

June 19, 2014

Mr. John Carey, Chancellor
Ohio Board of Regents
25 South Front Street
Columbus, OH 43215

Dear Chancellor Carey:

I am enclosing a copy of the Campus Completion Plan of Youngstown State University. This plan was approved at the Youngstown State University Board of Trustees meeting held Wednesday, June 18, 2014.

If you have any questions or concerns, please feel free to contact my office at the number listed above, or by email at triley@ysu.edu. Thank you.

Sincerely,



Teresa Riley
Interim Provost

TR:jc

Enclosure

CAMPUS COMPLETION PLAN
of
YOUNGSTOWN STATE UNIVERSITY

For submission to the

Chancellor of the Ohio Board of Regents

June 18, 2014



Campus Completion Plans

Am. Sub. H. B. No. 59 130th G.A. 1428

Sec. 3345.81. Not later than June 30, 2014, the board of trustees of each institution of higher education, as defined by section 3345.12 of the Revised Code, shall adopt an institution-specific strategic completion plan designed to increase the number of degrees and certificates awarded to students. The plan shall be consistent with the mission and strategic priorities of the institution, include measureable student completion goals, and align with the state's workforce development priorities. Upon adoption by the board of trustees, each institution of higher education shall provide a copy of its plan to the chancellor of the Ohio board of regents.

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.

Executive Summary

Youngstown State University adopts a holistic and comprehensive plan to improve the completion of courses and degrees. Measures are or will soon be in place to attract students who are apt, to orient them fully upon intake, to advise and mentor them underway, to intervene upon signals of risk, and thereby reduce time-to-degree. Likewise, through opportunities students enjoy to engage in service-learning of a variety of kinds, students are alerted to potential careers in such a way that they are encouraged to be persistent and to develop concrete plans for college and career success.

Completion Strategies

Below is a partial list of initiatives we have undertaken or are planning that are designed to improve student progress and completion:

1. The University has adopted "Student Success" as a quality initiative proposal as part of the Higher Learning Commission's "Open Pathway" re-accreditation process.
2. Implement a first year experience/orientation course in each college.
3. Develop programs for faculty advisors to keep them informed about changes in graduation requirements and explore a certification system for faculty advisors.
4. Align systems of advising across the colleges.
5. Improve orientation.
6. Examine and revise admission/retention requirements.
7. Tighten enforcement of conditional admissions.
8. Implement dual enrollment with Eastern Gateway Community College (EGCC).
9. Coordinate academic programming with Eastern Gateway Community College.
10. Develop collaborative partnerships with PK-12.
11. Create Early Warning processes to improve student success.
12. Improve course completion rates.
13. Enhance learning assessment endeavors.
14. Support faculty development in teaching and learning.
15. Formalize exit interviews.
16. Improve affordability; raise more money for scholarships.
17. Ensure that courses are available when needed.
18. Improve time to completion of degree.
19. Streamline academic experiences (3-year-degrees, etc.).
20. Offer flexibly scheduled, alternative delivery, and distance education courses and programs.
21. Increase College in High School (CHS) and SB 140 opportunities for students.
22. Peer mentoring for all first-time and transfer students throughout the first year.
23. Increase tutoring services, including e-Tutoring.
24. Increase supplemental instruction opportunities.

1. University Mission

The Youngstown State University mission statement reads as follows:

Youngstown State University—an urban research university—emphasizes a creative, integrated approach to education, scholarship, and service. The University places students at its center; leads in the discovery, dissemination, and application of knowledge; advances civic, scientific, and technological development; and fosters collaboration to enrich the region and the world.

The University:

- Creates diverse educational experiences that develop ethical, intellectually curious students who are invested in their communities;
- Provides access to a broad range of undergraduate programs;
- Offers graduate programs in selected areas of excellence, including those that meet the needs of the region;
- Supports economic development through applied learning and research;
- Integrates teaching and learning, scholarship, and civic engagement;
- Fosters understanding of diversity, sustainability, and global perspectives; and
- Advances the intellectual and cultural life of the city, region, and world.

YSU, which became a state assisted institution in 1967, is currently organized into seven colleges, the School of Graduate Studies and Research and six undergraduate colleges: the Williamson College of Business Administration; the Beeghly College of Education; the College of Creative Arts and Communication; the Bitonte College of Health and Human Services; the College of Liberal Arts and Social Sciences; and the College of Science, Technology, Engineering, and Mathematics. The University offers over 100 undergraduate majors, 35 master's programs, and doctorates in educational leadership (Ed.D.), physical therapy (DPT) and materials science and engineering (Ph.D.). In the 2012-13 academic year YSU awarded 197 associates degrees, 1,503 bachelor's degrees, 328 master's degrees, and 35 doctoral degrees.

Enrollment at YSU rose from just under 11,800 in the fall of 1997 to a peak of just under 15,200 in the fall semester of 2010. Enrollments then drifted downward; in the fall semester of 2013 approximately 13,400 students were enrolled at YSU. Approximately 10 percent of the students are enrolled in graduate programs. About 78 percent of the students are residents of Mahoning, Trumbull, or Columbiana county; Mahoning County residents alone account for roughly half of the student body. Approximately 12 percent of the students come from outside Ohio; most are residents of adjacent counties in western Pennsylvania. Women account for 54 percent of YSU students. Roughly 90 percent of YSU students live off campus.

2. Barriers to Persistence and Completion

According to the 2013-14 Undergraduate Bulletin: "Youngstown State University offers broad access to education through open admission for all Ohio high school graduates." Because of the open admission policy 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 students with those risk factors:

Persistence Risk Factors As Applied to YSU Students

Lower socioeconomic class	88% of YSU students receive financial aid
Being academically underprepared	61% of entering YSU students take developmental classes
Having a disability	Approximately 700 (5.2%) students are registered with YSU Disability Services
Working more than halftime	Over 77% of YSU students work
Being a commuter student	90% of YSU students commute
Going to school part time	25% of YSU students attend part time
Being a first-generation college student	56% of YSU students are first-generation
Receiving a Pell Grant	54% of YSU students receive a Pell Grant
Coming from an underrepresented population	21% of YSU students are from underrepresented populations
Being conditionally admitted	More than 20% of our new students are conditional admits (ACT<17 or HS gpa<2.0)
Being adult learners	47% of YSU students are older than 21

All of these risk factors have been continuing concerns as we endeavor to increase the educational attainment of the citizens of our region. While regional overall educational attainment continues to lag behind state averages (this is largely due to our blue-collar history), we have seen positive increases in educational attainment over the past three years according to the Chamber of Commerce.

To best serve our region, Youngstown State University has established programs and services that are data driven and based on persistence/completion research and best practice.

3. Completion Goals for 2014-16

In December of 2010, the University adopted YSU 2020: The Strategic Plan of Youngstown State University 2011-2020. The vision for the plan states: "Youngstown State University will become a national model for student success, resource stewardship, and regional engagement." Student Success is one of the four cornerstones of the Strategic Plan. As part of this planning process, numerous goals designed to increase student persistence and graduation have been established:

1. Increase course completion rates to 82% each semester. In Fall 2011, students completed 77.3% of courses attempted. We have incrementally increased that rate to 80.6% (Fall 2013).
2. Increase freshmen course completion rates to 86% each semester. In Fall 2011, students completed 78.4% of courses attempted. We have incrementally increased that rate to 83.3% (Fall 2013).
3. Increase freshmen GPA to 2.85 each semester. In Fall 2011, freshman GPA was 2.68. We have incrementally increased that to 2.78 (Fall 2013).
4. Decrease the percentage of NAFs (non-attendance F's) to below 2%. In Fall of 2011, 4.41% of grades posted were NAFs. We have incrementally reduced this ratio to 2.9% (Fall 2013).
5. Have 70% of conditional admits succeed in their conditional semester and be retained. We are currently at 64% success rate.
6. Have 40% faculty participation in the Starfish Early Warning system. We have achieved 44% already so will revisit this goal.
7. Increase our 6 yr. graduation rate to 43% by 2020. (Currently 36.8%)
8. Increase our minority graduation rate to 25% by 2020. (Currently 16%)
9. Increase our entering freshman average ACT to 22 by 2020. (Currently 20)
10. Increase our % of students in good academic standing to 92% by 2020. (Currently 87%)

4. Completion Strategies

Below is a partial list of initiatives we have undertaken or are planning that are designed to improve student progress and completion:

1. The University has adopted "Student Success" as a quality initiative proposal as part of the Higher Learning Commission's "Open Pathway" re-accreditation process. Accordingly, student success/completion has become the "tough challenge" that we aspire to.

2. Implement a first year experience/orientation course in each college. Most completion research indicates that an effective First year experience course enhances persistence. According to Noel-Levitz, more than 95% of universities nationally provide a first year experience course.
3. Develop programs for faculty advisors to keep them informed about changes in graduation requirements and explore a certification system for faculty advisors.
4. Align systems of advising across the colleges. At YSU, advising strategies have varied from college to college. We are working to align advising as well as provide more information to students regarding degree completion and requirements. Our new E-Bulletin will provide the University community with clear and accurate information regarding all curriculum and program requirements.
5. Improve orientation. We have added program dates to create smaller groups for a more personalized experience, reformatted sessions to facilitate active student learning and involved more faculty.
6. Examine and revise admission/retention requirements. We revised our admissions standards to refuse some students whose preparation indicates little hope of success. We continue to review our standards to ensure that we are providing a supportive opportunity for all students who have a reasonable chance of being successful.
7. Tighten enforcement of conditional admissions. We implemented a new conditional admission policy which provides “best practices” structure and support for underprepared students.
8. Implement dual enrollment with Eastern Gateway Community College (EGCC). We continue to develop our relationship with EGCC, our partner in increasing the educational attainment of our citizens. Our goal is that our students will be able to avail themselves of the benefits of both institutions relatively seamlessly.
9. Coordinate academic programming with Eastern Gateway Community College. Each college is working with EGCC to provide clear, simple pathways for students to progress from EGCC to YSU
10. Develop collaborative partnerships with PK-12. We plan to significantly enhance our relationships and dialogue with our educational partners in PK-12.
11. Create Early Warning processes to improve student success. We implemented the Starfish Early warning system, which enables faculty and staff to flag students for kudos or for intervention. This program has shown good initial success.
12. Improve course completion rates. The lowest common denominator to enhance completion is to improve the course completion rates for each course. Accordingly we have a group working now to find ways to improve course completion rates without detracting from academic rigor.

13. To improve timely degree completion we will develop additional procedures to increase the percentage of students who meet with an advisor after they submit a graduation audit request.
14. Enhance learning assessment endeavors. We are making numerous enhancements to the manner in which we measure learning.
15. Support faculty development in teaching and learning. We've implemented a comprehensive program of internal faculty professional development designed to help faculty be more effective.
16. Formalize exit interviews. We contact all students who are leaving the University in order to provide them with any assistance that might be needed in order to help them continue their education rather than leave, as well as receive any feedback we can regarding the issues that caused them to leave.
17. Improve affordability; raise more money for scholarships.
18. Ensure that courses are available when needed.
19. Improve time to completion of degree.
20. Streamline academic experiences (3-year-degrees, etc.). We continue to identify and publicize pathways for students to accelerate their degree completion.
21. Offer flexibly scheduled, alternative delivery and distance education courses and programs.
22. Increase College in High School (CHS) and SB 140 opportunities for students. New research indicates that students who receive college credit during high school are much more likely to persist to graduation. We are working to improve our SB 140, CHS and Early College programs.
23. Peer mentoring for all first-time and transfer students throughout the first year. This retention best practice has been in place for years but retention enhancements such as Starfish continue to improve the effectiveness of this practice.
24. Increase tutoring services, including e-Tutoring. Our research indicates that our students who use tutoring services are much more successful than those who don't. We have aggressively taken advantage of the statewide E-tutoring initiative.
25. Increase supplemental instruction opportunities. Numerous studies have concluded that supplemental instruction is a very effective tool for enhancing success, particularly in the most difficult classes. We were an early adopter of this practice and continue to expand it.

These and other initiatives are reviewed quarterly, as are the metrics associated with our goals. Initial data indicates that our conditional admission and early warning programs are having a positive impact on course completion, retention, and overall student success. Teams of faculty

and staff charged with each initiative continue to meet and offer suggestions for policies and programs that may improve the effectiveness of our efforts.

5. Workforce Development Priorities

Youngstown State University contributes to the Youngstown-Warren metropolitan area, northeast Ohio, the state and the nation through research, scholarship, innovation, creative activities, and workforce development. YSU views economic impact as a symbiotic relationship with businesses, industry, technological enterprises and non-profit organizations. Regional Engagement is one of the four cornerstones of the YSU 2020 Strategic Plan and within that cornerstone one of the themes is providing value to business, industry, and non-profit organizations.

YSU is committed to cultivating and sustaining appropriate bilateral engagements between faculty, staff, students, and regional business, technological enterprises, industry, and non-profit organizations. The work with non-profits focuses on developing relationships between University faculty and the respective organizations' professional staff, which leads to collaborative research initiatives and resources for professional development. YSU students will have the opportunity to engage in both service-learning activities and internships.

Internship Opportunities

In 2012 YSU was awarded a \$573,300 Ohio Means Internships and Co-ops grant from the Ohio Board of Regents. The grant program was part of Gov. John Kasich's workforce development strategy to align Ohio's higher education curriculum with skills that are in demand by Ohio businesses. YSU used the grant to establish the Program for Internships and Co-ops in Advanced Manufacturing and Related Industries, or PICAM. PICAM funded 45 full-time and 62 part-time paid internships for students in the College of Science, Technology, Engineering and Mathematics and the Williamson College of Business. The program also called for YSU's STEM and Business colleges to jointly design and implement new courses in professional practice preparation and to host new, semiannual co-op and internship recruiting events on campus. The program also calls for restructuring curricula in accounting, business, finance, industrial systems engineering, management, marketing, mechanical engineering and other disciplines to provide for more professional practice opportunities. One of the goals is that increasing internship and co-op opportunities will lead to higher completion rates because it will help

students better realize their long-term career objectives and motivate them to finish their degree so that they can reach those objectives.

In 2014 YSU received an additional \$661,013 grant from the Ohio Board of Regents to allow YSU to continue this work of increasing and expanding paid internship and co-op experiences for its students. The grant will also allow YSU to create a self-sustaining professional development suite to be used by students and businesses providing training in soft and hard skills and to enhance the coordination of infrastructure programs in the region.

In addition to these grant-funded internship opportunities, almost every student at YSU has the opportunity to pursue a credit bearing internship as part of their major. The Office of Career Services helps to place students in internships.

Skill Development

YSU provides opportunities for students to develop marketable job skills in a number of areas. Some examples include:

- ConneX is a corporate communication consultation center through which students provide communication and training consulting to local businesses. Students gain valuable skills, and small businesses and non-profits can purchase communication services for a low fee.
- The YSU History Department provides internship opportunities to its students through the Youngstown Historical Center of Industry and Labor. Students work at the museum learning curation, conservation, and archival practice.
- The NewsOutlet provides journalism students with an opportunity to work with professionals in the field of journalism and have their work published in multiple media platforms.
- The YSU Center for Nonprofit Leadership places students in internships at regional nonprofit organizations during the three semesters of the academic year (Fall, Spring and Summer) on an ongoing basis. These internships are academically-focused, career-related work experiences for which students earn academic credit.

