



Youngstown State University Student Success Plan

February 2025



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What Student Needs Haven't Changed?

The Need to Matter

The Need to Belong

To mitigate challenges entering students may experience, make attending to their individual requests for assistance a priority.

Student Success advocates must have the knowledge and training to work holistically with all students.

And most of all: KEEP YOUR EYE ON THE BALL

Rationale and Uses of the Plan

The Youngstown State University (YSU) Student Success Plan is developed to provide a comprehensive and integrated approach to student success. Generally, a student success plan contains many strategies that are developed, managed, and evaluated by multiple entities at the institution. A student success plan should be a roadmap that helps coordinate all the various programs and areas responsible for student success.

The plan for YSU contains multiple strategies with accompanying action plans. The plan is meant to be fluid and should contain iterative and recursive processes that update the strategies and action plans annually.

Additional notes include:

- Faculty engagement and classroom effectiveness are critical strategies for student success. These strategies are listed but not fully developed at this time due to the number of major academic projects currently underway. It will be important to adjust and include student success action plans as the academic projects take form.
- A good student success plan does not need to have an abundance of strategies. Identifying the data that matters and utilizing a few well-developed strategies actually will produce the desired results. This will be especially true at YSU where staff have multiple responsibilities with limited time.
- Student success strategies cross many departments at the university. Providing structures (champion for student success and overarching student success team/committee) that collaborate, integrate, implement and evaluate the entire plan is a key to student success.
- Included in Appendix A are guidelines that were/can be used in developing a student success plan.
- Included in Appendix B is a sample action plan template.
- The plan includes a current situation analysis, recommendations for enhancing current strategies and recommendations for new strategies. Codifications are provided with many of the strategies describing what makes that strategy a high impact practice. And finally, action plans are included in the appendixes.
- A student success plan should be considered a work in progress. Utilizing the Think Cycle to continuously evaluate and update the plan is essential. Visit five will provide further refinements to the plan as the YSU team has had time to review.

YSU Mission, Vision and Values

Mission

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.

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 contribute to the sustainable prosperity of the region and beyond.

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.

Situation Analysis and Current State

This section provides data and information that helped to assess the current state of student success at YSU. Additional data charts are included as attachments.

YSU leadership Vision and Goals for Student Success

Identified goals include:

- Create a culture where everyone understands their role in student success and retention.
- Integrate the RNL projects with enrollment projection models to develop a comprehensive enrollment plan.
- Increase the 53% graduation rate.
- Increase the success rate of students who receive Pell.
- Utilize data to develop vision and strategies that are actionable.

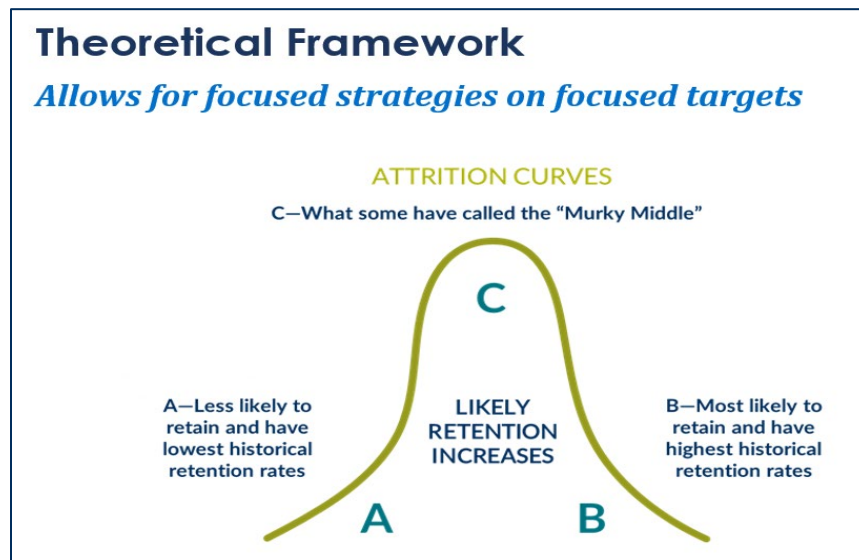
High Impact Predictors for First Year Retention

The following should be considered high impact predictors for success. As a result, the data should be utilized to develop the action plans that will help YSU achieve student success strategies. It is worth noting that focus (development, implementation, and evaluation) on these data points will increase success. **Leadership has to keep their “eye on the ball” as staff will tend to “chase” issues that are not directly related to the specific action plans.**

Student Retention Predictor

RNL developed a student retention predictor model for YSU. The model for the fall of 2024 utilized 2021-2022 historical data. The cohorts consisted of full-time, first-time, degree-seeking students. As you can see from the chart, there were a total of 3058 students in the historical model with 2362 students retaining resulting in a 77.24% retention rate for the two cohorts.

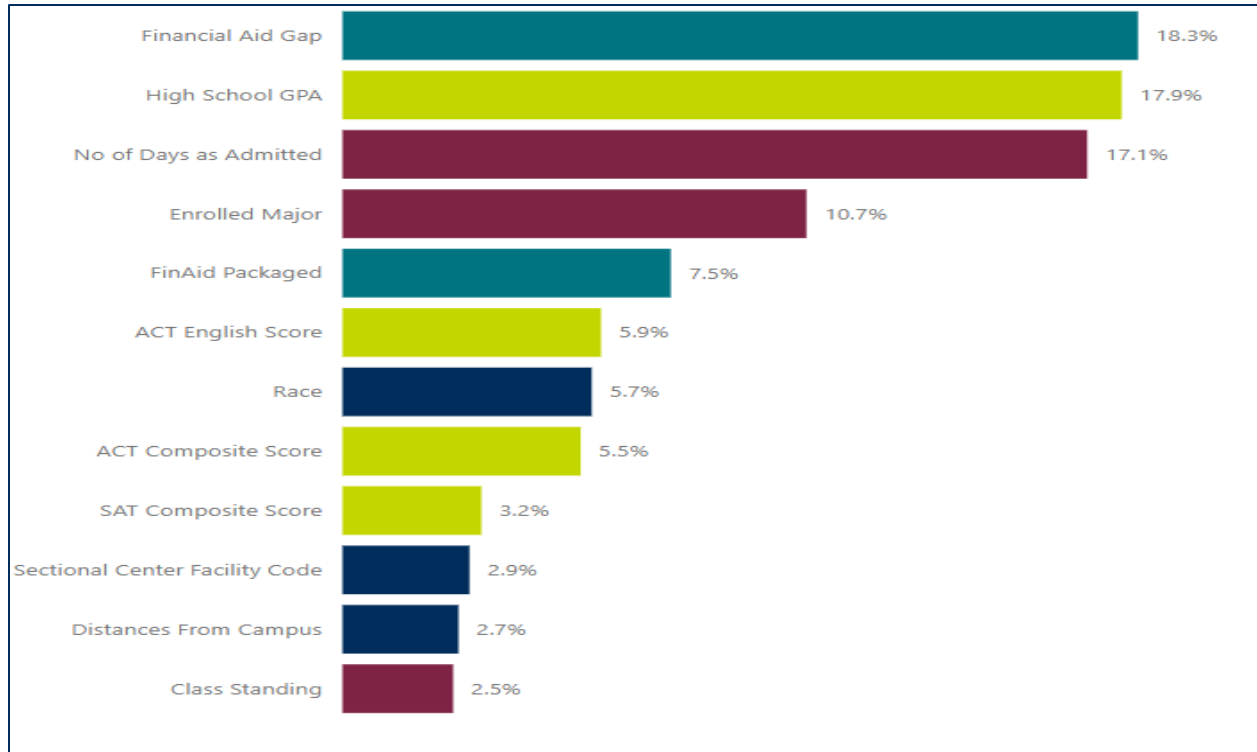
The model will resemble the theoretical framework of the attrition curve depicted below.



The modeling identifies four levels of risk. The four levels are broken into quartiles based on the students’ retention scores from the data. Each level identifies the number of students in that level and the number of students retained (retention rate fall to fall.) The higher the SRP score the higher the retention rate should be.

Model Score	Total Student	Risk Level	Retained	Retention Rate	Not Retained	Attrition Rate	%Persisted	%Not Persisted
0.1814 - 0.4521	138	1- High Not Retained	49	35.51%	89	64.49%	1.85%	0.13
0.4535 - 0.6699	535	2- High Risk	287	53.64%	248	46.36%	10.86%	0.36
0.6706 - 0.7160	231	3- Low Risk	162	70.13%	69	29.87%	6.13%	0.10
0.7161 - 0.9845	2154	4- High Retained	1864	86.54%	290	13.46%	70.53%	0.42
Total	3058		2362	77.24%	696	22.76%	89.37%	1.00

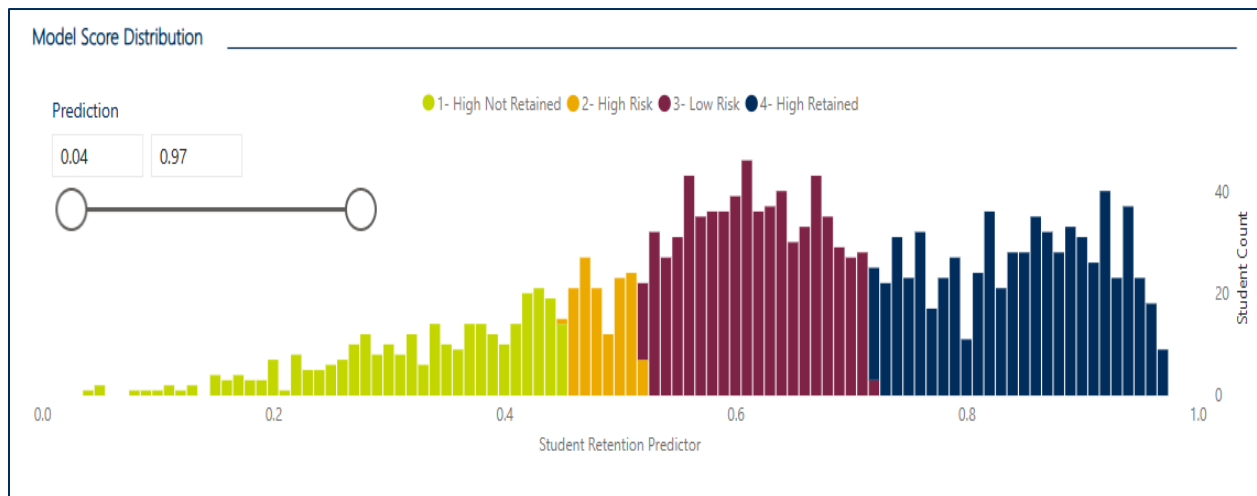
Additionally, the model includes the features (variables/risk factors) that most contribute to freshmen attrition. Please remember that the model is static; the features represent the risk factors possessed by full-time, first-time students upon entry to YSU .



Fall 2024 Scored FTIC, FT Cohort

The entering fall 2024 cohort contained 1801 students. The SRP model is projecting that 75.57% of the cohort will be retained or 1361 students. YSU experienced 2 major impacts on the fall 2024 freshmen cohort: international student enrollment significantly increased and “adoption” of local students who potentially would have attended Gateway.

Fall 2024 Attrition Curve



Fall 2024 Predictions By Risk Levels

The following chart includes the historical retention rates by risk level and the fall 2024 student counts with the projected retention rate. The projected retention rates for each of the risk levels is

slightly higher than the historical; however, the concern is that the overall retention rate might be affected by the significant changes in the fall cohort that were not present in the historical model.

Model Score	Historical Retention Rate	Historical Cohorts_2 Years	Fall 2024 Count	Fall 2024 Predicted Rate	Fall 2025 Predicted Retention	Goal Increase %	Desired Retention Goal	Predicted Fall 2025 Outcome
0.1814 - 0.4521	35.5%	138	304	44%	132	0.0%	43.5%	132
0.4535 - 0.6699	53.6%	535	136	58%	79	0.0%	58.0%	79
0.6706 - 0.7160	70.1%	231	681	77%	524	0.0%	77.0%	524
0.7161 - 0.9845	86.5%	2154	680	92%	626	0.0%	92.0%	626
	77.24%	3058	1801	75.57%	1361		75.6%	1361
								75.57%

College Student Inventory

Top Ten Requests

The following are the top ten requests from YSU freshmen who completed the College Student Inventory.

