

**SHAWNEE STATE UNIVERSITY
BOARD OF TRUSTEES**

**Meeting Minutes
June 24, 2022**

Call to Order

Chairperson Furbee called the meeting to order at 11:32 a.m. noting the meeting was in compliance with RC § 121.22(F).

Roll Call

Members present: Mr. Furbee, Mr. Daniels, Mr. Edwards, Mr. Evans, Dr. Haas, Mr. Watson, Mr. Cole

Members absent: Ms. Hartop

Approval of the April 22, 2022 Board Meeting Minutes

Mr. Edwards moved and Mr. Daniels seconded a motion to approve the April 22, 2022 Board meeting minutes. The motion was passed by unanimous roll call vote of all Board members present.

Approval of the June 24, 2022 Revised Agenda

Mr. Daniels moved and Mr. Edwards seconded a motion to approve the June 24, 2022 revised Board meeting agenda. The motion was passed by unanimous roll call vote of all Board members present.

Consent Agenda

1. Resolution F09-22, Renewal and Revision of Relocation Reimbursement Policy
2. Resolution ASA05-22, Award of Faculty Tenure
3. Resolution ASA06-22, Approval of Policy 3.21Rev., Assessment of Student Learning Outcomes
4. Resolution ASA07-22, Revision of Policy 2.18, Textbook Selection
5. Resolution ASA08-22, Campus Free Speech
6. Resolution ASA09-22, Approval of Completion Plan Update

Chair Furbee directed the Board to review the action items on the Consent Agenda and asked if anyone wished to remove any items from the Consent Agenda. There being no objection, items 1-6 were approved by acclamation.

Executive Committee Report

Mr. Edwards reported on behalf of the Executive Committee.

1. Resolution E02-22, Continued Appointment of Vice President for Advancement and Enrollment Management

This resolution approves the continued employment of Mr. Eric Braun in the role of Vice President for Advancement and Enrollment Management and authorizes the President to negotiate and execute an employment agreement with Mr. Braun. Mr. Edwards moved that the Board approve Resolution E02-22 and Mr. Evans seconded the motion. The motion was passed by unanimous roll call vote of all Board members present.

2. President Bauer presented the Board of Trustees meeting schedule for the upcoming fiscal year as an information item.

Finance and Administration Committee Report

Mr. Edwards reported on behalf of the Finance and Administration Committee.

1. Resolution F08-22, Approval of FY2023 Operating Budget (General and Auxiliary Funds)

The Committee reviewed the proposed operating budget for fiscal year 2023. Mr. Edwards moved that the Board adopt Resolution F08-22 and Dr. Haas seconded the motion. The motion was passed by unanimous roll call vote of all Board members present.

2. Mr. Greg Ballengee, Controller, reviewed the status of the University's investment portfolio as of May 31. The market value of the portfolio at that time was \$8.1M. No use of cash reserves to meet cash needs is expected prior to the start of fall semester. The full report is attached to the minutes.
3. Ms. Malonda Johnson, Executive Director of Human Resources/Chief Diversity Officer, reported on recent employment activity, including four new hires and five departures. Fourteen changes of status for current employees also took effect, including promotions and the election of new academic department chairs for next year. The full report is attached to the minutes. Ms. Johnson also provided an update on the recently launched Summer Training and Development Program for all employees.
4. Mr. Butch Kotcamp, Director of Facilities, Planning and Construction, briefed the committee on the status of the Library and Vern Riffe Center for the Arts HVAC project, the Kricker Innovation Hub renovation, planning for Third Street Development, and the Campus Master Plan. The full report is attached to the minutes.
5. Mr. Chuck Warner, Chief Information Officer, delivered updates on the Jenzabar (J1) student information system deployment, the IT infrastructure and Wi-Fi upgrade, and plans for a new campus telephone strategy. The full report is attached to the minutes.

Academic and Student Affairs Committee Report

Mr. Evans reported on behalf of the Academic and Student Affairs Committee.

1. The Committee recommended 5 action items which were approved on the Board's consent agenda: Award of Faculty Tenure, Revision of Policies 3.21 and 2.18, Authorization to Revise Campus Free Speech policy, and Completion Plan Update.

2. Dr. Ahuja reported on recent activities in Academic & Student Affairs. He provided highlights of upcoming personnel changes, key developments in the Lute School of Business, and establishment of School of Nursing. The full report is attached to the minutes.
3. Ms. Tami Sheets, Registrar, reported on Spring Commencement activities.
4. Ms. Sheets reported on summer 15th day enrollment statistics. The full report is attached to the minutes.
5. Mr. Eric Braun, Vice President for Advancement and Enrollment Management, reported on activities in the division which included fundraising efforts, the achievement of 70% of student-athletes having a 3.0 or higher GPA, launch of an integrated advertising campaign for SSU's free tuition program, and community and business outreach collaborations. The creation of the Kricker Innovation Hub, Lute School of Business and Center for Lifelong Learning are all drivers of an institutional strategic plan aimed at repositioning the university to lead the response to our regional workforce preparedness deficit. The full report is attached to the minutes.
6. Mr. Braun presented a recruitment admissions report highlighting fall enrollment indicators showing undergraduate admission applications, admitted students, and application conversions are up for fall 22 over fall 21. The number of scholarships awarded and accepted, and new student housing applications are up 26% and 38% respectively over last year and applications for every PALSJR County, except for Scioto, are up more than 20% over last year with Scioto up 9%. The early fall projected headcount is 3245. The full report is attached to the minutes.

Election of Board of Trustees Chair and Vice Chair

Chair Furbee stated he had asked Joe Watson to serve as Nominating Committee to accept nominations for Board of Trustees Chair and Vice Chair for the 2022-2023 Academic Year. Mr. Watson presented nominations of David Furbee as Board Chair and Eddie Edwards as Board Vice Chair. Chair Furbee called for nominations from the floor and no further nominations were proffered. Without discussion, the Board voted unanimously to approve the nominations.

Reports from Board Liaisons with other Organizations

None

President's Report

President Bauer recognized Francesca Hartop for her 9 years of service to the Shawnee State Board of Trustees and thanked her for her leadership and unique perspectives that have helped the Board and SSU through some very challenging times. He also recognized Eli Cole for his 2 years of service as a student trustee. The Governor's office has appointed a new Board member, Mr. Dilip Shah, to fill the position vacated through the completion of Scott Williams' term last year. Also appointed were two new student Board members, Slater Bakenhaster and Hannah Ratliff. We are awaiting two additional appointments, one to serve Ms. Hartop's open position and one to complete the final three years of Dr. White's vacancy. The full report is attached to the minutes.

New Business

1. Mr. Michael McPhillips, General Counsel, provided the annual report on the enactment, amendment, rescission, and renewal of Board policies and University procedures during the 2021-2022 fiscal year. The full report is attached to the minutes.
2. Chair Furbee recognized outgoing Board member Francesca Hartop for her service to the Board of Trustees. Ms. Hartop was appointed to the Board in 2014 and served as Chair for one annual term and Vice-Chair for two annual terms. He also recognized outgoing student Board member Eli Cole, thanking him for his service and wishing him well in his future endeavors. Dr. Bauer added his appreciation and presented Mr. Cole with a gift from the Board of Trustees.

Comments from Constituent Groups and the Public

None

Faculty Senate Report

None

Executive Session

None

Other Business

None

Recess

The Board recessed by acclamation at 11:52 a.m. with a proviso that the Board would reconvene at 1:30 p.m. in the Richards Conference Room.

Call to Order

Vice Chair Edwards called the meeting to order at 1:34 p.m. noting the meeting was in compliance with RC § 121.22(F).

Roll Call

Members present: Mr. Daniels, Mr. Edwards, Mr. Evans, Dr. Haas, Mr. Watson with Mr. Furbee joining remotely.

Members absent: Ms. Hartop, Mr. Cole

Discussion Items

1. Strategic Plan Scorecard – Year 1

President Bauer updated the Board on progress made toward strategic plan goals in the first year. The full report is attached to the minutes.

2. Revised Strategic Plan

President Bauer presented revisions to the strategic plan. The full report is attached to the minutes.

3. Completion Plan

Dr. Jennifer Pauley presented an update on the Shawnee State University Completion Plan. The full report is attached to the minutes.

New Business

None.

Comments from Constituent Groups and the Public

None

Executive Session, if necessary

None

Other Business

None

Adjournment

Mr. Evans moved and Mr. Daniels seconded a motion to adjourn. The motion was passed unanimously and the Board was adjourned at 4:24 p.m.

Chairperson, Board of Trustees

Secretary, Board of Trustees

RESOLUTION F09-22

RENEWAL AND REVISION OF RELOCATION REIMBURSEMENT POLICY

WHEREAS, the University wishes to continue its Policy, No. 4.64Rev., to provide faculty and administrators with reimbursement for reasonable expenses incurred in connection with their relocation to the Portsmouth area to begin working in their positions; and

WHEREAS, Internal Revenue Service changes necessitate that the University make technical changes to existing Policy 4.64Rev. and its associated procedure;

NOW, THEREFORE, IT IS RESOLVED that the Board of Trustees amends Policy No. 4.64Rev. and directs the President to revise Procedure No. 4.64:1 to comport with IRS guidelines.

(June 24, 2022)

Certified as True and Correct
July 7, 2022


Secretary, SSU Board of Trustees

Shawnee State University

POLICY TITLE:	RELOCATION EXPENSE REIMBURSEMENT
POLICY NO.:	4.64 REV
ADMIN CODE:	3362-4-35
PAGE NO.:	1 OF 2
EFFECTIVE DATE:	05/02/14
NEXT REVIEW DATE:	05/2018
RESPONSIBLE OFFICERS:	PRESIDENT/VPF&A
APPROVED BY:	BOT

1.0 POLICY PURPOSE

Shawnee State University recruits for talented faculty and administrators nationally and internationally. In order to generate a competitive recruitment pool, the reimbursement of relocation expenditures may be provided to individuals. The purpose of this policy is to provide for the consistent reimbursement of relocation expenses incurred by eligible employees that are in accordance with IRS regulations.

2.0 ELIGIBILITY

- 2.1 Newly hired full-time faculty and administrators from outside the Portsmouth area may be eligible for reimbursement of relocation expenses if accepting a position at the University requires that person to move his/her household to within the Portsmouth area.
- 2.2 The hiring department will determine and recommend when reimbursement is appropriate or necessary. The prior approval of the appropriate vice president or President must be secured before extending relocation expense reimbursement to a prospective employee under this policy. The reimbursement details must be incorporated in the employment offer letter.
- 2.3 Any exception to this policy requires the prior approval of the President.
- 2.4 Board of Trustee executed employment contracts are not subject to this policy and underlying procedure(s). However, this policy and underlying procedure will apply to employees who have Board executed agreements that do not include a provision for university reimbursement for moving or relocation expenses.

3.0 GOVERNING REGULATIONS

Benefits provided by this policy have tax implications to the employees receiving the benefits. Employees should refer to the IRS website (irs.gov) and [Publication 521 Instructions for Form 3903 "Moving Expenses", or equivalent](#), and consult a tax professional for advice concerning possible income tax implications. The current information is subject to change by the IRS.

