**RESOLUTION BY THE YOUNGSTOWN STATE UNIVERSITY
BOARD OF TRUSTEES TO ENDORSE THE 2020 STATE OF OHIO MANDATED
COMPLETION PLAN THAT IS ALIGNED WITH THE *PLAN FOR STRATEGIC ACTIONS
TO TAKE CHARGE OF OUR FUTURE***

WHEREAS, Section 3345.81 of the Ohio Revised Code requires that each institution of higher education adopt an institution-specific completion plan consistent with the mission and strategic priorities of the institution that includes measurable student completion goals; and

WHEREAS, Criterion 4.C. of the Higher Learning Commission's Criteria for Accreditation requires the institution to "demonstrate a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs" by having ambitious but attainable persistence and completion goals and by using data to inform decisions to increase student persistence and completion; and

WHEREAS, the Ohio Revised Code requires that the board of trustees of each institution of higher education shall update its plan at least once every two years and provide a copy of their updated plan to the chancellor upon adoption; and

WHEREAS, the first, second, and third Completion Plans for Youngstown State University were approved by the Board of Trustees and submitted to the Ohio Department of Higher Education in 2014, 2016 and in 2018; and

WHEREAS, the Completion Plan has been updated in 2020 considering the goals and objectives of the 2018 Plan; and

WHEREAS, the academic leadership as well as the Academic Senate Student Success Taskforce have been involved in the development of the YSU 2020 Plan and that Academic Senate Senators have provided comments and feedback related to the Plan; and

WHEREAS, the Completion Plan has been updated in 2020 to be aligned with the Board of Trustees adopted Plan for Strategic Actions to Take Charge of Our Future.

NOW THEREFORE, BE IT RESOLVED, that the Youngstown State University Board of Trustees adopts the Youngtown State University 2020 Campus Completion Plan; and

BE IT FURTHER RESOLVED, that the strategic planning process created a framework for institutional effectiveness that includes this updated student success plan as expressed in this Board's Resolution YR 2018-76.

**Board of Trustees Meeting
December 3, 2020
YR 2021-**

YOUNGSTOWN STATE UNIVERSITY
STUDENT RETENTION, PERSISTENCE, AND COMPLETION PLAN
(2020-2022)
ALIGNED WITH THE
PLAN FOR STRATEGIC ACTIONS TO TAKE CHARGE OF OUR FUTURE
and
BRIDGING OHIO'S WORKFORCE GAP
and
COMPLETE TO COMPETE OHIO
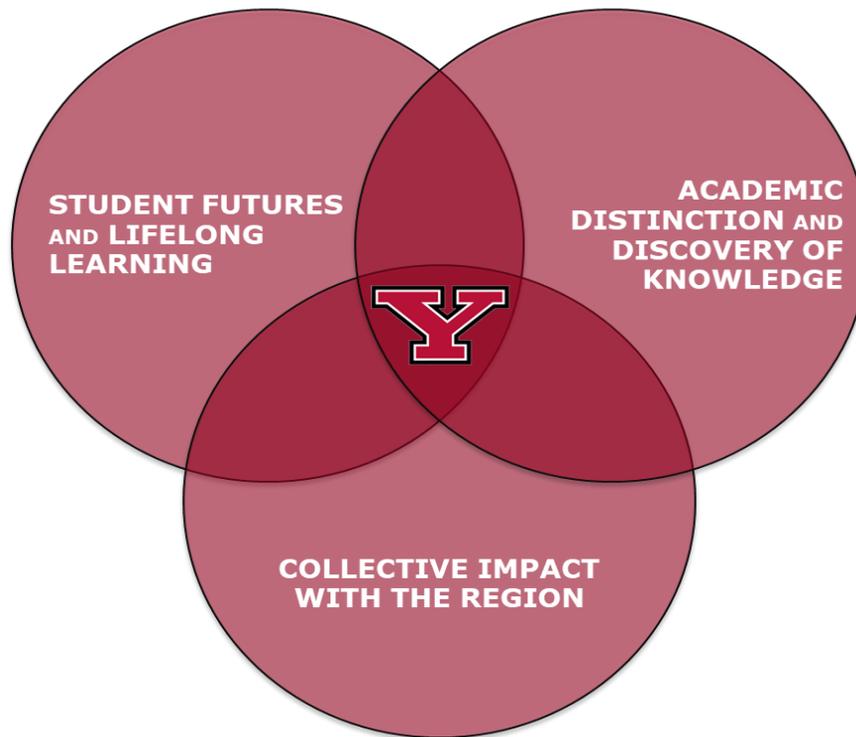
Approved by the Board of Trustees December 4, 2020
Endorsed by the Academic Senate Student Success Taskforce
Reviewed and input provided and adjustments made via Academic Senate

CONTENTS

Executive Summary

Youngstown State University (YSU) is becoming an institution of first-choice by an increasingly larger number of students entering college as higher proportions of students graduating from local high schools have chosen to attend YSU. The combinations of the quality of the academic experience, along with co-curricular and experiential learning opportunities leading to job placement for a low annual cost, creates an inherently high value proposition of a YSU degree.

In the fall semester of 2015, 12,471 students were enrolled at YSU. Total enrollment was at its highest in the last five years in 2016 at 12,756, and was 11,788 in fall 2020. This is a decline of 968 students or 7.6% between the peak in fall 2016 and fall 2020.

The number of new first-time and full-time undergraduates peaked at 2,286 in fall 2018 and fell to 1,791 in fall 2020. This is a decline of 495 students or 21.7% over two years. This clearly indicates YSU must assess the future state of enrollment given demographic shifts in high school graduates, a large number of adult learners with some college and no degree, and the attractiveness of on-line programs of study.

For these same entering classes, the average composite ACT score increased slightly following a move to moderately more selective admissions requirements (21.29 at the lowest and 21.85 at the highest composite ACT score between 2014 and 2020), while the average high school GPA has risen from 3.16 to 3.48 (+10.1%) for this same time period.

Accordingly, first-time undergraduate fall-to-fall retention rates rose slightly from the fall 2014 entering class (75.0%) through the fall 2016 entering class (76.8%) but fell through 2018 (to 72.8%), and then increased for the fall 2019 entering class (76.0%). Specific initiatives have been put in place to address these varying yearly outcomes so the success of each entering class is optimized and more consistently high.

The impact of the increased academic preparation of the incoming class will likely take more than four years to reflect increased degree completion. In 2013-14, 1,557 bachelor's degrees were awarded. In 2019-20, YSU awarded the second-largest number of bachelor's degrees in its history (1,746 degrees). Importantly and impressively, the six-year graduation rate for the fall 2014 entering class was 47% having risen from 30% for the fall 2009 entering class. This 17% increase in the six-year graduation rate is significant as it indicates that with student graduating at a faster rate, recruitment of new students is even more paramount to maintain enrollment at constant levels.

YSU is taking significant actions to improve the persistence and completion rates of accepted students. Because of the still mostly open access policy, the student body of the University includes students with a wide variety of backgrounds and academic preparation. A substantial portion of the admitted students belong to groups who, according to national statistics, have a lower probability of successfully completing a degree in a timely manner.

Nonetheless, YSU is strongly committed to optimizing the successes of students admitted to attend the university. Among the significant actions the University has taken to improve the completion rates of accepted students is its participation in the Ohio Department of Higher Education's *Ohio Strong Start to Finish* initiative. YSU has worked with colleagues from colleges and universities across the state to develop, share, and implement high impact strategies aimed at substantially

increasing the number of Ohio college students completing gateway Mathematics and English courses as part of a guided pathway in their first year. To this end, the Department of Mathematics has implemented a successful corequisite-remediation of mathematics pathway that is a focused strategy to improve the success rates of students in entry-level mathematics courses. In addition, the instructors of mathematics have participated in several directed workshops to enhance mathematics instruction.

Significant adjustments have been made to the student experience with a strong focus on being proactive and appropriately reactive to the circumstances of students. For example, conditionally admitted students are enrolled in a Strong Start initiative that focuses on their specifically identified needs; the timeline and interactions amongst offices related to financial holds have been adjusted, and the services of the Penguin Service Center, a student one-stop assistance center have been strategically enhanced.

For fall 2020, YSU transformed the experiences of entering students and transfer students with less than 30 accumulated credit hours. Students are advised as cohorts throughout their first-year via the introduction of a newly developed student success seminar. This creates the opportunity for college-based advisers to focus their attention on sophomore through senior ranks. There is an opportunity to improve persistence and gain enrollment by reducing degree program barriers and revising policies to appropriately complement continued enrollment.

