



**BOARD OF TRUSTEES
ACADEMIC EXCELLENCE AND STUDENT SUCCESS COMMITTEE
Molly S. Seals, Chair
Joseph J. Kerola, Vice Chair
All Trustees are Members**

**Wednesday, December 6, 2023
2:30 p.m.**

**Board Room
Tod Hall**

AGENDA

- A. Disposition of Minutes for September 19, 2023 Meeting**
- B. Old Business**
- C. Committee Items**

- 1. Academic Excellence and Student Success Consent Items***

- C.1.a. = Tab 1 a. Resolution to Modify Organization of Instruction Policy, 3356-10-07**

- 2. Academic Excellence and Student Success Action Items**

- C.1.a. = Tab 2 a. Resolution to Modify Requests for Student Directory Information from External Organizations Policy, 3356-5-13**
Brien Smith, Provost and Vice President for Academic Affairs, will report.

- C.2.b. = Tab 3 b. Resolution Related to ORC 3345.062 - Remediation Report**
Brien Smith, Provost and Vice President for Academic Affairs, will report.

- C.2.c. = Tab 4 c. Resolution Related to ORC 3356.027 - Transcript Withholding Related to a Past Due Balance**
Brien Smith, Provost and Vice President for Academic Affairs, will report.

- 3. Academic Excellence and Student Success Discussion Items**

- C.3.a. = Tab 5 a. General Education Transformation**
Brien Smith, Provost and Vice President for Academic Affairs will report.

- C.3.b. = Tab 6 b. Academic Senate Update**
Dr. Martha Pallante, Chairperson, Academic Senate, will report.

- D. New Business**

- E. Adjournment**

*Items listed under the Consent Agenda require Board approval; however they may be presented without discussion as these items include only non-substantive changes.



**RESOLUTION TO MODIFY
ORGANIZATION OF INSTRUCTION POLICY, 3356-10-07**

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

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

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

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the modification of the University Policy stated above and attached hereto.

**Board of Trustees Meeting
December 7, 2023
YR 2024-**

3356-10-07 Organization of instruction.

Responsible Division/Office: Academic Affairs
Responsible Officer: Provost and Vice President for Academic Affairs
Revision History: June 1998; March 2007; March 2011;
September 2013; December 2018; December 2023
Board Committee: Academic ~~and Student Affairs~~ Excellence and Student Success
Effective Date: December 6, 2018, 2023
Next Review: 2023/2028

- (A) Policy statement. In order to fulfill its mission and strategic goals, Youngstown state university (“university”) establishes and recognizes the primary academic structure of departments, schools, and colleges. The faculty affiliated with an academic department and associated with a school or college delivers instruction at Youngstown state university. The university may establish secondary academic constructs such as institutes, programs, or centers in order to facilitate the mission of the university, its departments, schools and colleges.
- (B) Procedures. The university’s organization of instruction may be established, altered, or abolished by the president upon the recommendation of the provost/vice president for academic affairs and approval of the board of trustees. The establishment of partnerships, centers, and related arrangements between the university and public and private entities is addressed pursuant to rule 3356-10-22 of the Administrative Code (see university policy 3356-10-22, “Partnerships, centers, and related arrangements”).
- (C) The university’s organization of instruction can be viewed on the office of academic affairs website.



**RESOLUTION TO MODIFY
REQUEST FOR STUDENT DIRECTORY INFORMATION FROM EXTERNAL
ORGANIZATIONS POLICY, 3356-5-13**

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

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

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

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the modification of the University Policy stated above and attached hereto.

**Board of Trustees Meeting
December 7, 2023
YR 2024-**

3356-5-13 Requests for student directory information from external organizations.

Responsible Division/Office:	Registrar	
Responsible Officer:	AVP for Institutional Effectiveness	Deleted: Enrollment Planning and Management
Revision History:	November 2010, March 2013, December 2018, December 2023	
Board Committee:	Academic Excellence and Student Success	Deleted: and Student Affairs
Effective Date:	December 7, 2023	Deleted: December 6, 2018
Next Review:	2028	Deleted: 2023