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4.0 PROCEDURES

The President will establish procedures that address the parameters for the reimbursement of qualified relocation expenses. Such parameters will include, but not be limited to, the types of expenses that are eligible to be reimbursed, the method to determine the maximum amount to be reimbursed, possible restrictions on the reimbursement and procedures for the University to recoup the reimbursement in certain circumstances.

History

Effective: 09/17/90

Revised: 06/24/22, 05/02/14, 01/17/14, 07/11/08, 10/08/99

Reviewed:

Applicable Procedure: [4.64:1 Relocation Expense Reimbursement](#)

Certified as True and Correct
July 7, 2022


Secretary, SSU Board of Trustees

PROCEDURE TITLE:	RELOCATION EXPENSE REIMBURSEMENT
PROCEDURE NO.:	4.64:1
RELATED POLICY:	4.64 REV
PAGE NO.:	1 OF 4
RESPONSIBLE ADMINISTRATORS:	VPF&A/CONTROLLER/DIRECTOR, HR
EFFECTIVE DATE:	06/24/22
NEXT REVIEW DATE:	06/2025
APPROVED BY:	PRESIDENT

1.0 PROCEDURE PURPOSE

This procedure serves to amplify and implement Policy 4.64Rev, Relocation Expense Reimbursement, approved by the Board of Trustees.

2.0 REIMBURSEMENT OF RELOCATION EXPENSES

2.1 For tax years 2018 – 2025, all reimbursable relocation expenses are taxable and subject to withholding, regardless of the nature of the expense, unless you are a member of the Armed Forces on active duty and, due to a military order, you move because of a permanent change of station.

2.2 Reimbursable relocation expenses are expected to be reasonable, prudent, and commensurate for the position being filled, and may include charges for:

2.2.1 Packing, crating, and shipping household goods and personal effects, including cost of packing supplies;

2.2.2 Insurance on such items as furniture and clothing;

2.2.3 Truck rental if self-moving; and

2.2.4 Travel and lodging expenses for a single trip from the old residence to the new residence for the employee and family members which may include:

2.2.4.1 actual cost of gas, tolls, and parking, based on original itemized receipts, or the current mileage rate for moving, as set periodically by the IRS;

2.2.4.2 lodging while in transit; and

2.2.4.3 air fare (coach only) and related ground transportation.

2.3 In certain cases the University will agree to direct pay a commercial moving vendor. The Procurement Services office will communicate guidelines to the employee regarding the requirements for the direct payment, including a clear

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statement that there is no guarantee of payment in excess of the approved moving estimate. All expenses will be reviewed by the Procurement Services office and appropriate expenses will be paid. Non-approved expenses will be the responsibility of the employee.

- 2.4 Non-reimbursable expenses include meals and travel costs exceeding the above limits or that are incurred by laborers; expenses incurred by persons not considered dependents for tax purposes; utility and telephone installation charges; loss of security deposits; real estate expenses, including commissions; postage costs for realty and mortgage documents; personal communication or entertainment expenses; extraordinary items requiring special handling; bank fees for cashier's checks; storage charges, including in-transit storage and handling charges; expedited moving charges; transportation of animals and pets; transportation of automobiles, boats or trailers; moving building materials; moving property pertaining to commercial enterprise; and moving property which is not the property of the individual's immediate family.
- 2.5 The approved amount for reimbursement may be expended over a period of one (1) year from the first day of employment.
- 2.6 Employees who are employed directly by the Board of Trustees may have relocation expense reimbursement provisions incorporated into their employment contract in lieu of the benefits provided by this policy. Unless expressly excluded or modified by terms stipulated in the employment contract, Section 4.0 (REPA) of this policy shall apply.

3.0 LIMITATIONS AND CONTROLS

- 3.1 The hiring department will determine and recommend up to the maximum amount allowable when reimbursement is appropriate or necessary and must secure the prior approval of the appropriate vice president or president.
- 3.2 Reimbursement of relocation expenses will be permitted for only one move, at the time of initial employment.
- 3.3 Eligible expenses will be reimbursed up to, but not exceed, the maximum dollar amount identified on the Controller's office web site that is in effect for the year of hire or the amount approved by the hiring authority prior to the date of hire, whichever is less.
- 3.4 The maximum amount to be reimbursed must be expressed in writing in the offer of employment. This amount may be expended over the period of one (1) full year from the date of hire.
- 3.5 Prior to reimbursement, original receipts must support expenditures.

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- 3.6 The current fiscal year maximum relocation expense reimbursement amount can be found at: <http://www.shawnee.edu/offices/controller/perdiem.aspx>
- 3.7 The Vice President for Finance and Administration, or designee, is authorized to adjust the maximum dollar amount for each fiscal year by a Consumer Price Index inflation series.
- 3.8 Any exception involving maximum amounts or covered expenses must be made before the employee accepts the offer of employment by the express written permission of the President.
- 3.9 Term or Interim Appointments:
- 3.9.1 Under special circumstances where a term or interim appointment is used to fill an interim requirement, reimbursement of relocation expenditures for the move to the Portsmouth area and then a return move to the home location upon successful completion of the contract may be authorized by the President.
- 3.9.2 Reimbursement of eligible expenditures will be permitted as long as the expenditures for both moves do not exceed the maximum relocation reimbursement allowance approved by the hiring authority prior to the date of hire.

4.0 RELOCATION EXPENSE REPAYMENT

- 4.1 The employee must sign and submit the *Relocation Expense Repayment Agreement* (REPA) in order to receive reimbursement of relocation expenses. The *Relocation Expense Repayment Agreement* is incorporated by reference as part of the policy.
- 4.2 The REPA will be in effect for up to two (2) years. If the employee chooses to terminate his or her employment at Shawnee State University, or is terminated for cause, then repayment of funds to Shawnee State University will be based on the number of calendar days employed (i.e. number of continuous days on employed status, not number of days physically present for work) as determined by the chart below:

4.2.1 Days Employed	Repayment
0 – 365	100%
366 – 485	75%
486 – 605	50%
606 – 730	25%

- 4.3 If it is found that the employee obtained employment fraudulently (e.g., under falsified credentials) then repayment will be for 100% of relocation costs previously paid by the University regardless of the number of days employed.

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- 4.4 At the University's discretion, the repayment may be paid, in whole or in part, by deduction from amounts otherwise owed by the University to the employee (e.g., final pay). See the *Relocation Expense Repayment Agreement* text for complete details. The REPA should be completed and returned with the employee's acceptance letter.
- 4.5 The President may waive a repayment requirement where a term or interim appointment is less than two (2) years.

History

Effective: 01/17/14

Revised: 06/24/22; 05/02/14

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RESOLUTION ASA05-22
AWARD OF FACULTY TENURE

WHEREAS, Shawnee State University and Shawnee Education Association entered into an agreement in June, 2012, for the purpose of granting tenure to faculty; and

WHEREAS, effective fall semester, 2013, the University implemented a tenure system; and

WHEREAS, in accordance with Board of Trustees Policy 2.15Rev., awarding of tenure at Shawnee State University is earned by faculty members on the basis of their past performance during the tenure-track period as evaluated by tenured faculty, the academic administration, University President, and the Board of Trustees; and

WHEREAS, after recent actions by the College Promotion Committees, College Deans, Provost, and President, the following faculty were nominated for tenure:

- Mr. Bastien Lecouffe
- Dr. Logan Minter
- Ms. Kristina Darnell
- Dr. Charles Kemp
- Mr. Dovel Myers
- Dr. John Roush
- Dr. Robert (Duane) Skaggs

THEREFORE, BE IT RESOLVED that the Board of Trustees of Shawnee State University grants tenure to the above-named faculty.

(June 24, 2022)

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July 7, 2022


Secretary, SSU Board of Trustees

RESOLUTION ASA06-22

**APPROVAL OF POLICY 3.21REV
ASSESSMENT OF STUDENT LEARNING OUTCOMES**

WHEREAS, a systematic review of institutional policies has been undertaken at the direction of the President in order to remove outdated policies, and to modify and update policies; and

WHEREAS, Policy 3.21Rev., Assessment of Student Learning Outcomes, was last reviewed and approved by the Board of Trustees on March 11, 2016, and requires updating; and


WHEREAS, a modification of the policy is recommended in order to provide a more comprehensive and effective assessment of student learning; and

WHEREAS, Revised Policy 3.21Rev., Assessment of Student Learning Outcomes, has been recommended by the President for Board of Trustees approval; and

WHEREAS, revised procedures are provided for information;

THEREFORE, BE IT RESOLVED that the Board of Trustees of Shawnee State University hereby approves revision of Policy 3.21Rev., Assessment of Student Learning Outcomes.

(June 24, 2022)

Certified as True and Correct
July 7, 2022

Secretary, SSU Board of Trustees

Shawnee State University

POLICY TITLE:	ASSESSMENT OF STUDENT LEARNING OUTCOMES
POLICY NO. :	3.21REV
ADMIN CODE:	3362-3-13
PAGE NO.:	1 OF 4
EFFECTIVE DATE:	03/11/16 <u>06/24/2022</u>
NEXT REVIEW DATE:	03/2019 <u>06/2025</u>
RESPONSIBLE OFFICER:	PROVOST
APPROVED BY:	BOARD OF TRUSTEES

1.0 INTRODUCTION

Assessment of student learning outcomes at Shawnee State University (SSU) is a natural extension of the institution's commitment to excellence in teaching and learning. It is a process of critical examination with the aim of improvement in co-curricular and academic programs. SSU engages in on-going, integrated, and institution-wide research, and good practices-based assessment processes that (a) result in continuous improvement and (b) demonstrate that the institution is effectively accomplishing its mission, the systematic and ongoing method of gathering, analyzing and using information from various sources about an academic program to measure program outcomes in order to improve student learning.

2.0 LEARNING OUTCOMES

~~1.0~~ Student Learning Outcomes are the knowledge and skills expected of students completing an academic or co-curricular program. Student learning outcomes are written in clear statements that describe significant and measurable change occurring in students as a direct result of their interaction with the institution and its co-curricular and academic programs.

2.03.0 ~~PURPOSE OF ASSESSMENT OF STUDENT LEARNING OUTCOMES~~

~~2.13.1~~ Multiple assessments are used to inform SSU faculty members and students of student progress in the program to support continuous improvement provides data to faculty and co-curricular program leaders so they can modify curricula, provide support for learners, and/or revise outcomes and assessment processes.

~~2.2~~ Assessments are linked to the program's mission and purpose.

~~2.3~~ Faculty develop and define the expected outcomes for the program, determine whether the assessments are valid measures of SLOs, and whether the objectives are achieved.

~~2.4~~ Student performance on professional credentialing exams, when available, should be used as one measure of achievement.

