Programs with low enrollment at one institution and need for a range of highly specialized faculty (e.g., BFA or MFA)
   - Courses with low enrollment at one institution but greater need across the state (e.g., certain foreign languages, highly specialized courses within a major)

6. Potential for Restructuring
   - Programs with high administrative costs per graduate
   - Courses with high administrative cost per course completion
   - Optimizing the number of course sections when multiple sections with low enrollments are noted

ODHE Data Regarding Duplicate Programs

The Ohio Department of Higher Education (ODHE) identified duplicative programs within each region of the state, with particular attention to co-located campuses. The following steps were used construct the attached spreadsheets:

- Using data reported to the Higher Education Information (HEI) system, ODHE classified degrees awarded in the academic years 2019, 2020, 2021 as a program within an institution using its six-digit CIP Code, resulting in a list of programs offered at each public college and university in the state.
- Each public college and university was then assigned to one of six regions across the state; these regions are mainly aligned to the six JobsOhio regions associated with the main campus.
   - NEOMED is not included due to its medical program focus.
   - Southern State Community College was placed in the Southwest Region.
- Information on programs at institutions in each region was then used to create spreadsheets indicating:
   - Duplicate programs (highlighted in red) at universities in each region;
   - Duplicate programs (highlighted in red) at community colleges in each region; and

- o Duplicate programs (highlighted in red) at co-located campuses.
- Data on the number of program graduates is included for the same three years and the average cost per graduate of the program was calculated using HEI cost data.
    - o The HEI cost data for each course completed by the graduate was summed (please note that costs were summed for all courses taken prior to graduation, whether or not the course was required for the student's program)
    - o This summed cost was averaged across all program completers over the three-year period
- Because Ohio State University reports all bachelor's degrees as earned at its Columbus campus, students who earned bachelor degrees from regional campuses are not identified in HEI. To identify degrees earned from OSU's regional campuses, students who received a bachelor's degree that is available at a regional campus and who earned the majority of their course credits from the regional campus were determined to have been earned from that regional campus.

These spreadsheets will help faculty, administrators, and trustees identify programs that are duplicated in their region and will help them as they evaluate duplicate program fit within the institution (e.g., reasonable duplication or unreasonable duplication that should be targeted for action, such as elimination or regional collaboration).

Determining Recommended Actions for Duplicate Programs

Duplication of many programs is to be expected. For instance, essentially all colleges will have programs in majors that are needed by students throughout the state (e.g., English, psychology, engineering, business, mathematics, history, nursing). Therefore, cases of duplication will need to be considered on a case-by-case basis to determine whether the duplication is appropriate. Factors to be considered in this analysis would include dynamics such as the number of students enrolled in the program, the number of graduates from the program, costs of the program (including staffing, facilities, pedagogical requirements, and accreditation requirements), quality or reputation of the program, etc.

The following factors can be used during the consideration of recommended actions for duplicate programs. The bulleted points following each factor are examples of data points that could be assessed in the analysis and may be augmented by other evaluative tools.

1. Quality
    - Student retention and completion within the program
    - Student employment outcomes
    - Successful student transfer or placement in graduate/professional school

- Scholarly productivity of faculty and students
- Attainment of specialized accreditation
- Program reputation/ranking
- Areas of specialization within the program that differentiate it from other programs in the same discipline offered in the region

2. Centrality to the Institution's Mission
   - Relevance of the program to the institution's strategic plan
   - Importance of the program to the institution's reputation or recruiting efforts
   - Need for the program based on data for "in-demand" jobs

3. Cost-Effectiveness
   - Revenue sufficiency to support the program
   - Ratio of number of graduates to FTE faculty/administrators

4. Demand
   - Program enrollment patterns over time
     - Students enrolled
     - Degrees/certificates awarded
     - Understanding reasons for low enrollment in the program
       - Duplication and competition
       - Lack of jobs?
       - Marketing?
   - Data-driven market analysis of employer need

5. Potential for Collaboration with Other Institutions
   - Programs with low enrollment at one or more institutions and a need for a range of highly specialized faculty (e.g., BFA or MFA)
   - Programs with low enrollment at one or more institutions but where there is a need for graduates within the region or the state (e.g., certain foreign languages, highly specialized majors)
   - Programs with low to moderate enrollment at one or more institutions that are costly to offer

6. Potential for Elimination
   - Programs with persistent low enrollment where collaboration doesn't make sense

- Programs with persistent low enrollment and little or no employer demand

Report Format

The following is suggested for reporting:

I. Low-enrollment thresholds

Narrative describing institutional definitions of low-enrollment course and program thresholds and the process by which these thresholds have been developed.

II. Low-enrollment course identification

Narrative summarizing the identification of low-enrollment courses (e.g., process for identifying courses, number of courses evaluated, number of courses determined to meet the chancellor's definition of low enrollment).

III. Low-enrollment course analysis

Chart summarizing the recommended actions for low-enrollment courses (e.g., no action, elimination, reduction in the number of sections, changes to timing of course offerings, collaboration with other institutions) and the rationale for the recommended actions.

Course name/number	Number of sections/average enrollment	Recommendation[1]	Rationale
		No Action; Course elimination; Reduction in number of sections; Change in course delivery modality; Targeted candidate for sharing; … (other categories as needed)	Pedagogically appropriate course size; Course needed for on-time graduation; low enrollment elective; … (other rationale as appropriate)

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[1] The recommended actions listed are examples only…please modify the chart to best fit campus categories/needs

IV. Low-enrollment program analysis

Chart summarizing the recommended actions for low-enrollment programs (e.g., no action, close program, merge with other programs in the institution, collaborate with other state institutions) and the rationale for the recommended actions.

Program Name	Number of Annual Graduates	Recommendation	Rationale
		No action; Program elimination; Collaboration with partner IHE; … (other categories as needed)	Area of institutional specialty; Merge with other program in the institution; … (other rationale as appropriate)

V. Duplicate program analysis

Chart identifying each program identified as a regional duplicate program or co-located campus duplicate program that is not targeted for action and the rationale for the decision (e.g., robust enrollment and program completion, program central to institutional mission and/or reputation, program specialized and therefore not duplicative, program shares a large proportion of classes with other programs on campus).

CIP code	Institutions with duplicate programs	Program names	Rationale for No Action
			Robust enrollment; Specialized program; … (other rationale as appropriate)

Chart identifying each program identified as a regional duplicate program or co-located campus duplicate program that is targeted for action and the recommended action (e.g., close program, collaborate with other state institutions).

CIP code	Institutions with duplicate programs	Program names	Recommended Action
			Close program; Collaborate with other institution (describe proposed collaboration); … (other rationale as appropriate)

University Wide Learning Outcomes (UWLO)

The following represents action steps taken to date to meet the Strategic Action goal of "Establishing universal learning outcomes to enhance the value of a YSU degree." The strategies behind the goal include:

- Develop a plan to integrate diversity, equity, and inclusion throughout the university, including in purchasing, hiring, and in the curriculum
- Revise General Education Requirements to reflect the learning outcomes approved by Academic Senate

In addition, these steps are being taken to meet the October 25, 2021 Board of Trustees Resolution related to the YSU Future State within which calls for "a redesigned transformative "general" educational experience that has the potential to be a mode of distinction…"

Step 1:
Step 1 was initiated by the Academic Program Transformation Team that later became a part of the Academic Senate appointed UWLO Committee.

3.22.22	Primer newsletter sent to campus with overview of UWLO need and process including examples from other Ohio institutions
3.29.22	Newsletter #2 – Call to Action to submit their own UWLO suggestions with a deadline of 5.15.22
4.01.22	Posted first week of suggestions from campus community to website. These were posted to the website every Friday
4.13.22	Hosted first virtual discussion regarding UWLO's for campus community to engage, ask questions and make suggestions
4.21.22	Hosted in person discussion in Kilcawley Center regarding UWLO's for campus community to engage, ask questions and make suggestions
5.15.22	Posted final week submissions from campus community (39 total suggestions)

Step 2:

Academic Senate assigned an ad-hoc committee to review the submissions and gather over the summer months to develop suggested UWLO's.

Committee Members:
- Dr. Mark C. Vopat, Chair
- Jennifer A Pintar, Administrative Liaison
- Adam Earnheardt
- David Kasch
- Monica M Merrill
- Paul Louth

- Jeremy Schwartz
- Joy Christiansen Erb
- Gregg Sturrus
- Alan E Tomhave
- Sara Michaliszyn
- Hillary L Fuhrman
- Amy L Cossentino

The committee met several times virtually and developed the following rough "zero" draft on 5.30.22. _This also reflects the thoughts and statements submitted by the campus community._

1. YSU Graduates are creative and integrative problem solvers bringing to bare a number of different elements to their thought processes:
   - Critical thinkers
   - Ethical reasoner
   - Quantitative reasoners
   - Discipline specific knowledge
   - Information literate
2. YSU Graduates are communicators and can disseminate their discipline specific knowledge in a variety of ways [modalities?]:
   - Writing
   - Speaking
   - Multimedia
   - Reading [Need clarification on this is viewed as a form of communication]
3. YSU Graduates are self-aware and are engaged in ongoing personal and professional development. They understand that education is a continuous life-long activity that includes intellectual, emotional, physical, psychological and interpersonal facets.
   - Emotional intelligence
   - Self-care
   - Leadership [Maybe a better spot is in the citizenship section?]
   - Financially literate [?]
   - Artistic appreciation
   - Personal and professional development
4. YSU Graduates are community conscious and demonstrate knowledge needed for responsible citizenship.
   - Socially responsible
   - Civically engaged
   - Civically responsible [redundant?]
   - DEI
   - Justice

Step 3:

The UWLO committee divided into subcommittees to work on the 4 identified areas of focus. The subcommittees then presented their specific areas to the group on 6.16.22. These 4 areas were further discussed and will be tweaked over the next two months.

** Step 4:**

The UWLO committee will present their final recommendation at the first Academic Senate meeting for a vote.

Step 5:

Update Board of Trustees on the outcomes of the UWLO process in December, 2022

Step 6:

Potential implementation Fall 2023 of the General Education reform reflecting the UWLO'S approved by Academic Senate.

BOT Resolution Related to the YSU Future State as it relates to Curricular Efficiency & Effectiveness (October 2021):

Action Item	Fall 2021	2022

Small class sections	🎓 Reduced WL for low enrolled courses
	   o Full WL = 9 graduate students or 15 undergraduate students
	
	🎓 Identified cross-listed courses
	
	🎓 Identified current course enrollment caps
	   o IT will adjust all course caps
	
	🎓 Identified courses with pre-reqs and co-reqs
	
	🎓 Confirmed HEI classifications
	
	🎓 Reviewed Fall 2021 schedule and reduced WLH courses enforced
		🎓 Workshops on curricular rotation to ensure courses with traditional low enrollment are taught with less frequency
		
		🎓 Ensure accuracy of cross-listed courses in Banner
		
		🟡 Normalize course caps to be pedagogically appropriate and consistent across levels and HEI
		
		🟡 Evaluate with each program need for pre-reqs and co-reqs
		
		🎓 Review accuracy of HEI classifications
		   o IS/IN courses are typically small sections

Course offerings reduced	🎓 Identified courses with pre-reqs and co-reqs 🎓 Workshops conducted on curricular mapping o Due December 8, 2021 🎓 Concept of curricular rotation introduced 🎓 Reviewed Fall 2021 schedule and the reduced WLH courses enforced	🟡 Evaluate with each program need for pre-reqs and co-reqs 🟡 All curricular maps for programs will be reviewed and feedback will be provided 🎓 Workshops on curricular rotation to ensure courses with traditional low enrollment are taught with less frequency

NOTE: The green graduation caps indicate items completed, yellow indicates items fully underway and the orange are items that need some attention to get up to speed.

BOT Resolution Related to the YSU Future State as it relates to Curricular Efficiency & Effectiveness (October 2021):

		🎓 Examine General Education offerings
Increase UG SCH taught by FT faculty members	🎓 Committee developed to collect institutional data regarding reassigned time for program coordinators/directors	🎓 Complete data collection and examine application of reassigned time for coordination of programs
		🎓 Optimize release time for selective research distinction
	🎓 Workload Plans converted to electronic format for real time assessment of WL	
	🎓 25Live Software in final stages of release	
Reduce PT instruction	🎓 Collected financial and workload data for each department regarding PT instruction	🎓 Establish PT budgets and WLH "budget"
Optimize the academic portfolio		🎓 Assure fidelity between program recommendations and PES
		🎓 Alignment of Departments/Program areas with core mission
Assess opportunities aligned with offering additional online courses and programs	🎓 Began additional programs in select graduate program verticals with Academic Partnerships	🎓 Explore undergraduate online opportunities

NOTE: The green graduation caps indicate items completed, yellow indicates items fully underway and the orange are items that need some attention to get up to speed.

Academic Program Transformation
Board of Trustees Update
June, 2022

BOT Resolution Related to the YSU Future State as it relates to Curricular Efficiency & Effectiveness (October 2021):

"……in consideration of the 14th day Enrollment Report for Fall 2021……this Board of Trustees expects the following:"

- Significant reductions in small class sections
    Decreased by 10% from Spring 2021 to Spring 2022
        55 less undergraduate sections

- Numbers of course offerings are reduced to only the number essential for student progress and degree completion
    117 less sections offered Spring 2022 vs Spring 2021 (5%)
    642 less sections offered in AY 2021-2022 vs AY 2019-2020 (12% reduction)

- Percent of undergraduate student credit hours of instruction taught by full-time faculty is increased via steps including but not limited to reducing the amount of time faculty are released from instruction
    77% of WL spent teaching to 80% of WL spent teaching

- Substantially reduce part-time instruction
    Saved $102,000 or ~5% from Spring 2021 to Spring 2022
    Deans have budget for PT instruction for Fall 2022 that is $300,000 less than Fall 2021

- Economic viability of maintaining all of the undergraduate and graduate level majors and degrees that currently exist is directly aligned with optimizing the academic portfolio and quality of instruction
    Portfolio has been examined based on data

- Thoroughly assess opportunities associated with offering additional online courses and programs and implementing as appropriate
    Investment slated for next 4-year cycle to develop up to 10 online undergraduate programs in house

    College Comeback strategy for undergraduates (degree completion and credentialing facilitator)

MEMORANDUM

Date: April 14, 2022

To: Dr. Brien Smith, Provost and Vice President for Academic Affairs

From: Office of Research Services (ORS)

Re: FY22 Third Quarter Report

Please see attached the FY22 Third Quarter Report as prepared for delivery to the Academic Excellence and Student Success Committee of the Board of Trustees.

ORS staff managed **48** major grant administration activities during this quarter (**34** submissions and **14** awards/contracts). Additionally, the IRB processed 76 new protocols and 11 modifications.

Notable highlights:

- YSU submitted a $17.5M proposal application to the US Economic Development Administration (EDA) to create a National Energy Storage Training and Innovation Center.
- YSU faculty from Engineering and the Dana School of Music submitted a proposal to the National Science Foundation to teach Structural Vibrations through Real-time Visualization of Music.
- YSU is involved in an Ohio Federal Research Network (OFRN) award with Safran.

Accompanying this submission is the FY22 Quarter 3 Detail Report, which provides greater detail regarding institutional submissions and awards.

EXECUTIVE SUMMARY
Third Quarter Report – FY22
January 1, 2022 to March 31, 2022

<u>Submitted Proposals to External Agencies:</u>   **<u>Total</u>**

Q3 Total Dollars Requested: **$22,767,285**
Q3 Indirect Cost Requested: **$3,574,682**
Q3 Total Proposals Worked: **41**
Q3 Total Proposals Submitted: **34**

<u>Funded Proposals from External Agencies:</u>   **<u>Total</u>**

Q3 Total Dollars Awarded: **$680,951**
Q3 Indirect Costs Awarded: **$42,233**
Q3 Total Projects Awarded: **14**

<u>Q2 YTD Comparison:</u>

	FY21	**FY22**
Q3 Submissions	23	34
Q3 Dollars Requested	$3,197,730	$22,767,285
Q3 Awards	24	14
Q3 Dollars Awarded	$5,639,145	$680,951
YTD Submissions	72	85
YTD $ Requested	$11,538,719	$35,247,053
YTD Awards	70	70
YTD $ Awarded	$11,025,432	$9,739,739

FY21 Q3 Total Active Awards: 124
FY22 Q3 Total Active Awards: 133

FY21 Q3 Research Expenditures $3,446,938
FY22 Q3 Research Expenditures: $2,069,049

FY21 YTD Research Expenditures: $7,980,577
FY22 YTD Research Expenditures: $7,111,810

Proposals Submitted to External Agencies

Third Quarter Report – FY22

January 1, 2022 to March 31, 2022

PI Name	Department	Funding Agency	Amount Requested	Indirect Costs Requested	YSU Cost-Share
Sharma, S	Engineering	US Fish and Wildlife Service	$95,416	$14,211	$28,452
Annico, A	Dean's office of BCLASSE	COBAA	$2,000	$0	$0
Pesch, A; Case, W	Engineering/Dana School of Music	National Science Foundation	$299,204	$54,391	$0
Parrott, C	Grad Studies in Health and Rehab Sciences	Ohio Jobs and Family Services	$268,570	$35,477	$0
McCartney, R	Division of Workforce Education and Innovation	City Of Youngstown	$25,000	$2,478	$0
Pugh, K	Upward Bound	Department of Education	$297,598	$18,591	$0
Howell, C	Dean's office of BCLASSE	Youngstown City School District	$138,500	$2,500	$21,375
Howell, C; Martin, D	Dean's office of BCLASSE	Youngstown City School District	$70,000	$2,500	$64,125
Oddo, J	Division of Workforce Education and Innovation	Ohio Environmental Protection Agency	$397,438	$0	$0
Oddo, J	Division of Workforce Education and Innovation	US Economic Development Administration	$17,549,722	$2,877,403	$1,258,137
Ruller	Division of Workforce Education and Innovation	Ohio Department of Education	$100,000	$10,412	$0
Prieto-Langarica, A; Byers, A	Mathematics and Statistics	Mathematical Association of America	$6,000	$0	$156
Genna, D	Chemical and Biological Sciences	National Institutes of Health	$328,652	$53,652	$0
Cameron, A	Center for Human Services Development	Potential Development	$6,711	$1,398	$0
Epler, P; Cameron, A	Teacher Education and Leadership Studies	Ohio Department of Higher Education	$282,472	$29,824	$27,500
Sharma, S	Engineering	Mill Creek Watershed	$15,786	$0	$0
Cameron, A	Center for Human Services Development	Ohio Department of Education	$655,736	$129,363	$0
Wakefield, T	Mathematics and Statistics	Ohio Department of Higher Education	$380,000	$0	$0
Cameron, A	Center for Human Services Development	Ohio Department of Education	$357,883	$72,649	$0
Cameron, A	Center for Human Services Development	Cadence Care Network	$23,524	$4,898	$0
Cameron, A	Center for Human Services Development	Cadence Care Network	$14,997	$3,123	$0
Cameron, A	Center for Human Services Development	Cadence Care Network	$23,524	$4,898	$0
Cameron, A	Center for Human Services Development	Cadence Care Network	$14,997	$3,123	$0

Cameron, A	Center for Human Services Development	Organizacion Civica y Cultural Hispana Americana, Inc	$23,524	$4,898	$0
Cameron, A	Center for Human Services Development	Organizacion Civica y Cultural Hispana Americana, Inc	$26,622	$5,544	$0
Cameron, A	Center for Human Services Development	Ohio Urban Renaissance	$24,002	$4,998	$0
Cameron, A	Center for Human Services Development	Ohio Urban Renaissance	$21,003	$4,374	$0
Hughes, T	Grad Health and Rehab Sciences	Ohio Living	$17,071	$2,071	$0
Wallace, M	Teacher Education and Leadership Studies	Ohio Department of Education	$62,441	$4,625	$0
VanVoorhis, R; Miller, K.	Psychological Sciences and Counseling	Department of Education	$34,083	$2,525	$0
Sharma, S	Engineering	Ohio Department of Higher Education	$68,467	$0	$64,529
Vamsi, B	Engineering	Department of Defense	$1,079,999	$213,024	$0
Cameron, A	Center for Human Services Development	We Become	$49,998	$10,411	$0
Cameron, A	Center for Human Services Development	Organizacion Civica y Cultural Hispana Americana, Inc	$6,345	$1,321	$0
		Total	**$22,767,285**	**$3,574,682**	**$1,464,274**

Projects Awarded from External Agencies
Third Quarter Report – FY22
January 1, 2022 to March 31, 2022

PI Name	Department	Funding Agency	Amount Requested	Indirect Costs Requested	YSU Cost-Share
Keter, A	Grad Studies in Health and Rehab Sciences	Ohio Physical Therapy Association	$1,185	$0	$0
Kuzma, D; Moss, M	Janitorial Services	MC Solid Waste Managing District	$62,070	$0	$0
Bralich, J	Humanities and Social Sciences	Raftelis	$15,000	$3,124	$0
Epler, P	Teacher Education and Leadership Studies	Department of Education	$17,000	$1,259	$0
Villano, M	Accounting and Finance	Institute of Management Accountants	$5,000	$0	$0
McCartney, R	Division of Workforce Education and Innovation	City of Youngstown	$25,000	$2,478	$0
Moldovan, S	Engineering	Safran Power USA LLC (OFRN)	$169,802	$0	$101,298
McNicholas, R	Campus Recreation	Ohio Department of Higher Education	$35,000	$3,181	$0
Ruller, J	Division of Workforce Education and Innovation	Ohio Development Services Agency	$8,100	$0	$0
Cameron, A	Center for Human Services Development	Potential Development	$6,711	$1,398	$0
Annico, A	Maag Library	State Library of Ohio	$2,000	$0	$0
Ruller, J	Division of Workforce Education and Innovation	Ohio Department of Education	$100,000	$10,412	$0
Epler, P	Teacher Education and Leadership	Ohio Department of Education	$200,000	$17,856	$27,500
VanVoorhis, R; Miller, K	Psychological Sciences and Counseling	Department of Education	$34,083	$2,525	$0
	Total		**$680,951**	**$42,233**	**$128,798**

CURRENT ACCREDITATION ACTIVITY
June 2022

Summary of recent site visits:
- No updates to report.

Summary of recent accreditation actions:
- On July 30, 2018, the Higher Learning Commission continued the accreditation of YSU with the next Reaffirmation of Accreditation scheduled to occur in 2027-28.

Details:

Program	Status
Art National Association of Schools of Art and Design (NASAD)	The NASAD Commission granted renewal of membership for the following degree options: BA in Art History, BS in Art Education, BFA in Studio Art, and MA in Art Education. The next full review is scheduled for 2025-2026. An affirmation statement and audit were submitted on June 30, 2021, noting that the MA and MFA have both been suspended and that the BFA tracks have been realigned.
Athletic Training Commission on Accreditation of Athletic Training Education (CAATE)	The Master of Athletic Training program was granted initial accreditation for five years by CAATE in 2018. The next review will occur in 2023. After filling its program director position, the MAT program is currently in good standing with CAATE. The program has started the self-study process with a site visit anticipated to be scheduled in Spring 2023.
Business AACSB International—The Association to Advance Collegiate Schools of Business	AACSB International approved the extension of accreditation in January 2020. Accreditation of the undergraduate and graduate business programs was extended for the standard five years. The next accreditation review will be in 2024. One tenure track finance faculty member was hired in response to AACSB citing a deficiency in the number of finance faculty and heavy reliance on lecturers. The first Continuous Review will be submitted July 1 to prepare for the 2024 review.
Chemistry American Chemical Society (ACS)	The American Chemical Society (ACS) notified the YSU Chemistry Department in August 2017 that its BS Chemistry program has met the requirements for continued ACS accreditation through 2022. At that time, the department must apply for re-accreditation.

Program	Status
Counseling Council for Accreditation of Counseling and Related Educational Programs (CACREP)	The Council for Accreditation of Counseling and Related Educational Programs (CACREP) granted full accreditation to the MS. Ed. in Counseling—Addiction Counseling, Clinical Mental Health Counseling, School Counseling, and Student Affairs/College Counseling program tracks for the full eight-year period, until March 31, 2023.
Dental Hygiene American Dental Association (ADA)	The self-study for continuing accreditation of the Dental Hygiene program was submitted in September 2017. This was the initial site visit following the transition from the Associate of Applied Science (AAS) degree to the Bachelor of Science in Dental Hygiene (BSDH) degree. A site visit occurred in November 2017, and the program was awarded full accreditation status, Approval Without Reporting Requirements, at the 2018 ADA CODA Summer Commission meeting. The accreditation cycle for allied dental programs is seven years. The next site visit will be in 2025.
Dietetics Program Academy of Nutrition and Dietetics (AND) Accreditation Council for Education in Nutrition and Dietetics (ACEND)	The two ACEND-accredited dietetics programs are the Didactic Program in Dietetics and the Dietetics Future Model/DFM (MPH-RDN graduate track). The Coordinated Program in Dietetics (CPD) graduated its last student in Fall 2021, and the program closed effective December 31, 2021. This program is being replaced by the new DFM program. The graduate level MPH-DFM (Master's in Public Health-Dietetic Future Model) replaced the previously offered BSAS-CPD, as required by ACEND. The first cohort in the MPH-DFM started in Fall 2020. The program will graduate its first pilot class in Summer 2022 and will admit its third round of successful applicants in Fall 2022. The program continues in good standing and is preparing for an accreditation site visit in 2023. As part of its re-accreditation requirements, the Didactic Program in Dietetics completed an ACEND site visit in January 2021, received the

Program	Status
Dietetics (continued)	site visit report on March 4, 2021, and then submitted a program response. A program assessment report for the DPD will be due by January 2024. The program remains in good standing and is due for re-accreditation in 2028 at the end of the seven-year cycle for all ACEND-accredited dietetics programs.
Education and Licensure Programs The Council for the Accreditation of Educator Preparation (CAEP) Accreditation occurs at the unit (BCOE) level.	The Council for the Accreditation of Educator Preparation (CAEP) conducted a site visit of YSU's Beeghly College of Education on April 2-4, 2017. CAEP's Accreditation Council met on October 23, 2017, and granted accreditation status effective Fall 2017 through Fall 2024. The next site visit will occur in Fall 2024.
Emergency Medical Services State of Ohio Department of Public Safety / Division of Emergency Medical Services Commission on Accreditation of Allied Health Education Programs—EMS Professions (CoAEMSP—CAAHEP)	The Emergency Medical Services (EMS) program was reaccredited through the State of Ohio Division of EMS in August 2021 for another five years. The accreditation site visit for CoAEMSP has been suspended because of inactive status for Paramedic Certificate.
Engineering Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET)	The Electrical Engineering, Civil Engineering, Chemical Engineering, and Mechanical Engineering programs are fully accredited by ABET until 2026. Industrial Engineering went from "program deficiency" to "program weakness," a finding which means that the program has been removed from "show cause." Like the other engineering programs, Industrial Engineering is now fully accredited until 2026.
Engineering Technology Engineering Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (ETAC-ABET	Final findings from ETAC of the ABET visit were received on August 29, 2018. All of the AAS and BSAS Engineering Technology programs (CCET, EET, and MET) are accredited through September 30, 2024.

Program	Status
Exercise Science Committee on Accreditation for the Exercise Sciences (CoAES) / Commission on Accreditation of Allied Health Education Programs (CAAHEP)	The Committee on Accreditation for the Exercise Sciences (CoAES) granted initial accreditation of the YSU undergraduate Exercise Science program on May 18, 2018. The accreditation is for five years. The yearly report was submitted in June and approved in July 2021.
Forensic Science American Academy of Forensic Sciences (AAFS)	Application for initial accreditation is pending. Program self-study and site visit will follow.
Long-Term Care Administration National Association of Long-Term Care Administrator Boards (NAB)	The Long-Term Care Administration program submitted its accreditation review to the National Association of Long-Term Care Administrator Boards (NAB) in Spring 2022, and the submission was approved by NAB. The program is currently seeking accreditation of the Healthcare Administration track. The Master's in Health and Human Services accreditation application will begin in the fall.
Medical Laboratory Technology National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	The Medical Laboratory Technology program self-study and response were submitted Spring 2020. A virtual site visit was conducted on July 23-24, 2020. The program as awarded ten years of accreditation. The annual report is due November 15.
Medical Laboratory Science National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	An initial accreditation application was submitted to NAACLS in 2014 with the full self-study submitted in 2016. The site visit occurred in 2017. The site visit team found no standards violations and awarded YSU a full seven-year accreditation. The Medical Laboratory Science program's next accreditation self-study will be due in Fall 2021. For the Medical Laboratory Science completion program, an extension was granted for submission of the self-study with a due date of April 1, 2022. The site visit will occur in Summer 2022 or Fall 2022. An action plan was developed and accepted by NAACLS for the improvement of outcomes. The annual report is due November 15.

Program	Status
Music National Association of Schools of Music (NASM)	In 2012, the NASM Commission on Accreditation voted to continue YSU and the Dana School of Music in good standing. A follow-up report on activities was sent to NASM. In 2013, the NASM Commission on Accreditation voted to accept the YSU progress report. In July 2016, the NASM Commission on Accreditation accepted YSU's Application for Plan Approval of Dana's Bachelor of Music in Music Recording. The next full review, scheduled for 2020-2021, has been deferred until 2021-2022 due to the COVID-19 pandemic. The Dana School of Music has requested a second- and third-year postponement of the accreditation full-review and site visit until 2023-2024. The request will be considered by the NASM Commission on Accreditation at its November 2021 meeting. The NASM Commission on Accreditation has approved the postponement of the accreditation full review and site visit until 2023-2024.
Nursing Accreditation Commission for Education in Nursing (ACEN) Commission on Collegiate Nursing Education (CCNE) Council on Accreditation of Nurse Anesthesia Educational Programs (COA) St. Elizabeth Health Center School for Nurse Anesthetists, Inc. (YSU MSN nurse anesthesia option only)	BSN programs are fully accredited. CCNE and ACEN continuing accreditation visits occurred in February and March 2022. Results will be available in September 2022. The MSN and post-graduate APRN certificate programs are fully accredited. CCNE's continuing accreditation visit in March 2022 included the MSN and post-graduate APRN certificate programs. The nurse anesthetist program was found to be in full compliance and was granted continued accreditation effective May 2017 for a period of ten years. Next evaluation visit: Spring 2027.
Physical Therapy Commission on Accreditation in Physical Therapy Education (CAPTE)	The MPT has been discontinued. Accreditation now applies to the DPT program approved by HLC in 2008. A CAPTE team visited YSU in 2014 for a self-study visit for the DPT program. The self-study was submitted in 2014 for this visit. The site team gave a favorable report. Ten-year accreditation was reaffirmed in 2014 with a

Program	Status
Physical Therapy (continued)	compliance report due in 2015. This report was submitted, and CAPTE granted the program continuing accreditation with the next scheduled self-study and site visit in Spring 2024. In 2019, the program received CAPTE approval to increase class size to 45 per cohort. Class sizes were increased incrementally to admit 45 students by 2021. The program submitted a progress report to CAPTE regarding the impact of this increase. After the CAPTE board reviewed the progress report in April, the program's accreditation was continued. The program submitted a compliance report, and a second report is due by March 1, 2021. As a result of the initial report, the program has conditional compliance on one criterion based upon one faculty member not having a doctoral degree. This faculty member has now enrolled in a doctoral program. A progress report was submitted regarding the expansion and the impact of the PhD on faculty workload in the DPT. A new faculty member has been hired in the DPT program for Fall 2021. Another progress report was submitted September 1, 2021, and the response is pending. Currently, the program has a "continue" accreditation status. On November 2, 2021, the program was placed on Probationary Accreditation due to being out of compliance on one criterion for the last 18 months. This criterion outlines the requirement for a terminal degree for one core faculty member. The YSU faculty member is currently in the dissertation phase. Beginning with the March 2022 Progress Report, this faculty member will be assigned adjunct status until her terminal degree is completed (August 2022 is the anticipated completion date).
Public Health (Consortium of Eastern Ohio Master of Public Health) Council on Education for Public Health (CEPH)	The MPH is offered by a consortium of institutions including YSU. Initial accreditation was earned in 2003. In October 2009, the Council on Education for Public Health (CEPH) renewed accreditation for seven years until 2016. A 2016 site visit resulted in all compliant findings. In June 2017, the program received official notification of

Program	Status
Public Health (continued)	full accreditation with the seven-year accreditation term ending July 1, 2024. In order to align with site visit workload, CEPH offered on December 6, 2021, to extend the CEOMPH accreditation term until July 1, 2025, which was accepted.
Respiratory Care Commission on Accreditation for Respiratory Care (CoARC)	The site visits for the Respiratory Care programs were completed virtually due to the pandemic. The virtual site visit for the BSRC entry into practice program was completed February 8-9, 2021, without programmatic issues. Continuing re-accreditation status for the next ten years was conveyed for the BSRC entry into practice on July 21, 2021, at the CoARC quarterly meeting. Both the BSRC degree advancement (completion program) and the Master of Respiratory Care programs were conferred accreditation status in July 2021 at CoARC's quarterly board meeting. Virtual site visits for these two programs were completed May 10-11, 2021, without programmatic issues. Provisional initial accreditation was conferred at the CoARC quarterly board meeting. In the interest of substantial financial savings, the site visits were scheduled as one CoARC visit. The site visits were performed virtually while retaining the multiple program savings. All three programs will perform a CSSR review by July 2022 to continue to meet CoARC's high academic standards. YSU has increased capacity of the BSRC entry into practice program, placing initial cohort enrollment at 25 allowable students per cohort to enter, which is maximum for classroom capacity, clinical rotation sites, and accreditation standards.
Social Work Council on Social Work Education (CSWE)	The BSW accreditation site visit occurred on October 21, 2020. At its February 2021 meeting, the Commission on Accreditation (COA) voted to reaffirm accreditation for eight years, ending in

Program	Status
Social Work (continued)	October 2027 due to a one-meeting deferment received this cycle. In 2012, the Council on Social Work Education granted reaffirmation of accreditation of the Master of Social Work program until 2020. On October 15, 2020, after reassessing the program's candidacy, the COA placed the program on Conditional Accredited Status based upon non-compliance with Accreditation Standard M3.3.4(c). The COA restored the program's accredited status as of April 12, 2021. The COA review of the program's restoration report found that the program had taken corrective action and is in compliance with all standards. The program is fully accredited through February 2028.
Theatre National Association of Schools of Theatre (NAST)	Due to cuts in the number of tenure-track faculty and ongoing staffing issues, the Department of Theatre and Dance officially resigned its NAST accreditation effective May 3, 2018, and will not seek reaccreditation until these issues have been resolved. Additional faculty reduction preceding the 2021-2022 academic year has further delayed the program's ability to reapply for specialized accreditation.
World Languages and Cultures American Council on the Teaching of Foreign Languages (ACTFL) Recognition for Italian Education and Spanish Education	Resubmission of the Italian Education and Spanish Education programs to the American Council on the Teaching of Foreign Languages (ACTFL) in March 2016 resulted in national recognition for both programs effective August 2016. Spanish Education is currently seeking accreditation through the State of Ohio rather than ACTFL. Submission is due in Fall 2022.

Update on Assessment of Student Learning

YSU has made and continues to make progress in fostering meaningful and relevant assessment of student learning.

Assessment of Student Learning Activities
- **Academic Assessment:** Academic programs engage in assessment reporting on a five-year cycle through an Assessment Plan, Assessment Update, or a Cycle Reflection. Programs

identified for sunset through APEEI with enrolled students complete a shortened Teach Out Update. Annual reports will occur next in Fall 2022. In response to lower-than-average reporting rates in Fall 2021, staff in the Institute for Teaching and Learning will work over the summer to identify strategies to increase engagement in assessment reporting for 2022.

- **Co-Curricular Assessment:** Co-curricular units have an annual reporting due date of June 30, 2022. Assessment staff has been actively engaging with co-curricular programs in Student Affairs through a year-long CAS Self-Study process. All other co-curricular units will be submitting either an updated Assessment Plan or an Assessment Update through Taskstream AMS. On-demand trainings, an assessment handbook, and drop-in consult hours are offered through May and June to support co-curricular units.

Current Student Data Collection

- **Noel Levitz Student Satisfaction Inventory & Adult Student Priorities Survey**: All undergraduate and graduate students were invited to participate in the Noel Levitz Student Satisfaction Inventory or the Adult Student Priorities Survey in April 2022. The survey response rate was 17%. Data and reports were made available and will be analyzed over the summer by the Institute of Teaching and Learning to be disseminated during late summer/early fall.

- **National Survey of Student Engagement:** Key reports and data from the National Survey of Student Engagement (NSSE) have been widely disseminated during Fall 2021 and Spring 2022 to campus stakeholders. In Spring 2022, stakeholders attended Lunch and Learn: NSSE Data Conversations. Reports, including disaggregated data sets, are shared online and are accessible with YSU credentials. This spring, two groups of graduate students developed follow-up projects based on NSSE survey data exploring the impact of living on campus on utilization of campus resources and the support of students who are Veterans through programming and services. More than 70 participants engaged with NSSE data through the NSSE data conversations and graduate student presentations.

ACADEMIC PROGRAMS UPDATE
JUNE 2022

1. Undergraduate Program Development:

Undergraduate Program Actions Requiring Board of Trustees Action and/or Notification or Approval by the Ohio Department of Higher Education

Since the last set of YSU Board of Trustees meetings, the Ohio Department of Higher Education (ODHE) has approved the following undergraduate program changes:

- The following academic minors have been deleted (these deletions do not have to be approved by ODHE):
  - **Minor in Latin**
  - **Minor in Italian**
  - **Minor in Greek Studies**
  - **Minor in French**
  - **Minor in American Studies**
  - **Minor in Digital Media for Studio Art Majors**
  - **Minor in Advertising and Public Relations**
  - **Minor in Coaching Education P-16**

- The following certificates have been deleted (these deletions do not have to be approved by ODHE):
  - **Certificate in Biomedical Research**
  - **Certificate in Anatomy and Physiology**

2. Graduate Program Development:

Graduate Program Actions Requiring Board of Trustees Action and/or Notification or Approval by the Chancellor's Council on Graduate Studies (CCGS)

- A new graduate **Certificate in Applied Geospatial Science and Technology** was approved by campus committees. CCGS is not required for this graduate certificate.

- The graduate **Certificate in Applied History** was approved by campus committees for online delivery. CCGS approval is not required for this change.

- A request to suspend admission to the **Master of Arts in Gerontology** was sent to CCGS.