- (A) Policy statement The Family Education Rights and Privacy Act of 1974 (FERPA) protects the privacy of student education records. However, pursuant to FERPA, an educational institution may disclose information contained in the education records of a student that would not generally be considered harmful or an invasion of privacy (34 C.F.R. 99.3). Such information is known as directory information.
 - Deleted:** "
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- (B) Scope This policy applies to requests from external organizations for the directory information of currently and previously enrolled students (collectively referred to as student/students for purposes of this policy).
- (C) In accordance with FERPA, Youngstown state university (university) has designated the following student information as directory information:
 - Deleted:** "
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 - (1) Name,
 - (2) Address (local, home and email),
 - (3) Telephone (local and home),
 - (4) Program of study (including college of enrollment, major and campus),
 - (5) Enrollment status (e.g., full-time, part-time, withdrawn),
 - (6) Dates of attendance and graduation,
 - (7) Degrees, honors, and awards received,

- (8) Previous educational agencies or institutions attended,
- (9) Participation in officially recognized activities and sports,
- (10) Weight, height, hometown, high school attended and photographs of members of intercollegiate athletic teams, and
- (11) Graduation lists

(C) Parameters

- (1) Requests for student directory information must be submitted in writing to the office of the registrar and with appropriate contact information included. The office will review each request to ensure that it adheres to FERPA guidelines, state law, and university policy.
- (2) In accordance with section 3319.321 of the Revised Code, the university will not release the directory information concerning any student to any person or group for use in a profit-making plan or activity. In order to ascertain whether the directory information is for the use of a profit-making plan or activity, the division may require that the requestor disclose their identity and/or intended use of the information.
- (3) The university may deny a request for directory information if the information is personally identifiable and for a purpose other than one listed in section 3319.321 of the Revised Code or for a legitimate educational purpose.
- (4) Information will only be released upon the condition that the information will not be further disclosed.
- (5) Students may request that their directory information not be released to external organizations by completing and signing the "Student Privacy Hold Form," which is available in the [penguin service center](#).
 - Deleted:** office of the registrar
 - Field Code Changed**

(D) Procedures

- (1) Requests must be submitted in writing and emailed to the office of the registrar with a statement of affiliation, description of specific directory information the requestor wishes to receive, date by which to receive the data and the requestor's name, postal mailing address, telephone number and email address.
- (2) A three-week lead time is recommended. Complex list requests may require a longer lead time.
- (3) In cases in which the information cannot be provided within the standard time frame, the requester will be notified.
- (4) Copying charges will be consistent with university charges pursuant to a public records request.

Deleted: or via email

Deleted: appropriate contact information included



**RESOLUTION TO APPROVE THE
2023 REMEDIATION REPORT (O.R.C. 3345.062)**

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

WHEREAS, Section 3345.062 of the Ohio Revised Code requires the president of each state university to issue a report by December 31, 2018, and each thirty-first day of December thereafter, regarding the remediation of students; and

WHEREAS, each president is also required to submit the remediation report to his or her Board of Trustees for acceptance; and

WHEREAS, the Ohio Department of Higher Education (ODHE) provided a reporting template to collect and submit the necessary information as required by law; and

WHEREAS, Youngstown State University completed the report for 2023.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the attached 2023 Remediation Report to be submitted in final form to the Chancellor of the ODHE and the Superintendent of Public Instruction by December 31, 2023.

**Board of Trustees
Meeting
December 7, 2023
YR 2023-**

2023 University Remediation Report

Name of University:

Youngstown State University

Ohio Revised Code Section 3345.062 requires the president of each state university to issue a report by December 31, 2018, and each thirty-first day of December thereafter, regarding the remediation of students. The report must include the following areas:

1. The number of enrolled students that require remedial education.

Number of Students	Description (if needed)
145	Of the 8,523 undergraduate degree-seeking students who were enrolled at any point during the summer 2022, Fall 2022, and Spring 2023 terms, a total of 2,146 students were placed into at least one developmental course in either composition, mathematics, or reading and study skills. Of those students, 145 took at least one remedial course during that period. (Note: YSU has developed required math pathways based on major.) Therefore, requirements for remedial instruction in math may change for students who change their major.
YSU added the following to understand how this impacts new students.	
136	Of the 2,244 new (first-time and transfer) undergraduate degree-seeking students who were enrolled at any point during Summer 2022, Fall 2022, and Spring 2023, a total of 864 students were placed into at least one developmental course in either composition, mathematics or reading and study skills. Of those students, 136 took at least one remedial course during that period. (Note: YSU has developed required math pathways based on major.) Therefore, requirements for remedial instruction in Math may change for students who change their major.