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- ~~2.5 — Faculty and administrators regularly review the effectiveness of the assessment system, including student performance in courses, labs and clinical experiences, and alumni performance in the workforce.~~
- ~~2.6 — Assessment results are available to stakeholders, including faculty members and students.~~
- ~~2.7 — Multiple formative assessments (e.g., pre-collegiate; course examinations; lab, practicum and internship evaluations) are used at various points throughout the student's program.~~
- ~~2.8 — Summative assessments (e.g., capstone projects, portfolios, comprehensive examinations) provide feedback to students and faculty.~~
- ~~2.9 — Assessment as part of SSU Accreditation: The Higher Learning Commission (HLC), SSU's regional accrediting agency, has been using the accreditation process to introduce and promote a culture of learning outcomes, assessment, and institutional effectiveness within its member institutions. Higher Learning Commission (HLC) policy on Criteria for Accreditation standards defines in Criterion Four. Teaching and Learning: Evaluation and Improvement: *The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.*~~
- 3.2 SSU's assessment processes also provide evidence that SSU satisfies the Higher Learning Commission's assessment criteria for accreditation: 4B:
- ~~2.9.1 — A core component of Criterion Four (CRRT.B.10.010 4B) states: *The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.*~~
- ~~2.9.2 — These criteria are as follows: The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.~~
- ~~2.9.2.13.2.1.1 The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.~~

~~2.9.2.23.2.1.2~~ The institution ~~assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs~~ uses the information gained from assessment to improve student learning.

~~2.9.2.3~~ The institution ~~uses the information gained from assessment to improve student learning.~~

~~2.9.2.43.2.1.3~~ The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, ~~and other~~ and other relevant staff members.

~~3.0~~ DEFINITIONS

- ~~3.1~~ Academic Program refers to any and all coherent instructional activities of Shawnee State University and includes degree and certificated programs, and other non-degree entities, such as Honors, General Education and Developmental programs.
- ~~3.2~~ Degree Program refers to any prescribed course of study which constitutes an area of specialization leading to a recognized degree.
- ~~3.3~~ Learning Outcomes are the knowledge and skills expected of the program completers. These are not general but are to be specific, measurable, attainable, relevant and time-based.
- ~~3.4~~ Certification Tests are important assessment measures of student knowledge relative to the expectations of a professional program.
- ~~3.5~~ Capstone Courses offer evaluative assessment of the performance of students on a cumulative rubric to view the skills and knowledge learned during the program.
- ~~3.6~~ Course Assessment is useful in assessment of program outcomes whenever embedded in course work. Course assessments can be collected and evaluated as a way of answering program level questions about student learning.
- ~~3.7~~ Portfolio Assessment is useful for assessing courses where students need to produce a body of work.
- ~~3.8~~ Comprehensive Exams and Tests are effective in providing an analysis of student performance on the key areas of program outcomes.
- ~~3.9~~ Pre and Post Project assessment using the same rubric provide a measurement of gains by the students in the areas targeted in the course/program outcomes.

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~~3.10 — Final Projects or Papers can be designed to synthesize the expectations of the course/program outcomes.~~

~~4.0 — DEVELOPMENT & TIMELINE OF ASSESSMENT~~

~~4.1 — Every degree or certificate granting program, Honors, General Education and Developmental Education programs will develop and implement an assessment plan with identified student learning outcomes, program goals and appropriate assessments.~~

~~4.2 — Programs will provide assessment results for student learning outcomes to the University and academic department for continuous improvement purposes.~~

~~4.3 — Data collected from the assessments are to be aggregated and trended over time to provide a graphic representation of programs' outcome achievements.~~

~~4.4 — Timeline for campus wide assessment: The Provost's office will provide results of national standardized assessments to the campus as received from the assessment entity for continuous improvement purposes.~~

~~4.5 — Assessment will occur at various stages in the student's progression through his/her selected program.~~

~~4.6 — SSU's assessment practices are supported by the University and are *within all courses* regardless of campus, location, mode of instruction.~~

~~5.0 — RETENTION OF ASSESSMENT RESULTS~~

~~The Provost and his/her designee will ensure the assessment results are collected and available for continuous improvement purposes for the institution. Each department or program (Honors, General Education, and Developmental Education Programs) will house its assessment data and provide such assessment data to the Office of the Provost.~~

6.0 PROCEDURES

The ~~President or his/her designee~~Provost will ensure the establishment of procedures necessary to effectively implement this policy. The procedures will clearly describe the role of faculty, co-curricular staff, and the Provost's Office, and the procedures will utilize SSU's existing shared governance process, including but not limited to the Faculty Senate and its committees. These procedures will be revised and developed based upon the recommendations of the University Faculty Senate and any relevant subcommittee of the Senate.

Certified as True and Correct
July 7, 2022


Secretary, SSU Board of Trustees

History

Effective: 09/01/04

Revised: 06/24/2022; 03/11/16

Certified as True and Correct
July 7, 2022


Secretary, SSU Board of Trustees

Shawnee State University

POLICY TITLE:	ASSESSMENT OF STUDENT LEARNING OUTCOMES
POLICY NO. :	3.21REV
ADMIN CODE:	3362-3-13
PAGE NO.:	1 OF 2
EFFECTIVE DATE:	06/24/2022
NEXT REVIEW DATE:	06/2025
RESPONSIBLE OFFICER:	PROVOST
APPROVED BY:	BOARD OF TRUSTEES

1.0 INTRODUCTION

Assessment of student learning outcomes at Shawnee State University (SSU) is a natural extension of the institution's commitment to excellence in teaching and learning. It is a process of critical examination with the aim of improvement in co-curricular and academic programs. SSU engages in on-going, integrated, and institution-wide research, and good practices-based assessment processes that (a) result in continuous improvement and (b) demonstrate that the institution is effectively accomplishing its mission.

2.0 LEARNING OUTCOMES

Student Learning Outcomes are the knowledge and skills expected of students completing an academic or co-curricular program. Student learning outcomes are written in clear statements that describe significant and measurable change occurring in students as a direct result of their interaction with the institution and its co-curricular and academic programs.

3.0 PURPOSE

3.1 Assessment provides data to faculty and co-curricular program leaders so they can modify curricula, provide support for learners, and/or revise outcomes and assessment processes.

3.2 SSU's assessment processes also provide evidence that SSU satisfies the Higher Learning Commission's assessment criteria for accreditation that states:

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

3.2.1 The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and co-curricular offerings.

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Secretary, SSU Board of Trustees

- 3.2.2 The institution uses the information gained from assessment to improve student learning.
- 3.2.3 The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

4.0 PROCEDURES

The Provost will ensure the establishment of procedures necessary to effectively implement this policy. The procedures will clearly describe the role of faculty, co-curricular staff, and the Provost's Office, and the procedures will utilize SSU's existing shared governance process, including but not limited to the Faculty Senate and its committees. These procedures will be revised and developed based upon the recommendations of the University Faculty Senate and any relevant subcommittee of the Senate.

History

Effective: 09/01/04

Revised: 06/24/2022; 03/11/16

Applicable Procedure: 3.21:1 Assessment of Student Learning Outcomes

Certified as True and Correct
July 7, 2022


Secretary, SSU Board of Trustees

INFORMATION ONLY

Shawnee State University

PROCEDURE TITLE:	ASSESSMENT OF STUDENT LEARNING OUTCOMES
PROCEDURE NO.:	3.21:1
RELATED POLICY:	3.21REV
PAGE NO.:	1 OF 4
RESPONSIBLE OFFICER:	PROVOST
EFFECTIVE DATE:	06/24/2022
NEXT REVIEW DATE:	06/2025
APPROVED BY:	PRESIDENT

1.0 INTRODUCTION

Assessment of Student Learning Outcomes at Shawnee State University (SSU) is a natural extension of the institution's commitment to excellence in teaching and learning. It is a process of critical examination with the aim of improvement in co-curricular and academic programs. SSU engages in on-going, integrated, and institution-wide research, and good practices-based assessment processes that (a) result in continuous improvement and (b) demonstrate that the institution is effectively accomplishing its mission.

2.0 LEARNING OUTCOMES

Student Learning Outcomes are the knowledge and skills expected of students completing an academic or co-curricular program. Student learning outcomes are written in clear statements that describe significant and measurable change occurring in students as a direct result of their interaction with the institution and its co-curricular and academic programs.

3.0 PURPOSE OF ASSESSMENT OF STUDENT LEARNING OUTCOMES

3.1 Assessment data provide faculty and staff with meaningful information for continuous improvement, including revision of learning outcomes, changes to curricula and allocation of resources and support to improve student learning, and improvements to assessment processes.

3.2 SSU's assessment processes and the documentation of those processes also assists the institution in its accreditation reaffirmation efforts. SSU's institutional accreditor, the Higher Learning Commission (HLC), requires documentation and evidence that SSU:

3.2.1 "has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings" (4.B.1);

3.2.2 "uses the information gained from assessment to improve student learning" (4.B.2); and

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- 3.2.3 “[implements] processes and methodologies to assess student learning [that] reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members” (4.B.3).

4.0 ASSESSMENT STRUCTURE AND OVERSIGHT

- 4.1 SSU conducts assessment of student learning in three areas: academic programs, the General Education Program (GEP), and co-curricular programs.
- 4.2 The University-Wide Assessment Plan contains specific details about how SSU assesses student learning outcomes in these three areas.
- 4.3 The following university committees are charged with providing oversight of the University-Wide Assessment Plan:
- 4.3.1 The Faculty Assessment Committee provides oversight of academic program assessment.
- 4.3.2 The General Education Advisory Council (GEAC) provides oversight of GEP assessment.
- 4.3.3 The Student Affairs Committee provides oversight of co-curricular assessment.
- 4.4 The Director of Assessment and Accreditation provides leadership and support for faculty and co-curricular professionals in the development and implementation of assessment plans and documents how the university uses assessment data. The Director of Assessment and Accreditation maintains records of assessment reports and plans.

5.0 DEVELOPMENT & TIMELINE OF ASSESSMENT PROCESSES

- 5.1 Regardless of modality or location, all academic programs have student learning outcomes and a five-year plan for assessing those outcomes in accordance with the University-Wide Assessment Plan.
- 5.1.1 The initial student learning outcomes and assessment plan and any subsequent revisions are kept on file with the Office of Assessment and Accreditation.
- 5.1.2 New academic programs shall develop their student learning outcomes and an assessment plan prior to the Provost’s approval of the program.
- 5.1.3 The Office of Institutional Research, Reporting, and Analytics will make student success and student retention data available to academic

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programs. Program faculty will document any use of such data in their annual assessment report.

- 5.1.4 An annual report of assessment activities is submitted to the Office of Assessment and Accreditation by the end of the summer.
- 5.1.5 The portions of the University-Wide Assessment Plan relevant to academic programs will be reviewed and revised at the end of each five-year cycle with the next review taking place in AY 2025-26.
- 5.2 The GEP Assessment Plan follows a five-year cycle that aligns with the five clusters of the GEP.
 - 5.2.1 Student learning outcomes and assessment plans for each cluster and category of the GEP are kept on file with the Office of Assessment and Accreditation.
 - 5.2.2 An annual report of assessment activities is submitted to the Office of Assessment and Accreditation by the end of the summer and is presented to GEAC at its September meeting.
 - 5.2.3 The portions of the University-Wide Assessment Plan relevant to the GEP will be reviewed and revised at the end of each five-year cycle with the next review taking place in AY 2026-27.
- 5.3 Co-curricular programs requiring assessment plans have learning outcomes and a five-year plan for assessing those outcomes.
 - 5.3.1 Learning outcomes and assessment plans for each co-curricular program are kept on file with the Office of Assessment and Accreditation.
 - 5.3.2 An annual report of assessment activities is submitted to the Office of Assessment and Accreditation by the end of the summer.
 - 5.3.3 The portions of the University-Wide Assessment Plan relevant to co-curricular programs will be revised at the end of each five-year cycle with the next review taking place in AY 2027-28.

