

STUDENT RETENTION, PERSISTENCE, AND COMPLETION PLAN

YOUNGSTOWN STATE UNIVERSITY

**Stimulating Academic Excellence
Enabling Student Access and Success**

Approved by the Board of Trustees

June 7, 2018

Executive Summary

Youngstown State University (YSU) is becoming an institution of first-choice by an increasingly larger number of students entering college. The low cost of tuition, the quality of the academic experience along with co-curricular and experiential learning opportunities coupled with job placement creates a high value proposition of a YSU degree.

In the fall semester of 2015, 12,471 students were enrolled at YSU. Total enrollment has risen to a total enrollment of 12,644 in 2017 (+173).

The number of new first-time and full-time undergraduates has increased from 1,704 to 2,167 for fall 2014 and fall 2017, respectively (+27%). For these same entering classes, the average composite ACT score has increased from 21.35 to 21.84 (+2.3%), while the average high school GPA has risen from 3.16 to 3.33 (+5.4%) for this same time period. Accordingly, first-time undergraduate fall-to-fall retention rates have risen from 69.9% to 77.2% for the fall 2013 and fall 2016 entering classes, respectively.

While the impact of the increased academic preparation of the incoming class will likely take more than four years to reflect increased graduation rates, in 2013-14, there were 1,557 bachelor's degree awarded. In 2016-17, YSU awarded the second-largest group of bachelor's degrees in its history, 1,730 awards. The preliminary number of bachelor's degrees to be awarded for 2017-2018 is 1,675.

While enrollment of new students has increased, YSU is also taking significant actions to improve the persistence and completion rates of accepted students. Because of our still mostly open access policy, the student body of the University includes students with a wide variety of backgrounds and academic preparation. A substantial portion of the admitted students belong to groups who, according to national statistics, have a lower probability of successfully completing a degree in a timely manner. Nonetheless, YSU is strongly committed to optimizing the successes of students admitted to attend the university. Among the significant actions the University is taking to improve the completion rates of accepted students is its participation in the Ohio Department of Higher Education's *Ohio Strong Start to Finish* initiative. YSU will be working with colleagues from colleges and universities across the state to develop, share, and implement high impact strategies aimed at substantially increasing the number of Ohio college students completing gateway mathematics and English courses as part of a guided pathway in their first year.

Overall, the University achieved many of the goals established in the 2016 Retention, Persistence and Completion Plan. Many of the original strategies have been completed, while several more have been deemed effective and will be continuing. Importantly, we are contemplating how to integrate an institution-wide focus on student access and success as we embark upon a strategic planning process, for which the new plan would begin implementation in fall 2020.

Youngstown State University provides significant value to the Youngstown-Warren metropolitan area. Our academic and workforce development priorities include those "in-demand" industries identified by *JobsOhio* which are poised to transform Ohio. In support of Workforce Development, YSU is committed to cultivating and sustaining appropriate bilateral and multilateral engagements amongst faculty, staff, students, and regional business, technological enterprises, industry, and non-profit organizations.

We are committed to stimulating academic excellence and enabling student access and success. These are the attributes of performance to which Youngstown State University is committed.

University Mission

The Youngstown State University mission statement is:

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

The University:

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

YSU, which became a state assisted institution in 1967, is currently organized into six academic colleges: the Williamson College of Business Administration (CBA); the Beeghly College of Education (ED); the College of Creative Arts and Communications (CAC); the Bitonte College of Health and Human Services (HHS); the College of Liberal Arts and Social Sciences (CLASS); and the College of Science, Technology, Engineering, and Mathematics (STEM). The Honors College (HC) provides enrichment experiences for undergraduate students accepted into the honors program. There is also a College of Graduate Studies that administers all graduate programs.

Enrollment

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

YSU’s enrollment is consistent with the theme of advancing the intellectual and cultural life of the city and region.

- In fall 2017, 69% of incoming students were from the five-county service region.
- The Mahoning County 2010 census data showed that 79.9% of the residents were white and 20.1% were non-white; similarly, the fall 2016 YSU population was 75.3% white, 20.5% non-white, and 4.2% unspecified.

- In Fall 2017, 0.81% of first-time undergraduate students graduated from Youngstown Early College, a partnership with Youngstown City Schools, wherein high school students seek to earn a high school diploma and associate degree simultaneously
- Other important student demographic information includes: 8.1% of the undergraduate student population are in College Credit Plus; 16.0% are nontraditional age; and 84% are traditional age (less than 25 years of age).

YSU's enrollment is adjusting to its role as an urban research university. Students entering YSU are better prepared to become engaged with faculty in research, and the number of honors students has increased substantially.

