



**YOUNGSTOWN
STATE UNIVERSITY**

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

**Joseph J. Kerola, Chair
Laura A. Lyden, Vice Chair
All Trustees are Members**

**Wednesday, December 11, 2024
3:00 p.m.**

**Board Room
Tod Hall**

AGENDA

- A. Disposition of Minutes**
- B. Old Business**
- C. Committee Item**

1. Academic Excellence and Student Success Action Items

- C.1.a. = Tab 1 a. Resolution to Approve Remediation Report for the Chancellor of the Ohio Department of Higher Education as Required by O.R.C. 3345.062**
- C.1.b. = Tab 2 b. Resolution to Modify Degrees Policy, 3356-10-04**
Dr. Jennifer A. Pintar, Provost and Vice President for Academic Affairs, will report.
- C.1.c. = Tab 3 c. Resolution to Modify Faculty rank and tenure for designated administrators Policy, 3356-9-05**
Dr. Jennifer A. Pintar, Provost and Vice President for Academic Affairs, will report.
- C.1.d. = Tab 4 d. Resolution to Modify Support and assistance to veterans and service member Policy, 3356-8-05**
Dr. Jennifer A. Pintar, Provost and Vice President for Academic Affairs, will report.

D. New Business

- D.1. = Tab 5 1. Academic Master Plan**
- D.2. = Tab 6 2. Provost Leadership Group**
- 3. Other Updates**
- 4. Academic Senate Update**

a. Dr. Chester R. Cooper, Jr., Chairperson, Academic Senate, will report.

- E. Old Business**
- F. Adjournment**



**YOUNGSTOWN
STATE
UNIVERSITY**

**RESOLUTION TO APPROVE THE
2024 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 2024.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the attached 2024 Remediation Report to be submitted in final form to the Chancellor of the ODHE and the Superintendent of Public Instruction by December 31, 2024.

**Board of Trustees
Meeting
December 12, 2024
YR 2025-**

2024 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)
143	Of the 8,186 undergraduate degree-seeking students who were enrolled at any point during the summer 2023, Fall 2023, and Spring 2024 terms, a total of 1,923 students were placed into at least one developmental course in either composition, mathematics, or reading and study skills. Of those students, 143 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.
127	Of the 2,315 new (first-time and transfer) undergraduate degree-seeking students who were enrolled at any point during Summer 2023, Fall 2023, and Spring 2024, a total of 681 students were placed into at least one developmental course in either composition, mathematics or reading and study skills. Of those students, 127 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	\$60,775	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	\$148,005	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	\$50,124	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 0-3 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 Support.
Reading and Study Skills	The University provides one four-credit hour instructional option for students who may require remediation in reading. ENGL 1549: Writing 1 with Support is designed to develop students' reading and writing skills. Course Description: Strategies for writing as a means of critical inquiry, with focus on writing processes and on the roles of writer, audience, and purpose as they affect writing. Students divide their time between regular and computer classrooms, where they acquire and develop basic word-processing and electronic communication skills. This four-credit hour version of Writing One emphasizes development of college-level writing conventions, organizational strategies, and revision and editing techniques. Grading is ABCDF, but students must earn a "C" or better to satisfy the General Education requirement and continue to ENGL 1551 or ENGL 1551H. Prerequisite: Appropriate ACT/SAT scores or completion of English 1541.

4. Causes for remediation.

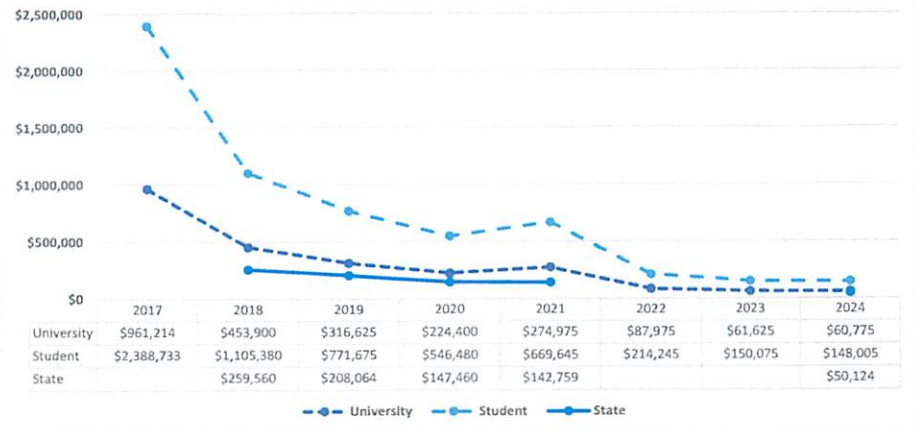
Please select all that are relevant from the following categories and provide detail.
Yes - Lack of student preparation at the K-12 level
No - Prescriptive placement policies (over reliance on a single assessment measure)
No - Deferred entry into higher education (adult students returning to higher education)
None - Other (any other cause identified by the university)

Cause	Description
Lack of student preparation	7,235 students enrolled for one or more terms between Summer 2023, Fall 2023, and Spring 2024 were 25 years of age or younger. 1,707 (23.6%) required remedial instruction in at least one subject area. These students account for 95.3% of all undergraduate students who required remedial instruction during these terms.
Deferred entry	951 students enrolled for one or more terms between Summer 2023 and Spring 2024 were over the age of 25. 216 (22.7%) required remedial instruction in at least one subject area. These students account for 4.7% of all undergraduate students who required remedial instruction during these terms.
YSU added the following to understand how this impacts new students	
Lack of student preparation	2,121 New students enrolled for one or more terms between Summer 2023 and Spring 2024 were 25 years of age or younger. 652 (30.7%) required remedial instruction in at least one subject area. These students account for 97% of all new students who required remedial instruction during these terms.
Deferred entry	194 New students enrolled for one or more terms between Summer 2023 and Spring 2024 were over the age of 25. 29(14.95%) required remedial instruction in at least one subject area. These students account for 3% of all new students who required remedial instruction during these terms.