6.0 RETENTION OF ASSESSMENT RESULTS

The Director of Assessment and Accreditation ensures assessment results are collected, stored, and made available to document SSU's continuous improvement efforts and to analyze trends in the data. Each academic and co-curricular program will house its assessment data and make such data available upon request to the Director of Assessment and Accreditation.

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7.0 PROCEDURE REVIEW

The Director of Assessment and Accreditation will seek input from the committees noted above and submit revisions to this procedure and the University-Wide Assessment Plan through the governance process at the beginning of the academic year in which the procedure undergoes review.

History

Effective: 3/11/2016

Revised: 6/24/2022

[When available, link to University-Wide Assessment Plan on website included here]

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RESOLUTION ASA07-22
REVISION OF POLICY 2.18, TEXTBOOK SELECTION

WHEREAS, a systematic review of institutional policies has been undertaken at the direction of the President in order to remove outdated policies, and to modify and update policies; and


WHEREAS, Policy 2.18, Textbook Selection, was last reviewed and approved by the Board of Trustees on June 14, 2019, and requires updating; and

WHEREAS, a modification of the policy is recommended in order to provide updated requirements pertaining to the University's process for textbook selection and academic freedom; and

WHEREAS, Revised Policy 2.18, Textbook Selection, has been recommended by the President for Board of Trustees approval;

THEREFORE, BE IT RESOLVED that the Board of Trustees of Shawnee State University hereby approves revision of Policy 2.18, Textbook Selection.

(June 24, 2022)

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to students at the beginning of a course. Such programs must comply with U.S. Department of Education regulations for the use of Title IV funds.

3.1.3 An auto adoption procedure, as discussed in section 4.0, below.

4.0 AUTO ADOPTION REQUIREMENT

4.1 To the maximum extent reasonably practical, faculty members will disclose required and recommended textbooks to students not later than the first date of course registration for the semester in which the textbooks will be used.

4.2 In cases in which a faculty member does not disclose required and recommended textbooks to students by the date set forth in subsection 4.1, the faculty member will be deemed to have selected identical materials, including the same title and the same edition, from the prior semester in which the course was offered.

4.5.0 SCOPE

This policy applies to all full-time and part-time undergraduate and graduate course faculty, including instructors.

Ref: Ohio Revised Code 3345.025: <http://codes.ohio.gov/orc/3345.025v1>

History

Effective: 06/14/2019

Revised: 06/24/2022

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Shawnee State University

POLICY TITLE:	TEXTBOOK SELECTION
POLICY NO. :	2.18REV
ADMIN CODE:	3362-2-18
PAGE NO.:	1 OF 2
EFFECTIVE DATE:	06/24/2022
NEXT REVIEW DATE:	06/2025
RESPONSIBLE OFFICER:	PROVOST
APPROVED BY:	BOARD OF TRUSTEES

1.0 PURPOSE

Pursuant to state legislation including Ohio Revised Code 3345.025, it is the policy of Shawnee State University to respect the academic freedom of faculty in choosing textbooks and other instructional materials and to encourage efforts to minimize the cost of textbooks and other instructional materials.

2.0 ACADEMIC FREEDOM

It is the policy of Shawnee State University to respect the academic freedom of faculty to select textbooks and education materials they judge to be most appropriate for their courses and most effective for student learning. Specifically, the University believes faculty should have the right to choose curricular materials and pedagogical techniques within the reasonable boundaries of professional discretion subject to relevant standards of academic merit, teaching effectiveness, and consistency with catalogue course description.

3.0 REDUCING STUDENT COST

3.1 It is the policy of Shawnee State University to encourage or require efforts, as directed by the state legislature or Ohio Department of Higher Education, to minimize the costs of textbooks and other instructional materials for students. Such efforts may include but are not limited to the following:

3.1.1 High quality, open-access sources.

3.1.2 Inclusive-access programs in which students choose to pay a course fee that includes access to below-market price instructional materials available to students at the beginning of a course. Such programs must comply with U.S. Department of Education regulations for the use of Title IV funds.

3.1.3 An auto adoption procedure, as discussed in section 4.0, below.

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4.0 AUTO ADOPTION REQUIREMENT

- 4.1 To the maximum extent reasonably practical, faculty members will disclose required and recommended textbooks to students not later than the first date of course registration for the semester in which the textbooks will be used.
- 4.2 In cases in which a faculty member does not disclose required and recommended textbooks to students by the date set forth in subsection 4.1, the faculty member will be deemed to have selected identical materials, including the same title and the same edition, from the prior semester in which the course was offered.

5.0 SCOPE

This policy applies to all full-time and part-time undergraduate and graduate course faculty, including instructors.

Ref: Ohio Revised Code 3345.025: <http://codes.ohio.gov/orc/3345.025v1>

History

Effective: 06/14/2019

Revised: 06/24/2022

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July 7, 2022


Secretary, SSU Board of Trustees

RESOLUTION ASA08-22

CAMPUS FREE SPEECH

WHEREAS, Ohio Revised Code section 3345.0215 codifies the public policy of the state of Ohio concerning free speech, and requires the Board to adopt a policy affirming several principles of campus free speech; and

WHEREAS, it is the practice of the Board to cause the University to operate in conformity with state law and Ohio public policy; and

THEREFORE, IT IS RESOLVED that the Board affirms the principles of campus free speech that are enumerated in Revised Code section 3345.0215(A)(1) through (9). The President (or his delegate) is authorized and directed to incorporate those principles into the University's policies and procedures; and

IT IS FURTHER RESOLVED that the President (or his delegate) is authorized and directed to amend University policy to create a process by which any student, student group, or faculty member may submit a complaint about an alleged violation of the foregoing principles, or violation of any University policy or state law concerning campus free speech, by a University employee, including any allegation that a student's grade was reduced on account of the student's free speech (rather than on account of ordinary academic standards of substance and relevance, including legitimate pedagogical concerns); and

IT IS ALSO FURTHER RESOLVED that the process described above shall substantially conform to standards promulgated by the Chancellor of the Ohio Department of Higher Education, and include a process for an impartial investigation of the complaints, and an impartial hearing regarding the allegation;

THEREFORE, IT IS RESOLVED that the Board of Trustees authorizes and directs the President (or his designee) to develop and incorporate the aforementioned process into the University's policies and procedures.

(June 24, 2022)

Certified as True and Correct
July 7, 2022


Secretary, SSU Board of Trustees

RESOLUTION ASA09-22
APPROVAL OF COMPLETION PLAN UPDATE

WHEREAS, Ohio House Bill 59 required state universities to submit a Completion Plan to the Chancellor of the Ohio Department of Higher Education that provides a description of strategies to increase the number and percentage of students earning meaningful postsecondary credentials; and

WHEREAS, Shawnee State's initial Completion Plan was submitted on June 30, 2014; and

WHEREAS, Ohio House Bill 59 requires state universities to update their Completion Plan every two years; and

WHEREAS, the University's Board of Trustees must review and approve the Completion Plan Update; and

WHEREAS, the Provost and the President have recommended the 2022 Completion Plan Update for Board of Trustees approval;

THEREFORE, BE IT RESOLVED that the Board of Trustees of Shawnee State University hereby approves the attached 2022 Completion Plan Update.

(June 24, 2022)

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July 7, 2022


Secretary, SSU Board of Trustees

Shawnee State University Completion Plan

2022 Update

Shawnee State University (SSU) submits to the Ohio Department of Higher Education the following update to its Completion Plan, originally submitted in 2014 and updated in 2016, 2018, and 2020 in compliance with House Bill 59.

1. University Mission

SSU's mission is to prepare today's students to succeed in tomorrow's world. Our vision is to be a best-value university offering a wide range of high-quality signature programs. Best-value means combining academic excellence with affordable tuition to make college possible for more students. A growing number of Shawnee State programs are gaining national attention for high quality and low cost.

SSU's enduring values are:

- **Student-Focused Service:** We place students at the center of everything we do and every decision we make.
- **Community Engagement:** We value the diverse perspectives of the people within our community — on and off campus — and our role in enriching the lives of those who work, live, and discover here.
- **Authentic Dialogue:** We respect open, honest, and sincere two-way communication.
- **Thoughtful Risk-Taking:** We value innovation and encourage those around us to dream big and explore new possibilities.
- **Culture of Continuous Improvement:** We look for opportunities to make what we do well today even better tomorrow.

2. Barriers to Persistence and Completion

SSU is located in Scioto County, in the heart of Appalachian Ohio. The majority of SSU students attended high school in Scioto and five surrounding Ohio counties (Lawrence, Pike, Adams, Jackson, and Ross), labeled as PALSJR. Jobs in these counties are scarce. The Appalachian Regional Commission (ARC) monitors each county in the 420 counties in Appalachia. Every federal fiscal year, it releases a report classifying the economic status of each county based on unemployment rates, poverty, and per capita income. The classifications are as follows:

- Distressed counties are the most economically depressed counties. They rank in the bottom 10 percent of the nation's counties.
- At-Risk counties are those at risk of becoming economically distressed. They rank between the bottom 10 and 25 percent of the nation's counties.
- Transitional counties are those transitioning between strong and weak economies. They make up the largest economic status designation. Transitional counties rank between the worst 25 percent and the best 25 percent of the nation's counties.

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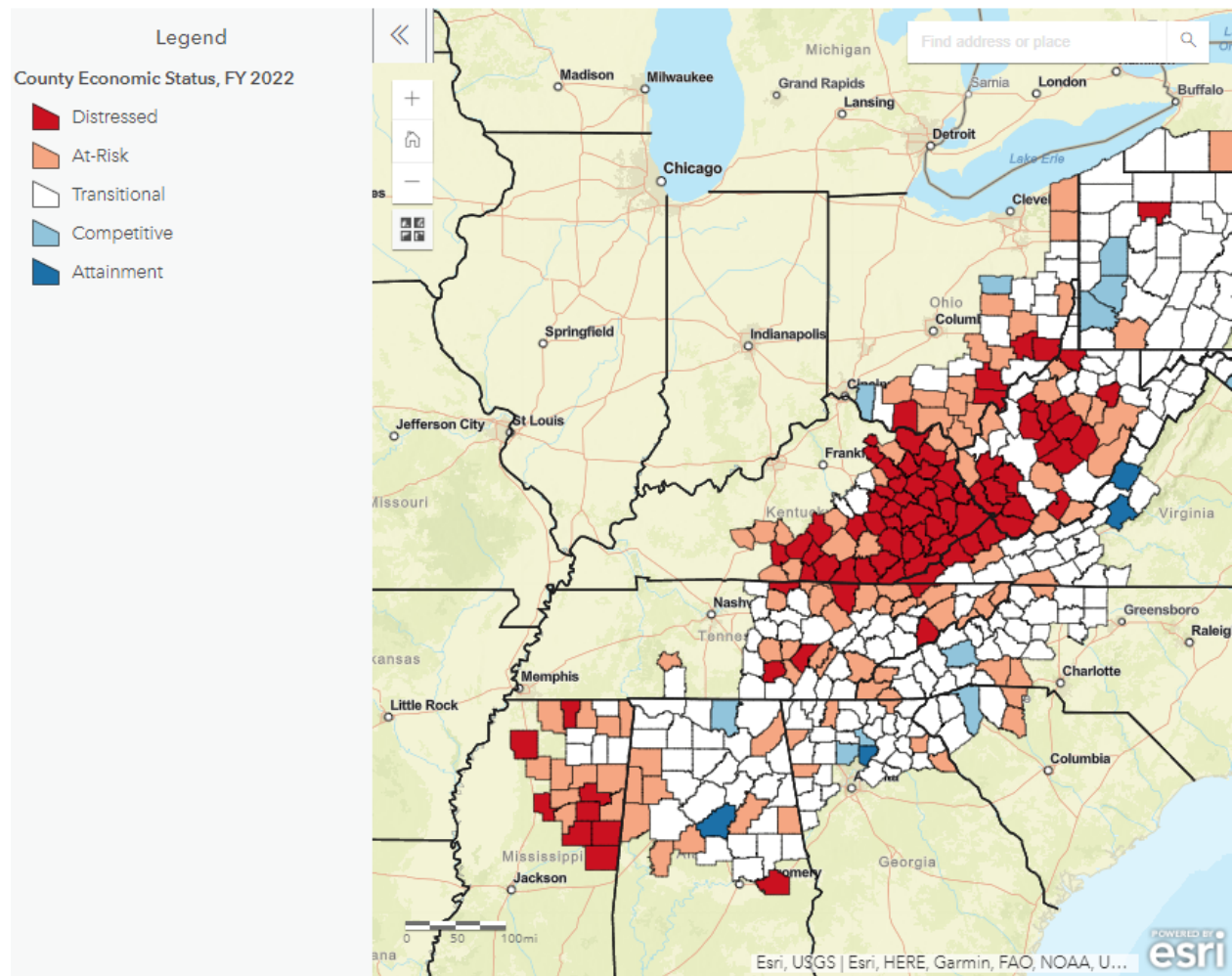