2. The cost of remedial coursework that the state university provides.

Please select the type of cost in the following areas and describe.

- **Costs to the university:** Please include a description of all university resources allocated in support of and/or on behalf of remedial education, including but not limited to costs associated with the following: faculty & staff, buildings/classrooms, administration, and additional student advising, among others.

- **Costs to the student:** Please include a description of tuition paid by students in pursuit of remedial education.

- **Costs to the state:** Please include a description of state resources provided to your institution in support of remedial education. (See Appendix A containing this information for all state universities.)

Cost Type	Amount	Description
Costs to the university	\$61,625	Includes help centers (Writing Center, Math Assistance Center, Center for Student Progress, Testing Center), faculty and classrooms at \$425 per student (given FY17 cost per student).
Costs to the student	\$150,075	Includes total credit hours multiplied by cost per credit hour for all students taking a course designated as remedial at \$1,035 per student (given FY17 cost per student).
Costs to the state	N/A	Sum of SSI for completed and At-Risk FTE as reported via Ohio Department of Higher Education.

3. The specific areas of remediation provided by the university.

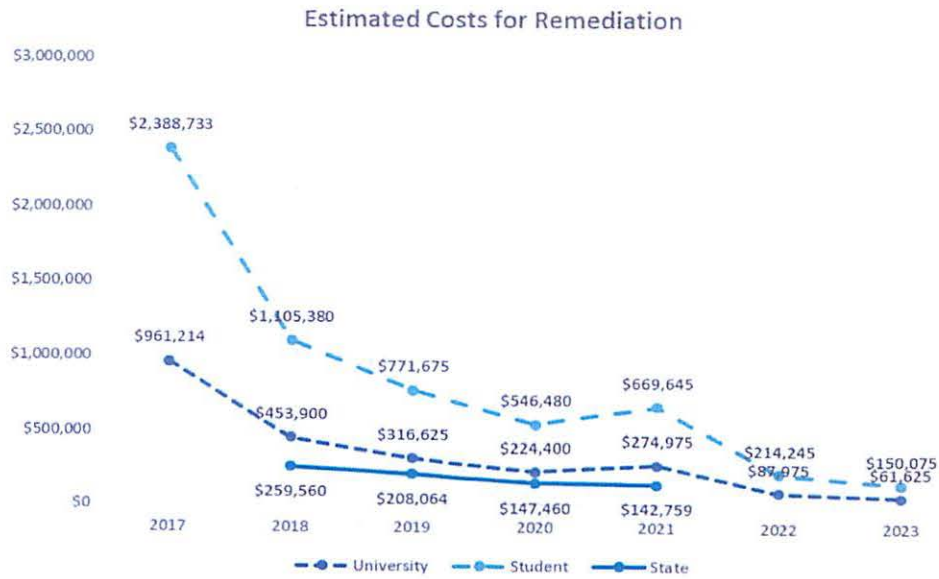
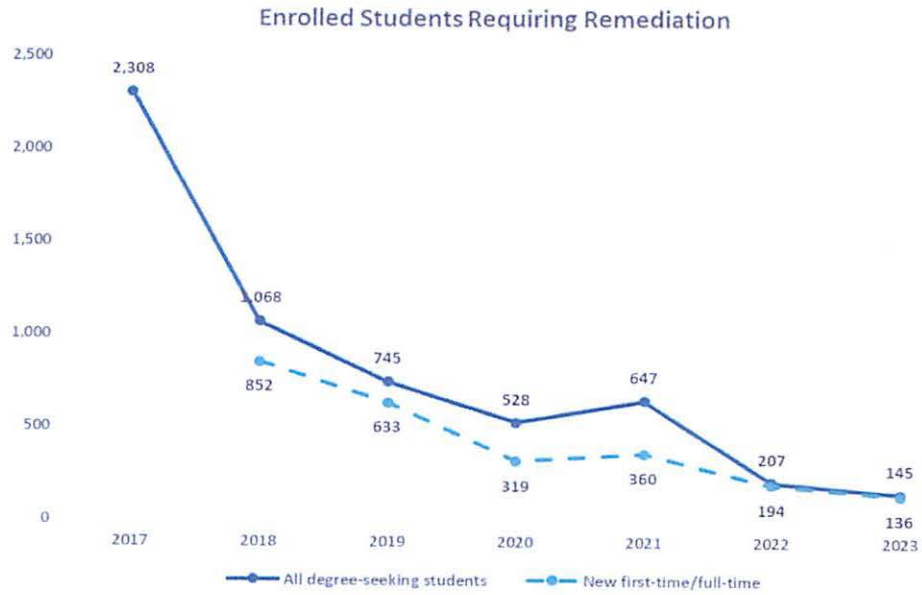
Subject Area	Description
English Composition	The University provides two remedial writing courses that do not count toward the graduation requirement in composition: ENGL 1509 and ENGL 1541. ENGL 1509: Academic English for Non-native Speakers is a three-credit course that helps students develop writing and reading comprehension skills in English. The course is open to students on the basis of the placement process. The course must be taken until a grade of "C" or better is achieved. ENGL 1541: Introduction to College Writing is a three-credit course that provides intensive individualized instruction in written communication and college-level reading practices; it is open to students based on their ACT English score, SAT score, or proficiency as demonstrated by their YSU Composition and Reading Placement Test results. Students who place into ENGL 1509 or ENGL 1541 will move on to ENGL 1549, a four-credit version of Writing I that provides students an additional hour of instructional time to cultivate college-level writing conventions, organizational strategies, and revision and editing techniques.
Mathematics	The University provides one stand-alone remedial course in mathematics that does not count toward the degree. MATH 1500: Mathematics Individual Course Support is a two-credit hour course used by the department as an off-ramp course for students who need to withdraw from their college-level mathematics course during the semester. Students who withdraw are given the opportunity to enroll in sections of Math 1500 to improve their prerequisite skills in preparation for retaking their college-level mathematics course in the subsequent term. The students are provided an individualized study plan and support in YSU's Mathematics Achievement Center. Students who place into remedial math but who wish to fulfill their mathematics graduation requirement may enroll in designated sections of college-level math to which additional hours of instruction are added (if their placement permits). These course sections include: MATH 1510C: College Algebra with Co-requisite Support; MATH 1511C: Trigonometry with Co-requisite Support; MATH 2623C: Quantitative Reasoning with Co-requisite Support; MATH 2661C: Mathematics for Elementary Teachers 1 with Co-requisite Support; and STAT 2625C: Statistical Literacy and Critical Reasoning with Co-requisite
Reading and Study Skills	The University provides one three-credit hour instructional option for students who, based upon their high school GPA and their ACT Reading score or proficiency as demonstrated by their ACCUPLACER reading test score, may require remediation in reading and study skills. RSS 1510A: Advanced College Success Skills is designed to develop students' skills essential for college studying; the primary focus is improving the comprehension and retention of information in college textbooks and from lecture and laboratory materials.