- For first-time undergraduate students from 2010 to 2017, the fall average High School GPA has risen steadily from 2.83 to 3.32, and the average ACT from 19.96 to 21.80.
- In 2016, the Honors College was expanded, and the number of honors students grew from 336 in 2014 to 1,008 in 2017, significantly changing the composition of the student body.
- In fall 2017, Honors College students' average composite ACT was 27.4, and their average High School GPA was 3.81.

Like many public universities, and particular regional publics, Youngstown State University has become increasingly reliant on the health of its enrollment, and the capability to project that enrollment, to sustain its fiscal viability. After a five year period of declining enrollment, the past four years have seen significant shifts in enrollment patterns, after the university transitioned to a more selective admission process for the fall class of 2014.

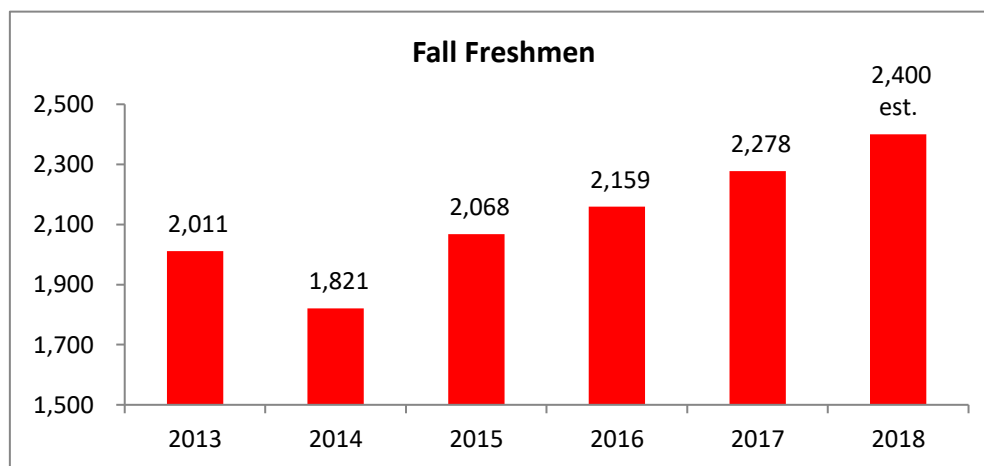


Figure 1: Selective admissions started fall 2014 with 38% falling within the selective admissions category. Data in Figures 1-6 include both full-time and part-time students.

The resulting increases in freshmen enrollment, student quality, and the subsequent improvement in the retention of those students is setting the stage for sustained momentum towards persistence and completion. Significant focus has been given on the recruitment of more, better students.

The fall 2015 transition from an Honors Program to an Honors College, and a strategic change in the way scholarship aid was utilized, have resulted in an almost three-fold increase in Honors College

freshmen.

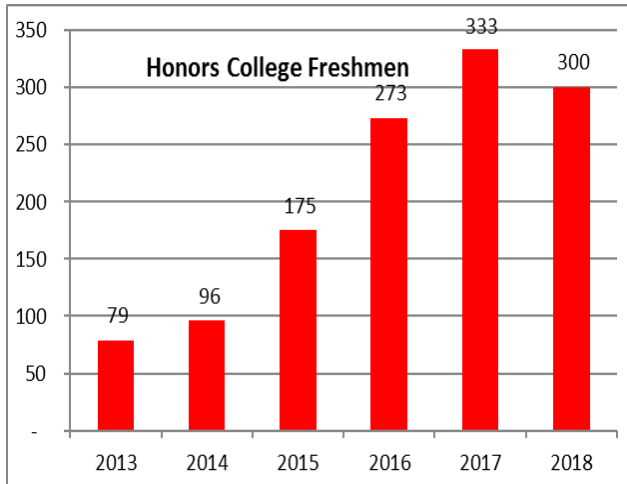


Figure 2: With a focus on the Honors College as an important attraction for highly academically prepared students, the entering class size has increased substantially since 2014.

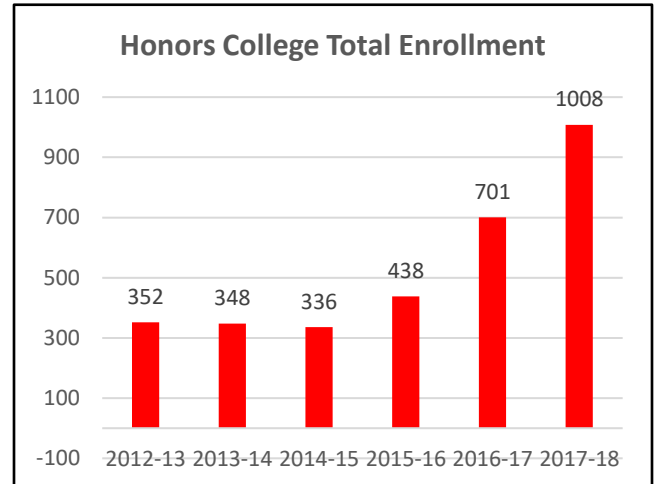


Figure 3: The total number of honors students has increased concurrently with the increasing size of the entering class prompting the exploration with the faculty more optimal ways to assure honors students have access to faculty mentors for capstone experiences.