A new degree audit system will have phased implementation beginning spring 2021, anticipating that a new technology-enhanced advising system will be implemented beginning fall 2021. This will provide capabilities of real-time interventions and a holistic and student-specific approach to advising. This signals a significant investment by YSU in technology to enhance student success.

Overall, the University achieved many of the goals established in the 2018 Retention, Persistence and Completion Plan. Many of the original strategies have been completed, while several more have been deemed effective and will be continuing.

Importantly, the newly Board-endorsed *Plan for Strategic Actions to Take Charge of Our Future* has a strong emphasis on student success with several goals and many strategies anticipated to improve the success rates of students.

Youngstown State University provides significant value to the Youngstown-Warren metropolitan area. A 2018 Economic Impact Study estimated the impact by YSU on the region approached $700 million.

Our academic and workforce development priorities include those "in-demand" industries, identified by *JobsOhio,* which are poised to transform Ohio. In support of Workforce Development, YSU is committed to cultivating and sustaining appropriate bilateral and multilateral engagements amongst faculty, staff, students, and regional business, technological enterprises, industry, and non-profit organizations. In particular, the soon to be opened Excellence Training Center will have a substantial impact on regional workforce development, components of which are a collaboration with Eastern Gateway Community College and various areas of manufacturing.

YSU is committed to student futures and life-long learning, academic distinction and discovery of knowledge, and collective impact with the region.

As an institution of opportunity, Youngstown State University inspires individuals, enhances futures, and enriches lives.

Institutional Framework

Over an 18-month period, and with substantial involvement by the University Community, the Board of Trustees endorsed in June, 2020, the *Plan for Strategic Actions to Take Charge of Our Future*. In this process, the mission, vision, and values of Youngstown State University were adjusted to be more relevant to the region and state, and to align with goals and evolving strategies to assure a sustainable future predicated upon academic vibrancy that engages the University's intellectual capacities and action-oriented capabilities to support regional vitality.

University Mission

The Youngstown State University mission, approved by the Board of Trustees in June 2020, is reflected by the following statements.

An Institution of Opportunity: YSU inspires individuals, enhances futures, and enriches lives.

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

University Vision

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

University Values

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

- Centrality of Students – We put students first, fostering their holistic and lifelong success.
- Excellence and Innovation – We bring academic excellence and innovation to learning and life for all stakeholders.
- Integrity and Human Dignity – We root all behaviors, decisions and actions in the achievement of integrity, mutual respect, collegiality, equity and inclusion.
- Collaboration and Public Engagement – We embrace collaboration and create innovative partnerships to foster sustainability and enrich our university, our culture, and region.

The Institution

Youngstown State University, which became a state assisted institution in 1967, is currently organized into five academic colleges: the Williamson College of Business Administration; the Cliffe College of Creative Arts; the Bitonte College of Health and Human Services; the Beeghly College of Liberal Arts, Social Sciences, and Education; and the College of Science, Technology, Engineering, and Mathematics. The Honors College provides enrichment experiences for undergraduate students accepted into the honors program. There is also a College of Graduate Studies that administers all graduate programs.

Enrollment

YSU has a long and proud tradition of serving first-generation college students and was for many years the only regional option for a higher education before the creation of Eastern Gateway Community College in fall 2009. The addition of a community college provides much-needed support for underprepared students and serves as a true "gateway" from associate to baccalaureate degree programs. This event is reflected in a gradual change in YSU's enrollment profile, with students coming in with higher ACT and high school GPAs. In 2014, YSU moved away from open admission to moderate selectivity for incoming students. Students now need a high school GPA of 2.00 and a composite ACT of 17 or higher to be admitted unconditionally.

YSU's enrollment is consistent with the themes associated with *The Plan* and aligns with YSU as a University of Opportunity that inspires individuals, enhances futures, and enriches lives. Perspectives associated with the university's mission, vision, and values include the following.

- In fall 2020, 72.1% of incoming undergraduate students (first-time undergraduates, transfers and transients) were from a five-county service region including Mahoning, Trumbull, and Columbiana counties in Ohio and Lawrence and Mercer counties in Pennsylvania.
- The Mahoning County 2010 census data showed that 79.9% of the residents were white and 20.1% were non-white. The fall 2020 YSU student population (both undergraduate and graduate) was 77.3% white, 12.2% non-white, and 10.5% unspecified.
- In fall 2020, 1% of first-time undergraduate students graduated from Youngstown Early College, a partnership with Youngstown City Schools, wherein high school students seek to earn a high school diploma and associate's degree simultaneously.
- 10.1% of the 2020 undergraduate student population earned college credits through College Credit Plus prior to matriculation
- Of all undergraduates in fall 2020, 11.7% were nontraditional age; and 88.3% were traditional age (less than 25 years of age).

Students entering YSU are better prepared to become engaged with faculty in research, and the number of honors students has increased substantially.
- For first-time undergraduate students enrolled in fall semester from 2014 to 2020, IPEDS reported fall average High School GPA has risen steadily from 3.2 to 3.5, and the average ACT from 21.35 to 21.64.

- In 2016, the Honors College was expanded, and the number of honors students grew from 453 in 2014 to 932 in 2017, and was 1,278 in 2020. The growth of the Honors College is significantly changing the composition of the student body. The average high school GPA was 3.8 in fall 2017 and 4.0 in fall 2020 and average ACT scores were 27.39 in fall 2017 and 27.40 in fall 2020

Like many public universities, and particularly regional publics, YSU has become increasingly reliant on the health of its enrollment, and the capability to project that enrollment to sustain its fiscal viability. After a five-year period of declining enrollment, the past four years have seen significant shifts in enrollment patterns, after the university transitioned to a more selective admission process for the fall class of 2014. However, it has become increasingly clear that shifting demographics will influence the size of future incoming classes. This perspective must be addressed considering the long-term vibrancy and sustainability of YSU. The Board of Trustees will dedicate a significant portion of its efforts during the 2020-2021 academic year addressing the *Future State* of YSU.
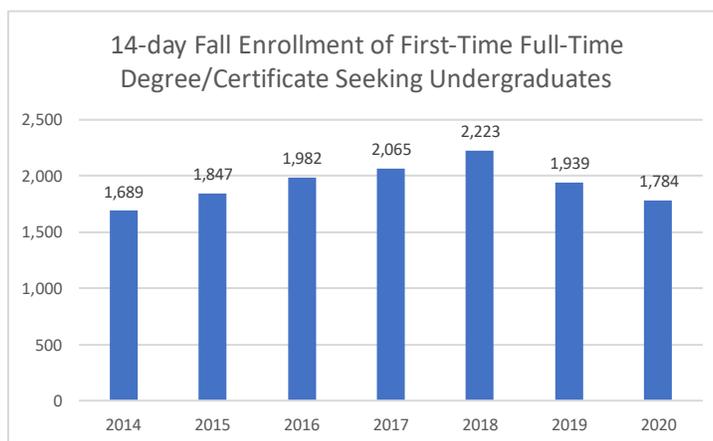

Figure 1: Admission became slightly more selective in fall 2014. Data in Figures 1 through 6 include both full-time and part-time students.

The increased academic preparation of new students sets the stage for an anticipated improvement in the retention that is expected to support sustained momentum towards persistence and completion. Significant focus has been given to the recruitment of more students who are better academically prepared, while remaining a gateway to higher education for the region.

The fall 2015 transition from an Honors Program to an Honors College, and a strategic change in the way scholarship aid was utilized, produced an almost three-fold increase in Honors College freshmen.
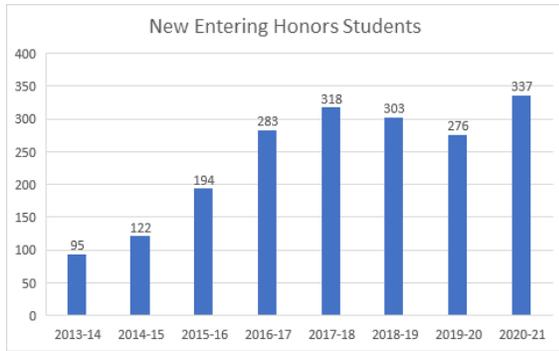
Figure 2: With a focus on the Honors College as an important attraction for highly academically prepared students, the entering class size has increased substantially.
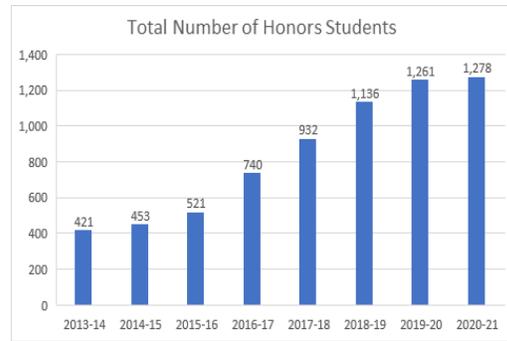

Figure 3: The total number of honors students has increased concurrently with the increasing size of the entering class.