Centers for Excellence

YSU has funded four Centers of Excellence.

- Center of Excellence in Materials Science and Engineering (CEMSE)

This center is devoted to the preparation, advanced characterization, and development of a variety of materials for enhanced educational experiences, advancement of basic research, and practical applications of benefit to society.

The CEMSE is distinguished by state-of-the-art materials characterization facilities, dedicated personnel, and a strong commitment to engaging industrial participants in collaborative research and educational initiatives towards the primary goal of fueling economic growth of the greater Youngstown region.

- Center of Excellence for the Study of Autism fulfills its mission to prepare educators, medical specialists, other professionals and para-professionals who serve individuals with autism in best practices for teaching and caring for autistic children; to increase our knowledge base through the promotion of scholarly research in a living laboratory; to provide public service and advocacy on behalf of those affected by autism. These goals are accomplished through the Academic Program, the Research Program, and the Public Service Program, which includes Professional Development Program, Full School Year Program, Summer Program, and Outreach Consultation Program.
- The Williamson Center for International Business has a three-fold mission: 1) to provide global education and educational opportunities to both undergraduate and graduate students, 2) to support and encourage both basic and applied faculty research in the various areas of global business, and 3) to enhance local and regional economic development through workshops, seminars, faculty consulting, networking, and student internships and projects. The Williamson Center for International Business represents a major component of the educational, research, and economic development activities undertaken by the Williamson College of Business Administration. Built on a foundation of experienced faculty, an established academic program in international business, a variety of global learning experiences available to students, internationally-related internships opportunities, local and regional economic development initiatives, and faculty research, publications, and recognitions, The Williamson Center for International Business is truly unique.
- Center for Applied Chemical Biology (CACB) is a Center of Excellence having highly skilled, research-active faculty and students from a variety of disciplines who are making very significant contributions to the intellectual infrastructure of Northeastern Ohio. By driving workforce development and providing broad-based technological expertise in chemical biology, the Center is a potential engine of economic development. The CACB welcomes opportunities for collaborative partnerships that are not just local or within the Cleveland-Pittsburgh TechBelt, but also those that actively engage regional, national, or international biotech ventures.

Other Workforce Related Initiatives:

Natural Gas and Water Resources Institute

The YSU Natural Gas and Water Resources Institute will provide undergraduate degree level courses in science and engineering that will lead to an academic minor in gas technologies and also will provide research opportunities for industry focusing on analysis of water used in the shale gas extraction process. Because of YSU's location in the Utica shale region of Ohio, this new Institute will meet the educational and research needs of a new and growing industry. A recent study showed that more than 200,000 jobs, including nearly 9,000 in professional and technical services, will be created or supported by 2015 due to exploration, leasing, drilling, and pipeline construction for the Utica shale reserve.

Center for Innovation in Additive Manufacturing

The center in Moser Hall on the YSU campus features two high-end 3D printers that will enable research for undergraduate- and graduate-level students, as well as students in the university's new PhD program in materials science and engineering. The lab also allows for education and workforce development in additive manufacturing.

The university played a central role in the federal government's decision in summer 2012 to select downtown Youngstown as the site of the first National Additive Manufacturing Innovation Institute, now called America Makes. YSU students and faculty are regularly engaged in America Makes activities.

6. Conclusion

Youngstown State University adopts a holistic and comprehensive plan to improve the completion of courses and degrees. Measures are or will soon be in place to attract students who are apt, to orient them fully upon intake, to advise and mentor them underway, to intervene upon signals of risk, and thereby reduce time-to-degree. Likewise, through opportunities students enjoy to engage in service-learning of a variety of kinds, students are alerted to potential careers in such a way that they are encouraged to be persistent and to develop concrete plans for college and career success.

References for Student Characteristics

Pell Grants: YSU Office of Financial Aid and Scholarships, Dashboard

http://web.yosu.edu/gen/ysu_generated_bin/documents/basic_module/Financial_Aid_Dashboard_07_23_13.pdf. The value was for the 2012-13 academic year

Remedial Coursework: Ohio Board of Regents, "Percent of First-Year Students Taking Remedial Coursework FY 2010", July 2011 https://www.ohiohighered.org/files/uploads/data/statistical-profiles/preparation/rem_by_age_FY10_rev_07-29-11.pdf

Attending Part-Time: Calculated from data on the Institutional Research website for Fall 2013, http://web.yosu.edu/gen/ysu_generated_bin/documents/basic_module/Fall_2013_Credit_Hour_Load_Residency.pdf

First Generation: Ohio Board of Regents, "Undergraduate and Graduate Student Diversity, Fall 2012", <https://www.ohiohighered.org/files/uploads/data/statistical-profiles/enrollment/Diversity%20Report%20Fall%202010.pdf>

ACT Composite Score: Fall 2013, calculated by Institutional Research

High School GPA: Fall 2013, calculated by Institutional Research

GED Recipients: Institutional Research, Fall 2013

http://web.yosu.edu/gen/ysu_generated_bin/documents/basic_module/20092013_University_Total_Feeder_HS.pdf

Completion Report Subcommittee

Jack Fahey

Rebecca Geltz

Tod Porter (Chair)

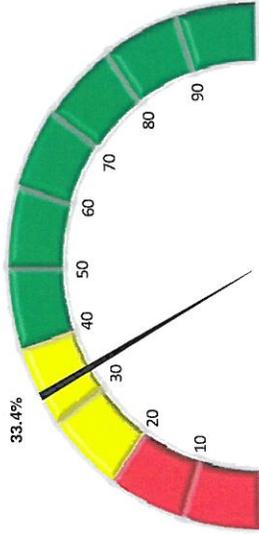
Mary Jane Quaranta

Teresa Riley

Becky Varian

Youngstown State University Complete College Ohio Plan Dashboard

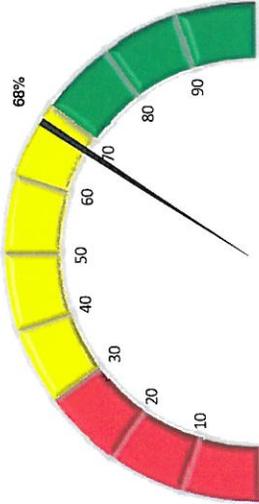
Six Year Graduation Rate



Percentage of 2007 Cohort

6 yr. Graduation Rate Goal: 43% (by 2020)

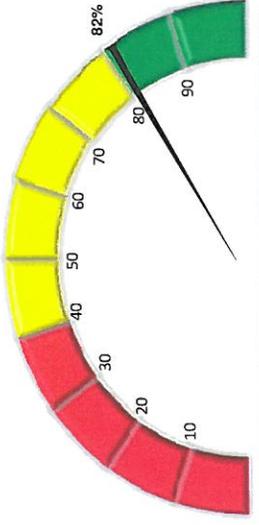
Fall to Fall Persistence Rate



Fall 2012 to Fall 2013 Percentage

Persistence Rate Goal: 72% (by 2020)

Course Completion Rate

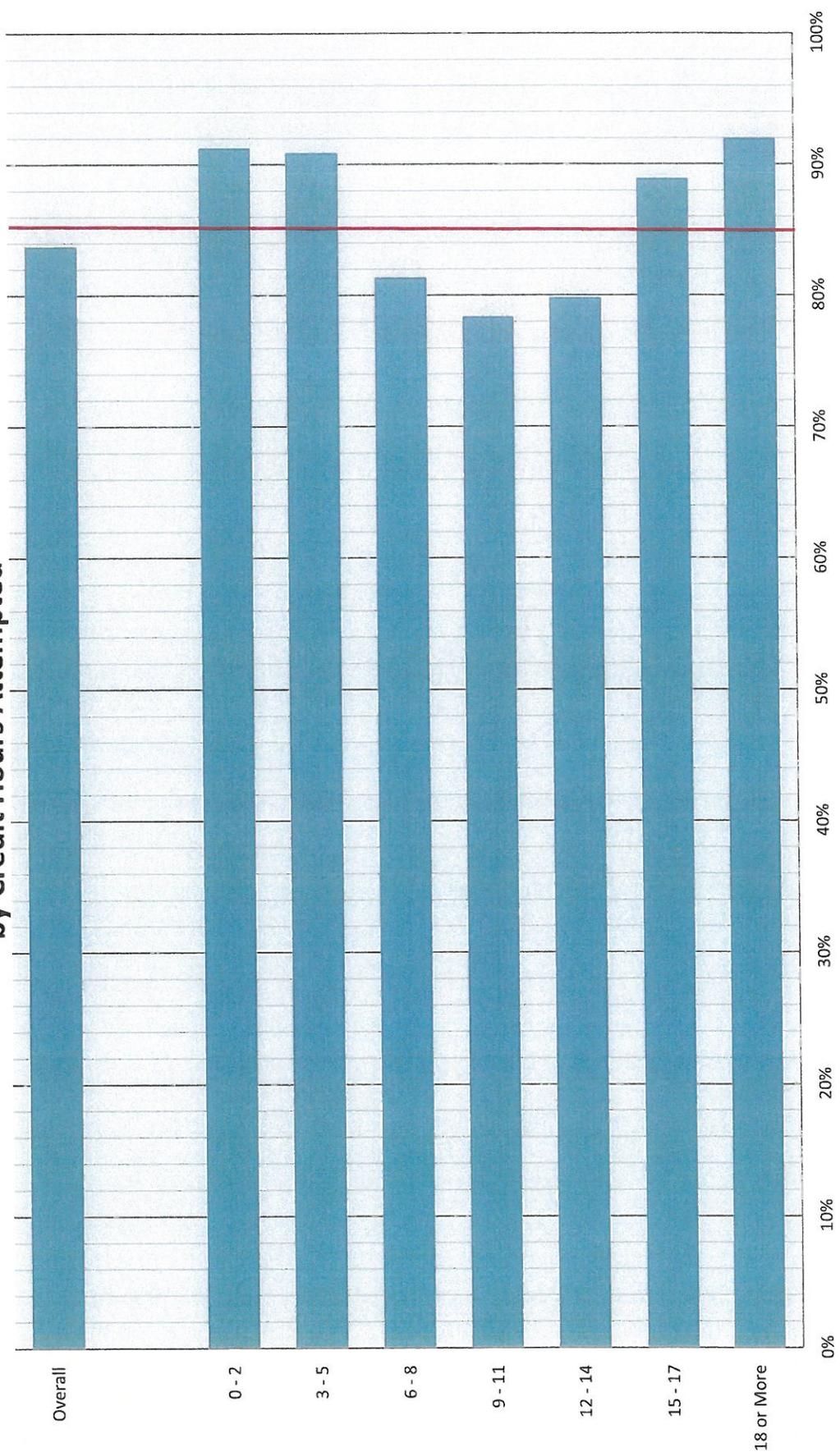


2012 - 2013 Percentage

Course Completion Rate Goal: 85% (by 2020)

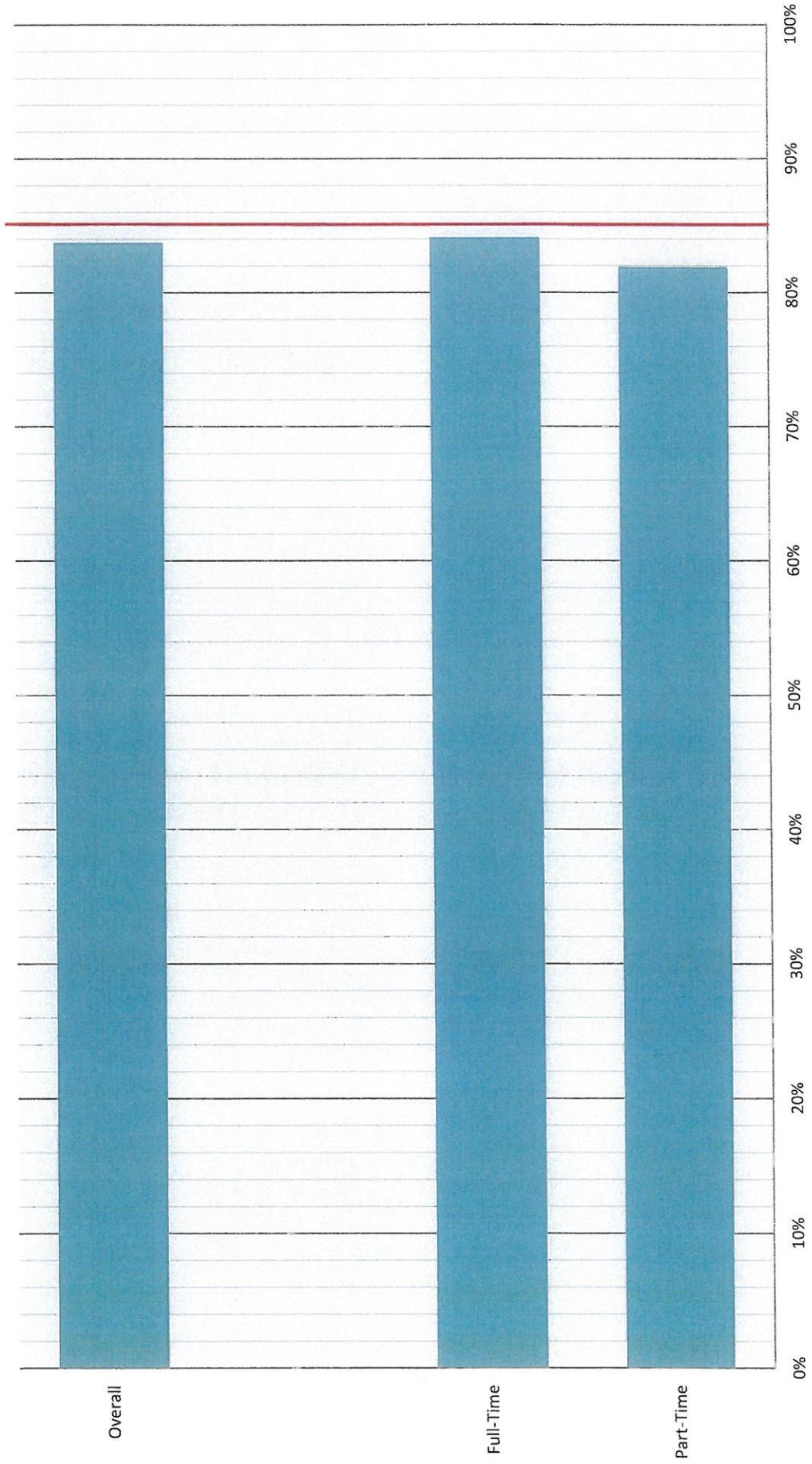
Youngstown State University 2012-13 Undergraduate Course Completion Rates by Credit Hours Attempted