DISTINGUISHED PROFESSORSHIP AWARDS 2021-2022

For excellence in teaching ~

David Asch, Department of Chemical and Biological Sciences
Christopher Bellas, Department of Criminal Justice and Consumer Sciences
Ewelina Boczkowska, Dana School of Music
Dragana Crnjak, Department of Visual and Dramatic Arts
Kendra Fowler, Department of Management and Marketing
Lori Fusco, Centofanti School of Nursing
Monica Merrill, Department of Criminal Justice and Consumer Sciences
Richard VanVoorhis, Department of Psychological Sciences and Counseling

For excellence in scholarship ~

Thomas Diggins, Department of Chemical and Biological Sciences
Amy Fluker, Department of Humanities and Social Sciences
Omer Genc, Department of Management and Marketing
Alina Lazar, School of Computer Science, Information and Engineering Technology
Tomi Ovaska, Lariccia School of Accounting and Finance
Christina Saenger, Department of Management and Marketing
Ying (Joy) Tang, Department of Psychological Sciences and Counseling

For excellence in service ~

Abdu Arslanyilmaz, School of Computer Science, Information and Engineering Technology
Morgan Bagley, Graduate Studies in Health and Rehabilitation Sciences
Amanda Fehlbaum, Department of Humanities and Social Sciences
Victoria Kress, Department of Psychological Sciences and Counseling
Jacob Labendz, Department of Humanities and Social Sciences
Valerie O'Dell, Centofanti School of Nursing
Doori Song, Department of Management and Marketing
Dana Sperry, Department of Visual and Dramatic Arts
Albert Sumell, Lariccia School of Accounting and Finance

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DISTINGUISHED PROFESSORSHIP DESIGNATION 2021-2022

Ewelina Boczkowska, Dana School of Music
Christina Saenger, Department of Management and Marketing

~ ~ ~

PART-TIME FACULTY TEACHING EXCELLENCE AWARDS 2021-2022

Ashley Duritza, School of Computer Science, Information and Engineering Technology
Jennifer Frank, Department of Criminal Justice and Consumer Sciences
Michael Kopczyk, Departments of Physics, Astronomy, Geology, and Environmental Science
Susan Laird, Department of Humanities and Social Sciences
Paulina Montaldo, Department of English and World Languages
Yukitada Onitsuka, Dana School of Music
Li Sui, Department of Chemical and Biological Sciences

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EXCELLENCE AWARD FOR DEPARTMENT CHAIRPERSON IN SCHOLARSHIP 2021-2022

No Nominations Received

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EXCELLENCE AWARD FOR DEPARTMENT CHAIRPERSON IN TEACHING 2021-2022

Jeffrey Coldren, Department of Psychological Sciences and Counseling

~ ~ ~

WATSON MERIT AWARDS 2021-2022

Dana Davis, Department of Social Work
Alan Tomhave, Department of Humanities and Social Sciences

RESOLUTION TO MODIFY
DEADLY WEAPONS RESTRICTIONS POLICY, 3356-7-03

WHEREAS, the University Policies are reviewed and reconceptualized on an ongoing basis; and

WHEREAS, this process can result in the modification of existing policies, the creation of new policies, or the deletion of policies no longer needed; and

WHEREAS, action is required by the Board of Trustees prior to replacing and/or implementing modified or newly created policies, or to rescind existing policies;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the modification of the University Policy, Deadly Weapons Restrictions, policy number 3356-7-03, attached hereto.

Board of Trustees Meeting
June 23, 2022
YR 2022-

3356-7-03   Deadly weapons restrictions.

Responsible Division/Office:	Police Department
Responsible Officer:	Associate Vice President for University Relations
Revision History:	March 2011; June 2017: June 2022
Board Committee:	Institutional Engagement
Effective Date:	**June 23, 2022**
Next Review:	2027

(A)   Policy statement. Persons entering the property of Youngstown state university ("university") must comply with all laws and university policies and rules governing weapons.

(B)   Purpose. This policy is designed to create and maintain an environment that sustains the general health and well-being of students, employees, and visitors.

(C)   Scope. This policy applies to students, faculty, staff, visitors, vendors, contractors, and any other individual on or utilizing university owned or leased property.

University owned or leased vehicles are covered by this policy at all times regardless of whether they are on university property.

(D)   Definitions.

(1)   "University property." All university owned or leased property, including but not limited to residence halls, grounds, buildings, facilities, and parking lots.

(2)   "Deadly weapon." Any instrument, device, or thing capable of inflicting death, and designed or specially adapted for use as a weapon, or possessed, carried, or used as a weapon. (See section 2923.11 of the Revised Code.)

(E)   Restrictions.

(1)   The illegal possession, use, or unauthorized storage of a deadly

weapon, firearm, explosive device, incendiary device, ballistic knife, or dangerous ordnance (collectively referred to as "deadly weapons" for purposes of this policy), as defined by section 2923.11 of the Revised Code, is strictly prohibited on all university property.

(2)   In addition to this policy, university students are also subject to restrictions within the student code of conduct, housing agreements, event policies, and other applicable university polices.

(3)   Disabled weapons, realistic replicas or simulated/nonfunctional firearms are strictly prohibited.

(4)   The use of any deadly or disabled weapon or realistic replica of such in a manner that harms or threatens persons or property is strictly prohibited, even if legally possessed.

(5)   Live ammunition is strictly prohibited.

(6)   See paragraph (G) of this rule for policy exemptions.

(F)   Conceal carry weapons license ("CCW"). All persons who enter university property are prohibited from carrying a concealed handgun/firearm, as prescribed under Ohio law, or prohibited weapon of any kind onto university property. This prohibition applies to all employees, students, faculty, visitors, customers and contractors on university property.

Possession of a valid concealed weapon permit authorized by the state of Ohio is not an exemption under this policy. An individual who has a valid CCW permit when on any university property must legally secure their firearm in a locked vehicle. University owned or leased vehicles may not be used to secure a firearm.

(G)   Policy exemptions. The following exemptions to this policy are allowed under the stated circumstances:

(1)   Any federal, state, local, or university law enforcement officer, while engaged in the performance of their official duties, or off-duty law enforcement officers qualified to possess an off-duty firearm by the officer's employing agency.

3356-7-03

(2)   Disabled weapons, realistic replicas, or simulated/nonfunctional firearms used for educational, artistic, or theatrical purposes with the prior authorization of the appropriate department chair or supervisor and the inspection and authorization of the university chief of police or designee.

    (a)   Notification to the university chief of police or designee must be made three days prior to the intended usage date.

    (b)   The weapon/replica/firearm must be contained in a case while being transported and may only be removed and used inside a classroom, secure office, rehearsal space, theater, or the immediate vicinity of a theater and/or exhibition space.

(3)   Students or cadre of the military science program (ROTC) acting in their official capacity shall be permitted to transport and utilize deadly weapons for training, special events, or demonstrations as prescribed by program policy.

(4)   Any employee of the university who is employed as a maintenance worker, technician, groundskeeper, storekeeper, parking employee, vendor, contractor, or other position not listed above whose normal duties require the use of knives, utility knives, leatherman tools, or other cutting instruments shall be permitted to possess, carry, and use those instruments while engaged in their normal course of duties.

(5)   A university police academy instructor while engaged in the performance of their official duties and who is either employed as a law enforcement officer or is a retired law enforcement officer.

(6)   A university police academy cadet during training of university police academy instructors as provided or approved by the university peace officer training academy and/or the university police department.

(7)   Any instructor of, or student enrolled in, the marksmanship class as provided by the university while on a shooting range during class hours.

(H)   Notification. The university conspicuously posts "Weapons Prohibited" signs at university facilities and parking areas surrounding university facilities.

(I)   Searches. Youngstown state university reserves the right to authorize searches based on reasonable, articulable suspicion for prohibited deadly weapons on its property as deemed necessary by the university to assure campus safety. Refusal to permit a search may result in student discipline up to and including expulsion and employee discipline up to and including termination.

(J)   Violations. Failure to abide by all terms and conditions of this policy may result in discipline up to and including termination for faculty and staff and expulsion for students, the filing of criminal charges, and/or removal from university property.

(K)   Reporting. Report any violations of this policy to campus police immediately.

(L)   Enforcement. The university policy department is solely responsible for the oversight and implementation of this policy on university property. All requests for exceptions or deviation from this policy must be approved by the university chief of police or designee.

(M)   Limitations. This policy shall not be construed to create any duty or obligation on the part of the university to take any actions beyond those required by law.

3356-7-03   Deadly weapons restrictions.

Responsible Division/Office:	Police Department
Responsible Officer:	Associate Vice President for University Relations
Revision History:	March 2011; June 2017: June 2022
Board Committee:	Institutional Engagement
Effective Date:	~~June 14, 2017~~June 23, 2022
Next Review:	~~2022~~2027

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(D)   Definitions.

　　(1)   "University property." All university owned or leased property, including but not limited to residence halls, grounds, buildings, facilities, and parking lots.

　　(2)   "Deadly weapon." Any instrument, device, or thing capable of inflicting death, and designed or specially adapted for use as a weapon, or possessed, carried, or used as a weapon. (See section 2923.11 of the Revised Code.)

(E)   Restrictions.

　　(1)   The illegal possession, use, or unauthorized storage of a deadly

weapon, firearm, explosive device, incendiary device, ballistic knife, or dangerous ordnance (collectively referred to as "deadly weapons" for purposes of this policy), as defined by section 2923.11 of the Revised Code, is strictly prohibited on all university property.

(2)   In addition to this policy, university students are also subject to restrictions within the student code of conduct, housing agreements, event policies, and other applicable university polices.

(3)   Disabled weapons, realistic replicas or simulated/nonfunctional firearms are strictly prohibited.

(4)   The use of any deadly or disabled weapon or realistic replica of such in a manner that harms or threatens persons or property is strictly prohibited, even if legally possessed.

(5)   Live ammunition is strictly prohibited.

(6)   See paragraph (G) of this rule for policy exemptions.

(F)   Conceal carry weapons license ("CCW"). All persons who enter university property are prohibited from carrying a concealed handgun/firearm, as prescribed under Ohio law, or prohibited weapon of any kind onto university property. This prohibition applies to all employees, students, faculty, visitors, customers and contractors on university property.

Possession of a valid concealed weapon permit authorized by the state of Ohio is not an exemption under this policy. An individual who has a valid CCW permit when on any university property must legally secure their firearm in a locked vehicle. University owned or leased vehicles may not be used to secure a firearm.

(G)   Policy exemptions.   The following exemptions to this policy are allowed under the stated circumstances:

(1)   Any federal, state, local, or university law enforcement officer, while engaged in the performance of their official duties, or off-duty law enforcement officers qualified to possess an off-duty firearm by the officer's employing agency.

(2)   Disabled weapons, realistic replicas, or simulated/nonfunctional firearms used for educational, artistic, or theatrical purposes with the prior authorization of the appropriate department chair or supervisor and the inspection and authorization of the university chief of police or designee.

    (a)   Notification to the university chief of police or designee must be made three days prior to the intended usage date.

    (b)   The weapon/replica/firearm must be contained in a case while being transported and may only be removed and used inside a classroom, secure office, rehearsal space, theater, or the immediate vicinity of a theater and/or exhibition space.

(3)   Students or cadre of the military science program (ROTC) acting in their official capacity shall be permitted to transport and utilize deadly weapons for training, special events, or demonstrations as prescribed by program policy.

(4)   Any employee of the university who is employed as a maintenance worker, technician, groundskeeper, storekeeper, parking employee, vendor, contractor, or other position not listed above whose normal duties require the use of knives, utility knives, leatherman tools, or other cutting instruments shall be permitted to possess, carry, and use those instruments while engaged in ~~his or her~~their normal course of duties.

(5)   A university police academy instructor while engaged in the performance of their official duties and who is either employed as a law enforcement officer or is a retired law enforcement officer.

(6)   A university police academy cadet during training of university police academy instructors as provided or approved by the university peace officer training academy and/or the university police department.

(7)   Any instructor of, or student enrolled in, the marksmanship class as provided by the university while on a shooting range during class hours.

(H)   Notification. The university conspicuously posts "Weapons Prohibited" signs at university facilities and parking areas surrounding university facilities.

(I)   Searches. Youngstown state university reserves the right to authorize searches based on reasonable, articulable suspicion for prohibited deadly weapons on its property as deemed necessary by the university to assure campus safety. Refusal to permit a search may result in student discipline up to and including expulsion and employee discipline up to and including termination.

(J)   Violations.   Failure to abide by all terms and conditions of this policy may result in discipline up to and including termination for faculty and staff and expulsion for students, the filing of criminal charges, and/or removal from university property.

(K)   Reporting. Report any violations of this policy to campus police immediately.

(L)   Enforcement. The university policy department is solely responsible for the oversight and implementation of this policy on university property. All requests for exceptions or deviation from this policy must be approved by the university chief of police or designee.

(M)   Limitations. This policy shall not be construed to create any duty or obligation on the part of the university to take any actions beyond those required by law.

RESOLUTION TO ACCEPT WYSU MEMBERSHIPS

WHEREAS, Board policy provides that the President shall compile a list of memberships to the University for each meeting of the Board of Trustees and present the list accompanied by his recommendation for action by the Board; and

WHEREAS, the President has reported that the memberships as listed in Exhibit attached hereto are being held pending acceptance and he recommends their acceptance;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees does hereby accept these memberships on behalf of Youngstown State University and requests that the President acknowledge the acceptance of these memberships.

Board of Trustees Meeting
June 23, 2022
YR 2022-

UNIVERSITY MEMBERSHIPS
EXECUTIVE SUMMARY

WYSU-FM Board Report					
Fiscal Year 2020-2021					
July 1,2020 -March 31, 2021					
Gifts $1,000 - $105,000	21	$140,097			
Gifts $500 - $999	34	$20,155			
Gifts Below $500	1018	$118,984			
Total WYSU-FM	**1073**	**$279,236**			
** $15,782 in Annual Fund Gifts to WYSU are not included in these totals.					

UNIVERSITY MEMBERSHIPS
EXECUTIVE SUMMARY

WYSU-FM Board Report					
Fiscal Year 2021-2022					
July 1,2021 - March 31, 2022					
Gifts $1,000 - $105,000	28	$55,478			
Gifts $500 - $999	45	$26,940			
Gifts Below $500	1078	$133,248			
Total WYSU-FM	**1151**	**$215,666**			
** $29,680 in Annual Fund Gifts to WYSU are not included in these totals.					

RESOLUTION TO ACCEPT GIFT OF REAL ESTATE

WHEREAS, Youngstown State University Board of Trustees policy provides that the Board of Trustees may be the recipient of gifts of real estate as determined by the President and as recommended to the Institutional Engagement Committee of the Board of Trustees; and

WHEREAS, the Youngstown State University Foundation owns real estate located within the University's campus as identified on the property map ("Real Estate") attached hereto as Exhibit A; and

WHEREAS, the Youngstown State University Foundation seeks to gift the Real Estate to the Board of Trustees for use by the University; and

WHEREAS, the President recommends that the Board of Trustees accept the gift of Real Estate from the Youngstown State University Foundation.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees does hereby accept the gift of Real Estate from the Youngstown State University Foundation.

Board of Trustees Meeting
June 23, 2022
YR 2022-

Gift Declaration: Property to be Gifted from YSU Foundation to YSU

To be Gifted from YSU Foundation to YSU

YSU-Owned Property

Other Property

Road

Exhibit A

53003023900

53003023800

53003022000
53003021000
53003020000
53003019000
53003017000
53003015000

Ford Ave

Arlington St

Lincoln Ave

W Rayen Ave

Belmont Ct

Orchard Pl

Fifth Ave

W Wood St

N
W E
S
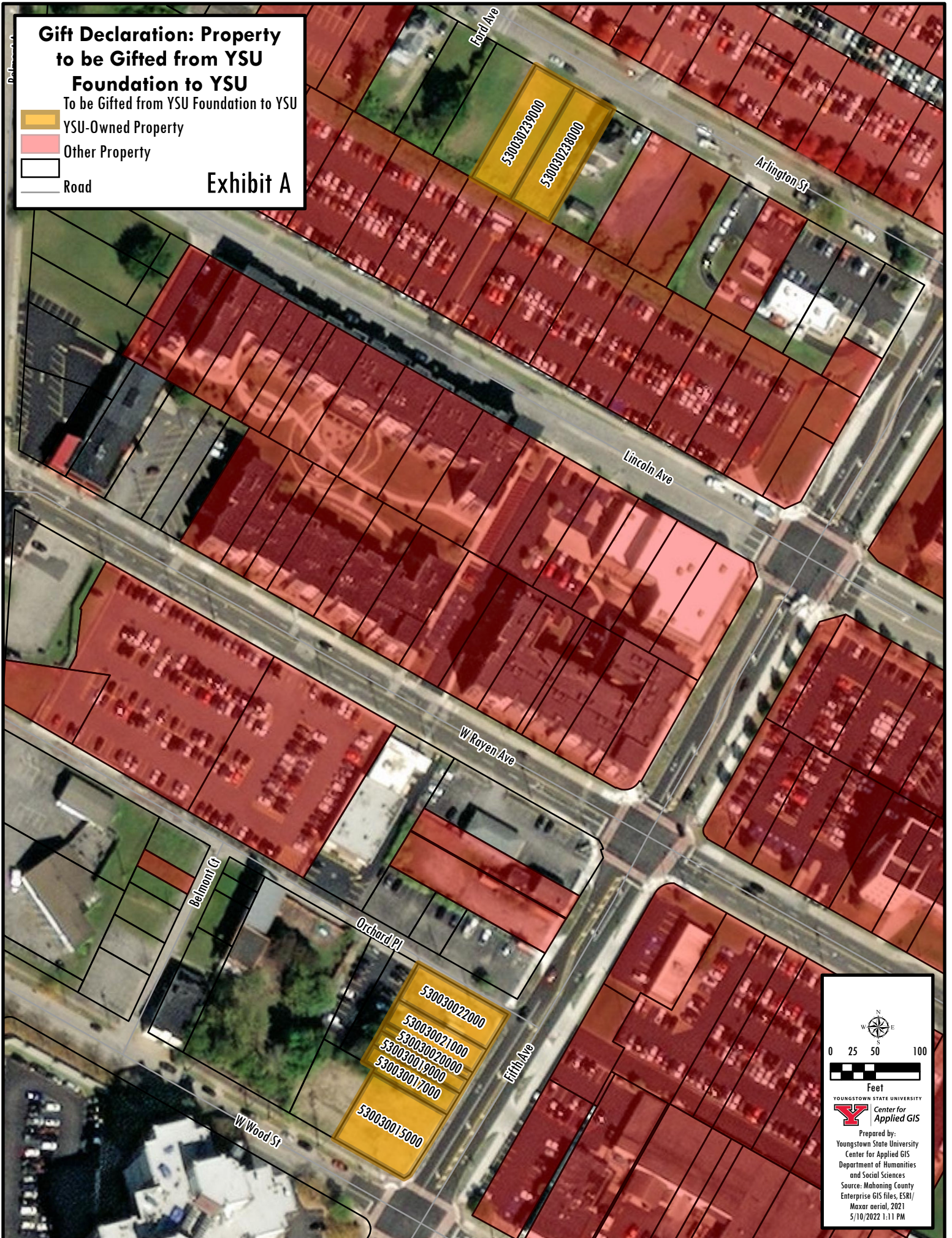
0 25 50 100

Feet

YOUNGSTOWN STATE UNIVERSITY

Y | *Center for Applied GIS*

Prepared by:
Youngstown State University
Center for Applied GIS
Department of Humanities
and Social Sciences
Source: Mahoning County
Enterprise GIS files, ESRI/
Maxar aerial, 2021
5/10/2022 1:11 PM

YSUF Gift Processing Summary - Jan., 2022 - March, 2022 Vs. Jan., 2021 - March, 2021			
	Total Jan., 2022 - March, 2022	**Total Jan., 2021 - March, 2021**	**Difference 2022/2021**
Development (New Gifts and New Pledges):			
YSU	$990,810.13	$246,050.86	$744,759.27
YSUF	$2,330,881.88	$1,253,762.06	$1,077,119.82
Total Development (New Gifts			
and New Pledges)	$3,321,692.01	$1,499,812.92	$1,821,879.09
Planned Giving/Charitable Gift Annuities	$0.00	$50,000.00	-$50,000.00
Pledge Payments (For Pledges Currently or Previously Included as Development):			
YSU	$718,573.84	$166,283.63	$552,290.21
YSUF	$80,258.50	$539,852.25	-$459,593.75
Total Pledge Payments	$798,832.34	$706,135.88	$92,696.46
Non-Gift Clearing - YSU	$0.00	$0.00	$0.00
Non-Gift Clearing - YSUF	$0.00	$0.00	$0.00
Number of New Gifts	1,045	604	441
Number of Pledges	12	7	5
Number of Payments	128	159	-31
Number of Planned Gifts/Charitable Gift Annuities	0	3	-3
Non-Gift Clearing	0	0	0

Institutional Engagement Report
June 22, 2022

Active Awards and Projects

Project Name	Funding Partner	Status	Project Total	Contract Date	Performance Period	Description
Community Workforce Initiatives	General Motors	Active	$3.5M	3/2021	2 years	Community Workforce Initiatives
Energy Storage Training and Innovation Center	General Motors	Active	$1.5M	3/2021	2 years	Energy Storage Training Center
Tech Prep	State of Ohio/ODE	Active	$20K	10/2021	1 year	High School CCP/ITAG, development of college new pathway programming to increase high school articulation
Mahoning Valley Workforce Partnership	State of Ohio/ODHE	Active	$200K	11/2021	1 year	Regional Workforce Coalition with Chamber to increase collaboration and address digital branding for the region
Aerospace Defense Storefront	NCDMM/America Makes	Active	$300K	10/2021	2 years	Siemens Expertise/Research Scientist
Energy Storage Workforce Study	DOE/Oakridge National Labs	Active	$750K	11/2021	6 mo	National/regional energy storage workforce study to guide national training center concept.
Hybrid Manufacturing/Mazak	NCDMM/America Makes	Active	$2.3M	8/2021	1 year	Project to advance hybrid/additive mfg
RAPIDS 5	State of Ohio/ODHE	Active	$540k	11/2021	1 year	State funds to procure equipment for YSU and CCTC's
Tech Cred Round 7	State of Ohio	Active	$10K	5/2022	1 Year	Train the trainer grant funds (robotics)
State Funds 22/23 extension	State of Ohio	Active	$1M	6/2021	2 year	MVICC/ETC
Total Active			$9.62M			

New Awards and Projects

Project Name	Funding Partner	Status	Project Total	Contract Date	Performance Period	Description
Industry 4.0 Adoption in the SME Defense Supply Chain for Metal Castings	NCDMM/DLA/UNI	NEW	$3.7M	5/2022 (est)	1 year	Drive IoT adoption/commercialization across small and medium size businesses (Chicago to East Coast)
IMAP	OWT/ODHE	NEW	$250k	3/2022	1 year	Selected as one of 14 training providers to helps Ohioans who are low income, partially unemployed, or totally unemployed participate in a training program and receive one or more technology-focused credential(s) for free.. **Funding to cover up to 100 individuals.**
Ohio TechCred	OWT	NEW	$100	5/2022	1 year	(1) Funding for YSU to pay for train-the-trainer to support IT/Advanced Manufacturing. (2) Provides up to $2000 reimbursement to employers per credential through YSU Workforce programs.
Amplify – High School Scholarships/Support	ODE/Mahoning Educational Service Center (ESC)	NEW	$100k	5/2022	1 year	Provide up to $40k in scholarships towards industry credentials that go towards high school graduation credits. Funding supports part-time academic advisor to support students in the YSU Skills Accelerator Programs.
Total New Awards			$4.1M			

Submitted Grant Proposals

Project Name	Funding Partner	Status	Project Total	Contract Date	Performance Period	Description
EDA Good Jobs Challenge Grant – Advancing America's Energy Storage Workforce	EDA	Proposed	$17.5		3 year	Grant to support the launch of a National Energy Storage Training and Innovation Center
Appalachia Regional Commission (ARC) Power Grant	ARC	Proposed	$1.25k		3 year	Grant to support 5G/Broadband training program for up to 165 participants in six counties including Mahoning, Trumbull, Ashtabula, Jefferson, Columbiana and Belmont.
YSU Electric Vehicle Charging Stations	Ohio EPA	Proposed	$400k			Up to 4 charging stations, in partnership with NUUVE
Submitted Awards			$20M			

Closed Awards

Project Name	Funding Partner	Status	Project Total	Contract Close	Performance Period	Summary
5G Readiness Training Program	State of Ohio/OWT	Active	$180K	5/2022	1 year	UPDATE: 21 students enrolled; 10 students (YSU/MCCTC) graduated from the program.

The Excellence Training Center
Youngstown State University

Division of Workforce Education & Innovation
Youngstown State University

YOUNGSTOWN STATE UNIVERSITY

1265+ PEOPLE

The Excellence Training Center has hosted 11 different events that have brought in over 1000 people since the Grand Opening.

62 COMPANIES

Throughout the Mahoning, Trumbull, Columbiana and multiple neighboring counties, 62 companies have come through the facility to see how they could potentially work with the ETC.

MORE THAN 300

Students have taken classes at the ETC

The ETC has held 13 Credit Courses and 8 Workforce Development or Non-credit courses

131 CREDENTIALS

issued at the ETC

36 Industry Recognized Credentials

95 K-12 Credentials

$5 MILLION

Roughly five million dollars in grant money has been awarded to the ETC through federal funding for Research

204 STUDENTS

More than 200 students from area High Schools have toured the ETC exploring STEM degree opportunities available at YSU

Revenue earned through commercial projects and space rental at the ETC

$2059

Information based on Grand Opening Date of July 2021 to current date.

For additional information please visit the ETC website

SkillsAccelerator
Youngstown State University

Total Learners: **1340**
Current: **768**
Completed: **1008**
80+ Courses

YSU Branded Credentials Issued

225 CREDENTIALS

- Accepted — 124
- Pending — 101
- Rejected — 0

55% Acceptance Rate
Credly average is 67%

23% Share Rate
Credly average is 47%

1.04 Views per Share
Credly average is 3.28

0.02 Clicks per View
Credly average is 0.31

1 - Foundational Knowledge   2 - Essential Skills
3 - Skilled Practitioner   4 - Certificate   5 - Certification

YSU Workforce Graduates

Additive Manufacturing Master Badge
Rockwell Robotics Credential
5G Readiness Training Program Certificate

Quarterly Project Highlights

NLMK
Design and launch of new Industrial Electrician Program (Amatrol) for NLMK located at ETC at Kohli Hall. First cohort enrolled and classes have started.

TechCred
Selected by OWT as training provider eligible to support employer sponsored and state funded tech training. Additionally, YSU was approved to receive funding to train YSU instructors on t4ech cred approved programs.

Amplify - Mahoning Educational Service Center Partnership
$100,000 grant secured from Ohio Department of Education for additional High School Graduation Pathway utilizing Career Counselors from the ESCEO to promote, guide, and lead students to Skills Accelerator. $40k for scholarships.

Academic Affairs Collaboration

Provost Office/All Colleges

YSU Workforce, in partnership with Purdue University and YSU Math Dept, and the Provost office, will be launching a Data Science program for all YSU students starting in Fall 2022. Students participating in the program will go through Purdue's open sources data science training program and work directly with corporate sponsors on real world business projects..

STEM College Collaboration

YSU Workforce in collaboration with the STEM College is now hosting 128 Robotics and first year engineering students at the Excellence Training Center located at Kohli Hall.

Academic Credentials

YSU Workforce in collaboration with Williamson College of Business Administration (Dr. Crawford) has designed a new credential for non-traditional students. An academic credentials will leverage three existing YSU asynchronous 7-week courses, delivered by a faculty member.   A micro-credential will
WorkPlus@YSU
be issued for each course, completion of all three will lead to a YSU Certificate. The first pilot is Organizational Communications Certificate.
YSU Workforce in collaboration with Division of Student Success (Justin Edwards) has created a program for YSU enrolled students to earn tuition reimbursement ($5250 per year) by helping to fill in-demand blue collar jobs at eligible employers in the region. Tuition reimbursement is funded through federal payroll tax incentive and students will be required to work part-time hours for a contracted period of time. Open to any enrolled student at YSU. Launch in Fall 2022.

The Office of Financial Aid and Scholarships is committed to helping students with the financial aid process. Every effort to communicate all available financial resources is made. One of our main objectives is to offer students and parents a complete financial aid package early to plan for college expenses.

YSU OFFICE OF FINANCIAL AID & SCHOLARSHIPS

KEY INDICATORS OF SUCCESS

Processing	2019-20	2020-21	2021-22*
Number of Federal Student Aid Applications (FAFSA's) received	14,410	13,773	12,595
Number of FAFSA results (Institutional Student Information Records-ISIR's) verified	2,702	2,370	2,435
Number of students packaged (completed FAFSA results)	11,842	11,473	11,318
Number of loan applications processed and paid (to students with registered hours)	7,663	6,908	6,310
Number of Summer Aid applications received	669	648	834
Funds Management (Disbursed/Paid Amounts)	2019-20	2020-21	2021-22*
Federal Grants (Pell & FSEOG)	$19,472,259.30	$17,593,480.27	$16,202,841.18
Federal Loans (Stafford & PLUS)	$51,939,654.00	$48,975,734.00	$47,188,706.00
Private (Alternative) Loans	$4,734,827.21	$4,220,705.76	$4,327,603.00
Federal Work-Study	$553,756.98	$405,504.51	$634,241.11
Ohio and Pennsylvania State Grants	$5,783,179.81	$5,177,549.79	$4,964,040.05
YSU Goal Based Scholarship Programs (funded by YSU Foundation and the University)	$15,846,683.38	$15,436,028.50	$14,149,480.13
All Other Aid Programs	$24,258,958.48	$23,652,552.64	$34,010,826.51
Total Aid Disbursements	$122,589,319.16	$115,461,555.47	$121,477,737.98

_ 2021-22 award information is not final and is subject to change_*

Undergraduate Students Benefiting from Financial Aid at YSU			
	2019-20	2020-21	2021-22
Percentage receiving some form of financial aid	90%	89%	91%
Percentage receiving gift aid	79%	79%	85%
Percentage receiving federal work-study	3%	2%	4%
Percentage receiving loans	55%	51%	48%

Higher Education Emergency Relief Fund (HEERF)

In response to the COVID-19 pandemic, YSU received federal funding to provide relief to students through the Higher Education Emergency Relief Fund (HEERF). HEERF funding continued during the 2021-2022 financial aid award year. $5,188,572 from HEERF I, $5,188,560 from HEERF II, and $15,343,254 from HEERF III were disbursed. $25,720,386 HEERF relief funds in total were processed and disbursed to students. A block grant approach was used to prioritize the release of HEERF III grant funds to students with exceptional financial need as required (Pell grant recipients) enrolled during the Summer and Fall 2021 semesters to assist them with expenses such as tuition, food, housing, health care (including mental health care) and childcare. The second round of priority block grants were awarded to domestic students with financial needs, especially undergraduates, that were not Pell Grant eligible. The third and fourth rounds of block grants were awarded as emergency grants to domestic graduate students and international students at both the undergraduate and graduate levels as follows.

HEERF III Block Grant Student Groups	Number of Students	Amount Disbursed	Total Amount Disbursed
Undergraduate, Domestic, Pell-Grant Eligible	3,241	$1,500	$4,861,500
Undergraduate, Domestic, Non-Pell Grant Eligible	6,036	$1,000	$6,036,000
Graduate, Domestic Students	1,812	$1,000	$1,812,000
International Students	341	$1,000	$341,000

A HEERF III Grant application was made available in November of 2021 after all students had received support so students with additional financial needs could apply. The remaining HEERF III funds were distributed using the application by December 31, 2021. There were 4,298 students who completed the online application and received additional HEERF III relief funding totaling $2,292,754.

YSU OFFICE OF FINANCIAL AID & SCHOLARSHIPS

% YSU Student Receiving Pell Grants

Line graph showing: 43.60% (2017-18), 43.20% (2018-19), 42.10% (2019-20), 39.00% (2020-21), 38.30% (2021-22). Y-axis ranges from 34.00% to 44.00%.

Monitoring Student Debt of YSU Graduates

	Number of Graduates	% Receiving Loans	Average Debt Among Graduates
Summer '19, Fall '19 & Spring '20	1792	67%	$17,772
Summer '20, Fall '20 & Spring '21	1941	64%	$16,743
Summer '21, Fall '21 & Spring '22	1855	61%	$15,555
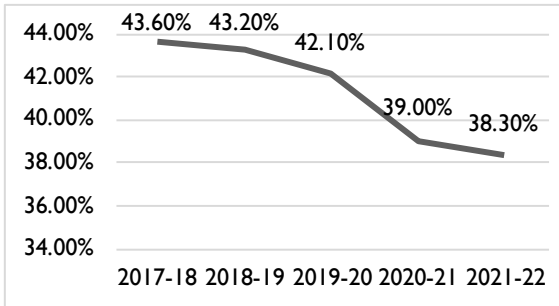
Standards of Academic Progress

2020	2021	2022
2,085	1,800	1,696

Who Receives Aid?

In Fall 2021, **91%** of YSU Undergraduates received some form of financial aid.

Redesign of the Financial Aid Offer Document

The Office of Financial Aid and Scholarships completely redesigned the Financial Aid Offer document for the 2021-2022 award year to break down the cost of attendance. in ways that help costs to be understood. The redesigned offer document provides greater transparency about direct costs (tuition & fees, and room and board), and indirect costs (books, supplies, transportation, and personal expenses) that reveals affordability. Listing grants, scholarships, loan options, and federal work study separately helps students and parents understand the requirements for each type of aid. The estimated net cost is explained and calculated. Net cost is presented as the difference between the total cost of attendance and all grants and scholarships received. The Department of Education encouraged offer redesign because it improves the clarity, transparency, and basic understandability of financial aid offers.

Financial Aid Night – Funding Your Future

The Office of Financial Aid and Scholarships sponsored two community service financial aid night events. An in-person event held on campus in the Kilcawley Center on October 19, 2021 and a virtual event on January 26, 2022.

Both events educated college-bound students and parents, promoted financial aid literacy, and provided information about financial aid applications such as the Free Application for Federal Student Aid and YSU's scholarship applications. Attendance was thy with a total of 289 in attendance between both events.

Student Outreach

The Office of Financial Aid and Scholarships has focused on providing more personalized direct outreach to students and families since the COVID-19 pandemic hit. Over the last year, the Office of Financial Aid and Scholarships participated in numerous recruitment events such as Penguin Preview Day programs, Experience Y Day programs, and new student orientations to name a few. Moreover, the staff conducted financial aid presentations at local area high schools and presented scholarships to recipients at senior ceremonies as well. Staff also attended on-campus events hosted by YSU departments and colleges to provide information over the last year.

Telephone call and email campaigns were used to offer financial aid staff assistance with the completion of the Free Application for Federal Student Aid (FAFSA), federal verification, acceptance of financial aid offers, and resolving outstanding balances owed to name a few.

When the U.S. Department of Education waived certain federal verification requirements, the Office of Financial Aid and Scholarships reached out to students and families to ask if they experienced a financial hardship during the calendar year 2020, or into 2021 so they could offer financial assistance and reassess federal and state grant eligibility to ensure students were receiving all possible need-based financial aid resources. They also mailed postcards and sent email communications to students encouraging them to contact the Office of Financial Aid and Scholarships to make an appointment with a financial aid counselor for assistance with the loss of income process.

The Office of Financial Aid and Scholarships also has staff available to answer questions asked through the ZeeMe app. The app focuses on engagement and connects incoming freshmen to university representatives and to each other.

Penguin Preview Day Program Attendance
Entry Terms of Summer or Fall 2022
(Data as of 6/13/2022)

100%

Attendees for Summer & Fall 2022
711

Total Applicants
580 (82%)

Admitted Applicants
557 (96%)

Admitted Applicants Registered for Orientation
398 (71%)

56%
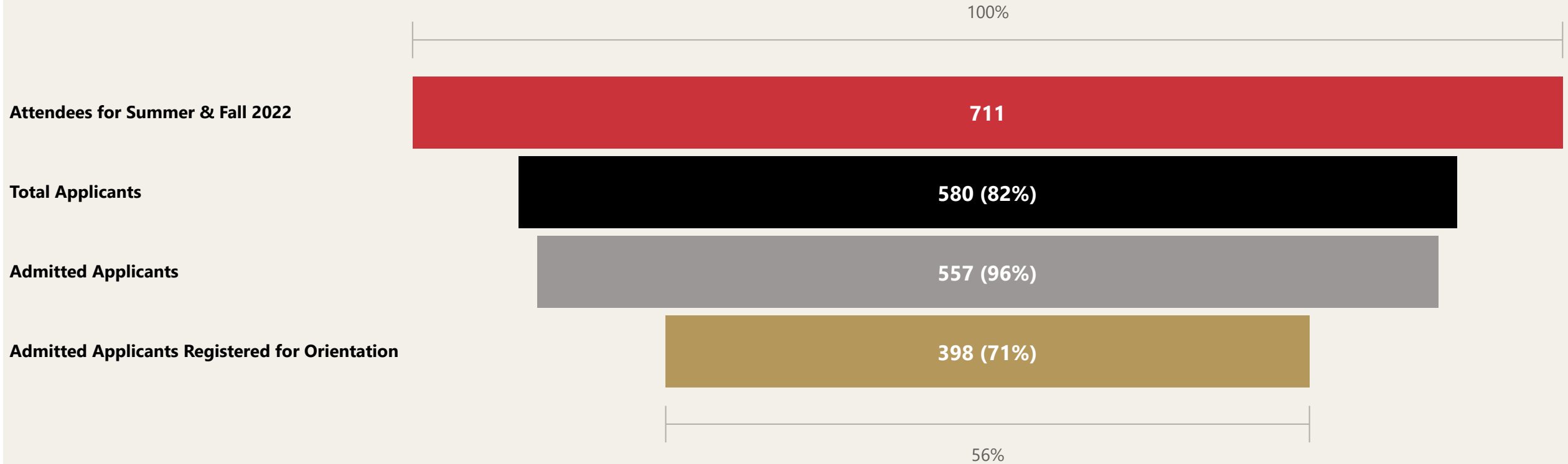
Penguin Preview Day programs are large scale recruitment events designed to help prospective students and parents learn about YSU's programs, majors, certifications, undergraduate research opportunities, internship and co-op programs, student activities and resources. Faculty and staff are on hand to answer questions about majors, careers, admission, financial aid, etc. and to provide tours of the campus and residence halls. These programs were held in June 2021, October 2021, November 2021, and February 2022.

Experience Y Day Programs
Entry Terms of Summer or Fall 2022
(Data as of 6/13/2022)

100%

Event Attendees — 267

Registered for Orientation — 237 (89%)

89%
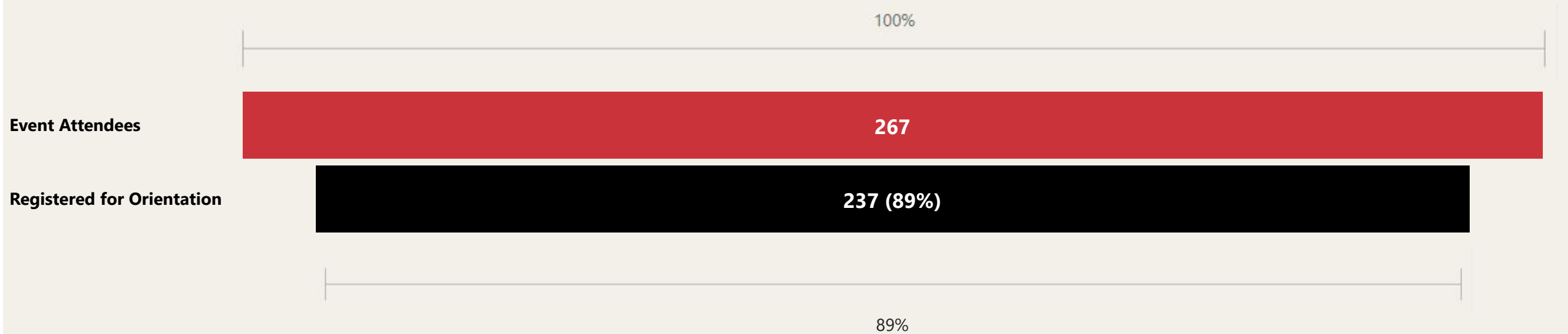
Experience Y Day programs are yield events for applicants who have been accepted for admission. These events are small and intended to provide a more personalized in-depth experience around YSU's majors and colleges. Admitted applicants can register for orientation and housing and get help from departments such as financial aid, honors, first year services, etc. Eight programs were held between March and April of 2022.