Enrolled Students Requiring Remediation



Estimated Costs for Remediation





**YOUNGSTOWN
STATE
UNIVERSITY**

RESOLUTION TO MODIFY DEGREES POLICY, 3356-10-04

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

**Board of Trustees Meeting
December 12, 2024
YR 2025-**

3356-10-04 Degrees.

Responsible Division/Office: Office of the Academic Affairs
Responsible Officer: Provost and VP for Academic Affairs
Revision History: October 1997; December 2009; September 2014;
September 2019; December 2024
Board Committee: Academic Excellence and Student Success
Effective Date: September 5, 2019 (no changes) December 12, 2024
Next Review: 2024/2029

- (A) Policy statement. The board of trustees awards degrees to students who are recommended by the respective dean as having fulfilled the requirements established by the faculty.
- (B) Parameters.
- (1) Official diplomas are signed by the chairperson ~~and secretary~~ of the board of trustees and by the president ~~and provost/vice president for academic affairs of the university~~.
 - (2) The seal of the university is affixed to all diplomas.
 - (3) The ~~office of records~~ office of the registrar is responsible for the development of the listing of graduates appearing in the commencement program and for ordering the diplomas awarded.
- (C) Procedures.
- (1) Students shall ~~complete all appropriate materials in the semester in which they plan to apply to graduate~~ by completing all steps as required by the university. Some of the steps must be initiated prior to the semester in which the student intends to graduate.
 - (2) The ~~office of university scholars and honors~~ honors college forwards to ~~the office of records~~ the office of the registrar the names of the candidates for ~~scholars and~~ honors diplomas.

- (3) -Degree completion requirements are verified by the appropriate ~~department chairpersons and deans~~ designated college representative, and the information is then forwarded to the ~~office of records~~ office of the registrar.
- (4) Diplomas will be awarded only to those candidates who have met all academic requirements and financial obligations of the university. (See, however, posthumous degrees.)
- (D) Posthumous degrees and certificates of achievement.
- (1) A deceased student who was enrolled in an undergraduate, graduate or doctoral degree program at the university at the time of his/her death may be ~~recommended for a posthumous degree by a faculty member, department chairperson, or dean of the appropriate college or academic unit~~ eligible for a posthumous degree or certificate of achievement. The dean of students will initiate the process. ~~A recommendation must be in writing and proceed, respectively, for approval as follows: faculty member to chairperson, chairperson to dean, dean to provost and vice president of academic affairs~~. The provost and vice president of academic affairs, or their designee, will notify the registrar if the recommendation is approved.
- (2) In order for a posthumous degree to be awarded, a student must be in good academic standing and have substantially completed the applicable degree requirements. Substantial completion means:
- (a) For undergraduate degrees and master degrees without a thesis requirement, the student must be within one semester of completing all coursework and degree requirements.
- (b) For doctoral programs and master degree programs with a thesis requirement, the student must be within one semester of completing all coursework and degree requirements, and the student must have completed a full draft of his/her thesis to the satisfaction of his/her thesis chairperson.
- (3) If approved, the appropriate dean will notify the immediate family of the student. The family who may choose to ~~have receive~~ the diploma or certificate of achievement. The diploma may be

presented at commencement or in a private ceremony. If the diploma will be presented at commencement, it will occur at the next feasible commencement. Certificates of achievement are mailed to the appropriate representative.

- (4) Diplomas for posthumous degrees, as well as other appropriate university records, will be identified as “Awarded Posthumously.”

3356-10-04 Degrees.

Responsible Division/Office: Office of the Academic Affairs
Responsible Officer: Provost and VP for Academic Affairs
Revision History: October 1997; December 2009; September 2014;
September 2019; December 2024
Board Committee: Academic Excellence and Student Success
Effective Date: December 12, 2024
Next Review: 2029

- (A) Policy statement. The board of trustees awards degrees to students who are recommended by the respective dean as having fulfilled the requirements established by the faculty.
- (B) Parameters.
- (1) Official diplomas are signed by the chairperson of the board of trustees and by the president.
 - (2) The seal of the university is affixed to all diplomas.
 - (3) The office of the registrar is responsible for the development of the listing of graduates appearing in the commencement program and for ordering the diplomas awarded.
- (C) Procedures.
- (1) Students shall apply to graduate by completing all steps as required by the university. Some of the steps must be initiated prior to the semester in which the student intends to graduate.
 - (2) The honors college forwards to the office of the registrar the names of the candidates for honors diplomas.
 - (3) Degree completion requirements are verified by the appropriate designated college representative, and the information is then forwarded to the office of the registrar.