Overall
2020 Goal = 85%



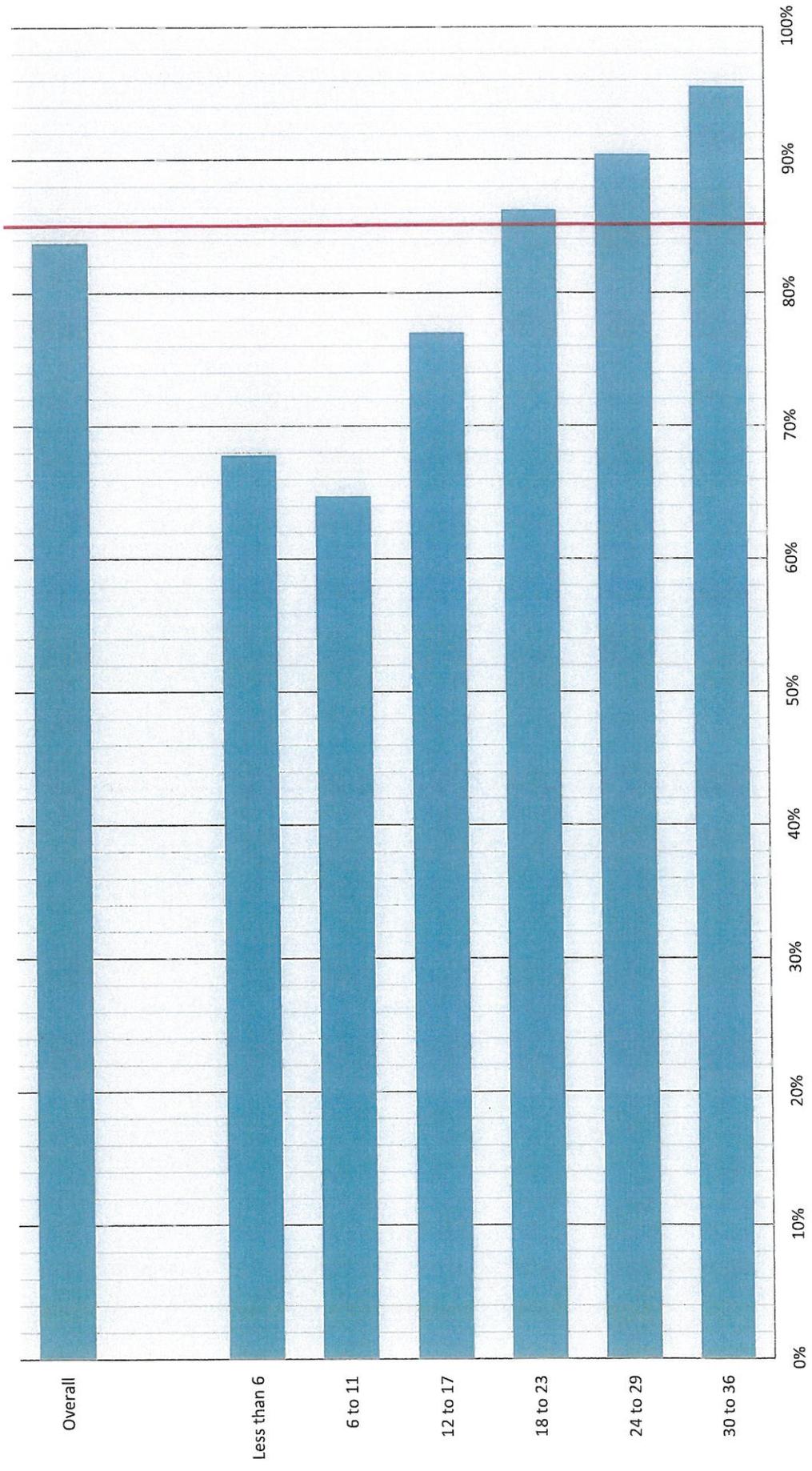
Youngstown State University 2012-13 Undergraduate Course Completion Rates by Academic Load

Overall
2020 Goal = 85%



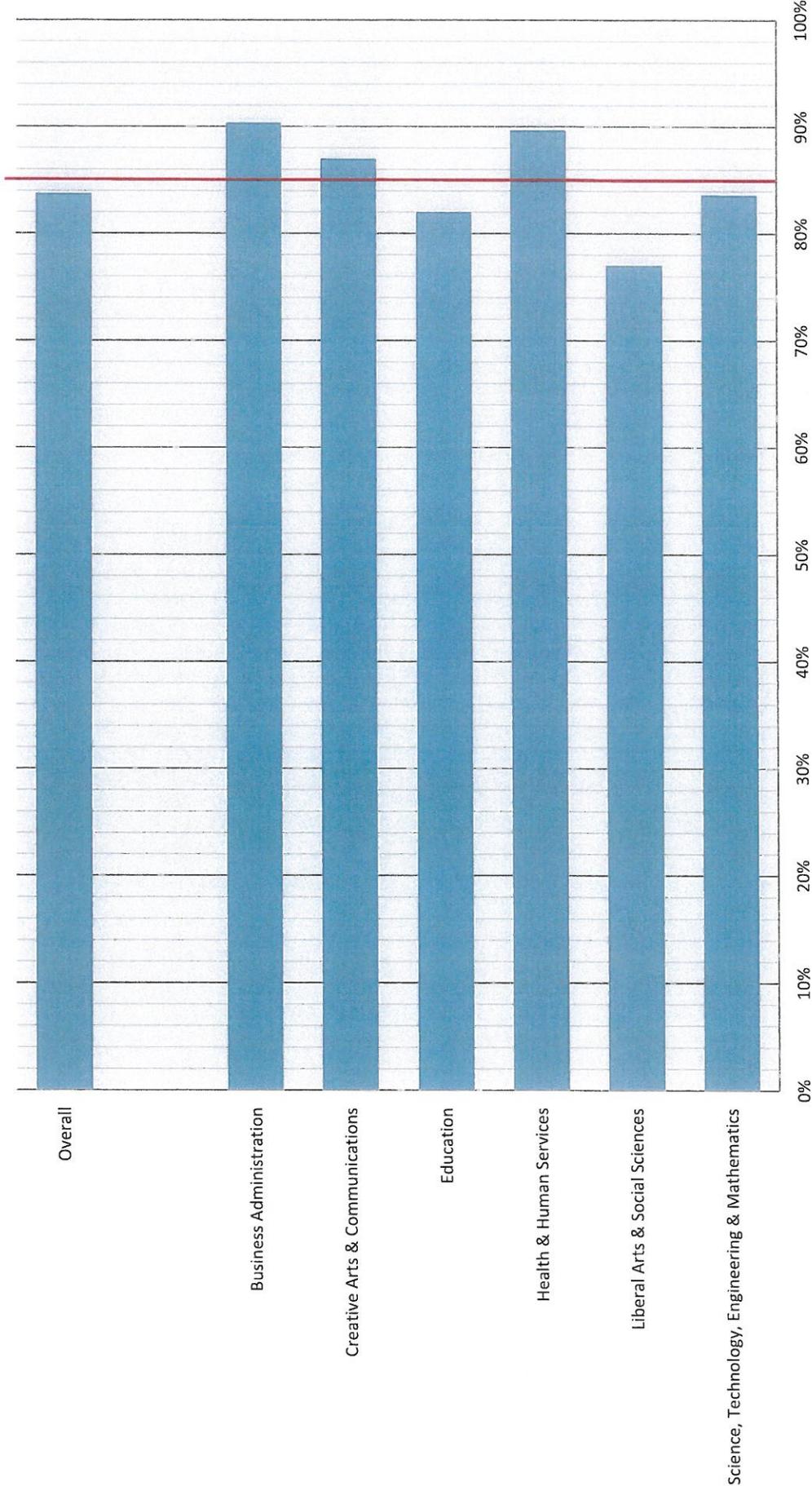
**Youngstown State University
2012-13 Undergraduate
Course Completion Rates
by ACT Composite Score Range**

**Overall
2020 Goal = 85%**



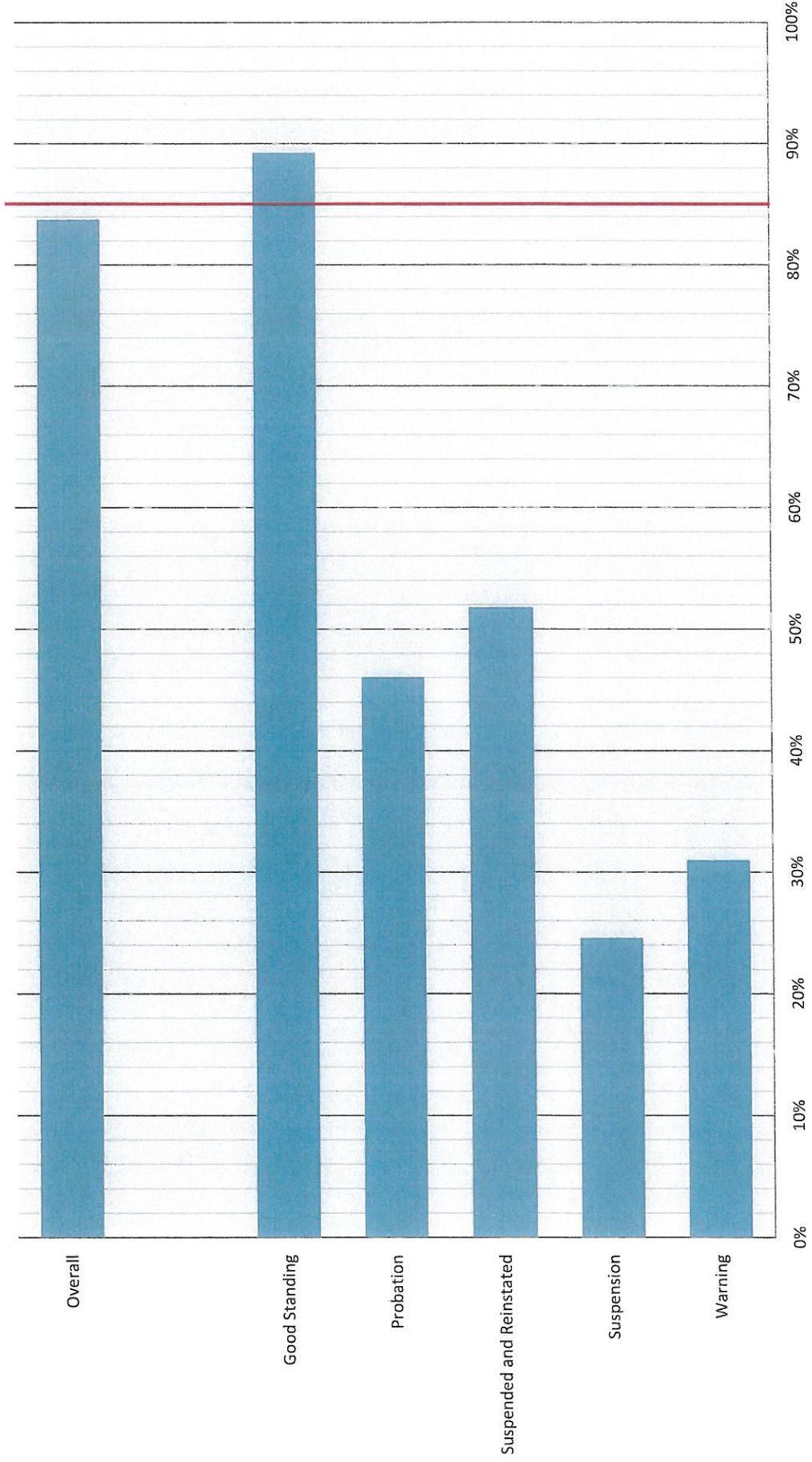
Youngstown State University 2012-13 Undergraduate Course Completion Rates by College of Course

Overall
2020 Goal = 85%



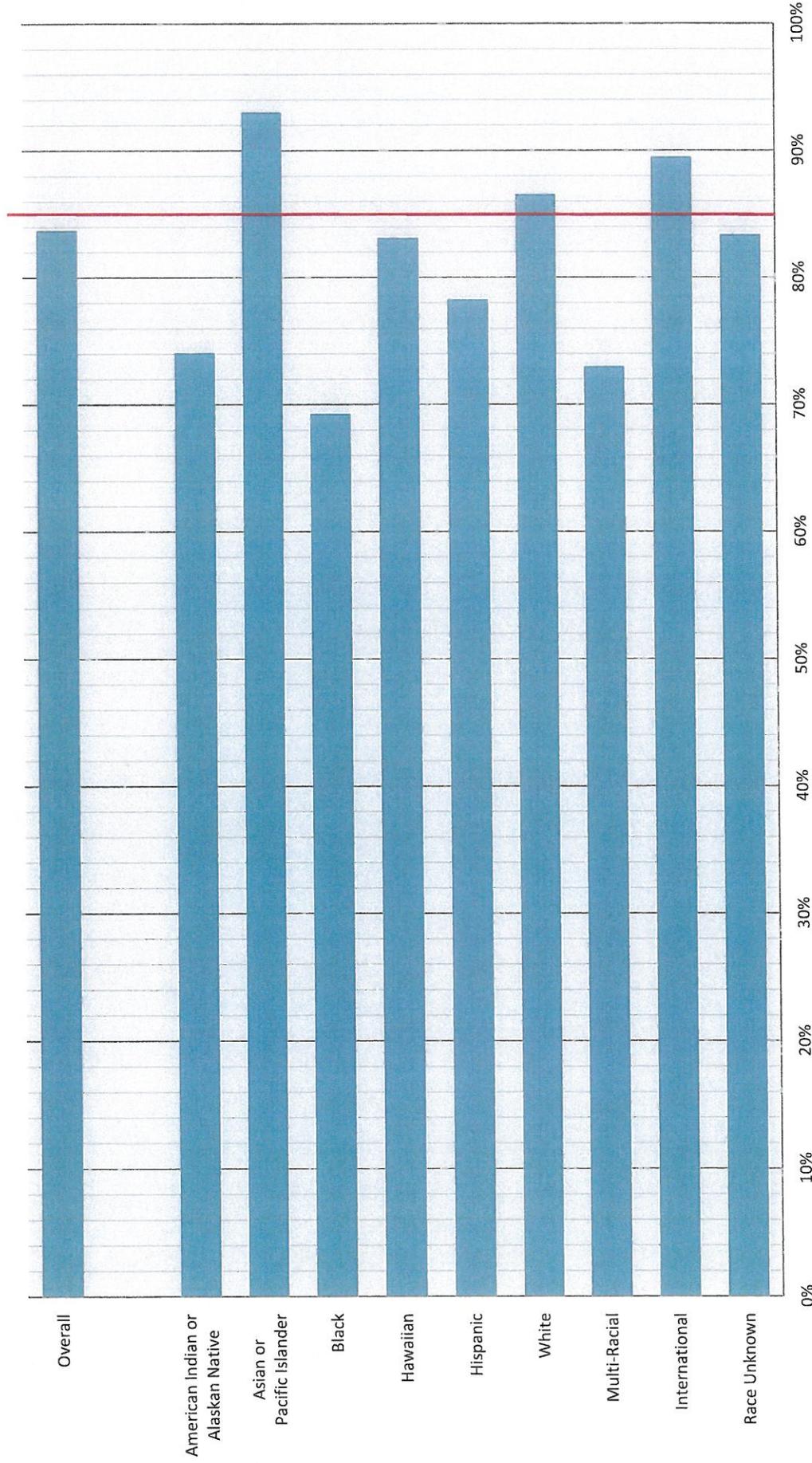
Youngstown State University 2012-13 Undergraduate Course Completion Rates by End-of-Term Academic Standing