-5% or less	up to +5%
-6% to -10%	+6% to +10%
Greater than -10%	11% or more

New Entering Students (Point in Time to Point in Time)

This table illustrates a point in time recruiting students for Fall 2022 to the same point in time recruiting students for Fall 2021. The objective is to have as much green as possible, particularly the closer to the start of the Fall semester.

June 20ish year to year

	Fall 2021	Fall 2022	% Change from Previous Year	Notes
Applied	6,454	7,177	11%	Student Enrollment & Business Services departments have focused on attracting and admitting more new students
Admitted	5,115	5,852	14%	
% Admitted to Applied	79%	82%	2%	
Honors College Applications	480	631	31%	
Attended Orientation	1,249	1,072	-14%	Attendance for 12 Orientation programs for Fall 2022 is listed, having had 15 for Fall 2021
Scholarships Awarded	3,096	2,965	-4%	
FAFSA Applications Received	3,055	2,957	-3%	According to EAB, this is much better than other institutions with which they work
Financial Aid Offers	2,516	2,774	10%	Freshmen financial aid offers are ahead of last year which provide an opportunity to show our affordability
Ohio admitted	3,513	3,534	1%	
Out-of-state admitted	1,203	2,120	76%	Likely related to the significant reduction in the out-of-state surcharge
ACT Admitted	21.31	21.62	1%	Test optional will impact this and potentially retention and graduation rates
GPA Admitted	3.52	3.59	2%	
Transfer Applied	582	642	10%	There has been more focused efforts to attract and admit Transfer students
Transfer Admitted	379	373	-2%	
% Admitted who Applied	65%	58%	-11%	

-5% or less	up to +5%
-6% to -10%	+6% to +10%
Greater than -10%	11% or more

New Entering Students (Point in Time Compared to Final for Previous Fall)

This table illustrates a point in time recruiting students for Fall 2022 to the final such report for the Fall 2021 entering class. This illustration will begin red and as the point in time becomes closer to the Fall start date, the cells should be come less red and more green.

	Point in Time to Final Fall			
	Fall 2021 Final (1st wk Aug.)	Fall 2022 point in time (June 20, 2022)	% difference point in time to fall 2021 Final	Notes
Applied	6,532	7,177	10%	Student Enrollment & Business Services departments have focused on attracting and admitting more new students
Admitted	5,172	5,852	13%	
% Admitted to Applied	79%	82%	3%	
Honors College Applications	482	631	31%	
Attended Orientation	1,525	1,072	-30%	Attendance for 12 Orientation programs for Fall 2022 is listed, having had 15 for Fall 2021
Scholarships Awarded	3,127	2,965	-5%	
FAFSA Applications Received	3,164	2,957	-7%	According to EAB, this is much better than other institutions with which they work
Financial Aid Offers	3002	2,774	-8%	Freshmen financial aid offers are ahead of last year which provide an opportunity to show our affordability
Ohio admitted	3,420	3,534	3%	
Out-of-state admitted	1,165	2,120	82%	Likely related to the significant reduction in the out-of-state surcharge
ACT Admitted	21.23	21.62	2%	Test optional will impact this and potentially retention and graduation rates
GPA Admitted	3.51	3.59	2%	
Transfer Applied	739	643	-13%	There has been more focused efforts to attract and admit Transfer students
Transfer Admitted	491	373	-24%	
% Admitted who Applied	66%	53%	-21%	Increase the number of applicants admitted to 66% or higher

MARKETING & COMMUNICATIONS

June 21, 2022

Our targeted marketing campaigns have served over
136,500,000 IMPRESSIONS

And produced over
713,700 ENGAGEMENTS

ADMISSIONS

- Admission funnel support
- Publication design
- Event marketing

ORIENTATION

- Postcard design
- Orientation folder marketing
- Orientation leader postcards

COLLEGES

- Program marketing
- Publication design
- Communication strategy

YOUNGSTOWN STATE UNIVERSITY

- Brand study to begin July '22
- Continued investment into targeted regional marketing
- International marketing with a continued focus on STEM programs
- Continued support in the ZeeMee community
- Expanded communication plans for the admissions and orientation funnels
- Continued alignment with Academic Partners, EAB and Gray Associates

YEAR IN REVIEW

YEAR IN REVIEW

TOTAL IMPRESSIONS: 136,500,000+
TOTAL ENGAGEMENTS: 713,700+

Digital and Media Spends

Channel	Impressions	Engagements
Total	**136,485,049.00**	**83,283.00**
iHeart	890,923.00	422.00
iHeart	1,870,191.00	5,032.00
Spectrum	1,771,564.00	
NexStar	150,627.00	15,514.00
Google Ads	6,480,000.00	53,300.00
WTAE	5842273	9015
Lamar	27,334,448.00	
Genesis	64,944,000	
Outfront	22,755,255.00	
YSU Website	4,428,505.00	
Explore YSU	17,263.00	

The focus for the past year has been a multi-channel mix of digital, traditional and social medias. Overall, we served 136,500,000+ impressions.

Social Media

Channel	Followers	Posts	Engagements
Facebook	58,138	289	459,279
Twitter	19,419	242	32,115
Instagram	22,673	1,710	71,142
Linked In	66,039	58	57,757
Tik Tok (last 60 days)	540 view	1	10,168
ZeeMee	2,999	626 (by users)	

YOUNGSTOWN STATE UNIVERSITY

YEAR IN REVIEW

COMMUNICATIONS

➤ **152 news stories/releases** posted to YSU News Center site.
➤ **41 issues of YSU News Briefs**, a weekly newsletter circulated to more than 100 news media outlets throughout the region.
➤ **41 issues of This Week @ YSU**, a weekly campus newsletter circulated to nearly 2,000 YSU employees and others associated with the university community. **Avg. 46% open rate**.
➤ **Four issues of Excellence @ Work, featuring 80 stories** on the scholarly accomplishments and activities of faculty and staff, distributed to news media and internally on campus.
➤ **Two issues of the digital-only YSU Magazine**, distributed to 40,000+ (each time) alumni across the nation and containing stories, photos and other items featuring more than 150 alumni, as well as dozens of students, donors and faculty.

YEAR IN REVIEW

COMMUNICATIONS CONT.

➜ **2,173 Merit** press releases highlighting the achievements of **5,983 students** via the YSU Merit page. Individual news releases sent via email to every student and to 846 media outlets across 36 states, as well as 672 government representatives and 683 high schools, resulting in an estimated 10.5 million social media impressions.

➜ **Three sets of YSU Board of Trustees summaries** distributed to regional news media and campus employees.

➜ **13 Emma training** sessions.

➜ **2,955 total campaigns** which equates to **9,031,462 total emails**.

FY 22/23 Marketing Plan

MEDIA SPEND
Our media partnerships continue to be a strong asset for our marketing and communications strategy. Working closely with each partner, we are able to utilize our existing contracts and their teams to deploy media assets to our target audiences. This upcoming year's media spend will continue to focus on targeting geographic locations in the Cleveland, Akron/Canton, Youngstown, Pittsburgh, Erie DMAs. We will continue our media mix of digital and traditional channels with our existing partnerships while exploring new opportunities.

ENROLLMENT PARTNERSHIPS
Our integrations with ZeeMee, EAB, Academic Partnerships and Gray Associates continue to allow our oversight on their enrollment activities while providing content and data to inform our media spending decisions.

BRAND STUDY
A major project this year will be a brand study with a BD&E out of Pittsburgh to help develop a brand, marketing and messaging in materials. This study includes additional phases that will include redesigns of marketing materials used by admissions as well as integrations across the university.

YOUNGSTOWN STATE UNIVERSITY

FY 22/23 Marketing Plan

SUPPORT
The office of marketing and communications continues to provide support to all campus auxiliaries through our web, graphic, social, video and communication teams. This service ensures that all consultations are aligned with the umbrella brand and messaging used by the university.

INTERNATIONAL MARKETING
With the strong interest and applications coming from our international audiences, a major focus for this year will be using information from the colleges to create international marketing campaigns across the world where there is viability in the market for programs. International media spending online continues to be a low-cost, high-impact strategy for our university.

THANK YOU

University Registrar
Degree Completion and Credentialing Strategy

Degree completion initiatives, college comeback programs and credentialing strategies have been developed and prioritized for the 2022-2023 academic year. Below, in order of priority, lists our top initiatives, a brief description and the metric for measurement.

1. Enrolled Students with 120 or More Credits Completion Pathway

Credit hour requirement for most bachelor's degrees is 120 hours. We have 469 current YSU students who are active with 120 or more credit hours but have not met the degree requirements.

- Beeghly College of Liberal Arts & Social Science   109
- Cliffe College of Create Arts   23
- Bitonte College of Health& Human Services   103
- College of Science, Tech, Engineering & Mathematics   172
- Williamson College of Business Administration   62

This initiative will take a proactive approach to closing the achievement gap and helping our students complete the degree by taking the most direct path.

- Outreach to YSU students in good standing registered for fall term who have completed at least 120 credits.
- Review degree audit and map shortest path for degree completion.
- Options could include original degree sought or alternative

Metric for Measurement
- Look at distribution of students by college by range of hours (120-149; 150-179; 180-plus) and categorize into levels of "completion". Review distribution at year end overall and by college intending to decrease this number as much as is reasonably possible as soon as possible.

2. College Credit Plus

College Credit Plus allows students in grades 7 through 12 to earn high school and college credit at the same time. Over the last 5 years only 37.7% of student who took CCP classes at YSU matriculated to YSU after high school graduation. This initiative is aimed at increasing the number of CCP students who matriculate to YSU after graduation.

- Marketing & communication designed at connecting CCP high school students to YSU
- Targeted outreach to high school counselors in coordination with Undergraduate Admissions
- Academic Program Outreach (faculty & advisors)

Metric for Measurement
- Measure success by how many CCP students continue at YSU after HS graduation-Objective would be no less than 50%; this will be modified upon review of the current situation and considering a specific plan to achieve the revised objective.

3. YSU College Comeback/ Stranded Credit Program

Former YSU students with earned credits but owe money to YSU. They cannot register at YSU or transfer because of the unpaid debt. This initiative allows former students in this situation to return to YSU. YSU will forgive the unpaid balance of up to $5,000. In addition to the YSU program, we have also joined the Northeastern Ohio Compact College Comeback Program. This program follows the same model, but we will be reaching out to former students from the eight regional state Institutions.

- o Students in good standing, who owe $5,000 or less
- o Students returning to YSU will have both academic and financial guidance
- o Proactive advising in place to help student stay on track for completion
- o *Metric for Measurement*
  - o Year:1 how many returning YSU students, how many degrees completed
  - o How many transfer students from compact, still enrolled, degree completed

4. Some College and No Degree
Similar to College Comeback this looks at those students who simply walked away. These students can simply return, there is nothing holding them back. The key is to develop a path for degree completion.

- o Use our degree audit and what if audits to provide student with shortest completion path
- o PLA and alternative credits, block credits can provide solutions for degree completion
- o Provide academic and financial guidance

Metric for Measurement
- o Year 1 how many returning YSU students, how many degrees completed. This group represents a significant challenge for attraction for re-enrollment that will likely have a significant on-line component; thus, this will take significant planning and coordination to implement; has a potential significant outcome.

5. Reverse Transfer
Reverse transfer is a unique process for awarding associate degrees to students who have transferred in pursuit of a bachelor's degree before completing the requirements for an associate degree at a two-year institution.
- o Review current population of transfer students; look at possible Associates already earned but not awarded
- o Collaborate with Degree Audit and Transfer Admissions for possible pathways from an Associates to Bachelors.

Metric for Measurement
- o Measure success by the increase in associate degrees awarded at affiliated community colleges.

6. Credentialing Opportunities
The opportunities will emerge as the Degree Completion and Credentialing Facilitator interacts with the Division of Workforce Education and Innovation.

- o Credentialing might be applicable in each scenario above in unique ways
- o Credentialing might be applicable for competencies gained via attributes of a degree program

ENROLLMENT OPTIMIZATION WORKING GROUP UPDATE
INSTITUTIONAL ENGAGEMENT COMMITTEE
BOARD OF TRUSTEES
JUNE, 2022

This is a trans-institutional group that is convened by Elaine Ruse every three-weeks to update and coordinate on activities related to optimizing student enrollment.

Each area was asked to highlight examples of actions taken that have made a difference in enrollment.

OFFICE OF UNDERGRADUATE ADMISSIONS

The Ellucian CRM Recruit system has played a pivotal role in its first year of usage with the recruitment of students for the Summer and Fall 2022 semesters. The new system has improved recruitment communication and tracking for freshmen and transfer student populations on behalf of the Office of Undergraduate Admissions. The CRM Recruit system impacts the Enrollment Funnel from Inquiries to Enrolled students.
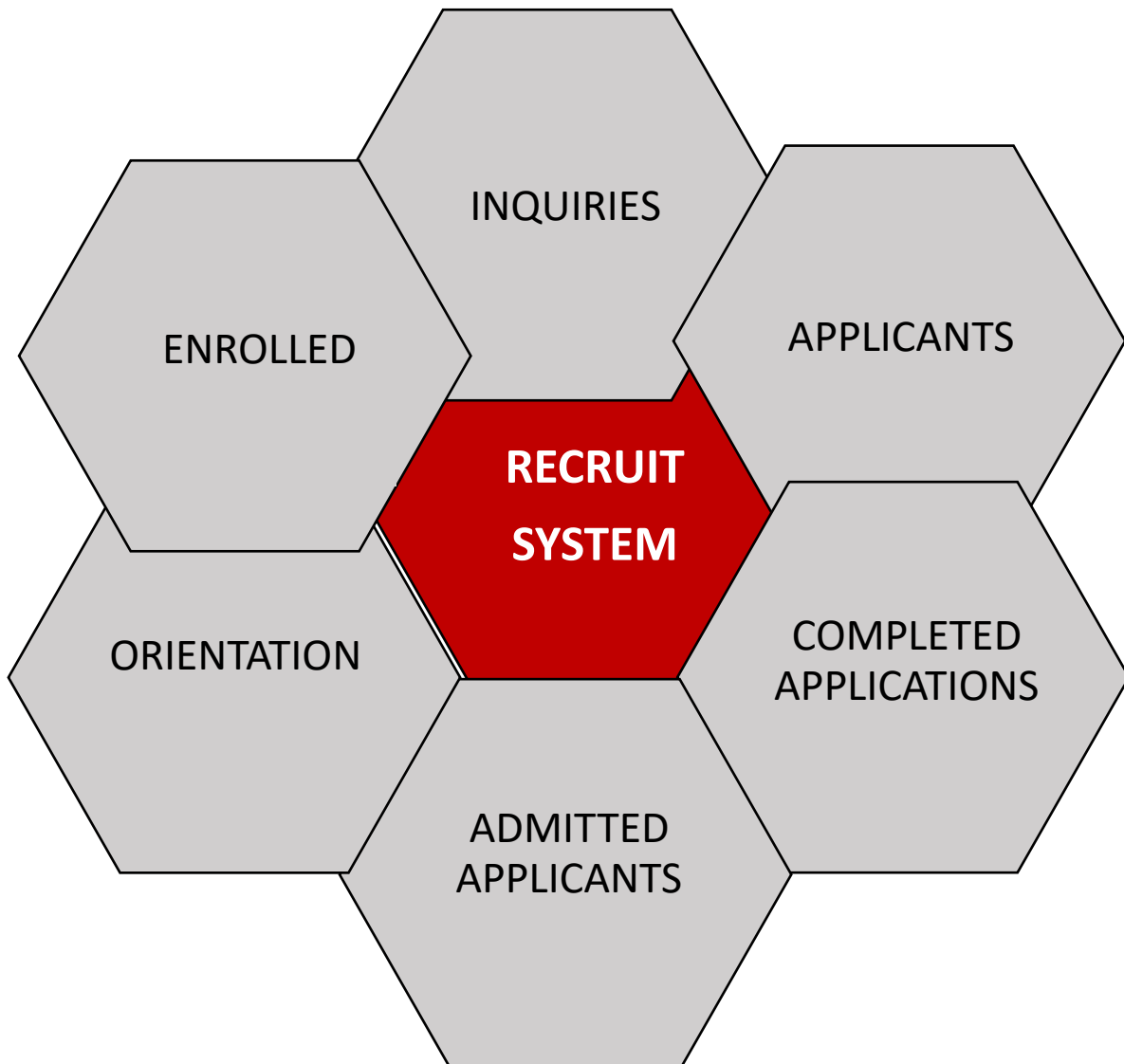
With the Recruit system, we can send automated emails out and create text campaigns. In addition, we have been able to improve the processing of applications by creating tasks for our application processing staff.

Below are examples of how we have incorporated the Recruit system functionality into the stages of the Enrollment Funnel and tracked the outcomes:

Inquiries
- Automatic emails generated when a student inquires about majors within Cliffe College
  - 334 emails sent (had email address in system)
  - 207 applied (61%)
- Receive ACT or SAT scores but no application on file
  - 86 emails sent to those we had contact information
  - 39 completed an application (45%)

Applicants
- Automated missing credential letters and emails
  - 49% of applicants submitted missing credentials and completed applications within 2 weeks
- Task box within the system set up to alert a staff member to contact the high school counselor to submit student's missing documents
- 1399 emails sent to high school counselors to submit missing credentials
  - 1066 applications were completed (76%)

Completed Applications
- With the automation of the application processing steps, we reduced processing time during peak application periods (September – February) from several weeks to 24-48 hours for an applicant to receive an admissions decision
- Admissions Dashboard – allows applicants to check the status of their application in real time online – 2216 students created an account and 368 printed a copy of their acceptance letter from the site

Admitted Applicants
- Every weekday at 2:00 pm an email is automatically generated for a recently accepted applicant informing them of their admissions decision prior to receipt of mailed acceptance packet

Orientation
- Automated text messages encouraging admitted students to register for orientation
  - May 1 Common Reply Date text message (4/22/22) – received 33 reservations for orientation between Friday and Sunday
  - May 1 Sunday reminder text message (4/29/22) – received 85 reservations for orientation between Friday and Sunday

OFFICE OF FINANCIAL AID AND SCHOLARSHIPS

For the Office of Financial Aid and Scholarships, one item that has had an impact on student enrollment is the outreach our office provides to students and families.

YSU's Office of Financial Aid and Scholarships sponsored two community service financial aid night events (an on-campus in person program and virtual program experience). Both events educated college-bound students and parents, promoted financial aid literacy, and provided information about financial aid applications such as the Free Application for Federal Student Aid (FAFSA) and YSU's scholarship applications.

Staff from the Office of Financial Aid and Scholarships participate in undergraduate admissions events such as Penguin Preview Day programs, Experience Y Day programs, Adult and Transfer Student Visit Day, academic college audition days and open houses, honors College events and recruitment programs, and new student orientation days to name a few.

At local area high schools, financial aid night program presentations in the fall and senior award ceremonies in the spring to recognize scholarship recipients are additional community outreach events.

The office also provides direct outreach to students who need to complete their Free Application for Federal Student Aid (FAFSA), accept their freshman merit-based scholarships, and encourage new student registration for orientation.

PENGUIN SERVICE CENTER

The Fund Your Education (FYE) counseling session is an excellent contribution example for enrollment optimization. The Penguin Service Center offers financial planning appointments for first-time, first year students and their families to budget the costs of tuition and fees before their first bill. After students complete orientation, they are sent an email invitation to sign up for a counseling session. The 30-minute, individual appointments are hosted by a PSC counselor via WebEx to discuss a breakdown of the billing statement, how financial aid is applied and information on balances/payment plans. Students and their families leave the session with an true-to-life bill estimate and a plan to meet their obligations by the billing deadline, eliminating financial barriers that could impede continuous enrollment.

INTERNATIONAL STUDIES

The alignment of efforts between Marketing, International Admissions, The Graduate College and STEM has increased the number of admitted students to the Master's of Computer Science (MCIS) Program 10-fold. Due to the collaborative work between these areas and the way we have utilized websites which are highly-tailored to specific regional markets (which are then tied to digital marketing campaigns) YSU has admitted over 500 students to MCIS for Fall 2022.

UNIVERSITY BURSAR

The Bursar office, in collaboration with other university offices, has reviewed and modified the following policies related to student balances and registration to help encourage enrollment and student success:

- Students are now permitted to register for the next term even if they have an outstanding prior term balance (one semester prior only) and have up until a week or so before classes begin to pay. Previous policy prevented students from registering if they had a prior term balance of more than $200.
- Due date for students in the Academic Partnership online courses has been extended from payment due the Friday before classes begin until the end of the first week of school. In the past two semesters there were over 400 students that potentially would have been de-registered from their classes if the due date had not been extended.
- Students are no longer required to pre-pay for the first semester returning after being financially suspend or having their student account balance turned over to the Ohio Attorney General's Office. Students who have paid their outstanding balance and wish to register can now receive financial wellness counseling with the Penguin Service Center the semester prior to the release of registration instead of having to pre-pay.

HONORS COLLEGE

The Honors College focused efforts on BaccMed recruitment to include cultivating connections with guidance counselors and marketing initiatives developed in collaboration with Admissions and EAB. The outcome of efforts was a 130% increase in applicant pool to the BaccMed program from the previous year.

MARKETING AND COMMUNICATIONS: ZeeMee APP

The ability for our admitted students (who choose to be on ZeeMee) to interact with other future students before they visit campus, let alone attend an orientation session, contributes to their feelings of connectedness and inclusiveness.

CRM ADVISE

As demonstrated in the chart below, faculty adoption of CRM Advise increased in Spring 2022. We also saw an increase in positive grade outcomes (A, B, or C vs D or F) compared to Fall 2021. The information below pertains to undergraduate students only.

	Fall 2022	Spring 2023
Total alerts submitted	2,140	2,390
Total number of students who received at least one alert	1,298	1,384
Final course grades (A, B, C, D, F) associated with at least one alert	1,167	1,403
As associated with at least one alert	92 (7.9%)	186 (20%)
Bs associated with at least one alert	200 (17.1%)	271 (19.3%)
Cs associated with at least one alert	260 (11.5%)	150 (10.7%)
Ds associated with at least one alert	134 (11.5%)	150 (10.7%)
Fs associated with at least one alert	481 (41.2%)	515 (36.7%)

RESCH ACADEMIC SUCCESS CENTER

The highlight for Strong Start was Experience Y Day. We had 22 attend the program and 14 committed to YSU and signed up for orientation that day.

We also had good ratings on the Experience Y Survey. Some highlights:
- 100% of respondents either strong agreed (88.9) or agreed (11.1) the Program Advisors' perspective provided useful information
- 100% strongly agreed the student panel provided useful information
- 100% of respondents strongly agreed (66.7) or agreed (33.3) that all questions were answered regarding the SS Program

DEPARTMENT OF SOCIAL WORK (DANA DAVIS, CHAIR)

I assumed the role of Chair of the Department of Social Work in 2018. I had worked under the tutelage of Joe Mosca and Dennis Morawski as former Chairs of Social Work. They both had a very student-centered approach. They were so student forward that I found that I sometimes balked at their recommendations. It wasn't until I began my 2-year service to the Strategic Planning Process that I grew to match their student centered enthusiasm. Under the guidance of President Tressel, Mike Sherman and Claire Bernadini and then Brien Smith's message to "keep every student" and the countless content experts that we heard from throughout our planning process I came to my own student-centered agenda. This involved giving students more time to complete their assignments through the use of incompletes, endless attempts to improve your grade through revisions, and much student support along the way. Shortly after I began my own journey I started to convey this message beyond my own practice and began implementing it as policy in the social work department.

Since that time, we have seen our retention and completion rates grow. According to the most recent Gray I assumed the role of Chair of the Department of Social Work in 2018. I had worked under the tutelage of Joe Mosca and Dennis Morawski as former Chairs of Social Work. They both had a very student-centered approach. They were so student forward that I found that I sometimes balked at their recommendations. It wasn't until I began my 2-year service to the Strategic Planning Process that I grew to match their student-centered enthusiasm. Under the guidance of President Tressel,

Mike Sherman and Claire Bernadini and then Brien Smith's message to "keep every student" and the countless content experts that we heard from throughout our planning process I came to my own student-centered agenda. This involved giving students more time to complete their assignments through the use of incompletes, endless attempts to improve your grade through revisions, and much student support along the way. Shortly after I began my own journey I started to convey this message beyond my own practice and began implementing it as policy in the social work department.

Since that time, we have seen our retention and completion rates grow. According to the most recent Gray Associates data our completions in our BSW program were 52 in 2018, 54 in 2019, 56 in 2020 and 93 in 2021. Our numbers are continuing to grow in 2022 as our Spring 2022 BSW completions were 53 and our summer completions are set to be 21 and our Fall completions are proposed to be 18 leading to a total of 92 completions for 2022 as well.

Similarly, in our MSW program our completions have increased significantly from 29 in 2018, 33 in 2019, 49 in 2020 to 61 in 2021. We already surpassed those numbers in 2022 with 66 MSW students graduating this past spring with more to complete this summer and fall.

RESOLUTION TO MODIFY
FAMILY AND MEDICAL LEAVE ACT (FMLA) POLICY, 3356-7-07

WHEREAS, University Policies are reviewed and reconceptualized on an ongoing basis; and

WHEREAS, this process can result in the modification of existing policies, the creation of new policies, or the deletion of policies no longer needed; and

WHEREAS, action is required by the Board of Trustees prior to replacing and/or implementing modified or newly created policies, or to rescind existing policies; and

WHEREAS, the Family and Medical Leave Act (FMLA) policy has been reviewed pursuant to the five-year review cycle, and formatted in accordance with Policy 3356-1-09, Development and Issuance of University Policies.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the modification of the University Policy Family and Medical Leave Act (FMLA), policy number 3356-7-07, attached hereto.

Board of Trustees Meeting
June 23, 2022
YR 2022-

3356-7-05   Family and Medical Leave Act (FMLA).

Responsible Division/Office:	Human Resources
Responsible Officer:	VP for Legal Affairs and Human Resources
Revision History:	October 1997; August 2010; April 2012; December 2017; June 2022
Board Committee:	University Affairs
Effective Date:	**June 23, 2022**
Next Review:	2027

(A)   Policy statement. Youngstown state university (university) is committed to complying with the Family and Medical Leave Act ("FMLA").

(B)   Purpose. To provide employees with a basic understanding of their rights and obligations under the FMLA.

(C)   Scope. This policy applies to all employees eligible for leave under the FMLA (hereinafter referred to as leave or family and medical leave

(D)   Parameters.

　　　(1)   In order for a university employee to be eligible for leave pursuant to the FMLA, the employee is required to:

　　　　　(a)   Have been employed by the university for at least twelve months.

　　　　　(b)   Completed at least one thousand two hundred fifty hours worked during the twelve-month period immediately preceding the commencement of the leave.

　　　(2)   The FMLA provides an eligible employee up to twelve work weeks of unpaid leave during the twelve-month period measured forward from the first date the employee uses family and medical leave.

　　　(3)   The university required family and medical leave to run concurrently with any accrued paid leave. All accrued leave must be exhausted before unpaid family medical leave. Accrued paid

leave must be utilized in the following order: sick, vacation and documented compensatory time if available.

(4)   Family and medical leave may be used for the following reasons:
   (a)   To care for the employee's child after the birth of the child.

   (b)   To care for a child after the child is placed with the employee for adoption or foster care.

   (c)   To care for the employee's spouse, child, or parent who has a serious health condition.

   (d)   Because of a serious health condition that makes the employee unable to perform the functions of the employee's position, including a worker's compensation qualifying injury.

   (e)   Because of any qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is a covered military member on active duty (or has been notified of an impending call or order to active duty) in support of a contingency operation. Qualifying exigencies are one or more of the following: short-notice deployment, military events and related activities, child care and school activities, financial and legal arrangements, counseling, rest and recuperation, and post-deployment activities.

(5)   An eligible employee may be permitted a total of twenty-six work weeks of leave during the twelve-month period measured forward from the first date the employee uses family and medical leave in order to care for a covered service member with a serious injury or health condition if the employee is the spouse, son, daughter, parent or next of kin of the service member. However, when family and medical leave is used for this reason and one or more of the reasons listed in paragraph (D)(3) of this rule, the eligible employee will be entitled to a maximum combined total of twenty-six work weeks of leave.

(6)   An eligible employee will be required to use paid leaves concurrently with unpaid family and medical leave in accordance with rule 3356-7-14 of the administrative code (see university policy 3356-7-14 Maternity/parental leave, excluded professional

administrative employees).

(7)   In the event of the continuation, reoccurrence, or onset of a serious health condition of the employee, after such employee has exhausted the twelve work weeks of leave as provided in this policy, the employee may continue to utilize any available accrued leaves or request an unpaid disability leave of absence in accordance with rule 3356-7-08 of the Administrative Code (see university policy 3356-7-08, "Leave without pay for extended serious health condition or disability, excluded professional/ administrative staff") or the applicable collective bargaining agreement.

(8)   In any case in which both a husband and wife are employed by the university and both request leave due to the birth or placement with the employees of a child, the total number of work weeks of family and medical leave to which both employees are collectively entitled will be limited to twelve work weeks during the twelve-month period.

(9)   It will not be considered a break in service when an employee takes leave in accordance with this policy, provided the employee returns to work at the expiration of the leave period. During any uncompensated portion of a leave period, employees shall not accumulate sick, vacation, personal, or any other accrued leave except as may be provided under the terms of a collective bargaining agreement.

(10)   An eligible employee who takes leave in accordance with this policy shall, upon return from such leave, be restored to the position held by the employee when the leave commenced or a similar position of equivalent pay and benefits.

(11)   During any period that an eligible employee takes leave in accordance with this policy, the university shall maintain the employee's group health care coverage under the conditions coverage would have been provided if the employee had continued in employment for the duration of the leave. The employee will be responsible for paying the employee's share of the health insurance costs during the leave. If the employee does not return from the leave, the university may recover the premiums it paid for

maintaining the health care coverage during the period of unpaid family and medical leave.

(E)   Intermittent leave/reduced leave schedule.

(1)   Leave due to the serious health condition of the employee or the employee's spouse, child, or parent, or to care for a covered service member with a serious health condition or injury, may be taken intermittently or on a reduced leave schedule when medically necessary.

(2)   An employee who takes intermittent leave or a reduced leave schedule for planned medical treatments may be required to transfer temporarily to an alternative position which has equivalent pay and benefits and better accommodates the recurring periods of leave.

(3)   Leave due to a qualifying exigency may also be taken on an intermittent or reduced leave schedule basis.

(4)   The taking of leave intermittently or on a reduced leave schedule will not result in a reduction in the total amount of leave to which the employee is entitled in accordance with this policy.

(5)   Leave due to the birth or placement of a child may not be taken on an intermittent or reduced leave schedule.

(F)   Procedures.

(1)   An employee desiring to take leave under FMLA should contact the human resources office at (330) 941-1508 to obtain information regarding eligibility for family and medical leave. FMLA information is also available on the human resources webpage at *Family and Medical Leave (FMLA)*.

(2)   Upon requesting family and medical leave, an eligible employee will receive a written notice from the university outlining the employee's rights and obligations.

(3)   U.S. department of labor form WH-380 shall be utilized by health care providers in supporting the leave request.

(4)   An eligible employee will be required to provide the university

with thirty days advance notice of the employee's intention to take family and medical leave. The only exception will be when unforeseen circumstances prevent the employee from providing the required notice.

(5)   The university will require an employee to provide medical certification from the employee's health care provider or the family member's health care provider in order to support a leave request to care for a spouse, child, or parent who has a serious health condition, or for leave due to serious health condition that makes the employee unable to perform the essential functions of the employee's position.

The university, at the university's expense, may require a second opinion on the validity of the certification. Should a conflict arise between the opinions of the two health care providers, a third opinion will be sought. The third opinion will be provided by a health care provider mutually agreeable to the employee and the university. The expense of a third opinion will be paid by the university.

(6)   An employee is required to provide appropriate certification in order to support a leave request because of a qualifying exigency or to care for a covered service member with a serious injury or health condition.

(7)   As a condition of return to employment, an employee who has taken leave due to a serious health condition that made the employee unable to perform the essential functions of the employee's position, must submit certification from the employee's physician that the employee is able to resume work.

(8)   All FMLA leaves, paid or unpaid, within a consecutive twelve-month period will be counted toward the twelve-week allocation under FMLA.

(9)   Employees covered by collective bargaining should also refer to their respective labor agreements.

(G)   Prohibited conduct. The following conduct is prohibited and will result in employee discipline up to and including termination and possible loss of benefits:

(1)   Failure to submit required and/or complete documentation.

(2)   Engaging in fraud, misrepresentation, or providing false information to the university or health care provider.

(3)   Having other employment during leave without the prior written approval of the chief human resources officer.

(4)   Failure to timely return from leave.

3356-7-05   Family and Medical Leave Act (FMLA).

Responsible Division/Office: Human Resources
Responsible Officer: VP for Legal Affairs and Human Resources
Revision History: October 1997; August 2010; April 2012;
                                 December 2017; June 2022
Board Committee: University Affairs
Effective Date: ~~December 7, 2017~~**June 23, 2022**
Next Review: ~~2022~~2027

(A)   Policy statement. Youngstown state university (university) is committed to complying with the Family and Medical Leave Act ("FMLA").

(B)   Purpose. To provide employees with a basic understanding of their rights and obligations under the FMLA.

(C)   Scope. This policy applies to all employees eligible for leave under the FMLA (hereinafter referred to as leave or family and medical leave~~). In order for an employee to be eligible for leave pursuant to this policy, the employee is required to:~~

~~(1)   Have been employed by the university for at least twelve months.~~

~~(2)   Completed at least one thousand two hundred fifty hours worked during the twelve-month period immediately preceding the commencement of the leave.~~

(D)   Parameters.

        (1)   In order for a university employee to be eligible for leave pursuant to the FMLA, the employee is required to:

                (a)   Have been employed by the university for at least twelve months.

                (b)   Completed at least one thousand two hundred fifty hours worked during the twelve-month period immediately preceding the commencement of the leave.

RESOLUTION TO MODIFY
PART-TIME FACULTY TEACHING EXCELLENCE AWARD POLICY,
3356-7-52

WHEREAS, University Policies are reviewed and reconceptualized on an ongoing basis; and

WHEREAS, this process can result in the modification of existing policies, the creation of new policies, or the deletion of policies no longer needed; and

WHEREAS, action is required by the Board of Trustees prior to replacing and/or implementing modified or newly created policies, or to rescind existing policies; and

WHEREAS, the Part-Time Faculty Teaching Excellence Award policy has been reviewed pursuant to the five-year review cycle, and formatted in accordance with Policy 3356-1-09, Development and Issuance of University Policies.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the modification of the University Policy Part-Time Faculty Teaching Excellence Award, policy number 3356-7-52, attached hereto.

Board of Trustees Meeting
June 23, 2022
YR 2022-

3356-7-52   Part-time faculty teaching excellence award.

Responsible Division/Office: Academic Affairs
Responsible Officer: Provost and Vice President for Academic Affairs
Revision History: March 2017; June 2022
Board Committee: University Affairs
Effective Date: **June 23, 2022**
Next Review: 2027

(A)   Policy statement. Youngstown state university (university) recognizes the
        valuable contributions made by part-time faculty to advance the teaching
        mission of the university.

(B)   Purpose. To honor the work and commitment of dedicated and
        outstanding part-time faculty.

(C)   Scope. Eligibility for the part-time faculty excellence award is limited to
        part-time faculty who have been teaching continuously over the previous
        five years with a minimum load of one three-hour course per year. For
        purposes of this policy, the most recent five continuous years of teaching
        will be used to determine eligibility.

        Full-time university personnel who are eligible for other university service
        awards and teach as part-time faculty are not eligible for the part-time
        faculty excellence award.

(D)   Parameters.

        (1)   Up to eight awards may be granted annually to part-time faculty
                whose teaching performance at the university has been identified
                as outstanding.

        (2)   Part-time faculty teaching excellence award recipients shall receive
                two thousand dollars.

(E)   Procedures.

(1)   To be eligible, an individual must be nominated during the annual nomination process.

(2)   Staff members, faculty, or alumni may make nominations.

(3)   Each undergraduate college dean will appoint a part-time faculty representative to serve as a committee to review nominations and recommend award recipients. The provost or the provost's designee will serve as the chair of the review committee.

(4)   The names of the award recipients recommended by the committee will be forwarded to the office human resources.

(5)   Announcement and presentation of the awards occurs at the annual faculty awards dinner.

(6)   Annually a list of all recipients of the part-time teaching excellence award will be presented to the academic excellence and student success committee of the board of trustees.

3356-7-52   Part-time faculty teaching excellence award.

(A)   Policy statement. Youngstown state university (university) recognizes the valuable contributions made by part-time faculty to advance the teaching mission of the university.

(B)   Purpose. To honor the work and commitment of dedicated and outstanding part-time faculty.

(C)   Scope. Eligibility for the part-time faculty excellence award is limited to part-time faculty who have been teaching continuously over the previous five years with a minimum load of one three-hour course per year. For purposes of this policy, the most recent five continuous years of teaching will be used to determine eligibility.

Full-time university personnel who are eligible for other university service awards and teach as part-time faculty are not eligible for the part-time faculty excellence award.

(D)   Parameters.

(1)   Up to eight awards may be granted annually to part-time faculty whose teaching performance at the university has been identified as outstanding.

(2)   Part-time faculty teaching excellence award recipients shall receive two thousand dollars.

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(1)   To be eligible, an individual must be nominated during ~~a~~the annual nomination process.

(2)   Staff members, faculty, or alumni may make nominations.

(3)   Each undergraduate college dean will appoint a part-time faculty representative to serve as a committee to review nominations and recommend award recipients. The provost or ~~his/her~~the provost's designee will serve as the chair of the review committee.

(4)   The names of the award recipients recommended by the committee will be forwarded to the office human resources.

(5)   Announcement and presentation of the awards occurs at the annual faculty awards dinner.

(6)   Annually a list of all recipients of the part-time teaching excellence award will be presented to the academic ~~and student affairs~~excellence and student success committee of the board of trustees.

(1)(2)   AnThe FMLA provides an eligible employee shall be permitted a total of up to twelve work weeks of unpaid leave during the twelve-month period measured forward from the first date the employee uses family and medical leave.

(2)(3)   Leave may be taken as paid or unpaid leaveThe university required family and medical leave to run concurrently with any accrued paid leave. Paid leave is in the form of accrued personal, sick, or vacation leave or documented compensatory timeAll accrued leave must be exhausted before unpaid family medical leave. Accrued paid leave must be utilized in the following order: sick, vacation and documented compensatory time if available.

(3)(4)   Family and medical leave may be used for the following reasons:
   (a)   To care for the employee's child after the birth of the child.

   (b)   To care for a child after the child is placed with the employee for adoption or foster care.

   (c)   To care for the employee's spouse, child, or parent who has a serious health condition.

   (d)   Because of a serious health condition that makes the employee unable to perform the functions of the employee's position, including a worker's compensation qualifying injury.