By Percent of Students Requesting Assistance	Mean Priority Scores	% of Students Requesting Assistance
Get help in selecting an academic program	6.34	62%
Discuss the qualifications for careers	6.28	60%
Get help with study habits	6.16	58%
Get help with exam skills	6.12	55%
Discuss job market for college graduates	6.04	55%
Get help in selecting a career	6.00	55%
Get help in meeting new friends	6.06	54%
Discuss advantages/disadvantages of careers	5.88	52%
Get information about clubs and social organizations	5.81	50%
Get help in obtaining a scholarship	5.58	46%

CSI Scales by Percentiles

The following chart summarizes the responses from the students into observations and scales. The scales are determined by algorithms and calculated based on how the students respond to questions within the various categories. The scales are presented in percentiles and the national norm is 50%. For example, the total percentile for Predicted Academic Difficulty is 35.6. This means that based on all students who have taken the CSI, YSU students would be normed at 35.6. (Out of nationally normed 100 students, 64.4 students would be projected to have less academic difficulty than YSU students.)

Scales of specific concern for YSU students include:

- Predicted Academic Difficulty
- Receptivity to Institutional Help (Several scales would indicate that YSU students are in lower percentiles than the national norm; however, they also are less likely to be receptive to help.)
- Commitment to College

Local Means on Major Scales	Females	Males	Total	% of Students with: Risk or Receptivity for Assistance
Summary Observations				
Overall Risk Index	45.2	47.3	46.2	14%
Predicted Academic Difficulty	36.4	34.8	35.6	7%
Educational Stress	45.5	48.2	46.8	17%
Receptivity to Institutional Help	41.6	42.0	41.8	17%
Academic Motivation Scales				
Study Habits	55.8	49.9	52.9	
Reading Interests	52.3	45.5	49.0	
Verbal and Writing Confidence	50.4	48.8	49.6	
Math and Science Confidence	46.9	58.5	52.6	
Commitment to College	47.8	40.8	44.4	
Interactions with Previous Teachers	59.8	56.9	58.4	
General Coping Scales				
Social Engagement	44.3	45.3	44.8	
Family Support	53.2	59.2	56.1	
Capacity for Tolerance	48.0	49.8	48.9	
Career Plans	55.7	51.0	53.4	
Financial Security	57.4	59.3	58.3	
Receptivity Scales				
Academic Assistance	44.1	40.9	42.6	28%
Personal Counseling	51.1	50.9	51.0	33%
Social Engagement	40.7	38.6	39.7	25%
Career Guidance	43.7	47.4	45.5	31%
Financial Guidance	39.5	42.1	40.8	27%

Student Satisfaction Inventory

The SSI asks students to indicate how important a particular item is to them and then indicate how satisfied they are with that item. The difference between the two is the gap.

Composite Scales

Scale	Importance	Satisfaction	SD	Gap
Academic Advising Effectiveness	6.44	5.35	1.58	1.09
Campus Climate	6.37	5.46	1.17	0.91
Campus Life	6.21	5.11	1.46	1.10
Campus Services	6.32	5.72	1.05	0.60
Instructional Effectiveness	6.42	5.38	1.15	1.04
Recruitment and Financial Aid Effectiveness	6.23	5.38	1.29	0.85
Registration Effectiveness	6.42	5.31	1.21	1.11
Safety and Security	6.45	4.93	1.33	1.52
Student Centeredness	6.36	5.34	1.23	1.02

Strengths

The following are specific strengths identified from the SSI. YSU should acknowledge the strengths and use them to celebrate. The statements also are good to use in marketing opportunities because we know it is a “promise” kept and one that can be proven by data!

Item	
★	My academic advisor is knowledgeable about requirements in my major.
★	Security staff respond quickly to calls for assistance.
★	Campus item: Internships or practical experiences are provided in my degree program.
★	Students are made to feel welcome here.
★	Faculty are usually available to students outside of class (during office hours, by phone or by e-mail).
★	This campus provides online access to services I need.
★	Tutoring services are readily available.

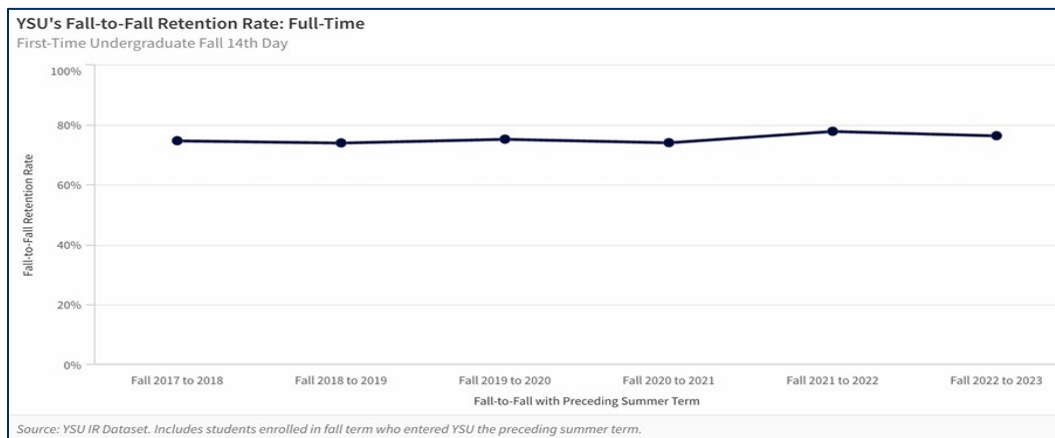
Challenges

The following are challenges from the SSI identified by higher gaps between what students think is important and how satisfied they are with the item. YSU should develop plans of action to address areas of concern. Positive student satisfaction helps with recruitment but also can be the tipping point for attrition if other things are not going well for the student.

Item	
🚩	The quality of instruction I receive in most of my classes is excellent.
🚩	The content of the courses within my major is valuable.
🚩	I am able to register for classes I need with few conflicts.
🚩	There are sufficient courses within my program of study available each term.
🚩	Campus item: My academic advisor helps me identify career development steps.
🚩	Faculty provide timely feedback about my academic progress.
🚩	Campus item: My educational experience has met or exceeded my expectations.
🚩	Tuition paid is a worthwhile investment.

Fall to Fall Retention Rate: First-time, Full-time UG

The following chart shows the first-time, full-time UG retention rate since 2017.



2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
74.8%	74.1%	75.3%	74.2%	78.0%	76.5%

Retention Rate by College

Entry College	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
BCHHS	73.7%	70.4%	71.3%	77.3%	83.5%	76.8%
BCLASSE	74.6%	73.5%	70.7%	76.5%	76.7%	76.3%
CCCA	69.3%	68.4%	84.0%	66.3%	73.6%	79.5%
STEM	80.1%	79.8%	81.6%	77.9%	84.0%	80.8%
STSCC	76.3%	69.6%	65.1%	65.1%	62.3%	60.1%
WCBA	67.0%	73.9%	77.0%	72.7%	80.6%	80.8%

Retention Rate for Minority Students

2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
63.9%	63.7%	62.8%	67.5%	70.9%	66.2%

Persistence Continuum

The following is the persistence continuum for **first-time, full-time** cohorts. The continuums follow the yearly cohorts from matriculation to term 7. Ms. Herman provided the data for these charts and the consultant added in the attrition calculation. In addition to reviewing the persistence/retention from matriculation to term 3 (IPEDS fall to fall retention) and succeeding years, a persistence continuum also calculates the attrition from the prior term. In the chart below, if you look at the average attrition rate from the cohort matriculation to term 3, you will see that an average of 22.76% students did not return for the identified cohorts. Also, you can see that an average of 14.67% of students did not return to term 5 from term 3. While the

retention/persistence rates review retention going back to the freshmen cohort, the attrition rates review how many students are lost year to year. Typically, enrollment managers want the attrition from year to year to be less than half of the prior year’s attrition. If it is higher, it means that the institution continues to lose students past the first-year.

The following chart is the composite of all first-time, full-time UG students. **Also, attached is an excel document, Persistence Continuum All that reviews the persistence continuums for each college. The continued attrition of students throughout all 7 terms holds true for each college.**

First-time Full-time Cohort Year	Number of students	First Year Retention Return to term 3	First Year Attrition Did not return to term 3	Persistence for Second Year from Cohort; Returned to term 5	Attrition from 3 to term 5 Term	Persistence to term 7 from Cohort	Attrition from Term 5 to term 7
2016		78.40%	21.60%	65.20%	16.84%	58.90%	9.66%
2017		76.60%	23.40%	66.90%	12.66%	61.70%	7.77%
2018		76.30%	23.70%	64.30%	15.73%	60.00%	6.69%
2019		77.50%	22.50%	66.60%	14.06%	61.00%	8.41%
2020		75.90%	24.10%	65.80%	13.31%	59.00%	10.33%
2021		79.10%	20.90%	66.90%	15.42%	59.00%	11.81%
2022		76.90%	23.10%	66.90%			
2023							
2024							
Average			22.76%		14.67%		9.11%

Fall to Fall Undergraduate Event History

The following data was provided by Jeanne Herman. The data is the persistence event history that includes all full-time and part-time undergraduate students.

Fall 2021 to Fall 2022

- 8087 students were enrolled in fall 2021 with 1473 graduating and 5375 (3.28) continuing.
- Of the 1239 (2.52) who did not return, 803 (average GPA of 2.90) were in good standing (222 enrolled elsewhere) so 436 were not in good standing.

Fall 2022 to Fall 2023

- 7572 students were enrolled in fall 2022 with 1486 graduating and 5004 (3.27) continuing.
- Of the 1082 (2.46) who did return, 686 (2.86) were in good standing (200 enrolled elsewhere) so 396 were not good standing.

Additionally, please see the attached Excel document, Event History 2021_2022. The excel document is a composite of Event History. The document allows us to review attrition by college the GPAs and Credit Hours completed.

UG Degree-seeking Who Received Aid

The following charts show the Financial Aid received by UG degree-seeking students who were in **good academic standing, had no registration holds preventing enrollment but did not return.**

Enrolled Fall 2021 Not Return to Fall 2022

The average aid disbursed for this group of students was \$9590.

College	# Stdts	Total 2021-22 Tuition and Charges	Total Financial Aid ^A Disbursed 2021-22	Total Aid Refunded* Over and Above 2021-22 Tuition and Charges	Total Grant Aid Disbursed 2021-22	Total Scholarship Aid Disbursed 2021-22	Total Loan Amount Borrowed 2021-22	Total Aid through Federal Work Study
Beeghly College of Liberal Arts, Social Sciences & Education	164	\$1,460,519.55	\$1,599,219.41	\$577,781.25	\$643,947.94	\$336,767.82	\$612,246.00	\$6,257.65
Bitonte College of Health & Human Services	184	\$1,435,465.07	\$1,712,523.25	\$722,910.22	\$725,456.96	\$275,309.66	\$706,094.00	\$5,662.63
Cliffe College of Creative Arts	36	\$352,434.41	\$371,887.56	\$137,563.83	\$170,026.00	\$64,378.96	\$136,068.00	\$1,414.60
Science, Technology, Engineering & Mathematics	168	\$1,638,262.91	\$1,506,754.53	\$516,796.75	\$533,930.38	\$420,105.33	\$546,051.00	\$6,667.82
Williamson College of Business Administration	115	\$1,131,681.86	\$1,150,021.87	\$466,853.52	\$398,541.56	\$340,247.89	\$407,350.00	\$3,882.42
Student Success	39	\$396,359.44	\$430,412.70	\$144,095.61	\$169,250.00	\$88,125.70	\$173,037.00	\$0.00
Grand Total	706	\$6,414,723.24	\$6,770,819.32	\$2,566,001.18	\$2,641,152.84	\$1,524,935.36	\$2,580,846.00	\$23,885.12

Enrolled Fall 2022 Not Return to Fall 2023

The average aid disbursed for this group of students was \$9950.