Overall
2020 Goal = 85%



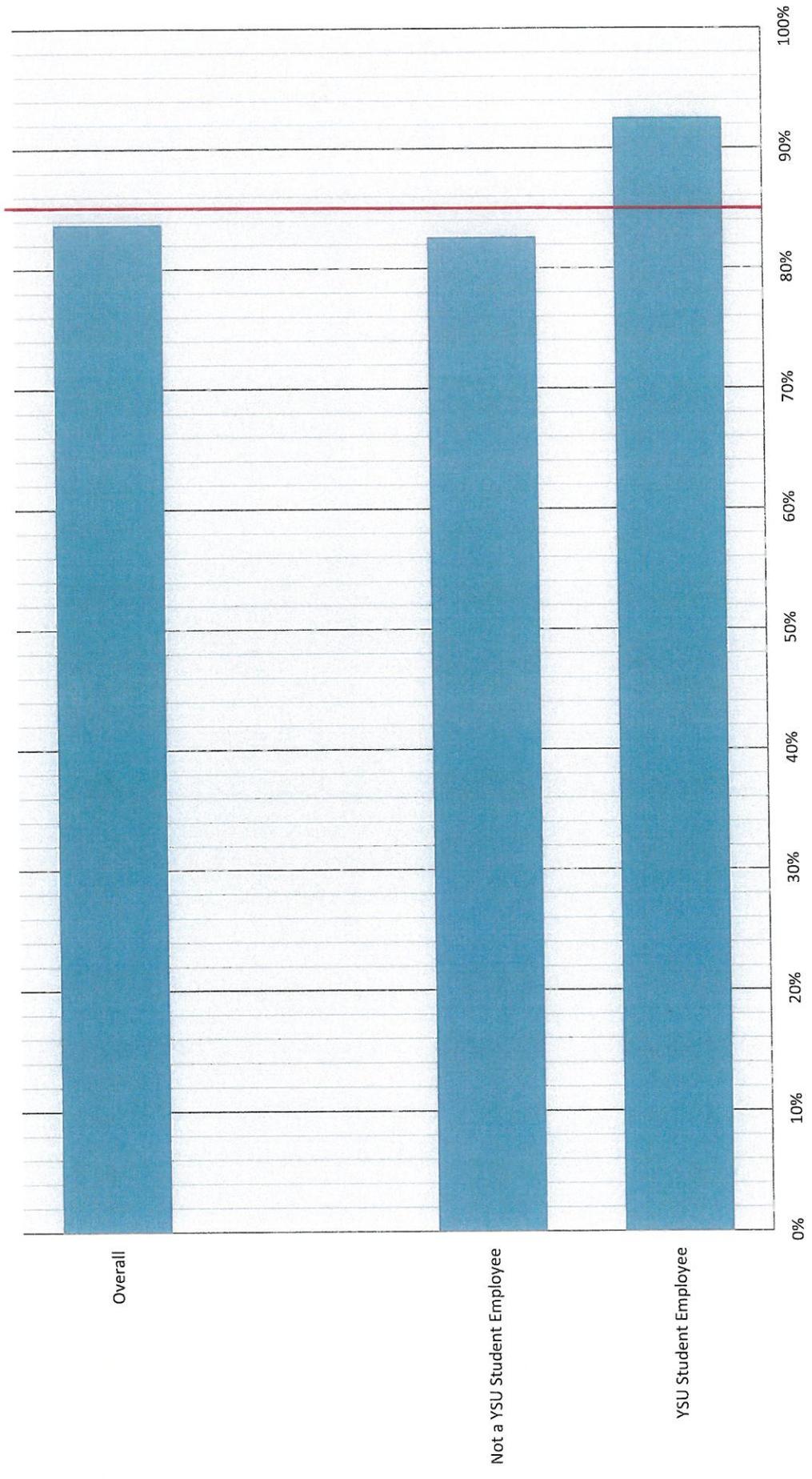
Youngstown State University 2012-13 Undergraduate Course Completion Rates by Race/Ethnicity

Overall
2020 Goal = 85%



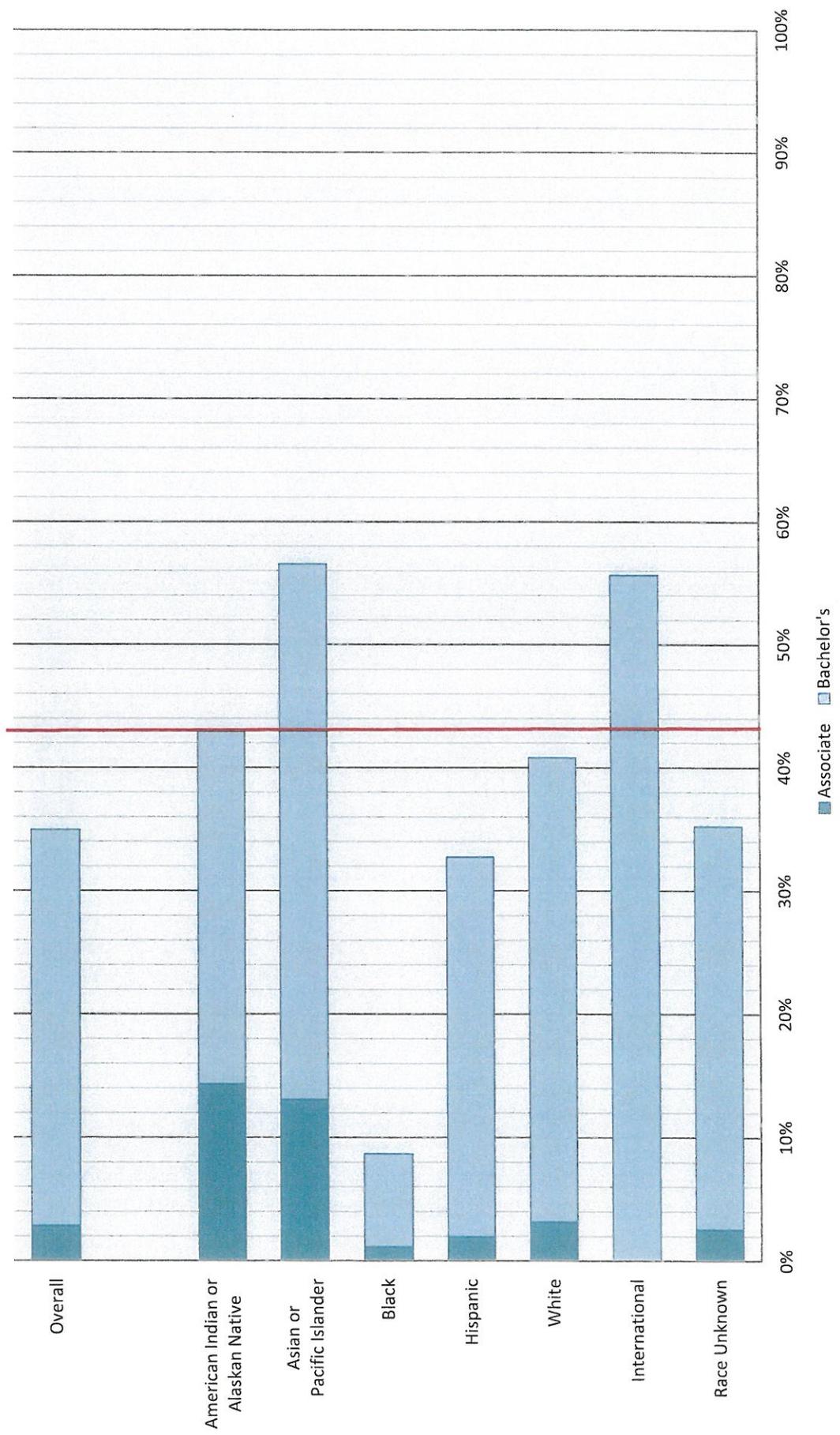
**Youngstown State University
2012-13 Undergraduate
Course Completion Rates
by Fall 2012 YSU Student Employee**

**Overall
2020 Goal = 85%**



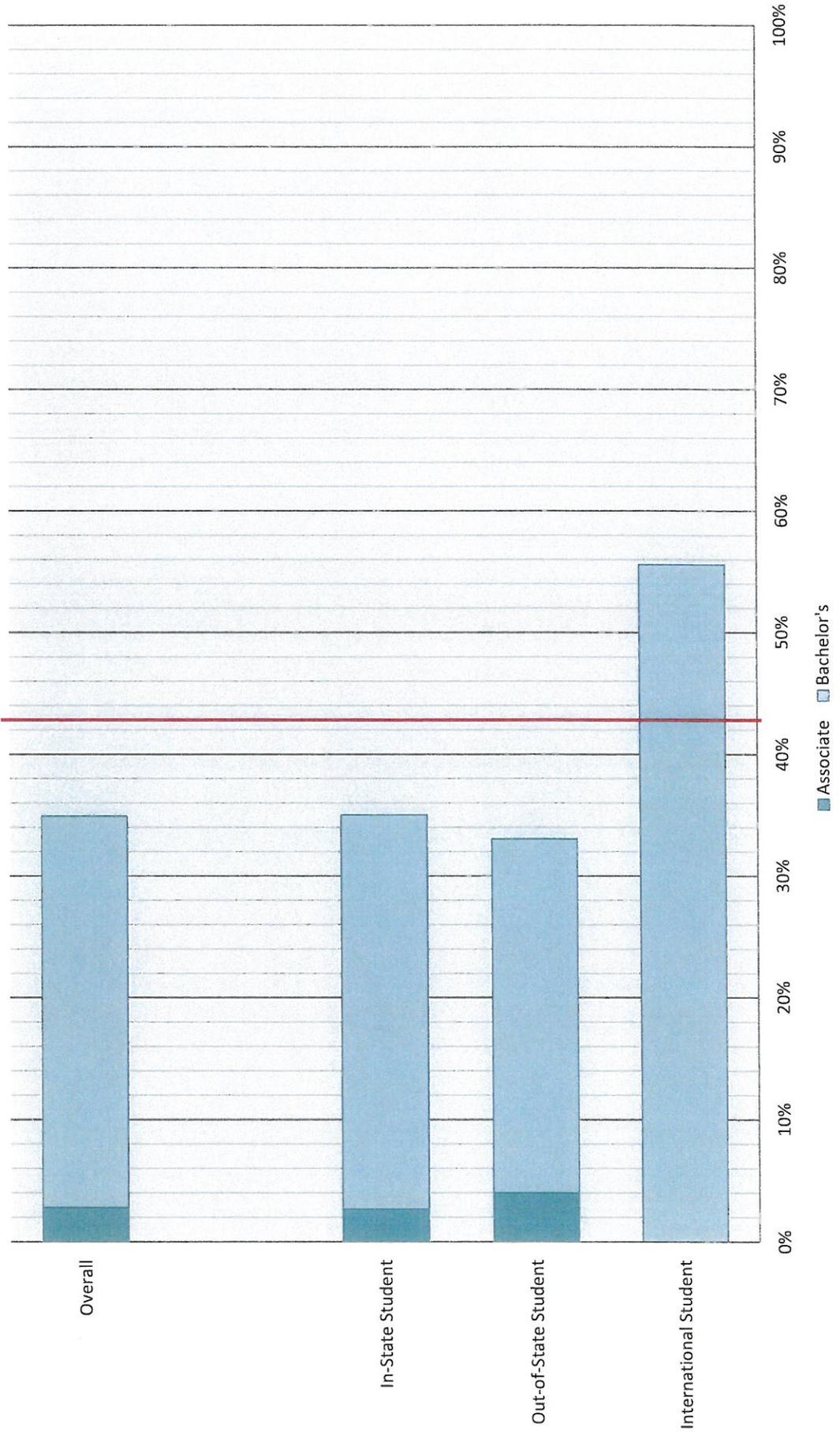
Youngstown State University
2007 First-Time, Full-Time Degree Seeking Undergraduate
Six-Year Graduation Rates
by Race/Ethnicity

Overall
 2020 Goal = 43%



Youngstown State University 2007 First-Time, Full-Time Degree Seeking Undergraduate Six-Year Graduation Rates by Residency Status

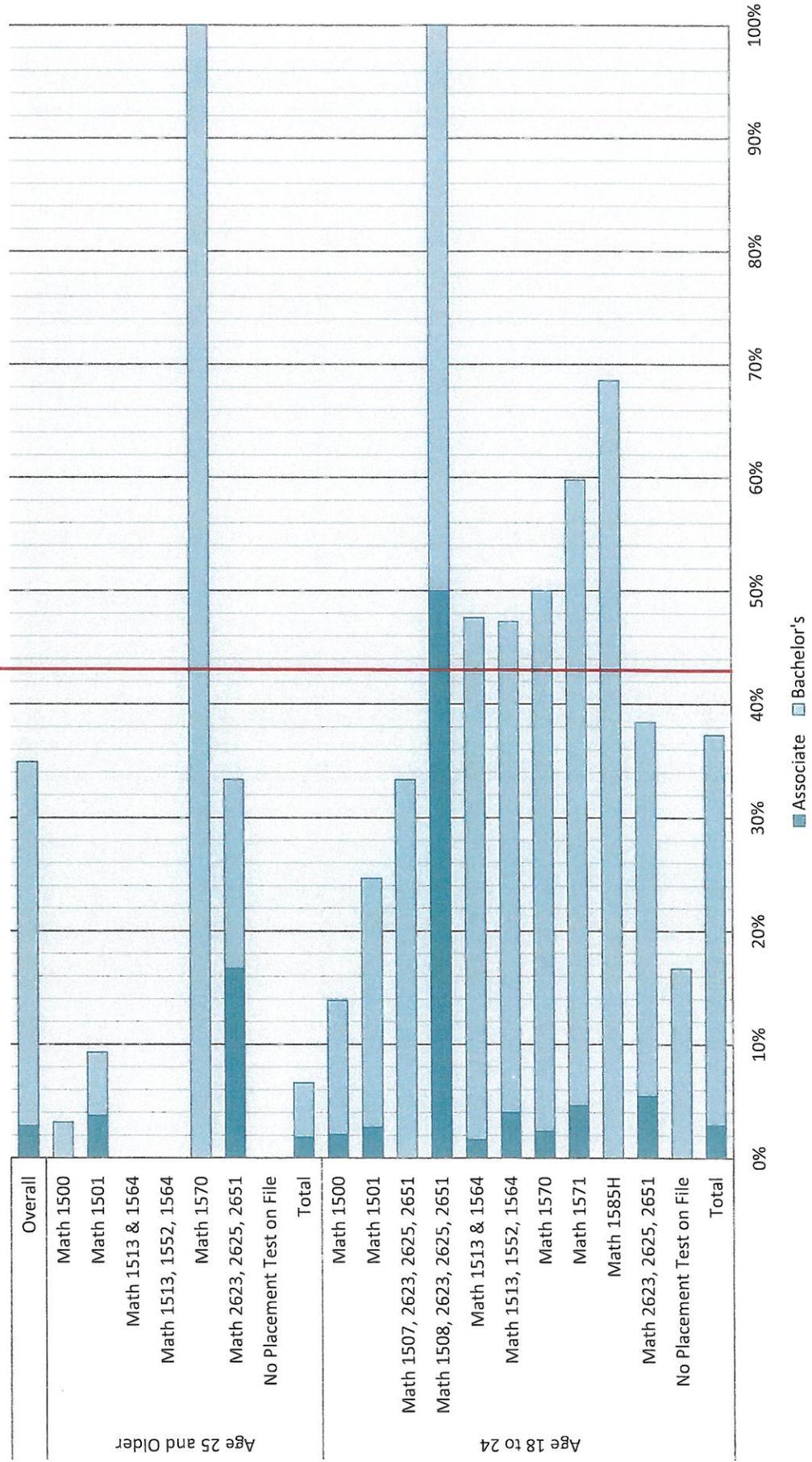
Overall
2020 Goal = 43%



Youngstown State University 2007 First-Time, Full-Time Degree Seeking Undergraduate Six-Year Graduation Rates