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

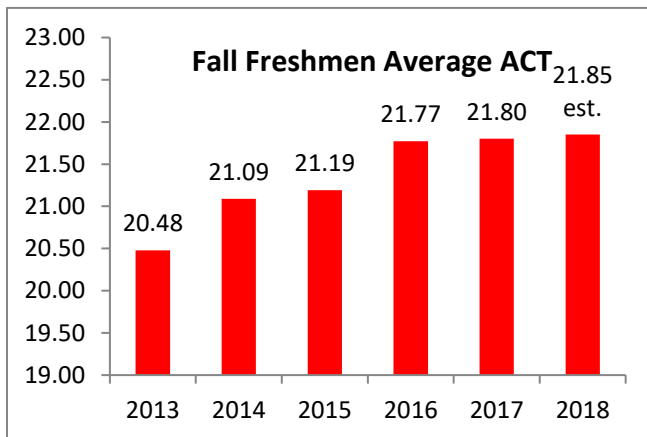


Figure 4: With YSU moving from an open-selectivity admissions institution to a traditionally-selective institution, the academic preparation of the entering class has improved.

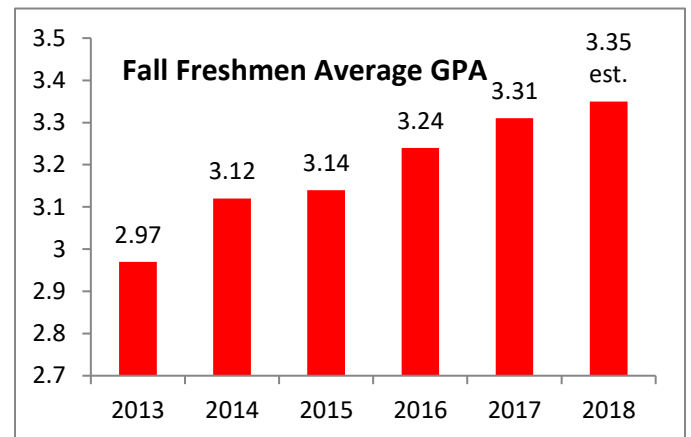


Figure 5: The improved academic preparation of the incoming class is also reflected by the increased average high school gpa of the entering class.

Retention

As better students have been successfully recruited, as was expected, more of them are having success and returning for their sophomore year.

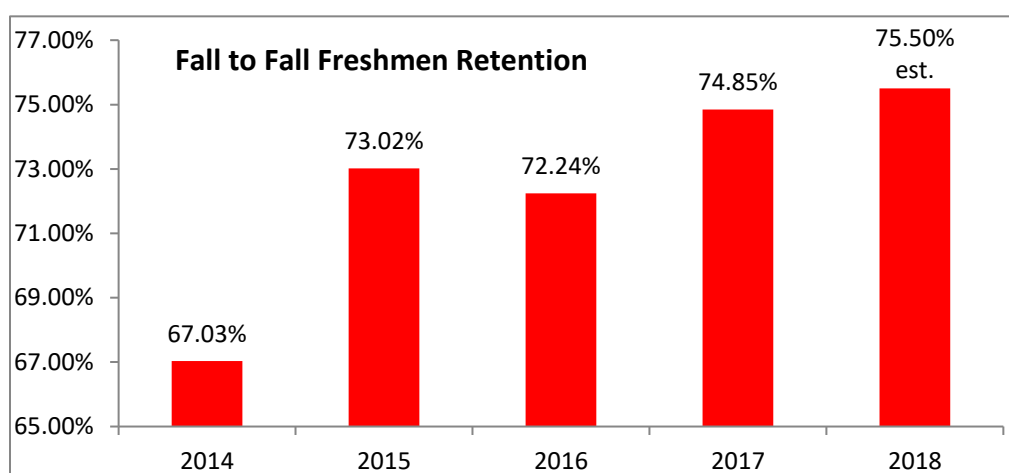


Figure 6: Retention of the incoming class has increased, concurrent with the increased academic preparation of the incoming class. This retention rate is slightly higher than would be projected based upon academic preparation; the objective is to do better than the projections through a systematic and coordinated approach to facilitating student academic success.

While the first class recruited under selective admission is only now getting to the point that they could graduate, it is anticipated that graduation rates will also begin to improve in the coming years.

Persistence and Completion in Context

According to the 2017-18 Undergraduate Bulletin: “Applicants must have a high school grade point average of 2.00 or higher on a 4.00 point scale, have an ACT composite score of 17 or higher, or a combined SAT score of 910 or higher from the evidence-based writing and reading test, and the math test to be admitted unconditionally.”