College	# Stdts	Total 2022-23 Tuition and Charges	Total Financial Aid ^A Disbursed 2022-23	Total Aid Refunded* Over and Above 2022-23 Tuition and Charges	Total Grant Aid Disbursed 2022-23	Total Scholarship Aid Disbursed 2022-23	Total Loan Amount Borrowed 2022-23	Total Aid through Federal Work Study
Beeghly College of Liberal Arts, Social Sciences & Education	86	\$859,073.02	\$956,501.44	\$275,301.63	\$281,883.46	\$209,009.07	\$461,232.00	\$4,376.91
Bitonte College of Health & Human Services	135	\$1,265,891.73	\$1,324,330.59	\$378,804.43	\$478,689.65	\$295,384.19	\$545,218.00	\$5,038.75
Cliffe College of Creative Arts	30	\$343,043.64	\$348,968.58	\$54,945.57	\$112,343.50	\$81,753.78	\$151,292.00	\$3,579.30
Science, Technology, Engineering & Mathematics	153	\$1,590,597.23	\$1,340,839.15	\$341,003.30	\$379,766.50	\$362,793.02	\$595,069.00	\$3,210.63
Williamson College of Business Administration	78	\$842,836.35	\$818,438.00	\$227,191.34	\$158,772.50	\$317,742.50	\$340,373.00	\$1,550.00
Student Success	37	\$390,464.62	\$375,021.14	\$56,888.50	\$175,341.24	\$69,000.90	\$130,679.00	
Grand Total	519	\$5,291,906.59	\$5,164,098.90	\$1,334,134.77	\$1,586,796.85	\$1,335,683.46	\$2,223,863.00	\$17,755.59

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

All Undergraduate Graduation Rates

The following chart are graduation rates for **first-time, full-time bachelor's degree-seeking students.**

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
4-Year	15.9%	19.7%	25.3%	24.3%	27.9%	32.4%
6-Year	38.5%	40.8%	46.9%	45.6%	48.4%	50.8%

Minority Students Graduation Rates

Q	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
4-Year	8.6%	10.7%	14.2%	18.7%	19.5%	19.7%
6-Year	19.3%	22.1%	27.9%	32.3%	34.0%	33.7%

International Graduation Rates

Q	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
4-Year	27.3%	20.0%	45.8%	38.1%	22.7%	44.0%
6-Year	45.5%	50.0%	70.8%	52.4%	36.4%	55.2%

Undergraduate Graduation Rates by College of Entry

College of Entry	Q	Q	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
BCHHS	4-Year		11.8%	16.5%	18.5%	20.3%	25.6%	31.1%
BCHHS	6-Year		33.2%	37.9%	43.5%	41.0%	43.9%	48.6%
BCLASSE	4-Year		15.7%	23.8%	32.8%	31.8%	29.9%	29.9%
BCLASSE	6-Year		35.7%	46.0%	54.1%	56.4%	51.8%	53.2%
CCCA	4-Year		4.5%	7.6%	14.2%	9.7%	19.2%	21.0%
CCCA	6-Year		39.1%	26.5%	33.1%	37.5%	39.2%	39.1%
STEM	4-Year		21.2%	26.7%	31.4%	28.4%	28.4%	33.8%
STEM	6-Year		45.9%	48.3%	50.9%	48.9%	50.2%	52.4%
STSCC	4-Year		-	-	-	-	0.0%	21.3%
STSCC	6-Year		-	-	-	-	0.0%	41.0%
WCBA	4-Year		15.4%	20.1%	29.9%	26.8%	37.2%	42.5%
WCBA	6-Year		41.9%	37.4%	49.8%	44.1%	57.8%	60.8%

Undergraduate by College of Entry: Minority

College of Entry		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
BCHHS	4-Year	5.8%	5.8%	6.8%	13.2%	15.0%	18.8%
BCHHS	6-Year	15.4%	18.2%	21.6%	28.6%	27.0%	32.5%
BCLASSE	4-Year	10.3%	15.8%	19.2%	22.2%	29.4%	30.8%
BCLASSE	6-Year	15.8%	21.7%	36.5%	42.0%	45.6%	48.7%
CCCA	4-Year	0.0%	0.0%	8.0%	10.7%	17.4%	15.0%
CCCA	6-Year	18.2%	17.1%	16.0%	17.9%	26.1%	30.0%
STEM	4-Year	10.5%	24.4%	27.0%	32.6%	26.4%	21.3%
STEM	6-Year	26.7%	37.2%	41.3%	42.1%	40.3%	35.0%
STSCC	4-Year	-	-	-	-	-	25.0%
STSCC	6-Year	-	-	-	-	-	37.5%
WCBA	4-Year	3.2%	5.3%	14.7%	13.0%	18.0%	28.6%
WCBA	6-Year	15.9%	17.5%	23.5%	27.8%	42.0%	35.7%

Data Analysis

The following section highlights data points and events that are significant and contribute to the recommended strategies and action plans.

- Since 2017 the retention rate has been between 74% and 78% with the 6-year graduation rate increasing substantially from 39% in 2012 to 51% in 2017.
- The retention rates by college for the fall 2022 cohort (returning to 2023) were between 76.8% and 80.8%. The 6-year graduation rates for the 2017 cohort ranged from 39.1%(CCCA) to 60.8%(WCBA). The colleges heavily vary in size so increasing the graduation rate percentage should take into consideration the size of the college; however, it is also fair to say that it would be good for YSU if all colleges continued to increase.
- The retention rate for minority students was 66.2% for the Fall 2022 cohort. The 2017 6-year graduation rate was 33.7%, which is substantially lower than the overall YSU rate. The graduation rate from BCLASSE was 48.7% for the fall 2017 cohort.
- Given the difference between the retention rate and the 6-year graduation rate, it is important to analyze the persistence continuum overall and by college. As stated earlier, losing half or more students from the prior year is an indication that students continue to leave with the result being a lower than wanted graduation rate.

- Regarding the overall cohort, attrition from matriculation to term 3 averaged 22.76%. The term 3 to term 5 attrition rate averaged 14.67% (which is more than half of 22.76%.) And the term 5 to term 7 attrition rate averaged 9.11% (which is more than half of 14.67%.)
- All the colleges have term 3 to term 5 attrition rates that are more than half of the attrition rate for the first year. BCLASSE and WCBA have term 5 to term 7 attrition rates that are within acceptable limits. (Please see the attached excel document Persistence Continuum_All where the persistence continuums have been calculated for all colleges.)
- A review of the event history for 2021-2022 and 2022-2023 supplied by Jeanne and IR provides a deeper look into the students lost by college. (Please see the Excel attachment Event History.) The event history analyzes the total UG enrollment, including number enrolled, number graduated, number of students continuing, number of students not continuing, number of students not continuing in good standing and number who enrolled elsewhere.
 - The average GPA for students who returned to fall 2022 was 3.28 and those who returned to fall 2023 was 3.27.
 - The average GPA for students who did not continue was 2.25 for fall 2022 and 2.46 for fall 2023.
 - The average GPA for students who did not continue, but were in good standing was 2.9 for fall 2022 and 2.86 fall 2023.
 - The average GPAs for the colleges were those continuing and those not continuing were representation of the entire population.
 - Of the 1239 students who did not continue to the fall 2022, only 222 enrolled somewhere else. Of the 1082 students who did not continue to the fall 2023, only 200 enrolled elsewhere. These should be considered low numbers and demonstrates a lack of commitment to college.
 - Perhaps the most compelling data is the number of students who did not continue (were in good standing and had no registration holds) indicated by credits completed (by range) and the GPA.
 - This data would reinforce the persistence continuum in that students did not continue with credit hours of more than 121. The following chart from BCLASSE provides an example that can also be seen with the other colleges. The bold number behind the “Cr Hrs” is the number of students who did not continue for that year. For BCLASSE, the most concerning data point is the number of students who left with between 61-90 credit hours and with a good GPA.

Dean's Office BCLASSE 31 (16.9%) (2.60)
English & World Languages 3 (1.63%) (2.74)
Humanities & Social Sciences 36 (19.6%) (2.67)
Psychological Sciences & Counseling 38 (20.7%) (2.97)
Teacher Education & Leadership 76 (41.3%) (3.14)
0 cum cr Hrs 2 (1.1%)
1-10 cum Cr Hrs 6 (3.3%) (2.75)
11-30 cum Cr Hrs 37 (20.1%) (2.86)
31-60 cum Cr Hrs 39 (21.2%) (3.04)
61-90 cum Cr Hrs 48 (26.1%) (2.80)

91-120 cum Cr Hrs 33 (18%) (2.84)
121+ cum Cr Hrs 19 (10.3%) (3.16)

- For the majority of the colleges, the most concerning issue is the 31-60 credit range and the number of students leaving with that many credits.
- Additionally, the average GPA for students who did not continue but were in good standing is 2.9 and 2.86 for the respective years. This is over 60% of all the UG students who did not continue. The average GPA of all the UG students who did not continue was 2.52 and 2.46 for the respective years while the returning students GPA was 3.28 and 3.27. This is very compelling data.
 - The average GPA's for continuing students and non-continuing students, excluding those in good academic standing, provide a clear line of demarcation—3.28 vs. 2.5.
 - The students who do not continue but are in good standing and tend to have higher GPAs (2.8 and above) provide a more challenging analysis. The average financial aid disbursement for these students was \$9500 and above. If they lived at home, this would be a good package. The average loan amount for this group for 2022 was \$3655, which could be a factor by the third or fourth year.
- Historically, International students have done well—they have retained and graduated. As a note of caution, some at YSU have expressed concern about how well the entering class will do. At a minimum, the sheer number of recruited International students (good for YSU!) would increase the transition needs and the human resource demand for engagement.
- Another event is the addition of focused recruiting of students 25 years and older for on-line courses. As this program grows, resources will need to be provided for advising and academic support.

Consultant Observations

Integrated data review

- Increased HSGPAs lead to false sense of academic proficiency for students at the collegiate level.
- Increasing the graduation rate obviously begins with a strong freshmen retention rate and student persistence throughout the next 4 to 5 years. YSU has a good retention rate as defined by IPEDS—meaning full-time, first-time students who begin in the fall (term 1) and return to the next fall (term 3). Retention rates may not account for students who do not make satisfactory progress with GAP and/or attained credit hours. YSU's policy to delay probation past the first term is student friendly and a good practice. The YSU first year success already has identified the need to review SAP at the end of the first term and utilize success coaches to help students make learning adjustments. Additionally, the “event history” indicates that students who have achieved between 11-30 credit hours are also at-risk. **They retain to term 3 but attrite after term 4. These students are usually not on our radar—they are not recognized as potential probationary students but “silently sliding” downhill.**
- The SAP data for retention and persistence also should be reviewed within the context of entering student features (in this case, the SRP) and the College Student Inventory (CSI) results. The percentiles from the CSI indicate that YSU students mostly are below the 50th (national average norm) on the **academic motivation, general coping and receptivity scales.**

- Of particular concern are the number of students who indicate they plan to transfer, the lower percentile regarding commitment to college and the lack of receptivity for institutional help. Interestingly, the students predict lower academic achievement but show a lower desire for help. This is a strong indicator that they will not seek help; **YSU must be proactive in identifying struggling students and provide “interventions.” The top ten requests do include wanting help with study habits and exam skills; however, the algorithms behind all the questions also indicate a lack of receptivity for help.**
- They do show a high desire to discuss careers, majors, and jobs after graduation. Building in more opportunities to discuss the students’ educational goals is a must.
- Additionally, the event history as related to the persistence continuum will help guide strategy development. As stated earlier, the GPA of all UG students who continue is 3.27-3.28. Probably surprising to academia is the number of students (803 of 1239 in fall 2022) who did not return with an average GPA of 2.9. Clearly, YSU should develop strategies to mitigate the students who have a GPA of 2.52 and below; however, we will need to develop actions that also address those students with a GAP of 2.9 and below.
 - The event history does a great job of identifying the non-continuing, good standing students. It is clear that YSU continues to lose students with credit hours between 11-30, 31-60, and 61-90. The average GPAs in these credit ranges are between 2.80 to 3.04.
 - It is possible that students who achieve average GPAs of 2.8 to 3.0 at YSU but achieved a higher GPA in high school could be stressing over the “lack of success.” This often spirals with a resulting drop in commitment to college. Stress, having a job, and mental wellness issues also probably are contributors. These are strong possibilities given the small number of students who enrolled elsewhere after departure from YSU.
- Another analysis that is important is the DFW rate. Typically, enrollment managers would consider any course where more than 30% of the students of the number in the course made a D, F or W. I was supplied with the Spring 2024 grade list from all YSU UG courses. The DFW rates were organized by courses and not sections within the courses.
 - The intent of DFW analysis is to identify the courses that are difficult due to content or types of evaluations, resulting in the need for extra help. (I would hope that the academic leadership is able to identify specific sections that are problematic; and utilize the data to provide better pedagogical practices in certain sections.)
 - **The review of the course grades indicated a need to include course grades of “C” to identify courses where we want to provide a heightened level of proactive support.** This fits with the data provided in the event histories and the student mindset that “I can be as successful in college as I was in high school” but with the same amount of effort.
- Minority student retention and graduation data are concerning. Based on your enrollment history, minority student enrollment is approximately 23% of your total full-time headcount. As stated earlier, retention rates are lower than the total full-time UG enrollment. Unfortunately, the gap continues to grow throughout the persistence continuum to graduation. Once again, mitigation of the gap will require a specific strategy.
- Related to financial aid packaging, we reviewed the financial aid totals for students did not continue, were in good standing and had no registration holds. The average aid for this group was approximately \$9500. A thorough analysis of financial aid modeling was not conducted for student success consulting; however, persistence data would indicate a need to review a couple of areas.