The increased enrollment in the Honors College and the slightly increased minimum admission standards created improvements in average freshmen grade point average and average freshmen ACT scores.
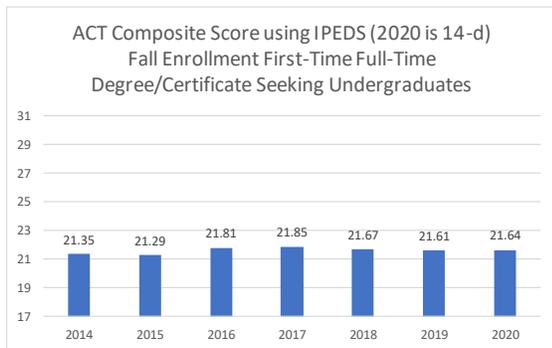

Figure 4: With YSU moving from an open-selectivity admissions institution to a traditionally-selective institution, the academic preparation of the entering class has improved.

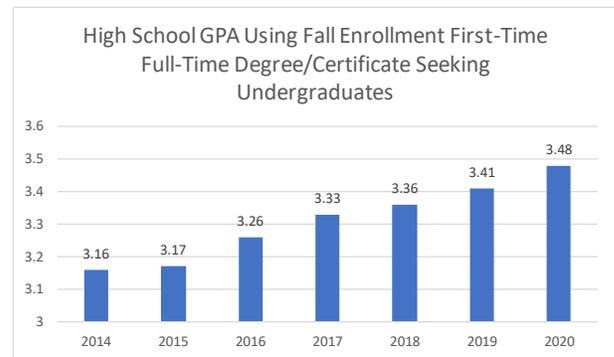*Figure 5: The improved academic preparation of the incoming class is also reflected by the increased average high school GPA of the entering class.*

Retention

As better students have been successfully recruited, and as was expected, more of them initially returned; however, that increase has been followed by a decline across 2017 and 2018 and then an increase for the 2019 entering class.
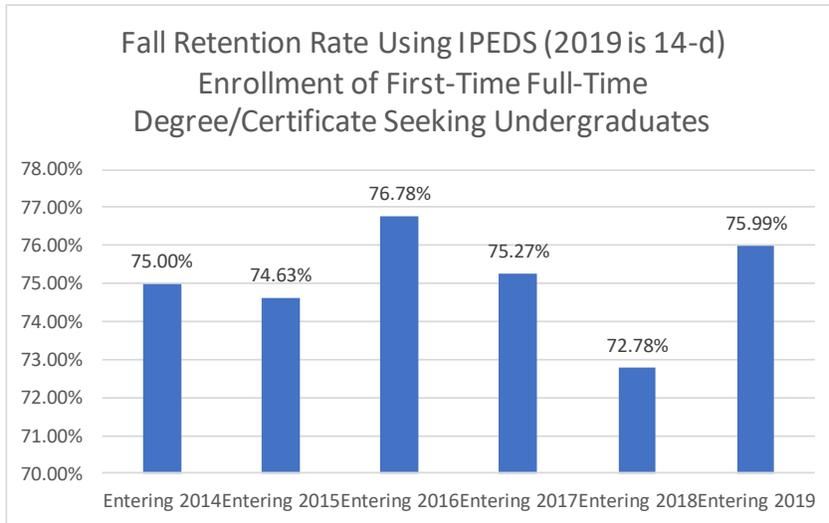
Fall Retention Rate Using IPEDS (2019 is 14-d) Enrollment of First-Time Full-Time Degree/Certificate Seeking Undergraduates

completion.

It is important to note that CARES funding and a special $1.4 million allocation for scholarships from the YSU Foundation have provided one-time funds for a significant number of students enrolled in the previous academic year. This one-time funding is likely to have contributed to the increase in the Fall Retention Rate for students entering 2019. Other contributing factors include permitting students with an outstanding balance to register for the subsequent term; extending the deadline to change a grade option for spring 2020; and extending the deadline to complete an "I" (incomplete grade) for spring 2020.

Persistence, Progress, and Completion in Context

The Plan for Strategic Actions to Take Charge of Our Future has a strong focus on student success. In fact, student futures and lifelong learning are the foundation upon which the YSU educational experience resides. To this end, the persistence, progress and completion rates are illustrated below. These are milestones that will be addressed by the specific plan of action steps illustrated in this document and aligned with *The Plan.*
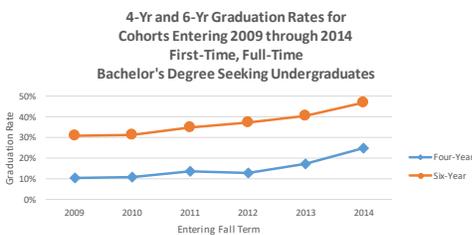
Figure 7: The graduation rates, both 4- and 6-year, have increased. While the 4-y graduation rate is significantly less than desirable (and is being addressed via this Plan), the 6-year graduation rate just reached 47%, a new high for the university.
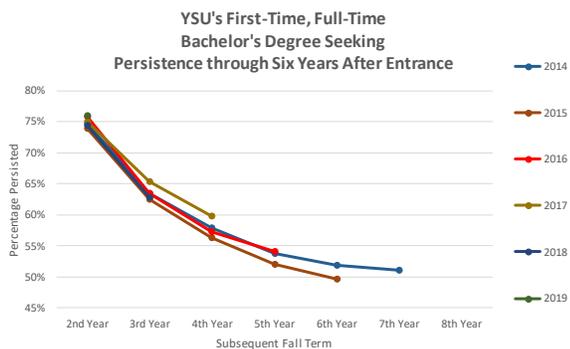

Figure 8: Persistence is increasing gradually for the incoming students beginning after the 2014 entering class.

According to the 2019-20 Undergraduate Bulletin: "Applicants must have a high school grade point

average of 2.00 or higher on a 4-point scale, have an ACT composite score of 17 or higher..."

Because of this commitment to access, the student body of the University includes students with a wide variety of backgrounds and academic preparation. A substantial portion of the students belong to groups who, according to national statistics, have a lower probability of successfully completing a degree in a timely manner.

The following table describes the proportion of YSU students with those risk factors.

Persistence Risk Factors as Applied to YSU Students

Lower socioeconomic class	98% of YSU 1st time full-time students received financial aid in fall 2018 (IPEDS Student Financial Aid Survey)
Being academically underprepared	44% of fall 2018 entering students took at least one developmental class (YNGS fall 2018 Scorecard from ODHE)
Having a disability	Approximately 529 (5%) of all fall 2019 undergraduate students were registered with the Office of Disability Services (IPEDS institutional characteristics survey)
Working more than 20 hours per week	Over 37% of YSU students work more than 20 hours per week (2018 NSSE Survey of Freshmen and Seniors with a 20% response rate)
Being a commuter student	94% of all fall 2020 students commute or live in non-University housing (per IR Preliminary 14th- day data set)
Going to school part time	21% of all fall 2020 students attend part time (per IR Preliminary 14th day dataset)
Being a first-generation college student	43% of fall 2020 undergraduate students are first-generation (Preliminary 14th day dataset)
Receive Pell Grant	40% of fall 2018 students are eligible to receive a Pell Grant (YNGS Fall 2018 Scorecard ODHE)
Coming from an underrepresented population	15% of fall 2020 students are from underrepresented populations (Preliminary 14th day dataset)
Conditionally admitted	9% of fall 2020 new students are conditional admits having less than a 17 on the ACT composite or a high school GPA less than 2.0 (per IR Preliminary 14th day data set)
Adult learners	18% of all students are older than 24 years of age (per IR Preliminary 14th day data set). Additional analysis that identifies adult learners using the ODHE and other criteria indicate that this population may be as high as 30% of the YSU student population.