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

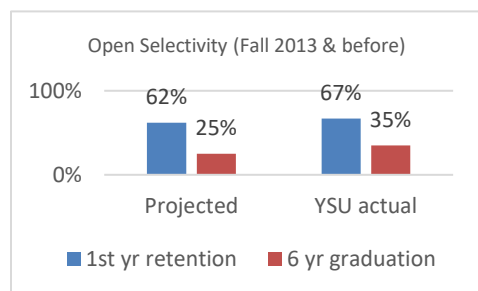
The following table describes the proportion of YSU students with those risk factors.

Persistence Risk Factors As Applied to YSU Students

Lower socioeconomic class	98% of YSU 1 st time full-time students receive financial aid in fall 2016 (IPEDS Student Financial Aid Survey)
Being academically underprepared	44% of fall 2016 entering students took at least one developmental class (YNGS fall 2017 Scorecard from ODHE)
Having a disability	Approximately 529 (5%) of all fall 2016 students were registered with the Office of Disability Services (IPEDS institutional characteristics survey)
Working more than 20 hours per week	Over 37% of YSU students work (2016 NSSE Survey of Freshmen and Seniors with a 27% response rate)
Being a commuter student	89% of fall 2016 students commute (per IR Preliminary 14 th -

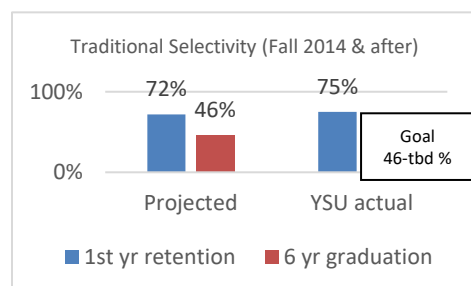
	day data set)
Going to school part time	22% of fall 2016 students attend part time (per IR Preliminary 14 th day data set)
Being a first-generation college student	30% of fall 2017 students are first-generation (YNGS Fall 2017 Scorecard from ODHE)
Receive Pell Grant	41% of fall 2016 students are eligible to receive a Pell Grant (YNGS Fall 2017 Scorecard ODHE)
Coming from an underrepresented population	15% of fall 2016 students are from underrepresented populations (YNGS Fall 2017 Scorecard ODHE)
Conditionally admitted	9% of fall 2016 new students are conditional admits having less than a 17 on the ACT composite or a high school gpa less than 2.0 (per IR Preliminary 14 th day data set)
Adult learners	21% of students are older than 24 years of age (YNGS Fall 2017 Scorecard from ODHE)

When the admission standards changed for fall 2013, the institution moved from an open to a traditional institution in terms of selectivity (ACT). For institutions with traditional selectivity first-to-second-year retention rates range between 71% to 74% for bachelor's/master's and bachelor's/master's/doctoral degree granting institutions, respectively. YSU's first-to-second-year retention rates have exceeded 70% since 2015, having increased from 67% in 2014. YSU is exceeding by 5% the projected first-to-second-year retention. The institutional objective will be to continue to achieve and preferably exceed projected first-to-second-year



retention rates for each in-coming class.

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



The 6-year degree completion rate of the 2011 first-time full-time cohort was 35%. As YSU was an open-selectivity institution for the 2011 entering class, degree completion is projected to range between 21.0 to 29.0%. As a traditional selectivity institution, degree completion is projected to be 44% to 48%. As was stated earlier, degree completion should increase in a manner commensurate with the increasing academic preparation of the incoming

class. The YSU objective will be, to perform better than the projections. This is the framework around which the institution is now pursuing a complement of student academic success strategies.

2018 - 2020 Completion Plan

Demonstrating its commitment to student success, YSU hired an associate provost for student success in 2017 who has oversight of Orientation services, first-year peer mentoring, placement testing, academic support services, disability services, mentoring and transition support for minority and first generation students, academic advising for undecided students, career development, and student employment. As plans were developed to re-orchestrate the activities and initiatives of these now integrated offices, the reporting line was changed from the provost to the president. This change was to signal student success is a presidential priority for the institution. Soon thereafter, the Division of Student Success was aligned with the responsibilities of the newly created position, special assistant to the president.

YSU recognizes that continued gains in retention and degree completion depend on the development of an integrated and systematic approach to student persistence, progression, and completion.