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- Competitive counties are those that are able to compete in the national economy but are not in the highest 10 percent of the nation’s counties. Counties ranking between the best 10 percent and 25 percent of the nation’s counties are classified as competitive.
- Attainment counties are the economically strongest counties. Counties ranking in the best 10 percent of the nation’s counties are classified as attainment.

In Fiscal Year 2022, 81 counties are classified as distressed, 95 are classified as at-risk, 231 are classified as transitional, 12 are classified as competitive, and four are classified as attainment (Source: <https://www.arc.gov/distressed-designation-and-county-economic-status-classification-system/>).

Unfortunately, four of the six counties in the SSU region is classified as at-risk; Adams County is classified as distressed and Ross County is classified as transitional. SSU serves students from the largest region of contiguously poor counties in the United States (See Figure A).

Figure A: Appalachian Regional Commission Classification of Economic Status of Counties



The six county Ohio SSU service region has an unemployment rate 45% higher than the national average and 35% higher than the average for Appalachia. The absolute poverty in the region is over 19% compared to 15.3% for the rest of Appalachia, and 13.4% for the rest of the country. Many parts of Appalachia, one of the poorest regions of the country, outperform the SSU service area.

SSU is a small institution with limited resources. As the overall population in the State of Ohio and the Midwestern United States has been increasing at a much smaller rate than the rest of the United States, SSU has suffered enrollment declines that have caused further erosion of revenues that could otherwise be used to help ensure successful persistence and completion. SSU is primarily a commuter university and commuter students pose challenges in terms of engagement and consistency of attendance. Although the student body at Shawnee State has increased in diversity, most students continue to be Appalachian, first in their family to attend college, Pell eligible, and nearly half have one or more developmental needs as entering freshmen. Many SSU students have significant work and family commitments that impede academic success.

These characteristics have a strong influence on and indeed provide the context for how Shawnee State has developed and implemented its completion plan, and represent the fundamental factors that hinder persistence and completion. Our mission and values focus on student success and behaviors that serve as a foundation for helping students reach their education and career goals.

Finally, Portsmouth, Ohio faces significant challenges which impact SSU. High unemployment, lack of access to resources, and outdated infrastructure have long been a problem. The opioid epidemic has severely impacted our service region, which may have negative effects for generations to come.

3. Progress Towards Goals Established in the Previous Completion Plans and Completion Strategies

Shawnee State described three goals in its 2014 Completion Plan:

1. Increase persistence to completion and number of degrees conferred.
2. Further service to the Appalachian Region through enhanced relationships with regional school districts.
3. Further service to the Appalachian Region through enhanced relationships with area employers.

In 2016, the following goals were added:

4. Increase first-to-second-year student retention by 1-3 percent per year.
5. Decrease average time-to-degree.

No additional goals were added in the 2018 Update as SSU had then begun the development of a Strategic Enrollment Management plan detailing goals, strategies, and metrics designed to achieve a sustainable student body. That plan was completed in April of 2019. The plan posed the following four goals:

1. Increase Enrollment
2. Develop a Diverse and Sustainable Student Body
3. Improve Retention and Student Success
4. Achieve Financial Sustainability

As these goals are focused on systemic improvements in overall enrollment management over the academic life-cycle of the student (from marketing and recruitment to persistence and retention to degree attainment and employment), they are each relevant to completion and represent the goals that SSU chose to focus on from the 2020 Completion Plan Update forward. Progress towards each of the four goals developed in 2020 will be addressed both qualitatively and quantitatively below.

Increase Enrollment

During the 2020-2022 timeframe, SSU engaged in a variety of aggressive strategies to increase enrollment based on the university’s new strategic plan entitled *Shawnee at 40: Resilient, Responsive, and Relevant*. This plan was adopted in 2021 for a five-year period from 2021-2026. Despite the challenging environment of the last two years largely associated with COVID, the university nevertheless engaged in the following efforts to increase enrollment and prepare for a post-COVID environment: enhance academic programming; enhance enrollment activities related to graduate, online, international, and transfer student populations; enhance partnerships with regional K-12, Career Technical Centers (CTCs), and community colleges; and improve effectiveness of scholarships, among other efforts.

The university engaged in a broad, data-based review of the institution’s academic portfolio over the last two years. In addition, the academic affairs division revamped the academic program review process and guidelines as well as the assessment plan. Consequently, the following new programs have been established (or are in the process of being established) and several existing programs have been modified.

At the undergraduate level, SSU has add new programs in Information Security, Criminal Justice, Communication (pending approval), E-Sport Business concentration, as well as certain certificates and revisions to existing programs.

SSU has increased the number of graduate programs. The current list includes: Master’s and Doctorate Degrees in Occupational Therapy, Master’s Degree in Composition and Rhetoric, Master’s Degree in Mathematics, Master’s Degree in Curriculum and Instruction, and Master’s Degree in Intervention Specialist (K-12). Graduate-level licenses in Teachers for the Visually Impaired and Teachers for the Hearing Impaired have been added through a statewide consortium led by SSU.

In terms of outcomes, the number of graduate students at SSU has steadily increased as follows:

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Graduate Count	138	135	175	166	167

The number of international students has seen fluctuations in recent years, as have all institutions in the United States, but that number is rebounding at SSU as follows:

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
International Count	48	32	44	39	51

The number of transfer students, however, has seen a decline (as shown below), although we have been actively working on strategies to enhance that number (as shown in our 2022-2024 Completion Goals):

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
New Transfer Student Count	183	153	195	134	138

Additionally, SSU has enhanced its partnerships with community colleges, Career Technical Centers, and area high schools to provide opportunities for students to continue their education at SSU and receive credit for the college-level work they completed regardless of where they completed it. Programmatic relationships have been established or further developed through engagement with articulation agreements, bilateral course articulation agreements, and a satellite program.

A few examples of these relationships have occurred in the College of Professional Studies. The Department of Nursing has established or enhanced its partnership agreements with regional CTCs and community colleges to accept additional transfer credit and to build seamless pathways to our degree programs at the associate and baccalaureate levels. The School of Education has begun offering the first professional education course for College Credit Plus credit at two area high schools. Bilateral agreements, in collaboration with TechPrep, have been established with Buckeye Hills Career Center, the Scioto County Career Technical Center, etc. in areas such as Information Security and Engineering Technology programs. The Department of Rehabilitation Sciences has established a satellite program at Southern State Community College in Occupational Therapy Assistant (OTA). Students in the OTA program pursue their General Education courses from Southern State while completing the SSU OTA professional courses taught onsite by an SSU faculty member stationed at the Hillsboro campus.

Finally, the range and amount of institutional scholarships available has expanded significantly over the past three years. SSU offers merit-based institutional academic scholarships based on a matrix of qualifying test scores and GPA's. To provide relief for students who may have been disproportionately impacted by the pandemic, students may also qualify for these academic scholarships by providing equivalent alternative placement testing scores and may even test-up after the time of their application for more favorable consideration. Membership-based scholarships may be awarded to children or siblings of alumni, transfer students, veterans, honors students, international students, and a range of other special conditions. Scholarships are available for qualifying students who have stopped out and are seeking to return to SSU to complete their degree as part of a multiple active programs targeting re-enrollment.

SSU made a major commitment to need-based scholarships in Fall 2022 by developing a new scholarship program that results in no-cost tuition for all incoming students from the PALSJR counties who demonstrate financial need through Pell Grant eligibility. This award may impact as much as 25% of the incoming freshman class. The budgeted amount of funding for institutional scholarships has increased by over 10% from FY22 to FY23.

Develop a Diverse and Sustainable Student Body

Ensuring an appropriate mix of students that enables shared experiences with peers from diverse backgrounds can be both meaningful and increase student affiliation with the University. Further, as an open-access institution in an educationally underprepared region of the state, SSU seeks to establish an appropriate balance of support for underprepared students and high expectations for everyone. The strategies that have been developed to achieve this balanced student body include an increase in enrollment of post-traditional, minority, and international students.

Between Fall 2013 and Fall 2020, 7.7% of SSU first-time freshmen or transfer students were 24 years of age or older. While the low numbers of adult learners make the retention rate in any given year unreliable, the pattern since 2013 indicates that adult learners demonstrate significantly lower rates of retention than traditionally-aged SSU students. To further engage with and attract non-traditional students, SSU is a participant in ODHE’s College Comeback initiative and has participated in Second Chance grant funding.

Cohort Year	>= 24 Years Undergraduate Retention	All Undergraduate Retention
2013	44%	60%
2014	48%	70%
2015	43%	75%
2016	58%	75%
2017	58%	76%
2018	66%	77%
2019	62%	69%
2020	53%	70%

Approximately 12% of degree-seeking undergraduate students at SSU have identified as racial/ethnic minorities. This percentage has remained stable over the past seven years. Retention rates for minority students have increased significantly over the years (see below), but remain lower than SSU’s overall retention rates and the rates for white students. While the number and percentage of minority students has dropped over the last two years, SSU is intentionally addressing the enrollment cycle (recruitment, admission, persistence, retention, and completion) for minority students.