- Understanding that institutions have a limited amount of scholarship dollars that can be utilized and that loans are a necessary component of financial aid packaging is crucial. It might be helpful to do a loan/debt analysis (you may already have done this) based on the credit hour ranges in the event histories.
- One of the challenges from your Student Satisfaction Inventory (SSI) is students don't believe that "Tuition paid is a worthwhile investment." This usually is tied to overall satisfaction (please see the complete list of challenges in the above SSI section) at the institution and not how much of a financial aid package they are receiving.
- An additional component is identifying how well YSU students truly understand the concept of "paying for college." The PSC is a great service that should be a continued component of helping students understand financial aid and paying for college. Also, it would be helpful to obtain qualitative data that provides gaps in students understanding of the FAFSA, debt, payment plans, etc.
- A thorough examination of all processes/procedures/policies that affect your students AND your employers should be an on-going process. Per conversations with the Directors of Advising, they deal with the same hindering processes every semester. This leads not only to poor service and time for our students, but dissatisfaction and stress for your employees. YSU still has paper process that should be computerized. On a good note, Tysa and Melissa did indicate several process changes related to service in Financial Aid and Registration.
- As YSU grows stronger in the on-line world, processes and resources will need to be assigned. Currently, the Directors of Advising are providing schedules for the students for the spring semester.

Student Success Strategies

The following section contains the listing of current and recommended Student Success Plan strategies. Some of the current strategies will have suggested enhancements via specific action plans that should be added to the current implemented strategies. The new strategies will have a short codification explaining the strategy and action plans to develop the strategy.

Current Student Success Strategies

The following strategies are currently being implemented in the YSU Student Success Program. The various strategies are in different stages of development, implementation and evaluation. To enhance the effectiveness of the strategies, several action plans are being suggested in addition to the current student success plan. New action plans are included in the Appendices under each strategy.

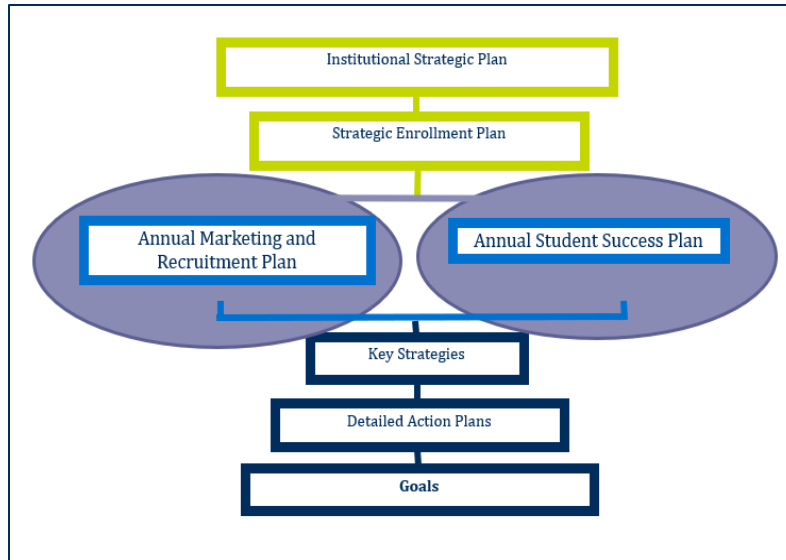
Academic Support	Classroom Effectiveness and Academic Engagement
Data Tracking System	Structures and Quality Services
Comprehensive Academic and Career Advising	First-year transitions including Student Orientation, Welcome Week, YSU 1500
Re-enrollment and re-yielding Plan	Academic Recovery and Success Coaching
Congratulating, Alerting, Nudging	Student Life

Recommended New Strategies to Develop and Implement

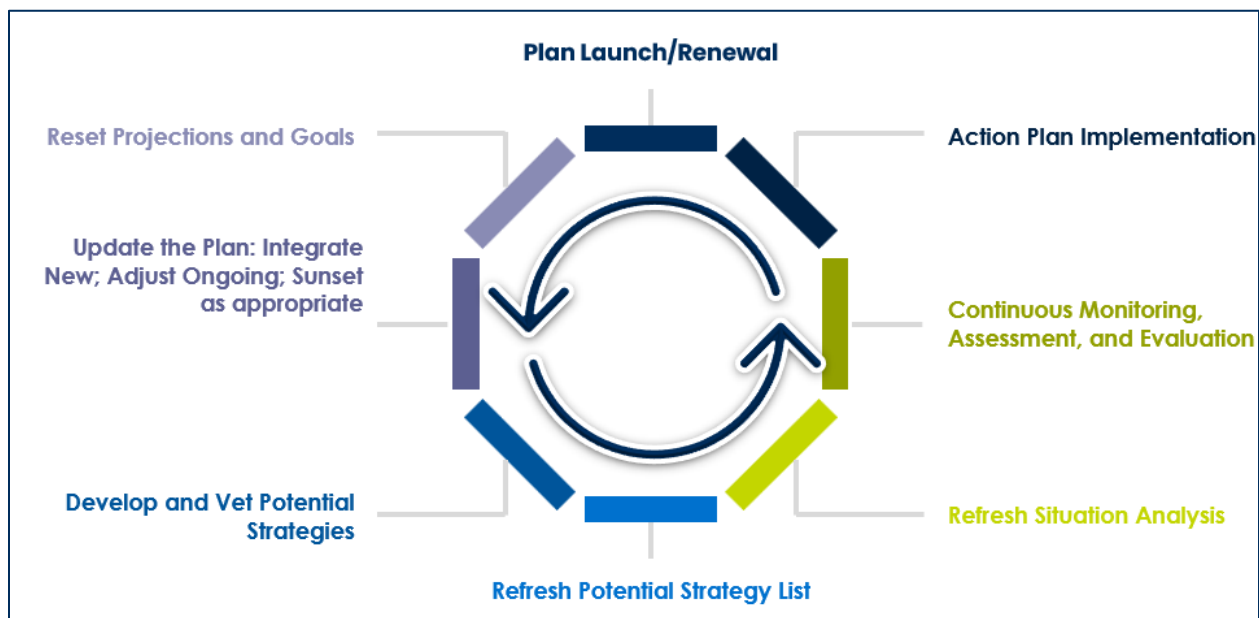
Second Year Transitions	Minority Student Success
International Student Success	

Utilize a Student Success Committee to Develop, Implement and Evaluate YSU's Student Success Annual Plan

- The following schematic identifies the concept of an annual student success plan in the overall institutional strategic plan.



- Recognize that a student success plan is difficult to develop, implement and evaluate due to the comprehensive nature of student success. The strategies and action plans often require the “cooperation” of many departments/programs.
- Utilize a Student Success Committee/Task Force to develop and evaluate the annual student success plan. The Chair of the Student Success Committee should be someone that can work across departments and be a champion of student success. The committee can’t be too large to function; however, breadth of representation is necessary. Consider utilizing some/all of the SEP Student Success Working Group as members of the committee.
- By nature of our work, there will be overlap in the “application” of the strategies; however, it is important that the action plans clearly define responsibilities.
- Utilize the following “Think Cycle” for annual development and evaluation.



Enhance the Current Professional Academic Advising Plan

YSU has demonstrated support in academic advising by creating a model in the colleges for professional advisors. Academic Advising is a high impact practice and can have incredible benefits on both the lives of the students and the life (fiscal well-being) of the institution.

Structure

Currently YSU has a freshmen advising program where “adjuncts” are hired to teach the YSU 1500 seminar and serve as advisors to the students in each of the seminars. The AVPSS provides supervision for the freshmen program.

After the first year, students move into their major and begin advisement with a professional advisor in their major. (Note: there are instances where faculty are advisors.) The professional advisors are supervised by the directors within each of the colleges. The directors are supervised by the academic deans.

Identified Gaps and Barriers

Based on the persistence data and several meetings with the Directors of Advising, several issues with the current structure have been identified:

- Each college has a presence on the website that describes **varying** forms of academic advisement.
- The directors of advisors seem to be the catchall, with little time allowed to actually be “directors” of advising. As a note: the directors are very committed and conscientious. Helping students appears to be their priority. They also pick up extra duties (advising the transfer AA students and on-line, assignments for recruiting) so the professional advisors can focus on their advisees. However, there appears to be little time left for direction of work flow, training or evaluation.
- On-going, outdated processes and workflow issues continue to distract from actual advising.
- While there has been assurance that the professional advisors are more than busy, it is clear from the persistence data that **there is not a re-enrollment or at-risk gameplan being utilized in the colleges.**
- There is some training supplied by the directors, the registrar and IT; however, training to advise (as a researched, and professional field) is not occurring.
- Professional development for the directors (and advisors) is very limited.
- The current structure basically means the academic deans are setting the expectations, designing the training curriculum, setting goals, etc. **The gap between what is wanted and what is actually being done is perpetuating the problematic, ongoing attrition in your persistence continuum.** YSU’s graduation rates have steadily improved, and probably due to increased attention to student success, including advising. But it will take a concerted effort to move the graduation rate from 51% to 60%.

Suggestions

The following suggestions for YSU’s academic advising program and are reflected in action plans in Appendix E.

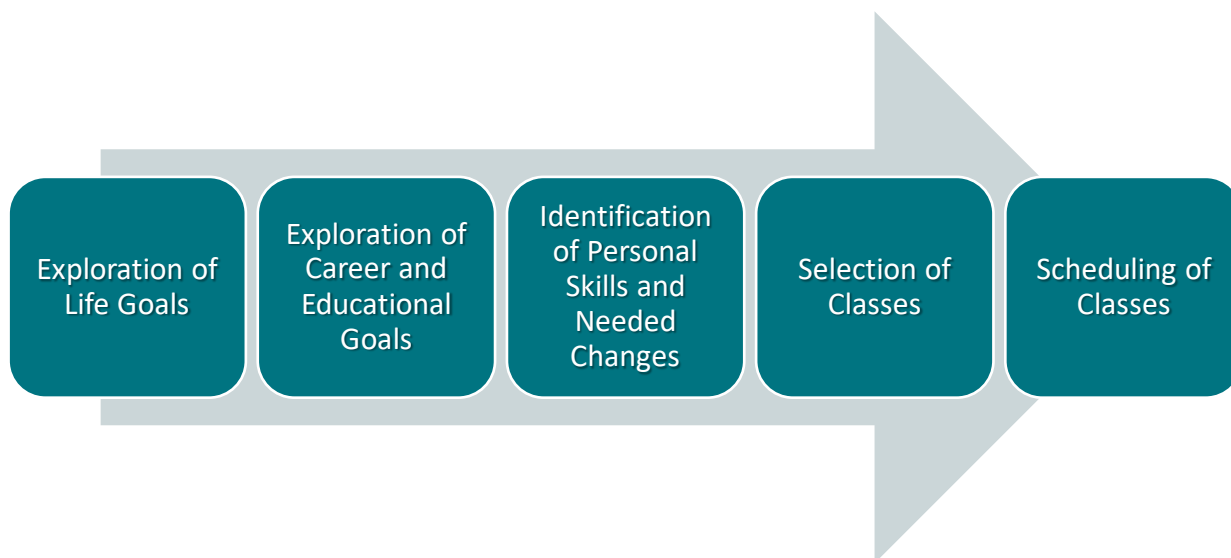
- **Define a structure that ensures the implementation and evaluation of the recommended re-enrollment, the second-year transition, the academic recovery and at-risk plans within the context of a four (five) year comprehensive academic advising plan.** If YSU chooses to keep the professional advising program under the supervision of the academic deans, then at a minimum there must a dotted line to a Sr. Director of Advising. This structure will work if all collaborate and understand that at the end of day the goal is for students to reach their education goals and for YSU to hit enrollment goals.
- **Utilize the re-enrollment, at-risk, and alert system to identify what needs to be done and when.** For example, if YSU is going to increase the persistence rates within each cohort, specific actions at specific times must occur. This would include identifying silent sliders and initiating the designed action plan, or developing a learning plan for academic recovery or initiating discussions about educational goals.
- **More time must be spent on discussion about educational goals, career opportunities, commitment to college and motivation to make it happen. Advisors must establish workflows that provide for discussions that include educational goals, motivation and commitment to college.**
- **Utilize group advising to manage time.**
- **The Sr. Director and Directors should be defining workflows (i.e. what is the data and gameplan saying we should be doing this week)for the advisors.**
- Appoint a short-term task force to identify all process barriers that interfere with students receiving quality service or keep your teams for doing what they really should be doing. While this is listed under advising, quality services are broader than advising and this committee should be utilized to identify all issues that hinder serving your students. (Please see the action plan under Quality Services.)
- **Develop a comprehensive, consistent plan that crosses colleges.** This doesn't preclude colleges from adding their own nuances; however, the basic concepts of the program must be deployed to move the needle for retention and graduation.

- Utilize the academic advising best practice elements to frame your program

Administrative support	Selection of advisors
Definition of Advising	Advisor assignment/caseload
Goals	Information system and documentation
Model	Recognition/reward of advisors
Responsibilities of advisors	Evaluation of advisors and program
Responsibilities of advisees	Ongoing planning and improvement
Training/Development of advisors	

- Develop a mutually agreed upon definition that is consistent with YSU's mission.
 - Decreases the disconnect between what an institution wants the advising program to be and what actually occurs during the advising process.
 - Allows for consistency across the institution instead of each advisor making their own definition.