When the admission standards changed for fall 2014, the institution moved from an open to a traditional institution in terms of selectivity. For institutions with traditional selectivity, first-to-second-year retention rate is projected to be 74% for bachelor's/master's/doctoral degree granting institutions. YSU's first-to-second-year retention rates have exceeded 70% since 2014; however, in recent years, the retention rate fell, but most recently rose to 76%.
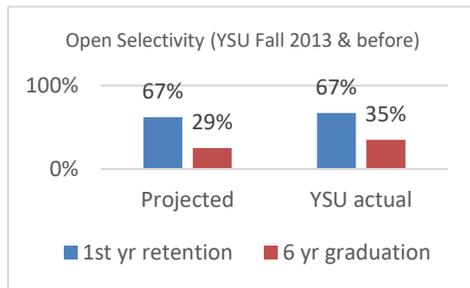
Figure 9: Projected and YSU actual 1st-year retention and 6-year graduation rates for when YSU was an openly selective admitting institution (Fall 2013 and before). (http://www.act.org/content/dam/act/unsecured/documents/retain_2015.pdf)
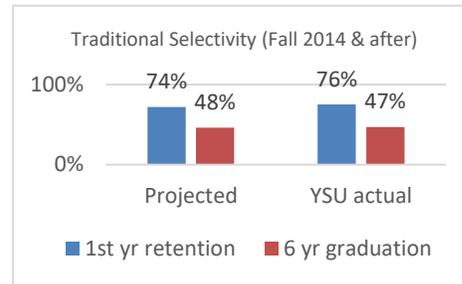

Figure 10: Projected and YSU actual 1st-year retention and 6-year graduation rates for YSU as traditionally selective admitting institution (Fall 2014 and after). (http://www.act.org/content/dam/act/unsecured/documents/retain_2015.pdf

The institutional objective is to improve first-to-second year retention rates, particularly with the expected outcomes from implementing a standardized student success seminar tied to relational and case-based academic advising. YSU has implemented a required success seminar for first-year students. Conditionally admitted freshmen now take a two-credit hour seminar, taught by their program adviser, as part of the new Strong Start Program, a year-long cohort-based program for students who require more specific guidance to successfully navigate college and complete their degree. A pilot of this approach demonstrated a 30% increase in retention compared to previous years. Regularly admitted first-time and transfer freshmen will take a one-credit hour success seminar taught by a student success specialist. Sections were capped at 20 to ensure low student to advisor ratios. Complimenting these strategies will be a persistent YSU application for federal TRIO Student Support Services funding that would provide support for YSU to focus even more energy and effort on students who are first-generation, low-income, and both first-generation and low-income. YSU barely missed the funding cut-off for the 2020 award cycle and intends to resubmit the proposal having consulted various entities to improve the likelihood for funding.

Implementing the student success seminar will permit the professional advisors in the colleges to focus on continuing students, particularly sophomores, juniors, and seniors, to facilitate degree progress and completion. This is important because fall-to-fall persistence can and must be increased; from fall 2018 to fall 2019 slightly more than 900 students in good academic standing left the university, while slightly more than 600 students left the institution who were in good academic standing with no holds and a GPA of 2.87 who did not enroll at any other institution. This fact highlights another opportunity for YSU to review its level of student-centeredness.

While elements of enrollment are student matriculation and retention from the first-to-second year, potentially even more important factors are the extent to which students persist from semester to semester and accumulate academic credits that contribute to degree completion. The State of Ohio has recognized that course and degree completion are key to the financial well-being of the state's economy and thus state funding for higher education is now largely dependent upon these two factors (80%), with some weighting of the distribution for the academic success of at-risk students.

The 6-year degree completion rate of the 2014 first-time full-time cohort was 47%. As YSU was an open-selectivity institution for the 2011 entering class, degree completion is projected to be about 29.0%. As a traditional selectivity institution, degree completion is projected to be about 48%. As

was stated earlier, degree completion should increase in a manner commensurate with the increasing academic preparation of the incoming class. The YSU objective will be to perform better than the projections. This is the framework around which the institution is now pursuing a compliment of student academic success strategies.

These later milestones are anticipated to improve over time, particularly as YSU invests in technological capacity and enhances concomitant competencies. A highly functional enterprise compatible degree-audit system will be implemented beginning spring 2021. Furthermore, implementing a new student advising system in fall 2021 that has "triggering" capabilities will allow the institution to focus more on increasing student sense of belonging---a major contributor to student success.

With this shift in focus, it is intended that graduates will, over time, have experiences that help them contribute to their work, community and the success of their family, perspectives that are to some extent extractable by use of the results of NSSE survey every two-years.

Institutional Context

YSU, along with the other universities in Northeastern Ohio, the State, and most of the nation face challenges and opportunities related to enrollment over the next decade. The number of students graduating from high school will decline in Ohio by -15% between 2017 and 2029 (EAB). This is already evident as enrollment by first-time and full-time students decreased by -5% and -8% for Fall 2019 and Fall 2020, respectively. We are conducting the analytics to determine how the graduation rates for the school districts in our primary matriculation areas will change over time so we might reasonably model the yield rates from these areas over time.

Concurrently, we are embarking upon an Academic Program Enhancement and Effectiveness Initiative that provides analytics and decision-making opportunities from the perspectives of new markets, as well as insights for actions related to curricular efficiencies and economics. One consideration beyond serving the NEO region is supporting degree attainment of the more than 500,000 Ohioans and millions of individuals in adjacent states with some college but with no degree.

In addition, the Board of Trustees is undertaking a year-long assessment of enrollment recognizing the YSU mission, vision, and values that will, over time, assure fiscal sustainability, academic vibrancy, and regional vitality. This will also include renewing the integrated marketing and communication strategy.

2020-2022 Strategies for Retention, Persistence and Completion

As has been discussed in the previous sections and aligned with the *Plan for Strategic Actions to Take Charge of Our Future,* the priorities for the next cycle of The Plan will include:

- Installation, implementation, and refinement of Degree Works, the degree-audit system
- Installation, implementation, and refinement of CRM-Advise, a system that integrates with Degree Works and creates opportunities for a highly relationship- and case-management-based advising system

- Develop and implement new principles, processes and procedures focused on retention, persistence, and completion of students in their sophomore year and beyond as a component of an entirely redesigned approach to student advising given the introduction to the student success seminar
- Assessment of practices, procedures, and policies to reduce barriers and to enhance student progress
- Alignment of the institution's commitment to diversity, equity, and inclusion with the student retention, persistence and completion strategies, as well as with the student experience strategies

Information in Appendix A provides an additional contextual framework extended from the 2018-2020 Plan.

Workforce Development

To best serve our region, YSU develops programs and services that are based on market and economic circumstances as well as persistence and completion research and best practices. YSU is aware of the objective to bridge Ohio's workforce gap as many of the initiatives described below and those that are emerging that are not described below contribute to the objective to have 1 million more adults with high-value credentials. As a member of the Inter-University Council of Ohio, YSU is also supporting the objectives associated with Complete to Compete Ohio.

Youngstown State University provides significant value to the Youngstown-Warren metropolitan area, northeast Ohio, the state and the nation through research, scholarship, innovation, creative/scholarly activities, and workforce development. We recognize that economic and community development and advancement requires a symbiotic relationship amongst businesses, industries, technological enterprises, government, and non-profit organizations. Collective impact with the region is one of the three foundational principles in YSU's ongoing strategic planning efforts. This principle states that YSU will create deliberate, mutually beneficial, educational, civic, industry, and philanthropic partnerships to achieve equitable, sustainable, and innovative regional development.

In order to be responsive to the workforce needs of the region, YSU will continually evaluate academic offerings as well as create new and advance current relationships with local public, private and non-profit organizations. Reallocating resources towards areas most relevant to the sustainable prosperity of the region, investing in undergraduate, graduate, apprenticeship, and certificate programs in growing fields, as well as discontinuing and suspending admissions to other programs, will allow YSU to develop meaningful career pathways for students, bolster the economic competitiveness of the region, and enhance the quality of life of the community. In addition, YSU will continue to develop completion programs in select areas for students wanting to transition from an applied Associate's Degree to a Bachelor's Degree.