Number of SSU Minority Students

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Minority Student Count	335	291	313	240	206

SSU Minority Student Percentage

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Minority Student Percentage	9.35%	8.95%	8.60%	6.89%	6.41%

Retention Rates for SSU Minority Students

Cohort Year	Retention: First-time, bachelor's seeking Freshmen Count	Retention 1 Year	Retention 2 Years	Retention 3 Years	Retention 4 Years	Retention 5 Years	Retention 6 Years
2010	69	39.1%	27.5%	17.4%	13.0%	5.8%	2.9%
2011	74	35.1%	18.9%	13.5%	8.1%	2.7%	1.4%
2012	104	34.6%	22.1%	16.3%	6.7%	1.0%	4.8%
2013	114	40.4%	28.1%	24.6%	17.5%	7.0%	0.0%
2014	24	70.8%	58.3%	50.0%	20.8%	8.3%	0.0%
2015	31	67.7%	61.3%	45.2%	16.1%	6.5%	6.5%
2016	27	77.8%	51.9%	44.4%	22.2%	7.4%	
2017	21	66.7%	52.4%	38.1%	19.0%		
2018	54	68.5%	46.3%	33.3%			
2019	69	66.7%	44.9%				
2020	15	60.0%					
2021	15						

Lastly, as indicated above, the number of international students has held steady and indeed is increasing again.

Improve Retention and Student Success

This goal most obviously addresses student completion. The strategies developed to improve success are: offer pathways for developmental students to attain college-readiness and improve retention and on-time completion.

Approximately 28% of all SSU students require developmental coursework in order to remediate deficiencies in reading, mathematics, and/or written expression. Retention rate for students placed into one or more developmental courses stood at 51.46% for Fall 2020, which is significantly lower than SSU's overall retention rate.

To address issues related to college-readiness, the summer Bridge to Success program was offered for the first time at SSU in the summer of 2017 and was required for all students who placed into two or more developmental courses. Students placed into the Bridge to Success program were the most at-risk students at SSU, from an academic readiness perspective. Students who successfully completed the Bridge to Success program enrolled as fully admitted students at SSU in the Fall semester.

Due to three reasons—the grant that funded the Bridge program elapsed; co-requisite courses have been brought to scale in English and Mathematics; and the support offered by the Bridge to Success program is also provided either through our UNIV courses or Student Success Center programming—we made the decision during the 2021-2022 academic year to discontinue the program. What follows is some detail about the coursework and programming we are currently offering that meets a similar need for our students.

UNIV 1100, our one-credit-hour First Year Experience: University Foundations course, has been in place since 2015. A requirement for all incoming students with thirty or fewer college credit hours, this course seeks to prepare beginning students for success through a focus on academic resources, time management, financial aid literacy, career exploration, and resume writing. We also offer a two-credit-hour course specifically for underprepared students—UNIV 1101: Academic Development Skills—which is recommended for incoming students with a high school GPA of 2.0 or lower as well as students who place into two developmental courses at SSU. UNIV 1101 focuses on goal-setting, note-taking/study skills, and improving memory and concentration. An additional offering intended for any student who needs assistance selecting a major or developing career goals is UNIV 1105: Major Exploration and Career Planning. This course provides a deep dive into personality types and identity and helps students work their way from self-awareness to selection of a major and career.

In addition to this coursework listed above, the Student Success Center provides Supplemental Instruction (SIs) for students. Faculty who elect to participate in this programming select SIs who have completed the course in question with a B or better, have impeccable communication skills, and are empathetic. SIs attend all class periods and hold study sessions with students outside of class.

To address retention and on-time completion, SSU has focused on (1) accelerating “speed to graduation” by establishing 15 credit hours as the default full-time load for all college-ready students, (2) hiring professional academic advisors dedicated to students in each of the College of Arts and Sciences and the College of Professional Studies, (3) expanding the “I am First Gen” program to improve retention of first generation students, and (4) identifying gateway and high DFW rate courses in order to improve student retention and success in those courses.

As seen below, partly due to the acquisition of professional academic advisors, SSU has steadily increased first-year retention rates, although they dipped a bit in the last couple of years of reported data.

Retention Rates for All SSU Students

Freshman Cohort	First-time, bachelor's seeking Freshmen	Retention 1 Year	Retention 2 Years	Retention 3 Years	Retention 4 Years	Retention 5 Years	Retention 6 Years
2010	452	54.9%	37.8%	29.2%	19.5%	8.8%	2.9%
2011	527	48.8%	34.2%	27.1%	13.9%	5.5%	3.0%
2012	536	52.4%	37.9%	31.2%	16.2%	6.2%	2.1%
2013	723	60.3%	45.0%	38.3%	19.4%	7.7%	3.9%
2014	387	69.8%	54.8%	45.2%	17.6%	6.5%	2.3%
2015	400	75.0%	64.0%	51.8%	22.0%	11.0%	4.8%
2016	361	74.5%	57.6%	48.5%	23.3%	9.4%	
2017	320	76.3%	61.3%	48.8%	17.8%		
2018	558	76.9%	60.6%	46.1%			
2019	752	68.5%	51.1%				
2020	311	69.8%					
2021	222						

First Generation students account for the majority of SSU's student population (63% of all SSU students between 2013 and 2019 identified as First Generation). Retention rates for First-Generation students are slightly lower than SSU's overall retention rates, although not appreciably so. This is largely attributable to the "I am First Gen" program referenced above.

Retention Rates for SSU First-Generation Students

Freshman Cohort	First-time, bachelor's seeking Freshmen	Retention 1 Year	Retention 2 Years	Retention 3 Years	Retention 4 Years	Retention 5 Years	Retention 6 Years
2010	391	52.7%	35.8%	27.4%	18.7%	7.9%	3.1%
2011	428	47.4%	32.5%	25.5%	13.1%	4.9%	2.6%
2012	419	50.1%	35.1%	27.0%	13.8%	6.0%	1.7%
2013	459	52.7%	37.0%	32.5%	17.6%	6.1%	2.8%
2014	240	67.5%	52.1%	44.6%	18.3%	5.4%	2.1%
2015	232	72.4%	60.8%	50.0%	20.3%	11.2%	4.7%
2016	201	74.6%	58.2%	47.3%	21.4%	7.0%	
2017	169	73.4%	56.8%	48.5%	13.0%		
2018	332	73.5%	58.4%	43.7%			
2019	447	64.9%	46.3%				
2020	197	68.5%					
2021	132						

Completion Rates for All SSU Students

Freshman Cohort Year	All First-Time Freshmen Count	Graduated in 4 Years with Associates	Graduated in 4 Years with Bachelors	Graduated in 5 Years with Associates	Graduated in 5 Years with Bachelors	Graduated in 6 Years with Associates	Graduated in 6 Years with Bachelors
2010	1066	2.0%	11.5%	2.4%	17.7%	2.7%	20.8%
2011	1079	3.8%	17.1%	4.2%	22.1%	4.8%	23.6%
2012	1081	2.0%	20.3%	2.9%	27.0%	3.1%	28.3%
2013	1086	4.4%	21.7%	5.8%	29.4%	6.8%	31.9%
2014	905	11.8%	19.0%	13.2%	24.6%	13.3%	26.7%
2015	869	8.8%	21.9%	10.6%	28.5%	10.8%	30.1%
2016	864	9.3%	22.6%	10.5%	30.6%		
2017	700	10.1%	26.8%				
2018	616						
2019	808						
2020	627						
2021	552						

As shown above, completion rates at SSU have increased over time as well. For baccalaureate degrees, the percentages have inched up year-over-year for students graduating in four, five, or six years.

Gateway courses in English and Mathematics serve as the foundation for much of a student's college career at SSU. As such, success in these courses predicts student persistence, retention, and timely completion. We had planned to undertake efforts to analyze gateway courses, high DFW courses, as well as the "15 to Finish" initiative as part of our new strategic plan, however disruptions over the last two years related to COVID hampered our efforts to do so.

Achieve Financial Sustainability

Significant enrollment declines in the last two years related to COVID slowed our steady progress toward financial sustainability. As enrollments begin to rebound from the disruptions of the pandemic, the university is actively evaluating shifting student preferences and evolving workforce needs to revitalize our strategic direction and scale existing operations. New facilities and technology master plans are in development during summer 2022 to further this updated vision.

4. Updated Completion Goals for 2022-2024

1. Increase Enrollment
2. Develop a Diverse and Sustainable Student Body
3. Improve Retention and Student Success

5. Completion Strategies

SSU’s strategies to realize the aforementioned Completion Goals for 2022-2024 (encapsulated in *Shawnee at 40* strategic plan) are as follows:

- Prioritize the mission of the university and right-size programmatically or otherwise where necessary and maximize investment in student success.
- In terms of the institution’s academic portfolio, focus resources on establishing a core base of academic programs in four key areas of business, engineering technology, healthcare, and the liberal arts coupled with ensuring appropriate resources for SSU’s known signature programs.
- Keep tuition affordable, particularly with SSU student population and the geographic region in mind.
- Ensure faculty and staff skillsets, services, facilities, and technology are appropriate for current enrollment patterns and changing student needs.
- With regard to financial sustainability, pursue additional funding sources and strengthen partnerships with our community. At SSU, HEERF funds were invested in critical infrastructure projects and building our reserves to improve our financial position. The university has launched a purposeful process of reallocation of institutional resources to support the growth and development of key programs, focus efforts on the core mission, and ensure the continued availability and affordability of higher education to our underserved region.

In terms of metrics for 2022-2024 goals related to increasing and diversifying enrollment and improving retention and completion, SSU has established the following targets:

	Fall 21 Actual	Fall 22 Projection	Fall 23 Projection
Transfer	138	158	170
Post-traditional	497	507	522
Hispanic/Latino	7	7	10
Black or African-American	122	124	127
International	50	51	57

	2022-2023	2023-2024
Retention – Overall	67%	68%
Completion (6-year) - All	32%	35%

To work toward these targets in sustained and surgical ways, SSU will restructure its existing Enrollment Management and Retention Committee to focus on enrollment management and recruitment. We plan to establish a new Provost’s Taskforce on Retention and Completion which will work in strategic ways toward targeted retention and completion metrics identified above. The last two (pandemic) classes and perhaps the next several will require specific attention on retention and completion matters.

6. Workforce Development Priorities

SSU has directed significant attention to providing academic and support service that address regional and state employment and career needs.

The SSU Office of Career Services & Workforce Development:

- Builds strategic relationship with local and regional employers, non-profit, and government organizations to identify and develop employment opportunities for alumni and students.
- Serves as the chief employer relations contact for Shawnee State to promote alignment of academic programs with the workforce needs of the local community, the region, and the state of Ohio. This also includes continuing education and incumbent training.
- Coordinates and advocates for relationships between employers and SSU, including efforts to increase student field experiences, co-ops, internships, permanent employment, mentoring, incumbent workforce training, and custom workforce programs.
- Serves as SSU's point of contact for federal, state, and local workforce agencies, boards, and programs. E.g., Ohio Department of Job & Family Services, Ohio Workforce Transformation, Community Action, and Ohio Means Jobs.
- Continue to collaborate with local and state organizations and partners to help to expand SSU's opportunities to align our programs with workforce needs.
- Continue to work with regional employers to identify internship and career opportunities and work to communicate these to our students and alumni.
- Serve as the liaison between businesses, schools, agencies, and the university to enable development of new courses, workshops, programs, and customized delivery of new or existing educational services, including identifying and addressing unmet professional development needs.

SSU offers academic programming in the following in-demand industries and business clusters, as noted by [JobsOhio](#): Advanced Manufacturing, Financial Services, Healthcare, Technology, and Energy and Chemicals.