- Moves the advising program past the “scheduling of courses” paradigm.
- Creates an opportunity for new and improved results.
- Helps create a transition that refocuses the goals and emphasis of advising.
- YSU’s definition should reflect a student-centered approach that integrates the activities of career/life planning AND academic advising to assist students to develop a personally relevant educational experience.
- Ultimately, the advising sequence should resemble the following chart; however, time and personnel constraints rarely allow for this. At a minimum, students who demonstrate a lack of commitment to college will increase their likelihood for success with application of the following sequence. (Note: this process may be recursive as students will change their goals as they learn.)



- Establish mutually agreed-upon goals; many institutions simply use the NACADA goals or slightly adjust.
 - Goals express the outcomes that you want to accomplish through your academic advising program.
 - Goals will help the academic advising program tie into/be an integral component of the institution’s student success program.
 - Goals provide the foundation for assessment and evaluation of the program.
 - Goals will help in the establishment of frameworks and a model that best fits your philosophy, mission and vision of your institution and advising program.
- Establish the actions for advisors that focus their workflow on achieving the goals of advising. **The workflows should be developed in tandem with the Early Alert, Academic Recovery, and Re-enrollment strategies.**
- Develop a training program that includes the following 3 categories:
 - **Conceptual skills** are defined as those things an advisor most understand (e.g. the definition of advising, student development theory, relationship between advising and student success, characteristics of developmental advising, legal aspects of advising, the decision-making process, an advisor’s role and responsibility, etc.).

- **Informational skills** are defined as those things an advisor must know (e.g. policies, procedures, general education requirements, referral sources, computer-assisted advising, interpretation of test scores, graduate school, and employment information).
- **Relational skills** are defined as those behaviors an advisor must practice or perform in the advising interaction (e.g. interview skills, rapport-building skills, listening skills, questioning skills, and referral skills).
- Develop a four-year plan that creates outcomes for freshmen through seniors. Please see attached example in Appendix E.

Provide On-going Assessment of Quality Services

Providing quality services tends to be a more difficult strategy to implement. Items such as federal law, the “loudest voice in the room,” technology, “we have always done it this way,” deflect from making changes. There may never be the exact and best solution; however, if it is affecting customer service (both your students and your employees), it must be fixed. Please see Appendix J for the specific action plan.

- Annual review of SSI by student success team, college deans, and executive cabinet with a view to identifying 3-4 “gap” issues and implementing an improvement plan.
- Conduct focus groups with students to identify issues with points of service.
- Evaluate key strategies such as the Re-enrollment plan each term for barrier identification. Some issues don’t require a longer-term strategy build; they just need to be fixed. Quality services must be examined in programs or policies that affect student’s ability to get things done. The constant question that should be asked (and be top of mind) is “how will this affect student behavior?”

Enhance Your Classroom Effectiveness and Academic Engagement

DFW

The evaluation of success rates, by course AND section, is imperative to understanding retention and persistence. A multi-pronged approach is necessary for reducing the high rate of DFW sections.

- Continue the assessment of success rates as defined by 30% or more CDFW in all courses.
- Identify the courses that are critical for improvement. The analysis of high CDFW sections should be continued by IR, Provost and Academic departments. Identify the specific sections and specific instructors/professors. Sometimes course content simply is difficult, in which case the imbedded tutoring and/or supplemental instruction is a good action. however, developing a plan for instructor improvement is appropriate for servicing the YSU students and holding true to the mission of the college.

Professional development for Faculty

Professional development in the university setting should include multiple opportunities. Typically, faculty utilize professional development funds to attend conferences focused on their teaching specialty. Other development opportunities also should be encouraged.

- Use the ITL to provide mandatory professional development. Topics could include:
 - Research based principles on how students learn.

- Student development theory as applied to today’s students.
- Underrepresented student populations and their development in and out of the classroom.
- Motivating students to learn.
- Developing a plan for instructor improvement in high DFW courses is appropriate for servicing the YSU students and holding true to the mission of the college.

Engagement by departments

Faculty mentors

Enhance Congratulating, Alerting and Nudging (CAN)

Early alert programs should enhance student success by identifying at-risk students early and providing them with appropriate assistance so that they can start on track and accomplish their academic goals. This strategy should clearly overlap and coordinate with the Re-enrollment/Re-yeilding strategy.

Successful early alert initiatives include a system to:

- Identify at-risk students in advance of enrollment who could be dropout-prone and the students after enrollment who are experiencing academic, social, and/or personal problems.
- Monitor their performance, attendance, and behavior.
- Intervene when appropriate.
- Provide feedback.

Evaluate the effectiveness of the interventions

ACTION PLANS for all year and for 2025 spring

YSU Early Alert

- I would suggest utilizing the schematic provided in Appendix G.
- The Assoc Provost Student Success could chair the committee for the general at-risk.
- The Dean of Students should continue to chair the triage group.
- Solidify early alerts and include in schematic and action plans.
- Develop standard interventions that would be identified as early nudging.
- Develop evaluations of the interventions.
- The adding of the five academic coaches will help YSU be able to implement an effective early alert plan.

Actions Related to the Model

- At-risk indicators provided by the faculty should be very well defined based on powerful predictors.
- Two levels of assessment. Level one assessment should be conducted by a student success at-risk team and includes the “typical” at-risk characteristics. Level two assessments would be considered a triage level and handled by the Cares/ Triage Team.

Enhance the Academic Support and Recovery Plan

Various academic strategies can be implemented to provide support for students who are struggling academically. Academic Support and Recovery should include more than students on the brink of leaving or being dismissed.

Academic Support and Recovery actions should include students on a continuum from silent sliders to Probation. Depending on the level of academic progression (or non-progression), support strategies can include, but are not limited to:

- **Individual Success Plans.** ISPs are typically developed by the student and the advisor. ISPs address and suggest changes to students' behaviors. They often are utilized to help students on probation return to good SAP.
- **Academic advising.** The importance of academic advising as a retention strategy is well documented. Advising provides the most significant mechanism by which students can clarify their educational/career goals and relate these goals to academic offerings. Advisors monitor the number of enrollment credits and make recommendations on course load based on student academic performance.
- **Early alert.** The early identification of academically "at-risk" students in need of academic support and the prediction of dropout-prone students when combined with early warning strategies can increase retention. Key to this strategy is students connecting to support services such as tutoring or study groups.
- **Peer tutoring.** Academically successful students are used to provide academic support to their peers. These peer tutors usually receive specialized training prior to providing learning assistance.
- **Learning communities.** Curriculum design which coordinates two or more courses into a single program of instruction and requires the co-registration of a cohort of students, into the same block of courses.
- **Supplemental Instruction (SI).** A type of collaborative learning that has gained widespread acceptance in higher education is "Supplemental Instruction." SI is an academic assistance program that increases student performance and retention. SI targets traditionally difficult academic courses – those that have a high percentage rate of "D" or "F" grades and withdrawals – and provides regularly scheduled, out-of-class, peer-facilitated "tutoring" sessions. SI does not identify high-risk students, but, rather, identifies high-risk courses.
- **Peer mentoring.** Student mentoring programs have the potential for enhancing student academic performance of at-risk students. Establishing mentoring programs requires first establishing the mission and purpose of the mentor program. Establishing mentor selection criteria then roles and responsibility of the mentors are the required next steps. The mentors should be academically sound and have a desire to help other students. Mentors should have a least a year of collegiate experience before becoming a mentor. Many programs require the mentors to be juniors or seniors. Mentors pay is various. Some campuses have funding to pay their mentors; while other programs use mandatory community service as a way to obtain mentors. Program examples can be found under the Web link resource section.
- **Peer led study groups.** Establishing study groups includes the initial step of identifying the gatekeeping courses (killer courses) which have a high failure rate, and the "at-risk" students who might have difficulty in successfully completing these courses. Listed below are other steps needed to establish study groups:

- Selecting study group coordinator
- Establishing criteria for peer group leads
- Interviewing peer lead candidates
- Establishing training for study group leaders (include skills need to be effective group leads)
- Creating study group evaluation forms and establishing the evaluation process

Continued Development of a Re-enrollment (Re-yielding) Plan

A re-enrollment plan is a comprehensive, integrated plan provides optimum situations for students to re-enroll for the next term. We began discussing components of your re-enrollment plan during this visit, and will continue detailed development during the next visit.

A re-enrollment plan usually contains all the communications and processes that are needed for students to re-enroll. It is very possible that the re-enrollment will overlap (or contain) components built into the Early Intervention/At-Risk plan. Usually, the plan is more detailed the first term as we tend to “front load” learning outcomes for freshmen; however, the re-enrollment plan should also consider the on-going need for persistence. So, it could be viewed as a plan for each entering cohort! Timing of the communications and processes are delineated as well as who is responsible for the action.

Components of the plan would include communications and processes related to:

- Orientation and first-time registration
- Outreach opportunities with assigned advisors
- Outreach opportunities with the success coaches
- Financial aid notifications
- Payment notifications
- Hold notifications
- Registration for next term
- Completing housing contracts
- SAP game plans

The development of a Re-enrollment strategy has begun and is included in Appendix F.

Continue to Develop a Data Tracking System

- As you continue to develop the data dictionary and prepare data for the SEP process, utilize the following terms to provide clarity and consistency for the team members and eventually for the campus as a whole:
 - Persistence: term to term re-enrollment
 - Progression: term to term re-enrollment with satisfactory progress (gpa and hours) toward a two-year degree
 - Retention: First-time, full-time students who begin as a cohort in the fall and return to the next fall

- Develop a calendar data tracking plan.
- Collect pre-registration motivation and committed to college information on individual students.
 - This could be accomplished with the College Student Inventory (CSI)

A template for data tracking action plan is included as Appendix C.

Freshmen Transitions

Continued New Student Orientation

Welcome Week

YSU 1500

New Strategies

Second Year Experience and Transitions

There are several “fun” activities that can be developed to enhance a second-year experience. These probably are “icing on the cake.” At a minimum and given the data in the persistence continuum, actions for a second-year experience must include academic recovery and academic engagement.

Goals:

- Help students create a sense of purpose.
- Identify students who continue to need academic transition help.
- Providing second-year students with opportunities to increase their campus, community and cultural connections.
- Connecting second-year students with faculty and career disciplines.
- Increasing student competence, personal awareness and engagement.
- Encouraging second-year student participation in leadership opportunities.

Framework

Academics

- Engagement with faculty—specific departments host welcome back events
- Academic confidence
- Recovering freshmen at-risk (2.5 or below) interventions (silent sliders, SAP Gap, Probation.)
- Weathering the more difficult second year classes (SI and more difficult second year courses)
- Professional development for faculty and staff on second year development issues
- High quality pedagogy in second year classes

Career and Major

- Firm decision about major
- Plan for experiential learning
- Courses on track for completion
- Job shadowing with alumni

Engagement

- Signature events for second year students (Super Service Day, Hosted move-in day)
- Learning communities—second year focus

Appendix A: Student Success Planning

Definition of a Student Success Plan

A student success plan, by definition, is a set of clear and unambiguous goals with associated strategies and action plans that, when taken in totality, lead to the achievement of YSU goals. The plan should establish the direction for the student success activities during the time period set for the completion of the goals. Furthermore, it will establish, in advance, responsibility, resources required, timetables, and methods of evaluation, thus facilitating control over progress.

Reasons for Student Success Planning

The following statements are appropriate reasons for conducting on-going student success planning. Essentially these statements would also be excellent objectives for the Student Success Task Force.

- Facilitate a data-informed, highly interactive, and consensus-building annual student success plan.
- Create visibility and support to help sustain the initiatives to improve the quality of student life and learning at YSU.
- Facilitate discussions and reflections on opportunities to enhance the student success of targeted populations.
- Use the voices of YSU students, faculty, staff, consultant recommendations, and data to inform the selection of the vital few priority strategies to be included in the strategic student success plan.

Characteristics of Successful Retention Programs

- Collect, compile, and analyze pertinent retention data and research.
- Implement early identification/alert and intervention strategies.
- Commit to both “front-loading” and “progressive responsibility” philosophies and strategies.
- Concentrate energies on the importance of the teaching and learning process.
- Emphasize a deliberate strategy of student engagement and involvement.
- Address students’ affective and cognitive needs.
- Create programs and services based on meeting students’ individual needs and differences.
- Develop a student-centered institution.
- Monitor (on a systematic basis) student expectations and levels of satisfaction.
- Establish an organizational structure/mechanism of life and learning issues, and an institutional change process.

Benefits that can accrue from student Success Planning

- Provides a systematic assessment of present strengths, weaknesses, opportunities, threats, and current student success strategies.
- Results in the establishment of consensual institutional goals and priorities.