The 2018-2020 Completion Plan is the first installment of a more comprehensive strategy to increase persistence and strengthen progress of first-year students, informed by first-year student persistence and progression data as follows:

- The percent of cohort freshmen who encounter early barriers and withdraw before completing their first semester has increased from 1.4% in 2015 to 2.7% in 2017.
- Strategies and behaviors that worked in high school prove insufficient for many YSU freshmen. Over 18% of regular admit 2017 cohort freshmen earned below a 2.2 in their first semester, putting them at risk for academic probation and for some derailing progress in their intended major. Of those students, close to 40% (38.2%) had earned at least a 3.0 high school average.
- Second semester academic performance indicates that students continue to confront academic transition challenges throughout their first year and suggest the need to help students develop a stronger foundation for success. The percent of students earning below a 2.2 term GPA in their second semester increased from 23.2% in 2015 to 25.9% in 2016.
- Nearly one fifth of fall 2016 cohort students completed their first year with an overall GPA below 2.0.
- 50% of 2016 cohort students finished their first year with fewer than the 30 credits needed for sophomore standing.
- Of the freshmen in 2016 cohort who persisted to the second year, 21.8% had changed their major during or after their first year.
- Successful students may not be satisfied with their YSU experience. A little over 20% of 2016 cohort students who did not return to YSU for a second year earned above a 3.0 in their first semester.

As YSU determined that students would benefit from a more intentionally designed success

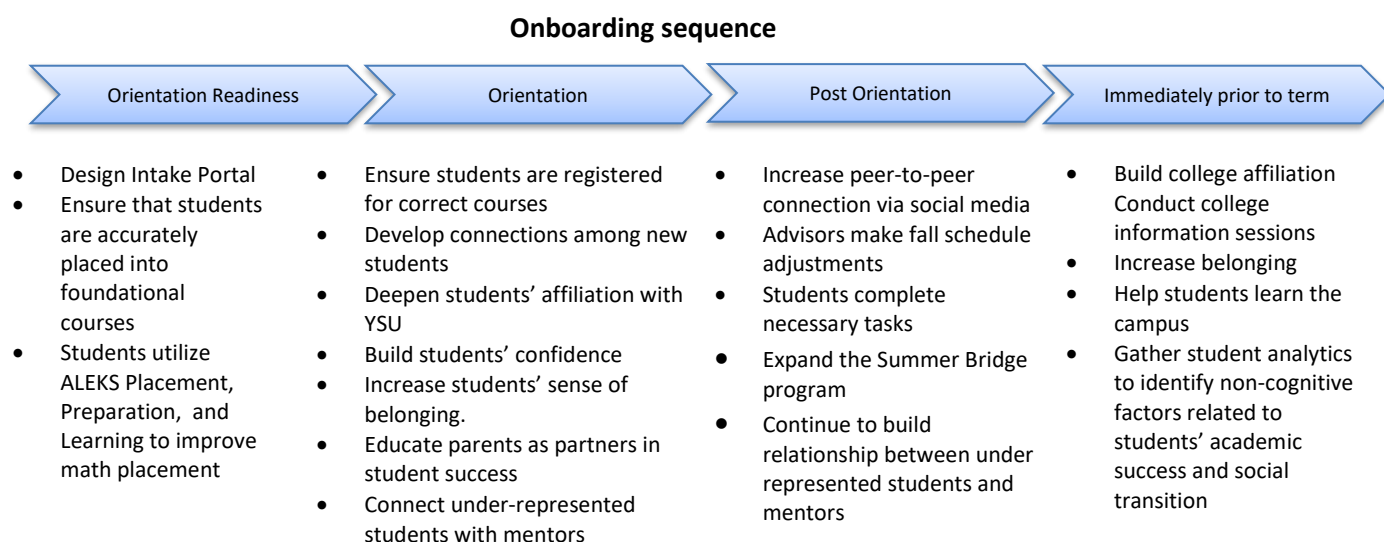
environment, the associate provost for student success began to advocate the concept of a success pathway to guide planning and strategy development. The success pathway, which begins at Admission and continues through graduation, organizes a developmental approach to student success, identifying and coordinating delivery of programs and interventions at key points during the first year.

YSU's 2018-2020 Completion Plan will provide the basis for our contribution to the *Ohio Strong Start to Finish* collaborative. YSU will join 29 other two-year and four-year colleges and universities in the state working together to develop, share, and implement strategies to significantly increase the number of Ohio college students completing gateway mathematics and English courses as part of a guided pathway in their first year. Each participating institution has committed to integrating the four priority areas below and to identify institutional goals, including goals to reduce equity gaps:

1. Ensuring that clearly structured programs of study exist for all majors;
2. Aligned redesigned gateway mathematics and English courses to all programs of study;
3. Implementing co-requisite remediation at scale in mathematics and English; and
4. Building advising structures to ensure all students register for coursework in sequence

To integrate the four priority areas and strengthen strategies and practices implemented in previous Campus Completion Plans, YSU will implement the strategies described and outlined below.