- (4) Diplomas will be awarded only to those candidates who have met all academic requirements and financial obligations of the university. (See, however, posthumous degrees.)
- (D) Posthumous degrees and certificates of achievement.
- (1) A deceased student who was enrolled in an undergraduate, graduate or doctoral degree program at the university at the time of his/her death may be eligible for a posthumous degree or certificate of achievement. The dean of students will initiate the process. The provost and vice president of academic affairs, or their designee, will notify the registrar if the recommendation is approved.
 - (2) In order for a posthumous degree to be awarded, a student must be in good academic standing and have substantially completed the applicable degree requirements. Substantial completion means:
 - (a) For undergraduate degrees and master degrees without a thesis requirement, the student must be within one semester of completing all coursework and degree requirements.
 - (b) For doctoral programs and master degree programs with a thesis requirement, the student must be within one semester of completing all coursework and degree requirements, and the student must have completed a full draft of his/her thesis to the satisfaction of his/her thesis chairperson.
 - (3) If approved, the appropriate dean will notify the immediate family of the student. The family may choose to receive the diploma or certificate of achievement. The diploma may be presented at commencement or in a private ceremony. If the diploma will be presented at commencement, it will occur at the next feasible commencement. Certificates of achievement are mailed to the appropriate representative.
 - (4) Diplomas for posthumous degrees, as well as other appropriate university records, will be identified as "Awarded Posthumously."



**YOUNGSTOWN
STATE
UNIVERSITY**

**RESOLUTION TO MODIFY
FACULTY RANK AND TENURE FOR DESIGNATED
ADMINISTRATORS, 3356-9-05**

WHEREAS, University Policies are being created, 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 University Policy governing Faculty Rank and Tenure for Designated Administrators, policy number 3356-9-05, attached hereto.

**Board of Trustees Meeting
December 12, 2024
YR 2025-**

3356-9-05 Faculty rank and tenure for designated administrators.

Responsible Division/Office: Office of Academic Affairs
Responsible Officer: Provost and VP for Academic Affairs
Revision History: 1999; March 2003; December 2009;
September 2014; September 2019; December
2024
Board Committee: Academic Excellence and Student Success
Effective Date: ~~September 5, 2019 (no changes)~~ December 12,
2024
Next Review: ~~2024~~ 2029

- (A) Policy statement. Appropriate to their academic credentials, experience and position, persons hired to serve as president, provost, vice president, dean, department chair, or other administrative positions may be appointed with earned faculty rank and tenure upon the recommendation of the president to the board of trustees for their approval.
- (B) Procedures.
- (1) If appointment is to be with faculty rank and tenure, the academic credentials of the candidate will be presented to the appropriate department chair and dean for review in accordance with the department and college requirements for tenure and promotion. Granting of faculty rank and tenure to designated administrators will normally require that the individual will have earned rank and tenure at a previous institution.
 - (2) The department chair will prepare a written recommendation regarding the viability of candidate's receipt of faculty rank and tenure. This recommendation will be forwarded to the dean of the college (unless it is for a candidate for the position of dean, in which case the recommendation will be forwarded to the provost), who will forward the department's and his/her recommendation to the provost.
 - (3) The provost will make recommendations to the president on the granting of faculty rank and tenure to candidates for dean, department chair, and other administrative positions.

After paragraphs (B)(1) and (B)(2) of this rule are followed, based on the prior recommendation of the appropriate department chair and dean in the appropriate department, the president will make a recommendation to the board of trustees regarding faculty rank and tenure of the candidate for provost. No candidate for provost will be presented to the board of trustees for their consideration without a recommendation on faculty rank and tenure from the appropriate department chair and dean in the appropriate department and further recommendation from the president.

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- (4) The president will make recommendations to the board of trustees on the granting of rank and tenure for designated administrators to the board of trustees (excepting him or herself). The board of trustees will exercise final decision-making authority on all of the above recommendations and, as appropriate, on the granting of rank and tenure to the president.
- (5) The designated administrator will be assigned a faculty base salary after the conferral of tenure. The faculty base salary will be determined based on the following procedure:
 - (a) Faculty salaries at the appointed faculty rank in the appropriate department/college will serve as a guideline.
 - (b) The provost negotiates the faculty base salary with the hiring authority.
 - (c) The agreed-upon faculty base salary is recorded in the office of human resources and serves as the basis for calculating a faculty salary should the administrator return to faculty status.
 - (d) Each year the faculty base salary is updated based on negotiated annual increases in the agreement between Youngstown state university ("YSU") and the Youngstown state university Ohio education association ("YSU-OEA").
- (6) Administrators with faculty rank and tenure earned at Youngstown state university may return to their faculty position with tenure and at the rank held prior to administrative appointment. The faculty base salary prior to administrative appointment will be adjusted

based on negotiated annual increases in the agreement between YSU and YSU-OEA.

- (7) Tenure provisions defined in the YSU/YSU-OEA agreement current at the time of return or transfer to a full-time faculty position apply. Rank and tenure are not guaranteed for any administrator who has been removed from his or her administrative position for cause.

3356-9-05 Faculty rank and tenure for designated administrators.