Overall
2020 Goal = 43%

Math Placement Recommendation by Age Group and Math Placement Recommendation



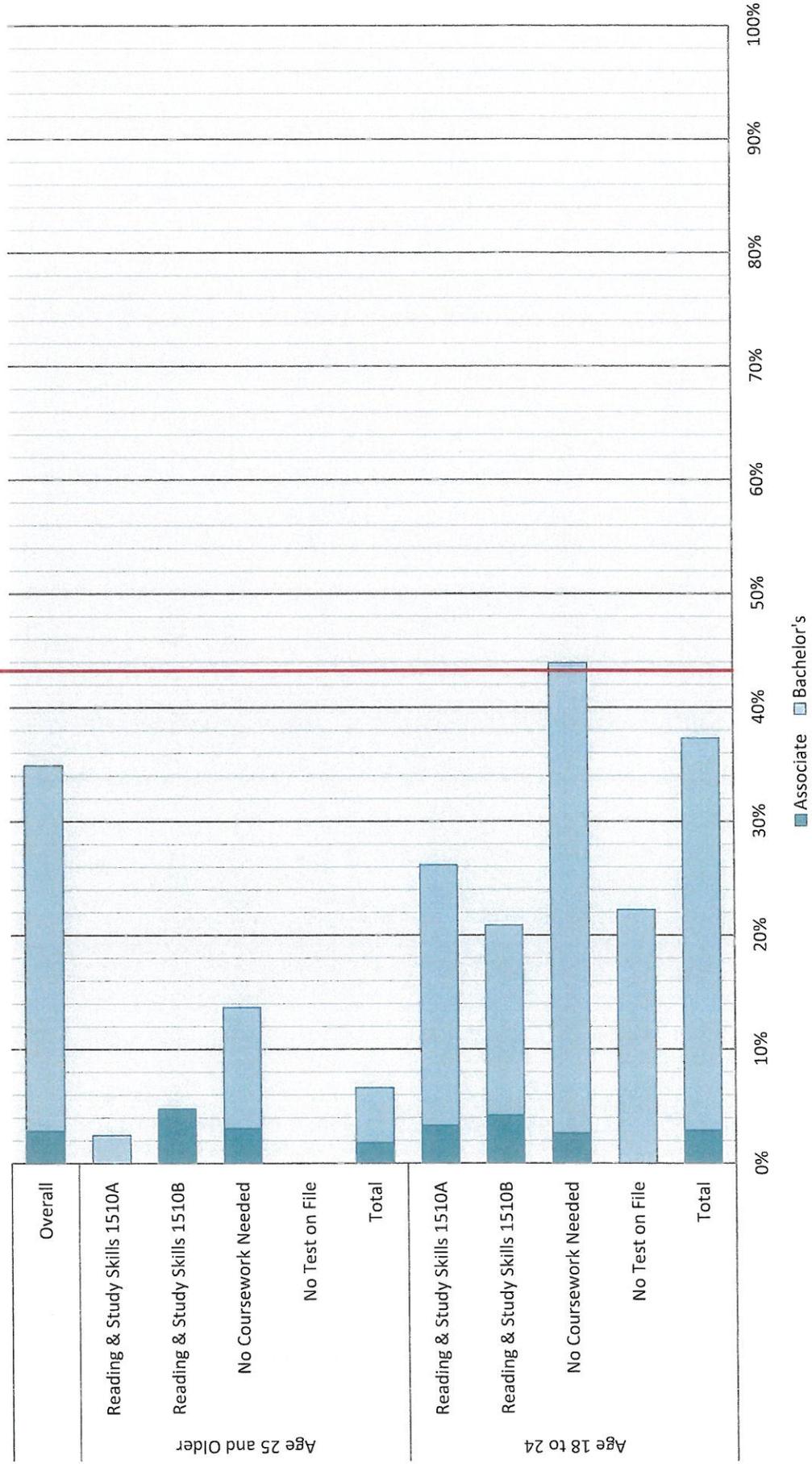
Youngstown State University

2007 First-Time, Full-Time Degree Seeking Undergraduate

Six-Year Graduation Rates

Overall
2020 Goal = 43%

by Age Group and Reading & Study Skills Recommendation

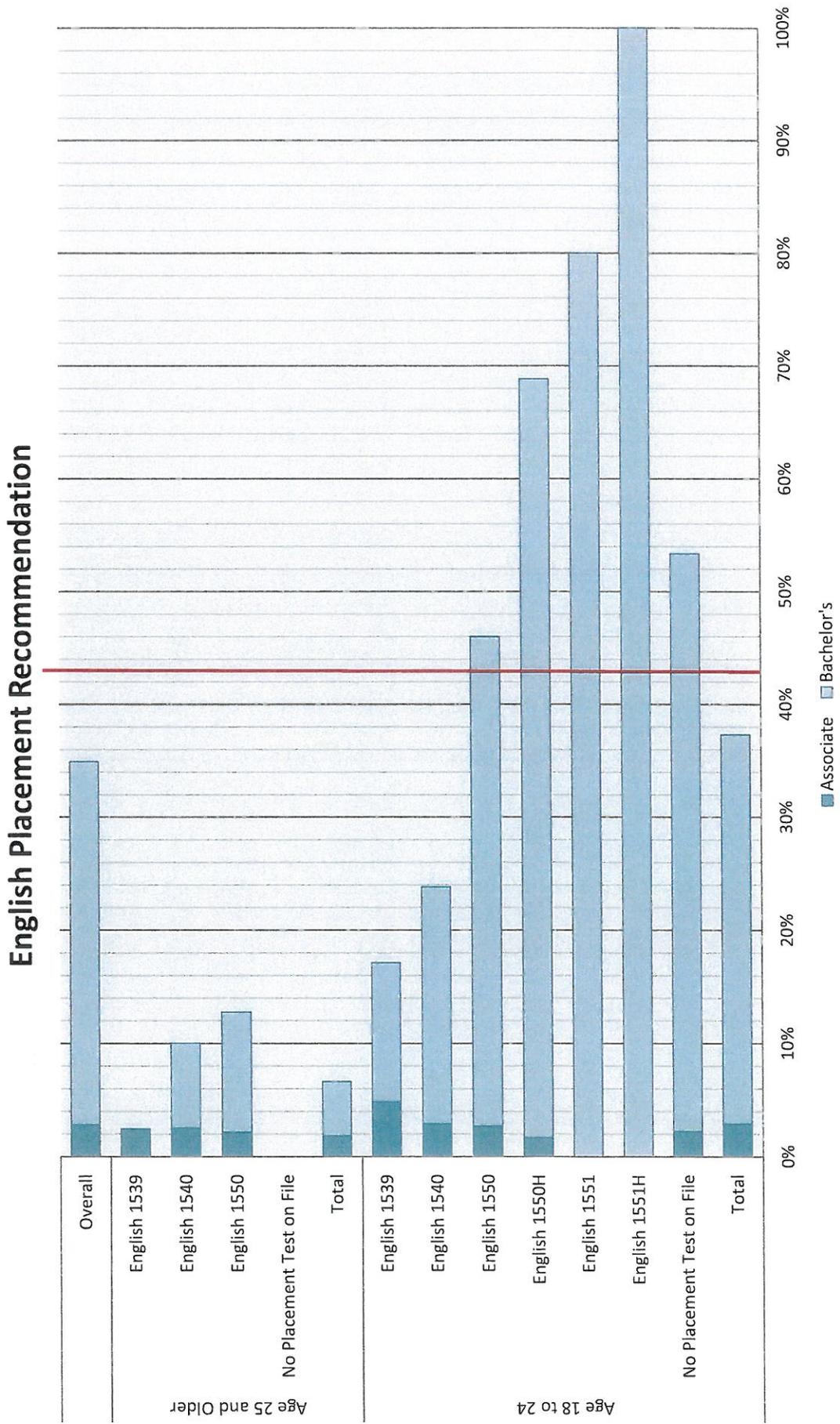


Youngstown State University

2007 First-Time, Full-Time Degree Seeking Undergraduate Six-Year Graduation Rates

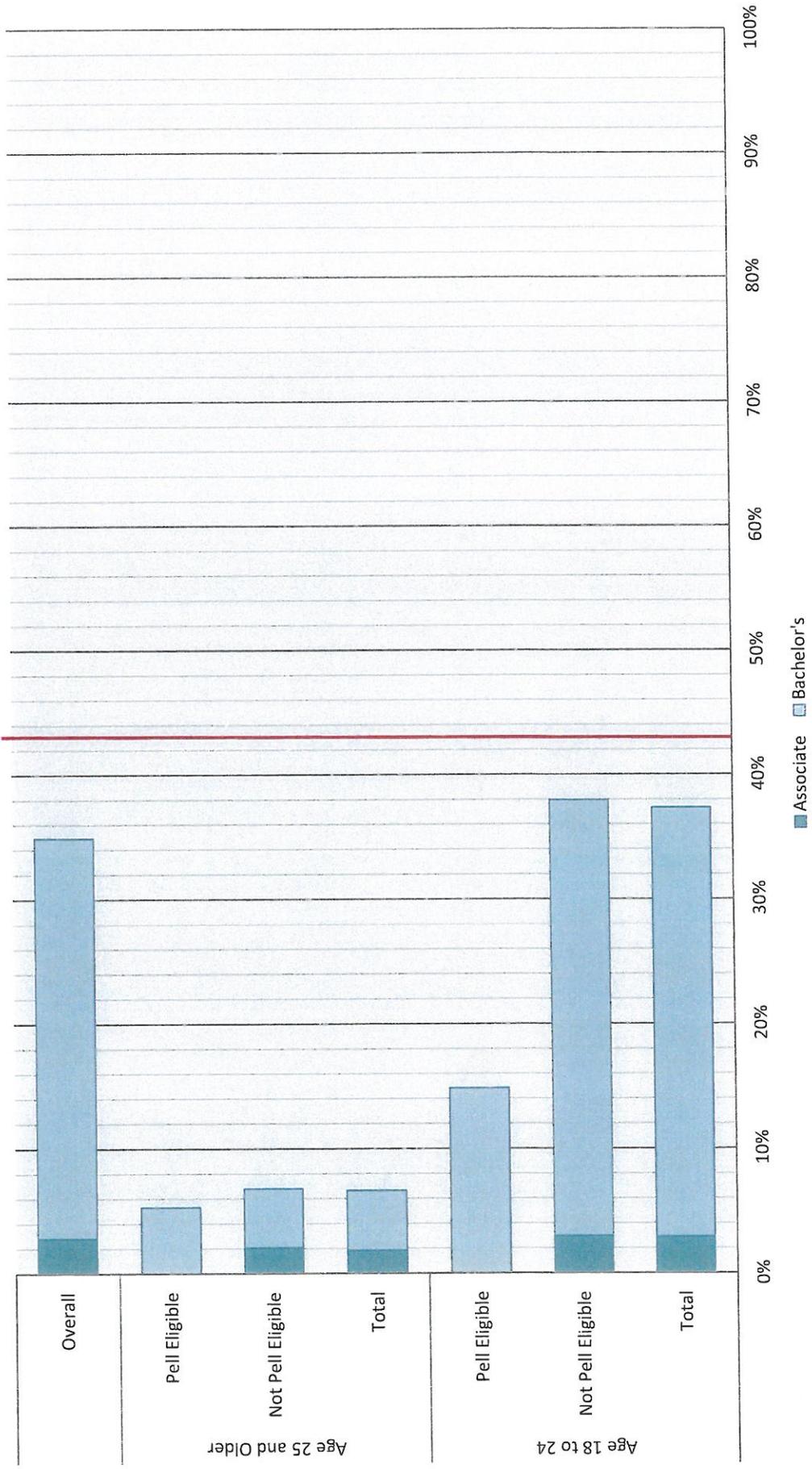
by Age Group and
English Placement Recommendation

Overall
2020 Goal = 43%



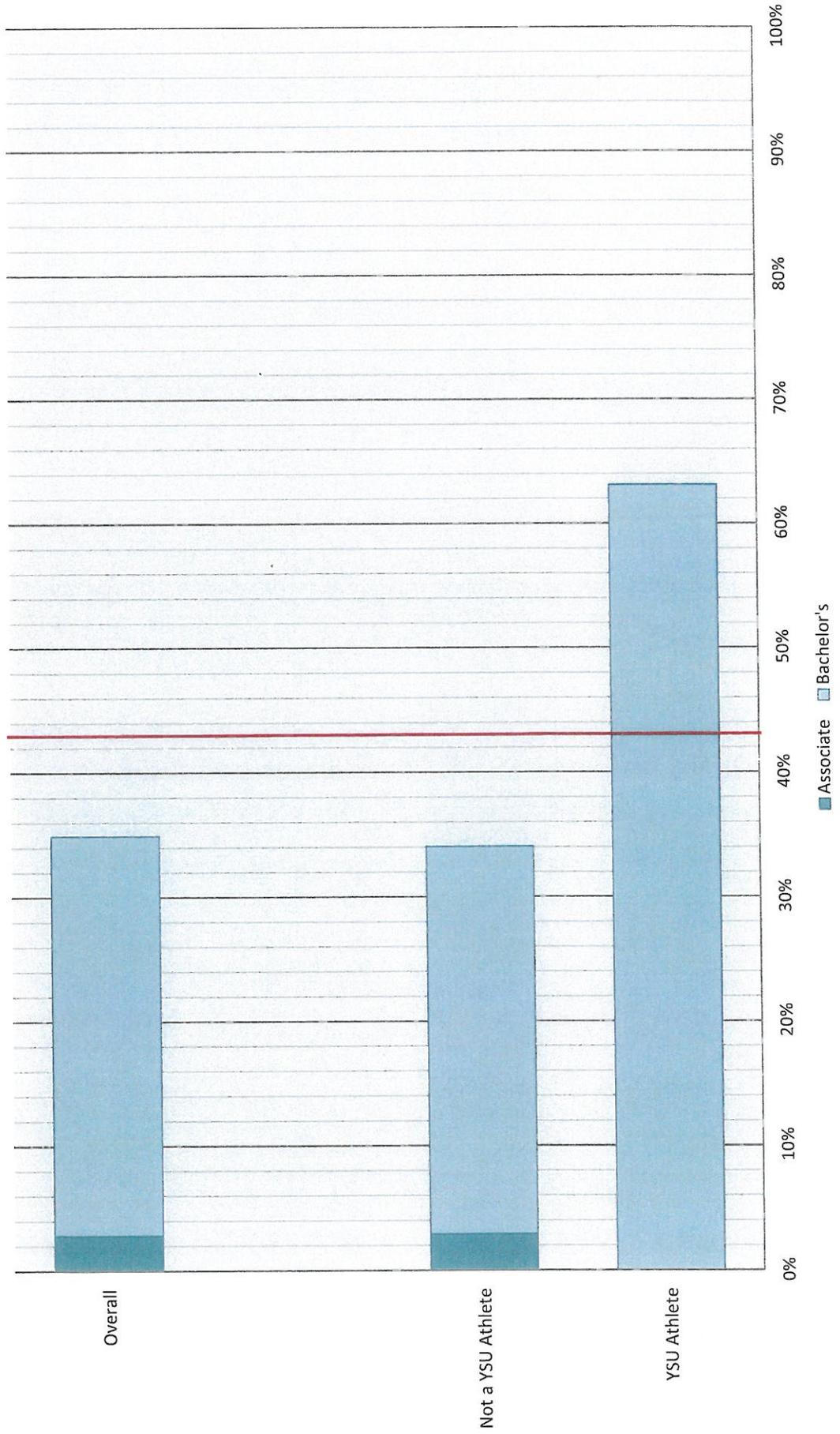
Youngstown State University 2007 First-Time, Full-Time Degree Seeking Undergraduate Six-Year Graduation Rates by Age Group and Pell Eligibility Status Fall 2007