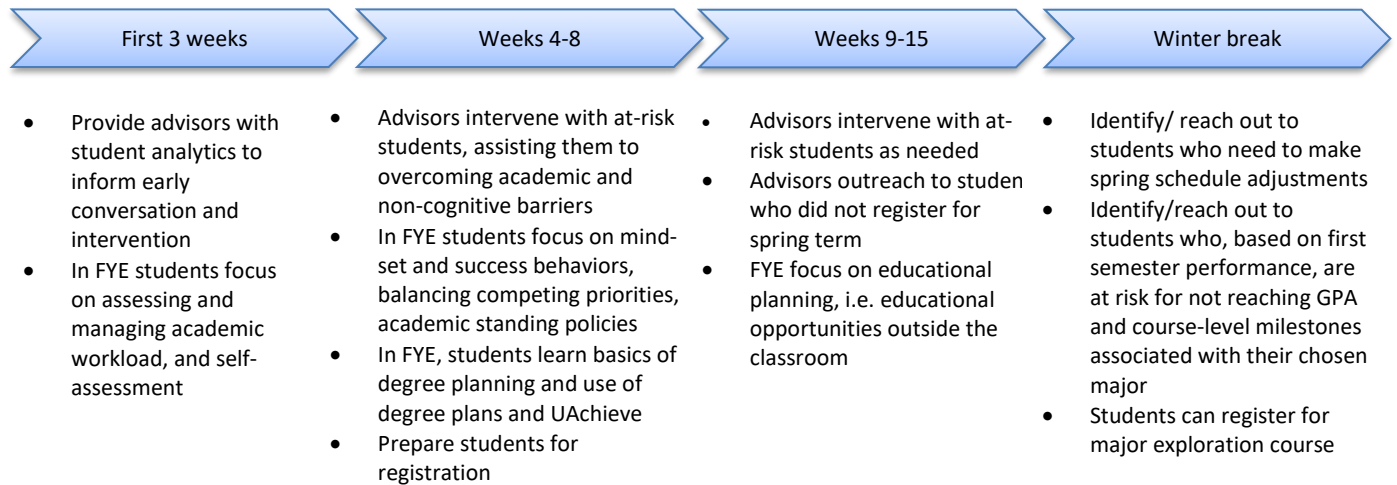
Strategy 1. Develop an onboarding strategy intentional sequence of readiness experiences from the point of admission to the start of the first semester by identifying five sequences of intentionally connected and carefully timed experiences and events that ensure ongoing and purposeful engagement with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



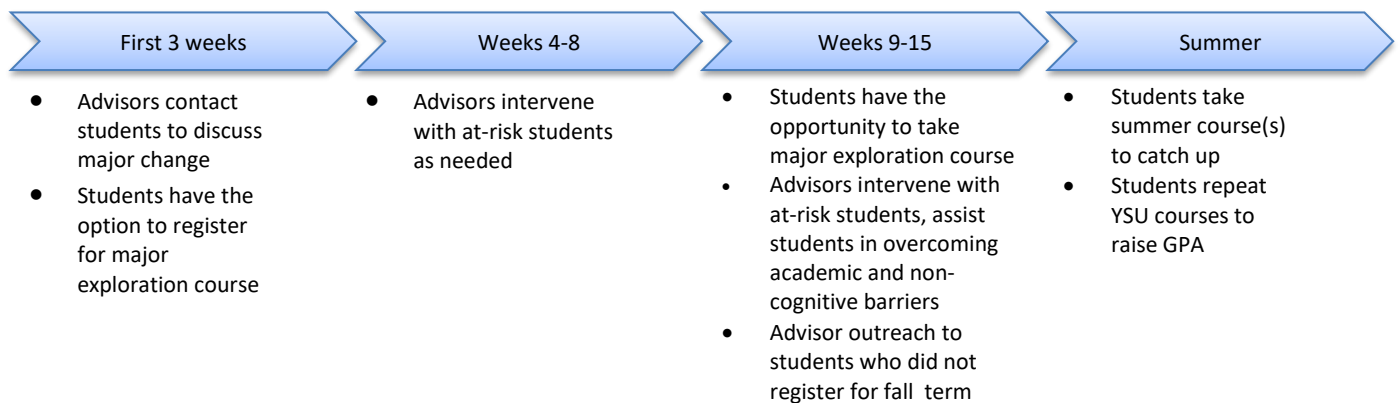
Strategy 2. Build a first-year advising structure to facilitate the successful academic integration of all first year students, ensuring that students have and know how to use four-year degree plans and the electronic degree audit tool, and developing a student success curriculum to strengthen student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

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

First Semester



Second Semester



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

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

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

- Continuing to bring co-remediation in mathematics and English to scale;
- Developing alternate instructional delivery methods and learning environments for mathematics;
- Developing math pathways for students whose programs do not require algebra or calculus sequences;
- Increasing faculty use of Starfish Early Alert; and

- Develop cross-divisional teams to identify and coordinate pedagogical, advising, and academic support strategies.