Responsible Division/Office: Office of Academic Affairs
Responsible Officer: Provost and VP for Academic Affairs
Revision History: 1999; March 2003; December 2009;
September 2014; September 2019; December
2024
Board Committee: Academic Excellence and Student Success
Effective Date: December 12, 2024
Next Review: 2029

- (A) Policy statement. Appropriate to their academic credentials, experience and position, persons hired to serve as president, provost, vice president, dean, department chair, or other administrative positions may be appointed with earned faculty rank and tenure upon the recommendation of the president to the board of trustees for their approval.
- (B) Procedures.
- (1) If appointment is to be with faculty rank and tenure, the academic credentials of the candidate will be presented to the appropriate department chair and dean for review in accordance with the department and college requirements for tenure and promotion. Granting of faculty rank and tenure to designated administrators will normally require that the individual will have earned rank and tenure at a previous institution.
 - (2) The department chair will prepare a written recommendation regarding the viability of candidate's receipt of faculty rank and tenure. This recommendation will be forwarded to the dean of the college (unless it is for a candidate for the position of dean, in which case the recommendation will be forwarded to the provost), who will forward the department's and his/her recommendation to the provost.
 - (3) The provost will make recommendations to the president on the granting of faculty rank and tenure to candidates for dean, department chair, and other administrative positions.

After paragraphs (B)(1) and (B)(2) of this rule are followed, based on the prior recommendation of the appropriate department chair and dean in the appropriate department, the president will make a recommendation to the board of trustees regarding faculty rank and tenure of the candidate for provost. No candidate for provost will be presented to the board of trustees for their consideration without a recommendation on faculty rank and tenure from the appropriate department chair and dean in the appropriate department and further recommendation from the president.

- (4) The president will make recommendations to the board of trustees on the granting of rank and tenure for designated administrators to the board of trustees (excepting him or herself). The board of trustees will exercise final decision-making authority on all of the above recommendations and, as appropriate, on the granting of rank and tenure to the president.
- (5) The designated administrator will be assigned a faculty base salary after the conferral of tenure. The faculty base salary will be determined based on the following procedure:
 - (a) Faculty salaries at the appointed faculty rank in the appropriate department/college will serve as a guideline.
 - (b) The provost negotiates the faculty base salary with the hiring authority.
 - (c) The agreed-upon faculty base salary is recorded in the office of human resources and serves as the basis for calculating a faculty salary should the administrator return to faculty status.
 - (d) Each year the faculty base salary is updated based on negotiated annual increases in the agreement between Youngstown state university (“YSU”) and the Youngstown state university Ohio education association (“YSU-OEA”).
- (6) Administrators with faculty rank and tenure earned at Youngstown state university may return to their faculty position with tenure and at the rank held prior to administrative appointment. The faculty base salary prior to administrative appointment will be adjusted

based on negotiated annual increases in the agreement between YSU and YSU-OEA.

- (7) Tenure provisions defined in the YSU/YSU-OEA agreement current at the time of return or transfer to a full-time faculty position apply. Rank and tenure are not guaranteed for any administrator who has been removed from his or her administrative position for cause.



**YOUNGSTOWN
STATE
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**RESOLUTION TO MODIFY SUPPORT AND ASSISTANCE TO
VETERANS AND SERVICE MEMBERS POLICY, 3356-8-05**

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

**Board of Trustees Meeting
December 12, 2024
YR 2025-**

3356-8-05 Support and assistance to veterans and service members.

Responsible Division/Office: ~~Office of Academic Affairs~~Office of Student Experience
Responsible Officer: ~~Provost and VP for Academic Affairs~~Office of the President
Revision History: December 2014; September 2019;
December 2019; December 2024
Board Committee: Academic Excellence and Student Success
Effective Date: ~~December 5, 2019 (no changes)~~December 12, 2024
Next Review: ~~2024~~2029

- (A) Policy statement. Youngstown state university is committed to providing a veteran friendly campus designed to attract, assist, and maintain veteran and service member students in a supportive and academically productive environment tailored to the unique needs of veterans and to meaningfully recognize the contributions of our military men and women.
- (B) Purpose. To provide guidelines and requirements for the support and assistance offered to veteran and service member students in order to promote their achievement and success.
- (C) Scope. This policy applies to all university divisions, colleges, departments and units and extends to all prospective and current veteran and service member students.
- (D) Definitions.
- (1) "Service member." A person who is serving in the armed forces of the United States, including the national guard or a reserve component.
 - (2) "Veteran." Any person who has completed service in the armed forces, including the national guard of any state or a reserve component of the armed forces, and who has been discharged under honorable conditions from the armed forces or who has been transferred to the reserve with evidence of satisfactory service.

(E) Procedure. The university shall:

- (1) Maintain an office of veterans affairs to serve as the central resource of information, support, and referrals for military and veteran students for enrollment, GI Bill educational benefits, and services offered by the department of veterans' affairs.
- (2) Collaboration with external entities. Utilize the Ohio board of regents, and the legislative, workforce and higher education communities as resources and/or partners for the development and promotion of effective practices to assist service member and veteran students in their transition to and success at the university and in the workforce.
- (3) Benefits for veterans and service members. Establish specific benefits for veteran and service member students including but not limited to priority registration, a separate or specific portion of student orientation, and recognition of service members and veterans at various university events such as graduation.
- (4) Outreach and recruitment strategy. Establish a clear outreach strategy through the office of veterans affairs to inform potential veteran and service member students about the opportunities offered by the university and the educational benefits available through the use of GI Bill and other available veteran and service member resources.
- (5) Continuous improvement and feedback. Regularly assess the effectiveness of its veteran support services through surveys, focus groups, and feedback from veteran and service member students. This feedback will be used to continuously improve services and to ensure the evolving needs of veterans and service members are met.

3356-8-05 Support and assistance to veterans and service members.

Responsible Division/Office: Office of Student Experience
Responsible Officer: Office of the President
Revision History: December 2014; September 2019;
December 2019; December 2024
Board Committee: Academic Excellence and Student Success
Effective Date: December 12, 2024
Next Review: 2029

- (A) Policy statement. Youngstown state university is committed to providing a veteran friendly campus designed to attract, assist, and maintain veteran and service member students in a supportive and academically productive environment tailored to the unique needs of veterans and to meaningfully recognize the contributions of our military men and women.
- (B) Purpose. To provide guidelines and requirements for the support and assistance offered to veteran and service member students in order to promote their achievement and success.
- (C) Scope. This policy applies to all university divisions, colleges, departments and units and extends to all prospective and current veteran and service member students.
- (D) Definitions.
 - (1) "Service member." A person who is serving in the armed forces of the United States, including the national guard or a reserve component.
 - (2) "Veteran." Any person who has completed service in the armed forces, including the national guard of any state or a reserve component of the armed forces, and who has been discharged under honorable conditions from the armed forces or who has been transferred to the reserve with evidence of satisfactory service.
- (E) Procedure. The university shall:

- (1) Maintain an office of veterans affairs to serve as the central resource of information, support, and referrals for military and veteran students for enrollment, GI Bill educational benefits, and services offered by the department of veterans' affairs.
- (2) Collaboration with external entities. Utilize the Ohio board of regents, and the legislative, workforce and higher education communities as resources and/or partners for the development and promotion of effective practices to assist service member and veteran students in their transition to and success at the university and in the workforce.
- (3) Benefits for veterans and service members. Establish specific benefits for veteran and service member students including but not limited to priority registration, a separate or specific portion of student orientation, and recognition of service members and veterans at various university events such as graduation.
- (4) Outreach and recruitment strategy. Establish a clear outreach strategy through the office of veterans affairs to inform potential veteran and service member students about the opportunities offered by the university and the educational benefits available through the use of GI Bill and other available veteran and service member resources.
- (5) Continuous improvement and feedback. Regularly assess the effectiveness of its veteran support services through surveys, focus groups, and feedback from veteran and service member students. This feedback will be used to continuously improve services and to ensure the evolving needs of veterans and service members are met.

Academic Master Plan Overview

December 11, 2024 – Board of Trustees

AMP Mission:

To foster an innovative and sustainable academic environment that empowers students, faculty, and staff to achieve excellence. Through strategic community engagements, program innovation, and a commitment to student success, we aim to prepare graduates for a variety of outcomes while advancing teaching, scholarship, and community impact.

Pillars:

- 1) Student Success
- 2) Program Innovation & Exploration
- 3) Community Engagement
- 4) One Team, One Mission

AMP Pillar Outline:

Student Success: Foundations to Succeed

- Connections to Strategic Plan Initiatives
- Connection to University-Wide Learning Outcomes
- Faculty Engagement/Mentoring/Belonging and Empowerment
- Advising Responsibilities

Program Innovation & Exploration: Excellence in Every Field

- APEEI Structure/Guide
- Policy for Evaluating Existing Programs
- Policy for Requesting New Programs
- Policy for Requesting Additional Faculty Members
- Fiscal Planning for Equipment Purchases and Replacement
- Website and Marketing for Programs

Community Engagement: Strong Community Connections

- Collaborative Innovation for Real-Impact
- Community-Centered Research and Scholarship

One Team, One Mission

- Importance of Transparency and Accountability | Shared Responsibility
- Support Services (CCP, Mental Health, IT, Financial Aid, Tutoring, etc.)
- Department Purpose & Vision Statements
- Employee Morale – Empowering a Strong Workforce; Leadership Development Goals

APEEI Process Update

December 11, 2024 – Board of Trustees

Dear Deans, Chairs, and Faculty,

Please carefully review this email as it will outline the simplified APEEI categories and what they mean, how the categories will be determined for each program, and your shared responsibilities in this effort.

APEEI Categorization

To streamline our approach, we have consolidated our program categories, eliminating *Grow, Sustain, and Adjust*. The new categories are as follows:

- **Continuous Quality Improvement:** For programs currently demonstrating positive trajectories based on current quantitative and qualitative data within the three areas described below.
- **Detailed Analysis:** For programs needing further exploration based on current quantitative and qualitative data within the three areas described below. This category may be broken down further into two categories:
 - **Focus+:** For programs identified as falling short of their full market share potential. Using insights from APEEI, this analysis will help us identify opportunities for improvement and create strategies to boost enrollments in areas with growth potential. Faculty members and members of the Office of Academic Affairs will work together to develop the strategies.
 - **Sunset:** For programs identified for phase-out due to reasons such as low enrollment, limited market demand, or misalignment with the institution's strategic priorities and long-term goals.

Determination of APEEI Categories

1. Qualitative: Mission Statements and SMART Goals

Each program, undergraduate and graduate, has a dashboard which consists of quantitative data (described below in #2 and #3) and qualitative information within the mission statements and corresponding annual SMART goals.

- The **mission statement** will be descriptive to level set expectations of the program for a clear understanding among program faculty members and administrators. The mission statement establishes a common understanding of the uniqueness of the program and the vision to keep the program current and relevant. While articulating the future direction of the program, factors such as a program's focus on teaching, research, or both; how the program will look in three to five years and beyond; and how the program will measure success need to be included.
- **SMART goals** are to be developed and reviewed annually. These goals supporting the mission statement should be specific, measurable, achievable,

relevant, and time bound, while guiding the program's growth and continual improvement.