- Encourages innovative thinking and problem-solving.
- Creates awareness of the obstacles that may need to be overcome.
- Coordinates and unifies staff effort.
- Ensures a more effective use of existing resources, and identifies the possible need for additional resources.
- Assigns responsibility and accountability, in addition to scheduling work.
- Facilitates control and evaluation of activities.
- Communicates and documents efforts.
- Provides a basis for future planning.

Steps in the Development of a Student Success Plan

Developing the annual Student Success Plan is a key component of a systematic and comprehensive student success effort. The planning process should include the following steps.

Step One: Conduct a Student Success Situation Analysis

Prior to developing the plan, conduct a situational analysis. This phase of the planning effort usually involves the following tasks.

- Reviewing the institutional mission statement that describes the basic reason for the existence of the organization.
- Reviewing the institutional strategic plan. The strategic plan and mission statement need to be consistent with each other.
- Assessing current strengths, opportunities, aspirations and reports (SOAR).
- Compiling and reviewing historical enrollment and retention data, both overall and by specific program. Appendix C contains an example of data that can be collected to support the student success plan development.
- Reviewing appropriate demographic trends and environmental data.
- Results from the Student Satisfaction Inventory (SSI) survey.
- Conducting a program-by-program analysis and establishing desired enrollment state and student success needs.
- Developing a list of student success planning assumptions.
- Reviewing project and consultant recommendations.

Step Two: Formulate Strategies

The next step in the planning process is to formulate appropriate key strategies designed to achieve the desired future for YSU.

Do not be confused by terminology: Strategies typically represent the broad class of actions with long-term outcomes. Action plans represent the immediate, short-term action steps that collectively form each strategy. Failure to identify and implement key enrollment strategies will prevent you from achieving your full enrollment potential.

Use the 80/20 rule to make your student success plan a truly effective document: Identify only those strategies that are “key” or critical to achieving the desired state. Remember, the 80/20 rule states that 80% of the results generally are derived from 20% of the effort. The challenge is to know which 20% to focus on, in order to produce results.

On a daily basis, it is very tempting to be diverted from the key 20%: Your plan should serve to focus staff attention on the critical actions that will determine student success or failure.

Step Three: Develop Action Plans

While the strategies represent broad statements with longer-term implications for improvements in student life and learning, activity/action plans represent the immediate, short-term steps that collectively describe how the strategy will be accomplished. Good activity/action plans must include the following components.

- What exactly are you going to do? Specific descriptions of the activity that is generally quantifiable and measurable.
- When will it be completed? Timetables that clearly show key dates and deadlines.
- Who will be responsible? Clear assignments of responsibility for performing important tasks.
- How much will it cost? Budget information showing the cost of implementation.
- How will you know whether it has been accomplished? The methods of assessment, evaluation, or control that will be used to monitor progress or measure success or failure of the actions.

Step Four: Set Goals

Setting goals that are motivational and obtainable is the last step in the student success planning process. The following points are important to the goal-setting process.

- Goals are an expression of the important outcomes of the student success program.
- Goals are derived directly from the planning process.
- Goals should be stated as simply and concisely as possible.
- Goals are most often, but not always, expressed quantitatively and relate to desired enrollment outcomes. If a goal is not measurable, it should at least be recognizable and qualitative in character.
- Goals should be mutually agreed-upon by all whose efforts must achieve them.
- Goal-setting is important and necessary, but not a complicated task.

Appendix B: Action Plans

The following is a template that can be utilized to develop action plans.

Action Plan

Goal:

Key strategy:

Description/explanation:

Implementation Schedule/Timetable

Steps	Responsibility	Completion Date

Coordinator:

Budget:

Evaluation/Control:

Appendix C: Student Success Data Tracking Plan

The following data calendar was created in order to support the student success planning effort. Adapt/edit this calendar as appropriate for inclusion in the YSU student success plan. Continue to add dates and data that analyze the success of strategies.

Data Type	Collection Date	Distributed to
<i>Preenrollment Factors</i>		
CSI	First two weeks of school in YSU 1500	
SRP or other tool to indicate high impact risk factors	Prior to start of fall semester	
<i>Persistence</i>		
Persistence tracking: high risk, ethnicity, low income,	Five week mark	
Intent to return or leave tracking report	Each term during registration	
Clearinghouse data on attrites	Post end of term 2 and 4	
Year-one leavers profile	Fall census	
<i>Progression</i>		
No-show report	End of second week during term	
Midterm grades for academic recovery	Mid-term	
Probation	Two weeks after grades are posted	
Dismissal	Two weeks after grades are posted	
Satisfactory Academic Progress (SAP) Students who are not on probation or dismissal BUT meet the data protocols for potential risk	Two weeks after grades are posted	
Hours attempted/earned ratio	Two weeks after grades are posted	
Courses which have DFW (grades other than AB) rates in excess of 30%	Two weeks after grades are posted	
<i>Student success</i>		
Yearly return	Two weeks after census date, term 3, 5,	

<i>Completion and Transfer-Out</i>	
Successful transfer or completion	August following terms 2, 3, 4 and 5
Transfer-out rate	August following terms 2, 3, 4 and 5

<i>Qualitative</i>	
Satisfaction survey	Every other year
Focus groups (Freshmen, transfers, minority students, international students, alumni, etc.)	Yearly
Engagement surveys	Each year

Data Tracking Action Plan

Action Plan: Developing a Data Tracking Plan

Goal: Increase the retention rate to 80% and the graduation rate to 60%.

Key strategy: Data Tracking

Description/explanation: Provide a template for data collection, review and evaluation.

Implementation Schedule/Timetable

Steps	Responsibility	Completion Date
Continue to define and list the KPIs and PIs that identify the current state of student success at YSU. The data plan should be subset of information utilized by the Executive Cabinet and President to determine the health of YSU	AVPEM, Provost, VPSAIE, Assoc Provost SS, IE	
Determine data that is pertinent to share with the Student Success Committee for use in strategy evaluation.	VPSAIE, Assoc Provost SS, IE	
Determine data that should be shared with academic advisors, academic deans, administrative teams, etc.	VPSAIE, Assoc Provost SS, IE	
Establish an internal marketing and communication plan for sharing data internally.	Data tracking team (could be a subcommittee of Student Success Committee.)	

Coordinator: IE and Assoc Provost SS

Budget:

Evaluation/Control:

Appendix D: Projections

Projected Accumulated Increase in Enrollment

YSU							
2024 Baseline for target population:	1800						
Traditional Undergrad Students/Years	2024-25	2025-26	2026-27	2027-28	2029-30	2025-26	
Incremental New	0	0					
Additional 2nd Yrs.		0	0	0	0	0	
Additional 3rd Yrs.			0	0	0	0	
Additional 4th Yrs.				0	0	0	
Additional 5th Yrs.					0	0	
Incremental Retained		0	54	54	54	54	
Retained to third year			0	39	39	39	
Retained to fourth year				0	36	36	
Retained to fifth year					0	33	
Total Impact		0	54	93	129	163	
Retention Assumptions						Current Retention	Increase for cohort base
Second Year Rate	80.0%					77%	54
Third Year Rate	72.0%					66	
Fourth Year Rate	67.0%					59	
Fifth Year Rate	62.0%					57	

Projected Fall 2024 FTIC, FT Retention Data

Model Score	Historical Retention Rate	Historical Cohorts_2 Years	Fall 2024 Count	Fall 2024 Predicted Rate	Fall 2025 Predicted Retention	Goal Increase %	Desired Retention Goal	Predicted Fall 2025 Outcome
0.1814 - 0.4521	35.5%	138	32	37%	12	0.0%	36.5%	12
0.4535 - 0.6699	53.6%	535	240	56%	135	0.0%	56.4%	135
0.6706 - 0.7160	70.1%	231	311	77%	239	0.0%	76.8%	239
0.7161 - 0.9845	86.5%	2154	686	89%	611	0.0%	89.0%	611
	77.24%	3058	1269	78.49%	996		78.5%	996
								79%

Appendix E: Academic Advising

Advising Evaluation

The following is an evaluation of the College Academic Advising Structure conducted during the RNL Student Success Consulting.

Best Practice Key Elements Assessment, With Recommendations

Evaluation of College Academic Advising

Element	Consultant Assessment	Recommendations/Progress
Administrative Support	YSU supports academic advising in that each college has academic advisors and directors of advising.	
Philosophy or Definition of Advising	There is no written, consistent definition or philosophy of advising for the university. Basically, each college creates its own practice. Websites for each college have a "definition" but they are related and do not set the direction of the programs.	<i>YSU should develop a commonly applied definition of advising. While each college has different majors, goals, etc. the overarching intent of advising should be consistent.</i>
Model	Each college has a director of advising and professional advisors. The team for advising is supervised by each of the respective academic deans.	<i>Provide a model that allows for common advising expectations, assessment, evaluation of the advisors, proactive early alert, and discussion of educational goals. At a minimum, there needs to be a "Director of Advising" who oversees all advising practices. The current model is used by many universities—the difference at each is if the "dotted line" goes to the dean or the person in charge of advising. Either will work with top leadership support.</i>
Goals of Advising	Goals are not really defined. Basically, advisors help a student secure a course schedule and sometimes there might be help for students at risk; however, this is not applied consistently.	<i>After establishing a vision and definition for advising, YSU can set goals for the advising process. What does YSU want to accomplish with academic advising.</i>
Selection of Advisors	Employed through the university's general hiring system	
Advisor Assignment/Load	Loads vary by college	<i>Once again, the loads can be clarified after YSU decides what it wants the program to accomplish.</i>
Responsibilities of Advisors	Directors are asked to assume other responsibilities, such as attending recruitment fairs. There are no clearly created expectations.	<i>Responsibilities need to be clearly defined and flow from the definition of advising and goals.</i>

Information Systems and Documentation	There is an IT advising system but it may not contain correct information. Still using out-of-date forms and paper.	<i>The IT advising system should be used by all advisors. Also, a process evaluation should be conducted to eliminate out-of-date practices.</i>
Training of Advisors	Not a consistent application. The director, the registrar, and IT do provide some training as advisors are on board. There is no training on the CRM which leads to discrepancies.	<i>An effective advising program needs to contain a strong training program. This is one of the reasons I recommend having one person who heads up advising.</i>
Recognition and Reward of Advisors	Advisors are classified as Advisor level 1, 2, etc. The turnover is high.	<i>If changes are made to the program, YSU would need to review the starting pay. It would also be good to create a "promotion" system based on experience, expectations, and performance.</i>
Responsibilities of Advisees		
Evaluation of Academic Advising	I did not receive clarity for this section; however, I think it would be difficult to do evaluations without a concise, clear-cut definition of advising and defined expectations.	<i>There should be an evaluation of the overall program—are you doing what you say you are doing? If you set persistence and completion goals, are you meeting the goals? Based on set criteria, the advisors should be evaluated.</i>
On-going Planning and Improvement	Advising directors do meet with the Assoc Provost. While the meetings are supportive and helpful, the time seems to be spent dealing with process issues.	

Note: This evaluation applies only to the academic colleges and is an assessment of the academic advising program and not the personnel. The assessment was conducted via the college academic advisors and a review of the web. The Honors program was not included.

As an observation, it is clear that the directors care about YSU students and understand the mission of the University.

Advising Action Plans

Define and Develop a Comprehensive Advising Plan with Consistent Application

Action Plan: Developing a Consistent, Comprehensive Advisement Plan

Goal: Increase the retention rate to 80% and the graduation rate to 60%.

Key strategy: Academic Advising

Description/explanation: A best practice academic advising program is consistent, has direction and establishes enrollment goals.

Implementation Schedule/Timetable		
Steps	Responsibility	Completion Date
Discuss advising approach with Deans	Provost and AVPSS	
Write a job description for a “Senior Director of Advising.” It could be possible to utilize the Assoc VP of Student Success in this position; however, the person would need a skill set in advising. Another solution could be to provide training for one of the current directors of advising in the college.	Provost and AVPSS	
Form a task force to develop definition, advising goals, expectations, evaluation process and four-year plan for advising.	Provost and AVPSS	
Discuss and decide on reporting structures.	Committee recommend, Deans review, Provost decides.	
Finalize job description for Senior Director and hire—if needed.	Provost and AVPSS	
Develop an academic advising gameplan that includes the concepts of a best practice advising plan, the components of the re-enrollment plan that pertain to the advisors, the at-risk plan that pertains to the advisors. (Please see notes in student success plan, refer to NACADA resources, and CAS standards).	Senior Director of Advising and AVPSS	
Begin communicating “new system” for all advisors	Senior Director of Advising	
Phase 1: Implement action plans as written	Provost, Assoc Provost SS and/or Senior Director of Advising	
Develop caseload model between 250-300 advisees per advisor	Assoc Provost/Sr. Director of Advising	
Phase 2: Implement Appreciative Advising and/or Motivational Interviewing	Provost and Assoc. Provost SS	
Coordinator: Sr. Director of Advising or Assoc Provost SS		
Budget:		
Additional stipend for Sr. Director if used.		
Potential additional advisor to replace Sr. Director		
Professional development for Sr. Director		
Evaluation/Control:		

Development of a Professional Development Plan for Academic Advisors

Action Plan: Implementation of a Professional Development Plan for Academic Advisors

Goal: Increase the retention rate to 80% and the graduation rate to 60%.