4. Causes for remediation.

Please select all that are relevant from the following categories and provide detail.

- Lack of student preparation at the K-12 level
- Prescriptive placement policies (over reliance on a single assessment measure)
- Deferred entry into higher education (adult students returning to higher education)
- Other (any other cause identified by the university)

Cause	Description
Lack of student preparation	7,559 students enrolled for one or more terms between Summer 2022, Fall 2022, and Spring 2023 were 25 years of age or younger. 1,918 (25.4%) required remedial instruction in at least one subject area. These students account for 97.9% of all undergraduate students who required remedial instruction during these terms.
Deferred entry	964 students enrolled for one or more terms between Summer 2021 and Spring 2022 were over the age of 25 (23.7%) required remedial instruction in at least one subject area. These students account for 2.1% of all undergraduate students who required remedial instruction during
YSU added the following to understand how this impacts new students	
Lack of student preparation	2,083 New students enrolled for one or more terms between Summer 2022 and Spring 2023 were 25 years of age or younger. 823 (39.5%) required remedial instruction in at least one subject area. These students account for 98.53% of all new students who required remedial instruction during these terms.
Deferred entry	161 New students enrolled for one or more terms between Summer 2022 and Spring 2023 were over the age of. 41 (25.5%) required remedial instruction in at least one subject area. These students account for 1.47% of all new students who required remedial instruction during these