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

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

Status of Completion Goals described in the 2016-2018 Retention, Persistence and Completion Plan

Goal 1. Implement a required first year experience course.

Completed - will be reviewed to determine if the approach to implementation is serving the originally intended purposes.

Goal 2. We will hire a new First Year Program Director.

Completed - this person and a University Senate subcommittee will be involved in the review to determine if the approach that was implemented is serving the originally intended purposes.

Goal 3. Create learning outcomes for guests and students.

It was determined this is not an action for which expending the resources will directly impact retention, persistence and completion; consequently, will not be pursued.

Goal 4. Reduce the caseload for individual peer leaders from 120 to 25.

Peer leader caseloads have been reduced to 40 students.

Goal 5. Increase use of tutoring for high D, F, W courses.

YSU increased the use of tutoring in 16 of 24 courses with high D, F, and W rates (listed below), as measured by the percent of course registrants who received tutoring support.

Course	Change in D, F W rate
BIOL 1551: Anatomy & Physiology I	- 0.8%
BIOL 1560: Microbiology for Health Professions	- 5.2%
CHEM 1506: Allied Health Chemistry II	+ 4.5%
ECON 2630: Principles 2: Macroeconomics	+16.9%
PHYS 2610: General Physics I	- 2.2%
PHYS 2611: General Physics II	- 14.0%
SOC 1500: Introduction to Sociology	-4.9%
MATH 1505: Intermediate Algebra with Applications	+18.7%

MATH 1507: Intermediate Algebra	+4.4%
MATH 1510: College Algebra	+4.7%
MATH 1511: Trigonometry	+11.6%
MATH 1513: Algebra with Transcendental Functions	-1.1%
MATH 1571: Calculus I	-14.2%
MATH 1572: Calculus II	-0.7%
MATH 2623: Quantitative Reasoning	-8.8%

Adjustments to tutoring practices are on-going, particularly in those instances where the proportion of students earning D,F or W did not decrease.

Goal 6. Increase opportunities for supplemental instruction.

Overall, student participation in supplemental instruction increased: in spring 2017, 48% of students in participating courses attended supplemental instruction sections, up from 44% in Spring 2016. In fall 2017, 47% of students in participating courses attended supplemental instruction sessions, a 5% increase over fall 2016. The number of spring semester courses participating in supplemental instruction increased from seventeen in 2016 to twenty in spring 2017; the number of fall semester courses decreased from twenty in fall 2016 to eighteen in fall 2017.

Goal 7. Align systems of advising across the colleges.

Four-year degree plans have been created for all undergraduate programs and are available to students electronically. YSU has completed training of academic advisors and will begin implementation of the UAchieve degree audit system in fall 2018.

Goal 8. Invest in a program that has shown results with underrepresented populations.

YSU continues to offer a one-week residential summer bridge program for African American students. Enrollment increased from 34 students in summer 2016 to 40 students in summer 2017.

Goal 9. Each college is working with EGCC to provide clear, simple pathways for students to progress from EGCC to YSU.

YSU has worked closely with Eastern Gateway Community College (EGCC) to develop clear pathways into “high demand” programs at the university such as criminal justice, general studies, accounting, business administration, and communication studies. These pathways allow students to complete the four-year degree while saving money by taking general education courses and certain pre-requisites to core YSU coursework through EGCC.

YSU hosts an annual advising meeting between the professional advisors at YSU and the academic advisors and enrollment specialists at EGCC. These meetings allow sharing of critical academic information involving degree programs at YSU. The meetings also open the channels of communication between the advisors at both institutions so the correct curriculum information is provided to students when they transition from EGCC to YSU.

Pathways have been strengthened by having a YSU admissions representative visit the Valley Center campus twice per month to address any students’ questions about transferring to YSU. YSU has helped to provide writing support services to EGCC via the YSU Writing Center. A shuttle service

was provided from the Valley Center campus during YSU's heavy construction periods so that EGCC students would access the Writing Center and Maag Library.

Work continues to develop clear, simple pathways for the transition of students from EGCC to YSU.

Goal 10. Implement dual enrollment with Eastern Gateway Community College (EGCC).

Initial discussions were held with EGCC regarding dual enrollment and shared support services. Conversations have been held about EGCC student use of the YSU campus recreation center, athletic events, and Maag Library. No official actions have been taken.

Goal 11. Establish co-remediation in math

YSU implemented two co requisite math courses in fall 2017 to reduce the number of students who must complete remedial coursework. YSU will implement three additional courses in fall 2018.

Implemented fall 2017

	Students Enrolled	D, F, W Rate
MATH 1510C: College Algebra with co-requisite support	97	51%
MATH 2623C: Quantitative Reasoning with co-requisite support	31	10%

Due for Implementation fall 2018

MATH 1511C: Trigonometry with co-requisite support

MATH 2651C: Co-requisite support for Mathematics for Early Childhood Teachers

STAT 2625C: Statistical Literacy and Critical Reasoning with co-requisite support

Goal 12. Administer Senior Survey to capture data designed to enhance programs.

