



**RESOLUTION TO APPROVE THE  
2025 REMEDIATION REPORT (O.R.C. 3345.062)**

**WHEREAS**, Youngstown State University is a state-funded university in the state of Ohio; and

**WHEREAS**, Section 3345.062 of the Ohio Revised Code requires the president of each state university to issue a report by December 31, 2018, and each thirty-first day of December thereafter, regarding the remediation of students; and

**WHEREAS**, each president is also required to submit the remediation report to his or her Board of Trustees for acceptance; and

**WHEREAS**, the Ohio Department of Higher Education (ODHE) provided a reporting template to collect and submit the necessary information as required by law; and

**WHEREAS**, Youngstown State University completed the report for 2025.

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Youngstown State University does hereby approve the attached 2025 Remediation Report to be submitted in final form to the Chancellor of the ODHE and the Superintendent of Public Instruction by December 31, 2025.

**Board of Trustees  
Meeting  
December 11, 2025  
YR 2026-76**

# 2025 University Remediation Report

## Name of University: Youngstown State University

Ohio Revised Code Section 3345.062 requires the president of each state university to issue a report by December 31, 2018, and each thirty-first day of December thereafter, regarding the remediation of students. The report must include the following areas:

### 1. The number of enrolled students that require remedial education.

Number of Students	Description (if needed)
210	Of the 9,083 <b>undergraduate degree-seeking</b> students who were enrolled at any point during the Summer 2024, Fall 2024, and Spring 2025 terms, a total of 1,565 students were placed into at least one developmental course in either composition, or mathematics. Of those students, 210 took at least one remedial course during that period. (Note: YSU has developed required math pathways based on major.) Therefore, requirements for remedial instruction in math may change for students who change their major.

### 2. The cost of remedial coursework that the state university provides.

#### Please select the type of cost in the following areas and describe.

- Costs to the university:** Please include a description of all university resources allocated in support of and/or on behalf of remedial education, including but not limited to costs associated with the following: faculty & staff, buildings/classrooms, administration, and additional student advising, among others.
- Costs to the student:** Please include a description of tuition paid by students in pursuit of remedial education.
- Costs to the state:** Please include a description of state resources provided to your institution in support of remedial education. (See Appendix A containing this information for all state universities.)

Cost Type	Amount	Description
Costs to the university	\$89,250	Includes help centers (Writing Center, Math Assistance Center, Center for Student Progress, Testing Center), faculty and classrooms at \$425 per student (given FY17 cost per student).
Costs to the student	\$217,350	Includes total credit hours multiplied by cost per credit hour for all students taking a course designated as remedial at \$1,035 per student (given FY17 cost per student).
Costs to the state	\$21,678	Sum of SSI for completed and At-Risk FTE as reported via Ohio Department of Higher Education.

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## 3. The specific areas of remediation provided by the university.

Subject Area	Description
English Composition	The University provides two remedial writing courses that do not count toward the graduation requirement in composition: ENGL 1509 and ENGL 1541. ENGL 1509: Academic English for Non-native Speakers is a three-credit course that helps students develop writing and reading comprehension skills in English. The course is open to students on the basis of the placement process. The course must be taken until a grade of "C" or better is achieved. ENGL 1541: Introduction to College Writing is a three-credit course that provides intensive individualized instruction in written communication and college-level reading practices; it is open to students based upon their ACT English score, SAT score, WritePlacer score, or proficiency as demonstrated by their YSU Composition and Reading Placement Test (CPT) results. Students who place into ENGL1509 or ENGL 1541 will move on to ENGL1549, a four-credit version of Writing I that provides students an additional hour of instructional time to cultivate college-level writing conventions, organizational strategies, and revision and editing techniques.
Mathematics	The University provides one stand-alone remedial course in mathematics that does not count toward the degree. MATH 1500: Mathematics Support is a 0-3 credit hour course used by the department as an off-ramp course for students who need to withdraw from their college-level mathematics course during the semester. Students who withdraw are given the opportunity to enroll in sections of Math 1500 to improve their prerequisite skills in preparation for retaking their college-level mathematics course in the subsequent term. The students are provided an individualized study plan and support in YSU's Mathematics Achievement Center. Students who place into remedial math but who wish to fulfill their mathematics graduation requirement may enroll in designated sections of college-level math to which additional hours of instruction are added (if their placement permits). These course sections include: MATH 1510C: College Algebra with Co-requisite Support; MATH 1511C: Trigonometry with Co-requisite Support; MATH 2623C: Quantitative Reasoning with Co-requisite Support; MATH 2661C: Mathematics for Elementary Teachers 1 with Co-requisite Support; and STAT 2625C: Statistical Literacy and Critical Reasoning with Co-requisite Support.
Reading and Study Skills	N/A

## 4. Causes for remediation.

**Please select all that are relevant from the following categories and provide detail.**

- Lack of student preparation at the K-12 level
- Prescriptive placement policies (over reliance on a single assessment measure)
- Deferred entry into higher education (adult students returning to higher education)
- Other (any other cause identified by the university)

Cause	Description
Lack of student preparation	7,589 students enrolled for one or more terms between Summer 2024, Fall 2024, and Spring 2025 were 25 years of age or younger. 1,383 (18.2%) required remedial instruction in at least one subject area. Of these students, 203 enrolled in at least one remedial course during that period, accounting for 93.1% of all undergraduate students who took a remedial course in those terms.
Deferred entry	1,494 students enrolled for one or more terms between Summer 2024, Fall 2024 and Spring 2025 were over the age of 25. 182 (12.2%) required remedial instruction in at least one subject area. Of those students, 15 enrolled in at least one remedial course during that period, accounting for 6.9% of all undergraduate students who took a remedial course in those terms.