Key strategy: Academic Advising

Description/explanation: A key components of a quality academic advising is training/professional development.

Implementation Schedule/Timetable

Steps	Responsibility	Completion Date
YSU sets clear expectations for academic advisors, including senior advisors.		
Develop an evaluation plan for all academic advisors		
Part 1: Develop a multi-tiered training schedule for all “levels” of advisors and that includes all facets of high impact advising. Sr. Advisors should have a role in training.		
Provide professional development for sr. advisors such as attendance at NACADA, First Year Experience seminars, etc. Include mandatory reading of best practices research and application plans. Plan could be on rotational system if budget is an issue. Additionally, Sr. Advisors would be expected to cascade training to others.		
Part 2: Develop a career track for all advisors. Advisors need to be given progressive responsibilities and promoted with an appropriate title and pay. The concept is similar to faculty rank promotions.		
Coordinator:		
Budget:		
Evaluation/Control:		

Four-year Advising Plan

The following is a draft of a four-year advising scenario. This could be used to develop a four-year advising plan that fits the needs of YSU students and meets the University’s mission.

Pre-enrollment, Registration and Class Scheduling	Academic Advising and Mentoring	Career and Life Planning	Enriching Experiences	Financial Literacy
<ul style="list-style-type: none"> Review Core Courses and other requirements Prerequisites for admission to major programs Understanding and using a degree audit Preparing for Academic Success 	<ul style="list-style-type: none"> Meet with your academic advisor during summer or orientation Become familiar with university resources Develop accurate expectations of time and effort required to make successful academic progress 	<ul style="list-style-type: none"> Begin evaluating life/educational goals Understand what you can do with your major Take a personality or skills assessment Evaluate whether major and career choices match interests and abilities 	<ul style="list-style-type: none"> Get involved in University’s Community: Volunteerism and Leadership Join a student organization Connect with faculty member Get a part-time job Begin to review your on-line social presence with a view toward a career 	<ul style="list-style-type: none"> Financial literacy Fafsa Apply for extra scholarship dollars
<ul style="list-style-type: none"> Finalize core classes, minors/majors intentionally to build career readiness 	<ul style="list-style-type: none"> Meet with your Academic Advisor for course scheduling Make well-defined academic plans Foster/enhance decision-making skills 	<ul style="list-style-type: none"> Continue to explore careers and employment sectors Explore and pursue experiential activities such as volunteering, working a part-time job and shadowing Begin exploring opportunities for internships 	<ul style="list-style-type: none"> Explore Study abroad and global learning opportunities Explore Study Away opportunities Become acquainted with faculty in your major field/immerse in academic major activities 	<ul style="list-style-type: none"> Fafsa
<ul style="list-style-type: none"> Core courses Major courses Apply for graduation (90 hours?) 	<ul style="list-style-type: none"> Meet with your major advisor to discuss career and graduate school opportunities Review courses to clear for graduation 	<ul style="list-style-type: none"> Find and apply to internships Begin researching graduate schools—learn about application dates and entrance requirements Sharpen your interviewing 	<ul style="list-style-type: none"> Expand your community engagement efforts with volunteerism Cultivate a leadership role with your student organization Begin networking 	<ul style="list-style-type: none">

		skills at the Career Studio	especially with Alumni	
		<ul style="list-style-type: none"> • Begin to prepare for graduate entrance exams 	<ul style="list-style-type: none"> • Creating your professional brand on-line 	
<ul style="list-style-type: none"> • Complete your major requirements • Finalize audit and complete graduation requirements for your major 	<ul style="list-style-type: none"> • Preparing for career transition 	<ul style="list-style-type: none"> • Prepare for graduation and employment opportunities (finalize resume and practice interviewing skills) 	<ul style="list-style-type: none"> • Engaging with Alumni Office • Leave and Graduate 	<ul style="list-style-type: none"> • Wrapping up college finances; explore financial planning

Appendix F: Re-enrollment Strategy

(Notes: Should specific lines be added for International students? Should dates for housing be included?)

Month	Re-enrollment Plan for First and Second-Year Students	Responsibility
January	<p>NEW students for the next fall</p> <ul style="list-style-type: none"> Welcome to YSU and Orientation opens on “set” dates. 	
February	<p>NEW</p> <ul style="list-style-type: none"> Weekly emails are sent until the student sets up the portal Receive an Orientation packet upon admittance Receive access and activate the Penguin Portal as soon as admitted Sending new award packages 	
March-August	<p>New</p> <ul style="list-style-type: none"> Register for Orientation Mid-march honors orientation Students encouraged to take placement tests before orientation One week before the scheduled orientation students receive an automated reminder with an intro. Additionally, the success office sends an email to personal and YSU email. Returning; Late march financial aid packages First weeks of April for current students Returners: after priority registration, do outreach to non-enrolled PSCs –about the end of the second week of April. Thank you for enrolling. Advisors can also run lists and contact students—directors should be doing this. 	<p>Is the loop being closed in the academic department?</p>
June to August	<p>NEW</p> <ul style="list-style-type: none"> Orientations (15-17 events) What is not completed? Receive course schedule Identify non-attenders of orientation Identify early at-risk predictors. Begin an action plan for early intervention. First-year advisors send letters to their advisees welcoming them to YSU and introducing themselves. New students in the process: fin aid will work. After orientation returning will be pushed to PSC. Billing is rolling. For summer it is mid-April and the second week of July for fall. Email to go look at the bill. If they have accepted aid then it will be included on the bill. Fund Your Education also helps. Rising SECOND-YEAR students 	

	<ul style="list-style-type: none"> • Academic Recovery Plan. • Professional advisor outreach. • Contact students who aren't showing SAP (but not probation) and students who finished their first year with below a 3.5 cum GPA. Gameplan for success. • Completed all financial aid processes. Text to those not complete. • Identify students potentially still at risk. Begin an action plan for early intervention. • Attend Ignite, Class Find Tours. • First-year advisors attend Ignite to "punch cards" • Fund your education
First 2 weeks of the semester	<p>NEW</p> <ul style="list-style-type: none"> • First day of school will have made a payment on account. • Advisors are available for schedule changes. First-year advisors should review transcripts for any changes that need to be made to the student's fall schedule. • Students will take CSI in YSU 1500. • Alert reporting begins for all students. • Academic support nudges/reminders of services. • Attend Welcome Week <p>SECOND YEAR</p> <ul style="list-style-type: none"> • First day of School will have made a payment on the account • All financial aid is set. • Professional advisors meet with students who match criteria established "academic recovery".
August -Dec	YSU 1500
September	<p>NEW</p> <ul style="list-style-type: none"> • Identify students who have not used Blackboard • First-year advisors checking CRM alerts and doing outreach. 1st outreach is autogenerated. If no response, then email or text. <p>RETURNERS</p> <ul style="list-style-type: none"> • Advising 1 appointment for check-in. Confirm major. • Four-to-five-week grade and attendance on students entering with identified risks. Professional advisors meet with students who match criteria established "academic recovery". <p>BOTH</p> <ul style="list-style-type: none"> • Financial aid and student accounts proactively working with students who have not paid and have holds. • Notifications of holds • Proactive One-stop-shop outreach for Fund your Education

<p>October</p>	<p>NEW</p> <ul style="list-style-type: none"> • Teaching advising “curriculum” in YSU 1500 • Bring schedule to advisement <p>BOTH</p> <ul style="list-style-type: none"> • Financial aid and student accounts proactively working with students who have not paid and have holds. • Mid-term • Countdown to FAFSA renewal • Notification of hold preventing registration • Academic support alerts
<p>November</p>	<p>BOTH</p> <ul style="list-style-type: none"> • Send reminders to non-enrollers. • Retrieve a list of non-registered students before Thanksgiving and disperse to the "outreach and re-enrollment" group. • Continue to revise and work the list through the end of the term • Dec 1 FAFSA
<p>End of December</p>	<p>BOTH</p> <ul style="list-style-type: none"> • SAP alerts students of probation. Since this is right before the holiday break, the advisor must follow up with a text that they will touch base after Jan. 3 to discuss and work out a game plan.
<p>First and Second Week of January</p>	<p>BOTH</p> <ul style="list-style-type: none"> • Contact students on track for probation; develop a "change" contract and any schedule modifications before the start of the term. • Identify "silent sliders," students who are not making good SAP but have not reached the probation mark. Contact for "pulse" check-in. Develop personal success plan. • Assign success coach
<p>January</p>	<p>BOTH</p> <ul style="list-style-type: none"> • Check-in appointments with an academic advisor • Begin setting up advising appointments for spring check-in • Identify students who start spring with known risk features and initiate at-risk protocol. • Spring term first advising check-in.
<p>February</p>	<p>BOTH</p> <ul style="list-style-type: none"> • On-going Nudge conversations with students who did not make satisfactory progress. • Continued identification of at-risk features during the term. • Financial aid and student accounts proactively working with students who have not paid and have holds.
<p>March</p>	<p>BOTH</p> <ul style="list-style-type: none"> • Advising begins • Notification of hold preventing • Identifying mid-term grade deficiencies.

	<ul style="list-style-type: none"> • SPRING BREAK
April	<p>BOTH</p> <ul style="list-style-type: none"> • Continue advising for fall • Navigate to send reminders to non-enrollers. • Retrieve a list of non-registered students before Thanksgiving and disperse to "outreach and re-enrollment" group. • Continue to revise and work the list through the end of the term.
May	<p>SUMMER BREAK</p> <ul style="list-style-type: none"> • Summer Communication Flow for Rising Sophomores
Last 2 weeks of May	<ul style="list-style-type: none"> • End-of-the-year congratulations and see you soon in the fall • Alert students of academic warning, probation, or suspension through email and postal mail. • Begin setting up an academic recovery plan.
First Week of June	<ul style="list-style-type: none"> • Transition to major advisors • Calls/texts from Advisors to students on probation and non-SAP.
July	<ul style="list-style-type: none"> • Welcome Back/Returning Student Check-In postcard sent by July 20

Re-enrollment Action Plan

Continue, how to implement, evaluate two times each year

Action Plan: Develop a Plan for Re-enrollment by semester

Goal: Increase the retention rate to 80% and the graduation rate to 60%.

Key strategy: Re-enrollment

Description/explanation: A re-enrollment plan should include all items/skills that students (and YSU) must complete to re-enroll (re-yield) for the next term. The attached re-enrollment chart is a beginning draft of what should be included. The idea is to provide information for students at the appropriate time, teach students skills that are needed to re-enroll, proactively approach holds, non-payments, etc. before registration and reduce barriers.