   (e)   Because of any qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is a covered military member on active duty (or has been notified of an impending call or order to active duty) in support of a contingency operation. Qualifying exigencies are one or more of the following: short-notice deployment, military events and related activities, child care and school activities, financial and legal arrangements, counseling, rest and recuperation, and post-deployment activities.

(4)(5)   An eligible employee may be permitted a total of twenty-six work weeks of leave during the twelve-month period measured forward from the first date the employee uses family and medical leave in order to care for a covered service member with a serious injury or health condition if the employee is the spouse, son, daughter,

parent or next of kin of the service member. However, when family and medical leave is used for this reason and one or more of the reasons listed in paragraph (D)(3) of this rule, the eligible employee will be entitled to a maximum combined total of twenty-six work weeks of leave.

(5)(6)   An eligible employee will be required to use ~~any appropriate accrued~~ paid leaves ~~concurrent~~concurrently with unpaid family and medical leave in accordance with rule 3356-7-14 of the administrative code (see university policy 3356-7-14 Maternity/parental leave, excluded professional administrative employees).

(6)(7)   In the event of the continuation, reoccurrence, or onset of a serious health condition of the employee, after such employee has exhausted the twelve work weeks of leave as provided in this policy, the employee may continue to utilize any available accrued leaves or request an unpaid disability leave of absence in accordance with rule 3356-7-08 of the Administrative Code (see university policy 3356-7-08, "Leave without pay for extended serious health condition or disability, excluded professional/ administrative staff") or the applicable collective bargaining agreement.

(7)(8)   In any case in which both a husband and wife are employed by the university and both request leave due to the birth or placement with the employees of a child, the total number of work weeks of family and medical leave to which both employees are collectively entitled will be limited to twelve work weeks during the twelve-month period.

(8)(9)   It will not be considered a break in service when an employee takes leave in accordance with this policy, provided the employee returns to work at the expiration of the leave period. During any uncompensated portion of a leave period, employees shall not accumulate sick, vacation, personal, or any other accrued leave except as may be provided under the terms of a collective bargaining agreement.

(9)(10) An eligible employee who takes leave in accordance with this policy shall, upon return from such leave, be restored to the

position held by the employee when the leave commenced or a similar position of equivalent pay and benefits.

(10)(11)   During any period that an eligible employee takes leave in accordance with this policy, the university shall maintain the employee's group health care coverage under the conditions coverage would have been provided if the employee had continued in employment for the duration of the leave. The employee will be responsible for paying the employee's share of the health insurance costs during the leave. If the employee does not return from the leave, the university may recover the premiums it paid for maintaining the health care coverage during the period of unpaid family and medical leave.

(E)   Intermittent leave/reduced leave schedule.

(1)   Leave due to the serious health condition of the employee or the employee's spouse, child, or parent, or to care for a covered service member with a serious health condition or injury, may be taken intermittently or on a reduced leave schedule when medically necessary.

(2)   An employee who takes intermittent leave or a reduced leave schedule for planned medical treatments may be required to transfer temporarily to an alternative position which has equivalent pay and benefits and better accommodates the recurring periods of leave.

(3)   Leave due to a qualifying exigency may also be taken on an intermittent or reduced leave schedule basis.

(4)   The taking of leave intermittently or on a reduced leave schedule will not result in a reduction in the total amount of leave to which the employee is entitled in accordance with this policy.

(5)   Leave due to the birth or placement of a child may not be taken on an intermittent or reduced leave schedule.

(F)   Procedures.

(1)   An employee desiring to take leave under FMLA should contact the human resources office at (330) 941-21371508 to obtain

information regarding eligibility for family and medical leave. FMLA information is also available on the human resources webpage at *Family and Medical Leave (FMLA)*.

(2)   Upon requesting family and medical leave, an eligible employee will receive a written notice from the university outlining the employee's rights and obligations.

(3)   U.S. department of labor form WH-380 shall be utilized by health care providers in supporting the leave request.

(4)   An eligible employee will be required to provide the university with thirty days advance notice of the employee's intention to take family and medical leave. The only exception will be when unforeseen circumstances prevent the employee from providing the required notice.

(5)   The university will require an employee to provide medical certification from the employee's health care provider or the family member's health care provider in order to support a leave request to care for a spouse, child, or parent who has a serious health condition, or for leave due to serious health condition that makes the employee unable to perform the essential functions of the employee's position.

The university, at the university's expense, may require a second opinion on the validity of the certification. Should a conflict arise between the opinions of the two health care providers, a third opinion will be sought. The third opinion will be provided by a health care provider mutually agreeable to the employee and the university. The expense of a third opinion will be paid by the university.

(6)   An employee is required to provide appropriate certification in order to support a leave request because of a qualifying exigency or to care for a covered service member with a serious injury or health condition.

(7)   As a condition of return to employment, an employee who has taken leave due to a serious health condition that made the employee unable to perform the essential functions of the employee's position, must submit certification from the

employee's physician that the employee is able to resume work.

(8)   All FMLA leaves, paid or unpaid, within a consecutive twelve-month period will be counted toward the twelve-week allocation under FMLA.

(9)   Employees covered by collective bargaining should also refer to their respective labor agreements.

(G)   Prohibited conduct. The following conduct is prohibited and will result in employee discipline up to and including termination and possible loss of benefits:

(1)   Failure to submit required and/or complete documentation.

(2)   Engaging in fraud, misrepresentation, or providing false information to the university or health care provider.

(3)   Having other employment during leave without the prior written approval of the chief human resources officer.

(4)   Failure to timely return from leave.

RESOLUTION TO MODIFY
EXCELLENCE AWARDS FOR DEPARTMENT CHAIRPERSONS POLICY,
3356-7-53

WHEREAS, University Policies are reviewed and reconceptualized on an ongoing basis; and

WHEREAS, this process can result in the modification of existing policies, the creation of new policies, or the deletion of policies no longer needed; and

WHEREAS, action is required by the Board of Trustees prior to replacing and/or implementing modified or newly created policies, or to rescind existing policies; and

WHEREAS, the Excellence Awards for Department Chairpersons policy has been reviewed pursuant to the five-year review cycle, and formatted in accordance with Policy 3356-1-09, Development and Issuance of University Policies.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the modification of the University Policy Excellence Awards for Department Chairpersons, policy number 3356-7-53, attached hereto.

Board of Trustees Meeting
June 23, 2022
YR 2022-

3356-7-53   Excellence awards for department chairpersons.

Responsible Division/Office: Academic Affairs
Responsible Officer: Provost and Vice President for Academic Affairs
Revision History: March 2017; June 2022
Board Committee: University Affairs
Effective Date: **June 23, 2022**
Next Review: 2027

(A)   Policy statement. Youngstown state university (university) recognizes the valuable contributions made by department chairpersons to advance the research, scholarship, and academic mission of the university.

(B)   Purpose. To recognize and honor outstanding performance of university department chairpersons.

(C)   Scope. Any chairperson who has completed at least one year as a department chairperson is eligible for nomination for the excellence award for department chairpersons. A chairperson may not receive an excellence award within three years of receiving this same award or a similar distinguished professor award in that category.

(D)   Parameters.

        (1)   One award may be granted annually to a department chairperson whose teaching performance at the university has been identified as outstanding.

        (2)   One award may be granted annually to a department chairperson whose performance in research/scholarship at the university has been identified as outstanding.

        (3)   Department chairperson excellence award recipients shall receive two thousand dollars, a stipend of one thousand dollars, and one thousand dollars added to the individual's base salary in the following contract year.

(E)   Procedures.

     (1)   To be eligible, an individual must be nominated during the "Call for Nominations" process.

     (2)   Staff members, faculty, or alumni may make nominations.

     (3)   Each undergraduate college dean will appoint a representative to serve as a committee to review nominations and recommend award recipients. No person from a department in which a nomination has been received shall be eligible to serve on the review committee.

     (4)   The names of the award recipients recommended by the committee will be forwarded to the office of human resources.

     (5)   Announcement and presentation of the awards occur at the annual faculty awards dinner.

     (6)   Annually a list of all recipients of the department chair excellence awards will be presented to the academic excellence and student success committee of the board of trustees.

3356-7-53   Excellence awards for department chairpersons.

(A)   Policy statement. Youngstown state university (university) recognizes the valuable contributions made by department chairpersons to advance the research, scholarship, and academic mission of the university.

(B)   Purpose. To recognize and honor outstanding performance of university department chairpersons.

(C)   Scope. Any chairperson who has completed at least one year as a department chairperson is eligible for nomination for the excellence award for department chairpersons. A chairperson may not receive an excellence award within three years of receiving this same award or a similar distinguished professor award in that category.

(D)   Parameters.

    (1)   One award may be granted annually to a department chairperson whose teaching performance at the university has been identified as outstanding.

    (2)   One award may be granted annually to a department chairperson whose performance in research/scholarship at the university has been identified as outstanding.

    (3)   Department chairperson excellence award recipients shall receive two thousand dollars, a stipend of one thousand dollars, and one thousand dollars added to the individual's base salary in the following contract year.

(D)(E) Procedures.

(1)   To be eligible, an individual must be nominated during the "Call for Nominations" process.

(2)   Staff members, faculty, or alumni may make nominations.

(3)   Each undergraduate college dean will appoint a representative to serve as a committee to review nominations and recommend award recipients. No person from a department in which a nomination has been received shall be eligible to serve on the review committee.

(4)   The names of the award recipients recommended by the committee will be forwarded to the office of human resources.

(5)   Announcement and presentation of the awards occurs at the annual faculty awards dinner.

(6)   Annually a list of all recipients of the department chair excellence awards will be presented to the academic and student affairs committeeexcellence and student success committee of the board of trustees.

Explanation of Modifications to *University Policy*:

3356-7-45 Persona Non Grata Status for Campus Visitors Policy
This policy has been updated to remove the Office of Student Experience and VP for Student Affairs as the responsible division and officer. The responsible divisions/offices are now University Relations and General Counsel. The responsible officers are now the Chief of Police and the Vice President and General Counsel.

The process for issuing a notice of persona non grata (PNG) was streamlined, with university police making the determination based on the evidence collected. The policy also sets forth the procedure for appealing the PNG determination to the office of general counsel.

Board of Trustees Meeting
June 23, 2022
YR 2022-

RESOLUTION TO MODIFY
PERSONA NON GRATA STATUS FOR CAMPUS VISITORS POLICY, 3356-7-45

WHEREAS, University Policies are reviewed and reconceptualized on an ongoing basis; and

WHEREAS, this process can result in the modification of existing policies, the creation of new policies, or the deletion of policies no longer needed; and

WHEREAS, action is required by the Board of Trustees prior to replacing and/or implementing modified or newly created policies, or to rescind existing policies; and

WHEREAS, the Persona Non Grata Status for Campus Visitors policy has been formatted in accordance with Policy 3356-1-09, Development and Issuance of University Policies.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the modification of the University Policy Persona Non Grata Status for Campus Visitors, policy number 3356-7-45, attached hereto.

Board of Trustees Meeting
June 23, 2022
YR 2022-

3356-7-45   Persona non grata status for campus visitors.

Responsible Division/Office:	University Relations/General Counsel
Responsible Officers:	Chief of Police; Vice President and General Counsel
Revision History:	June 1999; September 2009; September 2012; March 2018; June 2022
Board Committee:	University Affairs
Effective Date:	**June 23, 2022**
Next Review:	2027

(A)   Policy statement. Pursuant to section 3345.21 of the Revised Code and in order to pursue its educational objectives and programs in an orderly manner, the board of trustees of Youngstown state university ("university") is authorized to regulate the conduct of visitors to university owned or controlled property and to university programs and activities.

(B)   Purpose. To identity visitors whose presence on the university campus or at university programs or activities may be detrimental to the university community and to provide a mechanism to limit the access of such visitors to university owned or controlled property and to university programs and activities.

(C)   Scope. This policy applies to visitors who are accused of demonstrating behavior detrimental to the university community.

   This policy does not apply to university students or to university employees acting within the scope of their employment. When doubt exists as to a person's status as a student, the person may be charged under this policy and then later referred to student conduct if determined to be a student.

(D)   Definitions for purposes of this rule.

   (1)   "Employee." Any person on active employment status with the university.

   (2)   "Student." Any person currently enrolled in or registered for a future term at the university either for credit or noncredit classes.

(3)   "Visitor." Any person who is not a student or an employee acting within the scope of their employment. A visitor includes but is not limited to:

    (a)   A person who had been enrolled at the university but who has graduated or transferred.

    (b)   A person who has been admitted to the university but is not currently enrolled.

    (c)   A former employee no longer on active employment status with the university.

(4)   "Persona non grata." A visitor whose behavior has been determined to be detrimental to the university community and who is no longer permitted to be present on university owned or controlled property or to have access to university services, activities, or events.

(5)   Behavior detrimental to the university community includes but is not limited to:

    (a)   Disruption of university processes, services, or programs.

    (b)   Actions which result in offenses against persons or property, including the use of university facilities, in a manner inconsistent with the facility's purpose.

    (c)   Threats or other behaviors that pose a risk to the safety of the university community.

    (d)   Violation of a previous order or directive given by a court of law, a university official, the university police or other law enforcement agency or officer, or a court of law acting in performance of their duties.

    (e)   A continuing violation of university policies, rules, or regulations after notice of the policies, rules, or regulations has been given.

(f)   Misrepresentations of self or providing other false or misleading information to a university office or official.

(E)   Parameters.

(1)   This policy will not be utilized to restrict freedom of speech or the right of persons to peaceful assembly.

(2)   This policy will not be construed to limit the authority of university officials from taking actions, such as arrest and/or criminal prosecution, as warranted by circumstances.

(3)   If necessary, the president, or designee, or the university chief of police may seek the assistance of other appropriate law enforcement agencies.

(F)   Process.

(1)   Determination of persona non grata status.

(a)   Any person believing that a visitor has exhibited detrimental behavior as defined in paragraph (D)(5) of this policy should report the behavior to the university police department.

(b)   The university police will review the information reported, collect and/or review evidence of the alleged detrimental behavior (e.g., police reports, witness statements, reports of previous incidents), and determine:

(i)   Whether the evidence supports a finding that the visitor has engaged in detrimental behavior; and

(ii)   Whether the visitor should be declared a persona non grata.

(c)   The university police will issue findings in writing.

(2)   Notice of persona non grata status.

(a)   If the university police determine that a Notice of persona non grata should be issued, the university police will issue a persona non grata notice to that visitor containing the name and last known address of the individual; current email address if notice is to be sent via email.

(b)   The persona non grata notice must advise the visitor of the following:

    (i)   The reasons why the visitor is being declared persona non grata;

    (ii)   That the visitor's permission to be on campus is revoked for a period of up to two years;

    (iii)   That the visitor has the right to appeal the persona non grata determination within five business days of the visitor's receipt of the persona non grata notice by sending a letter of appeal to the office of general counsel.

(c)   The persona non grata notice may be delivered via U.S. mail return receipt requested, email with delivery receipt, or in person by the university police department.

(3)   Appeals.

(a)   Any visitor who wishes to challenge their persona non grata status must submit a letter of appeal to the office of general counsel that includes an explanation of why the trespass notice should be revoked together with any evidence in support of the appeal.

(b)   The letter of appeal must be submitted to the office of general counsel within five business days of the visitor's receipt of the trespass notice.

(c)   Within ten business days after receipt of the letter of appeal, the office of general counsel will hold a hearing to address the appeal.

(d)   Hearing.

  (i)   The general counsel or designee will conduct the hearing, which hearing is not a public meeting.

  (ii)   The chief of police or designee will present evidence supporting the persona non grata finding.

  (iii)   The visitor may question any witnesses and present evidence, including witnesses, on their behalf. If the visitor chooses not to be present or to participate, the process will nevertheless proceed.

  (iv)   The visitor may be accompanied by another individual who may serve in an advisory capacity but who may not participate directly in the hearing.

(e)   Findings.

  (i)   The general counsel or designee conducting the hearing will hear and weigh all evidence presented and shall apply a preponderance of the evidence standard (more likely than not).

  (ii)   To uphold the determination of persona non grata status, the general counsel or designee must find that it is more likely than not that the alleged behavior occurred and that such behavior is more likely than not detrimental to the university community.

  (iii)   If such a finding is made, the general counsel or designee may take into consideration the reasons for such behavior and the likelihood of its recurrence; and based on the findings and these considerations, may continue the individual on persona non grata status for a period of up to two years. If such a finding is not made, the persona non grata status will be removed and the notice of trespass revoked.

(iv)   The decision of the general counsel or designee is final.

(f)   Notification of findings.

(i)   The written decision of the general counsel will be sent to the visitor via either U.S. mail, U.S. mail return receipt requested, email with delivery receipt, or in person by the university police department.

(ii)   Any new restrictions imposed following the hearing will take effect upon receipt of the notification.

(iii)   In those instances where the persona non grata status has been upheld, general counsel or designee will forward a copy of the findings to the appropriate parties on campus and the chief of police.

(iv)   The university police department will maintain a current list of persona non grata status and enforce sanctions of persona non grata.

(G)   Records. Records of the persona non grata process will be retained in the office of the general counsel.

(H)   Violation of persona non grata status. A person who violates the terms of their persona non grata status will be deemed a trespasser, removed from the university, and prosecuted accordingly.

(I)   Extension. In appropriate circumstances, the university may extend a visitor's persona non grata status for an additional time period.

3356-7-45   Persona non grata status for campus visitors.

Responsible Division/Office:	~~Student Experience;~~ University Relations ~~Police~~/General Counsel
Responsible ~~Officer~~Officers:	~~VP for Student Affairs;~~ Chief of Police; ~~Associate Vice President of University Relations~~/Vice President and General Counsel
Revision History:	June 1999; September 2009; September 2012; March 2018; June 2022
Board Committee:	University Affairs
Effective Date:	~~March 15, 2018~~**June 23, 2022**
Next Review:	~~2023~~2027

(A)   Policy statement. Pursuant to section 3345.21 of the Revised Code and in order to pursue its educational objectives and programs in an orderly manner, the board of trustees of Youngstown state university ("university") is authorized to regulate the conduct of visitors to university owned or controlled property and to university programs and activities.

(B)   Purpose. To identity visitors whose presence on the university campus or at university programs or activities may be detrimental to the university community and to provide a mechanism to limit the access of such visitors to university owned or controlled property and to university programs and activities.

(C)   Scope. This policy applies to visitors who are accused of demonstrating behavior detrimental to the university community.

This policy does not apply to university students or to university employees acting within the scope of their employment. When doubt exists as to a person's status as a student, the person may be charged under this policy and then later referred to student conduct if determined to be a student.

(D)   Definitions for purposes of this rule.

(1)   "Employee." Any person on active employment status with the university.

(2)   "Student." Any person ~~admitted to~~ currently enrolled in or registered for a future term at the university either for credit or noncredit ~~and currently registered for~~ classes.

(3)   "Visitor." Any person who is not a student or an employee acting within the scope of their employment. A visitor includes but is not limited to:

    ~~(i)~~(a)   A person who had been enrolled at the university but who has graduated or transferred.

    ~~(ii)~~(b)   A person who has been admitted to the university but is not currently enrolled.

    ~~(iii)~~(c)   A former employee no longer on active employment status with the university.

(4)   "Persona non grata." A visitor whose behavior has been determined to be detrimental to the university community and who is no longer permitted to be present on university owned or controlled property or to have access to university services, activities, or events.

(5)   Behavior detrimental to the university community includes but is not limited to:

    (a)   Disruption of university processes, services, or programs.

    (b)   Actions which result in offenses against persons or property, including the use of university facilities, in a manner inconsistent with the facility's purpose.

    (c)   Threats or other behaviors that pose a risk to the safety of the university community.

    (d)   Violation of a previous order or directive given by a court of law, a university official, the university police or other law enforcement agency or officer, or a court of law acting in performance of their duties.

(e)   A continuing violation of university policies, rules, or regulations after notice of the policies, rules, or regulations has been given.

(f)   Misrepresentations of self or providing other false or misleading information to a university office or official.

(E)   Parameters.

(1)   This policy will not be utilized to restrict freedom of speech or the right of persons to peaceful assembly.

(2)   This policy will not be construed to limit the authority of university officials from taking actions, such as arrest and/or criminal prosecution, as warranted by circumstances.

(3)   If necessary, the president, or designee, or the university chief of police may seek the assistance of other appropriate law enforcement agencies.

(4)   ~~Any university student or employee may bring concerns regarding possible detrimental behavior of a visitor to the attention of the university police department or to the office of student experience/ student affairs.~~

(F)   Process. ~~The process to designate a visitor as a persona non grata is initiated by the issuance of a notice of persona non grata status. Only the president, the provost, a university vice president, the chief of police, or their designees, have the authority to issue a notice of persona non grata status.~~

(1)   Determination of persona non grata status.

(a)   Any person believing that a visitor has exhibited detrimental behavior as defined in paragraph (D)(5) of this policy should report the behavior to the university police department.

(b)   The university police will review the information reported, collect and/or review evidence of the alleged detrimental

behavior (e.g., police reports, witness statements, reports of previous incidents), and determine:

(i)   Whether the evidence supports a finding that the visitor has engaged in detrimental behavior; and

(ii)   Whether the visitor should be declared a persona non grata.

(c)   The university police will issue findings in writing.

(2)   Notice of persona non grata status.

(a)   If the university police determine that a Notice of persona non grata should be issued, the university police will issue a persona non grata notice to that visitor containing the name and last known address of the individual; current email address if notice is to be sent via email.

(b)   The persona non grata notice must advise the visitor of the following:

(i)   The reasons why the visitor is being declared persona non grata;

(ii)   That the visitor's permission to be on campus is revoked for a period of up to two years;

(iii)   That the visitor has the right to appeal the persona non grata determination within five business days of the visitor's receipt of the persona non grata notice by sending a letter of appeal to the office of general counsel.

(c)   The persona non grata notice may be delivered via U.S. mail return receipt requested, email with delivery receipt, or in person by the university police department.

(3)   Appeals.

(a)   Any visitor who wishes to challenge their persona non grata status must submit a letter of appeal to the office of general counsel that includes an explanation of why the trespass notice should be revoked together with any evidence in support of the appeal.

(b)   The letter of appeal must be submitted to the office of general counsel within five business days of the visitor's receipt of the trespass notice.

(c)   Within ten business days after receipt of the letter of appeal, the office of general counsel will hold a hearing to address the appeal.

(d)   Hearing.

    (i)   The general counsel or designee will conduct the hearing, which hearing is not a public meeting.

    (ii)   The chief of police or designee will present evidence supporting the persona non grata finding.

    (iii)   The visitor may question any witnesses and present evidence, including witnesses, on their behalf. If the visitor chooses not to be present or to participate, the process will nevertheless proceed.

    (iv)   The visitor may be accompanied by another individual who may serve in an advisory capacity but who may not participate directly in the hearing.

(e)   Findings.

    (i)   The general counsel or designee conducting the hearing will hear and weigh all evidence presented and shall apply a preponderance of the evidence standard (more likely than not).

    (ii)   To uphold the determination of persona non grata status, the general counsel or designee must find that it is more likely than not that the alleged

behavior occurred and that such behavior is more likely than not detrimental to the university community.

(iii)   If such a finding is made, the general counsel or designee may take into consideration the reasons for such behavior and the likelihood of its recurrence; and based on the findings and these considerations, may continue the individual on persona non grata status for a period of up to two years. If such a finding is not made, the persona non grata status will be removed and the notice of trespass revoked.

(iv)   The decision of the general counsel or designee is final.

(f)   Notification of findings.

(i)   The written decision of the general counsel will be sent to the visitor via either U.S. mail, U.S. mail return receipt requested, email with delivery receipt, or in person by the university police department.

(ii)   Any new restrictions imposed following the hearing will take effect upon receipt of the notification.

(iii)   In those instances where the persona non grata status has been upheld, general counsel or designee will forward a copy of the findings to the appropriate parties on campus and the chief of police.

(iv)   The university police department will maintain a current list of persona non grata status and enforce sanctions of persona non grata.

(1)   Notice. A visitor accused of behavior detrimental to the university community will be served with notice that such behavior is not acceptable and may result in that person being denied the opportunity to be present on

specified university property, facilities and/or university programs or activities.

(a) The notice will contain:

(i) Name and last known address of the individual; current email address if notice is to be sent via email.

(ii) A specification of the alleged detrimental behavior.

(iii) A warning that the individual is on temporary persona non grata status and is not allowed on university premises or at university sponsored programs or activities until a meeting regarding persona non grata status occurs and a formal determination is made.

(iv) The name, title, and contact information of the university official who will make the persona non grata determination and a time limit in which the accused must contact the university official to schedule a meeting to determine persona non grata status.

(v) A warning that failure to arrange a meeting with the university official within ten days from receipt of the notice or failure to attend a scheduled meeting will result in a determination as to persona non grata status being made without the accused individual being present.

(b) The notice may be delivered via U.S. mail, U.S. mail return receipt requested, email with delivery receipt, or in person by the university police department.(2) Meeting to determine persona non grata status.

(a) University officials designated to conduct a persona non grata meeting are:(i) The vice president of student affairs or designee.

(ii) The director or associate director of student conduct.(iii) A university associate or assistant general counsel.

(b) The university administrator that issues the notice of persona non grata status will designate the university official who will conduct the persona non grata meeting based on the official's availability to conduct the meeting in a timely manner.

(c) A university official who will present evidence at the hearing may not conduct the persona non grata meeting.(d) All meetings will be held in private.
(e) At the meeting, the accused individual is entitled to know the nature and source of the evidence against him/her, to question any witnesses, and to present evidence, including witnesses, on his/her behalf. If the accused individual chooses not to be present or to participate, the process will nevertheless proceed.
(f) The accused individual may be accompanied by another individual who may serve in an advisory capacity but who may not participate directly in the meeting.

(3) Findings.

(a) The university official conducting the meeting will hear and weigh all evidence presented and shall apply a preponderance of the evidence standard (more likely than not).

(b) To place the accused on persona non grata status, the university official conducting the meeting must find that it is more likely than not that the alleged behavior occurred and that such behavior is more likely than not detrimental to the university community.

(c) If such a finding is made, the university official conducting the meeting may take into consideration the reasons for such behavior and the likelihood of its recurrence; and based on the meeting findings and these considerations, may place the individual on persona non grata status for a period of up to two years.

(4) Notification.

(a)   Written notification of the findings of the university official will be sent within ten business days of the meeting. If the finding is that the individual is deemed to be on persona non grata status, the notification will indicate the time period and parameters of persona non grata status.

(b)   The restrictions imposed by persona non grata status will take effect upon receipt of the notification.

(c)   In those instances where an individual has been placed on persona non grata status, the hearing officer will forward a copy of the findings to the university's president, vice presidents, provost, associate vice presidents, associate provosts, deans, chief human resources officer, executive director of facilities, director of the Maag library, and the chief of police. These university administrators will inform faculty and staff of an individual's persona non grata status as appropriate.

(d)   The university police department will maintain a current list of persona non grata status and enforce sanctions of persona non grata.
(5)   Review.

(a)   A written request for review of persona non grata status may be made to the general counsel or his/her designee at any time after a determination of persona non grata status has been made.

(b)   The review will be limited to an examination of procedural errors which may have occurred in the process or an examination of new evidence which became available after the finding. The review may only determine if the persona non grata status will remain in effect or be voided.

(c)   The persona non grata status will remain in effect during the review process.

(d)   The general counsel or his/her designee will render a decision within ten business days of receipt of the request for a review.

(e)   An individual who was a witness at the persona non grata meeting is disqualified from reviewing persona non grata status.

(f)   The decision of the general counsel will be sent to the accused individual via U.S. mail, U.S. mail return receipt requested, email with delivery receipt, or in person by the university police department.

(g)   In those instances in which persona non grata status is voided, those university administrators noted in the notification paragraph (F)(4)(c) of this policy will be informed of this action.

(h)   The decision of the general counsel or his/her designee is final.

(G)   Records. Records of the persona non grata process will be retained in the division of student experienceoffice of the general counsel.

(H)   Violation of persona non grata status.

(1)   A person who violates the terms of his/hertheir persona non grata status will be deemed a trespasser, removed from the university, and prosecuted accordingly.

(I)   Extension. In appropriate circumstances, the university may extend a visitor's persona non grata status for an additional time period.

Explanation of Modifications to *University Policy*:

3356-9-03 Employment of Students Policy
This policy has been updated to include key definitions as well as an expanded set of parameters that provides clarification of existing policies.

Board of Trustees Meeting
June 23, 2022
YR 2022-

RESOLUTION TO MODIFY
EMPLOYMENT OF STUDENTS POLICY, 3356-9-03

WHEREAS, University Policies are reviewed and reconceptualized on an ongoing basis; and

WHEREAS, this process can result in the modification of existing policies, the creation of new policies, or the deletion of policies no longer needed; and

WHEREAS, action is required by the Board of Trustees prior to replacing and/or implementing modified or newly created policies, or to rescind existing policies; and

WHEREAS, the Employment of Students policy has been reviewed pursuant to the five-year review cycle, and formatted in accordance with Policy 3356-1-09, Development and Issuance of University Policies.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the modification of the University Policy Employment of Students, policy number 3356-9-03, attached hereto.

Board of Trustees Meeting
June 23, 2022
YR 2022-

3356-9-03   Employment of students.

Responsible Division/Office: Student Success
Responsible Officer: Associate Provost, Student Success
Revision History: June 1999; March 2007; December 2010;
                                March 2013; June 2017; June 2022
Board Committee: University Affairs
Effective Date: **June 23, 2022**
Next Review: 2027

_____

(A)   Policy statement. Students are eligible to be employed by the university
       according to federal and state laws and university policy.

(B)   Purpose. This policy is designed to create a fair and equitable process for
       employment of students on campus. All procedures are in compliance
       with federal and state of Ohio law, including Ohio public employment
       retirement system (OPERS) guidelines and university policy. Information
       on the student employment process is available on the university's
       division of student success website.

(C)   Scope. Unless otherwise specified, this policy applies to the employment
       of undergraduate and graduate students in student employment positions at
       the university.

(D)   Definitions. For the purpose of this policy:

       (1)   "Domestic student" – a student that is a citizen of the United
              States, a permanent resident of the United States, or a refugee or
              asylee, as determined by the U.S. government.

       (2)   "International student" – a student that is not a citizen of the
              United States and is not a permanent resident of the United States.

       (3)   "Student employee" – individuals enrolled at the university who
              meet the requirements of this policy and work part-time jobs in
              support of university offices and departments.

       (4)   "Student employee supervisor" – the individual directly
              responsible for the hiring recommendation and day-to-day

supervision of the student employee, including but not limited to, establishing work schedules, monitoring adherence to established work schedules, approving timesheets, and providing guidance, training, and instructions relative to the student employee's assigned tasks.

(E)   Parameters.

(1)   The division of student success will coordinate the student hiring process with the office of human resources.

(2)   Student employees are responsible for abiding by general university policies at all times, including but not limited to, the student code of conduct, rule 3356-8-01.1 of the Administrative Code (university policy 3356-8-01.1, "The Student Code of Conduct").

(3)   As employees of an Ohio public university, student employees are required to contribute to OPERS unless the student opts to waive contributions and elects not to participate in OPERS. They must do so within thirty days of their hire date. Students who are employed during the summer, but not enrolled for a course (minimum one credit), are required to participate in OPERS. Once a student employee makes their OPERS election, i.e., exempt or non-exempt, the student's OPERS status is maintained until terminated by the university as defined in this rule or changes by operation of law.

(4)   The associate provost for student success is responsible for the final approval of all student employees except for those employees participating in the employment programs administered by the graduate school (graduate assistants, teaching assistants, graduate research assistants, graduate assistant interns) as per rule 3356-9-03.1 of the Administrative Code (university policy 3356-9-03.1, "Appointment of graduate assistants, graduate research assistants, and teaching assistants").

(F)   Eligibility for student employment.

(1)   To be eligible for employment during the fall or spring semesters, a student must be enrolled for a minimum of two courses and no

fewer than six credit hours and be in good academic standing. Audited classes do not count toward either the two-course or six-credit hour requirements.

(2)   To be employed during the summer semester without summer enrollment, the student must have been enrolled during the previous spring, be currently registered for the upcoming fall semester, and be in good academic standing.

(3)   Domestic student employees may not work more than twenty-five hours per week. International students may not work more than twenty hours per week during the academic year and may not work more than twenty-five hours per week during official university breaks and vacations. Student employees may work in more than one department; however, the total hours worked in one week by domestic students may not exceed twenty-five and the total hours worked in one week by international students may not exceed twenty hours during the academic year and may not exceed twenty-five hours per week during official university breaks and vacations.

(4)   Students may not work as both a university employee (full or part-time) and a student employee at the same time.

(G)   Leave and time off without pay.

(1)   Student employees are not eligible to receive vacation, sick leave, or holiday pay.

(2)   Arrangements for time off without pay are discussed with and approved by the student employee supervisor, including time off during academic break periods. Academic break periods are a function of the academic calendar and do not pertain to the student employee wok assignment.

(3)   Time used by a student in the performance of jury duty, or when summoned as a witness, shall be treated as an excused absence without pay.

(4)   A student employee who is a member of any reserve component of the United States Armed Forces, who is voluntarily or

involuntarily ordered to extended U.S. military service, shall be granted time off without pay.

(H)   Termination of employment.

(1)   Status as a student employee is continuous from the date of initial appointment until student employment is terminated by the university.

(2)   A student's employment will cease under any of the following circumstances:

(a)   Non-enrollment. A student who has not been enrolled for two consecutive semesters will be considered terminated.

(b)   End of appointment. A student is effectively terminated on the end date specified at the time of the student's appointment unless a new appointment is issued.

(c)   Voluntary resignation. Student employees may resign from their university appointment at any time and should provide timely notification to their supervisor of their resignation decision.

(d)   Involuntary termination. The student employee supervisor may terminate the employment of a student employee. No reason is required to substantiate the action. A student employee who has performance issues, has engaged in misconduct, or is found in violation of university rules or policies may be terminated immediately without advance notice.

(I)   Procedures.

(1)   Recruitment and application for all student employment positions will follow the procedures developed by the division of student success.

(2)   Actual employment may begin only after the required documents have been processed and approved by the student employment office.

(3)   Wage level and pay rates are based upon the nature of the job and required experience and/or credentials, and are approved by the student employment office.

(4)   The student employee supervisor is responsible for ensuring that student employees whose position requires interaction with minors complete a background check as pursuant to rule 3356-7-44 of the Administrative Code (university policy 3356-7-44, "Background checks for employees and volunteers").

(5)   The student employee and student employee supervisor should attempt to informally resolve any issues or concerns, such as supervision, work schedule, or duties. If an issue or concern cannot be resolved informally at the department or unit level, it may be referred, by either the student or the student employee supervisor, to the office of student success. If the issue or concern involves a university policy administered by a separate department or unit, such as rule 3356-2-03 of the Administrative Code (university policy 3356-2-03, "Discrimination/harassment") or rule 3356-2-05 of the Administrative Code (university policy 3356-2-05, "Title IX sexual harassment"), the student must follow the requirement of the applicable policy.

3356-9-03   Employment of students.

Responsible Division/Office: Student Success
Responsible Officer: Associate Provost ~~for~~. Student Success
Revision History: June 1999; March 2007; December 2010;
                                                    March 2013; June 2017; June 2022
Board Committee: University Affairs
Effective Date: ~~June 14, 2017~~**June 23, 2022**
Next Review: ~~2022~~2027

(A)   Policy statement. Students are eligible to be employed by the university
          according to federal and state laws and university policy.

(B)   Purpose. This policy is designed to create a fair and equitable process for
          employment of students on campus. All procedures are in compliance
          with federal and state of Ohio law, including Ohio public employment
          retirement system (OPERS) guidelines and university policy. Information
          on the student employment process is available on the university's
          division of student success website.

(C)   ~~Parameters~~Scope. Unless otherwise specified, this policy applies to the
          employment of undergraduate and graduate students in student
          employment positions at the university.

(D)   Definitions. For the purpose of this policy:

          (1)   "Domestic student" – a student that is a citizen of the United
                    States, a permanent resident of the United States, or a refugee or
                    asylee, as determined by the U.S. government.

          (2)   "International student" – a student that is not a citizen of the
                    United States and is not a permanent resident of the United States.

          (3)   "Student employee" – individuals enrolled at the university who
                    meet the requirements of this policy and work part-time jobs in
                    support of university offices and departments.

          (4)   "Student employee supervisor" – the individual directly
                    responsible for the hiring recommendation and day-to-day

supervision of the student employee, including but not limited to, establishing work schedules, monitoring adherence to established work schedules, approving timesheets, and providing guidance, training, and instructions relative to the student employee's assigned tasks.

(E)   Parameters.

(1)   ~~The associate provost for student success is responsible for the approval and coordination of the process of employing all student employees except for those employees participating in the employment programs administered by the graduate school (graduate assistants, teaching assistants, graduate research assistants, graduate assistant interns)~~The division of student success will coordinate the student hiring process with the office of human resources.

(2)   ~~Students may be employed through hourly student wages or a task-based stipend. In both categories, students are subject to the same eligibility requirements. Task-based stipends are available on a limited basis and require the special approval of the associate provost for student success~~Student employees are responsible for abiding by general university policies at all times, including but not limited to, the student code of conduct, rule 3356-8-01.1 of the Administrative Code (university policy 3356-8-01.1, "The Student Code of Conduct").

(3)   ~~To be eligible for employment under hourly student wages or task-based stipend during the fall or spring semesters, the a student must be enrolled for a minimum of two courses and no less than six credit hours and be in good academic standing. Student employees enrolled at this level ensure that they meet the criteria for exception from FICA taxes~~As employees of an Ohio public university, student employees are required to contribute to OPERS unless the student opts to waive contributions and elects not to participate in OPERS. They must do so within thirty days of their hire date. Students who are employed during the summer, but not enrolled for a course (minimum one credit), are required to participate in OPERS. Once a student employee makes their OPERS election, i.e., exempt or non-exempt, the student's OPERS

status is maintained until terminated by the university as defined in this rule or changes by operation of law.

(4)   The associate provost for student success is responsible for the final approval of all student employees except for those employees participating in the employment programs administered by the graduate school (graduate assistants, teaching assistants, graduate research assistants, graduate assistant interns) as per rule 3356-9-03.1 of the Administrative Code (university policy 3356-9-03.1, "Appointment of graduate assistants, graduate research assistants, and teaching assistants").

(F)   Eligibility for student employment.

(1)   To be eligible for employment during the fall or spring semesters, a student must be enrolled for a minimum of two courses and no fewer than six credit hours and be in good academic standing. Audited classes do not count toward either the two-course or six-credit hour requirements.

(4)(2)   To be employed during the summer semester without summer enrollment, the student must have been enrolled during the previous spring, be currently registered for the upcoming fall semester, and be in good academic standing. ~~While students may continue employment without enrolling for classes during the summer sessions, only those students enrolled for at least six credit hours and enrolled for a minimum of eight weeks during the summer will meet the criteria for exception from FICA taxes.~~

(5)(3)   ~~Student employees may elect whether to participate in OPERS or not. Students who are employed during the summer, but not enrolled for a course (minimum one credit), are required to participate in OPERS~~Domestic student employees may not work more than twenty-five hours per week. International students may not work more than twenty hours per week during the academic year and may not work more than twenty-five hours per week during official university breaks and vacations. Student employees may work in more than one department; however, the total hours worked in one week by domestic students may not exceed twenty-five and the total hours worked in one week by international students may not exceed twenty hours during the academic year

and may not exceed twenty-five hours per week during official university breaks and vacations.