Priorities

Academic and workforce development priorities include the following "in-demand" industries identified by *JobsOhio* as poised to transform Ohio:

1. Advanced Manufacturing
2. Aerospace & Aviation

3. Automotive
4. Energy and Chemicals
5. Financial Services
6. Health Care
7. Food and Agriculture
8. Logistics and Distribution
9. Technology

Team NEO's 2020 Aligning Opportunities Report identifies the following occupational fields as having the greatest misalignment between employer demand and supply of matching credentials in Northeast Ohio in 2020 (Misalignment = Current Employer demand for workers – Annual Supply of matching credentials):

1. Computer & IT Workers (misalignment of 15,234 under).
2. Health Diagnosing & Treating Practitioners (misalignment of 13,122 under).
3. Finance Information & Record Clerks (misalignment of 12,767 under).
4. Skilled Production Workers (misalignment of 8,055 under).
5. Health Technologists & Technicians (misalignment of 6,784 under).

YSU is committed to address these workforce needs in the state and in Northeast Ohio by producing graduates with degrees and credentials in these in demand industries and occupational fields. The following are initiatives designed to serve these purposes.

Mahoning Valley Innovation and Commercialization Consortium (MVICC) and The Excellence Training Center (ETC) at Youngstown State University

Manufacturing continues to be one of the cornerstone sectors of the U.S. economy. Ohio ranks among the top manufacturing states in the country, with much of that manufacturing occurring in northeast Ohio.

The manufacturers of the Youngstown region and the educational institutions that serve them stand at the crossroads of a rapidly evolving landscape. To meet the diverse needs of this evolving community, YSU has led the development of a regional partnership of manufacturing stakeholders. Comprised of academic, industrial, and economic development organizations, the **Mahoning Valley Innovation and Commercialization Consortium (MVICC**) addresses broad perspectives on the needs and opportunities of manufacturing in northeast Ohio.

A key component of that partnership is the concept of shared resources and cross-institutional collaboration. The cornerstone of that shared resource model is **YSU's Excellence Training Center (ETC)**, which will provide a central facility to house a full spectrum of manufacturing training and research equipment. It will serve not only as a one-of-a-kind training and research center, but it also will provide an invaluable opportunity for students, faculty, and industry professionals to work collaboratively and accelerate the training and education of the 21st century workforce.

The Mahoning Valley Innovation and Commercialization Consortium (MVICC)

The MVICC partnership is the culmination of many years of discussion and was formally created in Fall 2019. The MVICC is made up of the following partners:

- Youngstown State University (YSU)
- Youngstown State University Research Foundation (YSURF)
- Eastern Gateway Community College (EGCC)
- Youngstown Business Incubator (YBI)
- Youngstown City Schools/Choffin Career and Technical Center
- Mahoning County Career and Technical Center (MCCTC)
- Trumbull Career and Technical Center (TCTC)
- Columbiana County Career and Technical Center (CCCTC)
- Mahoning Valley Manufacturers Coalition (MVMC)

The regions served by the MVICC partners include areas with high numbers of families who have no college graduates. The regions also include diverse ethnic populations and underrepresented populations who may be best served by having a variety of career pathway options. Training new workers and retraining the incumbent workforce is a key focus of the regional workforce training partners. Through the MVICC consortium, partners may take advantage of the strengths of the various educational partners to best address the needs of specific student learner populations.

The Excellence Training Center (ETC) at Youngstown State University

The ETC facility will provide resources to the broader partner community. The combined project reflects more than $11-million already invested in planned construction of the ETC facility and roughly $10-million of advanced manufacturing and research equipment. That includes a significant commitment of MVICC partner resources, philanthropic donations, and funding commitments from across several federal, state, and local funding agencies. The buy-in to the success of this effort is broad-based and substantial.

The ETC will manage shared assets in support of the region's education, workforce development, research and commercial needs. The teaching factory concept of the ETC provides an opportunity for students and faculty at all partner institutions and from a wide range of programs to work side-by-side, gaining not only excellent support for education in their own programs, but also exposure to career options that they might never have otherwise considered. The ETC will serve as the cornerstone of the Mahoning Valley's manufacturing education eco-system.

Workforce Accelerator

YSU, in partnership with IBM, has created an IT Workforce Accelerator to help better align the regional workforce with market in-demand skills. The goal is to provide greater access to industry 4.0 skills and jobs through supplemental training programs like apprenticeships and pre-apprenticeships.

The IT Workforce Accelerator serves individuals in both degree and non-degree pathways through the YSU Excellence Training Center and convenes local employers, workforce intermediaries, and other ecosystem partners who are interested in learning about, implementing, and supporting apprenticeship programs.

YSU is a state and federal registered apprenticeship sponsor and can support companies in all 50 states by providing program design, enablement, and administration. Current pre-apprenticeship training programs include: software engineer, cybersecurity specialist, data scientist, IT support, and mainframe system administrator. Additional roles can be added based upon employer demand.

Importantly, an Executive Director for Strategic Workforce Development and Innovation was just appointed to support this and other opportunities to help meet the region's and Northeastern Ohio education for employment opportunities.

Williamson College of Business Administration (WCBA)

WCBA workforce development falls into three interrelated categories: Business Engagement and Impact, Internships and Professional Development, and Curriculum and Certifications.

Business Engagement and Impact
- WCBA offers continuing education courses and professional development programs in accounting, nonprofit leadership, human resource management, and the real estate license.
- The WCBA houses the 2019 National SBDC Excellence and Innovation Award-winning Ohio Small Business Development Center (SBDC) at YSU, which provides consulting and training to companies and new business ventures, international trade consulting and export programs through its Ohio SBDC Export Assistance Network (EAN), and in partnership with the Mahoning Valley Procurement Technical Assistance Center (PTAC), assists companies with government contracting opportunities. The SBDC served 395 clients, generating growth of $13.9 million in sales, 1,341 jobs, $19.8 million in capital formation, and $36.55 million in export sales.
- Most SBDC projects actively involve Beeghly Fellow interns, SBDC graduate assistants, and WCBA students and faculty (111 students, 6 faculty, 1,678 hours). Total WCBA student engagement with business and non-profit projects totaled 789 students and 105 projects.
- WCBA hosts regional, national, and international award-winning professional student organizations, as well as one of the largest student-managed investment funds in the nation.

Internships and Professional Development
- The WCBA's Center for Career Management (CCM) assists undergraduates with professional development, and MBA and MAcc students with career management. In 2019-20, the Center for Career Management conducted 261 internship advising appointments, 252 resume reviews, and 64 mock interviews, job searches, MBA career advice, and LinkedIn assistance appointments. The CCM supported 245 paid internships with 139 employers in 2019-20 (+ 20.7%). Of 243 BSBA graduates in 2019-20, 58.4% completed at least one internship. CCM-sponsored professional development events totaled 1,083 in student participation with 300 professionals in 2019-20.
- In partnership with the Ohio Development Services Agency, the WCBA offers the Ohio Export Internship program. To date, 62 students completed the program, 13 received full-time job offers from their internship employers, and 14 passed the Certified Global Business Professional (CGBP) Exam. YSU WCBA is one of 13 NASBITE certified CGBP Training and Testing sites.
- The WCBA's Center for Nonprofit Leadership offers the Summer Nonprofit Leadership Honors Internship Program through an $86,000 Raymond John Wean Foundation grant, funding ten, 12-wk, full-time, paid summer interns, building nonprofit and public sector leadership capacity.
- The Monus Fellows program funds students' work with entrepreneurial companies including Youngstown Business Incubator portfolio companies and Valley Growth Ventures.

Curriculum and Certifications
- The WCBA offers undergraduate certificates comprised of credit-bearing courses in Entrepreneurship (20 students), Leadership (125), and Nonprofit Leadership (42), as well as a certificate in Enterprise Resource Planning, leveraging our SAP University Alliance partnership (103). The HR Management major is SHRM-certified, and the Finance-CFP track is Board of Standards-approved. WCBA offers a CFA exam prep course, and students who earn national professional certifications, such as CGBP, SHRM-CP, and Six Sigma Green Belt, receive fee reimbursement. Coursework involves the use of industry-standard software, including Qualtrics, Quick Books, Adobe Creative Cloud applications, and Tableau, among others.
- The WCBA houses the 3D printing Launch Lab in collaboration with the STEM college and Department of Art, supporting coursework in marketing, operations, and entrepreneurship.
- Over 30 WCBA students help file 540 federal tax returns, 460+ state returns, and 400+ local returns for over 570 taxpayers via the Voluntary Income Tax Assistance (VITA) program.