**YOUNGSTOWN
STATE
UNIVERSITY**

**ACADEMIC TRANSCRIPT WITHHOLDING
ASSOCIATED WITH OHIO REVISED CODE (ORC) 3345.27**

WHEREAS, Section 3345.27 of the ORC requires each institution to formally consider and adopt a resolution on the practice of withholding an academic transcript, and to submit the adopted resolution to the chancellor of higher education by December 1, 2023;

WHEREAS, Youngstown State University releases all academic transcript requests to employers in accordance with Section 3345.27(B) of the ORC regardless of the status of the student's account;

WHEREAS, Youngstown State University has implemented interventions intended to reduce the number of student accounts certified to the Ohio Attorney General's Office for collections enforcement as required by Section 131.02 of the ORC;

WHEREAS, Youngstown State University reports past due balances to the credit bureau for a minimum of three years;

WHEREAS, of the approximate 11,000 annual requests for a transcript, less than 2% are held due to institutional transcript hold policies, and only a portion of that 2% were held due to past due status;

WHEREAS, Youngstown State University desires to be sensitive to both the success of the student to enter the workforce and/or transfer to another institution, while minimizing uncollectable student balances.

NOW THEREFORE BE IT RESOLVED, that Youngstown State University shall not hold transcripts for students with outstanding balances who have not yet earned a degree from the university and who are not in a master's or doctoral program, but will use financial holds to prompt students with past due balances to successfully complete a financial counseling session and financial literacy questionnaire before finalizing a release of transcripts. This practice is consistent with Ohio's financial literacy initiatives and supports the financial health of the university. After successful completion of financial literacy activities, the university will release transcripts without requirement of payment.

BE IT FURTHER RESOLVED, for purposes of fiscal stewardship of public dollars, Youngstown state University will continue to pursue the recovery of outstanding balances and, therefore, transcripts will be held for outstanding balances if the student has earned a degree from the university or is in a master's or doctoral program.

IT IS FURTHER RESOLVED, that the appropriate campus offices will collaborate to implement the actions associated with this Resolution and that those offices will request a review of this Resolution when circumstances warrant further consideration.

**Board of Trustees Meeting
December 7, 2023
YR 2023-**

General Education

December 6, 2023



YOUNGSTOWN
STATE
UNIVERSITY

General Education: Alignment with State Requirements (12 courses + 1 lab)

What were we

- 13 courses
 - 2 Writing
 - 2 Arts & Humanities
 - 1 Math
 - 2 Natural Science (1 w/lab)
 - 2 Social Sciences
 - 2 Social & Personal Awareness
 - 1 Public Speaking
 - 1 Capstone

What are we going to be

- 12 courses
 - 2 Writing
 - 2 Arts & Humanities
 - 1 Math
 - 2 Natural Science (1 w/lab)
 - 2 Social Sciences
 - 3 Electives
- Courses tied to optional micro-credentials
- Multi-disciplinary micro-credentials



General Education Goal = Differentiation

- Students articulating the value of General Education
 - Strategy in Renewed Plan
- Simplified Transfer Process
- Enhanced Efficiency
- Innovative micro-credentials
- Marketability



Streamlining General Education for Institutional Efficiency

- **Course Analysis:** thorough review of "required" elective courses to ensure they meet student needs and align with educational goals.
- **Resource Reallocation:** Reducing the resources currently tied up in offering General Education courses by collapsing the number offered.
- **Institutional Enhancement:** Optimizing course offerings to ensure efficiencies without compromising quality.
- **Eliminating Redundancies:** Identifying and removing duplicate content across courses to streamline the curriculum.
- **Impact on Disciplines:** Acknowledging the shift in resources that will result in fewer courses and instructional Full-Time Equivalent (FTE) in some disciplines.



General Education Timeline

Fall 2022	Spring 2024	F 24	Fall 2024	Spring 2025	F 25	Fall 2025
Framework endorsed by Academic Senate	Feb 1 due date – curriculum sheets (CMST/SPA)		Start offering optional badges	Feb 1 due date for new Gen Ed badges and courses for curriculum sheets		New Gen Education for entire University
Guidelines developed by ad hoc committee	5 interdisciplinary Badges created 18 total courses approved for online Gen Ed		Some # of additional F2F & DE approved courses & badges No SPA required in curriculum	Gen Ed UG online begins		

Existing General Education with “new” courses replacing “old”



Action Steps

- Analyze the “required” elective courses within General Education
 - Collapse the amount of resources tied up in offering Gen Ed
 - Institutional optimization and enhancement
 - Identify duplication and remove unnecessary blocks
- Ultimately this will result in fewer courses and instructional FTE in some disciplines



MI Pallante

Senate report summary

1. Ad Hoc general Education Committee-
 - a. Composition—3 faculty (Leskiw, Pallante Smith) 3 appointed by Administration, SGA rep- Alex Papa
 - b. Facilitate communication between various campus factions
 - c. Develop Blueprint for Gen. Ed. Senate approval Plus 4
 - i. Current framework of a Core (8 courses) plus four
 - ii. Core composition set by ODHE-1 Composition, 1 Math, 2 Social/Behavioral Science, 2 Arts and Humanities, 2 Natural Science (1 with lab) Form basis of Ohio 36 (Transfer module)
 - d. Plus 4
 - i. 1 course to be 2nd Writing (Writing in the discipline) under development by EWL
 - ii. Remaining 3 courses—students (programs) have 3 options
 1. Student Selection from Gen ed options
 2. Prescribed by Programs
 3. Micro-credential (Limited choices around theme—Possibilities might include Leadership, Wellness etc.
 - e. Tentative report by February Senate meeting
2. Pete Complete—after rigorous, but civil discussion Senate voted not to endorse the plan.
 - a. Issue 1—only has all or nothing, opt out. Felt it should be opt in
 - b. Benefits STEM student at cost to others.
 - c. Felt it would discourage faculty from seeking out lower or open access choices
3. Endorsed resolution to make World Language requirement a programmatic decision
 - a. Included vigorous debate on state of World languages at university.. general sentiment that Languages were needed by YSU students but administrative decisions have neglected student needs. (See attached)

Necessity of World Languages in the BA

- Recent YSU focus on **global communication**, internationalism, study-abroad programs, increased international student enrollment
- YSU cannot legitimately offer anything with “international studies” without languages
 - International business
 - International relations/policy
 - International political science
 - Intercultural communications

WL Requirement in Ohio Public Universities

Bowling Green State University	College of Arts & Sciences	up to 4 semesters (16 hrs)
Central State University	Coll Humanities, Arts, & Social Sciences	2 semesters (8 hrs)
Cleveland State University	College of Arts & Sciences	2 university courses
Kent State University	College of Arts & Sciences (BA & BS)	BA: 14-16 hrs, BS: 8 hrs
Miami University	College of Arts & Sciences, other colleges	4 semesters (through 202)
Ohio University	College of Arts & Sciences (BA & BS)	BA: 4 sem 2120; BS: 2 sem 1120
Ohio State University	College of Arts & Sciences (BA & BS), Intl Business	3 semesters (12 hrs)
Shawnee State University	Dept of English and Humanities	2 semesters (6 hours)
University of Akron	College of Arts & Sciences	4 semesters (Int II, 202 course)
University of Cincinnati	College of Arts & Sciences	2 semesters (10-12 hrs)
University of Toledo	College of Arts & Letters	4 semesters (Int II, 2150 course)
Wright State University	College of Liberal Arts --BA	4 semesters (2020 course)
Youngstown State University	BCLASSE —BA, CCCA —BM, CBA —BA, STEM —BA, BS	2 semesters (8 hrs)



Necessity of World Languages in the BA

- YSU graduates should be:
 - Functionally proficient in the second language in the United States
 - We don't have enough Spanish speakers in local school districts
 - We don't have enough Spanish speakers in Nursing, Education, Criminal Justice, Communications
 - Importance of Italian and French in opera, vocal performance (pronunciation)
 - Importance of Italian and French in Art and Art History
 - Importance of studying another language for graduate study which many students who complete BAs do go on for further study after their undergraduate degrees
 - YSU should be offering at least as many languages as local high schools are offering



Necessity of World Languages in the BA

- YSU graduates are to be:
 - Global Communicators
 - Workforce-Ready
- Studying another language:
 - Provides learners with another problem-solving skill set
 - Develops students' access to logic, reasoning, cognitive flexibility, patterns, codes, similarly to mathematics and computer programming
 - Provides cognitive and neurological benefits (working memory, spatial reasoning, vocabulary, metalinguistic awareness, protection against age-related decline)
 - Provides social, creative benefits of thinking in two languages
 - Increases economic, financial benefits of being able to live and function in two languages and cultures