(4) Students may not work as both a university employee (full or part-time) and a student employee at the same time.

(6) Regulations regarding compliance with the internal revenue service and OPERS are made available to students by the payroll office.

(7) Appointments to all student employment positions and the effective appointment dates are made by the office of student success.

(G) Leave and time off without pay.

(8)(1) Students may not work as both a university employee (full or part-time) and a student employee at the same timeStudent employees are not eligible to receive vacation, sick leave, or holiday pay.

(2) Arrangements for time off without pay are discussed with and approved by the student employee supervisor, including time off during academic break periods. Academic break periods are a function of the academic calendar and do not pertain to the student employee wok assignment.

(3) Time used by a student in the performance of jury duty, or when summoned as a witness, shall be treated as an excused absence without pay.

(4) A student employee who is a member of any reserve component of the United States Armed Forces, who is voluntarily or involuntarily ordered to extended U.S. military service, shall be granted time off without pay.

(H) Termination of employment.

(1) Status as a student employee is continuous from the date of initial appointment until student employment is terminated by the university.

(2)   A student's employment will cease under any of the following circumstances:

  (a)   Non-enrollment. A student who has not been enrolled for two consecutive semesters will be considered terminated.

  (b)   End of appointment. A student is effectively terminated on the end date specified at the time of the student's appointment unless a new appointment is issued.

  (c)   Voluntary resignation. Student employees may resign from their university appointment at any time and should provide timely notification to their supervisor of their resignation decision.

  (d)   Involuntary termination. The student employee supervisor may terminate the employment of a student employee. No reason is required to substantiate the action. A student employee who has performance issues, has engaged in misconduct, or is found in violation of university rules or policies may be terminated immediately without advance notice.

(D)(I) Procedures.

  (1)   All positions for student employment, including federal and institutional work study, are described in written position descriptions maintained and posted on the university website for the office of student successRecruitment and application for all student employment positions will follow the procedures developed by the division of student success.

  (2)   Students interested in a posted position must submit an application for employment. The department or unit makes the offer of employment and submits the required documents for appointment to the position to the office of student successActual employment may begin only after the required documents have been processed and approved by the student employment office.

  (3)   Actual employment may begin only after the required documents have been processed and approved by the office of student success.

The student is required to complete one OPERS election form during the term of their employmentWage level and pay rates are based upon the nature of the job and required experience and/or credentials, and are approved by the student employment office.

(4)   Status as a student employee is continuous from the date of initial appointment until the student is terminated by the university. For purposes of this policy, a student who has not been enrolled for two consecutive semesters will be considered terminated. Changing positions of employment of departments does not impact one's student employment status. Therefore, once a student employee makes their OPERS election, i.e., exempt or nonexempt, the student's OPERS status is maintained until terminated by the university as defined in this rule or changes by operation of law The student employee supervisor is responsible for ensuring that student employees whose position requires interaction with minors complete a background check as pursuant to rule 3356-7-44 of the Administrative Code (university policy 3356-7-44, "Background checks for employees and volunteers").

(5)   Concerns of student employees or those of their supervisor that cannot be resolved at the department or unit level may be referred to the office of student successThe student employee and student employee supervisor should attempt to informally resolve any issues or concerns, such as supervision, work schedule, or duties. If an issue or concern cannot be resolved informally at the department or unit level, it may be referred, by either the student or the student employee supervisor, to the office of student success. If the issue or concern involves a university policy administered by a separate department or unit, such as rule 3356-2-03 of the Administrative Code (university policy 3356-2-03, "Discrimination/harassment") or rule 3356-2-05 of the Administrative Code (university policy 3356-2-05, "Title IX sexual harassment"), the student must follow the requirement of the applicable policy.

RESOLUTION REGARDING CAMPUS FREE SPEECH

WHEREAS, Ohio Revised Code section 3345.0215 codifies the public policy of the state of Ohio concerning campus free speech and requires the Board to adopt a policy affirming several principles of campus free speech; and

WHEREAS, it is the practice of the Board to cause the University to operate in conformity with state law and Ohio public policy.

NOW, THEREFORE, the following is adopted as the resolution of the Youngstown State University Board of Trustees:

RESOLVED: The Board affirms the principles of campus free speech that are enumerated in Revised Code section 3345.0215(A) (1) through (9). The President (or his delegate) is authorized and directed to incorporate those principles into the University policy register; and

RESOLVED: The President (or his delegate) is authorized and directed to amend University policy to create a process by which any student, student group, or faculty member may submit a complaint about an alleged violation of the foregoing principles, or violation of any University policy or state law concerning campus free speech, by a University employee, including any allegation that a student's grade was reduced on account of the student's free speech (rather that on account of ordinary academic standards of substance and relevance, including legitimate pedagogical concerns); and

RESOLVED: The process described above shall substantially conform to standards promulgated by the Chancellor of the Ohio Department of Higher Education, and include a process for an impartial investigation of the complaints, and an impartial hearing regarding the allegation.

Board of Trustees Meeting
June 23, 2022
YR 2022-

RESOLUTION TO AUTHORIZE CONFERRAL OF EMERITUS STATUS FOR FACULTY AND ADMINISTRATORS

WHEREAS, the Policies of the Board of Trustees provide for the conferral of emeritus status upon University faculty and professional/administrative staff members upon retirement or death following at least ten years of meritorious service and are recommended by the President of the University; and

WHEREAS, in accordance with University Policy 3356-7-17, Emeritus Status, this resolutions nominates eighteen recently retired faculty members for Faculty Emeritus Status, and two recently retired administrators for Administrator Emeritus Status, and

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby authorize that those faculty and professional/administrative staff members listed in Exhibit List A and List B attached hereto respectively, are hereby granted the emeritus title designed thereon.

Board of Trustees Meeting
June 23, 2022
YR 2022-

FACULTY
RECEIVING EMERITUS STATUS
(Board of Trustees Meeting, June 23, 2022)

NAME	TITLE	YEARS of SERVICE	STATUS
Rebecca A. Barnhouse	Professor English & World Languages	27	Faculty Emeritus
Terry Benton	Assistant Professor English & World Languages	20	Faculty Emeritus
William R. Buckler	Associate Professor Humanities & Social Sciences	32	Faculty Emeritus
Gordon G. Frissora	Associate Professor Criminal Justice & Consumer Sciences	25	Faculty Emeritus
Stephen L. Gage	Professor & Band Director Dana School of Music	28	Faculty Emeritus
Shakir Husain	Professor Rayen School of Engineering	33	Faculty Emeritus
Birsen Karpak	Professor Management & Marketing	36	Faculty Emeritus
Tammy A. King	Associate Dean – BCHHS Dean – BCHHS	24	Faculty Emeritus
Betty Jo Licata	Dean/Professor – WCBA Dean – WCBA	26	Faculty Emeritus
Sherri R. Lovelace-Cameron	Professor Chemical & Biological Sciences	26	Faculty Emeritus
Christine E. McCullough	Professor Visual & Dramatic Arts	22	Faculty Emeritus
Allan Mosher	Professor Dana School of Music	29	Faculty Emeritus
Fred W. Owens, II	Professor Communication	45	Faculty Emeritus
Steven Reese	Professor English & World Languages	33	Faculty Emeritus
Ronald V. Shaklee	Professor Geography & Urban Regional Studies	33	Faculty Emeritus

Sharon A. Stringer	Professor Psychological Sciences & Counseling	34	Faculty Emeritus
Linda J. Strom	Associate Professor English & World Languages	28	Faculty Emeritus
William G. Vendemia	Professor Management & Marketing	39	Faculty Emeritus

ADMINISTRATIVE STAFF
RECEIVING EMERITUS STATUS

(Board of Trustees Meeting, June 23, 2022)

NAME	TITLE	YEARS of SERVICE	STATUS
Josephine "Jodi" Clowes	Executive Assistant – Provost Academic Affairs	40	Administrator Emeritus
Diane Hritz	Coordinator, Career Management Dean – BCHHS	33	Administrator Emeritus

3356-7-17   Emeritus status.

Responsible Division/Office:	Human Resources
Responsible Officer:	VP for Legal Affairs and Human Resources
Revision History:	November 1997; October 2010; September 2015; December 2020
Board Committee:	University Affairs
Effective Date:	**December 3, 2020**
Next Review:	2025

(A)   Policy statement. The board of trustees of Youngstown state university (university) may confer the title "emeritus" upon university faculty and executive and administrative officers upon retirement or posthumously in recognition of long and meritorious service.

(B)   Definition. The designation "faculty emeritus" or "administrator emeritus" is an honorary title conferred upon the retirement or death of faculty or staff members in recognition of extended meritorious service.

(C)   Procedures.

　　(1)   With the exception of the university president, nominations for the conferral of emeritus status will follow the "Emeritus Nomination Guidelines" and utilize the "Emeritus Nomination" form (available on the office of human resources benefits webpage).

　　(2)   In the event of retirement or death of the university president, the board of trustees may, in its discretion, confer emeritus status upon the individual.

　　(3)   Emeritus status is conferred and presented at the spring meeting of the board of trustees.

　　(4)   An individual can only be nominated once for conferral of emeritus status.

　　(5)   If emeritus status is conferred, the individual will receive the title of "faculty emeritus" or "administrator emeritus."

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

(E)   Emeritus privileges.

    (1)   Those retirees achieving emeritus status are granted the following privileges: full library privileges; email services; university identification card; opportunity to secure parking consistent with current university procedures; and the same educational benefits that are available to currently employed faculty or staff at the time of application. (See university policy 3356-7-31, "Fringe benefits, excluded professional/administrative employees fee remission program.")

    (2)   Those retirees achieving emeritus status also have the opportunity to: purchase reserved seats to intercollegiate athletic contests and performing arts events; utilize designated recreational facilities and wellness programs; attend certain alumni and university events, e.g., homecoming events, holiday breakfast, commencement, and honors convocation, and join the Youngstown state university retirees' association.

    (3)   Retirees that attain emeritus status also have the opportunity to select one of two parking options. They may purchase a permit for designated lots or may choose to receive a free parking permit at the discretion of the university based upon availability.

    (4)   Those bargaining unit member retirees achieving emeritus status are granted the benefits in accordance with their collective bargaining agreement as well as any additional benefits provided herein.

(F)   Revocation of emeritus status. Emeritus status may be revoked by the board of trustees at the request of the recipient or for good cause. Good cause includes, but is not limited to, an award based on misleading or deceptive information or for egregious conduct which diminishes the status or reputation of Youngstown state university.

**RESOLUTION TO RATIFY
PERSONNEL ACTIONS**

WHEREAS, the *Policies of the Board of Trustees* authorize the President to manage the University, including appointing such employees as are necessary to effectively carry out the operation of the University and any other necessary personnel actions; and

WHEREAS, new appointments and other personnel actions have been made subsequent to the March 3, 2022, meeting of the Board of Trustees; and

WHEREAS, such personnel actions are in accordance with the 2021-2022 Budget and with University policies 3356-2-02, Equal Opportunity and Affirmative Action Recruitment and Employment; 3356-9-02, Selection and Annual Evaluation of Administrative Officers of the University; 3356-7-42, Selection of Professional/Administrative Staff; 3356-7-43, Externally Funded Professional/Administrative Staff; and 3356-7-36, Hiring and Selection Process, Contracts and Compensation for Intercollegiate Athletic Coaches;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby ratify and confirm the personnel actions, attached hereto.

Board of Trustees Meeting
June 23, 2022
YR 2022-

SUMMARY OF PERSONNEL ACTIONS
Professional Administrative, Faculty & Athletic Employees
1/16/22 through 4/15/22

Separations – 15

- Professional Administrative – 3
- Excluded – 4
- Externally Funded – 8

Appointments – 13

- Professional Administrative – 6
- Excluded – 3
- Externally Funded – 3
- Intermittent – 1

Promotions – 4

- Professional Administrative – 1
- Excluded – 2
- Externally Funded – 1

Reclassifications/Position Adjustments – 8

- Professional Administrative – 7
- Excluded – 1

Salary Adjustments – 2

- Excluded – 2

Transfers – 2

- Excluded – 1
- Externally Funded – 1

Multi-Year Contract – 1
- Excluded – 1

Faculty – 0
- No Faculty transactions during this period.

YOUNGSTOWN STATE UNIVERSITY
PROFESSIONAL ADMINISTRATIVE AND FACULTY
PERSONNEL ACTIONS 1/16/22 THROUGH 4/15/22
SEPARATIONS

EMPLOYEE NAME	EMPLOYEE TYPE	POSITION TITLE	DEPARTMENT	DATE OF SEPARATON	FTE	SALARY	SEPARATION TYPE
Barker, Summer	APAS	University Architect	Facilities Maintenance	3/11/2022	0.80	$ 53,754.93	Resigned
Reesh, Shannon	APAS	Success Coordinator	First Year Student Services	3/25/2022	1.00	$ 43,645.00	Resigned
Torres, Sandra	APAS	Compliance Programs	Financial Aid & Scholarships	3/11/2022	1.00	$ 51,195.17	Resigned
McCracken, David	Excluded	Director	Procurement Services	4/8/2022	1.00	$ 81,200.00	Resigned
McGiffin, Maura	Excluded	Associate Director, PSC	Registration & Records	3/11/2022	1.00	$ 54,795.00	Resigned
McKenny, Melissa	Excluded	Associate Director, Financial Aid & Scholarships	Financial Aid & Scholarships	2/25/2022	1.00	$ 59,978.66	Resigned
Walters-Dobson, Denise	Excluded	Academic Administrator	Dean - STEM	1/31/2022	1.00	$ 69,160.62	Retired
Banas, Kristin	Externally Funded	Instruction Specialist	Rich Center for Autism	2/25/2022	1.00	$ 26,791.26	Resigned
Bandy, Holly	Externally Funded	Research Evaluation Associate	Center for Human Services Development	3/25/2022	1.00	$ 49,735.00	Resigned
Corey, Taylar	Externally Funded	Instruction Specialist	Rich Center for Autism	1/26/2022	1.00	$ 23,819.35	Resigned
Marchionda, Dominic	Externally Funded	Associate Director	Ctr Workforce Educ & Innovation	1/19/2022	1.00	$ 72,000.00	Resigned
Scott, Joseph	Externally Funded	Program Director, PTAC	Marketing	2/28/2022	1.00	$ 51,765.00	Resigned
Shepas, Richard	Externally Funded	Director,Workforce Develop	Ctr Workforce Educ & Innovation	2/11/2022	1.00	$ 121,800.00	Non-renewal
Wright, Emma	Externally Funded	Instruction Specialist	Rich Center for Autism	2/17/2022	1.00	$ 22,030.47	Resigned
Wright, Mason	Externally Funded	Instruction Specialist	Rich Center for Autism	2/25/2022	1.00	$ 21,175.00	Resigned

YOUNGSTOWN STATE UNIVERSITY
PROFESSIONAL ADMINISTRATIVE AND FACULTY
PERSONNEL ACTIONS 1/16/22 THROUGH 4/15/22
APPOINTMENTS

EMPLOYEE NAME	EMPLOYEE TYPE	POSITION TITLE	DEPARTMENT	CONTRACT/ APPOINTMENT DATES	FTE	SALARY
Buehler, My Hoang	APAS	Coordinator, International Admissions	International Programs Office	3/1/2022	1.00	$ 43,000.00
Burdette, Kevin	APAS	Resolution Analyst	University Bursar	2/7/2022	1.00	$ 44,500.00
Dubos, Nick	APAS	Coordinator, International Student Services	International Programs Office	3/16/2022	1.00	$ 49,000.00
Gary, Sarah	APAS	Coordinator, Center for Career Management	Dean - WCBA	2/28/2022	0.50	$ 18,595.00
Morrow, Seth	APAS	Business Systems Administrator	IT Application Services	2/21/2022	1.00	$ 68,000.00
Pavlansky, Jenna	APAS	Academic Advisor 1	Dean - STEM	1/31/2022	1.00	$ 35,568.00
Hicks, Mauris	Excluded	Intermittent Local News Host and Producer	WYSU	3/14/2022	0.25	$ 17,680.00
Miltner, Ross	Excluded	Associate General Counsel	General Counsel	3/28/2022	1.00	$ 105,000.00
Wilkinson, Kelly	Excluded	Dean	Dean - WCBA	2/1/2022	1.00	$ 180,000.00
Chapman, Chaste	Externally Funded	Instruction Specialist	Rich Center for Autism	2/16/2022	1.00	$ 21,175.00
Delisio, Richard	Externally Funded	Program Director, PTAC	Dean - WCBA	3/16/2022	1.00	$ 70,000.00
Janofa, David	Externally Funded	Director HS & Community Workforce	Center for Workforce Educ & Innov	3/1/2022	1.00	$ 90,000.00
*New Positions						

YOUNGSTOWN STATE UNIVERSITY
PROFESSIONAL ADMINISTRATIVE AND FACULTY
PERSONNEL ACTIONS 1/16/22 THROUGH 4/15/22
RECLASSIFICATIONS/POSITION ADJUSTMENTS

EMPLOYEE NAME	EMPLOYEE TYPE	NEW POSITION TITLE/ OLD POSITION TITLE	NEW DEPARTMENT/ OLD DEPARTMENT	CONTRACT/ APPOINTMENT DATES	FTE	NEW SALARY	PREVIOUS SALARY
Catalano, Anthony E.	APAS	Senior Counselor Financial Aid / Counselor Financial Aid	Financial Aid & Scholarships	3/16/2022	1.00	$ 41,817.84	$ 38,016.22
Clyde, Carrie	APAS	Learning and Development Administrator / Wellness Coordinator	Human Resources	2/16/2022	1.00	$ 55,006.39	$ 52,387.04
Duchon, Brian D.	APAS	Senior Counselor Financial Aid / Counselor Financial Aid	Financial Aid & Scholarships	3/16/2022	1.00	$ 40,505.91	$ 36,823.55
Ensley, Katie S.	APAS	Assistant Director / Coordinator	Comprehensive Testing Center	2/16/2022	1.00	$ 43,387.53	$ 37,728.29
Phillips, Desja M.	APAS	Academic Advisor 2 / Academic Advisor 1	Dean Bitonte College Health & Human Services	2/16/2022	1.00	$ 37,189.00	$ 32,823.08
Schaper, Michele L.	APAS	Assistant Director / Coord Degree Audit System	Registration & Records	3/16/2022	1.00	$ 65,999.11	$ 63,460.68
Tervo, Kellie	APAS	Senior Academic Advisor 2 / Senior Academic Advisor 2	Dean Bitonte College Health & Human Services	2/1/2022	1.00	$ 51,561.97	$ 46,874.52
Michaliszyn, Sara B.	Excluded	Associate Dean / Assistant Dean	Dean Bitonte College Health & Human Services	3/16/2022	1.00	$ 118,000.00	$ 115,000.00
Miller, Kelli	Externally Funded	Manager / Director	Ctr Workforce Education & Innovation / Internal Audit	1/16/2022	1.00	$ 80,000.00	$ 79,170.00

YOUNGSTOWN STATE UNIVERSITY
PROFESSIONAL ADMINISTRATIVE AND FACULTY
PERSONNEL ACTIONS 1/16/22 THROUGH 4/15/22
PROMOTIONS

EMPLOYEE NAME	NEW EMPLOYEE TYPE/OLD EMPLOYEE	NEW POSITION TITLE/ OLD POSITION TITLE	NEW DEPARTMENT/ OLD DEPARTMENT	CONTRACT APPT. DATES	FTE	NEW SALARY	PREVIOUS SALARY
McCormick, Daniel	APAS/ ACE	Studio Coord & Broad Engineer/ Tech Support Technician 1	Communication / IT Customer Service	4/1/2022	1.00	$ 57,000.00	$ 54,412.80
Bettura, Justin	Excluded	Associate Director / Director & DCISO	IT Infrastructure Services / IT Security Services	2/1/2022	1.00	$ 109,513.55	$ 99,557.77
Liguori, Joseph	Excluded/ ACE	Mgr, Campus Tech Support/ Tech Support Technician 2	IT Customer Service / IT Customer Service	4/11/2022	1.00	$ 73,544.00	$ 52,124.80
Chizmar, Melissa	Externally Funded	Program Coordinator / Lead Site Coordinator	Center for Human Serv Dev/ Center for Human Serv Dev	3/16/2022	1.00	$ 48,000.00	$ 46,000.00

YOUNGSTOWN STATE UNIVERSITY
PROFESSIONAL ADMINISTRATIVE AND FACULTY
PERSONNEL ACTIONS 1/16/22 THROUGH 4/15/22
SALARY ADJUSTMENTS

EMPLOYEE NAME	EMPLOYEE TYPE	POSITION TITLE	DEPARTMENT	CONTRACT/ APPOINTMENT DATES	NEW FTE	NEW SALARY	OLD FTE	PREVIOUS SALARY
Greco-Yanniello, Alisha	Excluded	Director HRIS / Senior Business Systems Administrator	Human Resources / IT Application Services	4/1/2022	1.00	$ 93,000.00	1.00	$ 81,709.94
Haas, William D.	Excluded	Director Engineering	Facilities Maintenance	3/1/2022	1.00	$ 105,000.00	1.00	$ 90,114.38

YOUNGSTOWN STATE UNIVERSITY
PROFESSIONAL ADMINISTRATIVE AND FACULTY
PERSONNEL ACTIONS 1/16/22 THROUGH 4/15/22
TRANSFERS

EMPLOYEE NAME	EMPLOYEE TYPE	NEW POSITION TITLE/ OLD POSITION TITLE	NEW DEPARTMENT/ OLD DEPARTMENT	CONTRACT APPT. DATES	FTE	SALARY
Gajdos, Dennis	Excluded	Associate Director / Associate Director	IT Customer Service / IT Infrastructure Services	2/1/2022	1.00	$ 89,597.97

YOUNGSTOWN STATE UNIVERSITY
PROFESSIONAL ADMINISTRATIVE AND FACULTY
PERSONNEL ACTIONS 1/16/22 THROUGH 4/15/22
Multi-Year Appointments

EMPLOYEE NAME	EMPLOYEE TYPE	POSITION TITLE	DEPARTMENT	CONTRACT/ APPOINTMENT DATES	FTE	SALARY
Wilkinson, Kelly	Excluded	Dean	Dean - WCBA	3/3/2022 (1/3)	1.00	$ 180,000.00

YOUNGSTOWN STATE UNIVERSITY
ATHLETICS EMPLOYEES
PERSONNEL ACTIONS 1/16/22 THROUGH 4/15/22
SEPARATIONS

EMPLOYEE NAME	EMPLOYEE TYPE	POSITION TITLE	DEPARTMENT	DATE OF SEPARATON	FTE	SALARY	TYPE OF SEPARATION
Cummings-Morrow, Justin	Excluded	Assistant Football Coach - DO	Football	1/16/2022	1.00	$ 52,780.00	Resigned
Graham, William	Excluded	Assistant Softball Coach	Softball	2/28/2022	1.00	$ 30,000.00	Resigned
Grossetti, Terry	Excluded	Assistant Volleyball Coach	Volleyball	1/21/2022	1.00	$ 41,006.00	Non-renewal
Johnson, Tim	Excluded	Assistant Football Coach - QC	Football	2/15/2022	1.00	$ 36,101.52	Non-renewal
Nardo, Bryan	Excluded	Assistant Football Coach	Football	2/15/2022	1.00	$ 60,900.00	Non-renewal
Peterson, John	Excluded	Assistant Football Coach	Football	3/25/2022	1.00	$ 71,050.00	Resigned
Schaefer, Joseph	Excluded	Assistant Football Coach	Football	1/21/2022	1.00	$ 91,756.00	Resigned
Wonner, Cory	Excluded	Mgr, Athletic Facilities & Programs	Athletic Facilities Rental	2/27/2022	1.00	$ 47,500.00	Resigned
Youboty, Ashton	Excluded	Assistant Football Coach	Football	2/11/2022	1.00	$ 62,930.00	Resigned

YOUNGSTOWN STATE UNIVERSITY
ATHLETICS EMPLOYEES
PERSONNEL ACTIONS 1/16/22 THROUGH 4/15/22
APPOINTMENTS

EMPLOYEE NAME	EMPLOYEE TYPE	POSITION TITLE	DEPARTMENT	CONTRACT/ APPOINTMENT DATES	FTE	SALARY
Harden, Collin	APAS	Coordinator, Athletic Facility Operations	Athletic Facilities Rental	2/14/2022	1.00	$ 37,715.00
Vargo, John	APAS	Coordinator, Sales & Promotion	Ticket Office	3/16/2022	1.00	$ 45,000.00
Binns, Armon	Excluded	Assistant Coach, Football	Football	3/28/2022	1.00	$ 57,000.00
Brown, Jahmal	Excluded	Assistant Coach, Football	Football	2/7/2022	1.00	$ 90,000.00
Dukes, Christian	Excluded	Assistant Coach, Football	Football	3/7/2022	1.00	$ 50,000.00
George, Mary Beth	Excluded	Assisistant Athletics Director, Sports Performance	Training Room	4/1/2022	1.00	$ 62,500.00
Haneline, John	Excluded	Assistant Coach, Football Defense	Football	2/7/2022	1.00	$ 57,360.00
Peterson, Cole	Excluded	Assistant Coach Football, Director of Operations	Football	2/16/2022	1.00	$ 45,000.00
Rodenberg, James	Excluded	Assistant Coach, Sports Performance	Training Room	1/18/2022	1.00	$ 62,500.00

YOUNGSTOWN STATE UNIVERSITY
ATHLETICS EMPLOYEES
PERSONNEL ACTIONS 1/16/22 THROUGH 4/15/22
RECLASSIFICATIONS/POSITION ADJUSTMENTS

EMPLOYEE NAME	EMPLOYEE TYPE	NEW POSITION TITLE/ OLD POSITION TITLE	NEW DEPARTMENT/ OLD DEPARTMENT	CONTRACT/ APPOINTMENT DATES	FTE	NEW SALARY	PREVIOUS SALARY
Morella, Thomas	Excluded	Associate Athletics Director / Assistant Director, Athletic Auxiliary Services	Athletic Administration	1/16/2022	1.00	$ 67,218.52	$ 64,017.64

YOUNGSTOWN STATE UNIVERSITY
ATHLETICS EMPLOYEES
PERSONNEL ACTIONS 1/16/22 THROUGH 4/15/22
SALARY ADJUSTMENTS

EMPLOYEE NAME	EMPLOYEE TYPE	POSITION TITLE	DEPARTMENT	CONTRACT/ APPOINTMENT DATES	NEW FTE	NEW SALARY	OLD FTE	PREVIOUS SALARY
Bujnoch, Austen	Excluded	Assistant Coach Football	Football	3/1/2022	1.00	$ 70,000.00	1.00	$ 60,900.00
Gibson, Deonte	Excluded	Assistant Coach, Football	Football	4/1/2022	1.00	$ 65,000.00	1.00	$ 60,000.00
Harvey, Evan B.	Excluded	Assistant Coach Football QC	Football	4/1/2022	1.00	$ 48,000.00	1.00	$ 41,155.73
Preto, Mark A.	Excluded	Assistant Coach Football	Football	4/1/2022	1.00	$ 39,377.00	1.00	$ 36,101.52
Rothenbuhler, Troy	Excluded	Assistant Coach Football	Football	3/1/2022	1.00	$ 90,000.00	1.00	$ 81,200.00
Sinagoga, Joshua	Excluded	Assistant Coach Football	Football	4/1/2022	1.00	$ 55,000.00	1.00	$ 50,750.00
Spalding, Devon L.	Excluded	Assistant Coach Football	Football	4/1/2022	1.00	$ 53,000.00	1.00	$ 46,209.95

Safeguarding Our Communities From Sexual Predators:

What College Presidents and Trustees Should Ask

United Educators
Education's Answer.

Agenda

- Discussion Overview
- Key Topics
    - Become Informed About Policies and Procedures
    - Be Intentional With Words and Actions
    - Understand the Campus Culture
- Questions at a Glance

Overview

- Multiple universities have faced sexual predator scandals involving scores of victims.

- Often institutional leaders were uninformed about the allegations regarding these incidents.

- Many presidents and trustees want to safeguard their communities from similar tragedies.

Discuss the following key questions with your campus.

United Educators
Education's Answer.

Become Informed About Policies and Procedures

Parameters of Sexual Abuse Policies

What are the institution's policies addressing sexual misconduct and abuse?

Considerations

- Require all reports to be investigated and adjudicated using consistent procedures.

- Insist on strict compliance as any exceptions can lead to predators avoiding accountability despite allegations against them.

Policy Coverage

Do they cover all members of the community?

Considerations

- Ensure faculty, medical professionals, volunteers, and contractors are included, and determine how the policies are conveyed to them.

- Require signed acknowledgments required to show they have read the policies.

Application of Policies and Procedures

Do the institution's sexual abuse standards and policies apply equally to employees at all levels throughout the institution?

Considerations

- Apply the standards and policies impartially and consistently, without exception. Do not make exceptions in policy or practice, even for employees in highly visible positions, prominent departments, or those who bring profit or prestige to the institution, such as doctors, scientists, and scholars.

- Include departments such as athletics, whose student athletes and staff are sometimes excused from following institutional requirements.

Reporting Options

What are our institution's options for reporting sexual abuse?

Considerations

- Publicize reporting channels, and make them easy to find on the school's website. Include an anonymous reporting channel, if possible.

- Make the contact information of at least one board member available online as an additional avenue for reporting.

Reporting Process

What are the processes through which reports of sexual abuse are handled?

Considerations

- Review how reports are received and investigated.

- Establish a process that reviews reports to look for trends, patterns and repeat offenders.

- Determine whether there are policies regarding the reporting of allegations to external law enforcement, especially when victims are minors.

Background Checks

What is our policy regarding background checks?

Considerations

- Understand which positions or groups are subject to background checks, and what those checks entail.

- Take note of whether faculty, coaches, volunteers, and third parties are subject to the same screening as regular employees.

- Consider whether some employees, depending on job function, should have their background checks updated routinely during employment.

United Educators
Education's Answer.

Be Intentional with Words and Actions

Policy Updates

Have we established clear expectations for receiving updates on sexual misconduct reports and investigations, both on a routine schedule and an emergent basis for certain inquiries?

Considerations

- Establish clear guidelines for regular updates about critical inquiries, such as allegations involving:
    - More than one victim
    - More than one allegation against the same respondent
    - Patterns of inappropriate behavior from teams or departments on campus
    - Allegations involving individuals in positions of power

Policy Expectations

Have we articulated our expectation that policies are followed?

Considerations

- Set the tone for thorough compliance with policies.
- Only make investigative or disciplinary decisions if the involvement is prescribed by the policy.

Speaking Up

Am I speaking out to foster a safe and inclusive environment on campus?

Considerations

- Include a no-tolerance philosophy for sexual abuse and strong support for reporting.

- Serve as a catalyst for cultural change by publicly voicing support for survivors and proactively addressing topics surrounding sexual abuse.

Understand the Campus Culture

Available Training

What trainings are offered for students, employees, and faculty?

Considerations

- Review the topics and training styles, then assess whether they are appropriate for each audience.

- Consider that many of the standard trainings may not cover important topics, such as:

    - Boundary violations
    - Child abuse red flags
    - Employee obligations to report incidents of suspected sexual abuse

Responsibility

Which staff members are addressing issues of sexual abuse on campus?

Considerations

- Understand which administrative positions are working to prevent sexual abuse and assist victims on campus.

- Develop relationships with the staff who handle sexual abuse reports and manage prevention efforts.

Resources Available

What resources do we have for victims?

Considerations

- Review whether your institution's resources adequately serve the physical and emotional needs of victims.

- Determine whether referrals to off-campus resources are provided.

UE United Educators
Education's Answer.

Measuring the Threat

When did we conduct our last climate survey measuring sexual violence attitudes and prevalence on campus, and what were the results?

Considerations

- Take steps to understand the current campus landscape:
  - Assess the prevalence of prohibited conduct, including sexual assault and abuse.
  - Provide insight into students' perceptions about the environment on campus.

Questions at a Glance

United Educators
Education's Answer.

Summary of Questions

Become Informed About Policies and Procedures

- What are the institution's policies addressing sexual misconduct and abuse?
- Do they cover all members of the community?
- Do the institution's sexual abuse standards and policies apply equally to employees at all levels throughout the institution?
- What are our institution's options for reporting sexual abuse?
- What are the processes through which reports of sexual abuse are handled?
- What is our policy regarding background checks?

Be Intentional with Words and Actions

- Have we established clear expectations for receiving updates on sexual misconduct reports and investigations, both on a routine schedule and an emergent basis for certain inquiries?
- Have we articulated our expectation that policies are followed?
- Am I speaking out to foster a safe and inclusive environment on campus?

Understand the Campus Culture

- What trainings are offered for students, employees, and faculty?
- Which staff members are addressing issues of sexual abuse on campus?
- What resources do we have for victims?
- When did we conduct our last climate survey measuring sexual violence attitudes and prevalence on campus, and what were the results?

United Educators
Education's Answer.

Stay Connected

SAFEGUARDING OUR COMMUNITIES FROM SEXUAL PREDATORS:

WHAT COLLEGE PRESIDENTS AND TRUSTEES SHOULD ASK

Part 1: Become Informed about Policies and Procedures

Parameters of Sexual Abuse Policies: what are the Institution's policies addressing sexual misconduct and abuse?

- YSU Policy 3356-02-05 Title IX Sexual Harassment
- YSU Policy 3356-8-01.1 Student Code of Conduct
- The above policies require all reports to be investigated and adjudicated using consistent procedures. There is no opportunity to deviate from the procedures outlined in the Title IX policy.

Policy Coverage: Do they cover all members of the community?

- Yes, the Title IX policy covers all faculty, medical professionals, volunteers and contractors. New training and tracking programs are being instituted.

Application of Policies and Procedures: Do the institution's sexual abuse standards and policies apply equally to employees at all levels throughout institution?

- Youngstown State University applies the standards and policies impartially and consistently, without exception.
- The Title IX office in partnership with athletics has appointed a Deputy Title IX coordinator in athletics, to assist in the training and programming efforts.

Reporting Options: What are the University's options for reporting abuse?

- Matters can be reported in-person, Title IX email, Title IX coordinator email, any mandatory reported email, facsimile, through online complaint system (Maxient), or phone. All options are included on the Title IX webpage.

Reporting Process: What are the processes through which reports of sexual abuse are handled?

- All matters are reviewed for jurisdiction. If the matter is outside the jurisdiction of the Title IX office, it is forwarded to the entity responsible.
- All matters are reviewed for patterns and trends with Student Conduct and University Police through report sharing with the Title IX office.
- Title IX has an MOU with the City of Youngstown Police Department as a tool for recognizing patterns and trends, and as a referral source.

Background Checks: What is our policy regarding background checks?

- University Policy 3356-7-44 (pertinent part):

  This policy applies to all employees and individuals (both internal and external) selected for a position with the university for full- and part-time faculty, professional/administrative, classified, and volunteer positions. It is a condition of employment and a prerequisite for certain volunteer positions, that all such individuals submit to the university's background check procedures. Federal, state, and local regulations may also require background checks for specific individuals or positions.

  Employees, including student employees, and volunteers in university programs or activities specifically designed for participation by minors are subject to background checks and the review process pursuant to university policy 3356-7-04, "Minors on campus."

  All individuals seeking to volunteer in the department of athletics are required to undergo a criminal background check.

Part 2: Be Intentional with Words and Actions

Have we established clear expectations for receiving updates on sexual misconduct reports and investigations, both on a routine schedule and an emergent basis for certain inquiries?

- Annual reports are provided to the Board of Trustees in June. The Title IX Office reports all serious matters immediately to the CHRO and General Counsel.

Have we articulated our expectation that policies are followed?

- The Title IX office clearly understands that all policies must be followed and emphasizes same in all training.

Part 3: Understand the Campus Culture

What trainings are offered for students, employees and faculty?

- Online Consent and Respect (Title IX) for Faculty and Staff
- Online Consent and Respect (Title IX) for Students
- New faculty training
- Boundaries Training for Faculty
- Academic Freedom and Boundaries for Chairs and Deans
- Academic Freedom and Boundaries for Faculty
- Title IX training and Dating Policies for Resident Assistants, Tutors, Graduate Assistants
- Consent training for Athletes

- Compliance Days offered throughout the year for Discrimination/Harassment and Title IX, Faculty and Staff
- First year Flight Class Training on Title IX for Athletes
- Advisor, Investigator, Decision Maker and Appellate Officer training

Which staff members are addressing issues of sexual abuse on campus?

- Title IX Coordinator, Deputy Coordinators, Dean of Students, Assistant Dean of Students and staff, and the Police Department are formally charged with responding to complaints of sexual abuse on campus. Additionally, we have trained volunteers from faculty and staff that act as advisors, hearing officers (decision makers), appellate officers and support for sexual abuse matters.

What resources do we have for victims?

- On campus counseling, MOU with Rape Crisis, Accessibility Services.

When did we conduct our last climate survey measuring sexual violence attitudes and prevalence on campus, and what were the results?

- As a participant in the ODHE Changing Campus Culture Initiative, we are currently in the benchmark data phase of the climate survey. The survey directly feeds to the ODHE and we are awaiting results.

YOUNGSTOWN STATE UNIVERSITY

TO: Board of Trustees, Youngstown State University

FROM: Dana Lantz, Director of Equal Opportunity, Policy Development and Title IX

RE: 2022 Title IX report

DATE: May 16, 2022

Attached please find the Title IX report for school year 2021-2022 which includes: 2021-2022 Title IX, EEO, and ADA complaint numbers report, with prior year reporting; and Title IX process flow chart detailing the complaint procedure pursuant to Title IX and University Policy 3356-2-05.

Academic Year 2021 - 2022

Title IX reports received	**62**
Formal Complaints filed	5
Resolutions w/o formal complaint (measures taken)	22
Contacts (preliminary Investigations, referrals made or support services offered)	34
EEO/ADA complaints	**18**
Formal	8
Informal resolution	2
Contacts, referrals	8
Policy Violation Complaints	**3**
Policy investigations	**2**

Academic Year 2020-2021

Title IX reports received	33
Title IX investigations conducted	4
EEO complaints	7
EEO investigations	2
Policy Violation Complaints	3
Policy investigations	0

Academic Year 2019-2020

Title IX reports received	55
Title IX investigations conducted	29
EEO complaints	23
EEO investigations	13
Policy Violation Complaints	8
Policy investigations	6

Title IX Process

Initial notice of Title IX matter: Review jurisdiction, contact complainant, first conversation checklist review (rights and options) **If:**

No Formal Complaint – Offer supportive measures: Dean of Students office support: counseling, no contact orders, housing accommodations, work accommodations, class scheduling accommodations.

Formal Complaint Process: Coordinator issues Electronic written notification to parties of allegations, meets with respondent to review first conversation checklist, appoints advisors where necessary.

Complaint proceeds through Grievance Process or the Informal Resolution Process.

Informal Resolution Process –

- Parties must agree in writing to Informal Resolution Process.
- Mediator appointed (Deputy Title IX coordinator)
- If agreement achieved, no further action.
- If No agreement achieved, proceed to Grievance Process.