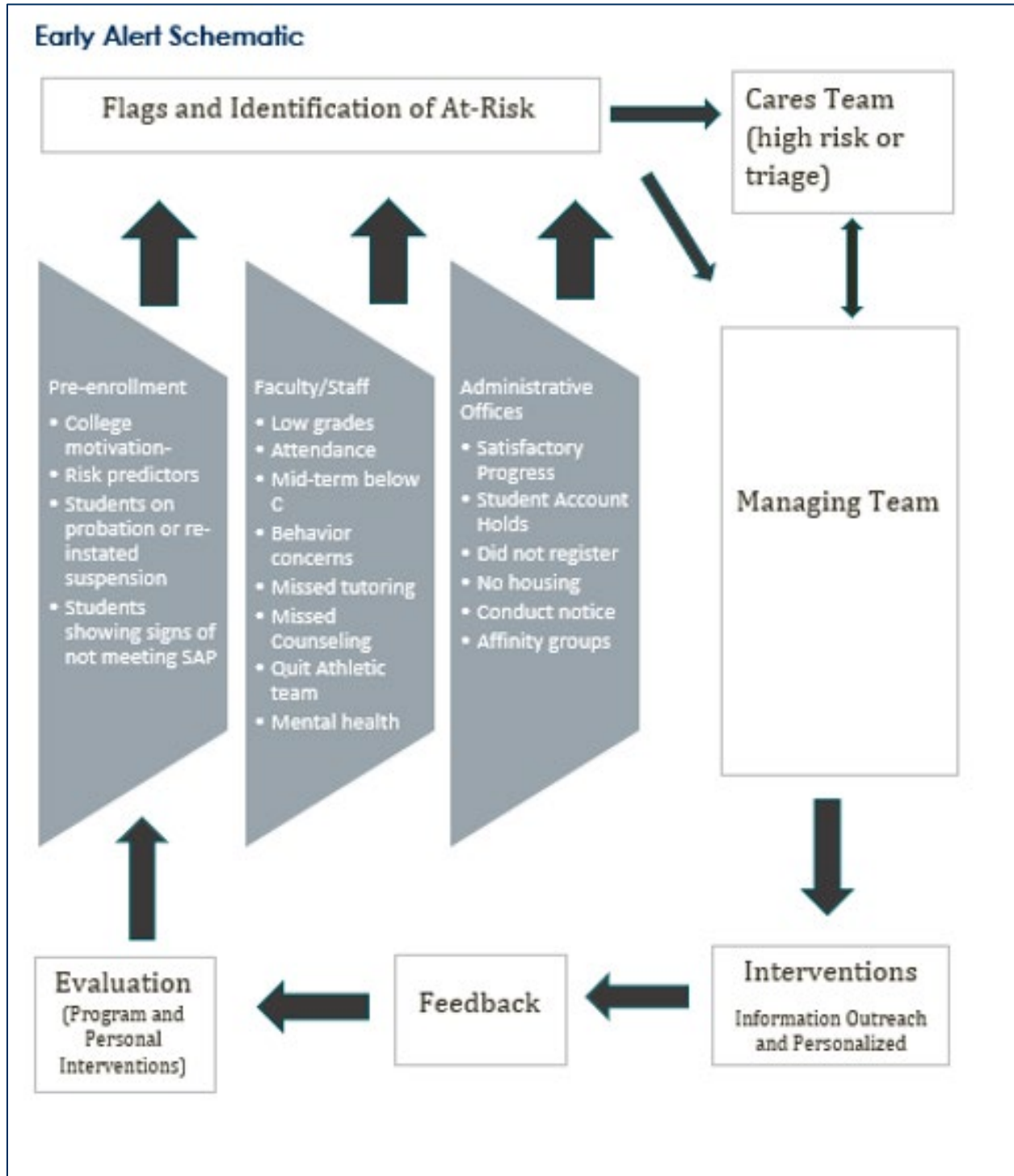
Implementation Schedule/Timetable

Steps	Responsibility	Completion Date
Establish a Re-enrollment working group and appoint a chair to implement and evaluate the plan. The group should include all key players who might have input or responsibility (i.e. registrar, AVPEM, Assoc Provost SS, Director of Financial Aid, Bursar, Student Life, IT, advising, etc.	Provost and VPSAIE	
Committee should meet twice a year to review the re-enrollment gameplan. <ul style="list-style-type: none"> Evaluate process—what worked well, what needs to change Identify gaps Make changes 	Re-enrollment Working Group	
Communicate changes to all involved offices	Chair of working group	
Coordinator: Chair of Re-enrollment working group		
Budget:		
Evaluation/Control:		

Appendix G: CAN Strategy and Early Alert Schematic

Early Alert Schematic

The following early alert schematic provides a visual for your Early Alert plan. CAN represents Congratulating, Alerting and Nudging. The goal is to proactively identify students and “intervene” before the risk becomes too big for the students to overcome.



Early Alert and At-Risk

Action Plan: Implementing and Delivering an Early Alert and At-Risk Plan

Goal: Increased persistence, retention and completion rates

Key strategy: Early alert and at-risk

Description/explanation: The early alert and at-risk proactively identifies students that demonstrate at-risk characteristics and intercedes with active communication and resources. The plan also does include components to work with students who become at-risk as the term progresses. The plan is comprehensive and integrated with the dedicated goals of proactive communication, identification of students with multiple risk factors, proactive interventions, efficiency in identification and service, and cross department management.

Implementation Schedule/Timetable

Steps	Responsibility	Completion Date
Appoint a management team that can serve as clearinghouse and decision maker to integrate the comprehensive early alert and at-risk program. The Management team should be comprised of personnel from the identified risk areas.	Provost and VPSAIE	
Continue to use the Cares Team for High-Risk Issues (Triage)	Dean of Students	
Identify a chair of the Management team to set meeting schedules and agendas. The chair should also be a member of the Student Success Committee	Provost and VPSAIE	
Continue to define and evaluate the data that helps determine the at-risk nature of YSU students.	Management Team	
As a specific step, identify and communicate the process and most helpful information that faculty should send to the group. (Early alert and at-risk plans aren't effective sometimes because the number and type of "flags" are too many.)	Management Team	
Utilize the pre-enrollment data each year to develop your proactive services and communications to students. What does the data say about what your students need?	Management Team, Directors of College Advising, Advisors	

Utilize data post enrollment to implement actions for administrative at-risk students.	Management Team, Director of FA, Registrar, Bursar
Develop evaluations for the various types of interventions.	Management Team
Coordinator: Chair of management team and Dean of Students	

Outreach for Early Alert

Comprehensive Intervention Strategies			
Type of Outreach	Population	Point of Identification	Key Intervention Strategies
Targeted	1) New freshmen	Admissions Process and First Semester Registration	<ul style="list-style-type: none"> ○ Welcome Letter at acceptance from Academic Success Director with overview of services. ○ Meeting with Academic Advisor at TOP ○ High Academic Risk Flag raised for semester. ○ Weekly meetings with academic success counselor focusing on time management, organization and strategies to improve academic success ○ Connecting students to other support services including tutoring, Financial Aid, Student Accounts ○
	2) Academic Recovery Program	Academic Probation or Reinstatement from Suspension	<ul style="list-style-type: none"> ○ Academic Probation Flag raised for semester. ○ Advocate assigned for regular meetings during semester and to help student develop Academic Recovery Plan. ○ Required First Week Meeting to develop and sign Academic Recovery contract including required attendance, tutoring, workshops, and/or other options. ○ Academic Success Plan developed to guide the student to establish goals which can be revisited throughout the semester ○ Weekly required meetings with advocate. ○ Suspension for Non-Compliance--non-compliant students flagged with Urgent Flag indicating a possible suspension. Requires meeting with the Academic Success Director to address the concerns.
Early Outreach Program	1) CSI and SRP Risk Factors		<ul style="list-style-type: none"> ○ CSI and SRP Risk Factors Flag nudging and personalized interventions ○ Advisors meet with all new students and review CSI report and suggest strategies for success.

	2) All Students with Early Alert Flags	Early Alert during first several weeks	<ul style="list-style-type: none"> ○ Informational Outreach: e-mail to student for Low Grade, Attendance Concern, and Missing Work Flags with information on next steps to take. ○ Informational and personal outreach for outstanding balance, nonregistration, etc. ○ Personalized Prioritized Outreach Support Meeting(s): Responding students meet with Advisor/Learning center to develop plan to get back on track. ○ Clearing Flags and commenting on results of intervention meetings are key to establishing communications loop with faculty and developing faculty trust in the process. Faculty members can raise the concern again if progress is not made.
	5) All Students	Continuous Monitoring	<ul style="list-style-type: none"> ○ Continuous monitoring throughout semester. ○ Prioritized Outreach ○ Outreach Process and results same as above. ○ Satisfactory Progress review
Voluntary Support	All students	Student self-identifies and seeks supports	<ul style="list-style-type: none"> ○ Inform students of program and opportunity for academic support provided through the academic success center, first year seminar classes and connections made through the early outreach program. ○ Volunteering students often join in response to earlier outreach or established relationship from previous semester’s outreach attempts. ○ Develop Academic Plan with Academic Advisor during regular meetings. ○ Connect Students to other support services including tutoring, Supplemental Instruction, Health Services, Financial Aid, Student Accounts, and Career Services.

Appendix H: Academic Recovery

Silent Sliders

Action Plans for Academic Recovery

Individual Success Plan

Action Plan: Individual Success Plan

Goal: Degree completion and student outcomes

Key strategy: Require and support students in the completion of a personal development plan to increase commitment to college, motivation for success and academic success.

Description/explanation:

Implementation Schedule/Timetable

Steps	Responsibility	Completion Date
Create a template for personalized academic plan	Assoc Provost SS and Directors of Advising	
Identify “thresholds” for students (i.e. GPA and course/hour completion) that indicate potential for SAP problems	IE, Assoc Provost SS, Student Success Committee	
Utilize data to develop levels of academic recovery and at-risk actions. (Integrate data thresholds into all actions related to at-risk and recovery and advising workflows)	Assoc Provost SS and Student Success Committee	
Identify students performing below thresholds of “success” levels.	Directors of Advising	
Advisors meet with students to develop plan.	Advisors	

Coordinator: Assoc Provost SS

Budget:

Evaluation/Control:

Probation Plan

Appendix I: Classroom Effectiveness and Academic Engagement

Action Plans for Faculty Engagement

Reducing high “CDFW” rates

Action Plan: Implement action plan for reducing the CDFW rate in classes

Goal: Increase the retention rate to 80% and the graduation rate to 60%.

Key strategy:

Description/explanation:

Implementation Schedule/Timetable

Steps	Responsibility	Completion Date

Coordinator:

Budget:

Evaluation/Control:

Appendix J: Quality Services

Action Plan: Identify processes and practices that are detrimental to the delivery of quality services.

Key strategy: Quality Services

Description/explanation: On-going review of all student services (i.e. financial aid, paying their bill, registering for courses, signing up for housing, etc.) should be reviewed periodically from a customer service mindset. Barriers should be identified and corrected.

Implementation Schedule/Timetable

Steps	Responsibility	Completion Date
Establish a task force to review customer services and quality processes. The chair should be someone who can set an agenda, allow for discussion and move on at the appropriate time. VP should provide a charge to the group and communicate that this will be priority.	VPSAIE (And based on visits to campus, Tysa would make an excellent chair for this working group.)	
Establish a list of all services that need to be examined. Identify gaps in service, barriers, antiquated policies, etc. Prioritize the top 10. (Not everyone may agree. Agree to disagree and move forward.) If the problems are big, you may want to work on 5 at a time.	Task force	
Gather further input via student focus groups in needed or appropriate.	Task force	
Identify solutions. Some can be fixed as you go. Others may need the input (voice) of an executive cabinet member.	Task force	
Communicate new processes as needed.	Task force chair	
Continue through prioritized list.	Task force	

Coordinator: Chair of committee

Budget:

Evaluation/Control:

Appendix K : Second Year Experience

Development and Analysis of Plan

Action Plan: Development of a Second Year Experience (SYE)

Goal: Increase the graduation rate to more than 60%.

Key strategy: Second Year Experience

Description/explanation: Developing a successful SYE will require a structure (chair and committee), analysis of data and systems (cross departments) approach.

Implementation Schedule/Timetable

Steps	Responsibility	Completion Date
Continue to establish the “current state”, risk, and needs of second year students.	IR and Assoc. Provost SS	
Identify a “champion” (chair) to oversee the on-going development, integration and evaluation of the SYE	Provost and VPSAIE	
Appoint an on-going task force (committee) to help develop, implement and evaluate the SYE.	Provost and VPSAIE	
On-going review of benchmarks, best practices, research related to SYE, evaluation of action plans	Chair and Committee	
Utilize the “Think Cycle” for development, implementation and evaluation of strategies and action plans		

Coordinator: Appointed Chair

Budget:

Evaluation/Control:

Delivery of Plan

Action Plan: Second Year Experience

Goal: Increase the second to third year persistence of cohort from previous fall by 6%. Increase the graduation rate by 5-7%.

Key strategy: Second year experience

Description/explanation: The SYE is a unique experience that helps students create a sense of purpose, develop ties to YSU, provide opportunities for academic success. SYE programming would begin later in the spring of the freshmen year (some overlap with FYE) and extend through the second year. Programming could include signature events specific to second year students and individual frameworks for developing leadership to further connections to YSU.

At a minimum, the SYE must address students on the “SAP continuum” by increasing academic success, increasing motivation and developing a commitment to college. Portions of the SYE will integrate with Academic Recovery, Academic Advising and Minority action plans.

Signature events would include a service project and welcome back "affiliation" events hosted by the academic departments.

Implementation Schedule/Timetable

Steps	Responsibility	Completion Date
Develop a comprehensive market plan to communicate SYE program to staff/faculty and to communicate events to students	SYE Task Force	
Course registration and review of educational plan for fall of second year (during spring of freshmen year)	Advising	
Communication over summer with tips for returning and planned events for the SYE	SYE team	
Communication to parents— What to expect in the second year.	ESP and SYE team	
Welcome Back / Meet the faculty in your department coffee or pizza event	Academic Departments	
Continue review of IPS with a view to implementation		
Meet with students who are not making satisfactory progression to develop success plan (guidelines for academic sap set by Early Intervention committee) (Continuum of Probation to Silent Sliders.)	Academic Advisors, Success Coaches,	
“Supplemental Instruction” for difficult second year courses	Resch Academic Success Center	

Develop a signature SYE event(s) to reinforce engagement and allegiance to YSU SYE Committee

Pedagogy and student development training for "second year" faculty Center for Teaching and Learning

Coordinator: Chair of SYE

Budget:
