



**BOARD OF TRUSTEES
GOVERNANCE COMMITTEE
Michael A. Peterson, Chair
Charles T. George, Vice Chair
All Trustees are Members**

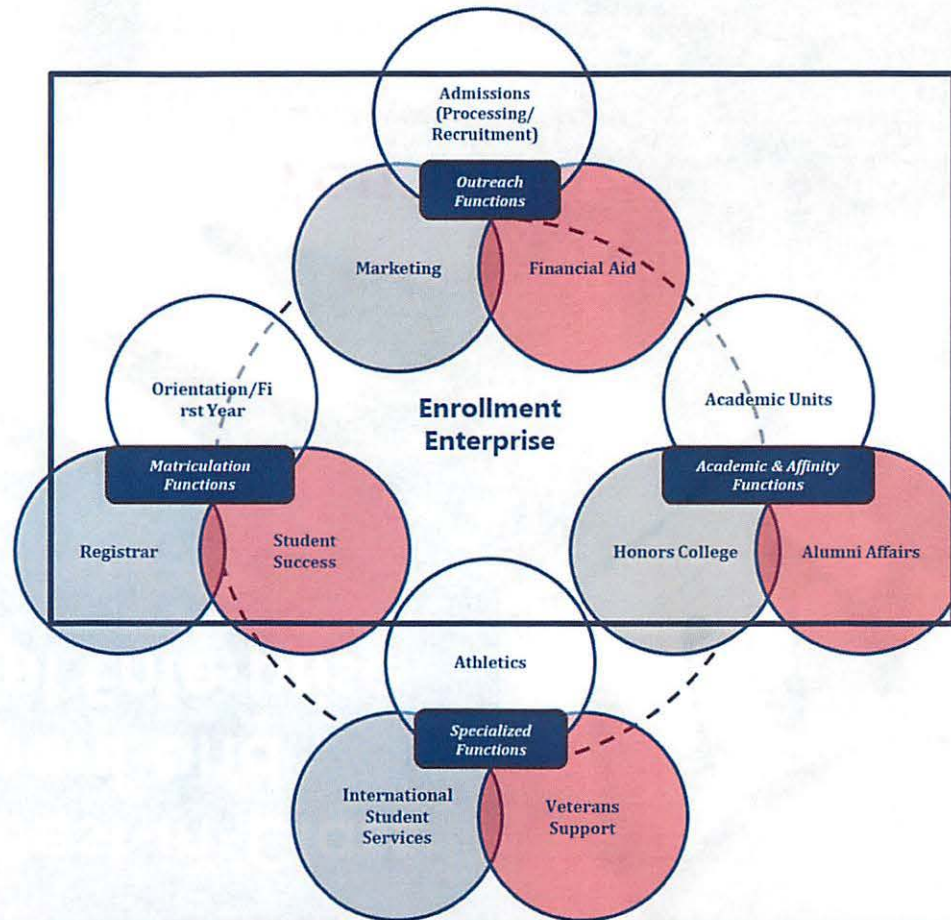
**Wednesday, March 6, 2024
11:00 a.m.**

**Board Meeting Room
Tod Hall**

AGENDA

- A. Disposition of Minutes**
- B. Old Business**
- C. Committee Items**
 - 1. Governance Discussion Items**
 - Tab 1 a. Enrollment Optimization**
 - Tab 2 b. 2023 IPEDS Feedback Report and 2023 Board Level KPIs**
 - c. 2024 Spring Commencement Discussion**
 - d. Nomination of Board Officers 2024-2025**
- D. New Business**
 - a. Executive Session**
- E. Background Materials**
 - Tab 3 a. Board of Trustees Two-Year Attendance Report**
- F. Adjournment**

ENROLLMENT ENTERPRISE



YOUNGSTOWN STATE UNIVERSITY



Building a Best-in-Class Enrollment and Recruitment Enterprise



Youngstown State University/RNL Partnership

Charles Ramos - Vice President/Account Mgt



Leveraging RNL's Research and Recognized Expertise

Building New YSU Capabilities to Establish a Long-Term Competitive Advantage

- Train and Consult enrollment leadership and recruitment staff 'up' to First Class level(s) – allowing YSU to build internal capabilities that are continually optimized
- Develop, Consult and Execute on strategic plans – ensuring successful launch, adherence to, and on-going evolution of the plan to produce increased sustainable enrollment and revenue growth
- Position YSU at a distinct competitive advantage in the state and region
- YSU and RNL will work together in partnership to achieve/exceed goals



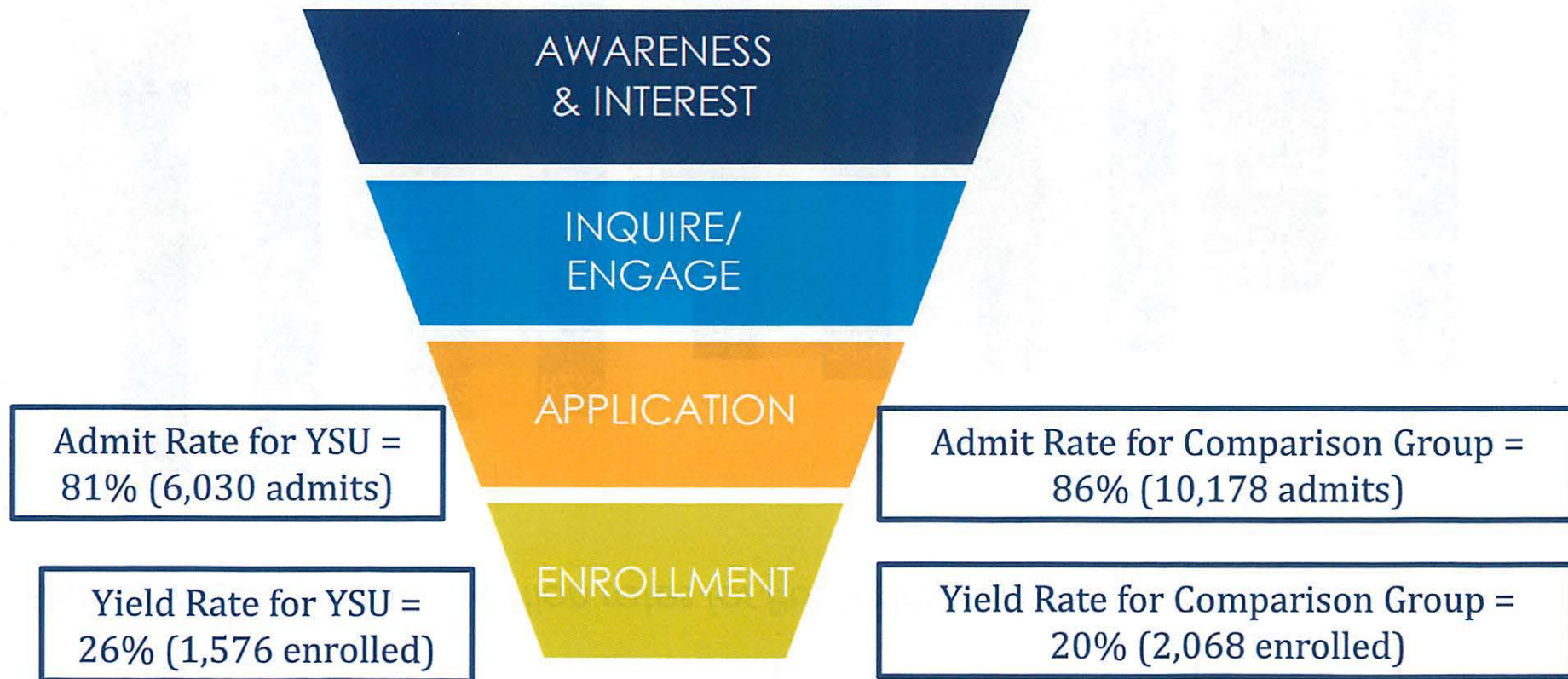
Transforming YSU for Long-Term Sustainable Growth

Optimizing the Enrollment Enterprise

- Leverage RNL research to inform and affect strategy and execution of best-in-class services and recruitment practices
- Benefit from nimble, market-sensitive approach that values engagement, nurturing and conversion
 - Meet the market where it is, rather than force the market to meet YSU
- Promote a value proposition-based approach conveyed through multiple channels to ensure widespread consumption from a market that now sees a higher ed degree as a commodity
- Enhancement of not just YSU's current state, but implementation of a transformative approach for the institution, and the overall enrollment enterprise,
 - Fully optimized – moving toward a more self-sustaining entity driving long-term, annual enrollment and revenue growth
- Establish a meaningful competitive advantage in the state and region via a YSU/RNL partnership



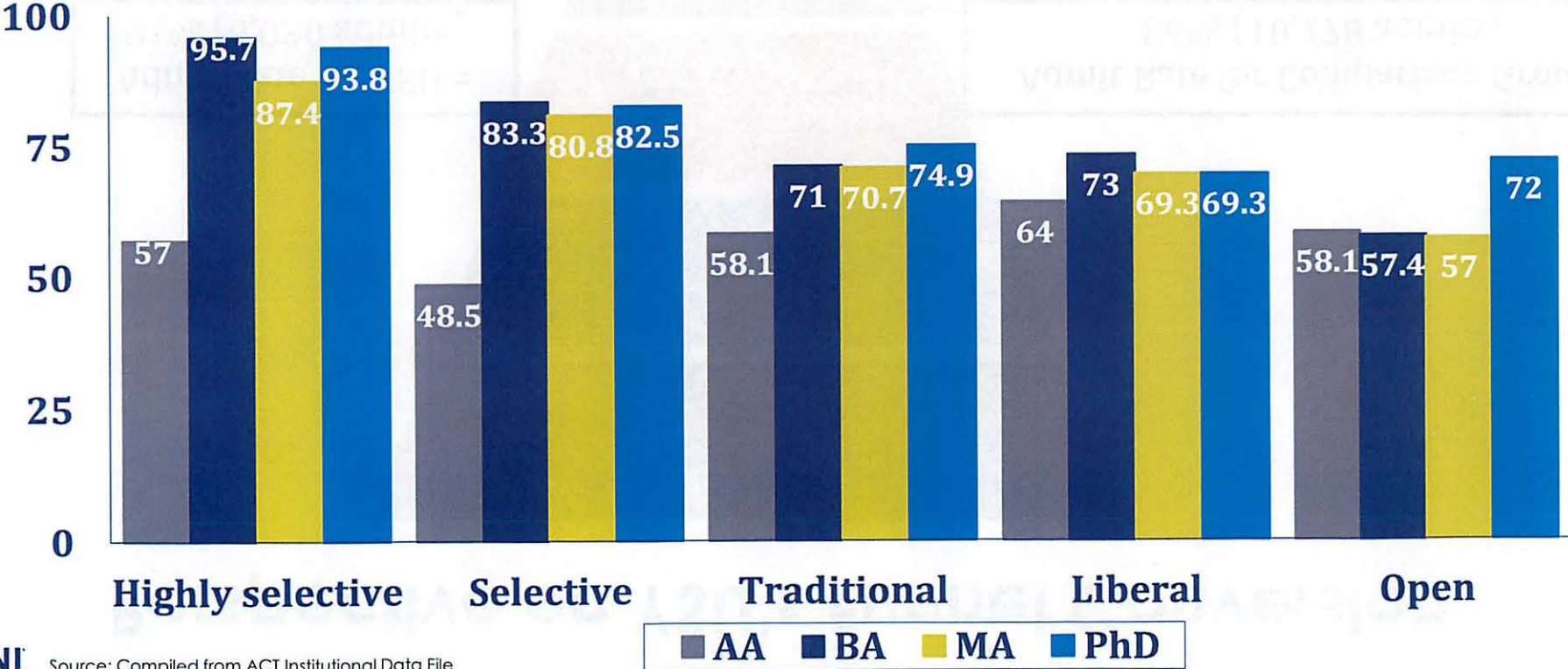
Perspective on YSU's Funnel Conversion



Source: IPEDS Fall 2022 FT and PT FTIC – Comparison group is made up of CSU, Kent State and Univ. of Akron

Youngstown State University retention rate = 78%

First- to Second-Year retention rates for Public Institutions



Source: Compiled from ACT Institutional Data File
ACT, Inc. All Rights Reserved.

BROADER LANDSCAPE

Ohio

The competition factor

| | In-state Counts | Percentage | Rank |
|-------------------------------------|-----------------|------------|------|
| 2023-24 High School Seniors* | 132,520 | | 7 |
| Institutions of Higher Education** | 199 | | 6 |
| College Continuation*** | 87,478 | 66.0% | 29 |
| Leave the State to Go to College*** | 14,203 | 10.7% | 36 |



| Largest Institutions*** | In-state Freshman*** | Estimated Market Share^ |
|--------------------------------------|----------------------|-------------------------|
| Ohio State University-Main Campus | 6140 | 8.96% |
| University of Cincinnati-Main Campus | 4119 | 5.71% |
| Columbus State Community College | 3653 | 5.06% |
| Sinclair Community College | 3109 | 4.31% |
| Kent State University at Kent | 3087 | 4.28% |

| Remaining Students | Remaining Institutions | Students Per Institution |
|--------------------|------------------------|--------------------------|
| 53,167 | 194 | 274 |

Sources:

*Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates, 2020*, www.knocking.wiche.edu

**National Center for Education Statistics, IPEDS, 2022

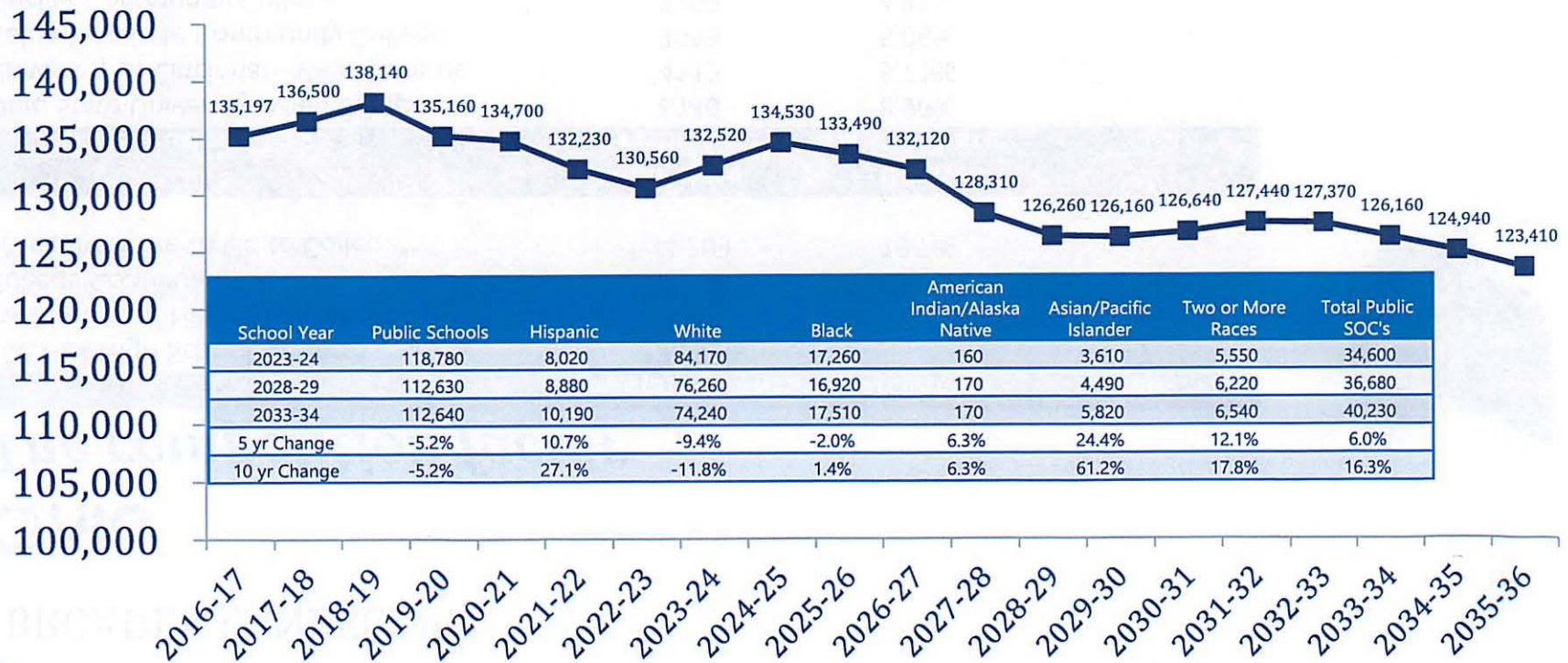
***National Center for Education Statistics. Freshman Migration Data for 2020-21



BROADER LANDSCAPE

Projected change in high school graduates

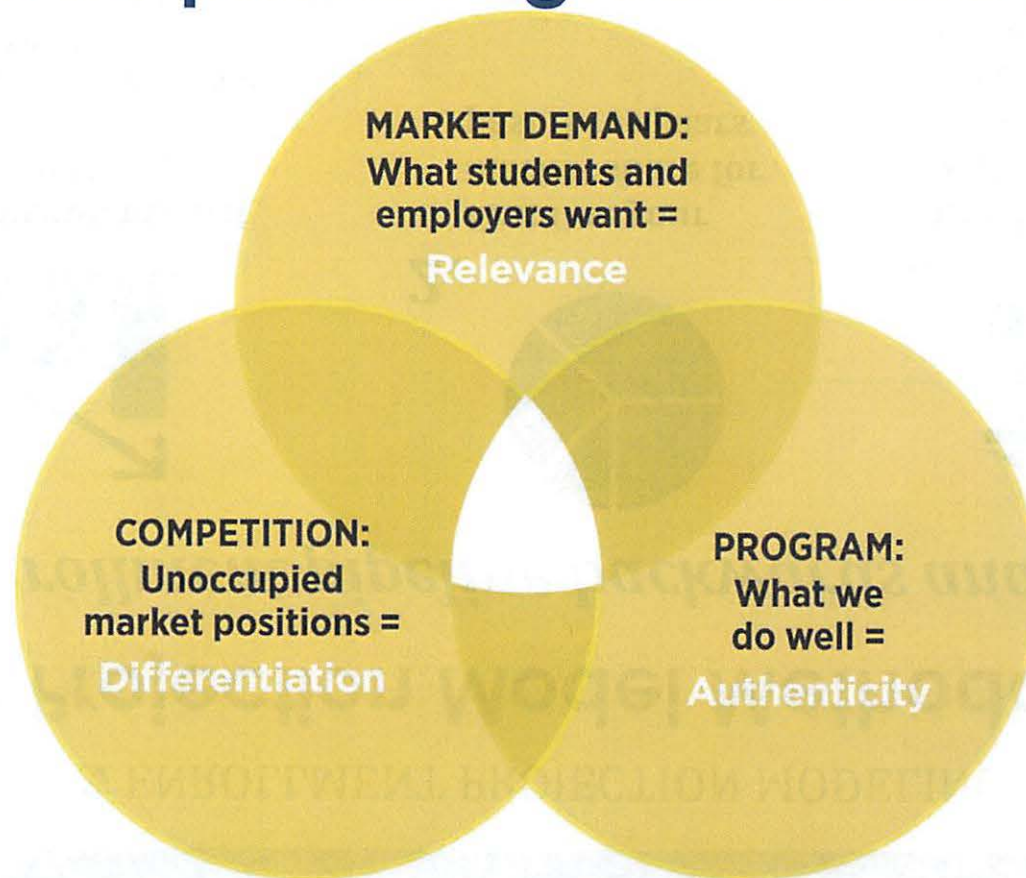
Ohio 2017-36



Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates, 2020*, www.knocking.wiche.edu

MARKET RESEARCH & ENROLLMENT PROJECTION MODELING

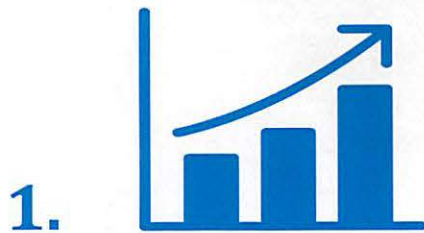
A rubric for prioritizing academic programs



MARKET RESEARCH & ENROLLMENT PROJECTION MODELING

Enrollment Projection Model Methodology

Know your enrollment pipeline backwards and into the future!



Predict overall market (recruitment) size

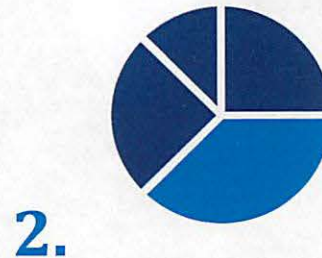
Data:

- Freshmen/Transfer: NCES kindergarten
- Adults: Pull most recent census projections

Equation:

- Weighted retention formula to predict market size

Predict market size through 2033



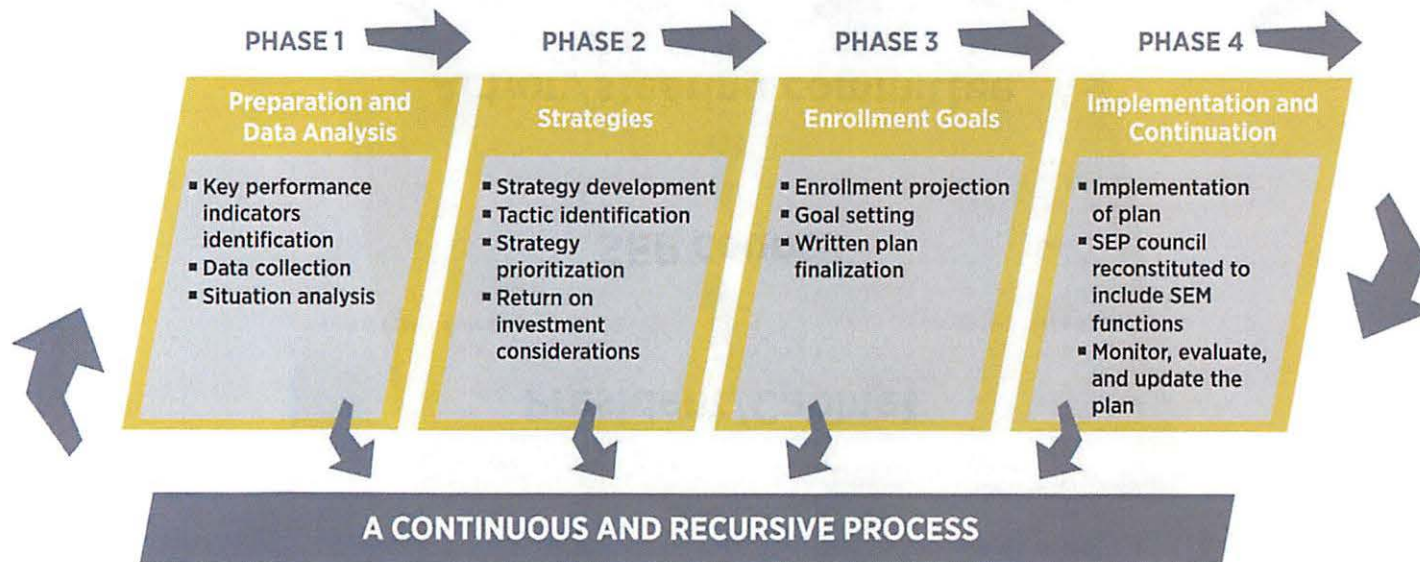
Examine your market share for past three years



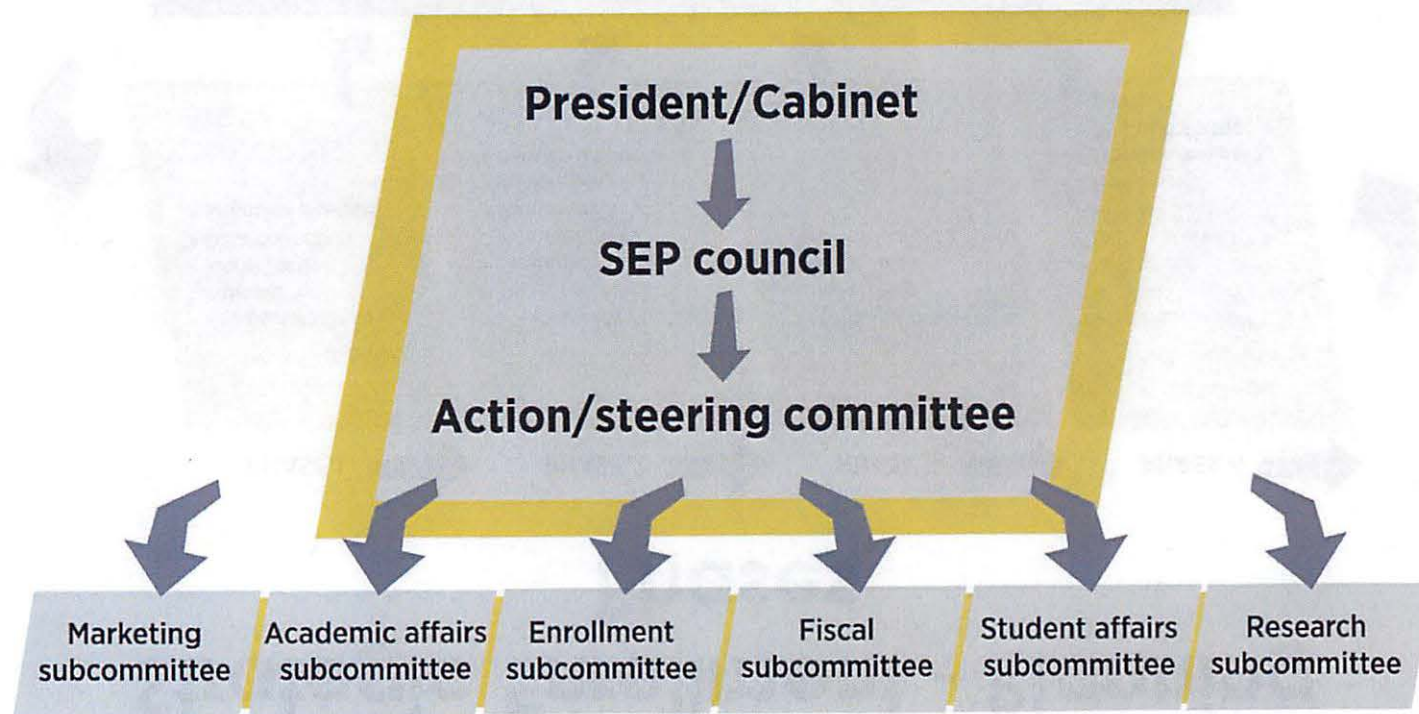
Combine market share and demographic trends to establish predicted enrollment

- Best case
- Worst case
- Maintain

Strategic Enrollment - Planning Phases



Strategic Enrollment Planning - STRUCTURE



RNL Student Search to Enrollment

Solution Objective and Funnel Impact

Student Search to Enrollment Objective

RNL Student Search to Enrollment helps institutions maximize ROI and reach enrollment goals by creating a continuous engagement process with students and parents at every stage of the enrollment journey.

Backed by RNL's team of experts, this comprehensive solution combines compelling creative, analytical insights, and strategy to drive student conversion at every stage of the enrollment funnel.

Funnel Impact

Build Awareness and Generate Leads



Build and Qualify Inquiry Pool



Convert to Applicant



Admit



Enroll



RNL Student Search to Enrollment

Student and Parent Connections Lift Conversion

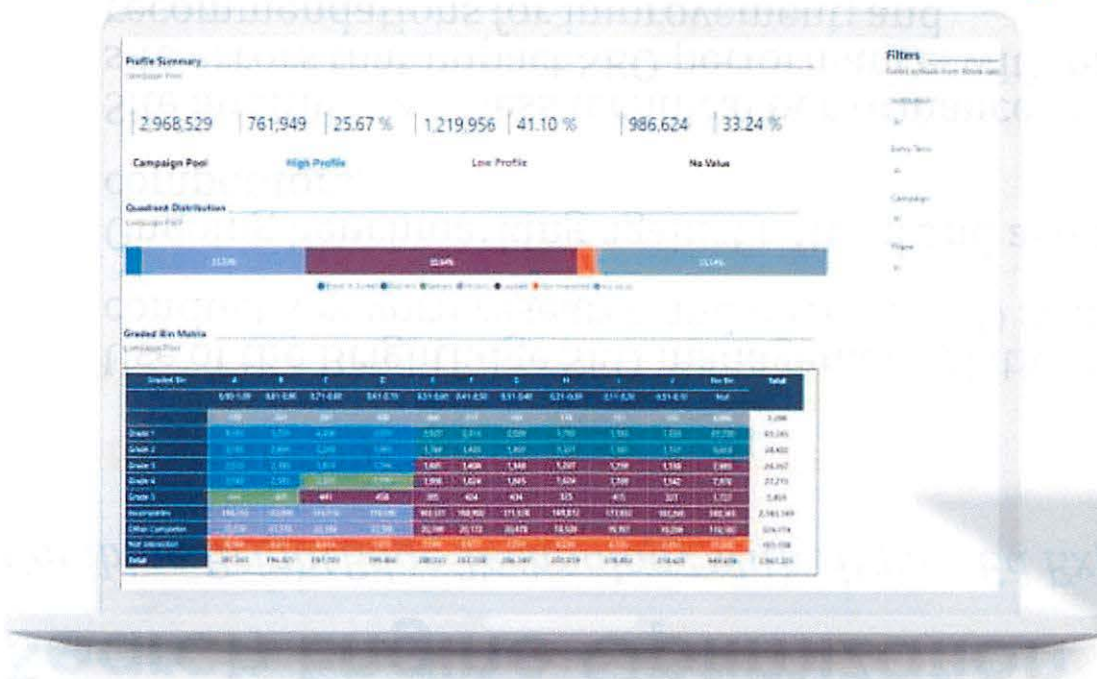


Summer melt 50% lower

RNL Student Search to Enrollment

RNL's SmartView Dashboards

See your data better than ever before!

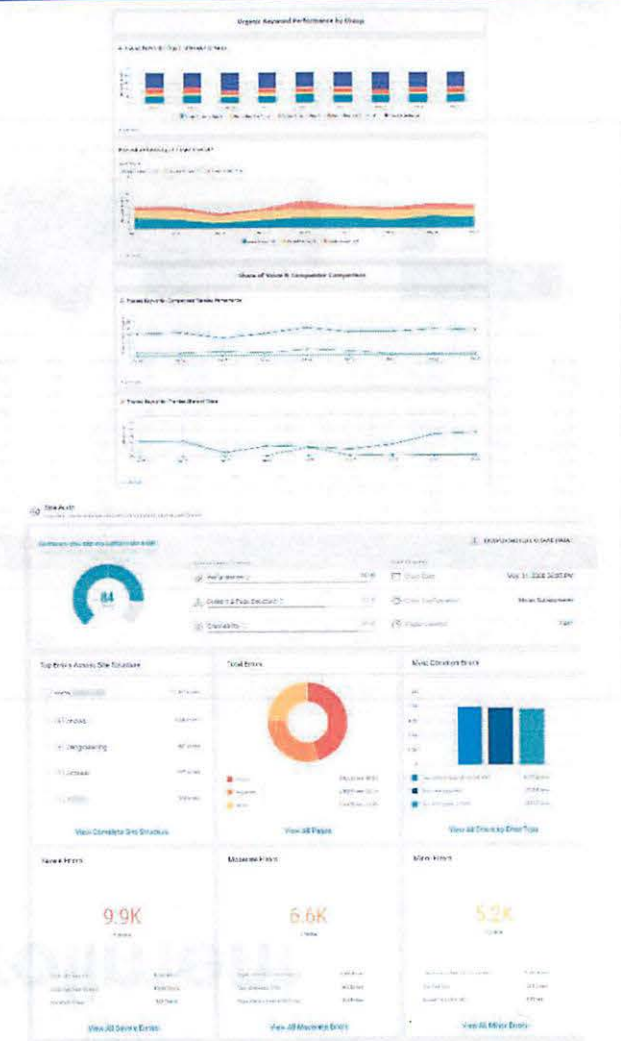


Search Engine Optimization

Combine BrightEdge Technology with Higher Ed Expertise

We measure our success by your results!!

- Use of the BrightEdge SEO management platform to conduct keyword research and develop SEO strategy;
- Ongoing benchmarking against natural and aspirant competitors;
- Site auditing to assess technical performance and identify site errors that impact SEO performance, with prioritized recommendations for improvement; and
- Development of performance dashboards and assessment of performance results at the keyword and website, including integration with your Google Analytics account.



RNL Communication Flow Audit

Audience Message Development

How it Works



Onboarding

RNL schedules a phone conference to review project goals and set dates for the assessment.



Pre-Visit Review

YSU submits all existing communication flows to RNL before the on-campus visit.

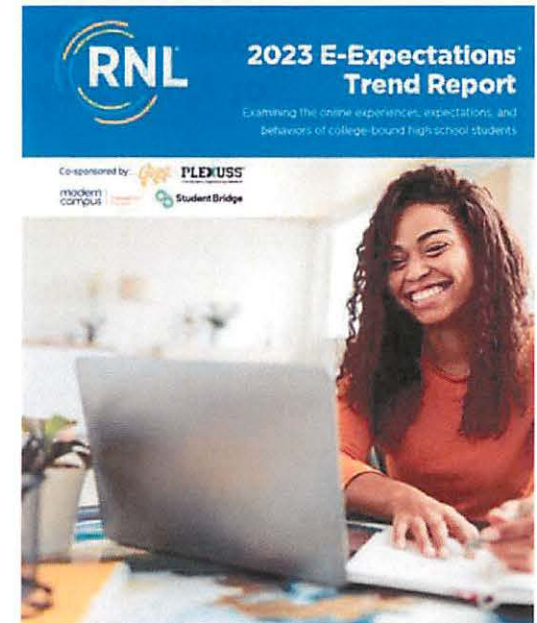


Campus Visit

RNL visits campus to review and assess YSU's current communications plans.



Our Comm Flow Audit will include a specific review of YSU's transfer student outreach efforts with recommendations to refine your strategies for admitting and attracting transfer students.



Student Retention and Persistence

Predictive Analytics that Impact Enrollment

ATTRITION CURVES

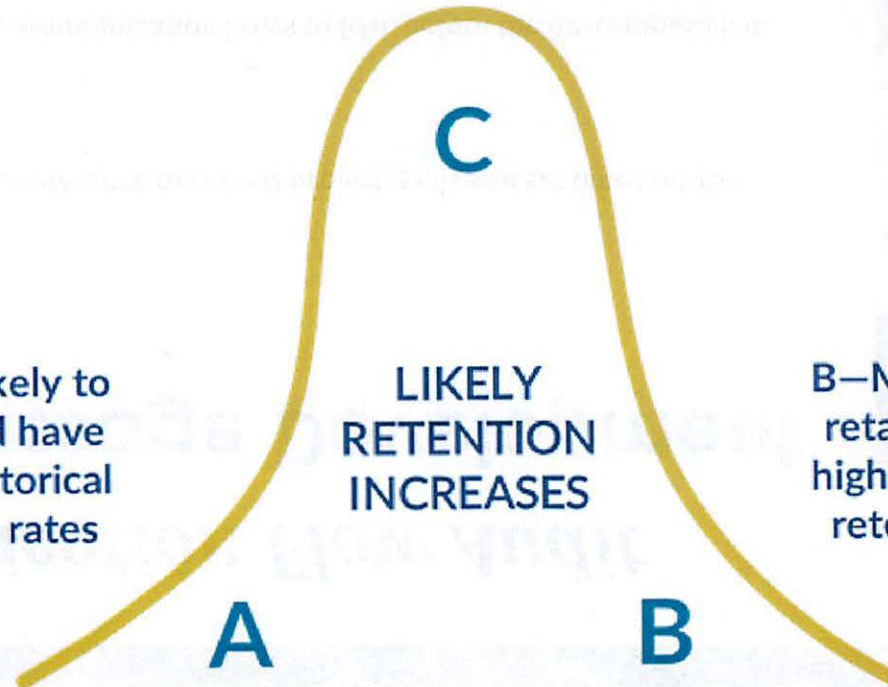
*Allows for
focused
strategies on
focused targets*

C—What some have called the “Murky Middle”

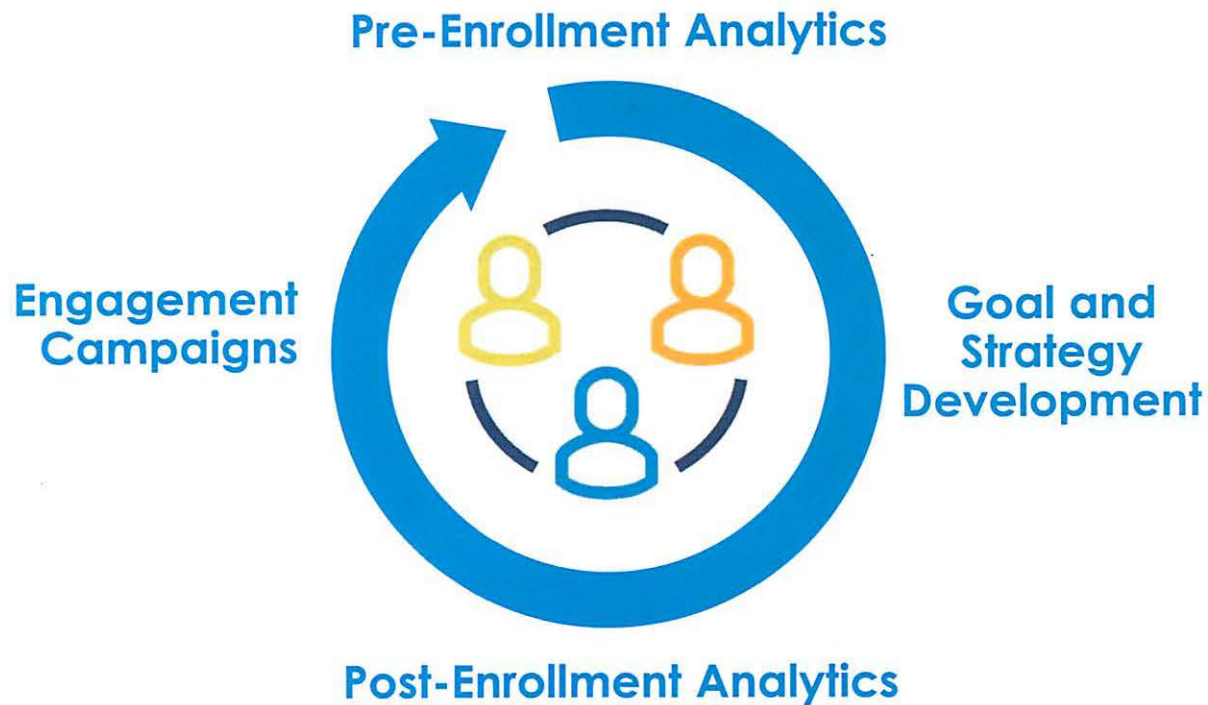
A—Less likely to
retain and have
lowest historical
retention rates

LIKELY
RETENTION
INCREASES

B—Most likely to
retain and have
highest historical
retention rates



RNL Student Success



Achieve retention and completion goals through:

- Actionable analytics
- Motivational and satisfaction surveys
- Student engagement campaigns

Youngstown State University
High Level Summary
2023 IPEDS DATA FEEDBACK REPORT

Data is typically for Fall 2022, FY-22, or from the 2021-2022 academic year

March 2024

Board of Trustees

- YSU is slightly more selective (81% vs. 88% admitted) and has an equivalent yield (26% vs. 25% of those admitted matriculated fall term).
- YSU average net price is lower (by \$1,125) while published tuition and fees is higher (by \$1,493) compared to peers.
- A slightly lower percentage of YSU students receive aid (93% vs. 95%) while the amount of any grant aid received is lower for YSU students compared to peers (\$7,631 vs. \$9,612).
- The retention rate for first-time bachelor's degree-seeking full-time students was higher for YSU for the Fall 2021 cohort (78% vs. 69%).
- The 6-y graduation rate for the 2016 cohort is higher for YSU (49% vs. 46%) while the graduation rate for black/African American is lower for YSU (31% vs. 37%) (30% vs. 36% in previous report), while YSU graduation rate for non-resident aliens is lower compared to peers (33% vs. 57%) (higher for YSU in previous report (61% vs. 56%).
- 6-y graduation rate for the 2016 cohort is higher for YSU (49% vs. 46%) than compared to peers. The transfer out rate for YSU is 19%, while the peer transfer-out rate is 26%.
- For YSU, the 6-y graduation rate for the 2015 cohort is 8% higher than that of the 2013 cohort, whereas there was no change in the graduation rate for the same comparison for peers.
- YSU non-first-time, full-time, degree/certificate seeking undergraduate PELL recipients (2014-15 cohort) have a lower 8-y graduation rate (47% vs. 59%), and YSU non-PELL recipients have a lower graduation rate (59% vs. 65%) compared to peers.
- State funding constitutes a smaller percentage of revenue for YSU compared to peers (22% vs. 28%), while 7% vs. 1% of revenue is derived from private gifts, grants, and contracts for YSU and peers, respectively.
- YSU invests 62% while peers invest 58% of core expenses in the areas of instruction, academic support, and research per student FTE compared to total core expenses.
- YSU spends \$17,278 for the seven standard expense categories while peers spend \$20,887 per student FTE (peers spend \$3,609 or 21% more than YSU per student FTE).
- Average salaries (9-month) for all academic ranks is \$75,963 for YSU vs. \$80,317 for Peers (5.4% lower than Peers).
- YSU has slightly more (49%) compared to peers (47%) of individuals in instruction and instructional support occupational categories considering all 10 categories of employment.
- YSU has 1,123 while peers have 1,277 FTE staff for 10 occupational categories (YSU employs 154 or 12% fewer FTE staff).

IPEDS DATA FEEDBACK REPORT 2023

What Is IPEDS?

The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collects data from all institutions that provide postsecondary education and are eligible to receive Title IV funding across the United States and other U.S. jurisdictions.

These data are used at the federal and state level for policy analysis and development; at the institutional level for benchmarking and peer analysis; and by students and parents, through the College Navigator (<https://nces.ed.gov/collegenavigator/>), an online tool to aid in the college search process. Additional information about IPEDS can be found on the website at <https://nces.ed.gov/ipeds>.

What Is the Purpose of This Report?

The Data Feedback Report is intended to provide institutions a context for examining the data they submitted to IPEDS. The purpose of this report is to provide institutional executives a useful resource and to help improve the quality and comparability of IPEDS data.

What Is in This Report?

The figures in this report provide a selection of indicators for your institution to compare with a group of similar institutions. The figures draw from the data collected during the 2022-23 IPEDS collection cycle and are the most recent data available. The inside cover of this report lists your selected comparison group of institutions and the criteria used for their selection. The Methodological Notes at the end of the report describe additional information about these indicators and the pre-selected comparison group.

Where Can I Do More with IPEDS Data?

Each institution can access previously released Data Feedback Reports from 2005 and customize this 2023 report by using a different comparison group and IPEDS variables of its choosing. To learn how to customize the 2023 report, visit this resource page <https://nces.ed.gov/ipeds/Help/View/2>. To download archived reports or customize the current Data Feedback Report, visit the 'Use the Data' portal on the IPEDS website <https://nces.ed.gov/ipeds> and click on Data Feedback Report.

COMPARISON GROUP

Comparison group data are included to provide a context for interpreting your institution's indicators. If your institution did not define a custom comparison group for this report by July 15, 2023 NCES selected a comparison group for you. (In this case, the characteristics used to define the comparison group appears below.) The customized Data Feedback Report function available at <https://nces.ed.gov/ipeds/use-the-data/> can be used to reproduce the figures in this report using different peer groups.

The custom comparison group chosen by Youngstown State University includes the following 29 institutions:

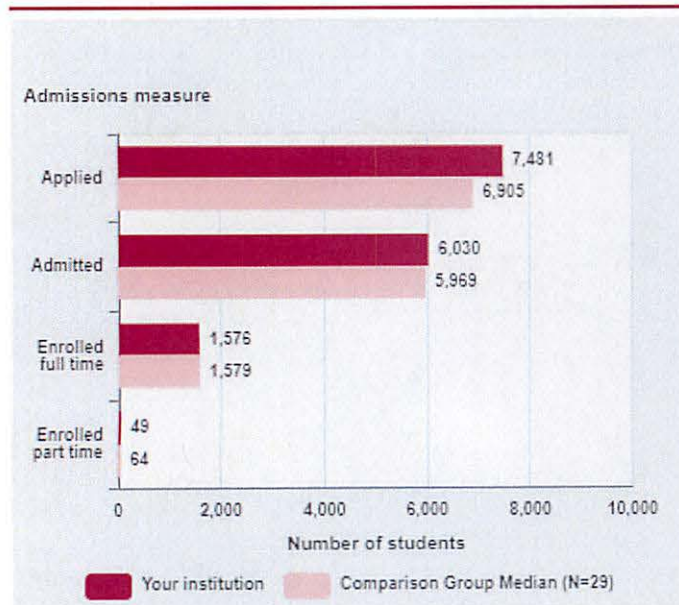
- ▶ [Austin Peay State University](#) (Clarksville, TN)
- ▶ [California State University-Chico](#) (Chico, CA)
- ▶ [California State University-Fresno](#) (Fresno, CA)
- ▶ [California State University-Sacramento](#) (Sacramento, CA)
- ▶ [Cleveland State University](#) (Cleveland, OH)
- ▶ [Columbus State University](#) (Columbus, GA)
- ▶ [Eastern Michigan University](#) (Ypsilanti, MI)
- ▶ [Eastern Washington University](#) (Cheney, WA)
- ▶ [Jacksonville State University](#) (Jacksonville, AL)
- ▶ [Kean University](#) (Union, NJ)
- ▶ [Lamar University](#) (Beaumont, TX)
- ▶ [McNeese State University](#) (Lake Charles, LA)
- ▶ [Middle Tennessee State University](#) (Murfreesboro, TN)
- ▶ [Northeastern State University](#) (Tahlequah, OK)
- ▶ [Northern Kentucky University](#) (Highland Heights, KY)
- ▶ [Northwestern State University of Louisiana](#) (Natchitoches, LA)
- ▶ [Purdue University Fort Wayne](#) (Fort Wayne, IN)
- ▶ [Sam Houston State University](#) (Huntsville, TX)
- ▶ [San Francisco State University](#) (San Francisco, CA)
- ▶ [Southeastern Louisiana University](#) (Hammond, LA)
- ▶ [Southern Oregon University](#) (Ashland, OR)
- ▶ [Texas A & M University-Commerce](#) (Commerce, TX)
- ▶ [Texas A & M University-Corpus Christi](#) (Corpus Christi, TX)
- ▶ [The University of Texas at Tyler](#) (Tyler, TX)
- ▶ [The University of Texas Rio Grande Valley](#) (Edinburg, TX)
- ▶ [University of Akron Main Campus](#) (Akron, OH)
- ▶ [University of Central Oklahoma](#) (Edmond, OK)
- ▶ [University of Memphis](#) (Memphis, TN)
- ▶ [University of Michigan-Flint](#) (Flint, MI)

The figures in this report have been organized and ordered into the following topic areas:

| Topic Area | Figures | Pages |
|--|---------------------------------------|----------------|
| 1) Admissions (only for non-open-admissions schools) | 1 and 2 | 3 |
| 2) Student Enrollment | 3, 4, 5 and 6 | 3 and 4 |
| 3) Awards | 7 | 4 |
| 4) Charges and Net Price | 8 and 9 | 5 |
| 5) Student Financial Aid | 10, 11, 12, 13, 14 and 15 | 5 and 6 |
| 6) Military Benefits* | [Not applicable] | |
| 7) Retention and Graduation Rates | 16, 17, 18, 19, 20, 21, 22, 23 and 24 | 7, 8, 9 and 10 |
| 8) Finance | 25 and 26 | 11 |
| 9) Staff | 27 and 28 | 11 and 12 |
| 10) Libraries* | 29 and 30 | 12 |

*These figures only appear in customized Data Feedback Reports (DFRs), which are available through Use the Data portal on the IPEDS website.

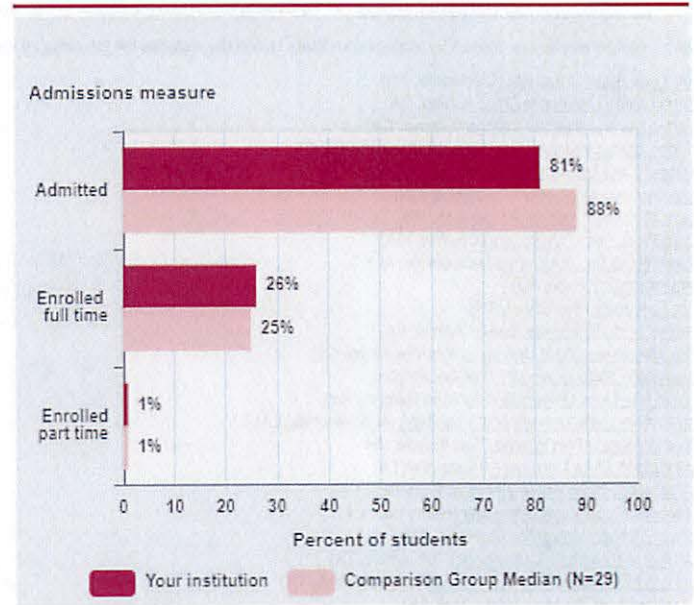
Figure 1. Number of first-time undergraduate students who applied, were admitted, and enrolled full-time and part-time: Fall 2022



NOTE: Admissions data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Admissions survey component.

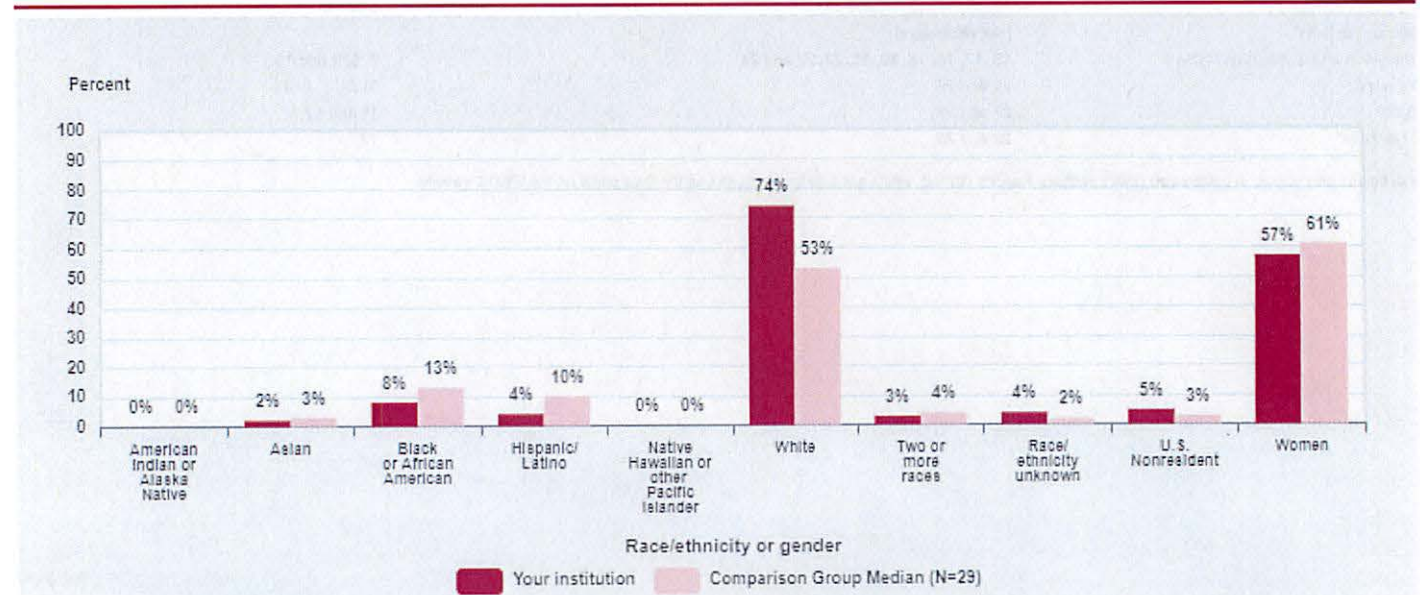
Figure 2. Percent of first-time undergraduate applicants admitted, and percent of admitted students enrolled full-time and part-time: Fall 2022



NOTE: Admissions data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. For details, see the Methodological Notes. See 'Use of Median Values for Comparison Group' for how median values are determined. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Admissions survey component.

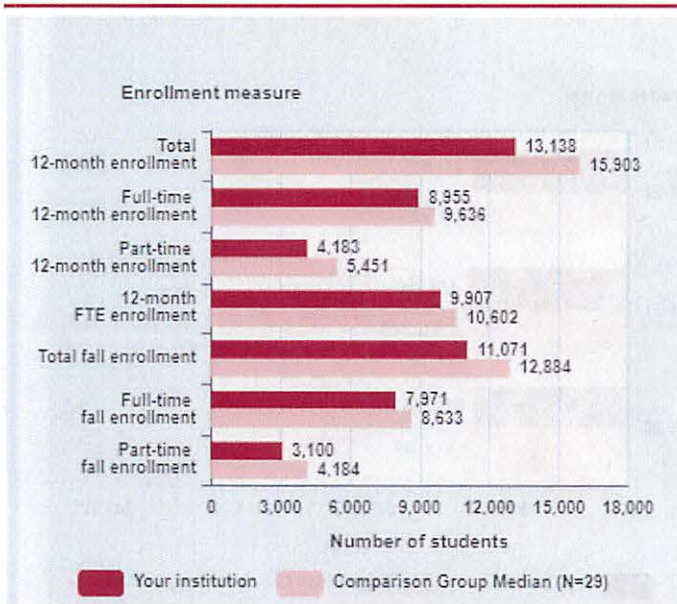
Figure 3. Percent of all students enrolled, by race/ethnicity, and percent of students who are women: Fall 2022



NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. Median values for the comparison group will not add to 100%. See 'Use of Median Values for Comparison Group' for how median values are determined. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2023, Fall Enrollment survey component.

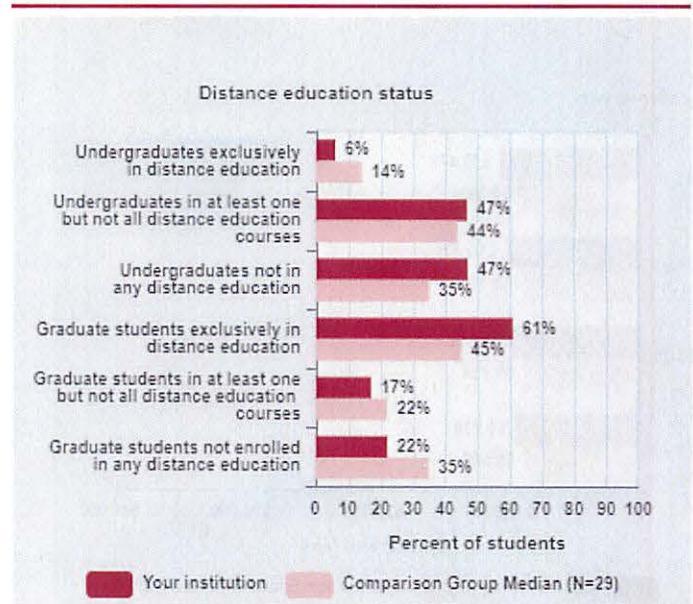
Figure 4. Total 12-month enrollment, full-time and part-time 12-month enrollment, 12-month FTE enrollment (2021-22), and total fall enrollment, full-time and part-time fall enrollment (Fall 2022)



NOTE: For details on calculating full-time equivalent (FTE) enrollment, see Calculating FTE in the Methodological Notes. Total headcount, FTE, and full- and part-time fall enrollment include both undergraduate and postbaccalaureate students, when applicable. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2022, 12-month Enrollment survey component and Spring 2023, Fall Enrollment survey component.

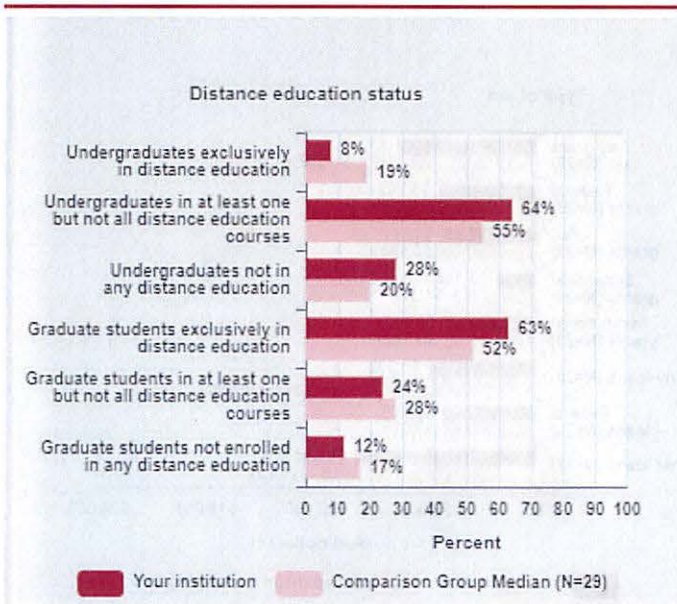
Figure 5. Percent of students enrolled in distance education courses, by distance education status and student level: Fall 2022



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2023, Fall Enrollment survey component.

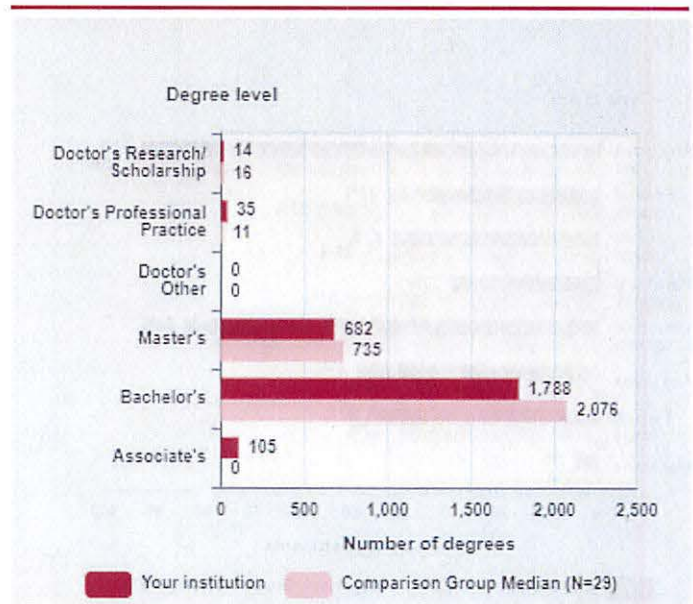
Figure 6. Percent of students enrolled in distance education courses, by distance education status and student level: 2021-22



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2022, 12-month Enrollment survey component.

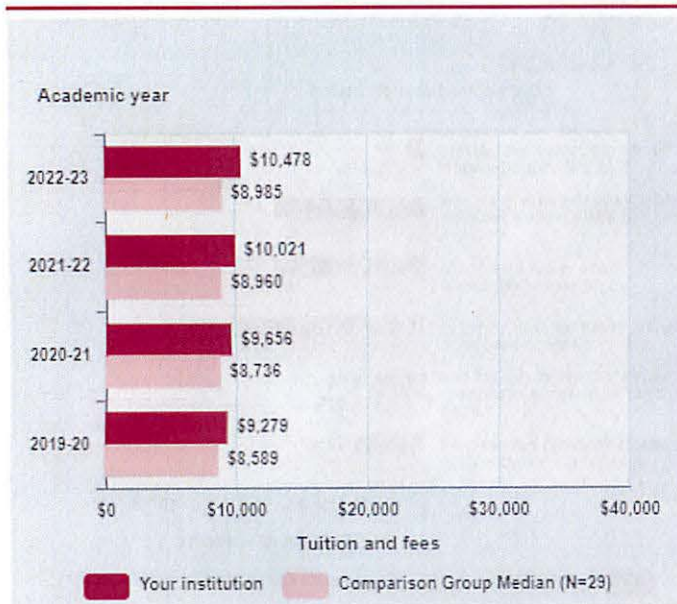
Figure 7. Number of degrees awarded, by level: 2021-22



NOTE: N is the number of institutions in the comparison group.

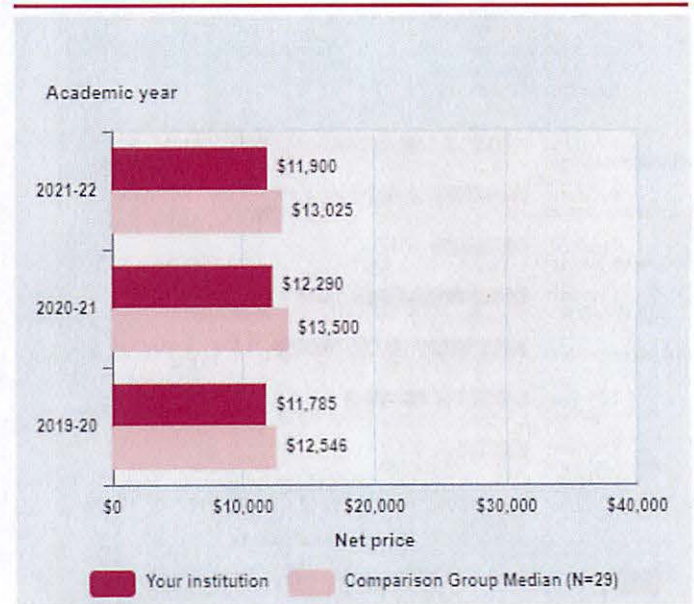
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2022, Completions survey component.

Figure 8. Tuition and required fees for full-time, first-time degree/certificate-seeking undergraduate students: Academic years 2019-20 to 2022-23



NOTE: The tuition and required fees shown here are the lowest reported from the categories of in-district, in-state, and out-of-state. N is the number of institutions in the comparison group.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2022, Institutional Characteristics survey component.

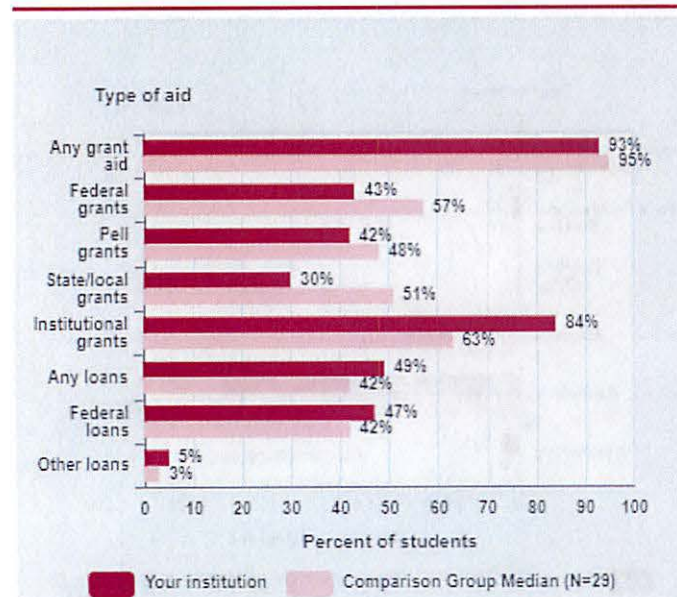
Figure 9. Average net price of attendance for full-time, first-time degree/certificate-seeking undergraduate students, who were awarded grant or scholarship aid: Academic years 2019-20 to 2021-22



NOTE: Average net price is for full-time, first-time degree/certificate-seeking undergraduate students and is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship awarded aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees (lower of in-district or in-state for public institutions), books and supplies, and the weighted average of room and board and other expenses. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2022, Institutional Characteristics survey component and Winter 2022-23, Student Financial Aid survey component.

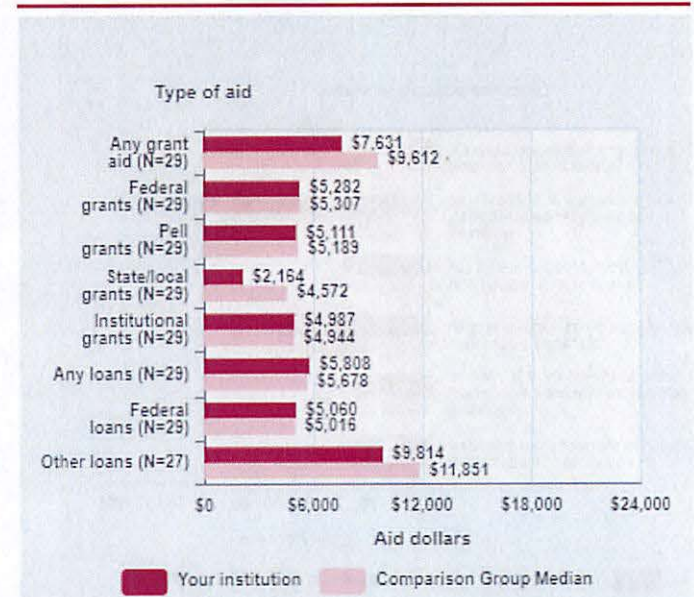
Figure 10. Percent of full-time, first-time degree/certificate-seeking undergraduate students who were awarded grant or scholarship aid, or loans, by type of aid: Academic year 2021-22



NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, or the institution. Federal grants include Federal Pell grants and other federal grants. Any loans include federal loans and other loans awarded to students. For details on how students are counted for financial aid reporting, see Cohort Determination in the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Student Financial Aid survey component.

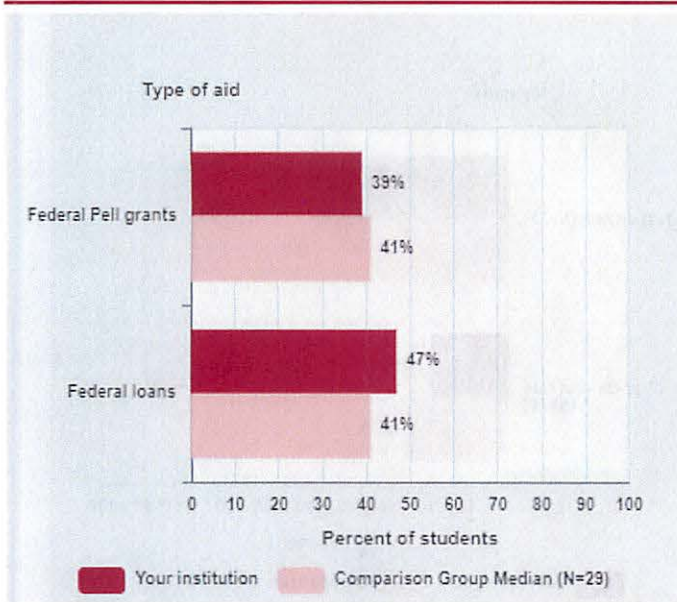
Figure 11. Average amounts of awarded grant or scholarship aid, or loans awarded to full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: Academic year 2021-22



NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, or the institution. Federal grants include Federal Pell grants and other federal grants. Any loans include federal loans and other loans awarded to students. Average amounts of aid were calculated by dividing the total aid awarded by the unduplicated count of recipients at each institution. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Student Financial Aid survey component.

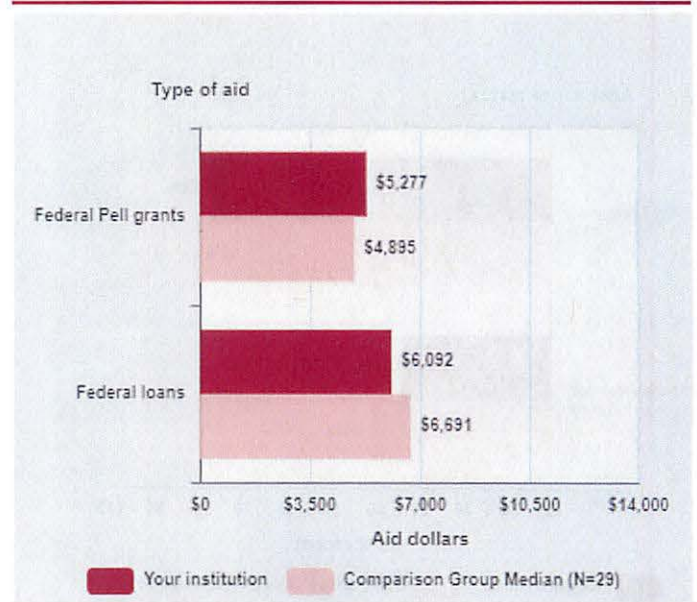
Figure 12. Percent of degree/certificate-seeking undergraduate students awarded Federal Pell grants and Federal Student loans : Academic year 2021-22



NOTE: Federal loans include federal loans awarded to students. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Student Financial Aid survey component.

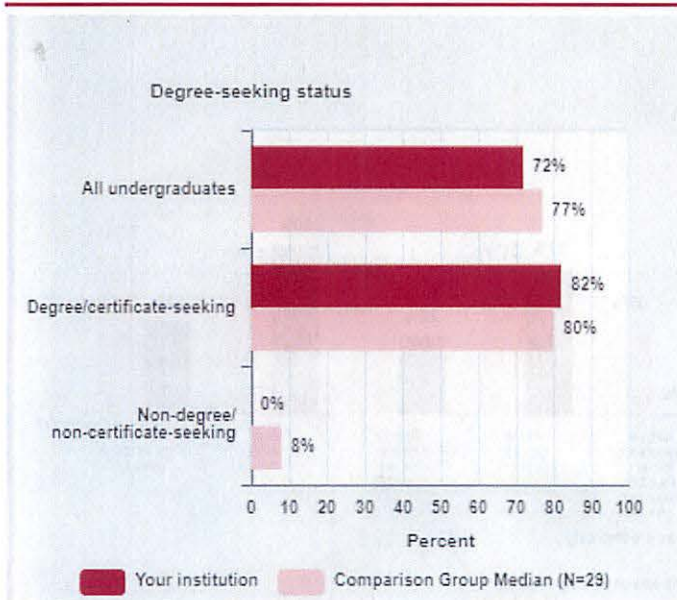
Figure 13. Average amount of Federal Pell grants and Federal Student loans awarded to degree/certificate-seeking undergraduate students: Academic year 2021-22



NOTE: Federal loans include federal loans to students. Average amounts of aid were calculated by dividing the total aid awarded by the unduplicated count of recipients at each institution. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Student Financial Aid survey component.

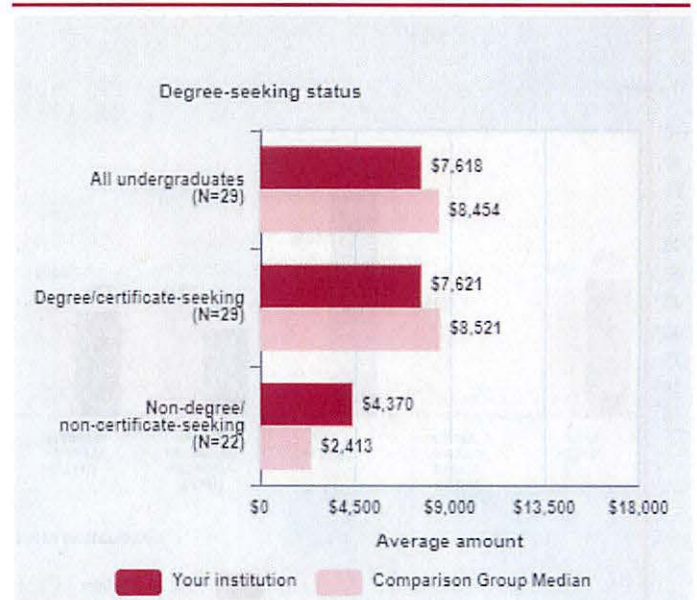
Figure 14. Percent of undergraduate students awarded grant or scholarship aid, by degree/certificate-seeking status: Academic year 2021-22



NOTE: Grant or scholarship aid includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Student Financial Aid survey component.

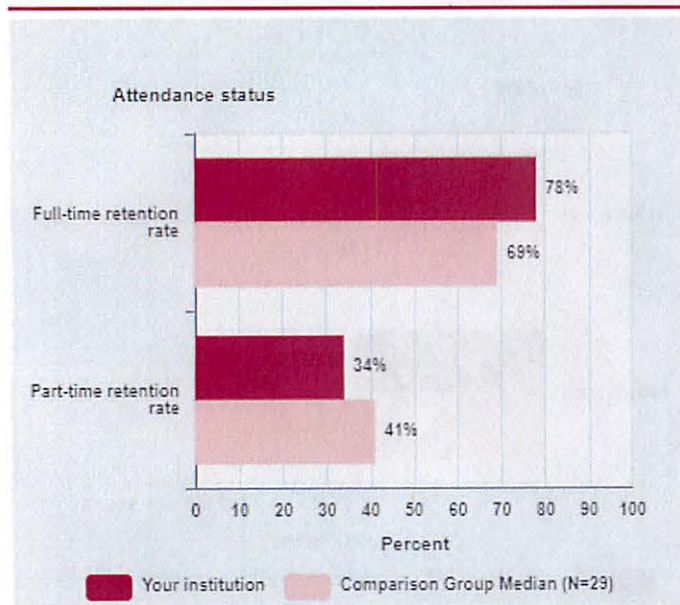
Figure 15. Average amount of grant or scholarship aid awarded to undergraduate students, by degree/certificate-seeking status: Academic year 2021-22



NOTE: Grant or scholarship aid includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. Average amounts of aid were calculated by dividing the total aid awarded by the unduplicated count of recipients at each institution. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Student Financial Aid survey component.

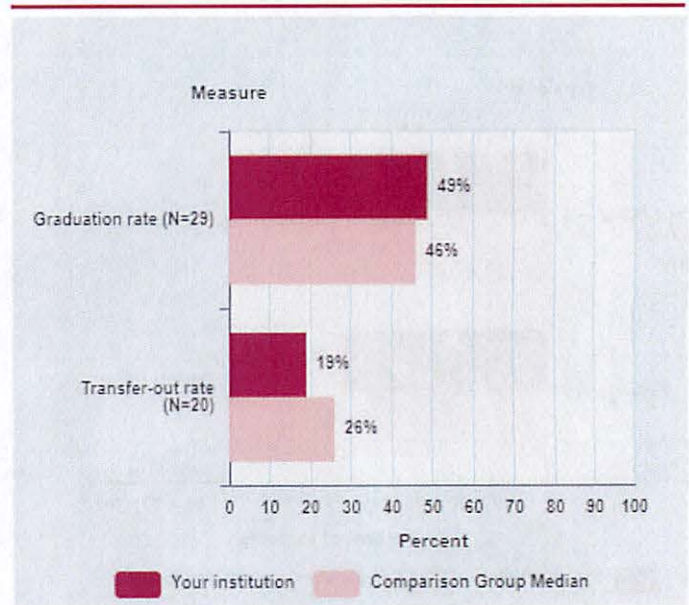
Figure 16. Retention rates of first-time bachelor's degree-seeking students, by attendance status: Fall 2021 cohort



NOTE: Retention rates are measured from the fall of first enrollment to the following fall. Academic reporting institutions report retention data for the Fall 2021 cohort of students who are still enrolled as of the institution's official fall reporting date or as of October 15, 2022. Program reporters determine the cohort with enrollment any time between August 1 - October 31, 2021 and retention based on August 1, 2022. Four-year institutions report retention rates for students seeking a bachelor's degree. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2023, Fall Enrollment survey component.

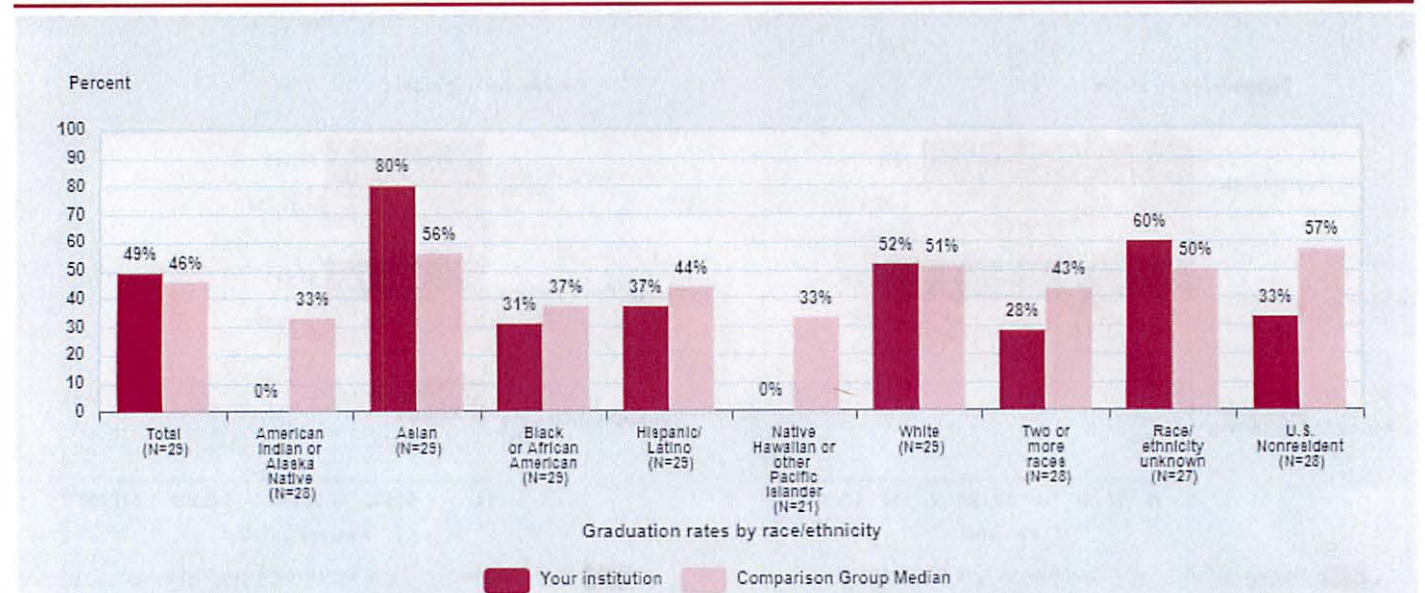
Figure 17. Graduation and transfer-out rates of all full-time, first-time degree/certificate-seeking undergraduate students within 150% of normal time to program completion: 2016 cohort



NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Graduation and transfer-out rates are the Student Right-to-Know rates. Only institutions with mission to prepare students to transfer are required to report transfer out. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Graduation Rates survey component.

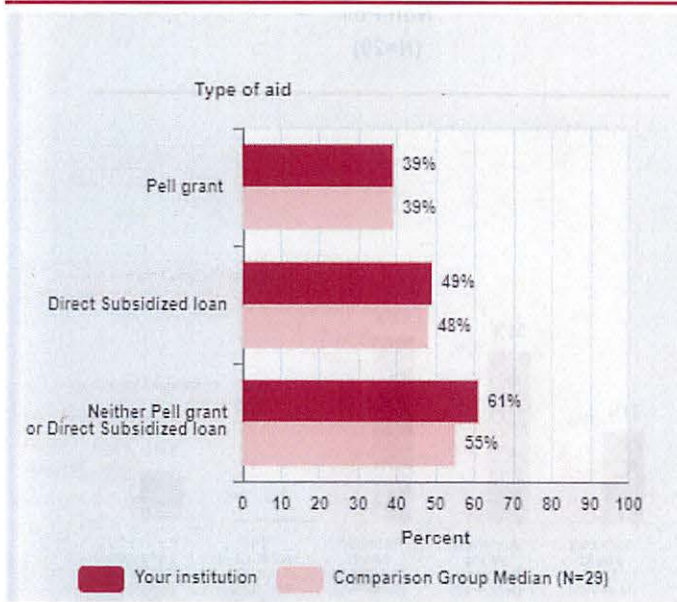
Figure 18. Graduation rates of all full-time, first-time degree/certificate-seeking undergraduate students within 150% of normal time to program completion, by race/ethnicity: 2016 cohort



NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. The graduation rates are the Student Right-to-Know (SRK) rates. Median values for the comparison group will not add to 100%. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Graduation Rates survey component.

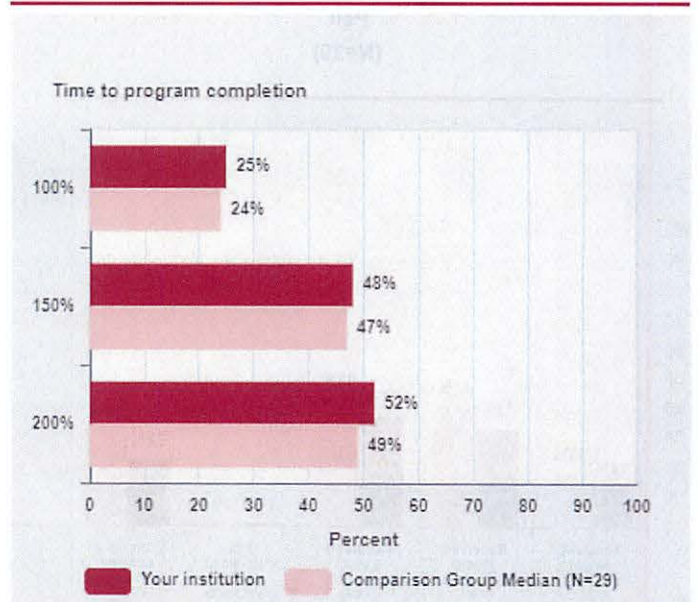
Figure 19. Graduation rates of all full-time, first-time degree/certificate-seeking undergraduate students within 150% of normal time to program completion, by type of aid: 2016 cohort



NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Data were collected on those students, who at entry of the cohort, were awarded a Pell Grant and students who were awarded a Subsidized Stafford loan, but did not receive a Pell Grant. Graduation rates are the Student Right-to-Know rates. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Graduation Rates survey component.

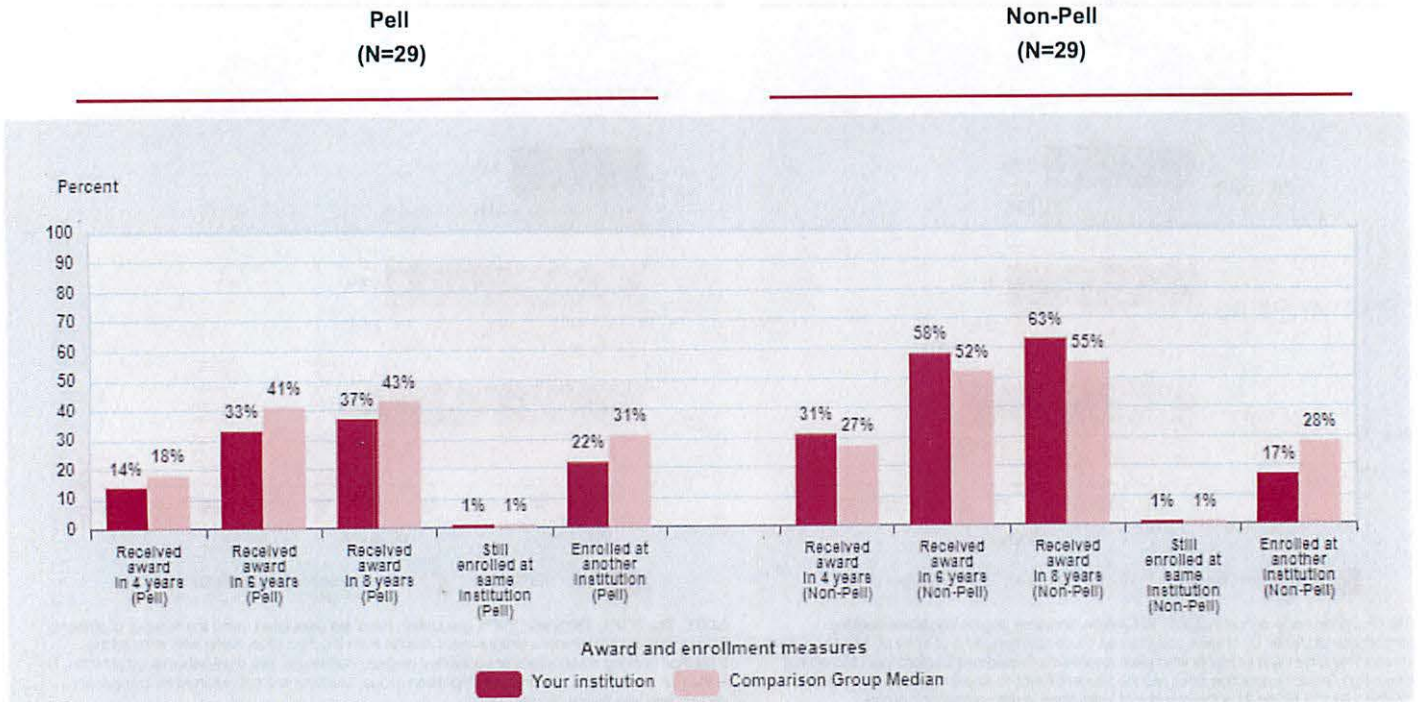
Figure 20. Bachelor's degree graduation rates of full-time, first-time bachelor's degree-seeking undergraduate students within 100%, 150% and 200% of normal time to completion: 2014 cohort



NOTE: The 100%, 150% and 200% graduation rates are calculated using the number of students who completed a bachelor's or equivalent degree from a cohort of students who entered the institution seeking a bachelor's or equivalent degree. For details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, 200% Graduation Rates survey component.

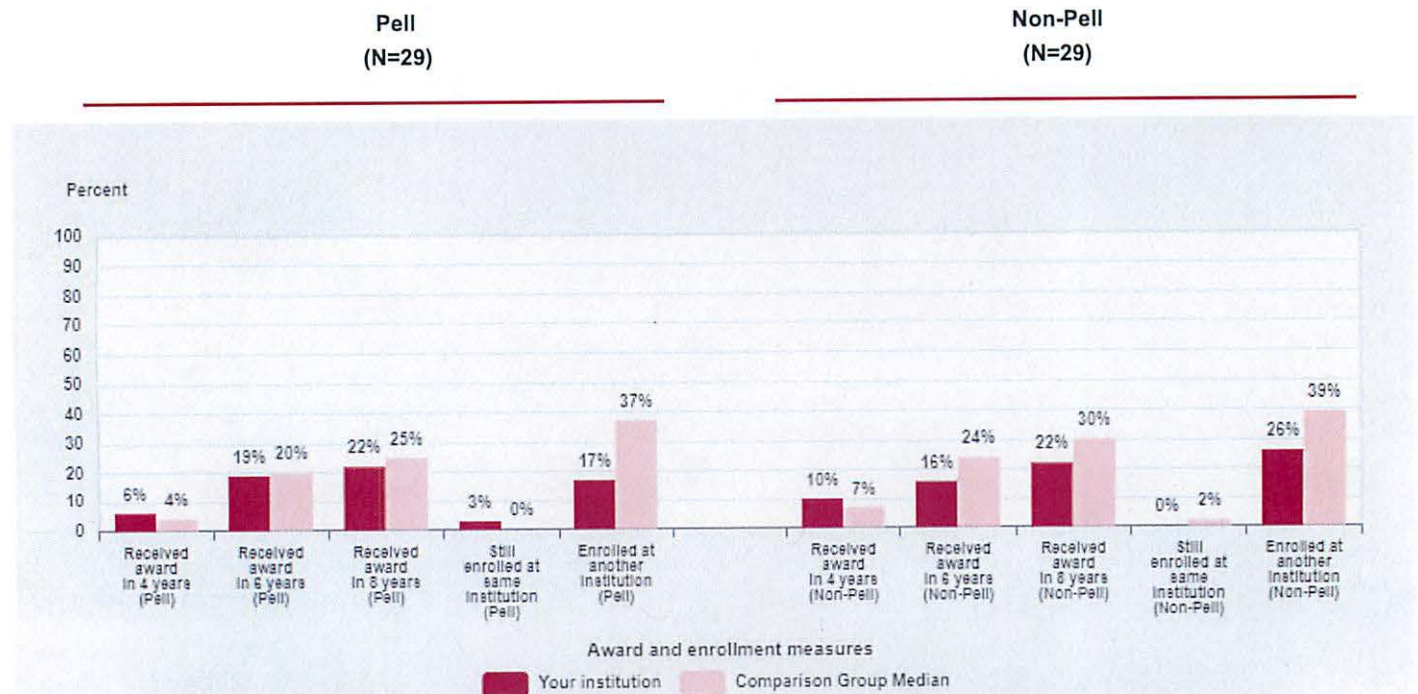
Figure 21. Award and enrollment rates of first-time, full-time, degree/certificate-seeking undergraduate students after 8 years of entry, by Pell status: 2014-15 cohort



NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., first-time, full-time; first-time, part-time; non-first-time, full-time; and non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2014-June 30, 2015. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Outcome Measures survey component.

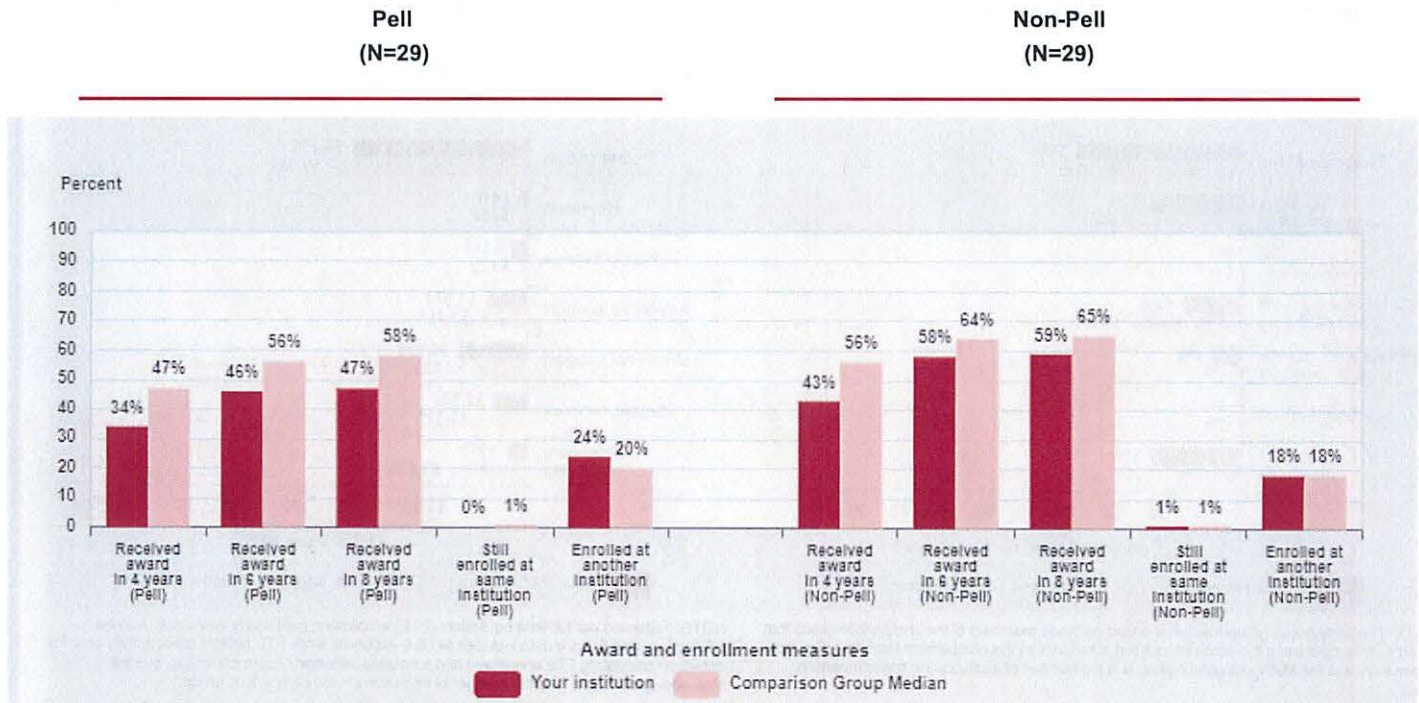
Figure 22. Award and enrollment rates of first-time, part-time, degree/certificate-seeking undergraduate students after 8 years of entry, by Pell status: 2014-15 cohort



NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., first-time, full-time; first-time, part-time; non-first-time, full-time; and non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2014-June 30, 2015. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Outcome Measures survey component.

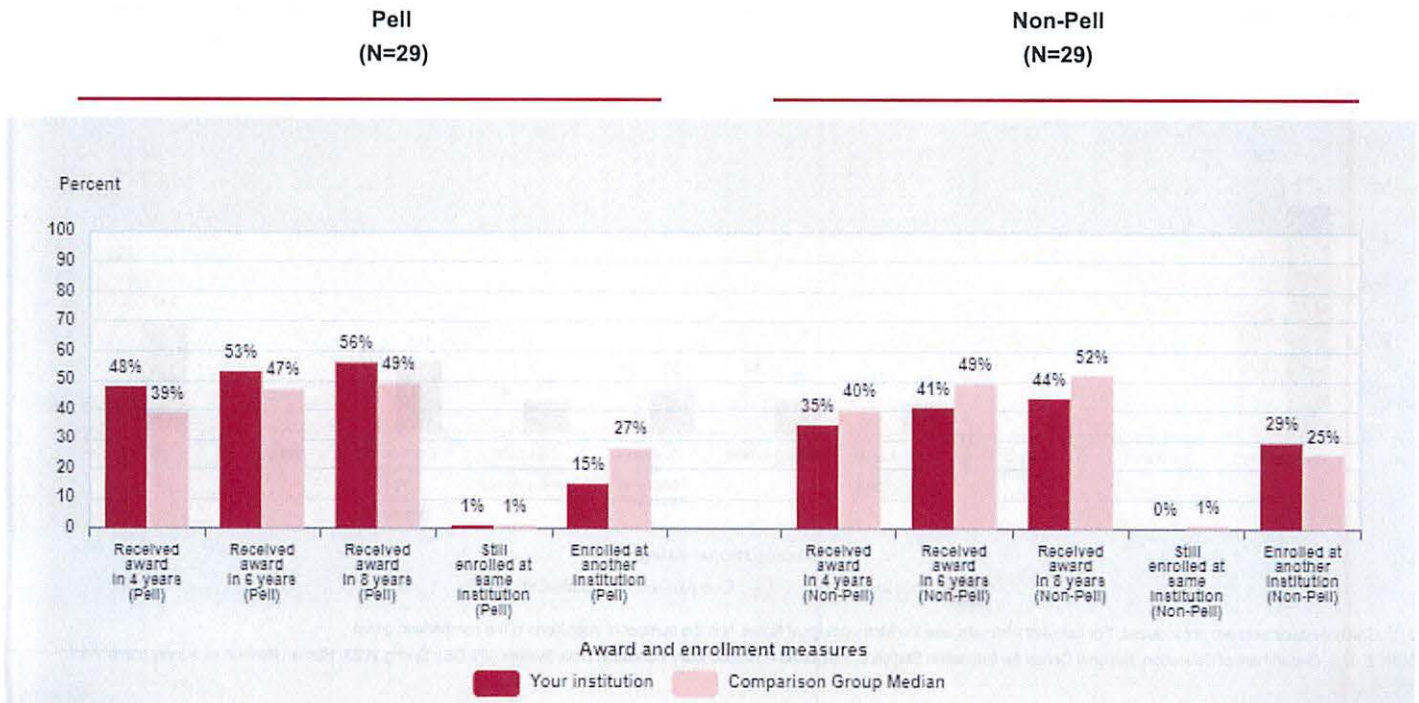
Figure 23. Award and enrollment rates of non-first-time, full-time, degree/certificate-seeking undergraduate students after 8 years of entry, by Pell status: 2014-15 cohort



NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., first-time, full-time; first-time, part-time; non-first-time, full-time; and non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2014-June 30, 2015. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Outcome Measures survey component.

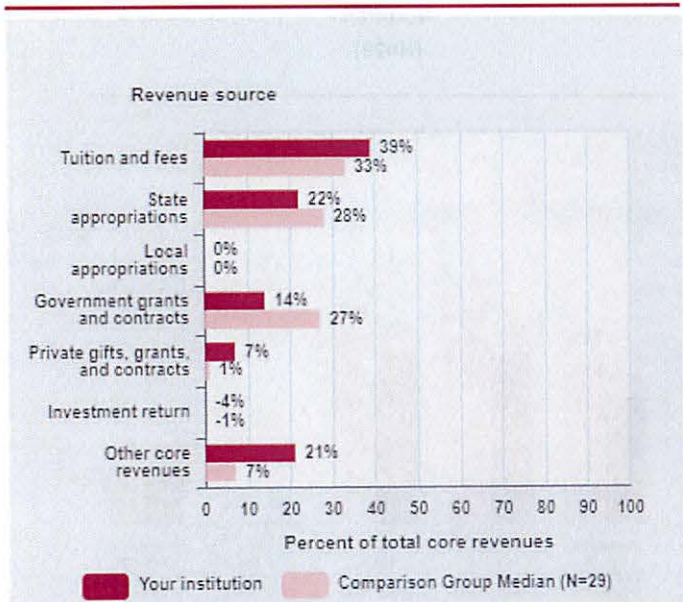
Figure 24. Award and enrollment rates of non-first-time, part-time, degree/certificate-seeking undergraduate students after 8 years of entry, by Pell status: 2014-15 cohort



NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., first-time, full-time; first-time, part-time; non-first-time, full-time; and non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2014-June 30, 2015. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Outcome Measures survey component.

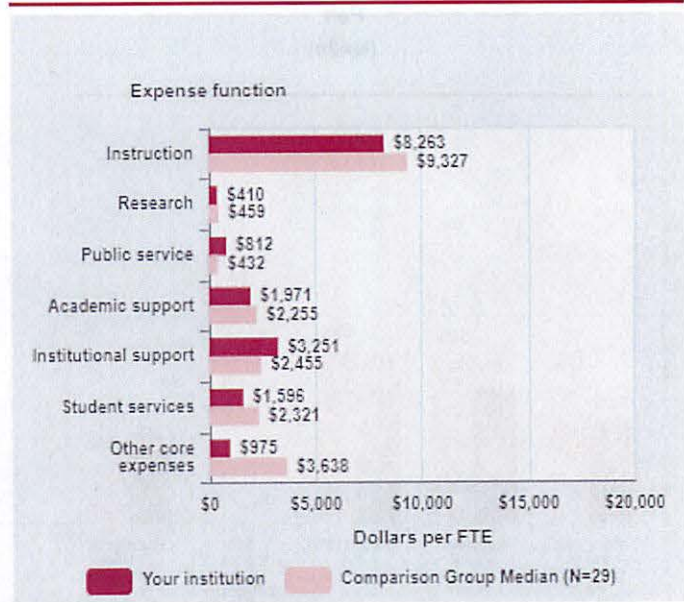
Figure 25. Percent distribution of core revenues, by source: Fiscal year 2022



NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the comparison institution. For more information, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2023, Finance survey component.

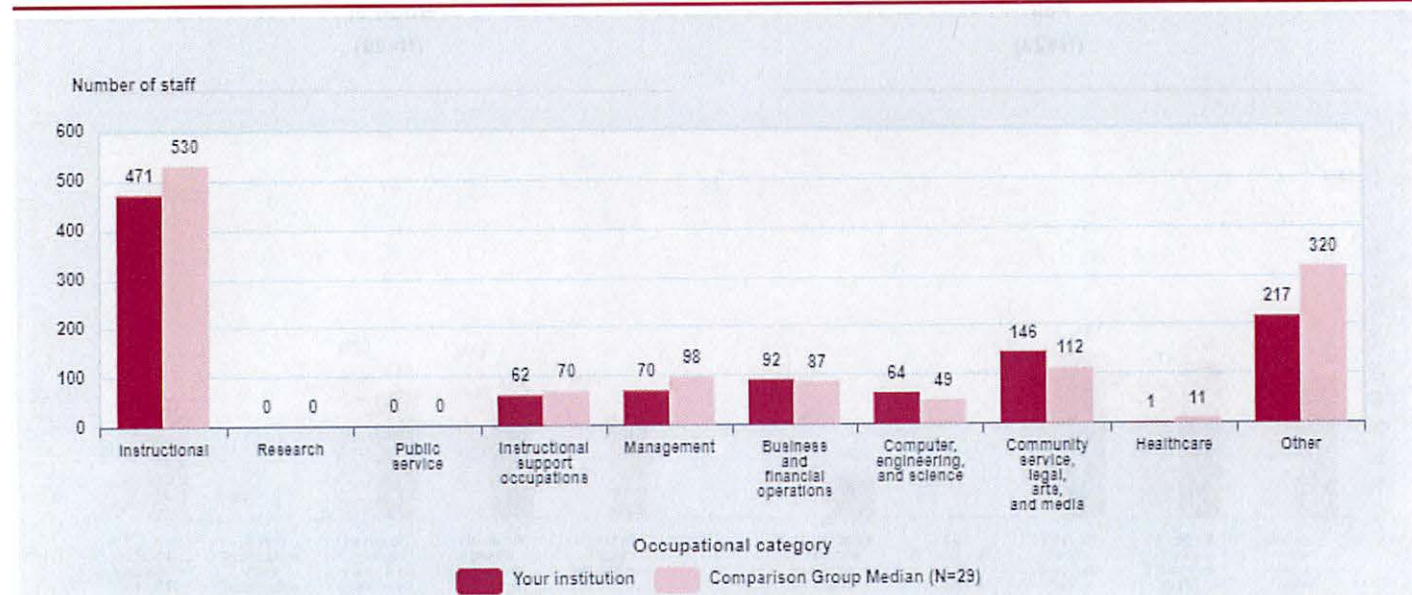
Figure 26. Core expenses per FTE enrollment, by function: Fiscal year 2022



NOTE: Expenses per full-time equivalent (FTE) enrollment, particularly instruction, may be inflated because finance data includes all core expenses while FTE reflects credit activity only. For details on calculating FTE enrollment and a detailed definition of core expenses, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2022, 12-month Enrollment survey component and Spring 2023, Finance survey component.

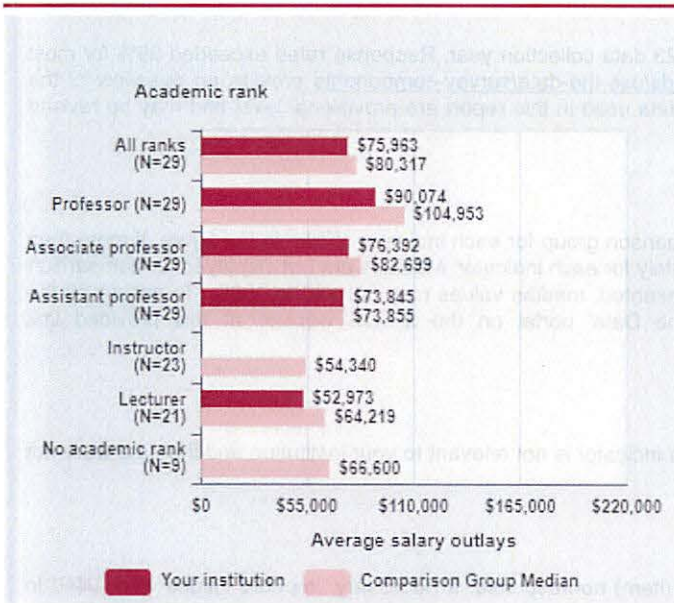
Figure 27. Full-time equivalent staff, by occupational category: Fall 2022



NOTE: Graduate assistants are not included. For calculation details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2023, Human Resources survey component.

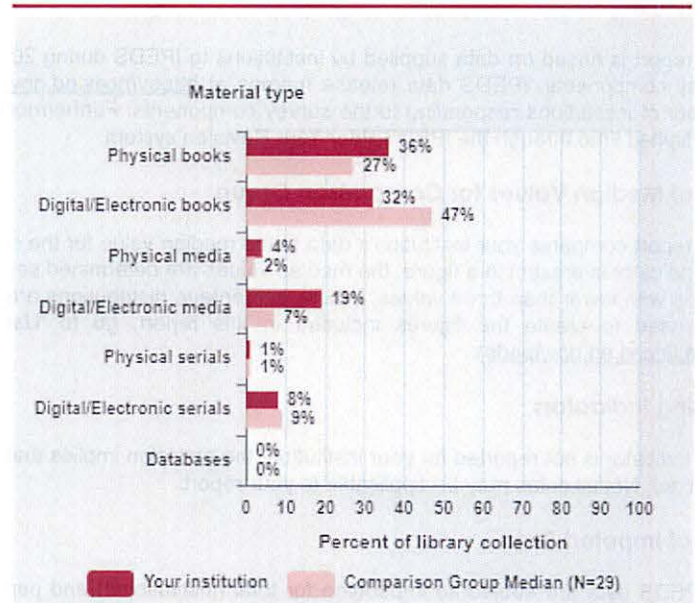
Figure 28. Average salary outlays of full-time non-medical instructional staff equated to 9-months worked, by academic rank: Academic year 2022-23



NOTE: See Methodology Notes for more details on average salary. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2023, Human Resources survey component.

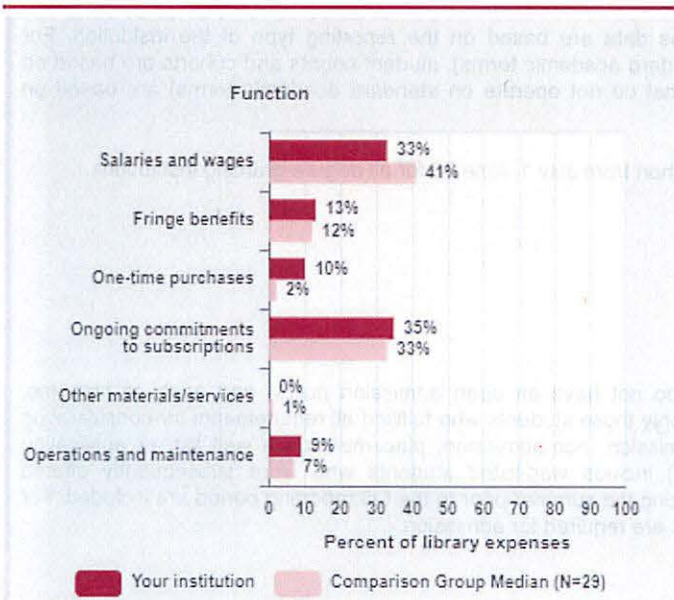
Figure 29. Percent distribution of library collection, by material type: Fiscal year 2022



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2023, Academic Libraries survey component.

Figure 30. Percent distribution of library expenses, by function: Fiscal year 2022



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2023, Academic Libraries survey component.

METHODOLOGICAL NOTES

Overview

This report is based on data supplied by institutions to IPEDS during 2022-23 data collection year. Response rates exceeded 99% for most survey components. IPEDS data release memos at <https://nces.ed.gov/ipeds/use-the-data/survey-components> provide an overview of the number of institutions responding to the survey components. Furthermore, data used in this report are provisional level and may be revised for a limited time through the IPEDS Prior Year Revision system.

Use of Median Values for Comparison Group

This report compares your institution's data to the median value for the comparison group for each indicator shown in the figure. If more than one indicator is present in a figure, the median values are determined separately for each indicator. Medians are not displayed for comparison groups with fewer than three values. Where percentage distributions are presented, median values may not add to 100%. To access all the data used to create the figures included in this report, go to 'Use the Data' portal on the IPEDS website at this provided link (<https://nces.ed.gov/ipeds>).

Missing Indicators

If an indicator is not reported for your institution, the omission implies that the indicator is not relevant to your institution and the data were not collected. Not all notes may be applicable to your report.

Use of Imputed Data

All IPEDS data are subject to imputation for total (institutional) and partial (item) nonresponse. If necessary, imputed values were used to prepare your report.

Data Confidentiality

IPEDS data are not collected under a pledge of confidentiality.

Disaggregation of Data by Race/Ethnicity

When applicable, some indicators are disaggregated by race/ethnicity. Data disaggregated by race/ethnicity have been reported using the 1997 Office of Management and Budget categories. Detailed information about the race/ethnicity categories can be found at <https://nces.ed.gov/ipeds/Section/Resources>.

Cohort Determination for Reporting Student Financial Aid, Graduation Rates, and Outcome Measures

Student cohorts for reporting Student Financial Aid and Graduation Rates data are based on the reporting type of the institution. For institutions that report based on an academic year (those operating on standard academic terms), student counts and cohorts are based on fall term data. Student counts and cohorts for program reporters (those that do not operate on standard academic terms) are based on unduplicated counts of students enrolled during a full 12-month period.

Student cohorts for reporting Outcome Measures are based on a full-year cohort from July 1-June 30 for all degree-granting institutions.

DESCRIPTION OF INDICATORS USED IN THE FIGURES

Admissions (only for non-open-admissions schools)

Admissions and Test Score Data

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

Student Enrollment

Enrollment Counts

12-month Enrollment captures a cumulative unduplicated headcount of enrollment over the full 12-month period beginning July 1 and ending June 30. In contrast, Fall Enrollment captures number of students enrolled on a particular date in the fall. Fall enrollment is often referred to as a "snapshot" of an institution's enrollment at a specific time.

FTE Enrollment

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment survey component). Undergraduate and graduate FTE are estimated using 12-month instructional activity (credit and/or clock hours). See "Calculation of FTE Students (using instructional activity)" in the IPEDS Glossary at <https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>.

Completions

Completions and Completers

Completions collects data on undergraduate and graduate completions and completers in a 12-month period beginning July 1 and ending June 30. Completions are the counts of postsecondary awards granted where each award reported once but multiple awards may be reported for one recipient. Completers are the counts of students granted postsecondary awards. The count of completers is collected in two ways. The first way counts all completers, while the second way counts completers by award level (e.g., number of associate's completers, number of bachelor's completers).

Student Financial Aid

Financial Aid Recipients and Amounts

Student Financial Aid collects the counts of undergraduate students awarded different types of financial aid and the total amounts of aid awarded. The average dollar amount of aid awarded is then calculated. In addition, Student Financial Aid collects counts of full-time, first-time undergraduate students awarded aid and amounts of aid, and counts and disbursed amounts for undergraduate and graduate students receiving military education benefits.

Charges and Average Net Price

Tuition and Required Fees (Published)

Tuition is defined as the amount of money charged to students for instructional services, and required fees are those fixed sum charges to students for items not covered by tuition and that are required of such a large proportion of all students that the student who does not pay the charge is an exception. The amounts used in this report are for full-time, first-time degree/certificate-seeking undergraduate students and are those used by the financial aid office to determine the financial need. For institutions that have differential tuition rates for in-district or in-state students, the lowest tuition rate is used in the figure. Only institutions that operate on standard academic terms will have tuition figures included in their report.

Average Institutional Net Price

IPEDS collects data to calculate average net price at each institution for two groups of undergraduate students: those awarded grant and scholarship aid and those awarded Title IV federal aid.

Average net price is calculated for full-time, first-time degree/certificate-seeking undergraduate students who were awarded grant or scholarship aid from the federal government, state/local government, or the institution anytime during the academic year. For public institutions, this includes only students who paid the in-state or in-district tuition rate. Other sources of grant aid are excluded. Average net price is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees (lower of in-district or in-state for public institutions), books and supplies, and the weighted average of room and board, and other expenses.

For the purpose of the IPEDS reporting, aid awarded refers to financial aid that was awarded to, and accepted by, a student. This amount may differ from the aid amount that is disbursed to a student.

Retention, Graduation Rates, and Outcome Measures

Retention Rates

Retention rates are measures of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduate students from the previous fall who are still enrolled in the current fall. For all other institutions this is the percentage of first-time degree/certificate-seeking undergraduate students from the previous fall who either re-enrolled or successfully completed their program by the current fall. The full-time retention rate is calculated using the percentage of full-time, first-time degree/certificate-seeking undergraduate students, while the part-time rate is calculated using the percentage of part-time, first-time degree/certificate-seeking undergraduate students.

Graduation Rates and Transfer-out Rate

Graduation rates are those developed to satisfy the requirements of the Student Right-to-Know Act and Higher Education Act, as amended, and are defined as the total number of individuals from a given cohort of full-time, first-time degree/certificate-seeking undergraduate students who completed a degree or certificate within a given percent of normal time to complete all requirements of the degree or certificate program; divided by the total number of students in the cohort of full-time, first-time degree/certificate-seeking undergraduate students minus any allowable exclusions. Institutions are permitted to exclude from the cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called up to active duty; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on an official church mission.

A further extension of the traditional Graduation Rates (GR) survey component which carries forward 100% and 150% *graduation rates data* previously reported in the GR survey component is the Graduation Rates 200% (GR200) survey component, which requests information on any additional completers and exclusions from the cohort between 151% and 200% normal time for students to complete all requirements of their program of study.

Transfer-out rate is the total number of students from the cohort who are known to have transferred out of the reporting institution (without earning a degree/award) and subsequently re-enrolled at another institution within the same time period; divided by the same adjusted cohort (initial cohort minus allowable exclusions) as described above. Only institutions with a mission that includes providing substantial preparation for students to enroll in another eligible institution are required to report transfers out.

Outcome Measures Data

Alternative measures of student success are reported by degree-granting institutions to describe the outcomes of four degree/certificate-seeking undergraduate student groups: first-time, full-time entering (FTFT); first-time, part-time entering (FTPT); non-first-time, full-time entering (NFTFT); and non-first-time, part-time entering (NFTPT). Additionally, each of the four cohorts collects data on two subcohorts: Pell grant recipients and non-Pell grant recipients. These measures provide the 4-year, 6-year, and 8-year award rates (or completions rates) after entering an institution. NCES calculates award rates by dividing a cohort's or subcohort's adjusted cohort into the number of total awards at 4-year, 6-year, and 8-year status points.

The initial cohort can be revised for allowable exclusions resulting in an adjusted cohort. Institutions are permitted to exclude from the initial cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called up to active duty; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on an official church mission.

The highest award and the type of award (i.e., certificate, Associate's, or Bachelor's) are reported at each status point. For students who did not earn an undergraduate award after 8-years of entry, the enrollment statuses are reported as either still enrolled at the institution, or subsequently transferred out of the institution. Unlike the Graduation Rates data, all institutions must report on a full-year cohort (students entering July 1 of one year to June 30 of the next year) and on their transfer out students, regardless if the institution has a mission that provides substantial transfer preparation.

Finance

Core Revenues

Core revenues for public institutions reporting under GASB reporting standards include tuition and fees; government (federal, state, and local) appropriations and operating and nonoperating grants/contracts; private gifts, grants, and contracts (private operating grants/contracts plus gifts and contributions from affiliated entities); sales and services of educational activities; investment income; other operating and nonoperating sources; and other revenues and additions (capital appropriations and grants and additions to permanent endowments). "Other core revenues" include federal appropriations, sales and services of educational activities, other operating and nonoperating sources, and other revenues and additions.

Core revenues for private, not-for-profit institutions (and a small number of public institutions) reporting under FASB reporting standards include tuition and fees; government (federal, state, and local) appropriations and grants/contracts; private gifts, grants and contracts (including contributions from affiliated entities); investment return; sales and services of educational activities; and other sources (a generated category of total revenues minus the sum of core and noncore categories on the Finance survey component). "Other core revenues" include government (federal, state, and local) appropriations, sales and services of educational activities, and other sources.

Core revenues for private, for-profit institutions reporting under FASB reporting standards include tuition and fees; government (federal, state, and local) appropriations and grants/contracts; private grants/ contracts; investment income; sales and services of educational activities; and other sources (a generated category of total revenues minus the sum of core and noncore categories on the Finance survey component). "Other core revenues" include government (federal, state, and local) appropriations and other sources.

At degree-granting institutions, core revenues exclude revenues from auxiliary enterprises (e.g., bookstores and dormitories), hospitals, and independent operations. Non-degree-granting institutions do not report revenue from auxiliary enterprises in a separate category, and thus may include these amounts in the core revenues from other sources.

Core Expenses

Core expenses include expenses for instruction, research, public service, academic support, student services, institutional support, scholarships and fellowships (GASB) or net grant aid to students (FASB) and other expenses. Core expenses exclude expenses for auxiliary enterprises, hospitals, and independent operations. "Other core expenses" is the sum of grant aid/scholarships and fellowships and other expenses.

Endowment Assets

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

Salaries and Wages

Salaries and wages for public institutions under GASB reporting standards and private (not-for-profit and for-profit) institutions under FASB reporting standards, include amounts paid as compensation for services to all employees regardless of the duration of service, including all regular or periodic payments to a person for the regular or periodic performance of work or a service and payment to a person for more sporadic performance of work or a services (e.g., overtime, extra compensation, summer compensation, bonuses, sick or annual leave, etc.)

Staff

FTE Staff

The full-time-equivalent (FTE) by occupational category is calculated by summing the total number of full-time staff and adding one-third of the total number of part-time staff. Occupational categories include instructional staff, research staff, public service staff, instructional support staff, management staff, and other occupations. Instructional staff are primarily engaged in teaching and do a combination of teaching, research, and/or public service. Research staff are staff whose primary function is research while public service staff are staff whose primary function is public service. Instructional support occupations include archivists, curators, and museum technicians; librarians and media collections specialists; librarian technicians; student and academic affairs and other education services occupations. Other staff include staff in service occupations; sales and related occupations; office and administrative support occupations; natural resources, construction, and maintenance occupations; production, transportation and material moving occupations; and military specific occupations. Graduate assistants are not included.

Equated Non-Medical Instructional Staff Salaries

Institutions report the number of full-time non-medical instructional staff and their salary outlays by academic rank, gender, and the number of months worked (9-, 10-, 11-, and 12-months). Salary outlays for staff who worked 10-, 11-, and 12-months were equated to 9-months of work by multiplying the outlays reported for 10-months by 0.90, the outlays reported for 11 months by 0.818, and the outlays reported for 12-months by 0.75. The equated 10-, 11-, and 12-outlays were then added to the outlays for instructional staff that worked 9-months to generate a total 9-month equated salary outlay. The total 9-month equated outlay was then divided by total number of non-medical instructional staff to determine an equated 9-month average salary. This calculation was done for each academic rank. Salary outlays were not reported for staff that work less than 9-months and were excluded.

Student-to-Faculty Ratio

Institutions can provide their institution's student-to-faculty ratio (i.e., student-to-instructional staff) for undergraduate programs or follow the NCES guidance in calculating their student-to-faculty ratio, which is as follows: the number of FTE students (using Fall Enrollment survey component data) divided by total FTE instructional staff (using the total primarily instruction + instruction/research/public service staff reported in Human Resources survey component and adding any not primarily instructional staff that are teaching a credit course). For this calculation, FTE for students is equal to the number of the full-time students plus one-third the number of part-time students; FTE for instructional staff is similarly calculated. Students in "stand-alone" graduate or professional programs (such as, medicine, law, veterinary, dentistry, social work, or public health) and instructional staff teaching in these programs are excluded from the FTE calculations.

Libraries

Library Collections

Library collections comprise of documents held locally and remote resources for which permanent or temporary access rights have been acquired. Access rights may be acquired by the library itself, by a consortium and/or through external funding. Interlibrary lending and document delivery are excluded from the collection.

Degree-granting institutions with total library expenses greater than zero and/or had access to a library collection report their physical books, media, and serials collections and their digital/electronic books, media, serials, and database collections.

Counts in each category (i.e., physical books, media, and serials as well as digital/electronic books, media, serials, and databases) are the number of held at the end of the most recent fiscal year. The percent distribution of each resource is derived by dividing the counts in each category by the total of all categories.

Digital/electronic books and media are reported by titles owned or leased by the library if individual titles are cataloged and/or searchable through the library catalog or discovery system. E-serials are reported by titles that are accessible through the library's catalog or discovery system. Digital and Electronic databases are reported by the total number of licensed digital/electronic databases in the institutions collection if there is bibliographic or discovery access at the database level.

Library Expenses

Library expenses are funds expended by the library (regardless of when received) from its regular budget and from all other sources (e.g., research grants, special projects, gifts and endowments, and fees for services) for the most recent 12-month period that corresponds to your institution's fiscal year that ends before October 1.

Degree-granting institutions with total library expenses less than \$100,000 are not required to report their expenses to IPEDS. Salaries and wages are reported from the library budget or all other institutional sources that are identifiable. Fringe benefits are reported only if paid from the library budget. The percent distribution of each category of expense is derived by dividing each expense category by the sum of total library expenses.

Additional Resources

Additional information on the IPEDS survey components, including survey methodology, survey forms, and frequently asked questions, can be found at <https://nces.ed.gov/ipeds/use-the-data/survey-components>.

Additional information on the timing of IPEDS data collection, data coverage, and data release cycle, can be found at <https://nces.ed.gov/ipeds/use-the-data/timing-of-ipeds-data-collection>.

Additional definitions of variables used in this report can be found in the IPEDS glossary available at <https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>.

Additional resources on the IPEDS Data Feedback Report, including the instructions on creating a custom comparison report, FAQs, and video tutorials, can be found at <https://nces.ed.gov/ipeds/Help/View/2>.

YOUNGSTOWN STATE UNIVERSITY

BOARD OF TRUSTEES

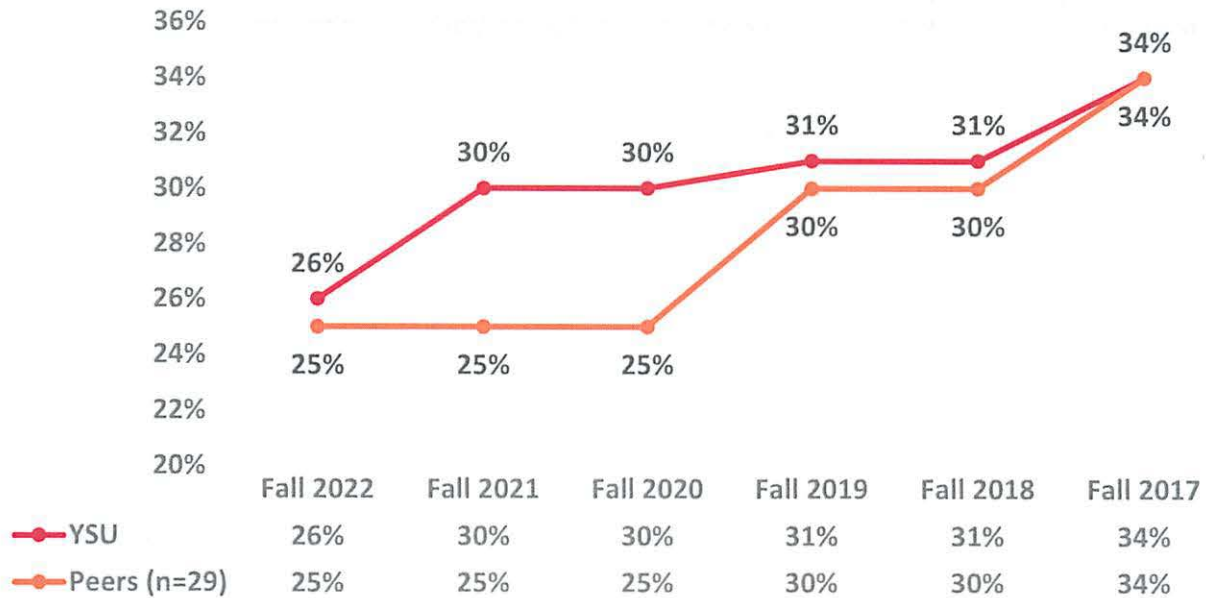
MARCH 6, 2024

BOARD-LEVEL KEY PERFORMANCE INDICATORS

The following variables reflecting 2023 are those chosen by the Board of Trustees upon adoption of the *Plan for Strategic Actions to Take Charge of Our Future*. These “lag” indicators attest to overall institutional performance across 15 variables. Available in On Board Resources are the variables identified as “lead” indicators that the institution more directly influences on a day-to-day and operational basis. It is intended that implementing Strategies within the Goals of the Plan will positively influence the “lead” indicator variables and that there will be consequential improvement in the “lag” indicator variables. This is not withstanding the typical other measures that also indicate some other aspects of institutional well-being such as Audited Financial Statement, HLC annual data feed, Senate Bill 6 ratios, etc.

YIELD OF ADMITTED STUDENTS

Percent of First-time Undergraduate Students Admitted Who Enrolled (Full-time status)

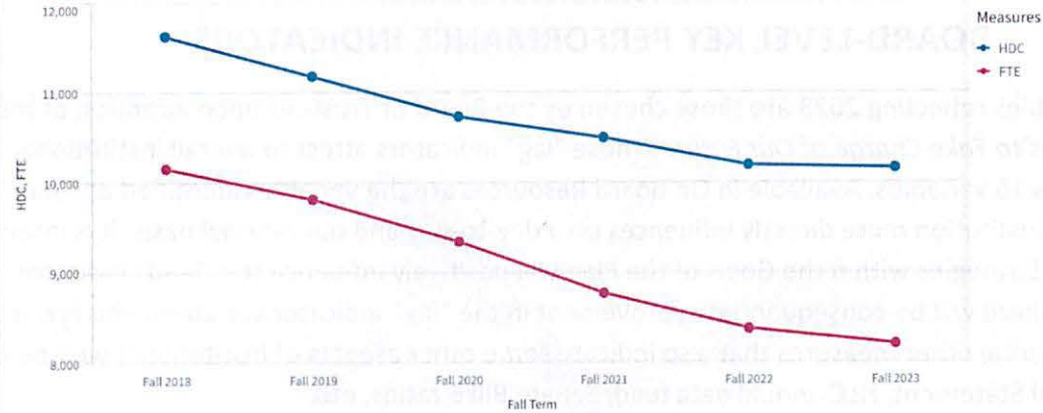


While yield of admitted students has declined for both YSU and peer institutions. For fall 2022, institutions receiving Title IV funds had a yield rate of 21%.

(<https://nces.ed.gov/ipeds/TrendGenerator/app/answer/10/103>).

Headcount and Full-Time Equivalent Enrollment

YSU's Headcount (HDC) and Full-Time Equivalent (FTE)
14th Day Fall Term



Source: YSU IR Datasets. HDC is Undergraduate and Graduate. FTE is Course Credit Hours divided by 15.

Headcount and Full-Time Equivalent

| | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 | One-Year Change | One-Year Change % | Five-Year Change | Five-Year Change % |
|-----|-----------|-----------|-----------|-----------|-----------|-----------|-----------------|-------------------|------------------|--------------------|
| HDC | 11,627 | 11,179 | 10,728 | 10,495 | 10,190 | 10,157 | -33 | -0% | -1,470 | -13% |
| FTE | 10,154.00 | 9,814.20 | 9,341.07 | 8,766.60 | 8,371.73 | 8,203.00 | -168.73 | -2% | -1,951.00 | -19% |

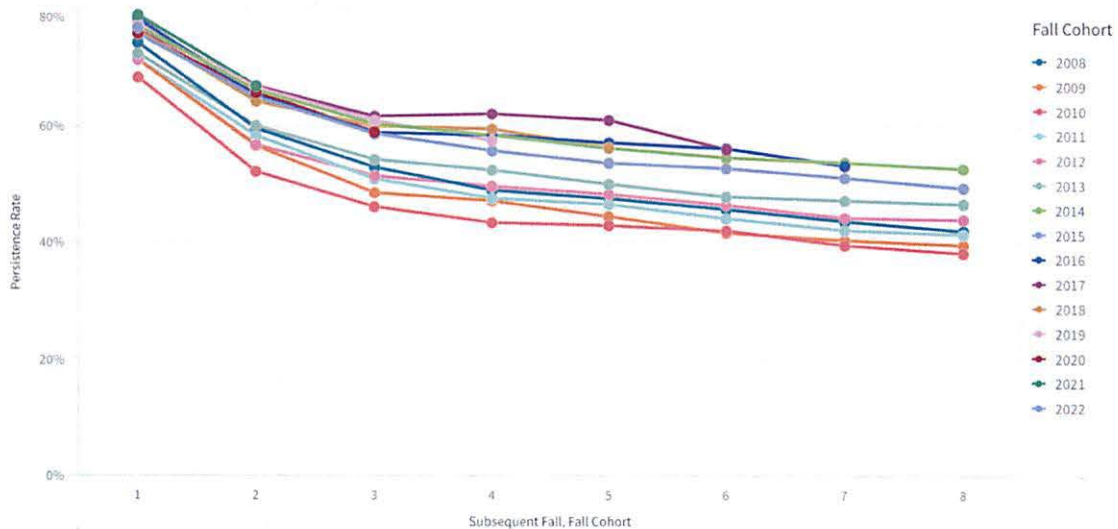
Both headcount and full-time equivalent enrollment have declined over both a one-year (-0%; -2%) and five-year timeframe (-13%; -19%). The Enterprise Enrollment strategy focusing on market share is intended to stabilize and/or reverse this trend.

COHORT PERSISTENCE

Persistence through Eight Years after Entrance

YSU's Persistence Rate

First-Time Full-Time Bachelor's Degree Seeking



Source: YSU IR Datasets and ODS_ST_ACADEMIC_OUTCOMES. Persistence means graduated or retained by the University to the next subsequent fall term. It does NOT indicate a continuation in the entering college or major.

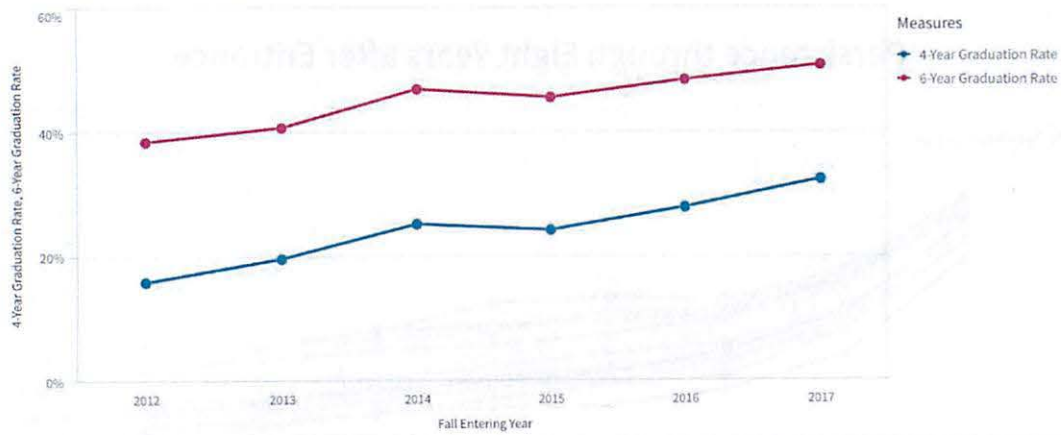
Persistence Rate: First-Time Full-Time Bachelor's Degree-Seeking

| Fall Cohort | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------|-------|-------|-------|-------|-------|-------|-------|-------|
| 2008 | 74.3% | 59.6% | 53.0% | 49.1% | 47.7% | 45.8% | 43.7% | 42.0% |
| 2009 | 71.4% | 56.7% | 48.7% | 47.3% | 44.6% | 41.8% | 40.5% | 39.6% |
| 2010 | 68.4% | 52.3% | 46.3% | 43.5% | 43.0% | 42.1% | 39.6% | 38.2% |
| 2011 | 71.4% | 58.4% | 51.0% | 47.7% | 46.7% | 44.2% | 42.2% | 41.5% |
| 2012 | 71.4% | 56.8% | 51.5% | 49.8% | 48.4% | 46.6% | 44.3% | 44.0% |
| 2013 | 72.4% | 60.1% | 54.3% | 52.5% | 50.2% | 48.0% | 47.3% | 46.7% |
| 2014 | 77.2% | 66.2% | 60.4% | 58.5% | 56.3% | 54.7% | 53.8% | 52.7% |
| 2015 | 75.8% | 65.0% | 58.7% | 55.8% | 53.7% | 52.8% | 51.2% | 49.4% |
| 2016 | 78.4% | 65.2% | 58.9% | 58.5% | 57.2% | 56.2% | 53.3% | - |
| 2017 | 76.6% | 66.9% | 61.7% | 62.2% | 61.1% | 56.1% | - | - |
| 2018 | 76.3% | 64.3% | 60.0% | 59.5% | 56.4% | - | - | - |
| 2019 | 77.5% | 66.6% | 61.0% | 57.6% | - | - | - | - |
| 2020 | 75.9% | 65.8% | 59.0% | - | - | - | - | - |
| 2021 | 79.1% | 66.9% | - | - | - | - | - | - |
| 2022 | 76.9% | - | - | - | - | - | - | - |

While persistence in years 1 and 2 is relatively flat (77%), persistence in the following years remains problematic. Implementing a student anticipatory and preventative advising and support strategy is intended to improve persistence across all years.

4- and 6-Year Graduation Rates, Cohorts 2012-2017

YSU's 4- and 6-Year Graduation Rates, Cohorts 2012-2017
First-Time Full-Time Bachelor's Degree-Seeking



Source: YSU IPEDS Graduation Rates survey responses.

4- and 6-Year Graduation Rates, Cohorts 2012-2017

First-Time Full-Time Bachelor's Degree-Seeking

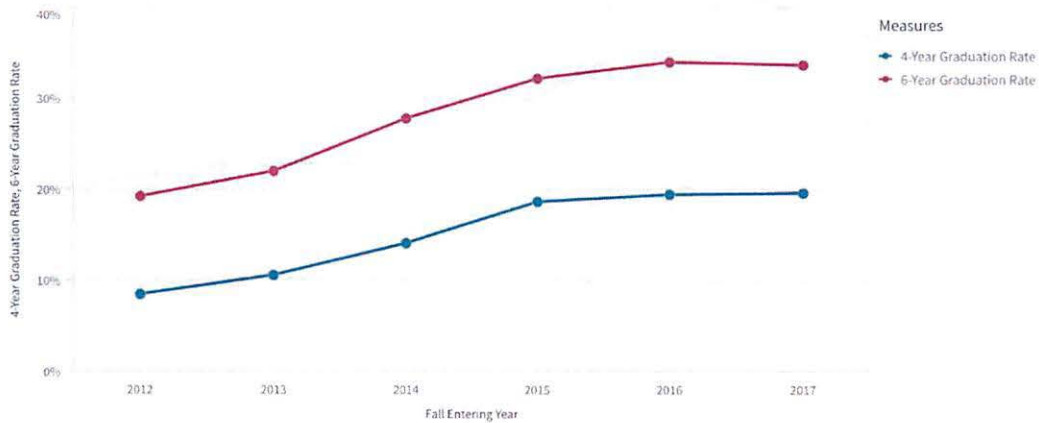
| | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | One-Year Change | One-Year Change % | Five-Year Change | Five-Year Change % |
|--------|-----------|-----------|-----------|-----------|-----------|-----------|-----------------|-------------------|------------------|--------------------|
| 4-Year | 15.9% | 19.7% | 25.3% | 24.3% | 27.9% | 32.4% | 0.05 | 16% | 0.16 | 103% |
| 6-Year | 38.5% | 40.8% | 46.9% | 45.6% | 48.4% | 50.8% | 0.05 | 5% | 0.12 | 32% |

Both 4- and 6-year graduation rates have increased year over year (over one year (16%; 103%) and over 5-years (+5%; +32%). The 4- and 6-y graduation rates are now 32% and 51%, respectively, for the Fall 2017 cohort while they were 16% and 39%, respectively, for the Fall 2012 cohort.

REDUCING THE ACHIEVEMENT GAP

4- and 6-Year Graduation Rates, Cohorts 2012-2017: Minority

YSU's 4- and 6-Year Graduation Rates, Cohorts 2012-2017: Minority
First-Time Full-Time Bachelor's Degree-Seeking



Source: YSU IPEDS Graduation Rates survey responses. Minority includes Asian, Black, Hawaiian, Hispanic, and Native American.

4- and 6-Year Graduation Rates, Cohorts 2012-2017: Minority

First-Time Full-Time Bachelor's Degree-Seeking

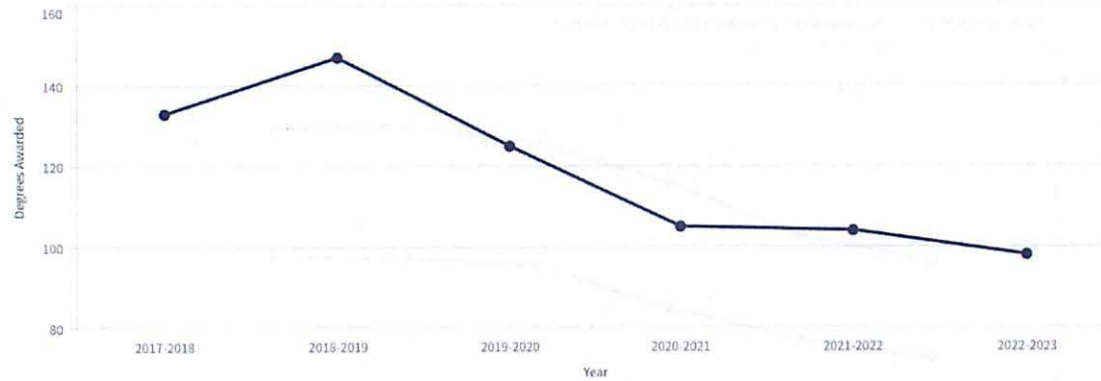
| | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | One-Year Change | One-Year Change % | Five-Year Change | Five-Year Change % |
|--------|-----------|-----------|-----------|-----------|-----------|-----------|-----------------|-------------------|------------------|--------------------|
| 4-Year | 8.6% | 10.7% | 14.2% | 18.7% | 19.5% | 19.7% | 0.00 | 1% | 0.11 | 129% |
| 6-Year | 19.3% | 22.1% | 27.9% | 32.3% | 34.0% | 33.7% | -0.00 | -1% | 0.14 | 75% |

The 4- and 6-year graduation rate for minority students has increased 129% and 75%, respectively. This remains 12% and 29% lower, respectively, compared to all students. Further analysis is required to understand the underlying reason(s) for such an outcome so support can be enhanced in strategic ways.

DEGREES AWARDED BY LEVEL

Degrees Awarded: Associate

YSU Degrees Awarded: Associate



Source: YSU Banner System, July 1 through June 30.

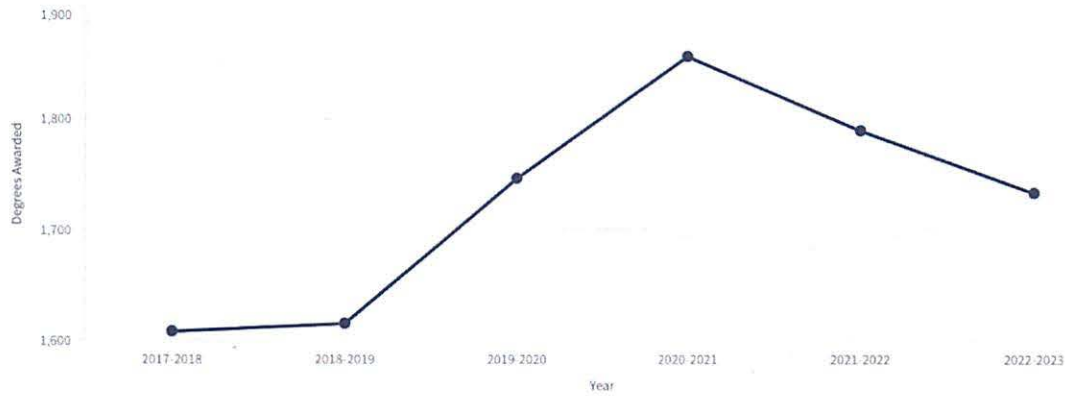
Degrees Awarded: Associate

| 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | One-Year Change | One-Year Change % | Five-Year Change | Five-Year Change % |
|---------|---------|---------|---------|---------|---------|-----------------|-------------------|------------------|--------------------|
| 133 | 147 | 125 | 105 | 104 | 98 | -6 | -6% | -35 | -26% |

The number of Associate degree completions has decreased by 26% over five years (133 to 98). Strategies aligned with Workforce Education and Innovation are intended to reverse this trend.

Degrees Awarded: Bachelor's

YSU Degrees Awarded: Bachelor's



Source: YSU Banner System, July 1 through June 30

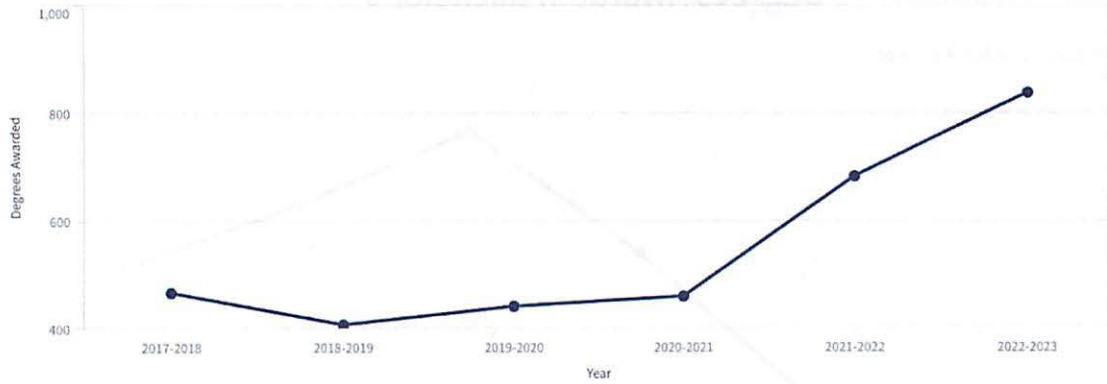
Degrees Awarded: Bachelor's

| 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | One-Year Change | One-Year Change % | Five-Year Change | Five-Year Change % |
|---------|---------|---------|---------|---------|---------|-----------------|-------------------|------------------|--------------------|
| 1,608 | 1,615 | 1,746 | 1,856 | 1,789 | 1,733 | -56 | -3% | 125 | 8% |

Bachelor's degrees awarded has increased 8% over 5-years and decreased 3% over one-year. The number of degrees awarded in 2022-23 is 8% higher than the average of 2017 - 2019. While increasing the number of graduates is a measure of academic program success, this does create a dynamic tension with constructing the incoming classes. Implementing for fall 2025, 15 online undergraduate degrees, 5 per year over three years, will increase the number of Bachelor's degrees awarded.

Degrees Awarded: Master's

YSU Degrees Awarded: Master's



Source: YSU Banner System, July 1 through June 30.

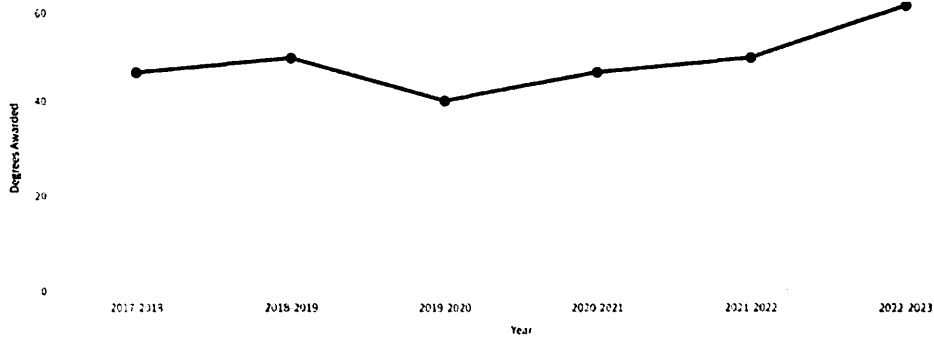
Degrees Awarded: Master's

| 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | One-Year Change | One-Year Change % | Five-Year Change | Five-Year Change % |
|---------|---------|---------|---------|---------|---------|-----------------|-------------------|------------------|--------------------|
| 466 | 407 | 441 | 459 | 682 | 837 | 155 | 23% | 371 | 80% |

The number of Master's degrees awarded has increased 80% over 5-years and 23% over 1-year. This is the result of a very purposeful implementation of offering Master's degree programs online. It is also related to strategic marketing of Master's degree in the College of Science, Technology, Engineering, and Mathematics. Strategies are emerging to aligning Master degree offerings to businesses/industries and governmental agencies requiring Master's degree for career advancement (Air Force, etc.).

Degrees Awarded: Doctoral

YSU Degrees Awarded: Doctoral



Sources: YSU Banner System July 1 through June 30

Degrees Awarded: Doctoral

| 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | One-Year Change | One-Year Change % | Five-Year Change | Five-Year Change % |
|---------|---------|---------|---------|---------|---------|-----------------|-------------------|------------------|--------------------|
| 46 | 49 | 40 | 46 | 49 | 60 | 11 | 22% | 14 | 30% |

The number of Doctoral degrees awarded has increased 30% and 22% over 5- and 1-year(s), respectively. This is the result of a very purposeful enhancement of (physical therapy) or implementation of such degrees in recent years (nurse practitioner and anesthetist).

GRADUATE OUTCOME REPORT FOR ACADEMIC YEAR 2022-2023

EXECUTIVE SUMMARY

The Graduate Outcome Report is a summary of employment and continuing education decisions made by Youngstown State University graduates who completed degrees during the 2022-2023 academic year.

Who had the opportunity to take the survey: The survey was distributed through Handshake (the university's career management system) to 2,864 individuals who received degrees in August 2022, December 2022, and May 2023.

How the data was collected: Students who did not respond to the survey were sent multiple emails over a period of six months after graduation. In addition, staff gathered student knowledge rate data (defined by the national Association of Colleges and Employers) via current social media profiles, information reported by the Alumni Office and faculty, and pre-graduation exit interviews.

Knowledge Rate: The YSU total knowledge rate is 41.82%. Out of 2,864 graduates, there were 1,198 reported student outcomes.

Career Outcomes Definition: Respondents that are either working as an employee, freelancer, and contract worker, accepted in a program of additional education, in the military, or in a service position (AmeriCorps, Peace Corps, etc.).

Career Outcomes Rate: The YSU total career outcome rate is 77.37%. Out of the 1,198 respondents, 927 had outcomes related to a career.

Ohio Retention Rate: 77.6% of respondents remained in Ohio.

Reported Salaries by Degree Type:

| <u>Associate</u> | <u>Bachelor</u> | <u>Master</u> | <u>Doctorate</u> |
|------------------|------------------|------------------|-------------------|
| Responses = 4 | Responses = 243 | Responses = 72 | Responses = 7 |
| Mean: \$49,160 | Mean: \$58,958 | Mean: \$71,311 | Mean: \$89,260 |
| Median: \$38,428 | Median: \$57,500 | Median: \$66,560 | Median: \$100,000 |

Prepared January 2024

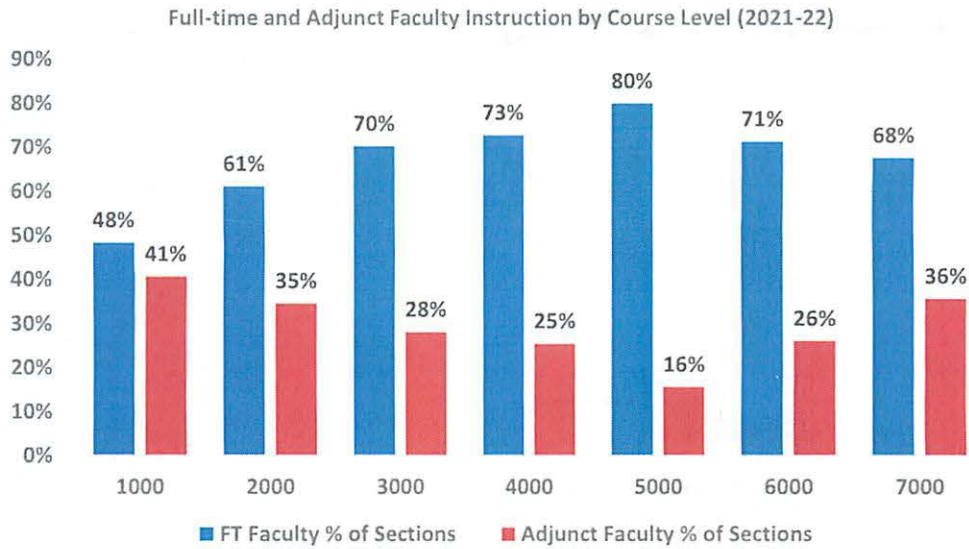
GRADUATE OUTCOME REPORT 2022-2023



Individuals in Mahoning County with a high school diploma earn on average \$25,341. Average earning for Mahoning County with a Bachelor's degree is on average \$43,259. Given these facts, a Bachelor's degree from YSU adds value given the average mean income for a YSU Bachelor's degree recipient is \$58,958.

https://www.opendatanetwork.com/entity/0500000US42049-0500000US39099/Erie_County_PA-Mahoning_County_OH/jobs.earnings.median_earnings?year=2018

PERCENT OF FULL-TIME FACULTY TEACHING

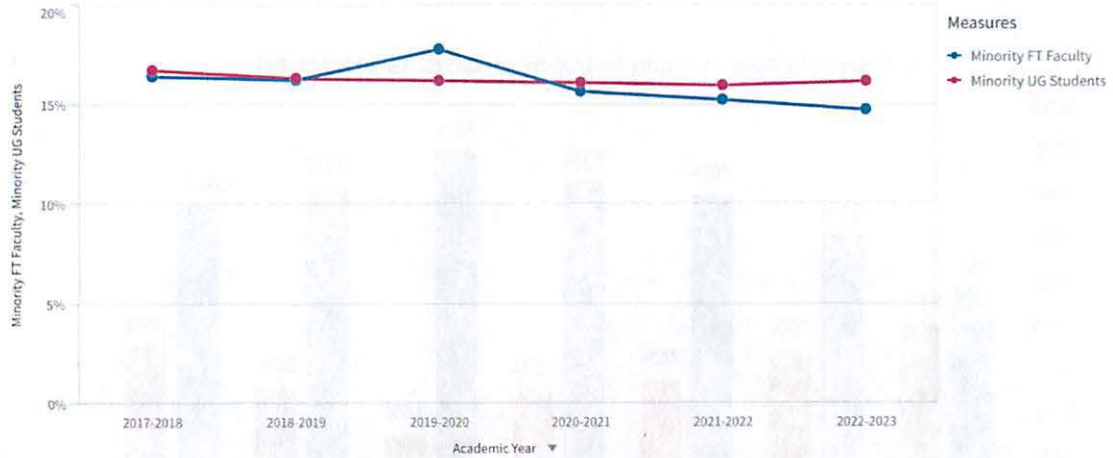


It is known that the more exposure students have to full-time faculty the better the student experience. Thus it is important to assess how this varies across course offering levels. Academic Affairs will consider this information and determine how this factors into the offering of course sections across the colleges.

DIVERSITY OF INSTRUCTION

Percentage Minority: Full-Time Faculty and Undergraduate Students

YSU's Percentage Minority Full-Time Faculty and Undergraduate Students



Source: YSU Banner data reported via IPEDS Human Resources Survey.

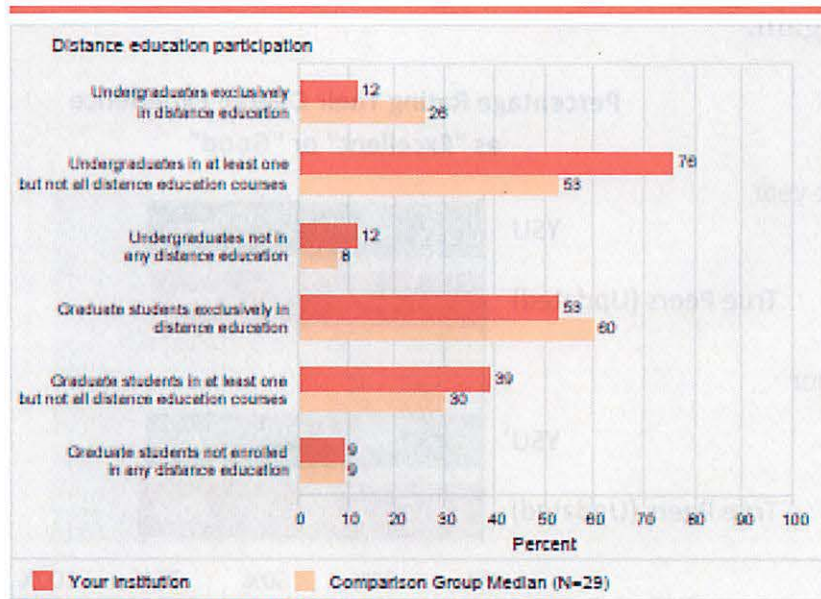
Percentage Minority Full-Time Faculty and Undergraduate Students

| Minority | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | One-Year Change | One-Year Change % | Five-Year Change | Five-Year Change % |
|----------------|---------|---------|---------|---------|---------|---------|-----------------|-------------------|------------------|--------------------|
| FT Faculty | 16.4% | 16.2% | 17.8% | 15.7% | 15.2% | 14.7% | -0.00 | -3% | -0.02 | -10.28% |
| Undergraduates | 16.7% | 16.3% | 16.2% | 16.1% | 16.0% | 16.2% | 0.00 | 1% | -0.01 | -3.37% |

The diversity of the students and that of the full-time faculty are roughly equivalent over the past five years. There are no established criteria for this this measure other than to be aware of this relationship. Should this remain a Board Key Performance Indicator?

DISTANCE EDUCATION ENROLLMENT

Figure 6. Percent of students enrolled in distance education courses, by amount of distance education and student level: 2020-21



NOTE: N is the number of institutions in the comparison group.

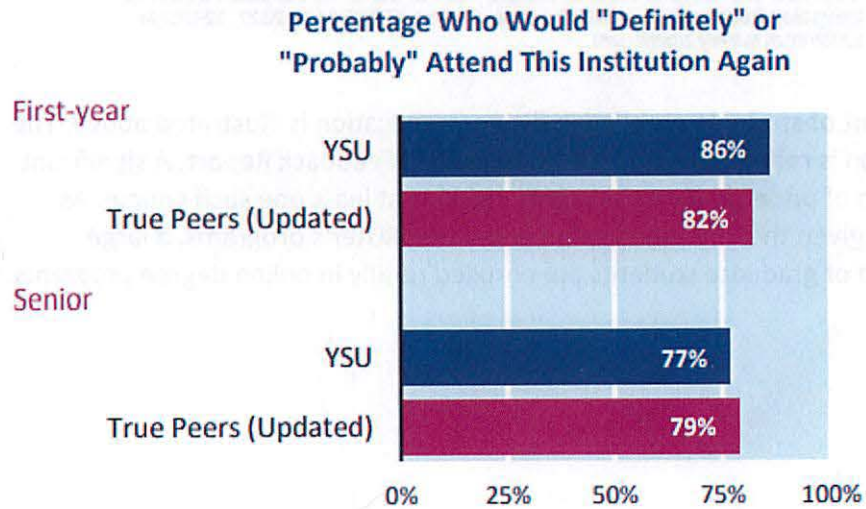
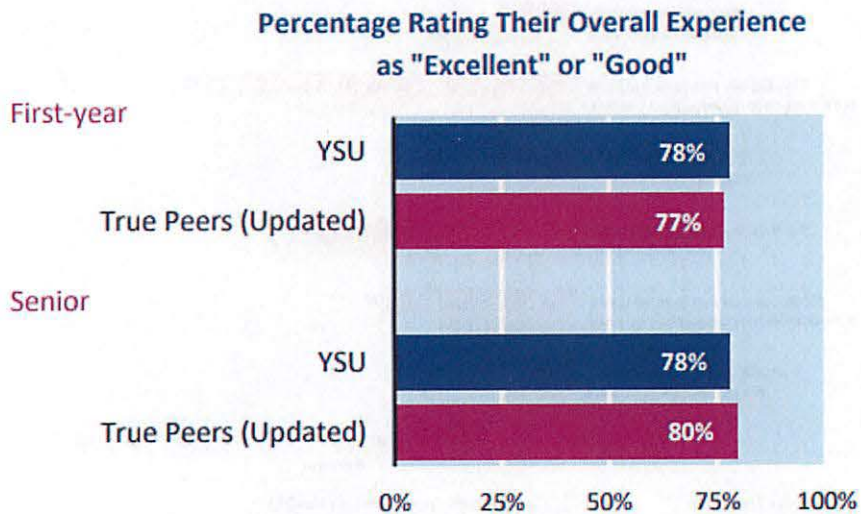
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2021, 12-month Enrollment survey component.

The percent of students enrolled in distance education is illustrated above. The information is reflected in an IPEDS Customized Feedback Report. A significant proportion of undergraduate students enroll in at least one such course. As expected, given the implementation of online Master's programs, a large proportion of graduate students are enrolled totally in online degree programs.

NATIONAL SURVEY OF STUDENT ENGAGEMENT - 2021

Satisfaction with YSU

Students rated their overall experience at the institution, and whether or not they would choose it again.

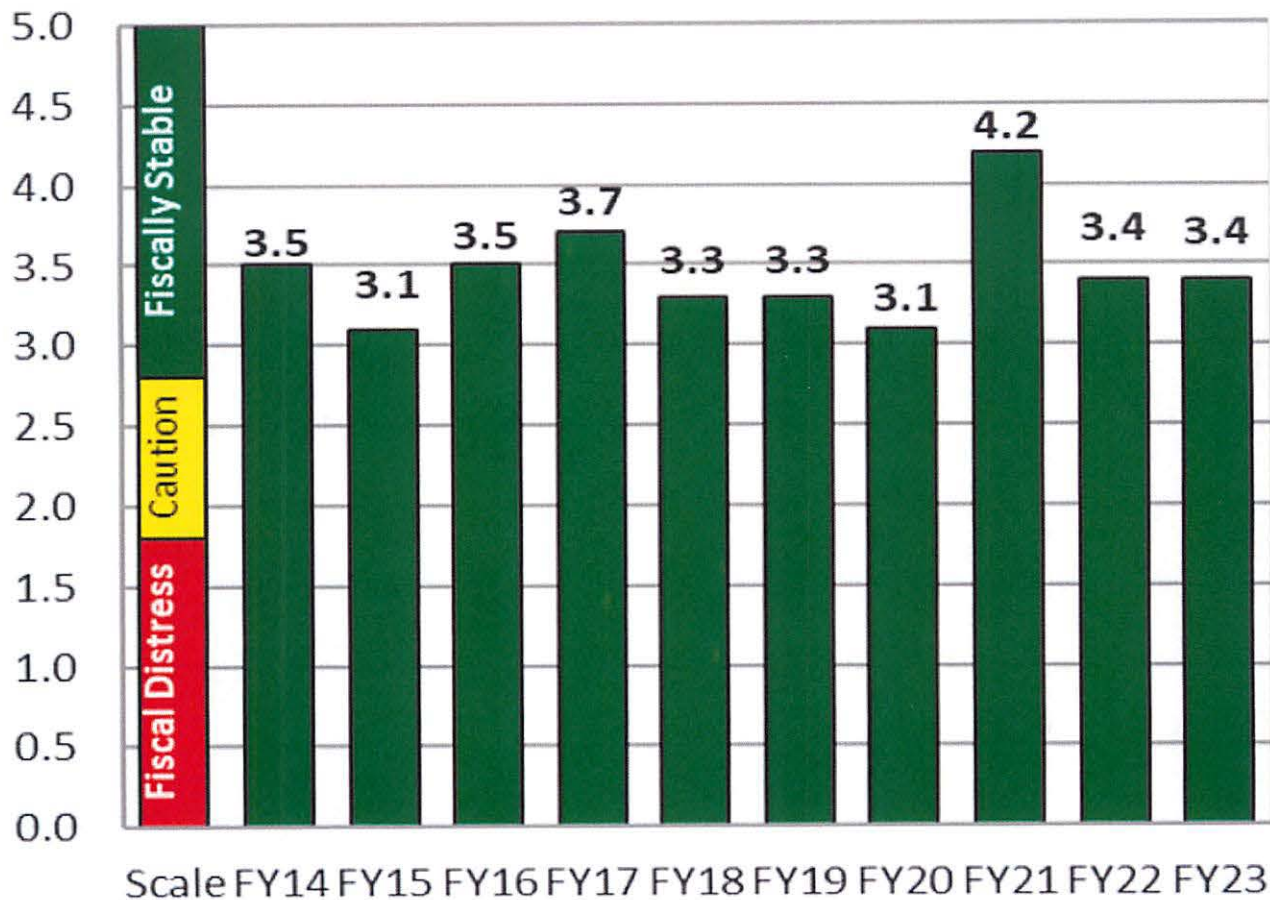


The most recent administration of this survey instrument indicates that YSU students are satisfied with their experiences overall. In addition, most students would choose to attend YSU again. These results not dissimilar to those of 2018.

SENATE BILL SIX SCORE

Historical Data

YSU's S.B. 6 composite scores have fluctuated over the last 10 years but have remained stable since inception.



Senate Bill 6 composite score is a measure of institutional fiscal stability. YSU's score has consistently been above 3.0 and has been as high as 4.2 for FY21 (linked to federal funds related to COVID). It is the institutions objective to have a SB 6 score no lower than 2.7.