These degree programs include the following:

Degree Level	Major	Industry
Certificate	Actuarial Science	Financial Services
Certificate	Behavioral Health Paraprofessional	Healthcare
Certificate	Computer Tomography	Healthcare
Certificate	Emergency Medical Technology	Healthcare
Associate	Accounting Technology	Financial Services
Associate	Business Management Technology	Financial Services
Associate	Computer Aided Drafting and Design Manufacturing	Technology
Associate	Dental Hygiene	Healthcare

Associate	Electromechanical Engineering Technology	Technology
Associate	Emergency Medical Technology	Healthcare
Associate	Information Security	Technology
Associate	Medical Laboratory Technology	Healthcare
Associate	Nursing	Healthcare
Associate	Occupational Therapy Assistant	Healthcare
Associate	Physical Therapy Assistant	Healthcare
Associate	Radiological Technology	Healthcare
Associate	Respiratory Therapy	Healthcare
Bachelor	Accounting	Financial Services
Bachelor	Biomedical Science	Healthcare
Bachelor	Chemistry	Energy and Chemicals
Bachelor	Chemistry Industrial Track	Energy and Chemicals
Bachelor	Chemistry Pre-Pharmacy Track	Healthcare
Bachelor	Computer Engineering Technology	Technology
Bachelor	Digital Simulation/Gaming (Art)	Technology
Bachelor	Digital Simulation/Gaming (Engineering Technology)	Technology
Bachelor	Graphic Design	Technology
Bachelor	Health Care Administration	Healthcare
Bachelor	Health Sciences	Healthcare
Bachelor	Industrial Management (Business)	Adv. Manufacturing
Bachelor	Information Security	Technology
Bachelor	Information Systems Management	Technology
Bachelor	Management	Financial Services
Bachelor	Marketing	Financial Services
Bachelor	Mathematical Sciences with Actuarial Science Concentration	Financial Services
Bachelor	Nursing	Healthcare
Bachelor	Occupational Therapy	Healthcare
Bachelor	Plastics Engineering Technology	Adv. Manufacturing
Master	Occupational Therapy	Healthcare
Doctoral	Occupational Therapy, Post-Professional	Healthcare

The number of students enrolled in these programs are shown below:

Degree	Major	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Certificate	Actuarial Science	0	0	0	0	0
Certificate	Behavioral Health Paraprofessional	0	0	0	0	30
Certificate	Computer Tomography	0	0	0	0	30
Certificate	Emergency Medical Technology	0	2	3	4	6

Associate	Accounting Technology	6	6	9	8	8
Associate	Business Management Technology	23	11	17	16	16
Associate	Computer Aided Drafting and Design Manufacturing	1	1	2	6	4
Associate	Dental Hygiene	48	45	40	45	37
Associate	Electromechanical Engineering Technology	27	37	43	30	30
Associate	Emergency Medical Technology	11	8	9	12	7
Associate	Information Security	0	0	0	5	6
Associate	Medical Laboratory Technology	33	29	33	29	21
Associate	Nursing	91	72	62	67	91
Associate	Occupational Therapy Assistant	61	61	77	86	56
Associate	Physical Therapy Assistant	47	45	50	46	40
Associate	Radiological Technology	38	35	33	38	40
Associate	Respiratory Therapy	37	33	36	37	32
Bachelor	Accounting	65	52	53	56	57
Bachelor	Biomedical Science	113	110	115	104	79
Bachelor	Chemistry	21	23	17	10	11
Bachelor	Chemistry Industrial Track	0	0	2	2	7
Bachelor	Chemistry Pre-Pharmacy Track	0	0	6	7	8
Bachelor	Computer Engineering Technology	69	55	50	53	29
Bachelor	Digital Simulation/Gaming (Art)	155	154	177	150	112
Bachelor	Digital Simulation/Gaming (Eng. Technology)	158	160	168	169	128
Bachelor	Graphic Design	43	48	48	47	36
Bachelor	Health Care Administration	60	46	35	35	23
Bachelor	Health Sciences	144	174	179	200	99
Bachelor	Industrial Management (Business)	0	0	0	0	1
Bachelor	Information Security	0	0	0	0	13
Bachelor	Information Systems Management	63	70	60	52	36
Bachelor	Management	93	112	92	100	73
Bachelor	Marketing	26	27	44	51	60
Bachelor	Mathematical Sciences with Actuarial Science Conc	3	8	8	8	10
Bachelor	Nursing	93	109	110	124	98
Bachelor	Occupational Therapy	33	29	29	41	35
Bachelor	Plastics Engineering Technology	89	93	96	77	56
Master	Occupational Therapy	89	92	93	76	59
Doctoral	Occupational Therapy, Post-Professional	0	0	0	6	10

Over the next two years, SSU plans to add new programs in Engineering Technologies and establish a new Shawnee Advanced Manufacturing Center to continue the university's alignment with the state's workforce development priorities and to work in concert with the Governor's Intel initiative. In addition, our goal to prioritize healthcare as one of the key programmatic areas

at SSU will contribute to the state's workforce needs as well. We have already begun engaging work in this area with our recent efforts at forging academic and workforce-related partnerships with hospital networks in the SSU region.

Summary of the Update

As outlined in this Update, SSU continued its sustained strides toward the goals of increasing enrollment, developing a diverse and sustainable student body, and improving retention and completion over the last two years, in spite of numerous COVID-related challenges in the same timeframe and in a highly resource-constrained environment. Efforts at ensuring that we offer an appropriate academic portfolio, appropriate support services for SSU's student population, and necessary attention to retention and student success have continued unabatedly.

Emerging from the pandemic, Shawnee State University is poised for a brighter future. The last two years have allowed us to plan and prepare for that future. A recalibration of the academic portfolio, reallocation of institutional resources, and maximization of investment in student success are aimed at advancing the Completion Goals for 2022-2024 identified above. Included in these efforts are strategic initiatives such as free tuition for Pell-eligible students in the region, enhancing enrollment and diversity through traditional as well as graduate (adult), international, and transfer student populations, and renewed focus on retention and completion issues. The shifting student and teaching preferences (with online education accelerated by the pandemic) and evolving workforce needs (also a consequence of the pandemic) have brought new issues to the fore for everyone in higher education. In all, however, SSU remains committed to academic excellence and workforce preparation in service to its enduring values, its mission, and the Southern Ohio region.

RESOLUTION E02-22

**CONTINUED APPOINTMENT OF VICE PRESIDENT
FOR ADVANCEMENT AND ENROLLMENT MANAGEMENT**

WHEREAS, Eric Braun has served with distinction as Vice President for Advancement and Enrollment Management at the University; and

WHEREAS, the University's employment agreement with Mr. Braun is scheduled to terminate on June 30, 2022; and

WHEREAS, the University wishes to continue the employment of Mr. Braun as Vice President for Advancement and Enrollment Management for an additional three years;

THEREFORE, BE IT RESOLVED that the Shawnee State University Board of Trustees hereby approves the continued appointment of Mr. Eric Braun as Vice President for Advancement and Enrollment Management and authorizes the President to negotiate and execute an Employment Agreement with Mr. Braun.

(June 24, 2022)

Certified as True and Correct
July 7, 2022


Secretary, SSU Board of Trustees



2022-2023 BOARD OF TRUSTEES MEETING SCHEDULE

Date	Finance and Administration Committee	Academic and Student Affairs Committee	Board of Trustees Meeting
Friday, September 16, 2022	9:00 a.m. University Center 214	10:30 a.m. University Center 215	1:15 p.m. University Center 215
Friday, November 18, 2022	9:00 a.m. University Center 214	10:30 a.m. University Center 215	1:15 p.m. University Center 215
Friday, February 10, 2023	9:00 a.m. University Center 214	10:30 a.m. University Center 215	1:15 p.m. University Center 215
Friday, April 21, 2023	9:00 a.m. University Center 214	10:30 a.m. University Center 215	1:15 p.m. University Center 215
Friday, June 23, 2023	9:00 a.m. University Center 214	10:30 a.m. University Center 215	1:15 p.m. University Center 215
Commencement Dates			
Saturday, December 10, 2022		Vern Riffe Center for the Arts	
Saturday, April 29, 2023		Alumni Green - TBD	
Board Retreat			
Friday, June 23, 2023	Time and location to be determined		

RESOLUTION F08-22

**APPROVAL OF FY2023 OPERATING BUDGET
(GENERAL AND AUXILIARY FUNDS)**

WHEREAS, the proposed FY2023 consolidated operating budget (general and auxiliary funds) is based upon projections of revenues from state funding, tuition and general fees, course and program fees, and other student fees as well as revenue from residential housing, meal plans, commissions, rental fees, event, and other auxiliary income; and

WHEREAS, the University projects a larger incoming class, but continues to see depressed overall enrollments associated with the smaller cohorts that entered during the pandemic, as well as the ending of Federal COVID relief funding during the 2022-2023 Academic year; and

WHEREAS, the proposed FY2023 budget includes measures to mitigate negative financial impacts and control spending throughout the year, while supporting instructional priorities and student services needs during fiscal year 2023; and

WHEREAS, the President of the University recommends adoption of the proposed budget;

THEREFORE, BE IT RESOLVED, the Shawnee State University Board of Trustees approves the proposed FY2023 consolidated budget, effective July 1, 2022.

(June 24, 2022)

Certified as True and Correct
July 7, 2022


Secretary, SSU Board of Trustees

FY2023 Consolidated Operating Budget

	FY23 Consolidated Budget Proposed	FY22 Consolidated Budget	FY22 Consolidated Budget including HEERF	% Variance	\$ Variance
Revenue					
State Funding	\$19,221,054	\$18,449,259	\$18,449,259	4.2%	\$771,795
Tuition & Student Fees	\$29,809,710	\$29,278,948	\$29,278,948	1.8%	\$530,762
Scholarship	(\$6,170,569)	(\$5,547,909)	(\$5,547,909)	11.2%	(\$622,660)
Other Income					
Commissions	\$490,950	\$551,000	\$551,000	-10.9%	(\$60,050)
Grants	\$129,000	\$211,250	\$211,250	-38.9%	(\$82,250)
Miscellaneous Revenue	\$604,000	\$525,000	\$525,000	15.0%	\$79,000
Service Fees/Memberships	\$285,000	\$240,000	\$240,000	18.8%	\$45,000
Ticket Sales/Rentals	\$549,900	\$462,998	\$462,998	18.8%	\$86,902
Other Income Total	\$2,058,850	\$1,990,248	\$1,990,248	3.4%	\$68,602
<i>Revenue Adjustment (CRF & HEERF)</i>	<i>\$0</i>	<i>\$0</i>	<i>\$3,000,000</i>		
Revenue Total	\$44,919,045	\$44,170,546	\$47,170,546	1.7%	\$748,499
Expense					
Compensation					
Benefits	\$9,542,134	\$9,599,263	\$9,599,263	-0.6%	(\$57,129)
Salaries	\$22,944,326	\$23,440,847	\$23,440,847	-2.1%	(\$496,521)
Compensation Total	\$32,486,460	\$33,040,110	\$33,040,110	-1.7%	(\$553,650)
Non-Compensation					
Equipment	\$192,827	\$820,140	\$820,140	-76.5%	(\$627,313)
External Pro Services	\$955,150	\$982,231	\$982,231	-2.8%	(\$27,081)
Information/Comm/Shipping	\$861,361	\$879,306	\$879,306	-2.0%	(\$17,945)
Maintenance & Service Contracts	\$3,026,025	\$3,023,671	\$3,023,671	0.1%	\$2,354
Meal Plan Expense	\$1,641,448	\$1,475,547	\$1,475,547	11.2%	\$165,901
Miscellaneous Expense	\$1,546,327	\$1,463,373	\$1,463,373	5.7%	\$82,954
Supplies	\$1,566,754	\$1,092,182	\$1,092,182	43.5%	\$474,572
Travel	\$631,679	\$566,433	\$566,433	11.5%	\$65,246
Utilities	\$1,434,000	\$1,429,175	\$1,429,175	0.3%	\$4,825
Non-Compensation Total	\$11,855,571	\$11,732,058	\$11,732,058	1.1%	\$123,513
<i>Expense Adjustment (CRF & HEERF)</i>	<i>\$0</i>	<i>\$0</i>	<i>\$1,000,000</i>		
Expense Total	\$44,342,031	\$44,772,168	\$43,772,168	-1.0%	(\$430,137)
Net Transfer to Capital Fund	\$1,563,925	\$1,567,276	\$1,567,276	-0.2%	(\$3,351)
Operating Surplus (Deficit)	(\$986,911)	(\$2,168,898)	\$1,831,102	-54.5%	\$1,181,987