Workforce Development in the Bitonte College of Health Sciences and Human Services

- Offers emergency medical technician training to Youngstown firefighters.
- Offers advanced training to Youngstown area Emergency Medical Technicians.
- The AAS Respiratory Therapist to BSAS Respiratory Therapist completion program is offered completely online and is available to students throughout the United States.
- The AAS Medical Laboratory Technician to BSAS Medical Laboratory Scientist completion program is offered completely online and is available to students throughout the United States.
- Anyone having earned an associate degree in a health-related field can pursue YSU's AAS to BSAS in Allied Health. The BSAS is often required for upward career mobility in many fields.
- The Polysomnography certificate has been moved to an online format. It is offered to any licensed Respiratory Therapist to pursue certification and employment in the area of sleep study.
- The graduate certificate in Health Care Administration is offered to students pursuing an administrative position in the health care field.
- Registered Nurses who hold an associate degree can complete the RN-BSN program online to obtain their baccalaureate degree nationwide. In many states, major healthcare facilities are requiring that Nurses have the BSN to obtain or retain employment.
- The Hospitality Program is expanding their program to training students on knowledge and skills need to operate and work in cafes.
- The College is developing a certificate in TeleHealth. The certificate will initially be marketed to Nursing and Dietetic students.
- Social Work and Criminal Justice are offered at Lakeland and Lorain County Community Colleges to expand the workforce in the northern part of Ohio.

Beeghly College of Liberal Arts, Social Sciences, and Education

Department of Humanities and Social Sciences

Geography:

- The geography program offers internships which connect our majors to private companies and public agencies, including the Columbiana County Development Department, the Eastgate Regional Council of Governments, the Trumbull Neighborhood Partnership, WKBN/WYTV, the City of Niles, and First Energy.
- The geography program hosts workshops for local and regional professionals in GIS and ArcGIS Pro. These workshops have been incredibly successful for outreach beyond YSU and for promoting the capabilities of the geospatial program. Individuals attended these workshops from Cleveland, Akron, Columbus, Ashtabula, and beyond. Each of these workshops filled to capacity with excellent feedback from participants regarding the transition and application of ArcGIS Pro.

History:

- The graduate certificate in Applied History is offered to students pursuing employment in historic preservation and museum studies.
- The history program offers Graduate Assistant Internships ($7,500.00 plus a tuition scholarship). Two internships are funded by the Ohio History Connection and one is privately funded by a grant from the Youngstown Northside General Duty Nurses Association. Recipients work 20 hours per week at the Youngstown Historical Center of Industry and Labor.
- The applied history program offers graduate and undergraduate internships for credit. Interns work 150 hours for 3 credit hours. Past recipients have interned at the Mahoning County Courthouse, Spring Hill Historical Site, Pro Football Hall of Fame, McKinley Birthplace Memorial, Mahoning Valley Historical Society, Trumbull County Historical Society, and the Ohio History Connection.
- The history program also offers two competitive paid internships through the Tyler History Center (funded by the Ohio Cultural Alliance) and the Youngstown Historical Center of Industry and Labor (funded by the Wuslich Applied History Scholarship).
- The Robert W. Reeder I Series in Professionalization sponsors and coordinates professional development events involving students, faculty, staff, alumni, and employers.
- The history program and the history honor's society, Phi Alpha Theta, coordinates the annual History Across the Humanities Conference (HATH). In addition to showcasing student research, the conference provides resume-building and networking opportunities. HATH also features professional development workshops. In 2020, those workshops included presentations by YSU career services and employers like the AmeriCorps Ohio History Service Corps.
- History coursework provides students with marketable skills and experiences. Class projects help students develop skills in critical thinking, interpretation, analysis, and effective written and oral communication. Class projects also provide real-world experience, including exhibit development and design.

Adjustments to Academic Programs accumulated since the submission of the first state-mandated Retention and Completion Plan.

New undergraduate programs

- Bachelor of Science in Respiratory Care (completion program) (2014)

- Bachelor of Arts in Journalism (online format) (2014)
- Bachelor of Science in Biochemistry (2015)
- Bachelor of Science in Applied Science (BSAS) in Criminal Justice (online format) (2016)
- Bachelor of Engineering in Manufacturing Engineering (2016)
- Bachelor of General Studies (completion program, online format) (2017)
- Ohio Early Childhood (PK-3) and Early Childhood Intervention Specialist Dual License (2017)
- Bachelor of Science in Business Administration in Management (2019)
- Ohio Multi-Age (PK-12) Physical Education and Health License (2019)

<u>New graduate programs</u>

- Graduate Certificate in Economics (2015)
- Graduate Certificate in English (2015)
- Graduate Certificate in Mathematics (2015)
- Graduate Certificate in Teaching of Literature (2015)
- Graduate Certificate in Aging Studies (2015)
- Graduate Certificate Instructional Communication (2015)
- Accelerated 4+1 Master of Art in Economics (2015)
- Accelerated 4+1 Master of Science in Mathematics (2015)
- Master of Accountancy (2016)
- Master of Athletic Training (2016)
- Graduate Certificate in Biological Sciences (2016)
- Master of Fine Arts in Interdisciplinary Visual Arts (2016)
- Post-Master's Certificate in Adult Gerontology Acute Care Nurse Practitioner (2016)
- Master of Science in Nursing Option for Adult Gerontology Acute Care Nurse Practitioner (2017)
- Health Information Certificate (2017)
- Accelerated 4+1 Master of Public Health (2017)
- Master of Public Health (online program) (2017)
- Accelerated 4+1 Master of Respiratory Care (2018)
- Master of Public Health Nutrition track (2018 approved, 2019 planned enrollment)
- 4 + 1 Master of Respiratory Care (2018)
- Master of Science in Applied Behavior Analysis (reactivated 2018)
- Teacher Leadership Endorsement Certificate (2019)
- Ph.D. in Health Services (2019)
- Master of Science in Health Sciences (2019)
- Master of Science in Education-Special Education, Intervention Specialist Mild Moderate (2019)
- Doctor of Nursing Practice (2020)
- Master of Science in Education-Curriculum and Instruction Specialization: Teacher Leader (2020)
- Master of Science in Education-Curriculum and Instruction Specialization: STEM (2020)
- Master of Science in Education-Curriculum and Instruction Specialization: Math (2020)
- Homeland Security Certificate (2020)
- Data Analytics Certificate (2020)

Discontinued Programs

- Discontinued Autism and Related Disabilities Certificate (2017)
- Discontinued Associate of Applied Science in Drafting and Design Technology (2018)
- Discontinued Bachelor of Arts in American Studies (2018)
- Discontinued Bachelor of Arts in Mathematics (2018)
- Discontinued Bachelor of Arts in Africana Studies (2018)
- Discontinued Bachelor of Arts in Art History (2018)
- Discontinued Associate of Applied Science in Medical Assisting (2019)
- Discontinued Bachelor of Applied Science in Consumer and Family Sciences (2019)

Admission Suspended

- Master of Science in Education – Educational Technology (Officially suspended July 2015)
- Master of Science in Education: Early Childhood Education (Officially suspended March 2017)
- Master of Science in Education: Special Education General Option (Immediate Discontinuation March 2017)
- Master of Science in Nursing – School Nurse Option (Officially suspended July 2017)
- Master of Science in Nursing – Adult Gerontology – Clinical Nurse Specialist (Officially suspended July 2017)
- Master of Science in Education, Literacy (2019)

In support of Workforce Development, YSU is committed to cultivating and sustaining partnerships faculty, staff, students, and regional business, technological enterprises, industry, public, and non-profit organizations. The University is focused on building strong relationships with University faculty and the respective organizations' professional staff, leading to a broad and deep relationship amongst a variety of stakeholders, and creating significant and lasting Workforce Development opportunities for YSU students.

Status of strategies described in the 2018-2020 Retention, Persistence and Completion Plan

Overall, the University successfully implemented strategies outlined in the 2018-2020 Retention, Persistence and Completion Plan, as described below.

Strategy 1. Develop an onboarding strategy including an intentional sequence of readiness experiences from the point of admission to the start of the first semester by identifying intentionally connected and carefully timed experiences and events that ensure ongoing and purposeful engagement with new students and parents.