Both the mission statement and SMART goals will be closely reviewed by the Office of Academic Affairs and will be incorporated in the following: (1) the **Academic Master Plan (AMP)**, (2) the Gray dashboards as part of APEEI analysis, and (3) the Ohio Department of Higher Education (ODHE) reports as needed.

2. Quantitative: Data-Driven Program Analysis

Several quantitative data tools are available to assist program analysis. These include:

- **Gray Associates Software:** This includes comprehensive program data focusing on student demand, competitive intensity, and employment.
- **Microsoft PowerBI:** Real-time institutional data including criteria such as university, college, program, and course enrollments. Faculty assignments, cross-listed courses, and general education sections are also available through PowerBI.

3. Low-Enrolled Courses and Programs as Well as Duplicative Programs Within Ohio

In compliance with Ohio Revised Code 3345.35, we must annually evaluate all programs based on enrollment data and regional program duplication. Within this required report, enrollment, credit hours, and cost to the student to complete the degree are considered. In addition, plans to decrease low-enrolled courses and programs must be detailed, including potential collaborations with other Ohio institutions.

Action Steps for Shared Responsibility

1. Work with other program faculty members to submit a detailed mission statement and SMART goals by November 15th. These must receive final approval by the program chairperson and dean prior to submission.
2. Attend Gray Associates information sessions as a final touchpoint in December. ***While we have been using Gray Associates data for several years now, we are also acutely aware that there are still some concerns or misunderstandings regarding the data. To address these and improve buy-in of the usage for APEEI, we have scheduled 45-minute departmental sessions with Elizabeth Atkins from Gray Associates. This is YOUR opportunity to speak directly to Elizabeth to have your questions answered or thoughts considered regarding the data. Please find the schedule in this document and plan on attending during your department session.***

Gray Associates Data Review

Academic Department Sessions

December 17, 2024

Warren P. Williamson, Jr. College of Business Administration

- 9:00 – 9:45 AM Lariccia School of Accounting and Finance; Dr. Jeremy Schwartz, Director
- 9:45 – 10:30 AM Department of Communication; Dr. Mary Beth Earnhardt, Chair
- 10:30 – 11:15 AM Department of Management and Marketing; Dr. Bruce Keillor, Chair
- 11:15 – 12:00 PM Lunch

College of Science, Technology, Engineering, and Mathematics

- 12:00 – 12:45 PM Department of Chemical & Biological Sciences (and Forensic Science); Dr. Timothy Wagner, Chair
- 12:45 – 1:30 PM Department of Mathematics and Statistics, Dr. Thomas Wakefield, Chair
- 1:30 – 2:15 PM Department of Physics, Astronomy, Geology, & Environmental Sciences; Dr. Snjezana Balaz, Acting Chair
- 2:15 – 2:30 Break
- 2:30 – 3:15 PM Rayen School of Engineering; Dr. Frank Li, Director
- 3:15 – 4:00 PM Department of Computer Science, Information, and Engineering Technology; Dr. Abdu Arslanyilmaz, Director

Dr. Dominic A. and Helen M. Bitonte College of Health and Human Services

- 4:00 – 5:00 PM Department of Health Professions; Joan O'Connell, Chair

December 19, 2024

Dr. Dominic A. and Helen M. Bitonte College of Health and Human Services

- 9:00 – 9:45 AM Centofanti School of Nursing; Dr. Sheila Blank, Director
- 9:45 – 10:30 AM Department of Criminal Justice and Consumer Sciences; Dr. John Hazy, Chair
- 10:30 – 11:15 AM Department of Social Work; Dr. Dana Davis, Chair
- 11:15 – 11:30 PM Break
- 11:30 – 12:15 PM Department of Graduate Studies in Health and Rehabilitation Sciences; Dr. Nancy Landgraff, Chair

Cliffe College of Creative Arts

- 12:15 – 1:00 PM Department of Art; Joy Christiansen Erb, Chair
- 1:00 – 1:45 PM Dana School of Music and University Theatre; Dr. Joseph Carucci, Director

Beeghly College of Liberal Arts, Social Sciences, and Education

- 1:45 – 2:30 PM Department of Teacher Education and Leadership Studies; Dr. M. Kathleen Cripe, Chair
- 2:30 – 3:15 PM Department of English and World Languages; Dr. Jeffrey Buchanan, Chair
- 3:15 – 4:00 PM Department of Psychological Sciences and Counseling; Dr. Jeffrey Coldren, Chair
- 4:00 – 5:00 PM Department of Humanities and Social Sciences; Dr. Loren Lease, Chair

Gray Associates Dashboard Example

Academic Department Sessions

Change Filter

Biology (Bachelor's)

Program Review Status

Continuous Quality Improvement

CIP Code: 26.0101 Biological/Biological Sciences, Gen¹

Review Year: 2024

Size

Demographics

Race	%	Count
White	71%	713
Asian	1%	10
Black	4%	41
Hispanic	4%	43
Interr	1%	11
2+	1%	11
UNKN	1%	11

Next Detailed Program Review: 2024-25

Reviewed By	Initials and Date
Chair	No input
Dean	No input
Program Director	No input
Provost	No input

Mission

Category	Program Fit
Mission	The Department of Chemical and Biological Sciences is comprised of four major program areas: Biological Sciences, Chemistry, Biochemistry and Forensic Sciences. Its mission is inspired by the Mission Statement.
Academic Focus	Laying the firm conceptual biology foundation, in the lecture courses offered by this program, prepares the students for hands-on learning through participating in original research with faculty and in the lab.
Student-Centered	Students have opportunities to be co-authors with faculty on peer-reviewed publications, apply their knowledge in internship experiences, and through research via the Biol 4850 seminar presentations at Q&EST an.
State/Regional/National Needs	Preparing students for careers in science/biotechnology/health care professions, and all facets of life utilizing biological knowledge and perspectives.
Community Impact	The impact of biological knowledge is extensive and pervasive, from careers in the health sciences to preparation for careers in a variety of directly and indirectly related fields, individuals have an impact.