Grievance Process –

- Investigator appointed and investigation conducted.
- Report reviewed by parties.
- Live Hearing conducted.
- If found not responsible no further action.
- Complainant has right to appeal.
- If respondent found responsible sanctions will be imposed by appropriate party (Student Conduct, Provost, Human Resources)
- Respondent has right to appeal.

The Division of Student Affairs Student Experience

Board of Trustees Meeting

June 2022

YOUNGSTOWN STATE UNIVERSITY

The Division of Student Affairs

The Division of Student Affairs encompasses departments that create the experiences beyond the classroom.

In an effort to meet students' unique needs, our division is comprised of three offices:
The Office of the Dean of Students, **The Office of Student Enrollment and Business Services**, and **The Office of Student Experience**.

The Division of Student Affairs is committed to supporting students in every facet of their experience at YSU.

YOUNGSTOWN
STATE
UNIVERSITY

The Office of Student Experience

Mission Statement: We enhance students' collegiate experience by creating an inclusive environment that cultivates relationships, fosters a sense of belonging, encourages personal growth and responsibility, and strengthens their interpersonal and professional skills.

Quality Statement: All areas within Student Experience work collaboratively with units across the University to ensure that every student has the best extracurricular experience possible. This is achieved by focusing on the total student experience. The Division's mission assists in creating a total student experience, both inside and outside of the classroom.

Attribute Statements:
- Belonging - Creating and maintaining connections to the university community.
- Inclusion - Developing a campus community that fosters and celebrates difference and encourages cultural awareness.
- Integrity - Aligning one's values and actions, along with a willingness to hold others in the community accountable.
- Autonomy - Encouraging independence through promotion and education of healthy lifestyle choices.
- Respect - Valuing each member's contributions towards our collective successes while treating others how you would like to be treated.
- Passion - Helping students identify their passion as well as pursue it appropriately.
- Service - Creating a sense of institutional pride that encourages community and civic engagement.

Find your **passion**
at Youngstown State University.

YOUNGSTOWN STATE UNIVERSITY

Enhance the quality of student experience outside of the classroom

Student Union / Kilcawley Center
- Dining Services
- Late Night Programming
- Pouring Rights
- Vending Contract
- Bookstore

Campus Recreation
- Adventure Rec-Team Building /Birthday Parties
- Club Sports/IM
- Fitness
- Internships
- Memberships
- Summer Camp
- Informal Recreation

Housing & Residence Life
- RHA
- Short Term Housing
- Summer Camp Rentals
- LLC – HHS
- Off Campus Housing
- College Pads

Other
- Health Center Contract
- Childcare Contract
- YSU APP
- Anti-hazing
- DEI Initiatives

Veterans Affairs
- VA Education & Certification
- Warrior Awareness Training
- Student Veterans Association

Student Activities
- SGA
- Student Leadership
- Student Media
- Student Programming
- Student Organizations/Greek Life
- NPHC Taskforce
- Service Learning

Student Experience

YOUNGSTOWN STATE UNIVERSITY

Student Experience
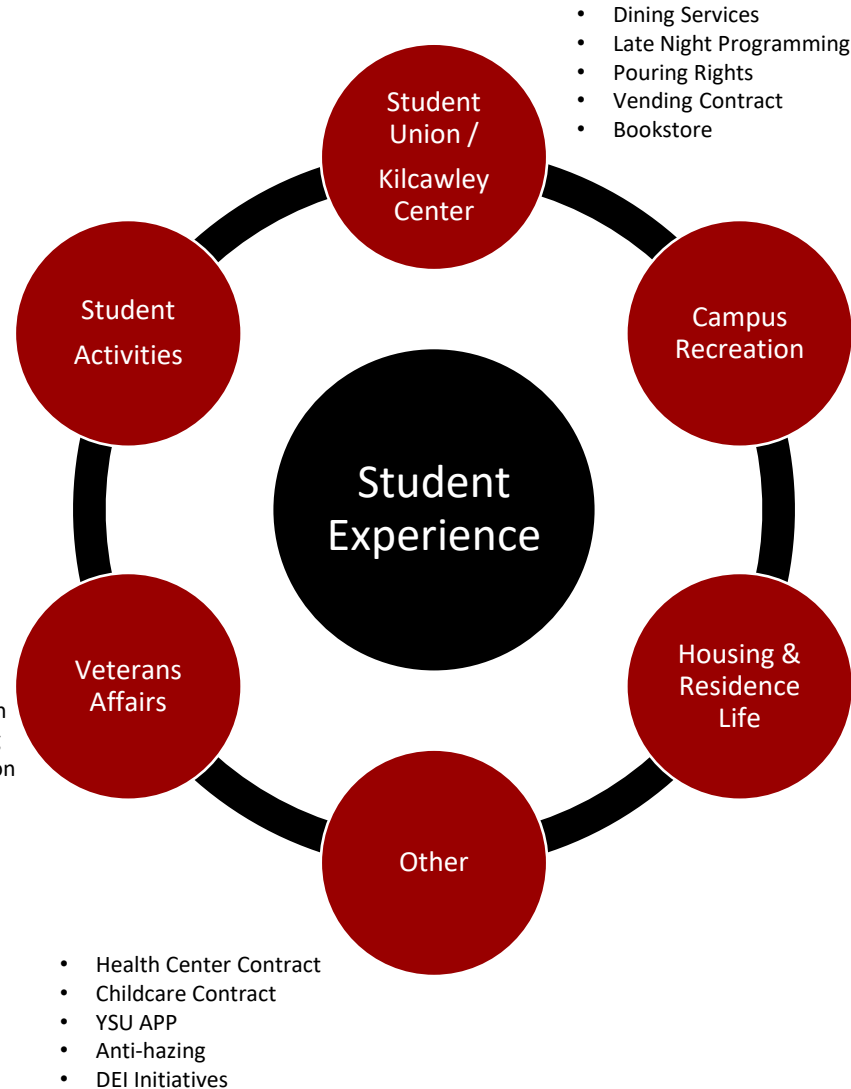
-AVP, Student Experience
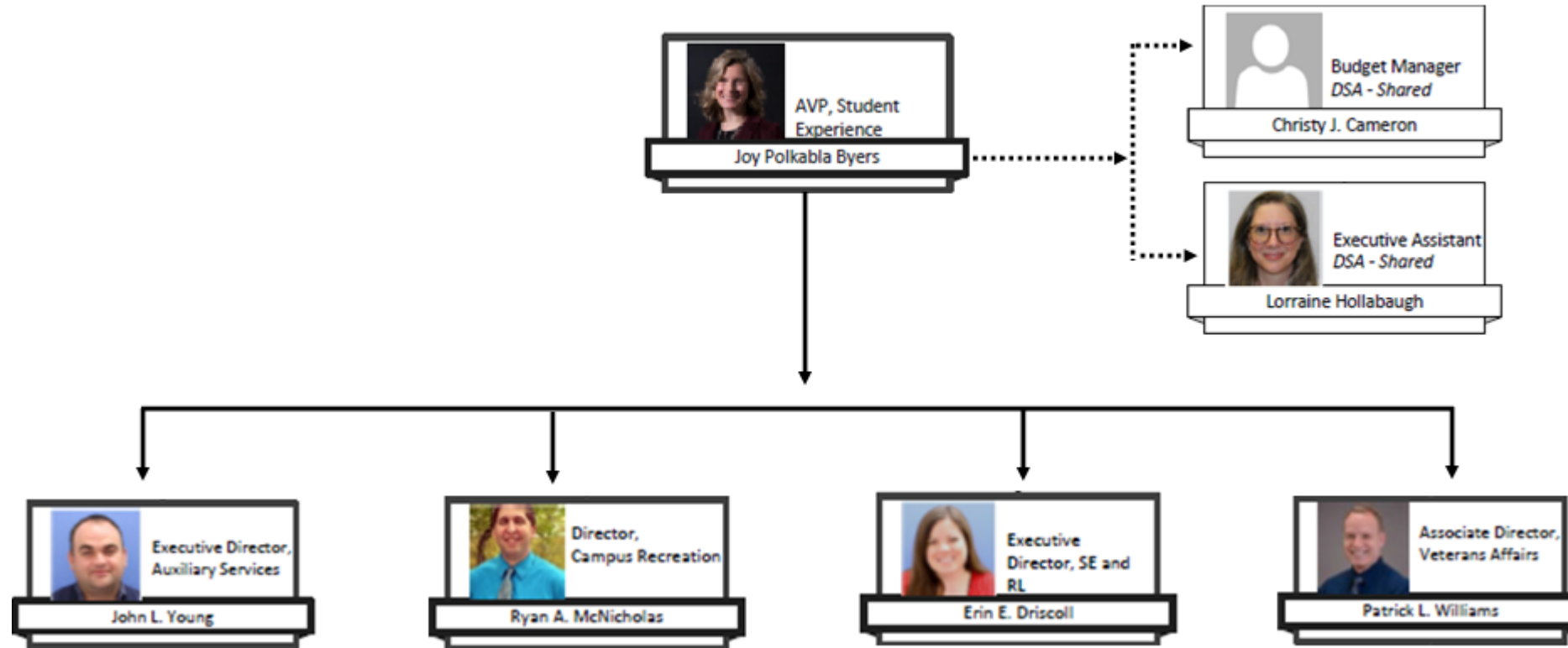
◊ Budget Manager, DSA-Shared

◊ Executive Assistant, DSA-Shared

-Executive Director, Auxiliary Services
- Associate Director, Student Union (Programming)
  - ◊ Layout Design Artist
  - ◊ Coordinator of Graphic Srvcs & Communication
  - ◊ Assistant Director Programming

- Associate Director, Student Union (Facilities)
  - ◊ Assistant Director of Retail
  - ◊ Operation Event Services Coordinator
  - ◊ Reservationist Communications 2023

- Associate Director, Student Activities
  - ◊ Coordinator, Student Involvement
  - ◊ Business Ops Specialist I

- Business Ops Specialist I

-Director, Campus Recreation
- Assistant Director, Ops Guest Srvcs
- Coordinator, Fitness & Wellness
- Coordinator, Adventure Rec
- Coordinator, Membership & Marketing
- Coordinator, Camp Sports, Camps
- Recreation Facilities Mgr I
- Business Ops Specialist II

-Executive Director, Student Experience & Residence Life
- Director, H&RL
  - ◊ Associate Director, H&RL
    - * Residence Hall Monitor (FT)
    - * Residence Hall Monitor (FT)
    - * Residence Hall Monitor (FT)
    - * Residence Hall Monitor (PT)
    - * Residence Hall Monitor (PT)
    - * Residence Hall Monitor (PT)

- Associate Director, Residence Life
  - ◊ Coordinator, H&RL Kilcawley/Wick
  - ◊ Coordinator, H&RL Cafaro
  - ◊ Coordinator, H&RL Lyden
  - ◊ Business Ops Specialist I

- Off Campus Housing Partners
- Student Media
- Business Ops Specialist I, Jambar

-Associate Director, Veterans Affairs
- ◊ Coordinator, Veterans Affairs

YOUNGSTOWN
STATE
UNIVERSITY

Student Experience

- Supports the strategic plan by implementing best practices that address student needs throughout the student life cycle to increase persistence, completion and post graduate success.
    - Qualified, dedicated and caring team of professional staff.
    - Conducted a CAS Standard Self Study to examine organization structure and efficiency in order to reduce barriers and enhance student experience.
    - Student centered approach in operations and policy development
    - Continue to assess facility needs that impact student recruitment and the student experience on campus.
    - Management of divisional contracts to benefit students and the YSU community.

YOUNGSTOWN STATE UNIVERSITY

Housing Initiatives

- HHS Transdisciplinary Learning Living Community
- Targeted Marketing-Freshman Honors, Athletics & International
- Short Term Housing Wick
- Bathroom Renovation
- NEOHO Conference
- Housing Experience Campaign

YOUNGSTOWN STATE UNIVERSITY

Off-Campus Housing Partnerships

- [College Pads](#)
- Housing Fair
- Shared Rosters and Weekly Occupancy
  - Monthly Meetings
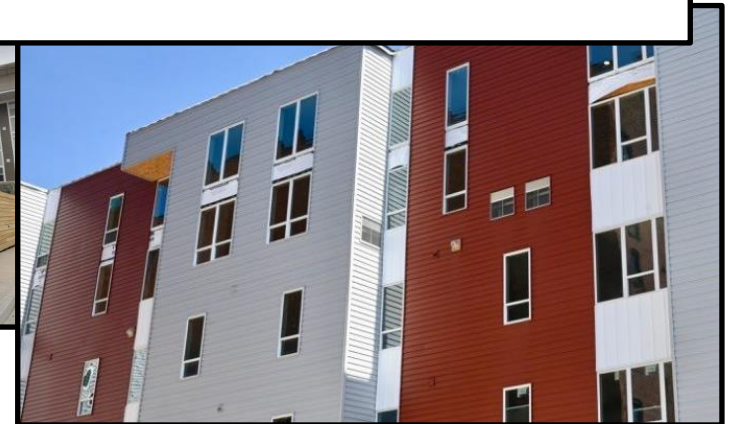
2019 SE Staff to Student Ratio & Comparison

INSTITUTION	STUDENT FTE	SE STAFF FTE	STUDENT: SE RATIO
Bowling Green State University	17,340	80	1 : 217
Kent State University	27,716		
Miami University	19,716	124	1 : 159
Ohio University	20,330	42	1 : 484
Wright State University	12,879	104	1 : 123
Youngstown State University	**9,740**	**35**	**1 : 276**

Student FTE Source: 2019 Spring 15th Day Enrollment Statistics

YOUNGSTOWN STATE UNIVERSITY
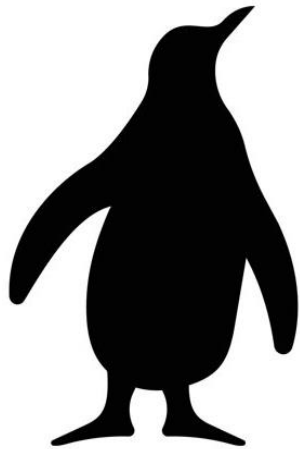
2019 Student Experience Staff Compared To Total Employee

INSTITUTION	TOTAL # FT/PT EMPLOYEES	TOTAL FTE SE STAFF	SE STAFF TO EMPLOYEE RATIO	TOTAL SE OPERATING BUDGET	SE SPEND PER TOTAL # FT/PT EMPLOYEES
Bowling Green State University	3,594	80	1 : 45	*$72,416,407	$20,149
Kent State University	6,653			$2,487,202	$374
Miami University	4,656	124	1 : 38	$4,247,848	$912
Ohio University	6,497	42	1 : 155	$105,343,958	$16,214
Wright State University	2,694	104	1 : 26	*$9,007,151	$3,343
Youngstown State University	**1,973**	**35**	**1 : 56**	**$16,124,848**	**$8,173**

Total FT/PT Employee Source: Ohio Department of Higher Education, Fall 2019, report date April 2020
Total SE Staff Source: Peer University websites, Peer contacts
*Total Operating Budget Source: Peer University websites *approximation*

Data Driven Decision Making

- Housing-Quality of Life

- Campus Recreation-ACHA American College Health Association

- Housing Occupancy Reports
  - Off Campus Partners

- Usage/Access Reports

YSU Mobile App Highlights

Mobile App Usage: Student Engagement 2021-2022

2,308,495
Total Campus Resources that have been engaged with

YSU Mobile App Digital Community Views

May 2021-May 2022

YOUNGSTOWN STATE UNIVERSITY

679,855
Wall Views Current Year

Year-Over-Year App Usage

Weekly Unique Users | Monthly Unique Users | Total App Sessions
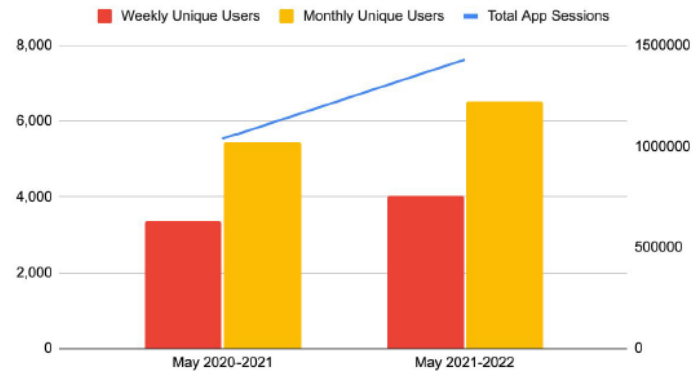
19.7% increase in Weekly Unique Users
19.1% increase in Monthly Unique Users
37.7% increase in Total App Sessions

How Does YSU Compare to Others?

	YOUNGSTOWN STATE UNIVERSITY	SAN JOSE STATE UNIVERSITY	ARKANSAS STATE
Community Views/1000 students	65,364	56,958	44,037
Posts+Direct Messages/1000 Students	7,298	5,536	2,116
Questions Asked/1000 Students	491	987	654
Response Rate	38%	57%	52%

YOUNGSTOWN STATE UNIVERSITY

CAS
Council for the Advancement of Standards in Higher Education

- Self-study consisting of standards and guidelines used to evaluate the strengths and deficiencies of a functional area and to plan for improvement opportunities within the department.

- The CAS SAG consists of twelve parts. The CAS Standards and Guidelines used for the review are as follows:
  - Part 1. Mission
  - Part 2. Program & Services
  - Part 3. Student Learning, Development, and Success
  - Part 4. Assessment
  - Part 5. Access, Equity, Diversity, and Inclusion
  - Part 6. Leadership, Management, and Supervision
  - Part 7. Human Resources
  - Part 8. Collaboration & Communication
  - Part 9. Ethics, Law, and Policy
  - Part 10. Financial Resources
  - Part 11. Technology
  - Part 12. Facilities & Infrastructure

Council for the Advancement of Standards in Higher Education

YOUNGSTOWN STATE UNIVERSITY

Anti-Hazing Efforts

- Almost 5,000 faculty, staff, and students to complete
- Incorporated in 1500 course
- ODHE (Ohio Department of Higher Education) offering training
- Anti Hazing Website & Resources

Action Steps

- Student Experience Re-organization
- CAS Study Action Steps
- Housing Occupancy & Planning
- YSU Housing Experience
- Student Experience Advisory Board
- Kilcawley Renovation
- Contract Management
  - Dining Services
  - Off-Campus Partners & Defining Roles
- NPHC Growth
- Grant Funding

YOUNGSTOWN STATE UNIVERSITY

Points of Pride

Snack & Chill

Rig System & Turf Training Areas

Anti-Hazing

Restroom Upgrades

New Programming in the COVE

Technology Upgrades

College Pads

Female Military Assessment

Grub Hub & Dish Out

COVID Response Team

Veteran Scholarships

Student Union Study

NPHC Taskforce

Roughly $89,000 in grants

500 VA Certifications

YSU App

YOUNGSTOWN STATE

Supplemental Material

Student Experience

Classification Summary

Classification	Average Salary FY18	FTE FY18	Average Salary FY19	FTE FY19	Average Salary FY20	FTE FY20	Average Salary FY21	FTE FY21	Average Salary FY22	FTE FY22
VP Student Affairs	$132,000.00	1	$142,500.00	1	$150,232.10	1	$0.00	0	$0.00	0
AVP Student Experience	$0.00	0	$0.00	0	$0.00	0	$101,000.00	1	$102,515.00	1
Budget Manager (Shared DSA Position)	$62,000.00	1	$62,620.00	1	$63,872.40	1	$65,149.85	1	$66,127.10	1
	$194,000.00	**2**	**$205,120.00**	**2**	**$214,104.50**	**2**	**$166,149.85**	**2**	**$168,642.10**	**2**
Executive Director of Student Experience & Residence Life	$0.00	0	$0.00	0	$79,981.64	1	$79,981.64	1	$81,181.36	1
Director , Student Activities	$73,430.00	1	$74,679.40	1	$0.00	0	$0.00	0	$0.00	0
Administrative Assistant I/Business Ops Specialist Student Activities	$34,798.40	1	$35,776.00	1	$36,025.60	1	$36,025.60	1	$36,483.20	1
Assistant Director, Student Activities	$48,852.00	1	$49,340.52	1	$0.00	0	$0.00	0	$0.00	0
Associate Director, Student Activities	$0.00	0	$0.00	0	$52,843.71	1	$52,843.71	1	$53,636.37	1
Assistant Director, Diversity Programs	$0.00	0	$0.00	0	$56,059.04	1	$0.00	0	$0.00	0
Assistant Director, Programming, Student Activities	$39,000.00	1	$39,390.00	1	$40,177.80	1	$40,981.36	1	$41,596.08	1
Coordinator, Student Involvement, Student Activities	$0.00	0	$0.00	0	$0.00	0	$0.00	0	$36,540.00	1
	$196,080.40	**4**	**$199,185.92**	**4**	**$265,087.79**	**5**	**$209,832.31**	**4**	**$249,437.01**	**5**
Director, Housing Off Campus Living	$0.00	0	$65,466.79	1	$66,776.13	1	$0.00	0	$0.00	0
Director, Housing & Residence Life	$85,500.00	1	$86,355.00	1	$0.00	0	$0.00	0	$74,095.00	1
Office Assistant II, Housing & Residence Life	$31,595.20	1	$0.00	0	$0.00	0	$0.00	0	$0.00	0
Administrative Assistant I/ Business Ops Specialist II, Housing & Residence Life	$0.00	0	$34,195.20	1	$36,171.20	1	$36,171.20	1	$36,628.80	1
Administrative Assistant II, Housing & Residence Life	$49,067.20	0.5	$50,044.80	0.5	$0.00	0	$0.00	0	$0.00	0
Associate Director, Housing & Residence Life (Facilities)	$53,784.50	1	$54,322.35	1	$55,408.80	1	$55,408.80	1	$0.00	0
Associate Director, Housing & Residence Life	$60,500.00	1	$61,105.00	1	$62,327.10	1	$62,327.10	1	$63,262.01	1
Residence Hall Monitor FT, Housing & Residence Life	$29,536.00	1	$30,971.20	1	$31,699.20	1	$32,177.60	1	$32,177.60	1
Residence Hall Monitor FT, Housing & Residence Life	$29,536.00	1	$30,971.20	1	$31,699.20	1	$32,177.60	1	$32,177.60	1
Residence Hall Monitor FT, Housing & Residence Life	$29,536.00	1	$30,971.20	1	$31,699.20	1	$32,177.60	1	$0.00	0
Residence Hall Monitor FT, Housing & Residence Life	$0.00	0	$0.00	0	$0.00	0	$0.00	0	$29,536.00	1
Residence Hall Monitor FT, Housing & Residence Life	$0.00	0	$0.00	0	$0.00	0	$0.00	1	$29,536.00	1
Residence Hall Monitor FT, Housing & Residence Life	$0.00	0	$0.00	0	$0.00	0	$0.00	0	$29,536.00	1
Residence Hall Monitor PT, Housing & Residence Life	$14,768.00	0.5	$0.00	0	$0.00	0	$0.00	0	$0.00	0
Residence Hall Monitor PT, Housing & Residence Life	$14,768.00	0.5	$0.00	0	$0.00	0	$0.00	0	$0.00	0
Residence Hall Monitor PT, Housing & Residence Life	$15,256.80	0.5	$15,610.40	0.5	$0.00	0	$0.00	0	$0.00	0
Residence Hall Monitor PT, Housing & Residence Life	$0.00	0	$0.00	0	$14,768.00	0	$14,768.00	0	$0.00	0
Residence Hall Monitor PT, Housing & Residence Life	$0.00	0	$0.00	0	$0.00	0	$0.00	0	$14,768.00	0.5
Residence Hall Monitor PT, Housing & Residence Life	$14,892.80	0.5	$15,485.60	0.5	$15,849.60	0.5	$0.00	0	$16,047.20	0.5
Residence Hall Monitor PT, Housing & Residence Life	$14,768.00	0.5	$15,485.60	0.5	$15,849.60	0.5	$0.00	0	$16,047.20	0.5
Program Coordinator Residence Life, Housing & Residence Life	$40,000.00	1	$40,400.00	1	$0.00	0	$0.00	0	$0.00	0
Coordinator, Housing & Residence Life	$32,000.00	1	$32,000.00	1	$35,568.00	1	$39,519.90	1	$40,112.70	1
Coordinator, Housing & Residence Life	$34,000.00	1	$32,000.00	1	$35,568.00	1	$39,519.90	1	$0.00	0
Coordinator, Housing & Residence Life	$0.00	0	$0.00	0	$0.00	0	$35,568.00	1	$36,101.52	1
Coordinator, Housing & Residence Life	$0.00	0	$0.00	0	$0.00	0	$35,568.00	1	$36,101.52	1
	$549,508.50	**13**	**$595,384.34**	**13**	**$433,384.03**	**10**	**$415,383.70**	**11**	**$486,127.15**	**12.5**

3FT, 2PT Hall Monitors & 3FT Housing Coordinators per year

YOUNGSTOWN STATE UNIVERSITY

Student Experience

Classification Summary Continued

Classification	Average Salary FY18	FTE FY18	Average Salary FY19	FTE FY19	Average Salary FY20	FTE FY20	Average Salary FY21	FTE FY21	Average Salary FY22	FTE FY22
Executive Director , Auxiliary Services	$0.00	0	$0.00	0	$79,981.64	1	$79,981.64	1	$81,181.36	1
Director, Kilcawley Ctr Student Union	$73,940.00	1	$74,679.40	1	$0.00	0	$75,000.00	1	$76,125.00	1
Business Ops Specialist I, Kilcawley Ctr	$0.00	0	$0.00	0	$0.00	0	$17,378.40	0.5	$28,121.60	1
Coordinator, Kilcawley Center /Ops Manager KC	$37,715.00	1	$38,092.15	1	$38,854.00	1	$0.00	0	$0.00	0
Associate Director, Kilcawley Ctr Student Union	$52,859.00	1	$53,387.59	1	$54,455.35	1	$0.00	0	$0.00	0
Associate Director, Kilcawley Ctr Student Union	$60,681.00	1	$61,287.81	1	$64,076.41	1	$64,076.41	1	$65,037.56	1
Layout Design Artist, Kilcawley Ctr	$16,290.56	0.75	$16,681.60	0.75	$16,781.44	0.75	$16,781.44	0.75	$16,989.44	0.75
Coordinator of Graphic Services & Communication, Kilcawley Ctr	$0.00	0	$0.00	0	$0.00	0	$0.00	0	$40,000.00	1
Interim/Temp Ops Manager, Kilcawley Center	$0.00	0	$0.00	0	$0.00	0	$35,568.00	1	$36,101.52	1
Administrative Assistant I/Business Ops Specialist I, Jambar	$24,674.78	0.5	$25,290.72	0.5	$25,448.02	0.5	$20,196.80	0.5	$20,446.40	0.5
Assistant Director, Retail Ops Kilcawley Center	$48,000.00	1	$48,480.00	1	$49,449.60	1	$51,438.59	1	$0.00	0
Temporary Coordinator, Retail Ops Kilcawley Center	$0.00	0	$0.00	0	$0.00	0	$0.00	0	$36,101.00	1
	$314,160.34	6.25	$317,899.27	6.25	$329,046.46	6.25	$360,421.28	6.75	$400,103.88	8.25
Associate Director, Campus Recreation	$0.00	0	$0.00	0	$52,379.00	1	$52,379.00	1	$0.00	0
Executive Director, Campus Recreation & Intramural Sports	$0.00	0	$0.00	0	$81,946.03	1	$0.00	0	$0.00	0
Director, Campus Recreation	$75,756.00	1	$76,513.56	1	$0.00	0	$0.00	0	$71,050.00	1
Administrative Assistant II/Business Ops Specialist II, Campus Recreation	$51,292.80	1	$52,270.40	1	$35,464.00	1	$35,464.00	1	$35,900.80	1
Asst Dir, Ops Guest Svcs Campus Recreation	$0.00	0	$46,047.00	1	$46,967.94	1	$47,907.30	1	$48,625.91	1
Asst Dir, Mktg Fit Well Programs Campus Recreation	$48,000.00	1	$48,480.00	1	$0.00	0	$0.00	0	$0.00	0
Asst Dir Facility Operations Campus Recreation	$55,087.54	1	$0.00	0	$0.00	0	$0.00	0	$0.00	0
Coordinator, Facilities and Programs Campus Recreation	$56,891.00	1	$57,459.91	1	$58,609.11	1	$0.00	0	$0.00	0
Coordinator, Membership & Marketing Campus Recreation	$0.00	0	$0.00	0	$39,607.00	1	$40,399.14	1	$20,502.57	0.5
Coordinator, Fitness & Wellness Campus Recreation	$0.00	0	$0.00	0	$0.00	0	$0.00	0	$39,607.00	1
Coordinator, Adventure Rec Campus Recreation	$40,107.00	1	$40,508.07	1	$41,318.24	1	$43,144.60	1	$45,543.44	1
Coordinator, Club Sports Campus Recreation	$0.00	0	$0.00	0	$40,909.41	1	$41,727.32	1	$43,623.83	1
Coordinator, Club Sports Camps Campus Recreation	$40,107.00	1	$40,107.00	1	$0.00	0	$0.00	0	$0.00	0
Recreation Facilities Manager I, Campus Recreation	$21,569.60	0.5	$22,058.40	0.5	$22,183.20	0.5	$22,183.20	0.5	$22,464.00	0.5
	$388,810.94	7.5	$383,444.34	7.5	$419,383.93	8.5	$283,204.56	6.5	$327,317.55	7
Associate Director, Veterans Affairs	$59,632.21	1	$61,238.53	1	$62,463.31	1	$62,463.31	1	$63,400.26	1
Administrative Assistant I, Veterans Affairs	$0.00	0	$34,507.20	0.5	$26,067.60	0.5	$0.00	0	$0.00	0
Coordinator, Veterans Affairs	$0.00	0	$0.00	0	$0.00	0	$43,500.00	1	$44,152.50	1
Coordinator, SCO Veterans Affairs	$49,969.00	1	$50,468.69	1	$0.00	0	$0.00	0	$0.00	0
	$109,601.21	2	$146,214.42	2.5	$88,530.91	1.5	$105,963.31	2	$107,552.76	2
	$1,752,161.39	34.75	$1,847,248.29	35.25	$1,749,537.62	33.25	$1,540,955.01	32.25	$1,739,180.45	36.75
Shared DSA Positions										
Administrative Assistant II/Executive Assistant, Division of Student Affairs (paid out of DOS)	$62,192.00	0.5	$63,169.60	0.5	$33,600.00	1.0	$43,000.00	1.0	$43,645.00	1.0

YOUNGSTOWN STATE UNIVERSITY

2019 SE YSU Salary Analysis

Classification	Average Salary by Position					YSU/Payroll Report	Postion Average	% YSU Compared to Average
	BGSU	KENT	MIAMI	OU	WSU			
VP Student Affairs	$208,080.00	$210,160.00	$217,464.00	$249,900.00	$155,542.00	$142,500.00	$197,274.33	-38%
AVP Student Experience	-	-	-	-	-	-	-	-
Budget Manager						$62,620.00	$62,620.00	0%
Executive Director of Student Experience & Residence Life	-	-	-	-	-	-	-	-
Director , Student Activities	-	$86,275.00	-	$94,142.00		$74,679.40	$85,032.13	-14%
Administrative Assistant I, Student Activities	$34,382.40	$38,882.00	$38,038.00	$41,497.00	$34,585.00	$35,776.00	$37,193.40	-4%
Business Ops Specialist I, Student Activities		$32,650.00	$33,605.00	-	$35,848.00	-	$34,034.33	0%
Assistant Director, Student Activities	-	$56,722.00	-	$71,530.00	$53,501.00	$49,340.52	$57,773.38	-17%
Associate Director, Student Activities	-	-	-				-	-
Assistant Director, Diversity Programs	-	-	-				-	-
Assistant Director, Programming, Student Activities	-	$40,540.00	-	$62,000.00	$38,015.00	$39,390.00	$44,986.25	-14%
Coordinator, Student Involvement, Student Activities	-	$44,863.00	$70,013.00	$50,977.00		-	$55,284.33	0%
Director, Housing Off Campus Living	-	-	-	-		$65,466.79	$65,466.79	0%
Director, Housing & Residence Life	-	$117,900.00	$98,000.00	$119,900.00	$90,598.00	$86,355.00	$102,550.60	-19%
Administrative Assistant I, Housing & Residence Life	$34,382.40	$38,882.00	$38,038.00	$41,497.00	$34,585.00	$34,195.20	$36,929.93	-8%
Administrative Assistant II, Housing & Residence Life	$37,856.00	-	-			$50,044.80	$50,044.80	0%
Business Ops Specialist II, Housing & Residence Life	-	$32,650.00	$33,605.00	-	$35,848.00	-	$34,034.33	0%
Associate Director, Housing & Residence Life	-	$85,929.00	$54,810.00	$64,189.00	$52,315.00	$54,322.35	$62,315.07	-15%
Associate Director, Housing & Residence Life	-	-	-	-	-	$61,105.00	$61,105.00	0%
Residence Hall Monitor FT, Housing & Residence Life	$43,779.00	$36,141.00	$35,199.00	$38,288.00	$31,001.00	$30,971.20	$35,896.53	-16%
Residence Hall Monitor FT, Housing & Residence Life	$43,779.00	$36,141.00	$35,199.00	$38,288.00	$31,001.00	$30,971.20	$35,896.53	-16%
Residence Hall Monitor FT, Housing & Residence Life	$43,779.00	$36,141.00	$35,199.00	$38,288.00	$31,001.00	$30,971.20	$35,896.53	-16%
Residence Hall Monitor FT, Housing & Residence Life	$43,779.00	$36,141.00	$35,199.00	$38,288.00	$31,001.00	-	$36,881.60	0%
Residence Hall Monitor FT, Housing & Residence Life	$43,779.00	$36,141.00	$35,199.00	$38,288.00	$31,001.00	-	$36,881.60	0%
Residence Hall Monitor FT, Housing & Residence Life	$43,779.00	$36,141.00	$35,199.00	$38,288.00	$31,001.00	-	$36,881.60	0%
Residence Hall Monitor PT, Housing & Residence Life	$43,779.00	$36,141.00	$35,199.00	$38,288.00	$31,001.00	-	$36,881.60	0%
Residence Hall Monitor PT, Housing & Residence Life	$43,779.00	$36,141.00	$35,199.00	$38,288.00	$31,001.00	-	$36,881.60	0%
Residence Hall Monitor PT, Housing & Residence Life	-	$34,018.00	-	-	-	$15,610.40	$24,814.20	-58%
Residence Hall Monitor PT, Housing & Residence Life	-	$34,018.00	-	-	-	$15,485.60	$24,751.80	-58%
Residence Hall Monitor PT, Housing & Residence Life	-	$34,018.00	-	-	-	$15,485.60	$24,751.80	-58%
Program Coordinator Residence Life, Housing & Residence Life	-	-	-	-	-	$40,400.00	$40,400.00	0%
Coordinator, Housing & Residence Life	-	-	-	-	-	$32,000.00	$32,000.00	0%
Coordinator, Housing & Residence Life	-	-	-	-	-	$32,000.00	$32,000.00	0%

2019 SE YSU Salary Analysis
Summary Continued

Classification	Average Salary by Position					YSU/Payroll Report	Postion Average	% YSU Compared to Average
	BGSU	KENT	MIAMI	OU	WSU			
Executive Director , Auxiliary Services	-	-	-	-	-	-	-	-
Director, Kilcawley Ctr Student Union	$93,689.00	$110,777.00	$89,750.00	$97,908.00		$74,679.40	$93,360.60	-25%
Business Ops Specialist I, Kilcawley Ctr		$32,650.00	$33,605.00		$35,848.00		$34,034.33	0%
Coordinator, Kilcawley Center/Operations Manager Kilcawley Center		$44,863.00	$70,013.00	$50,977.00		$38,092.15	$50,986.29	-33%
Associate Director, Kilcawley Ctr Student Union	$64,435.00	$96,355.00			$70,038.00	$53,387.59	$71,053.90	-33%
Associate Director, Kilcawley Ctr Student Union						$61,287.81	$61,287.81	0%
Layout Design Artist, Kilcawley Ctr	-	-	-	-	-	$16,681.60	$16,681.60	0%
Coordinator of Graphic Services & Communication, Kilcawley Ctr	-	-	-	-	$33,793.00	-	$33,793.00	0%
Administrative Assistant I, Jambar	$34,382.40	$38,882.00	$38,038.00	$41,497.00	$34,585.00	$25,290.72	$35,445.85	-40%
Business Ops Specialist I, Jambar		$32,650.00	$33,605.00		$35,848.00		$34,034.33	0%
Assistant Director, Retail Ops Kilcawley Center	-	-	-		-	$48,480.00	$48,480.00	0%
Temporary Coordinator, Retail Ops Kilcawley Center	-	$41,387.00	-		-	-	$41,387.00	0%
Associate Director, Campus Recreation	-	-	-	-	-	-	-	-
Director, Campus Recreation	$113,147.00	$89,320.00	$64,285.00	$101,948.00	$66,682.00	$76,513.56	$85,315.93	-12%
Administrative Assistant II, Campus Recreation	$37,856.00					$52,270.40	$45,063.20	14%
Business Ops Specialist II, Campus Recreation		$32,650.00	$33,605.00		$35,848.00		$34,034.33	0%
Asst Dir, Ops Guest Svcs Campus Recreation	$78,139.00		$44,100.00	$73,080.00	$38,746.00	$46,047.00	$56,022.40	-22%
Asst Dir, Mktg Fit Well Programs Campus Recreation						$48,480.00	$48,480.00	0%
Asst Dir Facility Operations Campus Recreation	-	-	-	-	-	-	-	-
Coordinator, Facilities and Programs Campus Recreation	-	$44,863.00	$70,013.00	$50,977.00	-	$57,459.91	$55,828.23	3%
Coordinator, Membership & Marketing Campus Recreation	-	$44,863.00	$70,013.00	$50,977.00	-		$55,284.33	0%
Coordinator, Fitness & Wellness Campus Recreation	-	$44,863.00	$70,013.00	$50,977.00	-		$55,284.33	0%
Coordinator, Adventure Rec Campus Recreation	-	$44,863.00	$70,013.00	$50,977.00	-	$40,508.07	$51,590.27	-27%
Coordinator, Campus Recreation	-	$44,863.00	$70,013.00	$50,977.00	-		$55,284.33	0%
Coordinator, Club Sports Campus Recreation	-	$44,863.00	$70,013.00	$50,977.00	-		$55,284.33	0%
Coordinator, Club Sports Camps Campus Recreation	-	$41,005.00	-	$39,693.00	-	$40,107.00	$40,268.33	0%
Recreation Facilities Manager I, Campus Recreation	-	-	-	-	-	$22,058.40	$22,058.40	0%
Associate Director, Veterans Affairs	-	-	-	-	-	$61,238.53	$61,238.53	0%
Administrative Assistant I, Veterans Affairs	$34,382.40	$38,882.00	$38,038.00	$41,497.00	$34,585.00	$34,507.20	$36,981.93	-7%
Coordinator, Veterans Affairs	-	$44,863.00	$70,013.00	$50,977.00	-		$55,284.33	0%
Coordinator, SCO Veterans Affairs	-	$44,863.00	$70,013.00	$50,977.00	-	$50,468.69	$54,080.42	-7%

Council for the Advancement of Standards in Higher Education – Student Experience Summary
June 2022

The Council for the Advancement of Standards in Higher Education (CAS) promotes intra-campus collaboration and reflects good practices agreed upon by the profession-at-large through the CAS Standards. Comprised of over 40 collaborating professional associations representing over 115,000 professionals in higher education, CAS has developed 47 sets of standards and guidelines and 3 cross-functional frameworks within diverse areas of the college student experiences.

CAS creates and delivers dynamic, credible standards, guidelines, and Self-Assessment Guides that are designed to lead to a host of quality programs and services. CAS aims to foster and enhance student learning, development, and achievement.

During the span of the 2021-2022 academic year, a review team established in each area within Student Experience met to conduct a self-study using the Self-Assessment developed by the Council for the Advancement of Standards in Higher Education (CAS) organization for each functional unit. The CAS self-assessment guide (SAG) was chosen by Associate Vice President as the tool to assess the departments within Student Affairs. The SAG consists of standards and guidelines used to evaluate the strengths and deficiencies in functional areas and to plan for improvement opportunities and action steps to improve and support the overall strategic plan of Youngstown State University.

Staff members within each unit collected information and data regarding the goals, programs, services, policies and procedures to be evaluated for the assessment process. The CAS Standards and Guidelines used for the review of each function areas include the following:

Part 1: Mission
Part 2: Program
Part 3: Organization and Leadership
Part 4: Human Resources
Part 5: Ethics
Part 6: Law, Policy and Governance
Part 7: Diversity, Equity, and Access
Part 8: Institutional and External Relations
Part 9: Financial Resources
Part 10: Technology
Part 11: Facilities and Equipment
Part 12: Assessment and Evaluation

Individual assessment reports have been completed and will be submitted for the 2022 assessment report for each unit.

Please see reports for the following units;
- Housing and Residence Life
- Kilcawley Center/ Student Union
- Campus Recreation
- Veteran Affairs
- Student Activities

Housing & Residence Life

Summary of Initial Findings

Significant conclusions:

- The successful re-merger of Housing & Residence Life into one separate entity is a product of intense review from leadership, intentional staffing restructure and programmatic redesign. Relationships H&RL has with other departments and offices across campus have been strengthened in result of improved strategies (e.g.: partnership with Financial Aid and the Bursar's Office in regards to our collections process).
- The goals of H&RL truly mirror that of the division's mission, particularly "enhancing students' collegiate experience by creating an inclusive environment which cultivates relationships, fosters a sense of belonging, encourages personal growth and responsibility"
- H&RL's programmatic approach reflects values and goals outlined in the mission: education and appreciation for diversity, equity and inclusion; and a residential experience that provides students with many opportunities to learn practical, real life lessons that will help them once they move into more independent living situations (How to do laundry; Fiscal responsibility learned through management of assigned meal plan; Tenant/landlord communication practice via reporting of maintenance issues; Living with a roommate is learning how to compromise, communicate and respect others)
- H&RL has worked extensively to strengthen and transparently communicate move-in requirements ahead of time, requiring all students to plan ahead and be accountable for their organization and move-in readiness. Specifically, financially, students are required to have a financial plan in place for payment prior to moving into the residence halls, which not only prevents students from taking on debt they cannot afford, but also eased the stress on students during the semester, since they had finances in order. This evolution in business process not only improves collections and operations for H&RL, it has had a direct impact on the success and retention of our resident students.
- In order to ensure residents are also supported outside of the residence hall environment, H&RL has worked extensively under new leadership to either begin or further enhance the collaborative relationships with University stakeholders who directly support and impact the success of our students: the Office of Accessibility, Student Advocacy and Support, the Veteran's Center, Campus Rec, Kilcawley Center Student Union, the Resch Academic Success Center, Athletics, YSUPD, the Honors College and Chartwells Dining

Recommended Actions and Completion Dates

1. Successfully hire an Associate Director of Residence Life so that there is a dedicated professional staff member to oversee and manage the programmatic experience for our residential population This individual should value our mission and understands overarching program goals to move the residential education model into the space that it needs to be to educate, inspire and motivate our residents and positively impact their student experience **(Summer 2022)**
2. Define and designate a budget for residential education to the Associate Director of Residence Life **(Summer 2022)**
3. Encourage professional staff and student staff to resume professional development, look to regional, state and national colleagues for sharing of best practices and to enhance network of communication for idea sharing **(Summer 2022 and beyond)**
4. Continue to spotlight business processes and review policies to ensure that the H&RL team remains vigilant in streamlining operations to best meet student and institutional needs **(Summer 2022 and beyond)**

5. Begin discussions with two new academic college stakeholders to start planning towards the addition of additional LLCs for the 23-24 academic year. (**Identification of core team and regular planning meetings should be scheduled and confirmed by October 1, 2022)**
6. Continue reviewing the mission statement twice annually at professional staff trainings, not only to ensure its alignment with the overarching missions of the division and University, but to also guide direction of training and staff development to ensure we are continually working to support and house students in a way that is conducive to their success and celebrates their identity **(Fall 2022/Spring 2023)**
7. Create an action plan to interpret Quality of Life Survey on a departmental level, supervisory level, and student staff level and continually refer back to this data to make informed decisions **(Fall 2022)**
8. Complete bathroom renovation to provide a gender-inclusive and ADA-friendly community for residents and eventually expand to offer these accommodations in all residence halls. (Summer 2022)
9. Provide completely gender-neutral restrooms in all residence halls. **(This is a longer-term goal: Summer 2032)**
10. Work to complete life cycle model that financially budgets towards equipment replacement programs for furnishings, mechanical and electrical systems, maintenance equipment, carpeting and other flooring, window coverings and food service equipment **(Fall 2022)**
11. Ensure phase 2 of the Lyden bathroom renovations project is planned and on schedule **(Fall, 2022)**
12. Ensure review (at Housing Coordinator and Central Office of H&RL level) of semesterly grade reports for all students living on campus, including student staff. Additionally, in follow up, to ensure that there is direct outreach occurring to create support plans for these students. **(Fall 2022 / Spring 2023)**
13. Continue to meet with University Marketing to improve marketing and outreach efforts to positively impact recruitment **(Fall 2022)**
14. Ensure increased attention toward occupancy master planning so that a projection (including various models for consideration) for the next 5 years is established **(Fall 2022)**

Final Comments

At a time where the YSU H&RL teams have recently merged back into one department and is beginning to reap the associated benefits, the CAS SGA project has provided an excellent comprehensive overview of the current state of affairs in housing and residence life at YSU. This analysis has highlighted strengths, weaknesses and opportunities for the YSU H&RL program at YSU. This exercise has enabled the new Director to understand the current context of the department and where efforts and funding need to be (re)aligned. This exercise has also been extremely beneficial in terms of improving professional staff team communication, understanding of each other's roles, the various contributions each of us make and also the barriers we each face. This review has been motivating, not only in terms of communicating successes but in clearly summarizing where we need to direct our efforts moving forward.

Kilcawley/Student Union

Summary of Initial Findings

Conclusions *(description of what we learned that was significant)*
- Staffing additions made huge difference in the operation of Kilcawley Center this year. The leadership of the new director was instrumental in setting goals and making positive changes

to our operations. Also, having more staff (a closer to right-sized staff) makes being pro-active rather than re-active a possibility. Much was accomplished in the areas of self-evaluation and revision of our practices. This includes increased programming in the center, visual improvements, student training improvements, connectedness of staff, better communication with constituents and internally, modernizing technology for events, and adding to the services in the center.

- The study for Kilcawley Center's possible renovation or reconstruction led to a great deal of useful conversation and introspection about our facility and operations. This useful input was a catalyst to make positive changes in the current building. The staff will be waiting for direction about what is upcoming for the Center and how to plan ahead for success.
- Visits to other university student centers also inspired the staff to initiate improvements.

List of Actions to Be Taken with Completion Dates

1. Fill as many vacant positions as possible before fall semester including those not yet approved such as Associate Director for Operations, planning/reservations coordinator, and administrative assistance.
2. Make visible and cost-effective enhancements to the building for the students, faculty and staff who use it currently. Finish planned upgrades by May 24.
3. Make a strategy to have regular and meaningful training sessions to increase the skills and knowledge of student staff before fall semester training in August.
4. Occupy highly visible spaces such as the former Printing Services before fall semester if possible with useful, welcoming spaces or services for students.
5. Look at possible revenue streams, starting slowly by charging nominal fees to departments and non-student users of the building. Possibly plan to initiate in January of 2023. Consider all other possibilities during staff meetings this summer.
6. Develop a communications calendar based on what was accomplished this year, keep up that momentum and add to it. Develop a plan by June 30.
7. Continue and grow engagement of students in programs sponsored by Kilcawley Center. Add all fall programs with details to the shared Student Experience Calendar by July 1.
8. Stay involved in ACUI, possibly staring with 2022 Region III Conference in Atlanta, Georgia, November 10–12, 2022.
9. Keep lines of communication open with Kilcawley's constituents to learn their needs. (regular surveys, focus groups/meetings, polls).
10. Continue communication with campus about Kilcawley Center's current services. Beginning of fall and spring semester EMMAs.
11. Complete Phases 2 and three of the Inclusive Excellence Toolkit (FOR DEI) to plan an equitable, diverse and inclusive department. Begin this at our summer retreat and continue at staff meetings and smaller retreats throughout the year.
12. Update and print all policies. Develop a yearly timeline of reviewing and updating policies. Develop a plan by June 30.
13. Create marketing strategies for GrubHub, Dishout, and all Kilcawley Center retail locations, ready to launch by Ignite on August 21.
14. Remain involved as much as possible in the plans for the new/renovated building (as opportunities occur).
15. Review the mission statement annually at the staff retreat in the summer.

Campus Recreation

List Actions Taken with Completion Dates

1. Increase utilization of the Andrews Student Recreation & Wellness Center and Campus Recreation programs by December 2022.
2. At the next Mission, Vision and Student Learning Outcome statement review the Campus Recreation Professional staff should consider the needs of students and adapting programs, services and goals toward those needs. This will be held in summer 2022.
3. When a fulltime position is reestablished in July 2022 there will be an increase to a dedicated and strategic marketing that will focus on increasing student engagement and awareness of Campus Recreation programs and services.
4. Collaborate with YSU ITL office to ensure that the next Campus Recreation satisfaction survey is more cohesive for the department and the division. This can be accomplished by the next introduction date of the assessment.
5. Annual review, with assistance of the YSU Legal department, by July 2023 of Campus Recreation polices, producers, waivers, etc. to ensure they are up to date.
6. Campus Recreation will identify 1-2 programs each semester to ensure DEI efforts are being completed and discussed beginning in the Fall 22-23 semester.
7. Apply for 2-3 external funded grant opportunities by July 2023. This will allow further community collaboration to enhance what Campus Recreation offers to the community.
8. The assistant Director of Operations and Guest services and the Director will have regularly monthly budget discussions. The position will also be given an allotted amount annually to allow them to purchase facility related items. Utilizing these skills will assist in projections for future purchases and staffing needs.
9. Beginning Fall 2022, the continuation of growth of Esports recreation programming will continued to be achieved by offering 2-3 Esports related programs offered each year to increase student engagement.

Describe Lessons Learned that Can Be Applied to the Next Program Review Cycle

- To reflect on these results from this cycle to incorporate into the next cycle to see measures have been improved or changed.
- To continue to track all aspects of Campus Recreation moving forward for the assessment cycle to ensure that all areas are being met as well as efficiency for when researching.
- As staffing patterns and models change, keep accurate records to share with new staff as they enter so that they transition into their new roles with less challenges.

List Student Learning Outcomes and Program Outcomes to be Measured in the Next Two Years in Anticipation of the Next Program Review Cycle

Student Learning Outcomes
- Student will be able to practice a holistic approach to wellness and developing healthier lifestyle choices that lead to personal and professional growth.
- Students will learn short and long term benefits of having facilities and equipment that are cutting-edge, universally designed, and well maintained.

- Through diverse learning, wellness perspectives, and leadership opportunities, students will demonstrate civic, social, and cultural awareness and direction for betterment of the University, city, region, and world.

Program Outcomes
- Increased DEI programming and awareness through all areas of the department
- Increased strategic marketing campaigns to increase engagement with students
- Increase in revenue though memberships, sponsorships and grant funding.

Final Comments

- The CAS SGA project provided an excellent cohesive analysis of the Department if Campus Recreation. It has shown areas of growth, such as assessment, DEI and student engagement as well as shown areas of success such as financial growth, programming achievements and excellence in collaboration with our community partners. Due to the complexity, various aspects and staffing models of the department some areas of Campus Recreation are faced with more barriers than others. After the final results of the CAS SGA Campus Recreation, we will have regular discussions on each area to focus on the areas of growth to ensure we are moving forward!

Veterans Affairs

List Actions to Be Taken with Completion Dates

1. The OVA Staff will review mission statement each year to make sure it aligns with often changing university objectives, and position office mission more to the forefront of public facing website, www.ysu.edu/veterans. **(Summer 2022)**
2. The OVA needs to spend the next academic year forming a policy statement for departmental goals that align with the office and institutional mission. **(22-23 Academic Year)**
3. Clear structural charts need to be created and included in the business plan that address who is responsible for specific goals and tasks within the department **(Summer 2022)**
4. While many collaborations take part between the OVA and various departments on campus to help achieve overall department goals, very few of these are actually in writing. This needs to be addressed in the coming academic year. **(22-23 Academic Year)**
5. Create a clear assessment plan that addresses goals which pertain to student learning and preparation for the job market. **(Summer 2022)**
6. Devise a written plan for the development and success of VA Work Study Students **(Summer 2022)**
7. Develop office priorities for assessment and create a cyclical assessment strategy **(Summer 2022)**
8. Assessment should be a shared responsibility of the two employees at the OVA **(22-23 Academic Year)**
9. The OVA needs a documented and posted policy on AEDI **(Summer 2022)**
10. The OVA needs to incorporate ongoing professional development on cultural competence and workplace inclusion. **(22-23 Academic Year)**
11. The OVA should work towards creating events that specifically address underrepresented populations. **(22-23 Academic Year)**

12. Department Leaders should focus on and create a 5-year strategic plan for the OVA that identifies services provided, personnel needs, and changes in the legal environment for Veteran Services. **(22-23 Academic Year)**
13. Department Leaders should focus on a plan that best utilizes available student work study resources. **(Summer 2022)**
14. OVA Staff needs to create a concise training plan and set of duties and responsibilities for student employees as well as office interns (both graduate and undergraduate) **(Summer 2022)**
15. Develop and onboarding plan for both full time employees and student employees that is part of an office manual or policy. **(Summer 2022)**
16. Need to form a better relationship with the Community College of the Air Force and possible 2X2 programs that could be offered by YSU. (taking advantage of nearby USAFR base) **(22-23 Academic Year)**
17. Review relationships with external community partners and advisory groups **(22-23 Academic Year)**
18. Evaluate communication methods used with student veterans **(22-23 Academic Year)**
19. Review Social Media sites to determine need, effectiveness, and usage **(Summer 2022)**
20. Review print materials for college fairs to ensure accuracy of information **(Summer 2022)**
21. Create written policies and procedures on operations, transactions, or tasks that have legal implications. **(22-23 Academic Year)**
22. Review written policies on a set timeline **(22-23 Academic Year)**
23. Create policies addressing response to threats **(Summer 2022)**
24. Begin assessing the budget for planned expenditures **(Summer 2022)**
25. Plan purchases a year out and look for ways to maximize other revenue sources **(Summer 2022)**
26. Investigate plan for data back up **(22-23 Academic Year)**
27. Assess whether technological assets meet the needs of student veterans **(Summer 2022)**
28. The OVA should evaluate alternative methods for communicating with student veterans **(Summer 2022)**
29. Continued update and refresh of office website **(Summer 2022)**
30. Re-purpose of computer lab (to be eliminated in 2023) **(22-23 Academic Year)**
31. Plan for unused TVs in the building (upgrade or re-purpose) **(22-23 Academic Year)**
32. Follow-up on list provided facilities for minor upkeep and repairs **(Summer 2022)**
33. Will need to look at updating kitchen in next 5 years **(Five year plan)**
34. Computer lab will be eliminated in 2023 – space will need to be re-purposed. Devise a plan during 22-23 academic year to address. **(22-23 Academic Year)**
35. Plan for Pollock House picnic table conundrum. **(22-23 Academic Year)**

Summary of Initial Findings

- **Describe conclusions (description of what you learned that was significant):** The Office of Veterans Affairs adheres to probably 85-90% of the CAS requirements, they fall short because they fail to have documented procedures in place that would guide the office in the event if their subject matter expert were to leave or be removed. The office needs a succession plan and solid standard operating procedures.
- **Describe meaningful limitations to completion of the program review (such as if you could not score all of them and why or if you lacked data/evidence) and why:** Limitations to a good thorough review are the lack of personnel and time. The office is extremely busy processing benefits, problem solving, planning/attending events, training and keeping up with program changes. Setting aside blocks of time to thoroughly examine, assess, and create lacking documents is very difficult. Despite lack of formal documentation in some areas, all areas were able to be assessed based on knowledge of operations.

- **Describe the primary strengths of the functional area and how have these changed over time.** The strength of the office is the military experience and longevity of the department head. Over the past 10 years, he has taken on increased responsibilities, learned how to manage numerous platforms, managed relationships across campus to get things done, problem-solve, and create a "one-stop shop" atmosphere for all military-connected students. Over the past 9 years, the department has never had a truly stable workforce. The Associate Director is the constant, while Coordinators and Administrative Assistants seem to come and go.
- **Describe the innovative programs/services/practices that the functional area has initiated with respect to "best practices" in the field.** The Office of Veterans Affairs located in the Carl A. Nunziato Veterans Resource Center has capitalized on the knowledge of the department head to be aware and familiar with all military forms of aid, forge relationships with Financial Aid, Admissions, and Degree Audit to create seamless operations that benefit the student veteran, added programs like first year student orientations, early warning retention alerts, Social Work internships, dedicated tutoring services for the success of student veterans, and created an environment where the office can assist students when their military units or other departments cannot.

Recommendations

Without the luxury of adding staff, the Office of Veterans Affairs needs to evaluate all of its activities, events, and processes conducted during an academic year and pair the list down to a manageable set of tasks that support its mission the most. Tasks that keep "the main thing the main thing" and offer the greatest amount of success and return on investment for student Veterans.

Describe Lessons Learned that Can Be Applied to the Next Program Review Cycle

- Start assessment process much sooner and give ample time to look at every aspect of the assessment process.
- Meet more frequently to discuss assessment findings
- Perhaps add a student veteran or two to the process

List Student Learning Outcomes and Program Outcomes to be Measured in the Next Two Years in Anticipation of the Next Program Review Cycle

Student Learning Outcomes
- Effectiveness of First Year Student Orientation on incoming student veterans.
- Growth and development of VA Work Study and Intern students

Program Outcomes
- Warrior Awareness Training – revise, update and disseminate.
- Collaboration with groups that aid in work-force preparation
- Website effectiveness – as it pertains to current and perspective student veterans

Final Comments
- The conduct of this CAS assessment shines a light on the magnitude of responsibilities the OVA has in addition to what it already believes it does well. There is room for much improvement.

- If it can be helped, the Associate Director should probably be relieved from additional responsibilities such as high school visits and college fair participation so that more time can be devoted to improving deficiencies at the OVA.
- An Administrative Assistant or Business Specialist is key to the success of the OVA for the simple reason that the department responsibilities are too great if only one of the current staff is out for an extended period. Even with both employees present, there is a major lack of administrative oversight. In the current operating environment, students will have to make up the difference.
- While the use of VA Work Study Students and Graduate/Undergrad Interns are helpful and appreciated, due to the limited scope of their duties, and short period of employment, it is difficult to fully engage them into the operational mission of the department.
- If the OVA will continue to use a Graduate Assistant Intern, much thought will need to go into the best utilization of this individual.
- Overall, the OVA receives adequate support, both financially and cooperatively with the Division it reports to.
- More and more, the OVA is becoming heavily dependent on IT to create reports, interface and troubleshoot with VA, DOD and State systems related to student veteran educational benefits. The lack of a dedicated technological support person in the divisional unit is going to become a greater liability as time moves forward.

Student Activities

Summary of Initial Findings

- Student Activities currently relies heavily upon verbal and informal communication and historical precedence in its decision making and daily practices. There is an overarching theme across this assessment of a lack of documentation—procedures, manuals, goals, etc. While improving and expanding student organization policies has been a focus in recent years, the department is lacking in other foundational documentation for department processes and procedures. *We know, we do, but we do not document.* Referencing professional association best practices on a regular basis will provide foundational insight in addressing emerging issues in the field and ensuring that the department is not only built on solid practice but on solid principles.
- Student Activities encompasses a wide breadth of programs and services within the unit; as a result, much time is spent on the day-to-day activities and less focus is on deep, foundational work and long-term strategy.
- Student Activities staff are responsible stewards of university funds and have trained students in leadership roles to manage finances responsibly for major events and student organization appropriations.
- Student Activities staff demonstrate an outstanding commitment to student services and student facing functions and serve as reliable representatives of the Division of Student Affairs and Youngstown State University as a whole. They are known for their attention to detail, high quality event and publication production, friendly demeanor and availability, and collaborative nature. They recognize the importance of collaboration and communication and seek to connect with partners and students in innovative ways.
- Student Activities staff are technology friendly and on the leading edge of adoption of new technology trends and programs. They quickly adapted to virtual programming methods to minimize interruption to departmental programs and services during the pandemic and have

continued to use this technology strategically for communication with students and colleagues.
- Since being established as an independent department in 2012, Student Activities has expanded from two professional staff members to five professional staff members. The recent addition of the Coordinator of Student Involvement provides a key opportunity to reassess departmental functions and structure, offering staff members the opportunity to develop new skills and gain experience in other areas of the department. It is important to provide the opportunity for growth and development for staff at all levels in the department.

Recommendations

Documenting practices, policies, and procedures will support the department's success in its day-to-day operations as well as the ongoing program review cycle. Evidence of rationale and criteria is critical for decision making, staff on-boarding and development, and transparency with internal and external constituents.

List Student Learning Outcomes and Program Outcomes to be Measured in the Next Two Years in Anticipation of the Next Program Review Cycle

Student Learning Outcomes
- Belonging: As a result of participating in campus activities, students will enhance their feeling of engagement, belonging, and loyalty to YSU
- Articulate Skills: Students engaged in student organizations will be able to articulate the skills they have developed through their co-curricular involvement.
- Self-Awareness: Students engaged in leadership programs will demonstrate a sense of self-awareness through identifying a vision, mission, style & values.
- Civic Engagement: Students participating in civic engagement activities will develop an increased awareness of societal issues and potential opportunities to evoke positive change.
- Diverse Identities: As a result of participating in campus activities, students will enhance their appreciation and understanding of diverse identities.

Program Outcomes
- Increase in student campus and community engagement driven by partnership in GivePulse.
- Increased in frequency of variety of DEI related programming across department areas.

List of Actions to be Taken with Completion Dates

Implement Annual Student Activities Staff Retreat (July 2022)
- Annual review of mission statement
- Development of DEI and Ethics statements, and subsequent annual review
- Review assessment data to inform next cycle of departmental planning
- Review of budget use in previous year and plans for upcoming fiscal year
- Integrate submission of updated staff resumes into annual departmental processes

Manuals, Policies, & Publications
- Develop Student Activities department manual which includes mission statement, DEI statement, and Ethics statement, and documents departmental policies and procedures regarding ethical management of institutional funds, conflicts of interest, and personnel rights and responsibilities. Utilize NACA, NASPA, ACUI, and CAS standards. (December 2022)

- Conduct an audit of student organization policies, Greek Life policies, SGA governing documents, and other Student Activities practices through a DEI lens to identify and correct policies or structures that perpetuate systems of privilege and oppression. Add policies including grievance procedure and guidelines regarding use of Student Activities related technology (Symplicity, YSU App, electronic banking platforms). (December 2022)
- Add mission statement and goals to all departmental publications, including but not limited to: Beyond the Books, Greek Life Viewbook, Student Leadership Summit & Retreat Programs, Greek Sing Program, Student Awards Banquet Program, Emerging Leader Program syllabus. (In process, 2022-2023)

Technology
- Convert SGA Appropriations application and tracking from Google docs to Microsoft Forms/Teams. (August 2022)
- Explore available vendor platforms that offer higher quality student interface, mobile application, and integration with other software used on campus, namely Engage (Campus Labs/Anthology). (December 2022)

Funding
- Request increase in funding to SGA Administrative budget to sufficiently cover wages for executive committee wages and other administrative costs. (In process, May 2022)
- Pursue grant funding resources to supplement general fund allocation. Propose an increase to Student Activities budgets to expand program offerings to support the increased population of students living on or near campus. (March 2023 proposal for FY24)
- Apply for grant funding to support staff responsible for developing and implementing LGBTQIA+ initiatives. (Youngstown Community Foundation Grant Application due July 1, 2022)

Student Advocacy
- Explore creation of a student organization advisory board to consult on a semi-annual basis regarding student organization needs and practices. (Summer 2022) Topics to be discussed include:
  - Access to spaces outside of Kilcawley Center Student Union on evenings and weekends
  - On-site staffing, equipment, and support for campus spaces outside of Kilcawley Center Student Union
  - Implementation of a student organization needs assessment to collect information about additional or upgraded equipment that would be useful for student organization programming (tables, chairs, sound equipment, etc.)
- Work in partnership with NPHC Task Force to expand chapters on campus, increase membership, and re-establish NPHC Council. (ongoing)

Strategic Planning
- Develop 3–5-year strategic plan for Student Activities (January 2023)
- Establish goals for access, equity, diversity, and inclusion (July 2022)
- Develop long range cycle for use of SkyFactor benchmarking assessments (January 2023)
- Create a Master Student Organization Communications Calendar which outlines an annual cycle of relevant content for advisors, officers, and members. (August 2022)
- Conduct a staffing comparison for Student Activities at benchmark institutions (January 2023)
- Delineate clear opportunities for skill development and advancement in staffing model (July 2022):

- Associate Director: increase financial management responsibility and add Student Government Association oversight
- Assistant Director for Programming: add diversity programming responsibilities for division

Describe Lessons Learned that Can Be Applied to the Next Program Review Cycle

1. Discussion between department reviewers elevated the quality of this report. Next cycle, consider adding a reviewer from outside of the department for a different lens.
2. Share drafts and updates of the initial scoring rubric with staff throughout the process. Consider assigning different sections to different team members, or having staff pair and rate, then compare their findings with a different pair to identify areas that are differently perceived and rated.
3. Consider including the newest professional staff member on the review team. This will provide important insight into the onboarding process, department manuals and procedures, and training that still may be required.
4. Consider conducting a student focus group or including student employees in the program review process.

Final Comments

YSU Student Activities provides a wide range of programs and services to the YSU community. They are valued as collaborators by colleagues and seen as trusted resources and mentors by students. The department has a high level of practice and performance but needs to document procedures and policies. Documentation is a vital component of risk management, training and onboarding, and demonstrates alignment with institutional mission and values. This Self-Guided Assessment has served as a valuable tool in identifying the many components of a successful and well-managed department. Student Activities has demonstrated its ability to bring life to the campus of YSU; now it needs to solidify its foundation to have a firm jumping off point to plan for the long term needs of student government, student organizations, and student programming at the university.

Assessment of Facilities & Support Services Content Overview

YOUNGSTOWN STATE UNIVERSITY

Organization Chart – Facilities & Support Services

Board of Trustees

President

Vice President, Finance & Business Operations

Associate Vice President, Facilities & Maintenance
- Bldg. maintenance & construction planning
- Campus Grounds & Motor Pool
- Central Utility Plant operation

Support Services
- Parking Services
- Janitorial Services
- Delivery Services
- Printing Services
- Recycling Program

Environmental & Occupational Health & Safety
- COVID mitigation & air quality assurance
- Property & Casualty insurance admin.
- Regulatory compliance (EPA, OSHA, NRC)
- Hazardous waste disposal
- Risk Management

YOUNGSTOWN STATE UNIVERSITY

3

Mission and Quality Statements – Facilities & Support Services

Linking to the University's *Plan for Strategic Actions to Take Charge of our Future*, and specifically the Plan for Support Area Actions, the following guiding statements were established.

Mission Statement:
- To manage and maintain the university's physical plant; to judiciously manage energy usage on campus; and to provide whatever services necessary to support the university's mission.

Quality Statements:
- YSU Facilities & Support Services support the academic excellence of the University by striving to serve the needs of the university, colleges, students, faculty and staff.

- Exemplifying the notion of *institutional support*, we ensure a foundation of physical infrastructure that is essential to virtually every aspect of the University's operation.

- Support services are provided to students, faculty, staff and visitors for services including transportation and parking, mail delivery, building repairs, grounds upkeep and more.

YOUNGSTOWN STATE UNIVERSITY

Attribute Statements –Facilities & Support Services

- Standard and ad hoc reports provided to the Board of Trustees, executive management and other campus stakeholders are published and distributed regularly, adding value to the University's decision-making processes.

- State of Ohio capital funds appropriated to the university are managed, programmed and used in accordance with state rules to address deferred bldg. maintenance campus-wide.

- Support services are provided to the entire campus community in a friendly, efficient and professional manner.
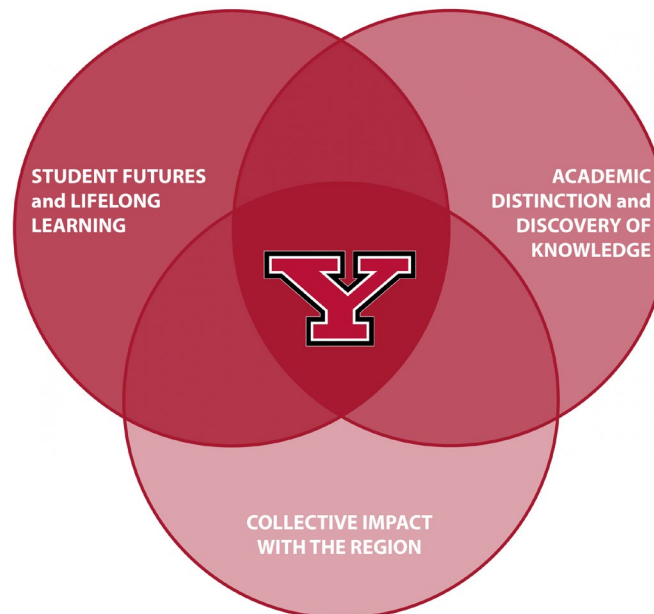
Facilities Staff Salary Comparisons - Ohio Public Universities, FY 2021*

FY 2021	Bowling Green State University	Kent State University	Miami University	Northeast Ohio Medical University	Ohio University	Ohio State University	Shawnee State University	University of Akron	University of Cincinnati	Wright State University	Youngstown State University	Average	YSU vs. Average
Facilities & Maintenance													
Architect	-	$64,234	$86,093	-	-	$78,192	-	-	$79,665	$75,000	$62,724	$74,318	-15.6%
Building Control Systems Technician	-	-	-	-	-	-	-	-	-	-	$37,481	$37,481	0.0%
Carpenter	-	$46,259	$45,593	-	$53,269	$55,364	-	$49,504	$60,424	$46,758	$38,937	$49,514	-21.4%
Chief Facilities Officer	$223,000	$152,739	$199,646	$93,500	$206,000	$470,682	$109,359	-	$168,777	$110,000	$122,238	$185,594	-34.1%
Electrician	-	$53,726	$48,384	-	$53,269	$67,743	-	$49,951	$53,223	$51,917	$41,485	$52,462	-20.9%
Engineer - Construction Projects Coordinator	$77,910	$101,308	$77,288	-	-	-	$71,722	$60,657	-	$85,532	$66,488	$77,272	-14.0%
Engineer - Facilities Mechanical Systems	$100,988	$58,343	-	-	-	-	-	-	$78,814	-	$74,205	$78,088	-5.0%
Engineer - Utilities	-	-	$104,854	-	-	-	-	-	$105,537	-	$88,783	$99,725	-11.0%
Facilities Utilization Planner	-	$61,359	-	-	$84,729	-	-	$75,643	$52,552	$59,539	$48,297	$63,687	-24.2%
General Maintenance Lead	-	$41,371	$53,705	$52,400	-	-	-	$48,925	$62,160	$39,578	$44,792	$48,990	-8.6%
General Maintenance Worker	-	$35,927	$35,512	$40,348	$51,754	-	$46,708	$40,435	-	$36,993	$34,942	$40,327	-13.4%
Grounds or Landscape Worker	$36,841	$31,523	$31,508	$30,863	$45,519	$36,424	$31,325	$38,746	-	$37,912	$33,402	$35,406	-5.7%
Groundskeeping Lead	-	-	$38,272	$33,389	-	$46,071	-	$47,195	-	-	$40,705	$41,126	-1.0%
Head - Building Maintenance Trades	-	-	-	-	-	-	-	-	-	-	$66,904	$66,904	0.0%
Head - Campus Construction	$135,138	-	-	-	$110,818	-	-	-	-	-	$79,037	$108,331	-27.0%
Head - Campus Landscape & Groundskeeping	-	$64,974	$90,000	$48,925	-	-	-	-	-	-	$65,253	$67,288	-3.0%
HVAC Lead	-	-	-	-	-	$69,612	-	$53,976	-	-	$46,004	$56,531	-18.6%
HVAC Mechanic	-	$49,795	$47,490	-	$52,112	$60,838	-	$50,305	$55,013	$44,387	-	$51,420	N/A
Locksmith	-	$48,748	$46,686	-	$52,869	$49,972	-	$46,280	-	$43,076	$45,614	$47,606	-4.2%
Painter	-	$41,371	-	-	$53,269	-	-	$47,195	-	$44,574	-	$46,602	N/A
Plumber	-	$39,806	$46,929	-	$53,069	-	-	$49,504	-	$51,376	$40,414	$46,850	-13.7%
Power Plant Operator	-	-	$55,744	-	$61,131	-	-	-	-	-	-	$58,438	N/A
Vehicle Mechanic	-	-	$45,666	$37,979	$53,269	-	-	$46,249	$47,625	$39,603	$37,273	$43,952	-15.2%

*Yellow shading denotes positions identified for strategic adjustments.

YOUNGSTOWN STATE UNIVERSITY

6

Facilities Staff Salary Comparisons - Ohio Public Universities, FY 2021* (continued)

FY 2021	Bowling Green State University	Kent State University	Miami University	Northeast Ohio Medical University	Ohio University	Ohio State University	Shawnee State University	University of Akron	University of Cincinnati	Wright State University	Youngstown State University	Average	YSU vs. Average
Evironmental & Occupational Health & Safety													
Chief Campus Risk Mngmnt. & InsuranceAdmin	-	-	-	-	$94,314	$184,932	$83,229	$63,880	-	$105,895	-	$106,450	N/A
Chief Environmental Health&SafetyAdmin.	$107,000	$102,455	-	-	-	-	-	$71,971	-	$82,000	$66,640	$86,013	-22.5%
Chief Risk Management or ComplianceOfficer	-	$146,640	-	-	-	-	-	-	$228,351	$100,000	-	$158,330	N/A
Environment, Health, & Safety Technician	-	-	-	-	$49,296	-	-	-	-	-	$46,217	$47,757	-3.2%
Environmental Health and Safety Specialist	$61,379	-	$89,830	-	$58,842	$58,512	-	$63,744	$56,194	$59,003	$64,664	$64,021	1.0%
Risk Management Claims Specialist	-	-	-	-	$66,635	-	-	-	$59,160	-	-	$62,898	N/A
Support Services													
Campus Recycling Coordinator	-	$45,156	-	-	-	-	-	$40,102	-	-	$41,246	$42,168	-2.2%
Custodian or Housekeeper	$30,230	$28,899	$29,255	-	$40,538	$34,497	$23,699	$33,381	$29,556	$27,183	-	$30,804	N/A
Head - Campus Custodial Services	$83,240	-	$125,000	-	$64,821	-	-	$65,557	-	$51,000	$55,261	$74,147	-25.5%
Head - Campus Mail Services	$76,500	$45,777	-	-	$51,242	-	-	$56,014	-	-	$66,815	$59,270	12.7%
Head - Campus Printing Services	-	-	-	-	$60,152	-	-	$75,348	-	-	-	$67,750	N/A
Housekeeping Lead	-	$32,865	$41,024	-	-	$38,638	$35,568	$38,719	$32,448	$31,208	$31,169	$35,205	-11.5%
Mail Carrier	-	-	-	-	$44,837	-	-	-	-	-	-	$44,837	N/A
Mailing Coordinator	-	$36,753	-	-	-	$35,324	$34,590	$38,064	-	-	$27,913	$34,529	-19.2%
Mover or Delivery Worker	-	$31,324	$32,240	-	$47,403	-	-	$33,046	$35,131	$31,512	$31,304	$34,566	-9.4%
Parking or Traffic Attendant	-	$31,665	$29,781	-	$45,864	-	-	-	-	$29,536	$30,614	$33,492	-8.6%
Print Shop Supervisor	-	-	-	$41,183	$87,494	-	-	$50,121	-	-	-	$59,599	N/A
Printer or Bookbinder	-	-	-	-	$46,911	$63,762	-	-	$31,387	-	$26,977	$42,259	-36.2%

YOUNGSTOWN STATE UNIVERSITY

IPEDS Occupational Category: *Natural Resources, Construction, Maintenance; Production, Transportation, Material Moving * - Ohio Public Universities*

Ohio Public Universities	Total Staff # Fall 2020*	Net Assignable Square Footage**	Staff per 1M NASF
Bowling Green University[†]	31	4,523,723	6.85
Central State University[†]	33	964,858	34.20
Cleveland State[†]	33	4,831,731	6.83
Kent State University	126	5,663,376	22.25
Miami University	111	7,208,565	15.40
NEOMED[†]	25	471,494	53.02
Ohio State University	887	29,992,938	29.57
Ohio University	156	7,376,448	21.15
Shawnee State University	10	682,943	14.64
University of Cincinnati	201	13,035,025	15.42
University of Akron	88	7,789,798	11.30
University of Toledo	91	7,099,494	12.82
Wright State University	56	2,350,116	23.83
Youngstown State University	**42**	**3,871,217**	**10.85**
Average	135	6,847,266	19.87
Average without outliers[†]	77	5,066,830	18.49

[†]Outliers based on survey sample.

*Source: National Center for Education Statistics - Integrated Postsecondary Edu. Data System (IPEDS), https://nces.ed.gov/ipeds/use-the-data

**Source: Ohio Department of Higher Education.

YOUNGSTOWN STATE UNIVERSITY

IPEDS Occupational Category: *Natural Resources, Construction, Maintenance; Production, Transportation, Material Moving* - Select Peer Universities*

Select Peer Universities	Total Staff # Fall 2020*	E&G Budget**	Staff per $10M of budget
Austin Peay State University (TN)	33	$150,235,000	2.20
Central Connecticut State University	34	$233,317,904	1.46
Central Washington University	64	$215,156,000	2.97
Eastern Kentucky University	91	$276,087,000	3.30
Eastern Washington University	72	$181,928,000	3.96
Purdue University Fort Wayne	27	$154,000,000	1.75
Saint Cloud State University (MN)	32	$166,661,000	1.92
Southeastern Louisiana University[†]	87	$123,316,000	7.06
University of Central Missouri	36	$153,600,000	2.34
University of Central Oklahoma	54	$174,549,000	3.09
Youngstown State University	**42**	**$172,612,881**	**2.43**
Average	52	$181,951,162	2.95
Average without outlier[†]	54	$179,268,541	2.54

[†]Outliers based on survey sample.