In Summer 2018, YSU redesigned its new student Orientation program to ensure students have a variety of opportunities to engage with each other, their Orientation leader, academic advisors, and staff. YSU has also designed a parent program as part of Orientation, allowing YSU staff to share information of interest to parents. Following Orientation, Orientation leaders remain in contact with students throughout the summer, and meet them again at IGNITE, YSU's kick-off to the Fall semester. The new approach to new student intake has resulted in an increase in the percent of

students who attended Orientation and who are still registered for classes on the 14th day of the fall term from 85.9% in 2017 to 93.8% in 2020.

Strategy 2. Build a first-year advising structure to facilitate the successful academic integration of all first-year students, ensuring that students have and know how to use four-year degree plans and the electronic degree audit tool, and developing a student success curriculum to strengthen student progress and increasing persistence.

In Fall 2020 YSU implemented holistic first-year advising for regularly admitted freshmen and transfer students entering with fewer than 30 credit hours by formally linking academic advising to a required first-semester success seminar.   Regularly admitted students, i.e. students who are neither offered conditional admission nor accept admission to the Honors College, make up the majority of new first-year students who enroll at YSU (78% in Fall 2018). While the average HS GPA and ACT composite score of incoming regularly admitted students has continued to rise, first-to-second year retention has decreased from 75.7% for the Fall 2017 cohort to 71.8% for the 2018 cohort.

Success Seminar content focuses on helping students develop and maintain effective study plans, use information on course syllabi to monitor their performance in each class, apply principles of mindset theory to rise to challenges and/or overcome setbacks, know and understand standards for good academic standing and financial aid eligibility, know how to calculate a grade point average, and understand and follow their curriculum sheet, four-year plan, and know the academic progress requirements for their major.

The Success Seminar instructor also serves as the first-year advisor for students in their section, allowing students to extend learning in class to individual conversations with their advisor. Students also are guaranteed regular contact with their advisor throughout their first semester continuing into the second semester, which helps them build relationship and establish a sense of belonging.

Strategy 3. Utilize the advising structure to facilitate a comprehensive intervention strategy:

Seeing their first-year advisees in the Success Seminar twice each week facilitates timely intervention in the fall semester, and the relationship facilitates effective intervention all year since students are more likely to responds to outreach from someone they know and trust than from someone they have never met.

Beginning in Fall 2020, first year advisors will proactively intervene with students in the following ways:

- Respond to course-level alerts raised by faculty
- Inform students of account balances before registration is blocked and guide them to find solutions
- Check course registrations for errors and work with students to correct them
- Reach out to students who have not registered for the upcoming semester before they depart campus for winter or summer break
- Identify and reach out to students over winter break who need to make schedule adjustments based on final course grades

- Identify and reach out to students who, based on academic performance, are at risk for not reaching GPA and course-level milestones associated with their chosen major
- Encourage students to register for *CARD 1520: Exploring Majors and Careers* if appropriate (see Strategy 7 below).

Strategy 4. To help lower equity gaps, develop a comprehensive year-long program intentionally designed to foster the personal and academic transformation of students admitted with restrictions who often lack the cultural capital and "college know-how" necessary to understand, adapt to, and reach their potential within the university environment.

Beginning in Fall 2020, first-time students who did not meet the University's criteria for regular admission were admitted into the Strong Start Program. The Strong Start Program is a yearlong, cohort-based program that provides academic and personal support to students through the following:

- A first-semester success seminar aimed at strengthening their study and time management skills, helping them adopt habits of mind that promote success, identifying and balancing competing priorities, and using campus resources
- A first-semester block-style learning community
- An academic advisor who also teaches their success seminar and meets regularly with them on an individual basis throughout the year, tracks their progress, assists in problem solving, and advises on course selection and registration
- An eight-week major and career exploration course in the spring semester

Components of Strong Start were introduced on a pilot basis for students conditionally admitted in Fall 2018 and Fall 2019. First-to-second year retention among Fall 2018 conditionally admitted students who participated in the pilot was 22% higher than for students who did not participate.

Strategy 5. Develop mentoring pathways for under-represented and under-resourced students to encourage engagement and support problem-solving.

YSU implemented The Penguin Ally Collective (PAC), a mentoring program for Black, Hispanic, and multi-racial students, in Fall 2019. Information and the invitation to participate were sent to 286 eligible incoming first-year students over the summer. Thirty-one (11%) students responded and were matched with an individual faculty or staff volunteer mentor, with whom they met regularly throughout the year. Students, along with their mentors, also participated in monthly group enrichment experiences. Although the number of participants was small, gains in retention among them are promising. 71% of participants were retained to year two, compared to 62% of their peers who did not participate.

Strategy 6. Improve success rates in gateway courses and lower-level courses with historically high D, F, and W

YSU has focused this strategy on gateway math courses, for several reasons: a number of students enroll in gateway math courses, D, F, and W rates in these courses have been high historically, and YSU is one of the state's institutions participating in *Ohio Strong Start to Finish.* YSU has used funds granted by Strong Start to Finish support development activities for math faculty, with a strong focus on improving co-requisite mathematics instruction. Partnering with the Center for Teaching and Learning and the Center for Student Progress, the Math Department conducted faculty

workshops on growth mindset, integrating adaptive learning technology, study skills for math success, and pedagogies that encourage active learning and engagement.

Additionally, to better ensure students were adequately prepared to succeed in math, the Math Department revised math placement practices, now requiring students with an ACT math score below 27 to take the ALEKS placement test. Together, these strategies had a significant impact on success rates in gateway math courses (with the exception of MATH 1511C), as demonstrated below:

Percent D, F, W grades			
	Fall 2017	**Fall 2018**	**Fall 2019**
MATH 1500: Preparation for Algebra Placement	NA	NA	53.3%
MATH 1505: Intermediate Algebra with Applications	62.6%	80.7%	Eliminated
MATH 1510: College Algebra	40.5%	50.6%	31.7%
MATH 1510C: Co-requisite Support for College Algebra	50.5%	40.1%	36.8%
MATH 1511: Trigonometry	41.9%	49.4%	38.4%
MATH 1511C: Co-requisite Support for Trigonometry	NA	41.7%	67.6%
MATH 1513: Algebra with Transcendental Function	17%	28.3%	19.7%
MATH 1552: Applied Mathematics for Management	28.1%	25%	19.1%
MATH 1571: Calculus 1	27.2%	39%	29.6%
MATH 2623: Quantitative Reasoning	27.8%	25.5%	19.2%
MATH 2623C: Co-requisite Support for Quantitative Reasoning	9.7%	23%	10.2%

Strategy 7. Transition students who are not progressing in their intended major to Career and Academic Advising and change their major status to Exploring; offer an 8-week course to help students gain major and career clarity that can be offered in both the first and second of half of spring term.

CARD 1520: Exploring Majors and Careers, a 1-credit, 8-week course, designed to teach students who are exploring majors how to locate and use resources and information to make an informed decision about their academic path, was approved in Spring 2020 and will be offered for the first time in Spring 2021.

Strategy 8. Develop a comprehensive approach to student success based upon attributes of academic preparation, predictors of the likelihood of success in selected programs of study, and appropriate anticipatory triggers for institutional involvement in guiding students to degree completion and job placement.

This strategy incorporates the previous seven strategies into an integrated approach to student success. An enterprise-compatible degree audit system, Degree Works, is being installed and incrementally implemented Spring 2021. This required a review and update of all degree guides that not only assisted with this build/implementation, but also facilitated adviser and student interactions for the first-year student success seminar. Implementing Degree Works is also accompanied by an enhanced compatibility with Transferology that will support transfer access and success at YSU.