2016 National Survey of Student Engagement (NSSE) senior results identified challenges in learning strategy use and in several areas related to diversity. Of the 31 final recommendations identified, strategies implemented to enhance students' educational experience include establishing the First Year Experience (FYE) course to connect students to academic support services and introduce diversity-related issues, convening of the YSU Globalization Task Force, and renovating a campus space to encourage domestic and international student interaction.

Goal 13. Ensure that courses are available when needed.

- Registration permits a student to wait list a closed class, allowing academic departments to monitor high demand classes.
- Weekly course availability reports are distributed to Deans detailing courses with both high and low enrollments.
- Undergraduate catalog revised to a much more user friendly format, including the addition of a comprehensive 4 year plan detailed for each program.
- The recent upgrade from DARS to UAchieve will enhance this initiative for future terms.

Goal 14. Increase number of credit hours students take to set them on a path to graduation.

- Spring 2016 bulk rate was increased from 12 to 16 hours to 12 – 18 hours.

- Result has been a steady incline in the number of credit hours completed each term.

Workforce Development

To best serve its region, YSU established programs and services that are data-driven and based on persistence and completion research and best practice.

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

Priorities

Our academic and workforce development priorities include those “in-demand” industries identified by *JobsOhio* which are poised to transform Ohio:

1. Advanced Manufacturing
2. Aerospace & Aviation
3. Food Processing
4. Automotive
5. BioHealth
6. Shale Energy and Petrochemical
7. Financial Services
8. Information Technology
9. Logistics and Distribution

Being attentive to the workforce needs of the region and beyond, the academic programs have been very responsive by creating new undergraduate and graduate programs as well as discontinuing some programs and suspending admissions to other programs so as to reallocate resources towards academic programs most relevant to the sustainable prosperity of the region.

New undergraduate programs:

- Bachelor of Arts in Dance Management (2011)
- Bachelor of Science in Dental Hygiene (BSDH) (2011)
- Bachelor of Science in Respiratory Care (completion program) (2014)
- Bachelor of Arts in Journalism (online format) (2014)
- Bachelor of Science in Biochemistry (2015)
- Bachelor of Science in Applied Science (BSAS) in Criminal Justice (online format) (2016)
- Bachelor of Engineering in Manufacturing Engineering (2016)
- Bachelor of General Studies (completion program, online format) (2017)
- Ohio Early Childhood (PK-3) and Early Childhood Intervention Specialist Dual License (2017)

New graduate programs:

- Ph.D., Materials Science and Engineering (2010)
- Master of Arts in Respiratory Care (2011)
- M.Ed. in Intervention Services (2011)
- Educational Specialist (Ed.S.) in School Psychology (2012)
- Master of Science Criminal Justice (online program) (2012)
- Master of Arts in Professional Communication (2013)
- Master of Arts in Gerontology (2013)
- Graduate Certificate in Economics (2015)
- Graduate Certificate in English (2015)
- Graduate Certificate in Mathematics (2015)
- Graduate Certificate in Teaching of Literature (2015)
- Graduate Certificate in Aging Studies (2015)
- Graduate Certificate Instructional Communication (2015)
- Accelerated 4+1 Master of Art in Economics (2015)
- Accelerated 4+1 Master of Science in Mathematics (2015)
- Master of Accountancy (2016)
- Master of Athletic Training (2016)
- Graduate Certificate in Biological Sciences (2016)
- Master of Fine Arts in Interdisciplinary Visual Arts (2016)
- Post-Master's Certificate in Adult Gerontology Acute Care Nurse Practitioner (2016)
- Master of Science in Nursing Option for Adult Gerontology Acute Care Nurse Practitioner (2017)
- Health Information Certificate (2017)
- Accelerated 4+1 Master of Public Health (2017)
- Master of Public Health (online program) (2017)
- Accelerated 4+1 Master of Respiratory Care (2018)
- Master of Public Health Nutrition track (2018 approved, 2019 planned enrollment)

Discontinued Programs:

- Merged Student Affairs Leadership and College Counseling options (2012)
- Discontinued Autism and Related Disabilities Certificate (2017)

Admission Suspended:

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

In support of Workforce Development, YSU is committed to cultivating and sustaining appropriate bilateral and multilateral engagements amongst faculty, staff, students, and regional business, technological enterprises, industry, and non-profit organizations. The University has focused building strong relationships with University faculty and the respective organizations' professional staff, leading to a broad and deep relationship amongst a variety of partners.

These partnerships result in significant and meaningful Workforce Development opportunities for YSU students, including frequent exposure to business and industry personnel, student internships, co-ops, clinical externships, entrepreneurial opportunities, and collaborative research.