Overall
2020 Goal = 43%



**Youngstown State University
 2007 First-Time, Full-Time Degree Seeking Undergraduate
 Six-Year Graduation Rates
 by YSU Athlete Status Fall 2007**

**Overall
 2020 Goal = 43%**

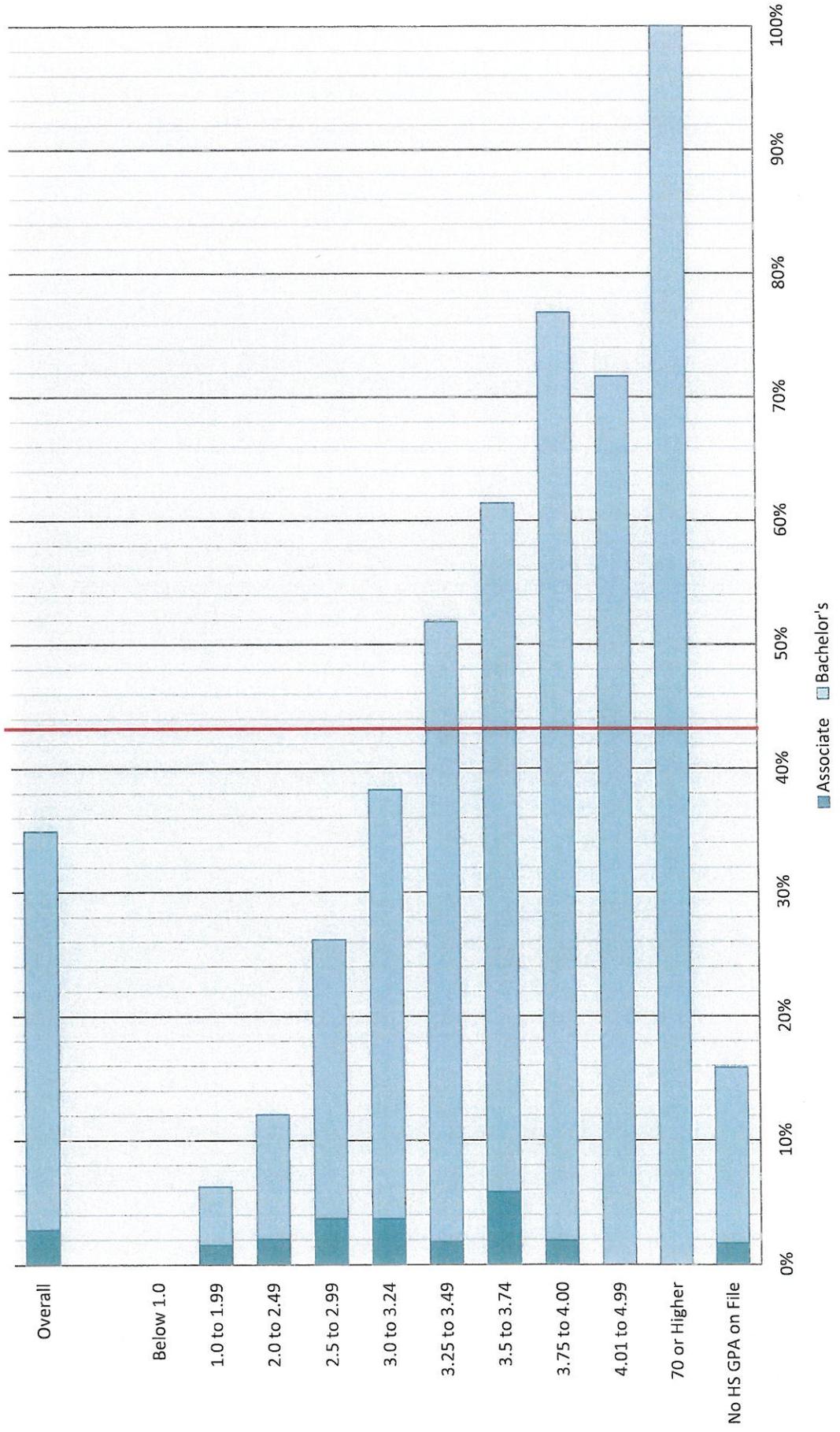


Youngstown State University

2007 First-Time, Full-Time Degree Seeking Undergraduate

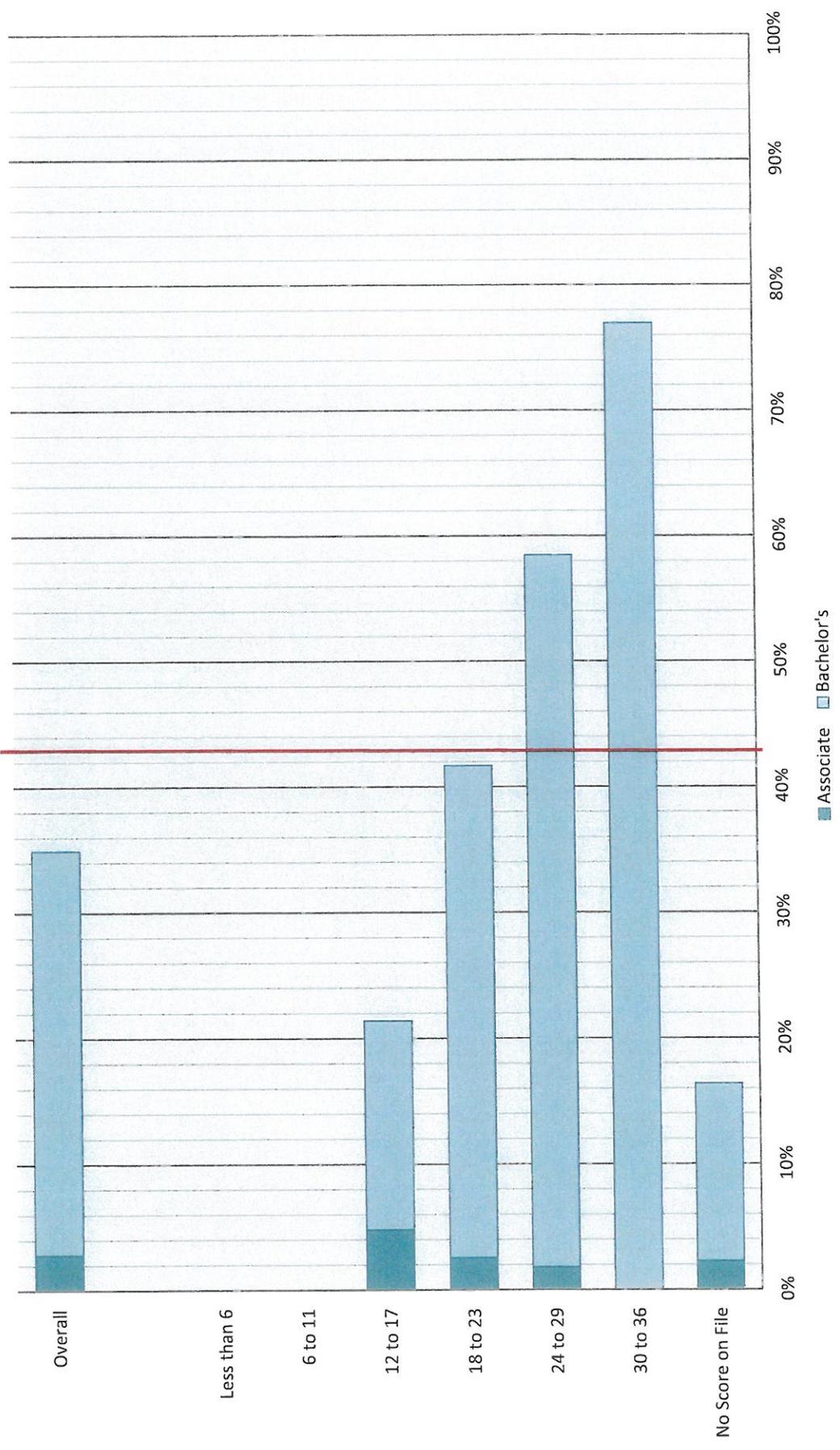
Six-Year Graduation Rates by High School GPA Range

Overall 2020 Goal = 43%



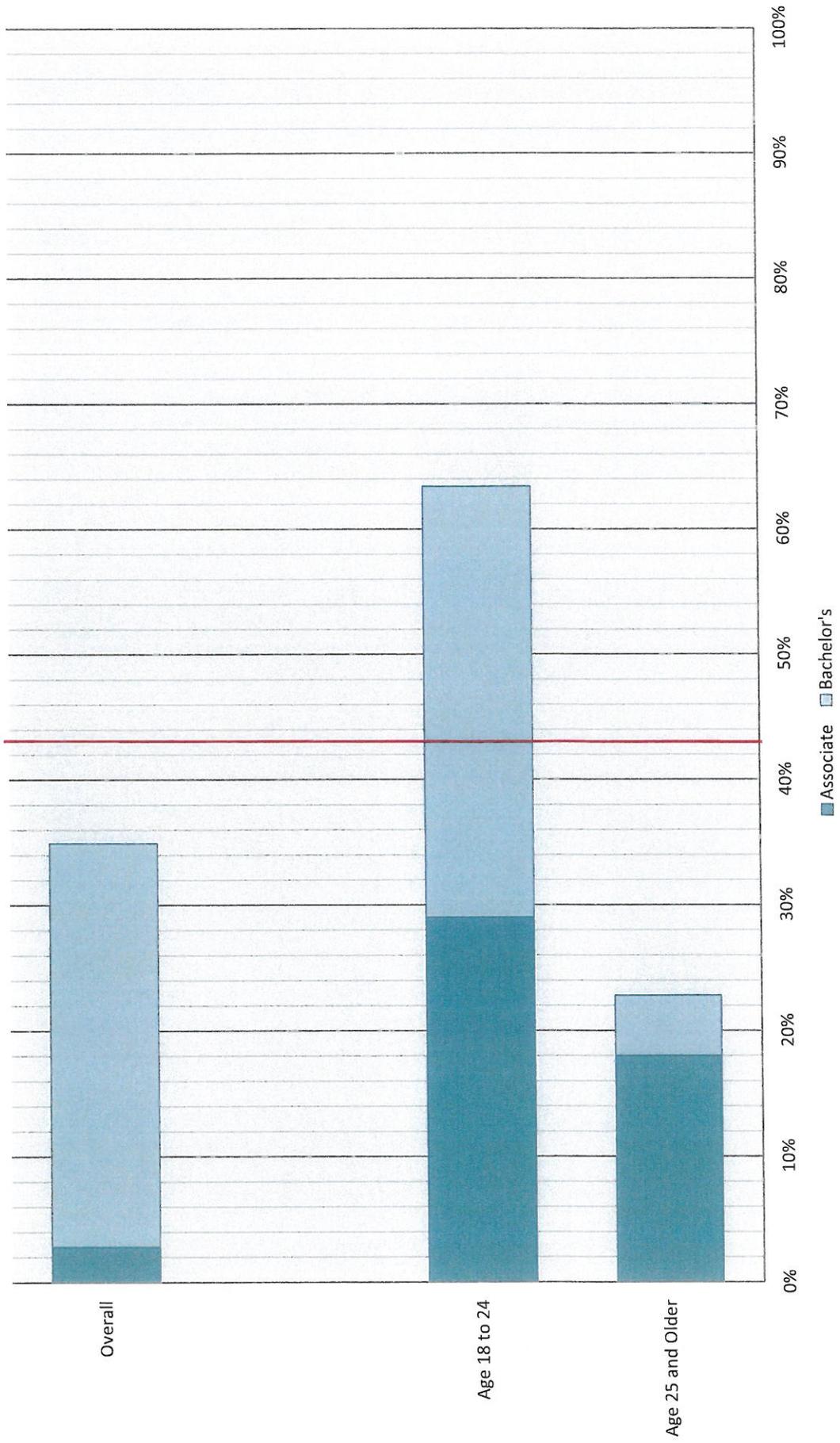
Youngstown State University
 2007 First-Time, Full-Time Degree Seeking Undergraduate
 Six-Year Graduation Rates
 by ACT Composite Score Range