Implementing Degree Works is the foundation for installing and implementing another enterprise-compatible system, CRM Advise (SR-Advise). This student relationship enhancement technology seamlessly interacts with Degree Works and is available to the student, adviser, and, for various components, faculty advisers and course instructors. The build and implementation allows for a
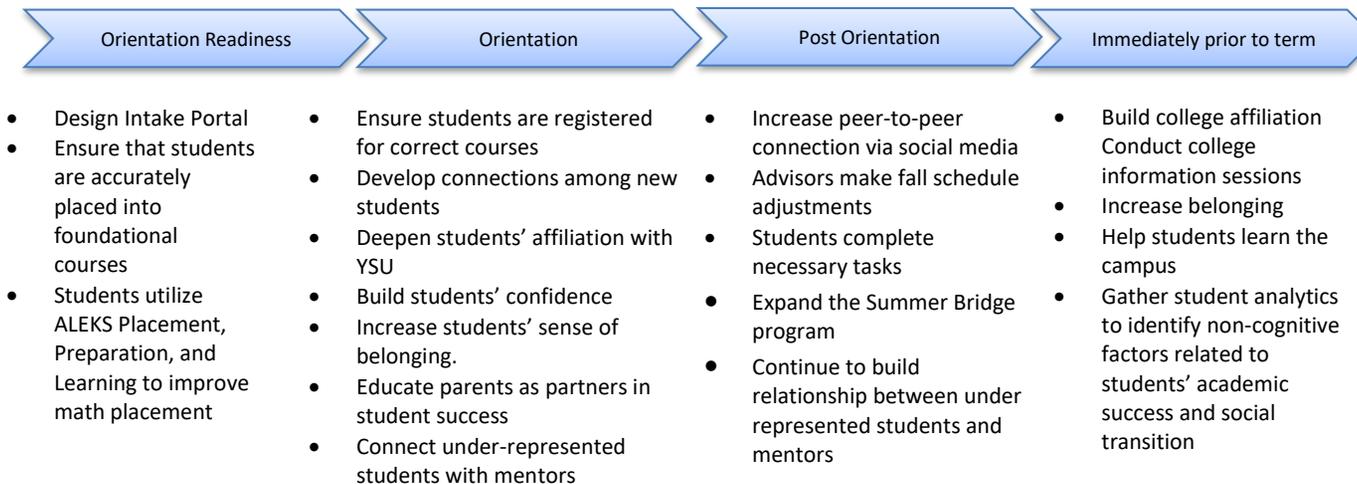
highly customized student-centric relationship with triggers, alerts, and highly specific interventions via multiple technology interfaces. A multi-faceted team is guiding implementation and it is anticipated SR-Advise will be implemented in a phased fashion beginning Fall 2021. Importantly, the Academic Senate Student Success Task Force will be involved at important milestone implementation and activation success points, and will make recommendations on policy adjustments to the appropriate Academic Senate committee, YSU office or division.

Appendix A. Relationship of the 2018-2020 Plan to the 2020-2022 Plan

The following is an illustration provided in the 2018-2020 Plan that continues to be relevant to the 2020-2022 Plan. Many of the attributes are best-practices that will become better integrated into the student success strategy as the strategies associated with the 2020-2022 Plan are implemented and successfully achieved.

Strategy 1. Develop an onboarding strategy intentional sequence of readiness experiences from the point of admission to the start of the first semester by identifying five sequences of intentionally connected and carefully timed experiences and events that ensure ongoing and purposeful engagement with new students and parents.

Onboarding sequence

Orientation Readiness	Orientation	Post Orientation	Immediately prior to term
• Design Intake Portal • Ensure that students are accurately placed into foundational courses • Students utilize ALEKS Placement, Preparation, and Learning to improve math placement	• Ensure students are registered for correct courses • Develop connections among new students • Deepen students' affiliation with YSU • Build students' confidence • Increase students' sense of belonging. • Educate parents as partners in student success • Connect under-represented students with mentors	• Increase peer-to-peer connection via social media • Advisors make fall schedule adjustments • Students complete necessary tasks • Expand the Summer Bridge program • Continue to build relationship between under represented students and mentors	• Build college affiliation Conduct college information sessions • Increase belonging • Help students learn the campus • Gather student analytics to identify non-cognitive factors related to students' academic success and social transition

Strategy 2. Build a first-year advising structure to facilitate the successful academic integration of all first-year students, ensuring that students have and know how to use four-year degree plans and the electronic degree audit tool, and developing a student success curriculum to strengthen student progress and increase persistence.

Strategy 3. Utilize a revised and enhanced advising structure to facilitate a **comprehensive intervention strategy**.

First Semester

First 3 weeks	Weeks 4-8	Weeks 9-15	Winter break

- Provide advisors with student analytics to inform early conversation and intervention
- In FYE students focus on assessing and managing academic workload, and self-assessment

- Advisors intervene with at-risk students, assisting them to overcoming academic and non-cognitive barriers
- In FYE students focus on mind-set and success behaviors, balancing competing priorities, academic standing policies
- In FYE, students learn basics of degree planning and use of degree plans and Degree Works
- Prepare students for registration

- Advisors intervene with at-risk students as needed
- Advisors outreach to student who did not register for spring term
- FYE focus on educational planning, i.e. educational opportunities outside the classroom

- Identify/ reach out to students who need to make spring schedule adjustments
- Identify/reach out to students who, based on first semester performance, are at risk for not reaching GPA and course-level milestones associated with their chosen major
- Students can register for major exploration course

First 3 weeks	Weeks 4-8	Weeks 9-15	Summer

- Advisors contact students to discuss major change
- Students have the option to register for major exploration course

- Advisors intervene with at-risk students as needed

- Students have the opportunity to take major exploration course
- Advisors intervene with at-risk students, assist students in overcoming academic and non-cognitive barriers
- Advisor outreach to students who did not register for fall term

- Students take summer course(s) to catch up
- Students repeat YSU courses to raise GPA

Strategy 4. To help lower equity gaps, develop a comprehensive year-long program intentionally designed to **foster the personal and academic transformation of students admitted with restrictions** who often lack the cultural capital and "college know-how" necessary to understand, adapt to, and reach their potential within the university environment.

Strategy 5. In addition to a first-year advising structure, **develop mentoring pathways for under-represented and under-resourced** students to encourage engagement and support problem-solving.

Strategy 6. Improve success rates in gateway courses and lower-level courses with historically high D, F, and W rates by:
- Continuing to bring co-remediation in mathematics and English to scale;
- Developing alternate instructional delivery methods and learning environments for mathematics;
- Developing math pathways for students whose programs do not require algebra or calculus sequences;
- Increasing faculty use of Starfish Early Alert; and
- Developing cross-divisional teams to identify and coordinate pedagogical, advising, and academic support strategies.

Strategy 7. Transition students who are not progressing in their intended major to Career and Academic Advising and change their major status to Exploring; offer an 8-week course to help students gain major and career clarity that can be offered in both the first and second of half of spring term.

Strategy 8. **Develop a comprehensive approach to student success** based upon attributes of academic preparation, predictors of the likelihood of success in selected programs of study, and appropriate anticipatory triggers for institutional involvement in guiding students to degree completion and job placement.

Appendix B. Relationship of this plan to *The Plan for Strategic Actions to Take Charge of Our Future*

Goals and strategies related to student success in *the Plan for Strategic Actions to Take Charge of Our Future* adopted by the YSU Board of Trustees in June, 2020. This Plan will be used to inform progress on the student success aspects of *The Plan.* The following three of eight GOALS are directly related to student success and many of the strategies associated with the following goals have been addressed in the narrative of this document. It is anticipated that the 2022-2024 Retention, Persistence and Completion Plan will be more obviously and directly aligned with these attributes of goals and strategic actions.

- Goal: Implement best practices that address student needs throughout the student life cycle to increase persistence, completion, and postgraduate success

  Strategies
  - Ensure all students benefit from holistic, relational, developmental, and integrated academic advising
  - Develop and deploy comprehensive, integrated and proactive student intervention strategies
  - Enhance student experiences through implementation of specific initiatives designed to actively engage them in co-curricular and extra-curricular activities
  - Improve support and resources for students facing non-academic challenges
  - *Focus* on post-graduation planning across the student life cycle to reinforce the value of completion

- Goal: Develop a recruitment and enrollment strategy that aligns with a completion strategy

  Strategies
  - Develop an integrated and comprehensive market and brand communication strategy to distinguish the value of the YSU degree
  - Develop an enrollment cultivation strategy linked to the value proposition of earning a YSU degree for each program of study
  - Expand and enhance outreach and engagement with students prior to enrollment
  - Develop innovative approaches to increase enrollment and completion of under-represented students
  - Develop and enhance partnerships and collaboration agreements with international universities

- Goal: Create frameworks to optimize student and postgraduate success

  Strategies
  - Institute specific initiatives to help guide student success objectives and strategies: create the working group to implement the strategy
  - Establish consultation and timely reporting expectations to inform the campus community about institutional progress related to student success
  - Create timely reports and dashboards related to student progress
  - Create a structure of feedback to assess the impact and influence of student success objectives and strategies