Markets

Market: HS-4816 Radios	Relate: Undergraduate
Student Demand	Employment
Competition Intensity	

Margins

Category	20-23	21-22	22-23	Tot Change
# of Majors	472	428	451	8%
# of Course Majors*	127	129	105	18%
# Pre-Majors	9	8	8	NA
% J&SR Majors	84%	70%	72%	-1%
SOA Taught	12,942	11,082	10,492	-2%
% SOA Taught by Online	89%	87%	19%	-2%
% SOA Taught by FT Faculty	77%	77%	72%	-5%
# Students Enrolled 2+ Terms	274	324	325	+6%
# Students Return from Prior Yr	328	293	284	-9%
# Term Students Enroll 1st CH	403	344	350	2%
% Complete 1st CH	89%	84%	79%	1%
Course Passage Rate	89%	86%	81%	-4%
Primary Degrees Awarded 5+ Yr	78	89	86	0%
Median Years to Degree	3.7	3.7	3.7	0%

Goals and Actions for Continuous Improvement

#	Goal	Strategic Impact	Action	Input Date	Status	Comment
1	Maintain a high-quality undergraduate curriculum	Academic Distinction & Discovery of Knowledge	(1) Offer high-quality academic courses in a variety of areas central to Biology (2) Update the physiology lab with new computers and software to better meet the needs of students. (3) Review and update learning outcomes and objectives for each course being sure they collectively support programmatic goals.	7/18/2024	In Progress	New anatomy models have been purchased for the labs.
2	Provide meaningful research opportunities for students	Academic Distinction & Discovery of Knowledge	(1) Maintain state-of-the-art research facilities and provide hands-on access to these facilities to students engaged in undergraduate research (2) Maintain and update our equipment base, and rebuild the greenhouse to provide students with access to invertebrates, vertebrates, plants, microbes, bacteria, fungi and other materials and instrumentation required for student hands-on research and learning opportunities (3) Systematically integrate student hands-on research and learning opportunities into the program curriculum.	7/18/2024	In Progress	
3	Prepare students for professional life following graduation	Student Futures & Lifelong Learning	(1) Engage in proactive advising to help students develop an optimal curriculum for their chosen career path (2) Inform students of graduate school opportunities (3) Invite program alumni back to campus to discuss their own career paths for the benefit of our current students.	7/18/2024	In Progress	
4	Develop new certificate and associate degree programs to provide more avenues for student advancement	Collective Impact with the Region	(1) Assess the need for certificate programs in particular areas. Verify student demand and market for Associates Degree. (2) Develop and implement a 60 semester hour program for an associate degree in biological sciences. Seek university/state approval.	6/8/2023	In Progress	New certificate program in biomedical sciences in progress.
5	Increase the areas of expertise in the Biological Sciences Division	Collective Impact with the Region	(1) Replace full-time faculty members who have retired or are no longer at YSU in order to provide wider educational opportunities for our students. (2) Strengthen and establish partnerships with area health organizations in biomedical research and other areas.	7/19/2024	In Progress	New Lecturer hired, mainly assigned to teach Anatomy & Physiology courses to Health & Human Services majors. Two searches open for tenure-track faculty positions, one in Forensic Botany, and another in Plant Ecology.
6	Provide wrap-around support to BS Biology students on BacMed track to prepare them for medical school admission	Student Futures & Lifelong Learning	(1) Provide opportunities for student development related to careers in medicine. (2) Mentor students through the early assurance process to partner medical schools (3) Support MCAT preparation through various MCAT preparation reviews.	6/13/2023	In Progress	

Biology (Bachelor's)

Change Program ← →

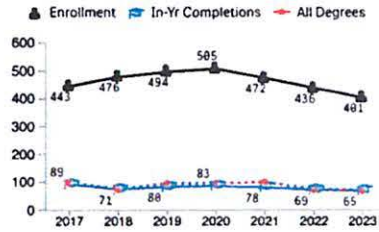
Program Review Status

Continuous Quality Improvement

CIP Code: 26.0101 Biology/ Biological Sciences, Gen'l

Review Year: 2024

Size



Demographics



Mission

Mission-Critical

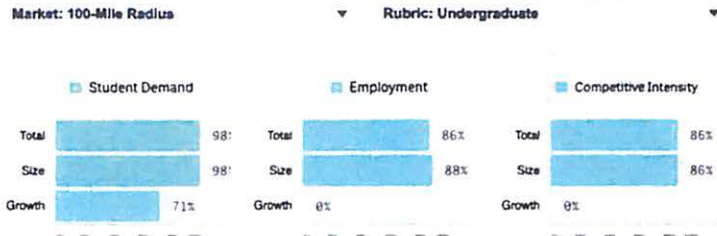
Category	Program Fit
Mission	The Department of Chemical and Biological Sciences is comprised of four major program areas: Biological Sciences, Chemistry, Biochemistry, and Forensic Sciences. Its mission is inspired by the Mission Statement...
Academic Focus	Laying the firm conceptual biology foundation, in the lecture courses offered by this program, prepares the students for hands-on learning through participating in original research with faculty, and in the app...
Student-Centered	Students have opportunities to be co-authors with faculty on peer reviewed publications, apply their knowledge in internship experiences, and through research via the Biol 4850 series, presentations at QUEST an...
State/Regional/National Needs	Preparing students for careers in science biotechnology, health care professions, and all facets of life utilizing biological knowledge and perspectives...
Community Impact	The impact of biological knowledge is extensive and pervasive, from careers in the health sciences to preparation for careers in a variety of directly and indirectly related fields, individuals have an impact o...

Overview

Markets

High Opportunity

Overall Percentile: 97%



Academics

High Performance

Academic Percentile: 95%

Category	Metric	20-21	21-22	22-23	YoY Change
Program Profile	# of Majors	472	436	401	-8% ↓
	# of Diverse Majors*	127	125	105	-18% ↓
	# Pre-Majors	0	0	0	NA
	% JR/SR Majors	64%	70%	72%	4% ↑
	SCH Taught	12,842	11,082	10,402	-6% ↓
Student Progress	% SCH Related to Online	88%	25%	19%	-23% ↓
	% SCH Taught by FT Faculty	77%	77%	73%	-5% ↓
	# Students Enrolled 2+ Terms	374	324	305	-6% ↓
	# Students Return from Prior Yr	309	290	264	-9% ↓
	# Terms Students Enrol 15+ CH	403	344	350	2% ↑
Outcomes	% Complete 15+ CH	66%	64%	76%	18% ↑
	Course Passage Rate	89%	88%	91%	4% ↑
	Primary Degrees Awarded In-Yr	78	69	65	-6% ↓
Median Years to Degree	3.7	3.7	3.7	0% —	

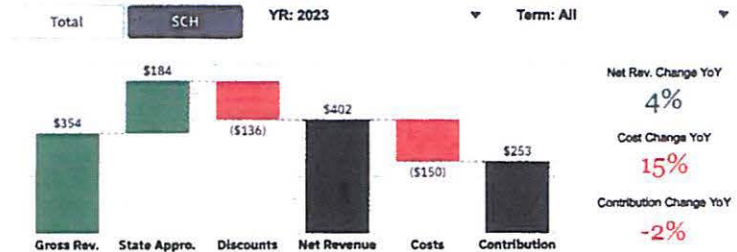
Gender: Pell Status: IPEDS Race/Ethnicity

F M UNKN Non Pell 2+ Asian Black Haw/Pac Hispanic Interntl Nv. Arn. UNKN White

Margins

Below Average

Contribution SCH Pct: 38%



Next Detailed Program Review:
2024-25

Goals and Actions for Continuous Improvement

Reviewed By	Initials and Date	Current Goals		Completed Goals		Input Date	Status	Comment
#	Goal	Strategic Impact	Action					
Chair	No input							
Dean	No input							
Program Director	No input							
Provost	No input							
1	Maintain a high quality undergraduate curriculum	Academic Distinction & Discovery of Knowledge	(1) Offer high quality academic courses in a variety of areas central to Biology (2) Update the physiology lab with new computers and software to better meet the needs of students. (3) Review and update learning outcomes and objectives for each course being sure they collectively support programmatic goals.			7/19/2024	In Progress	New anatomy models have been purchased for the labs.
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3	Prepare students for professional life following graduation	Student Futures & Lifelong Learning	(1) Engage in proactive advising to help students develop an optimal curriculum for their chosen career path (2) Inform students of graduate school opportunities (3) Invite program alumni back to campus to discuss their own career paths for the benefit of our current students			7/19/2024	In Progress	
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Provost Leadership Group

BOT Report

December 11, 2024

Elevating Summer as a Full Academic Term

The Provost Leadership Group has been analyzing strategies to enhance the summer term, transitioning it from a supplementary period to a robust semester comparable to fall and spring. This shift is essential as more programs transition to year-round schedules, requiring consistent academic offerings, faculty support, and student services.

Key Challenges Identified

1. **Low Summer Enrollment:** Current attendance does not justify full-scale operations, limiting course variety and student engagement.
2. **Faculty Availability:** Expanding summer offerings demands adequate faculty willing to commit to 12-month teaching schedules.
3. **Advising and Orientation Needs:** Students require summer advising services and faculty involvement in orientations to ensure seamless onboarding and academic continuity.
4. **Operational Support:** Elevating summer requires consistent administrative and operational structures akin to other terms.

Proposed Priorities

1. **Program Incentives:** Develop financial and professional incentives for faculty to participate in summer coordination, advising, and scholarly activity.
2. **Marketing and Recruitment:** Launch targeted campaigns to highlight the advantages of summer courses, such as accelerated graduation timelines and flexible learning options.
3. **Comprehensive Student Services:** Ensure the availability of advising, tutoring, and career services to support summer enrollees.
4. **Strategic Scheduling:** Offer high-demand courses and pilot innovative course delivery methods (e.g., hybrid or intensive formats) to attract a diverse student body.

Next Steps

The group will prioritize data collection on student and faculty preferences, cost-benefit analyses for expanding summer offerings, and pilot programs to test the feasibility of these initiatives. Collaboration with academic departments, student affairs, and institutional research will be critical to ensure alignment with university goals and resource availability.

By elevating summer to a fully integrated semester, we can increase institutional capacity, enhance student outcomes, and support the evolving needs of our academic community.