Overall
 2020 Goal = 43%



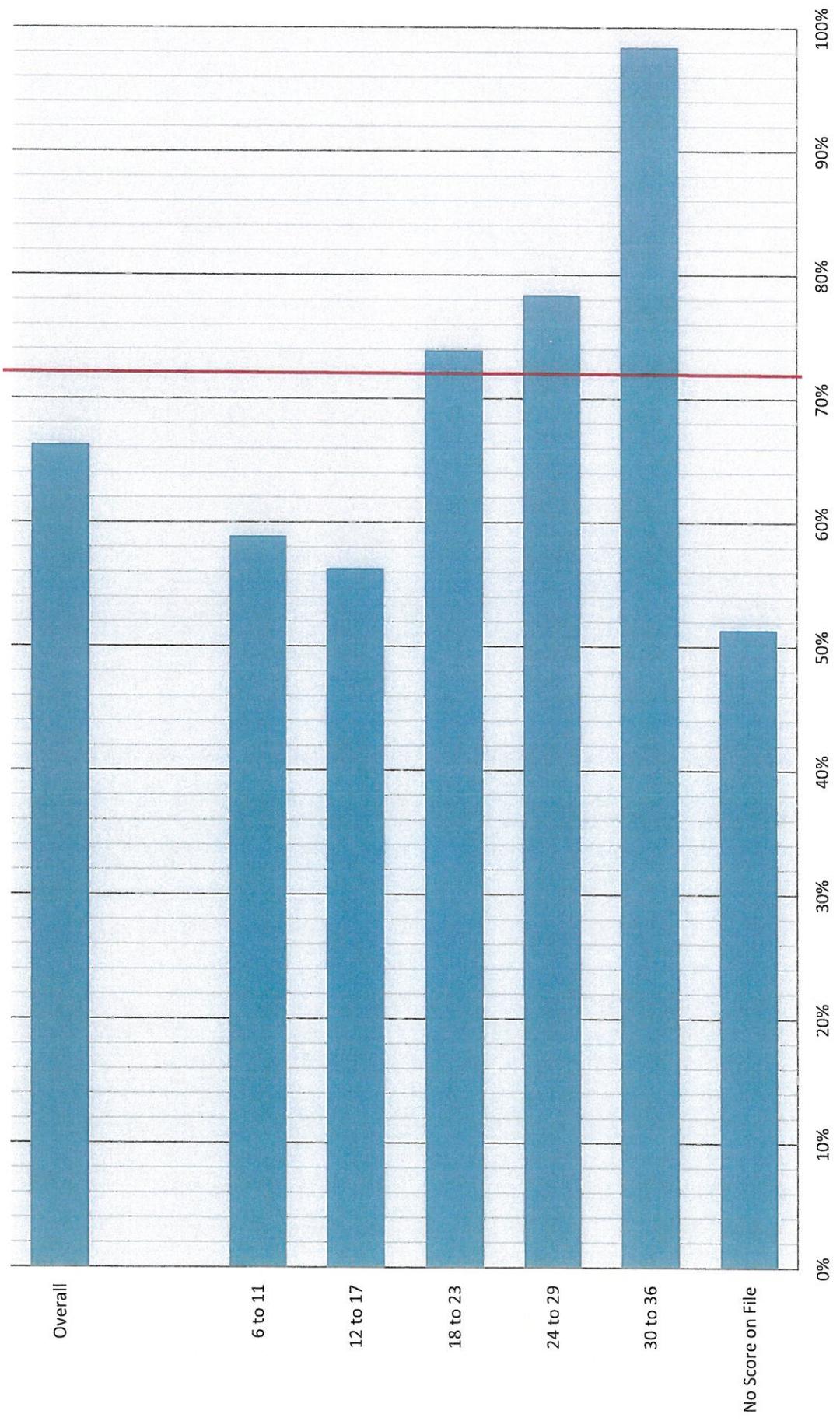
Youngstown State University 2007 First-Time, Full-Time Degree Seeking Undergraduate Six-Year Graduation Rates by Age Group

Overall
2020 Goal = 43%



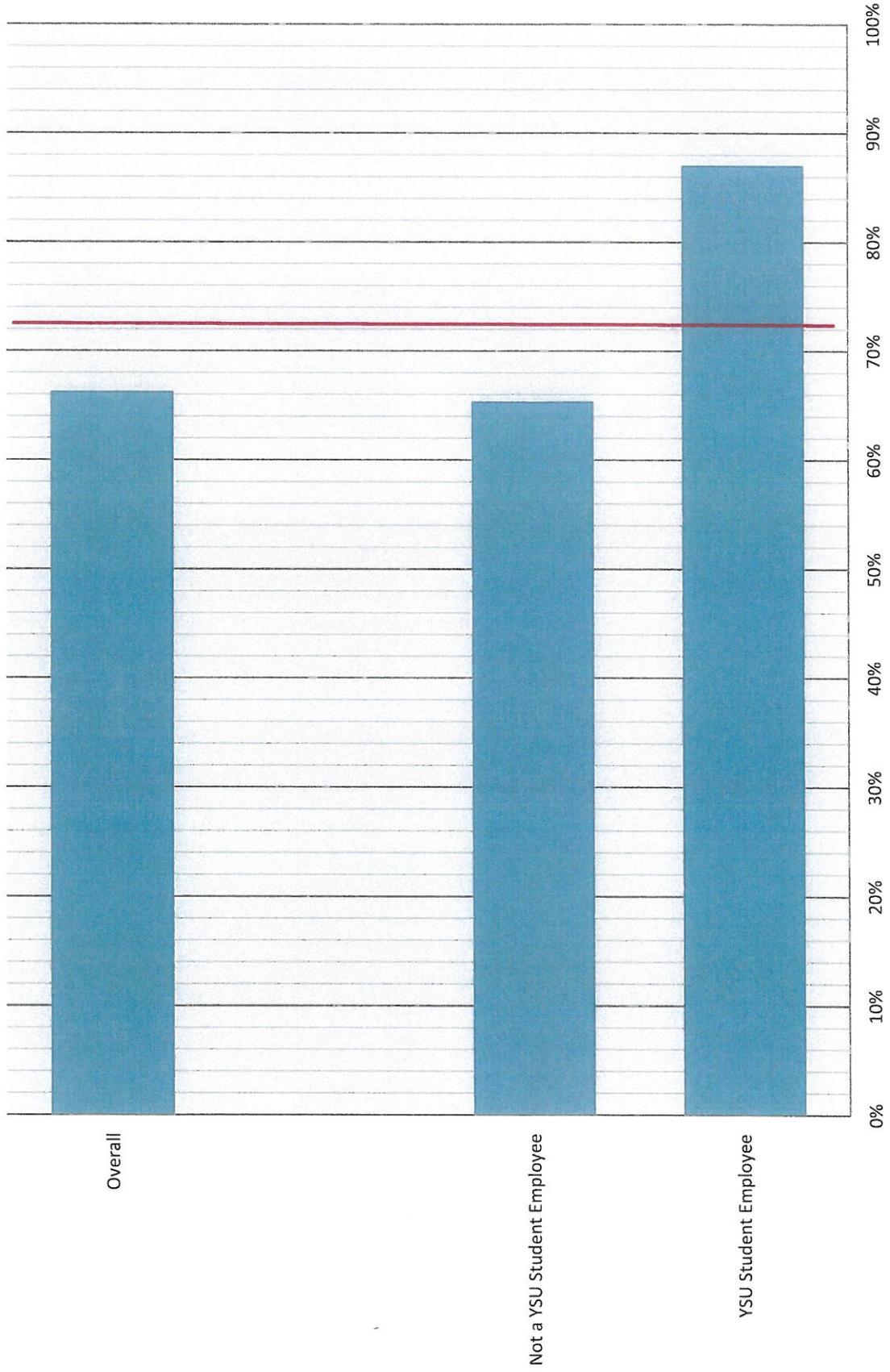
Youngstown State University 2012 First-Time Undergraduate Degree Seeking Fall-to-Fall Persistence Rates by ACT Composite Score Range

Overall
2020 Goal = 72%



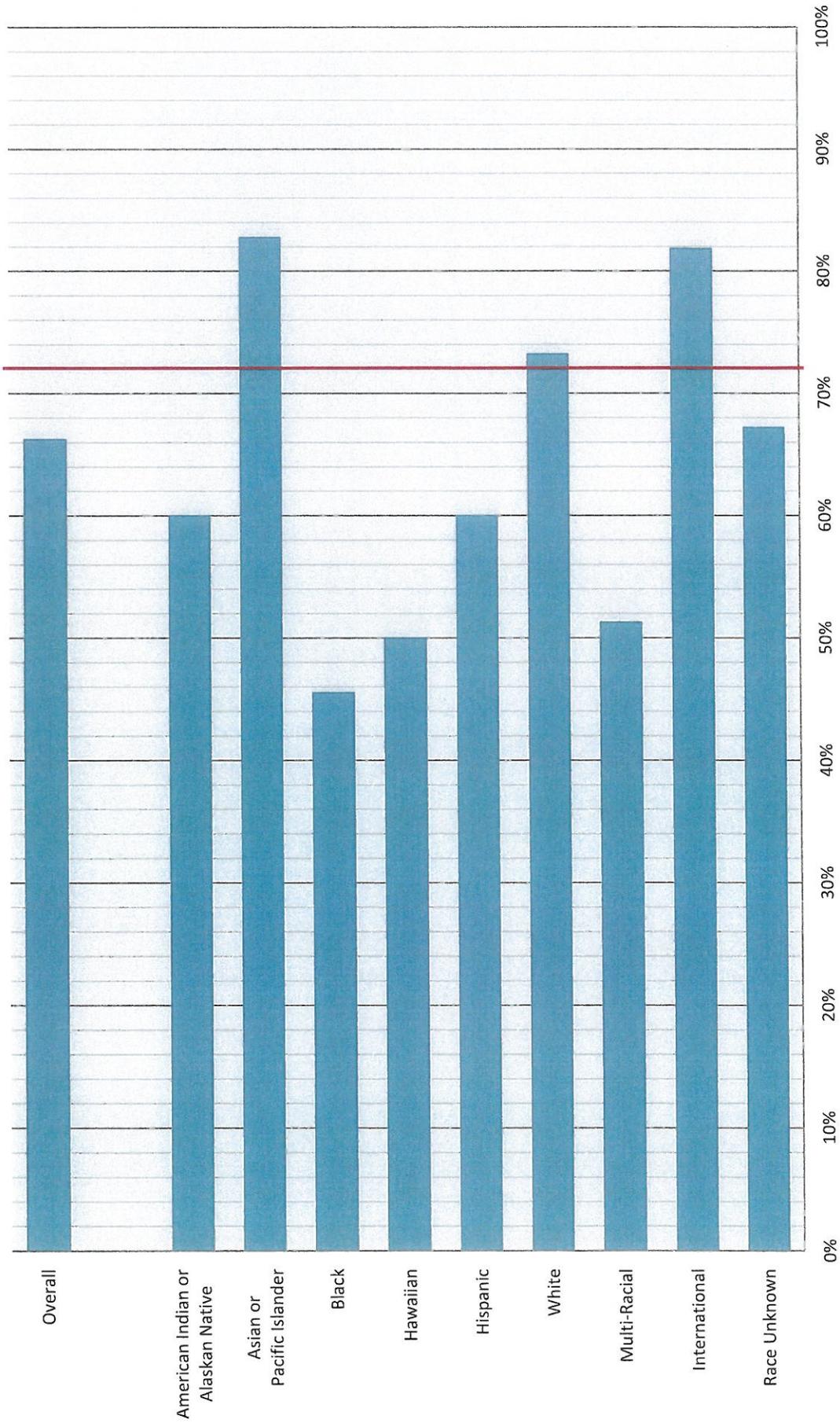
Youngstown State University 2012 First-Time Undergraduate Degree Seeking Fall-to-Fall Persistence Rates by Fall 2012 YSU Student Employee

Overall
2020 Goal = 72%

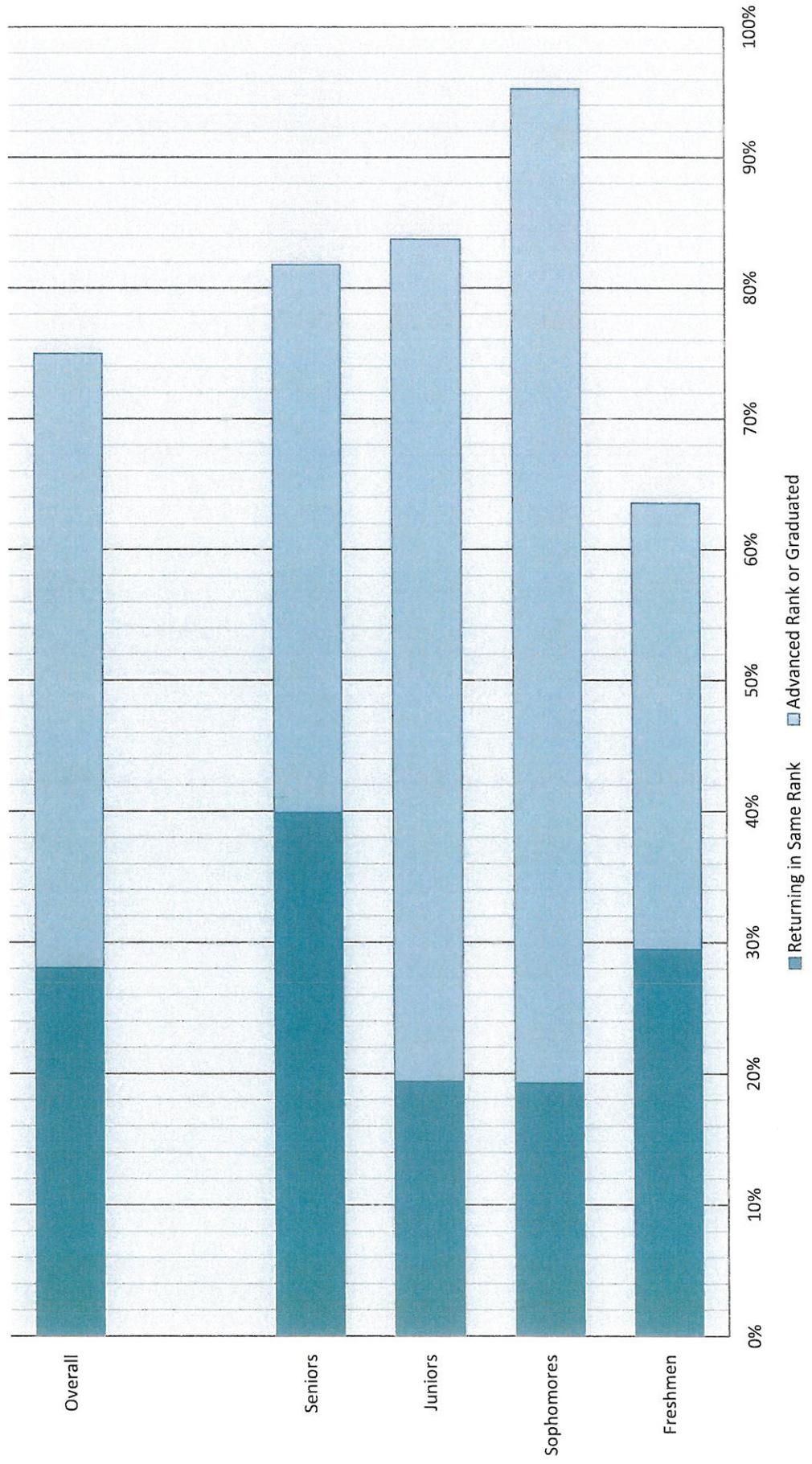


Youngstown State University 2012 First-Time Undergraduate Degree Seeking Fall-to-Fall Persistence Rates by Race/Ethnicity