*Source: National Center for Education Statistics - Integrated Postsecondary Education Data System (IPEDS), https://nces.ed.gov/ipeds/use-the-data.

**E&G budget information sourced from individual university websites and reflects unrestricted educational and general revenues; years of data available varies by institution but ranges from FY19 to FY22.

YOUNGSTOWN STATE UNIVERSITY

Facilities & Support Services Customer Satisfaction Survey
May - June 2022 survey, response rate: 42%

We are available when needed.

7% Neutral

32% Strongly Agree

61% Agree
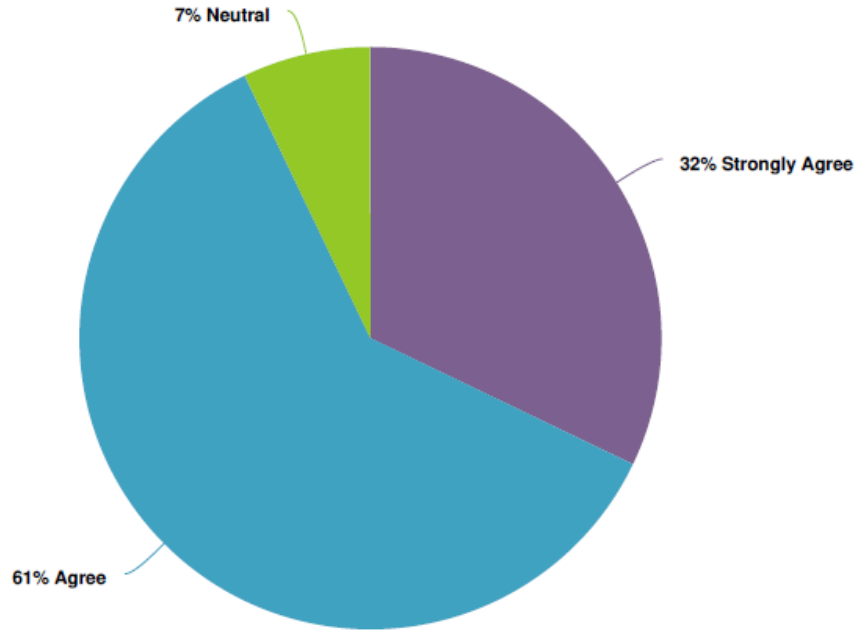
Value		Percent	Responses
Strongly Agree		32.1%	9
Agree		60.7%	17
Neutral		7.1%	2
			Totals: 28

Our response was timely.

14% Neutral

36% Strongly Agree
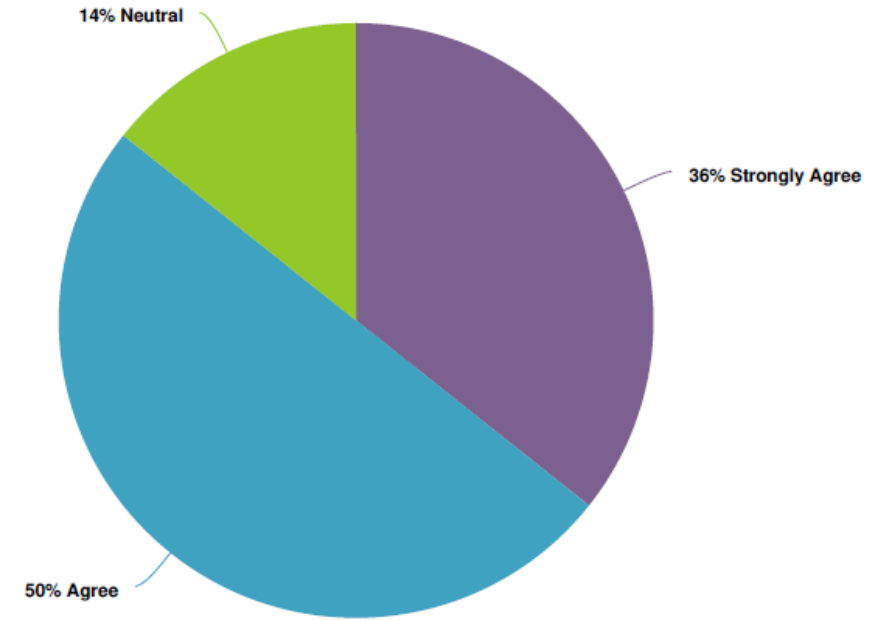
50% Agree

Value		Percent	Responses
Strongly Agree		35.7%	10
Agree		50.0%	14
Neutral		14.3%	4
			Totals: 28

YOUNGSTOWN STATE UNIVERSITY

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Facilities & Support Services Customer Satisfaction Survey
May - June 2022 survey, response rate: 42%

We adequately communicate changes regarding facilities maintenance and support services.

- 7% Disagree
- 19% Neutral
- 44% Strongly Agree
- 30% Agree
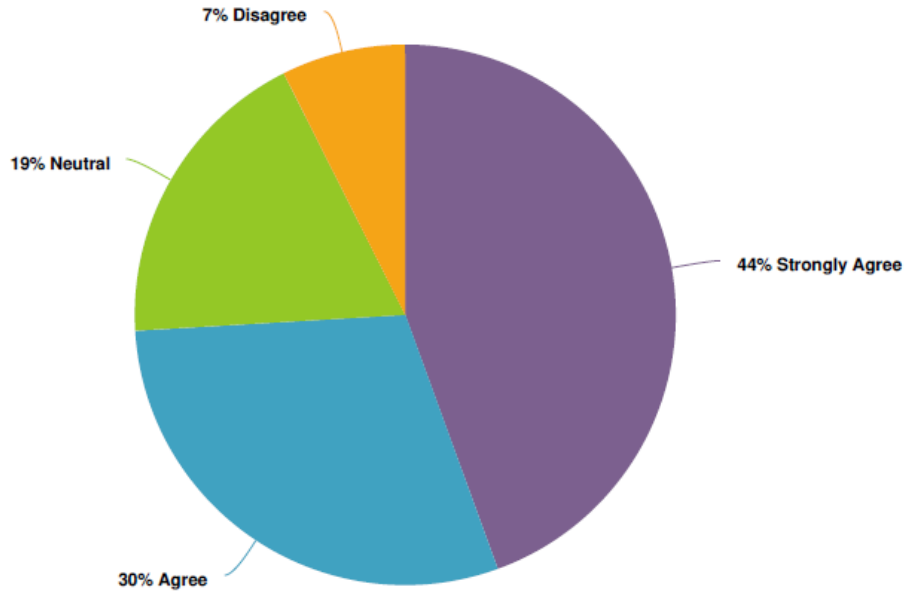
Value		Percent	Responses
Strongly Agree		44.4%	12
Agree		29.6%	8
Neutral		18.5%	5
Disagree		7.4%	2
			Totals: 27

My overall experience was positive.

- 4% Neutral
- 43% Strongly Agree
- 54% Agree
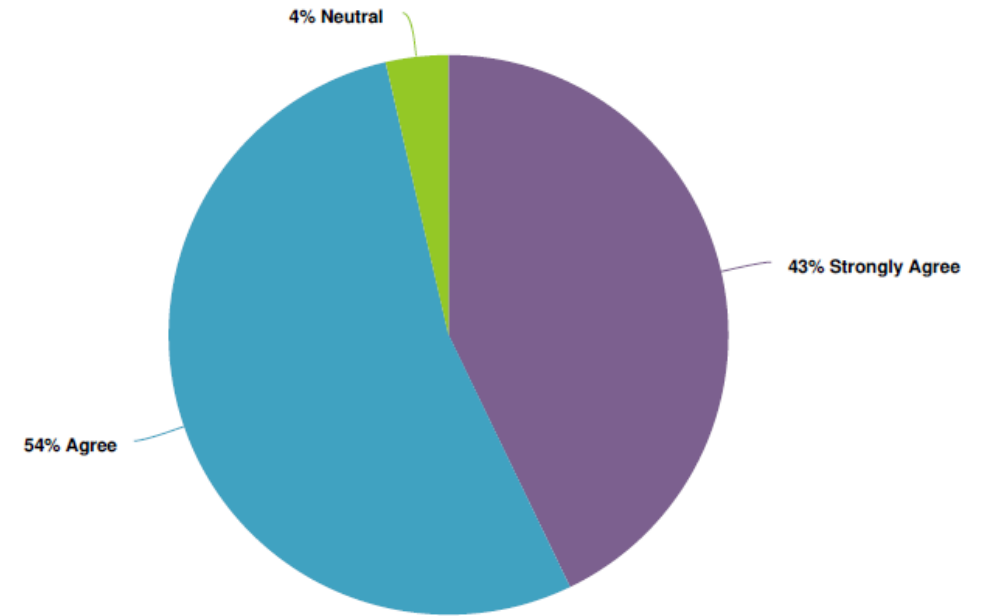
Value		Percent	Responses
Strongly Agree		42.9%	12
Agree		53.6%	15
Neutral		3.6%	1
			Totals: 28

Assessment of Facilities & Support Services Observations and Key takeaways

- YSU salaries are comparatively lower than Ohio state universities.
  - To retain key personnel, YSU is taking action to strategically adjust key staff salaries.
- YSU staffing levels are comparable yet lower than selected peer universities.
  - Staffing levels reflect decisions about YSU's physical characteristics.
  - Implementation of TeamDynamix system will ensure accountability and enhance allocation of Facilities resources.
- YSU Facilities Maintenance & Support Services are effective:
  - YSU has added new space, expanding the size of campus without adding Facilities staff.
  - $5 million in construction & building renovations completed in FY21 alone.
  - $5 million in HEERF-funded air quality improvements over last 10 months.
  - $2.5 million in Parking improvements scheduled for this summer.
  - Feedback from campus stakeholders is largely favorable.
  - Unavailability of facilities-specific IPEDS data means a deeper assessment would require additional resources and outside assistance.

YOUNGSTOWN STATE UNIVERSITY

TEMPLATE
ACADEMIC SUPPORT AREA ASSESSMENT
UNIVERSITY AFFAIRS DISCUSSION ITEM

2021

September   Intercollegiate Athletics-**Ron**

December   Information Technology-**Jim**

2022

March   Finance-Neal and Human Resources-**Holly**

June   Student Affairs: Student Experience-Joy & Facilities-**John**

September   Student Enrollment and Business Services-**Elaine**

                   Student Success-**Claire**

December   Student Affairs: Dean of Students & Ombudsperson-**Nicole**

                   Registrar-**Jeanne**

2023

March   Marketing & Communication-**Shannon**

                   Academic Affairs-**Brien**

                   International Programs-**Nate**

YSU: An Institution of Opportunity: Inspires Individuals; Enhances Futures; Enriches Lives

Alignment with Mission and Vision and the [Plan for Strategic Actions to Take Charge of Our Future](#)

- o Provide a brief description of the unit from the perspective of supporting *institutional excellence and [academic vitality and viability](#)*
- o Provide the mission, quality, and attributes statements created to align with the goals and strategies of the Plan

Strategic Resource allocation to optimize Support Area Performance

- o Provide a table and graph for 5-years of data with 5-y and 1-y change sub-tables for November 1 (respective year) for the numbers and salaries by employee classification
    - ▪ Provided in consultation with Human Resources, Finance and Administration, Institutional Research, and possibly ITS
- o Illustrate strategic staffing adjustments and/or staff spending reductions over the previous 5-y timeframe
    - ▪ Provided in consultation with Human Resources, Finance and Administration, Institutional Research, and possibly ITS

Resources Comparisons and Quality of Service Indicators

- o Provide available benchmark data that compares the area to other similar institutions, if possible, or comparisons at the regional, state, or national levels
    - ▪ Information from professional organizations or other higher education reporting services
- o Report on satisfaction surveys or similar input related to the quality and attributes statements and services to primary constituents/stakeholders

Actions taken to implement the Plan and highlights associated with those actions

- o List the alignment of actions and/or innovations related to the Academic Support Area Goals associated with the Plan for Support Area Actions
- o Provide up to five points of pride and/or outstanding accomplishments (as appropriate)

Consider the perspective that items one and two, three and four, and separately five, six, seven, and eight will be about one-page (or less); thus, the Assessment Materials will total six pages.

Benefits
The benefits area continues to prepare for the July 1, 2022, roll-out of the new healthcare plan. Although the 2022-2023 premium was estimated to increase between 6-8%, changes to in-network cost coverage (85% YSU/15% employee, formerly 90%/10% respectively), out-of-network cost coverage (60% YSU/40% employee, formerly 70%/30% respectively), and prescription drug coverage, resulted in a premium increase of 4.45%.

Beginning July 1, 2022, employees' share of premiums for healthcare, vision, and dental insurance will increase from 15% to 18%.

Talent Acquisition, Processing & Employee Records/Human Resources Information System (HRIS)
Implementation of the new HR software program, NEOED is ongoing and will continue through 2022.

Labor and Employee Relations/Unfair Labor Practices, Grievances and Arbitrations
- ACE
    - No activity

- FOP
    - 18-21 CBA
    - #65 Police Sergeant involuntary disability separation. Advanced to arbitration, FOP has not submitted a panel request.
    - #69 Pay for University emergency closure due to COVID-19. Arbitration held on 4/6/2022.
    - 21-23 CBA
    - #75 Disciplinary suspension. Advanced to arbitration, panel request pending.

- OEA
    - #383 and #384 Retrenchment, 2 grievances combined into single arbitration. Arbitration scheduled for July 25-27, 2022.
    - #386 Retrenchment, advanced to arbitration.
    - #391 Equity pay grievance. 5/3/2022, denied at Step 2.
    - #391 Non-reappointment grievance. Step 2 hearing held on 5/6/2022.

- APAS
    - No Activity

UNDERUTILIZED EMPLOYEE SNAPSHOT 01/01/22–03/31/22

EEO AA Plan Job Groups	Goal Category	Total # of Employees	# by M/F	# by RACE	# Employees IN by race/gender	# Emp. OUT by race/gender
1C Directors and chairs	*Minority*	74	34/40			
				2- Asian	---	---
				1-Black	---	---
				1-Hispanic	---	---
				1- 2 or more	---	---
				1- unknown	---	---
				68- White	1F, 1M	---
2A Professor	*Female*	120	78/42			
				16-Asian	---	---
				8-Black	---	2F, 1M (VSRP)*
				2-Hispanic	---	---
				0-2 or more	---	---
				0-unknown	---	---
				94-White	---	4M (VSRP)*
2B Associate Professor	*Female*	96	54/42			
				15-Asian	---	---
				5-Black	---	1M (VSRP)*
				2-Hispanic	---	---
				1- 2 or more	---	---
				1- Unknown	---	---
				72-White	---	1F
2D Instructor	*Minority*	83	33/50			
				7-Asian	---	---
				3-Black	---	---
				1-Hispanic	---	---
				2-2 or more	---	---
				0-Unknown	---	---
				70-White	2M	3F, 2M
2E Other Teaching	*Min. and Fem.*	104	73/31			
				1-Asian	---	---
				8-Black	---	---
				5-Hispanic	---	---
				0-2 or more	---	---
				0-Unknown	---	---
				90 – White	1M	---
3C Athletic	*Female*	77	58/19	1-Asian	---	---
				11-Black	5M	---
				3-Hispanic	1M	---
				0-2 or more	---	---
				2-Unknown	1M	---
				60-White	3M	2M
7B Service Maint.	*Female*	53	51/2	0-Asian	---	---
				6-Black	---	---
				1-Hispanic	---	---
				0-2 or more	---	---
				0-Unknown	---	---
				46-White	3M	---

*VSRP final payment made 3/15/22. Employee remain on workforce report until all severance is paid regardless of last date worked.

PERSONNEL ACTION MINORITY/FEMALE SNAPSHOT REPORT (01/01/2022 to 03/31/2022)

EMPLOYMENT INTO JOB GROUP	JOB GROUP	SEPARATIONS FROM JOB GROUP
Employment into Job Group: 1 0 %Minority (0 % African American, 0 % Hispanic) 100 % Female	Executive Total Group: 30 3 % Minority (100 % African American, 0 % Hispanic) 57 % Female	Separations from Job Group: 0
Employment into Job Group: 3 0 % Minority (0 % African American, 0 % Hispanic) 67 % Female	Administrative/Managerial Total Group: 136 5 % Minority (14 % African American, 29 % Hispanic) 51 % Female	Separations from Job Group: 1 0 % Minority (0 % African American, 0 % Hispanic) 0 % Female
Employment into Job Group: 4 25 % Minority (100 % African American, 0 % Hispanic) 0 % Female	Faculty (Professor, Associate Professor, Assistant Professor, Instructor, Other Lecturer/Teaching Staff, Part-time Faculty) Total Group: 907 15 % Minority (41 % African American, 15 % Hispanic) 52 % Female	Separations from Job Group: 16 31 % Minority (100 % African American, 0 % Hispanic) 44 % Female
Employment into Job Group: 22 41 % Minority (78 % African American, 11 % Hispanic) 27 % Female	Professional Salaried including Athletic Professionals Total Group: 336 16 % Minority (57 % African American, 21 % Hispanic) 55 % Female	Separations from Job Group: 8 0 % Minority (0 % African American, 0 % Hispanic) 50 % Female
Employment into Job Group: 9 22 % Minority (100 % African American, 0 % Hispanic) 78 % Female	Clerical/Secretary Total Group: 125 13 % Minority (69 % African American, 25 % Hispanic) 88 % Female	Separations from Job Group: 1 0 % Minority (0 % African American, 0 % Hispanic) 0 % Female
Employment into Job Group: 1 100 % Minority (0 % African American, 100 % Hispanic) 0 % Female	Technical/Paraprofessional (IT, Library, WYSU, Communication) Total Group: 55 13 % Minority (43 % African American, 29 % Hispanic) 42 % Female	Separations from Job Group: 0
Employment into Job Group: 0	Skilled Craft Total Group: 7 0 % Minority (0 % African American, 0 % Hispanic) 14 % Female	Separations from Job Group: 0

PERSONNEL ACTION MINORITY/FEMALE SNAPSHOT REPORT (01/01/2022 to 03/31/2022)

Employment into Job Group: 3 **0 % Minority (0 % African American, 0 % Hispanic)** **0 % Female**	**Service/Maintenance** **Total Group: 53** **13 % Minority (86 % African American, 14 % Hispanic)** **4 % Female**	**Separations from Job Group: 0**
Employment into Job Group: 0	**Full-time Protective Service/Police excluding Intermittent Protective Services/Police** **Total Group: 19** **21 % Minority (25 % African American, 75 % Hispanic)** **26 % Female**	**Separation from Job Group: 0**

Current Postings

1/16/2022 – 4/15/2022

Faculty

Beeghly College of Liberal Arts, Social Sciences & Education

- Part-time Faculty, Photography
- Part-time Faculty, Art History
- Part-time Faculty, Graphic Design
- Part-time Faculty, Visual Arts Foundations
- Part-time Instructor, Visual Arts
- College Credit Plus Instructor, Visual Arts Foundations
- College Credit Plus Instructor, Personal Finance
- College Credit Plus Instructor, English
- Part-time Faculty, English
- Part-time Instructor, History
- College Credit Plus Instructor, History
- Continuing Education Instructor, English ESOL
- Part-time Instructor, Religious Studies
- Part-time Faculty, Philosophy
- Part-time Faculty, Politics and International Relations
- Part-time Faculty, Humanities and Social Sciences, Political Science
- Part-time Faculty, Counseling and School Psychology
- Lecturer, Counseling Program (Term)
- Assistant Professor, Psychological Sciences and Counseling, Psychology Program (Tenure-Track)
- Part-time Faculty Instructor, Psychology
- Part-time Faculty, Teacher Education
- Part-time Instructor, Adolescent/Young Adult Education
- Part-time Instructor, Middle Childhood Education
- Part-time Instructor, Literacy Education
- Part-time Instructor, Early Childhood Education/Early Childhood Intervention Specialist
- Part-time Instructor, Student Teaching Supervisor
(Early Childhood Intervn. Specialist, Middle Childhood, Adolescent Young Adult, Multi-Age)
- Part-time Faculty, Special Education
- Part-time, Faculty Reading & Study Skills
- Part-time Faculty, Teacher Education
- Part-time Instructor, Women's and Gender Studies

College of Science, Technology Engineering & Math
- College Credit Plus Instructor, Biological Sciences

- Part-time Faculty, Anatomy & Physiology
- Part-time Faculty, Plant Biology
- Lecturer, Chemical and Biological Sciences, Biology (Term)
- Part-time Faculty, Chemistry
- Part-time Lab Instructor, Chemistry
- College Credit Plus Instructor, Chemistry
- Part-time Faculty, Civil, Environmental and Chemical Engineering
- Part-time Faculty, Chemical Engineering
- Part-time Faculty, Computer Science and Information Systems
- Part-time Instructor, Electrical and Computer Engineering
- Part-time Faculty, Geography
- Part-time Faculty, Environmental Science
- Part-time Faculty, PAGES, Geology
- Part-time Instructor, Mathematics
- Part-time Instructor, Mathematics and Statistics
- College Credit Plus Instructor, Mathematics/Statistics
- Part-time Instructor, Mechanical Engineering
- Part-time Faculty, Industrial Engineering
- Part-time Instructor, Physics
- College Credit Plus Instructor, Physics
- Assistant Professor, Electrical & Computer Engineering (Tenure -Track)
- Assistant Professor, Mechanical Engineering (Tenure -Track)
- Lecturer, Chemical Engineering (Term)
- Lecturer, Electrical Engineering (Term)
- Part-time Instructor, Civil and Construction Engineering Technology
- Part-time Instructor, Electrical Engineering Technology
- Part-time Instructor, Mechanical Engineering Technology
- Part-time Faculty, Mechanical Engineering Technology

Cliffe College of Creative Arts & Communication
- Part-time Faculty, Communication Studies, Journalism and Telecommunication Studies
- College Credit Plus Instructor, Communication Foundation
- Part-time Instructor, Director of Dana Gospel Choir
- Part-time Faculty, Dana School of Music
- Lecturer, Dana School of Music, Music Industry, Recording Arts (Term)
- Part-time Faculty, Theatre and Dance
- Part-time Faculty, Theatre & Dance Performance
- Lecturer, Visual and Dramatic Arts, Musical Theatre (Term)
- Assistant Professor, Graphic + Interactive Design (Tenure-Track)

Bitonte College of Health and Human Services
- Part-time Faculty, Criminal Justice
- Part-time Faculty, Merchandising-Fashion & Interiors
- Part-time Faculty, Hospitality Management
- Part-time Faculty, Forensic Sciences

- Associate Professor, Graduate Studies in Health and Rehabilitation Sciences (Tenure-Track)
- Part-time Faculty, Master of Health and Human Services (MHHS)
- Part-time Faculty, Public Health
- Part-time Faculty, Respiratory Care
- Part-time Faculty, Dental Hygiene
- Part-time Faculty, Medical Laboratory Programs
- Part-time Undergraduate Faculty, Dietetics Programs
- Part-time Faculty, Kinesiology & Sport Science, Activity Courses
- Part-time Faculty, Master in Athletic Training
- Part-time Faculty, Nursing Clinical
- Part-time Instructor, Pharmacology for Nurse Anesthetist Students
- Part-time Faculty, Nurse Practitioner (Online)
- Part-time Faculty, Nursing Graduate
- Lecturer, Centofanti School of Nursing (Term)
- Part-time Faculty, Physical Therapy, Clinical Psychology
- Part-time Faculty, Graduate Studies in Health and Rehabilitation Sciences
- Part-time Faculty, Social Work
- Part-time Faculty, Social Work Lakeland & Lorain CC Campuses
- Lecturer, Social Work (Term)

Williamson College of Business Administration
- Part-time Instructor, Management
- Part-time Instructor, Management (Undergraduate Courses)
- Assistant/Associate Professor, Human Resources (Tenure-Track)
- Lecturer, Management and Marketing (Term)
- Part-time Instructor, Marketing
- Part-time Instructor, Master of Business Administration
- Part-time Instructor, Marketing/Center for Nonprofit Leadership

Sokolov Honors College
- Part-time Faculty, Honors
- Part-time Faculty, Medical Practices

Student Success
- Part-time Faculty, Career Exploration & Development
- College Credit Plus Instructor, Career Exploration & Development
- Part-time Faculty, First Year Student Services

Professional Administrative
- Assistant Coach, Softball
- Deputy Title IX Coordinator and Investigator
- Instruction Specialist
- Senior Buyer
- Senior Research Scientist, Additive Manufacturing

- Technical Director, Advanced Manufacturing and Facilities Engineering
- Visiting Scientist
- Associate Director, Research Services
- Project Technician
- Procurement Counselor, Procurement and Technical Assistance Center (PTAC)
- Senior Academic Advisor 1
- University Architect
- Coordinator and Audio-Video Engineer
- Academic Advisor 2
- Associate Director, Penguin Service Center
- Coordinator, Undergraduate Admissions
- Software Integration Engineer
- Associate Director, IT Training
- Assistant Director, Alumni Engagement
- Assistant Coach, Swimming
- Coordinator, Costume Shop
- Success Coordinator
- Associate Director, Residence Life
- Academic Advisor 1
- Associate Director, FYSS
- Director, Undergraduate Advising
- Case Manager
- Clinical Coordinator, Graduate Nursing Program
- Counselor, Financial Aid

Classified
- Boiler Technician
- Custodial Technician 2
- Technology Support Technician 1
- Technology Support Technician 2
- Business Operations Specialist 2
- Business Operations Specialist 1
- Business Operations Specialist 4
- Building Maintenance Supervisor
- Residence Hall Monitor (.50 FTE)
- Customer Service Assistant 2
- Accountant 3
- Locksmith
- Audio Visual Production Specialist
- Business Operations Specialist 3
- Software Integration Analyst 1
- Activity Leader – Brookfield
- Academic Leader Multiple Locations

YOUNGSTOWN STATE UNIVERSITY

SUMMARY OF PERSONNEL ACTIONS
Classified Employees
1/16/22 through 4/15/22

Separations – 9

- Classified Civil Service – 9

Appointments – 10

- Classified Civil Service – 7
- Classified Non-bargaining – 1
- Externally Funded – 1
- Intermittent – 1

Promotions – 7

- Classified Civil Service – 3
- FOP – 4

Reclassifications/Position Adjustments – 6

- Classified Civil Service – 4
- Excluded – 1
- FOP – 1

Salary Adjustments – 2

- Classified Civil Service – 2

YOUNGSTOWN STATE UNIVERSITY
CLASSIFIED EMPLOYEE
PERSONNEL ACTIONS 1/16/22 THROUGH 4/15/22
SEPARATIONS

EMPLOYEE NAME	EMPLOYEE TYPE	POSITION TITLE	DEPARTMENT	CONTRACT/ APPOINTMENT DATES	FTE	SALARY	SEPARATION TYPE
Bella, Cynthia	ACE	Business Operations Specialist 3	WYSU	3/31/2022	1.00	$ 61,921.60	Retirement
Cook, Ashlee	ACE	Business Operations Specialist 1	Kilcawley	4/15/2022	1.00	$ 28,121.60	Resignation
Cordts, Taiowa	ACE	Audio Visual Production Spec	Marketing & Communications	2/4/2022	1.00	$ 35,588.80	Resignation
Hickman, Chad	ACE	Residence Hall Monitor	Housing	2/28/2022	1.00	$ 29,536.00	Terminated
Konik, Dennis	ACE	Software Integration Analyst 2	IT Application Services	3/31/2022	1.00	$ 106,017.60	Retirement
Perrine, Richard	ACE	Custodial Technician 2	Janitorial Services	3/1/2022	1.00	$ 34,195.20	Resignation
Schumacher, Darla	ACE	Accountant 3	Financial Aid and Scholarships	1/21/2022	1.00	$ 36,920.00	Terminated
Shaffer, Charles	ACE	Bldg Maintenance Supervisor	Facilities Maintenance	4/4/2022	1.00	$ 43,700.80	Resignation
Varley, Kimberly	ACE	Business Operations Specialist 3	YSU Police	3/31/2022	1.00	$ 84,364.80	Retirement

YOUNGSTOWN STATE UNIVERSITY
CLASSIFIED EMPLOYEE
PERSONNEL ACTIONS 1/16/22 THROUGH 4/15/22
APPOINTMENTS

EMPLOYEE NAME	EMPLOYEE TYPE	POSITION TITLE	DEPARTMENT	CONTRACT/ APPOINTMENT DATES	FTE	SALARY
Barr, Eric	ACE	Maintenance Repair Worker 2	Facilities Maintenance	3/14/2022	1.00	$ 40,643.20
Black, Brian	ACE	Groundskeeper 2	Grounds	1/31/2022	1.00	$ 31,782.40
Burney, Arnay	ACE	Business Ops Specialist 1	Procurement Services	3/28/2022	1.00	$ 27,768.00
Edison, Nkyah	ACE	Business Ops Specialist 1	Provost VP - Academic Affairs	2/28/2022	1.00	$ 27,768.00
Freudenberg, Amber	ACE	Business Ops Specialist 1	Envir Occupational Health & Safety	2/21/2022	1.00	$ 27,768.00
Kempers, Debra	ACE	Academic Ops Specialist 2	Visual and Dramatic Arts	4/11/2022	1.00	$ 31,782.40
Sorg, Lisa	ACE	Records Technician 1	Registration & Records	3/14/2022	1.00	$ 30,596.80
Baker, Lauren	Excluded	Intermittent Academic Ops Specialist 1	Honors College	2/14/2022	0.25	$ 6,942.00
Maurice, Aaron	Excluded	Human Resources Generalist	Human Resources	3/28/2022	1.00	$ 38,896.00
Manofsky, Cynthia	Externally Funded	Business Ops Specialist 2	Mechanical Engineering	2/7/2022	1.00	$ 40,497.60

YOUNGSTOWN STATE UNIVERSITY
CLASSIFIED EMPLOYEE
PERSONNEL ACTIONS 1/16/22 THROUGH 4/15/22
PROMOTIONS

EMPLOYEE NAME	EMPLOYEE TYPE	NEW POSITION TITLE/ OLD POSITION TITLE	NEW DEPARTMENT/ OLD DEPARTMENT	CONTRACT/ APPOINTMENT DATES	NEW FTE/ OLD FTE	NEW SALARY	PREVIOUS SALARY
Britt, Marylynn	ACE	Accountant Examiner 3/ Customer Service Assistant 2	University Bursar/ Financial Aid and Scholarships	3/13/2022	1.00	$ 48,734.40	$ 46,404.80
Hodge, Shirley	ACE	Business Ops Specialist 2/ Business Ops Specialist 1	Andrews Stu Recr & Welln Ctr/ Procurement	1/30/2022	1.00	$ 54,080.00	$ 51,500.00
Mudryk, Lisa	ACE	Business Ops Specialist 3/ Business Ops Specialist 2	WYSU-FM/ Procurement	4/10/2022	1.00	$ 66,476.80	$ 63,315.20
Killa, Tyler	FOP	Police Officer 1/ Police Officer 2	YSU Police	1/16/2022	1.00	$ 44,532.80	$ 40,809.60
Marshburn, Haley	FOP	Police Officer 1/ Police Officer 2	YSU Police	1/16/2022	1.00	$ 44,532.80	$ 40,809.60
Marsolo, Jeffrey	FOP	Police Officer 1/ Police Officer 2	YSU Police	1/16/2022	1.00	$ 44,532.80	$ 40,809.60
Wolfe, Chelsea	FOP	Police Officer 1/ Police Officer 2	YSU Police	1/16/2022	1.00	$ 44,532.80	$ 40,809.60

YOUNGSTOWN STATE UNIVERSITY
CLASSIFIED EMPLOYEE
PERSONNEL ACTIONS 1/16/22 THROUGH 4/15/22
RECLASSIFICATIONS/POSITION ADJUSTMENTS

EMPLOYEE NAME	EMPLOYEE TYPE	NEW POSITION TITLE/ OLD POSITION TITLE	NEW DEPARTMENT/ OLD DEPARTMENT	CONTRACT/ APPOINTMENT DATES	FTE	NEW SALARY	PREVIOUS SALARY
Brooks, Genine	ACE	Academic Ops Specialist 2/ Academic Ops Specialist 1	Dana School of Music	1/2/2022	1.00	$ 33,238.40	$ 29,411.20
Sturgiss, Michelle	ACE	Business Ops Specialist 2/ Business Ops Specialist 1	Grounds	11/21/2021	1.00	$ 42,328.00	$ 40,310.40
Vega, Rosa Maria	ACE	Academic Ops Specialist 2/ Academic Ops Specialist 1	Humanities and Social Sciences	12/19/2021	1.00	$ 54,849.60	$ 52,228.80
Young, Jennifer	ACE	Business Ops Specialist 2/ Business Ops Specialist 1	College Access and Transition	3/13/2022	1.00	$ 45,468.80	$ 43,305.60
Schoenfeld, Melissa	Excluded	Print Supervisor	Printing Services	10/24/2021	1.00	$ 39,270.40	$ 31,324.80
Pieton, Michael	FOP	Police Officer 2/ University Police Sergeant	YSU Police	2/22/2022	1.00	$ 58,739.20	$ 64,230.40

YOUNGSTOWN STATE UNIVERSITY
CLASSIFIED EMPLOYEE
PERSONNEL ACTIONS 1/16/22 THROUGH 4/15/22
SALARY ADJUSTMENTS

EMPLOYEE NAME	EMPLOYEE TYPE	POSITION TITLE	DEPARTMENT	CONTRACT/ APPOINTMENT DATES	NEW FTE	NEW SALARY	OLD FTE	PREVIOUS SALARY
Davis, Kevin	ACE Full-time/ ACE Intermittent	Video Production Specialist	Athletic Administration	3/13/2022	1.00	$ 43,680.00	0.50	$ 21,840.00
Mahr, Daniel	ACE Part-time/ ACE Full-time	Residence Hall Monitor	Housing	3/13/2022	1.00	$ 29,536.00	0.50	$ 14,768.00

TO: Board of Trustees, Youngstown State University
   Mr. Charles T. George
   Dr. Anita A. Hackstedde
   Dr. John R. Jakubek
   Mr. Joseph J. Kerola
   Dr. Helen K. Lafferty
   Ms. Laura A. Lyden
   Mr. Michael A. Peterson
   Mr. Allen L. Ryan, Esq.
   Mrs. Molly S. Seals
   Mr. Eric A. Spiegel
   Ms. Elsa Khan, Student trustee

FROM: Dana Lantz, Director Equal Opportunity, Policy Development & Title IX

RE: 3356-2-04 <u>Search waivers for hiring of faculty and professional/administrative staff</u> report pursuant to (F)(6) for the June 2022 Board of Trustees' Meeting

DATE: April 29, 2022

Below please find the report information as required by 3356-2-04 <u>Search waivers for hiring of faculty and professional/administrative staff</u> pursuant to section (F)(6). The information contained herein consists of search waivers approved during the time period beginning January 16, 2021 through and including April 15, 2022**.**

Date approved:	February 2, 2022
Requestor:	Rebecca Fink and Tory Lindley
Department:	Athletics
Position:	Assistant Coach, Football
Candidate:	Jahmal Brown
Start date:	February 7, 2022
Race/Gender:	Black/Male
Rationale:	"With spring football beginning soon and the recruiting process being on-going, a quick hire in this position is critical for retention of current students and recruitment of new students."

Date approved:	February 21, 2022
Requestor:	Jennifer Oddo
Department:	Division of Workforce Education and Innovation
Position:	Director, High School and Community Workforce Partnerships
Candidate:	David Janofa
Start date:	March 1, 2022
Race/Gender:	White/Male
Rationale:	"The continuation of David's role in a staff capacity due to the knowledge he has gained working with our division, the current projects he is actively leading and the relationships

he has established for the division are critical for us to advance our work without disruption to the success of our projects and initiatives. There would be considerable tangible and intangible cost impact to the projects without David's continuance of these projects. The estimated loss on the project work would set up back an estimated three times the costs to have to retrain and transition his work to another candidate."

Date approved: March 1, 2022
Requestor: Patricia Veisz and Kelly Wilkinson
Department: WCBA, PTAC
Position: Program Director, PTAC
Candidate: Richard Delisio
Start date: March 16, 2022
Race/Gender: White/Male
Rationale: "2020 was the first year YSU was awarded the PTAC grant. In order to ensure its success at the federal, state and local levels, it is critical that there is no gap or delay in service delivery. Rich Delisio's many years of experience in procurement and the PTAC program, provides a continuous and seamless level of service to companies, and ensures diligent management of the PTAC program. "

Date approved: March 1, 2022
Requestor: Rebecca Fink and Tory Lindley
Department: Athletics
Position: Assistant Coach, Football
Candidate: Christian Dukes
Start date: March 16, 2022
Race/Gender: Black/Male
Rationale: "With spring football already started and the recruiting process being on-going, a quick hire in this position is critical for retention of current students and recruitment of new students."

Date approved: March 22, 2022
Requestor: Rebecca Fink and Tory Lindley
Department: Athletics
Position: Assistant Coach, Football
Candidate: Armon Binns
Start date: March 28, 2022
Race/Gender: Black/Male
Rationale: "With spring football already started and the recruiting process being on-going, a quick hire in this position is critical for retention of current students and recruitment of new students."

EMPLOYEES GRANTED
STAFF DEVELOPMENT LEAVE
ACADEMIC YEAR 2022-2023

NAME	DEPARTMENT

Association of Professional/Administrative Staff: None.

DISTINGUISHED SERVICE AWARD RECIPIENTS
~ 2022 ~

Classified Service Awards

(Full-time: $1400)

John Dalbec ~ IT Infrastructure Services
Lonnie Gentry ~ Health Professions
Kay Helscel ~ Facilities Maintenance
Christopher Latimer ~ Facilities Maintenance
Anna Leko ~ IT Customer Services
Michael Lisi ~ Maag Library
Sheila Maldonado ~ English & World Languages
Nick Mastorides ~ Facilities Maintenance
Gemini McCormick ~ Payroll
Jill Mogg ~ Physics, Astronomy, Geology, & Environmental Sciences
Diana Page ~ Maag Library
Andrew Phillips ~ Facilities Maintenance
Shaun Toth ~ Facilities Maintenance
Wendell Wagnon ~ Facilities Maintenance

Professional/Administrative Service Awards

(Full-time: $1000 stipend + $1000 added to base pay)

Cameron Adams ~ Campus Recreation & Wellness
Dina Casciano ~ Controller's Office
Colleen Duchon ~ Maag Library
Karen Henning ~ Dean – BCLASSE
Jessie Jones-Canter ~ Mathematics Achievement Center
Brett Kengor ~ Dean – STEM
Ashley Leonelli ~ College of Graduate Studies
Becky Rose ~ Marketing & Communications
Carrie Stipanovich ~ Dean – WCBA
James Stipetich ~ Dean – STEM
Edward Villone ~ Peace Officers Training Academy
Brian Wells ~ Dean - BCHHS

Classified Exempt Service Award

(Full-time: $1400)

Ghia Burzynski ~ Human Resources

Professional/Administrative Exempt Service Awards

(Full-time: $1000 stipend + $1000 added to base pay)

Jessica Chill ~ Cyberlearning
Olivia Cupp ~ Housing & Residence Life
Ana Torres ~ Maag Library
Becky Varian ~ Academic Success Center