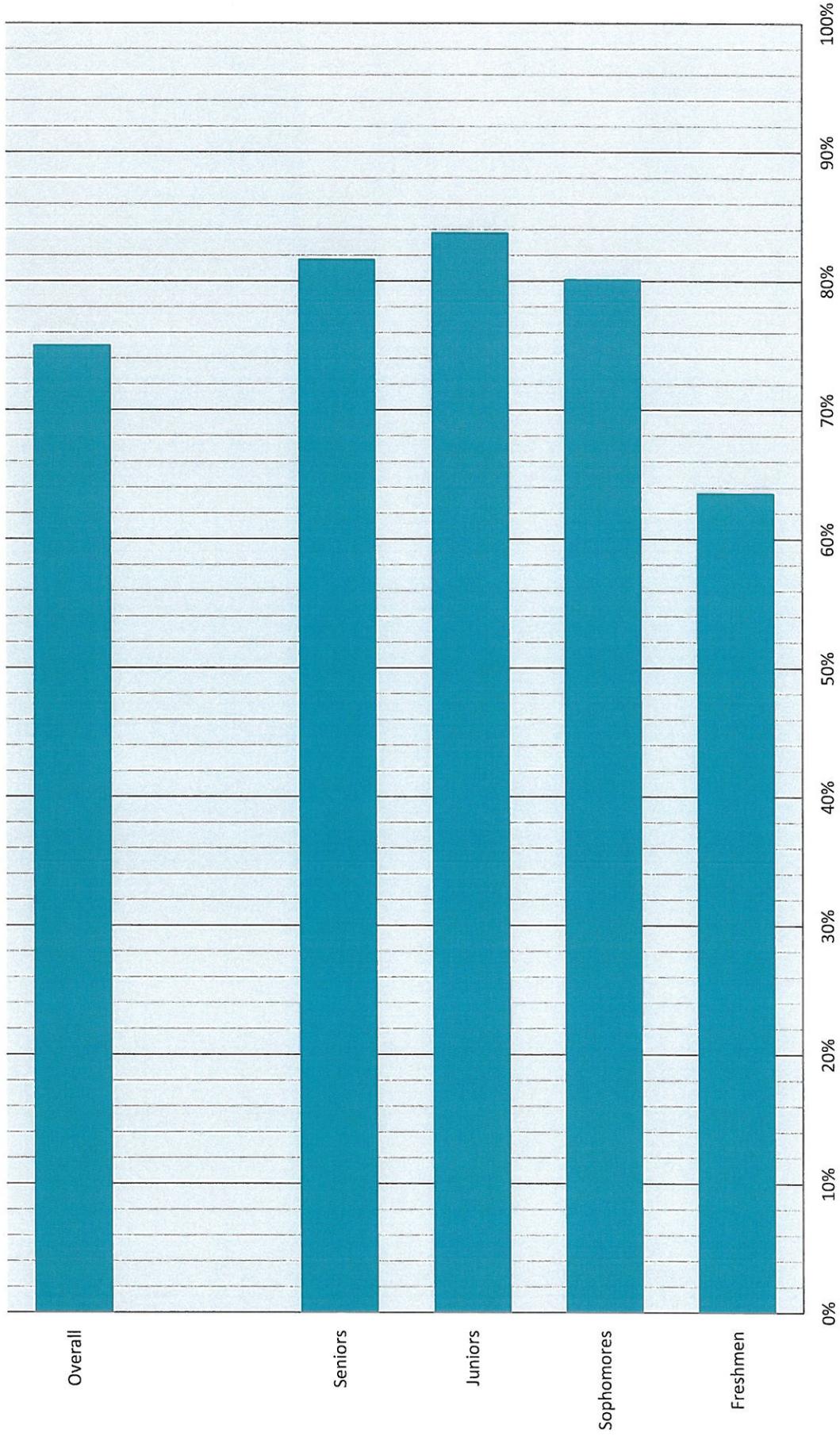
Overall
2020 Goal = 72%



**Youngstown State University
2012 Undergraduate Degree Seeking Student
Gross Progression
Fall-to-Fall Persistence Rates
by Fall 2012 Student Rank Classification**

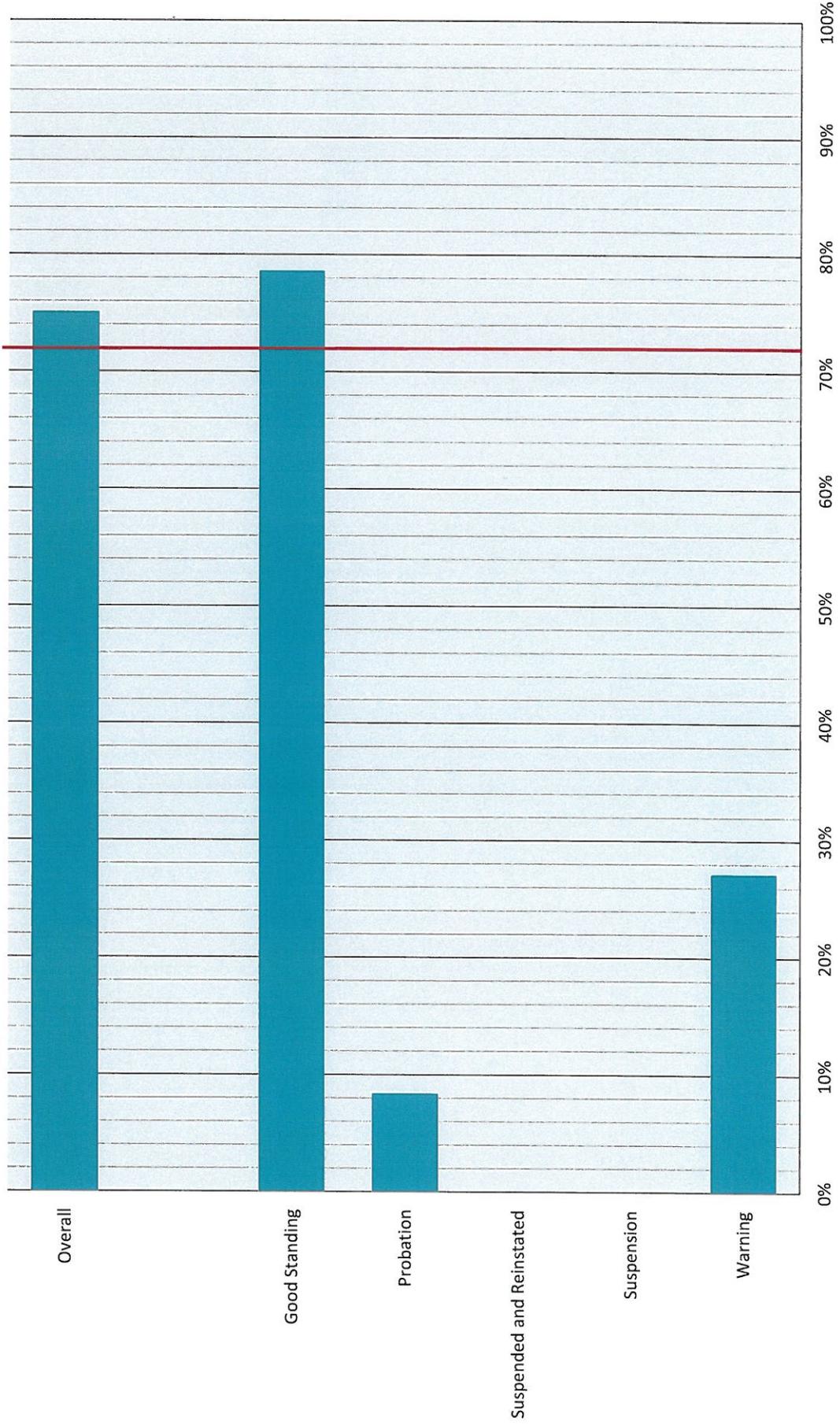


**Youngstown State University
2012 Undergraduate Degree Seeking Students
Fall-to-Fall Persistence Rates
by Fall 2012 Student Rank Classification**



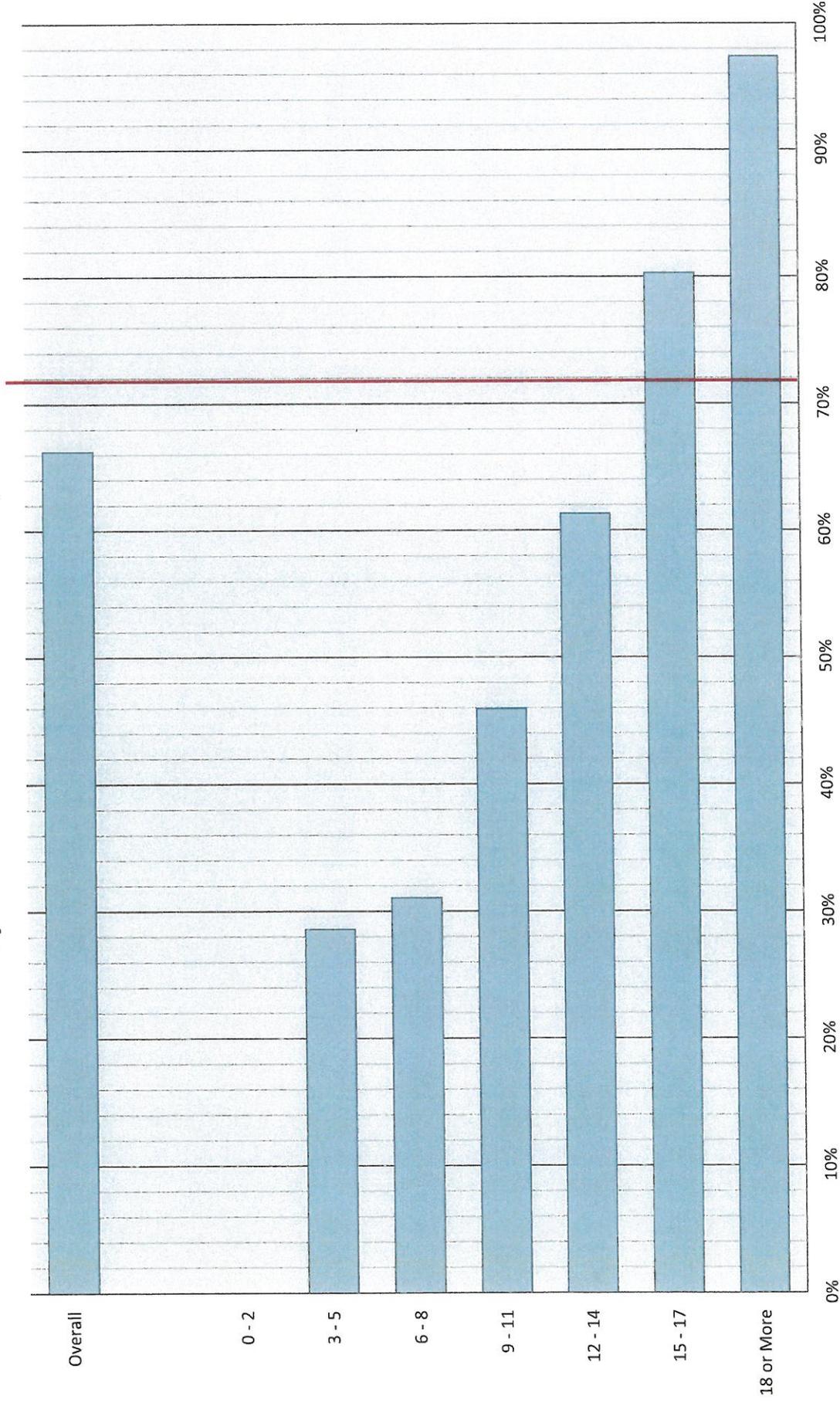
Youngstown State University 2012 First-Time Undergraduate Degree Seeking Fall-to-Fall Persistence Rates by Fall 2012 End-of-Term Academic Standing

Overall
2020 Goal = 72%



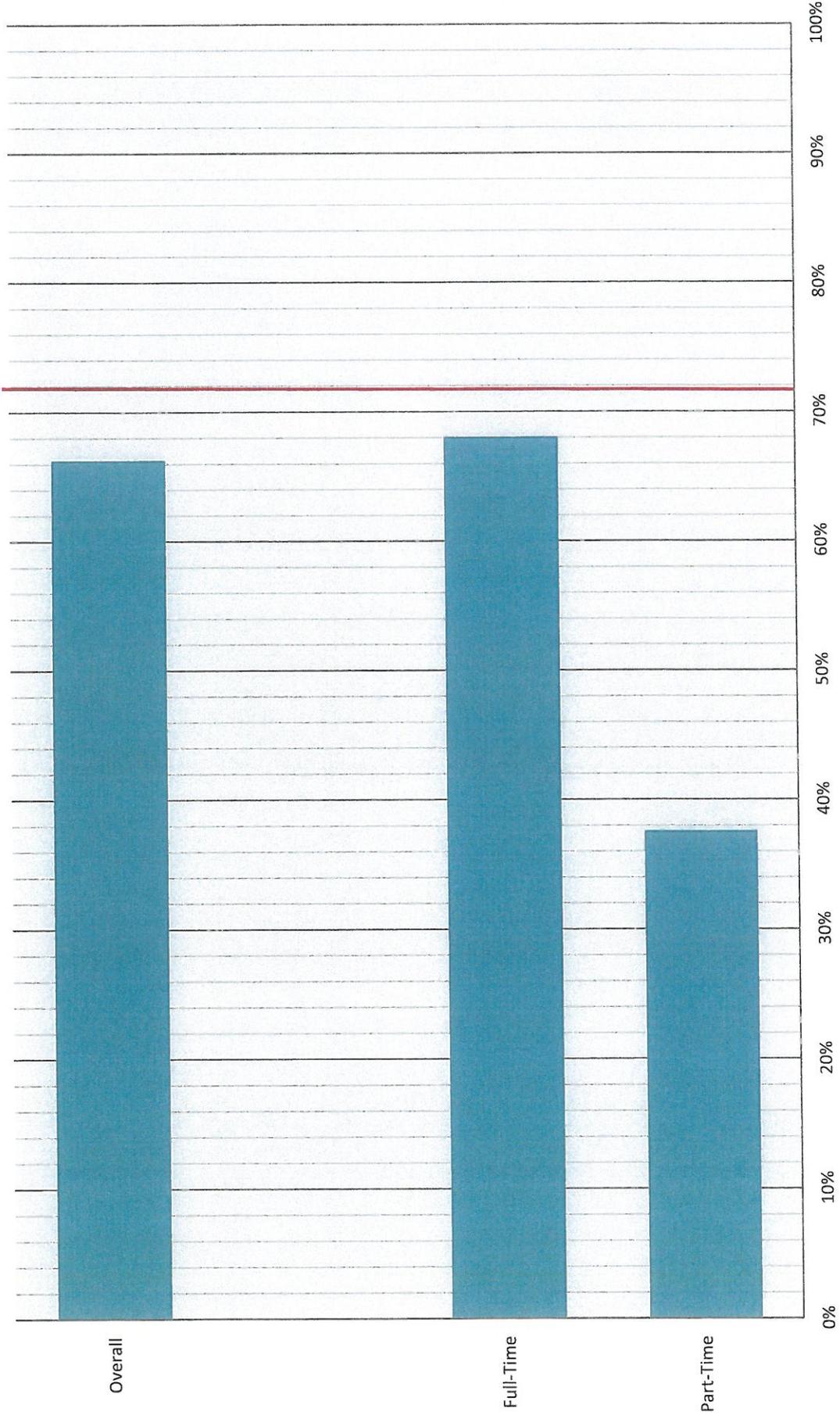
**Youngstown State University
2012 First-Time Undergraduate Degree Seeking
Fall-to-Fall Persistence Rates
by Fall 2012 Credit Hours Attempted**

**Overall
2012 Goal = 72%**



Youngstown State University 2012 First-Time Undergraduate Degree Seeking Fall-to-Fall Persistence Rates by Fall 2012 Academic Load

Overall
2020 Goal = 72%



Youngstown State University

2012 First-Time Undergraduate Degree Seeking Fall-to-Fall Persistence Rates by Family History of Higher Education

Overall
2020 Goal = 72%