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July 7, 2022



 Secretary, SSU Board of Trustees



Financial Status & Proposed Operating Budget



Board of Trustees
June 24, 2022

Certified as True and Correct
July 7, 2022

Secretary, SSU Board of Trustees

Topics

1. FY22 Budget Status and Year-End Projections
 - a. Drivers of Operating Performance
 - b. HEERF Funding Update

2. Senate Bill 6 Financial Ratios
 - a. History
 - b. Projections

3. FY23 Budget Proposal
 - a. Operating Budget
 - b. Key Priorities and Adjustments





FY22 Budget Status

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July 7, 2022


Secretary, SSU Board of Trustees

FY22 Operating Budget Status

Revenue as of June 14

	Consolidated Budget	Q1 Actuals	Q2 Actuals	Q3 Actuals	Q4 Actuals	Consolidated Actuals	% Variance	\$ Variance
Revenue								
State Funding	\$18,449,259	\$4,612,317	\$4,612,317	\$4,612,317	\$3,461,253	\$17,298,204	-6.2%	(\$1,151,055)
Tuition & Student Fees	\$29,278,948	\$14,705,653	(\$86,662)	\$11,216,313	\$2,287,215	\$28,122,519	-3.9%	(\$1,156,429)
Scholarship	(\$5,547,909)	(\$2,659,938)	(\$77,648)	(\$2,303,462)	(\$97,907)	(\$5,138,955)	-7.4%	\$408,954
Transfers In	\$0	\$0	\$0	\$0	\$18	\$18		\$18
Other Income								
Commissions	\$551,000	\$34,896	\$40,454	\$210,393	\$171,466	\$457,209	-17.0%	(\$93,791)
Grants	\$211,250	\$63,465	\$53,962	\$32,699	\$20,009	\$170,136	-19.5%	(\$41,114)
Miscellaneous Revenue	\$525,000	\$2,854	\$164,318	\$187,490	\$88,535	\$443,197	-15.6%	(\$81,803)
Service Fees/Memberships	\$240,000	\$88,170	\$61,204	\$77,424	\$72,741	\$299,539	24.8%	\$59,539
Ticket Sales/Rentals	\$462,998	\$162,460	\$136,358	\$236,242	\$140,734	\$675,795	46.0%	\$212,797
Other Income Total	\$1,990,248	\$351,846	\$456,296	\$744,249	\$493,485	\$2,045,876	2.8%	\$55,628
Revenue Total	\$44,170,546	\$17,009,878	\$4,904,303	\$14,269,417	\$6,144,064	\$42,327,662	-4.2%	(\$1,842,884)

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July 7, 2022


Secretary, SSU Board of Trustees



FY22 Operating Budget Status

Expense as of June 14

	Consolidated Budget	Q1 Actuals	Q2 Actuals	Q3 Actuals	Q4 Actuals	Consolidated Actuals	% Variance	\$ Variance
Expense								
Compensation								
Benefits	\$9,599,263	\$1,899,951	\$2,132,555	\$2,082,842	\$1,526,790	\$7,642,138	-20.4%	(\$1,957,125)
Salaries	\$23,440,847	\$3,700,262	\$6,035,403	\$4,947,202	\$4,629,593	\$19,312,460	-17.6%	(\$4,128,387)
Compensation Total	\$33,040,110	\$5,600,213	\$8,167,958	\$7,030,044	\$6,156,383	\$26,954,598	-18.4%	(\$6,085,512)
Non-Compensation								
Equipment	\$820,140	\$387,779	\$913,539	\$100,153	\$503,606	\$1,905,077	132.3%	\$1,084,937
External Pro Services	\$982,231	\$170,499	\$294,302	\$172,511	\$286,572	\$923,885	-5.9%	(\$58,346)
Information/Comm/Shipping	\$879,306	\$295,979	\$174,634	\$270,154	\$128,983	\$869,750	-1.1%	(\$9,556)
Maintenance & Service Contracts	\$3,023,671	\$1,075,360	\$875,520	\$1,000,635	\$536,938	\$3,488,452	15.4%	\$464,781
Meal Plan Expense	\$1,475,547	\$175,530	\$730,163	\$509,005	\$364,529	\$1,779,226	20.6%	\$303,679
Miscellaneous Expense	\$1,463,373	\$622,680	\$99,700	\$351,047	\$582,266	\$1,655,693	13.1%	\$192,320
Supplies	\$1,092,182	\$158,676	\$166,427	\$215,381	\$176,332	\$716,816	-34.4%	(\$375,366)
Travel	\$566,433	\$40,477	\$97,986	\$327,392	\$332,747	\$798,601	41.0%	\$232,168
Utilities	\$1,429,175	\$266,848	\$293,006	\$410,689	\$254,695	\$1,225,237	-14.3%	(\$203,938)
Non-Compensation Total	\$11,732,058	\$3,193,827	\$3,645,276	\$3,356,968	\$3,166,667	\$13,362,737	13.9%	\$1,630,679
Expense Total	\$44,772,168	\$8,794,040	\$11,813,234	\$10,387,012	\$9,323,050	\$40,317,335	-10.0%	(\$4,454,833)
Total	(\$601,622)	\$8,215,838	(\$6,908,931)	\$3,882,405	(\$3,178,986)	\$2,010,327	434.2%	\$2,611,949

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July 7, 2022

Secretary, SSU Board of Trustees

FY22 Year-End Projection

Revenue

	FY22 Consolidated Budget	Consolidated Actuals 06.14.2022	FY22 EOY Projection	% Variance EOY From Budget	\$ Variance EOY From Budget
Revenue					
State Funding	\$18,449,259	\$17,298,204	\$18,449,269	0.0%	\$10
Tuition & Student Fees	\$29,278,948	\$28,122,519	\$27,481,995	-6.1%	(\$1,796,953)
Scholarship	(\$5,547,909)	(\$5,138,955)	(\$4,874,136)	-12.1%	\$673,773
Transfers In	\$0	\$18	\$18	-	\$18
Other Income					
Commissions	\$551,000	\$457,209	\$457,746	-16.9%	(\$93,254)
Grants	\$211,250	\$170,136	\$181,342	-14.2%	(\$29,908)
Miscellaneous Revenue	\$525,000	\$443,197	\$681,183	29.7%	\$156,183
Service Fees/Memberships	\$240,000	\$299,539	\$300,000	25.0%	\$60,000
Ticket Sales/Rentals	\$462,998	\$675,795	\$675,800	46.0%	\$212,802
Other Income Total	\$1,990,248	\$2,045,876	\$2,296,071	15.4%	\$305,823
Revenue Total	\$44,170,546	\$42,327,662	\$43,353,217	-1.9%	(\$817,329)

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July 7, 2022


Secretary, SSU Board of Trustees



FY22 Year-End Projection

Expense

	FY22 Consolidated Budget	Consolidated Actuals 06.14.2022	FY22 EOY Projection	% Variance EOY From Budget	\$ Variance EOY From Budget
Expense					
Compensation					
Benefits	\$9,599,263	\$7,642,138	\$8,912,376	-7.2%	(\$686,887)
Salaries	\$23,440,847	\$19,312,460	\$22,570,663	-3.7%	(\$870,184)
Compensation Total	\$33,040,110	\$26,954,598	\$31,483,039	-4.7%	(\$1,557,071)
Non-Compensation					
Equipment	\$820,140	\$1,905,077	\$1,905,077	132.3%	\$1,084,937
External Pro Services	\$982,231	\$923,885	\$1,160,885	18.2%	\$178,654
Information/Comm/Shipping	\$879,306	\$869,750	\$869,750	-1.1%	(\$9,556)
Maintenance & Service Contracts	\$3,023,671	\$3,488,452	\$3,488,452	15.4%	\$464,781
Meal Plan Expense	\$1,475,547	\$1,779,226	\$1,779,226	20.6%	\$303,679
Miscellaneous Expense	\$1,463,373	\$1,655,693	\$1,580,693	8.0%	\$117,320
Supplies	\$1,092,182	\$716,816	\$716,816	-34.4%	(\$375,366)
Travel	\$566,433	\$798,601	\$798,601	41.0%	\$232,168
Utilities	\$1,429,175	\$1,225,237	\$1,320,949	-7.6%	(\$108,226)
Non-Compensation Total	\$11,732,058	\$13,362,737	\$13,620,449	16.1%	\$1,888,391
Expense Total	\$44,772,168	\$40,317,335	\$45,103,487	0.7%	\$331,319
Net Transfer to Capital Fund	\$1,567,276	\$0	\$1,567,276	0.0%	\$0
Total	(\$2,168,898)	\$2,010,327	(\$3,317,546)	53.0%	(\$1,148,648)

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Drivers of FY22 Operating Performance

Revenue:

- Lower than expected revenue from student tuition and fees
 - Partially offset by lower scholarship expenditure
- Stronger than planned rebound in service fees and ticket sales

Expense:


- Escalating fuel and utility costs
- Travel activity ramped up more quickly than planned
- Expenses related to IT infrastructure and WiFi project are embedded



FY22 HEERF Funding Status

Expenses as of June 21

Federal Funding Source	FY2022			FY2023
	Remaining Eligible Amount as of July 1, 2021	Amount Expensed to Date	Additional Expenses by June 30, 2022	Remaining Eligible Amount as of July 1, 2022
HEERF Financial Aid Awards (disbursed to students)	\$4,872,473	\$4,860,250	\$0	\$12,223
HEERF Institutional Awards	\$4,941,378	\$959,725	\$3,969,430	\$12,223
SIP Awards	\$420,557	\$0	\$420,557	\$0
CRF Awards (Federal Pass-Through)	\$0	\$0	\$0	\$0
CRF Mental Health Awards	\$77,843	\$75,286	\$2,557	\$0
TOTAL INSTITUTIONAL FUNDS	\$5,439,778	\$1,035,011	\$4,392,544	\$12,223

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Financial Ratios

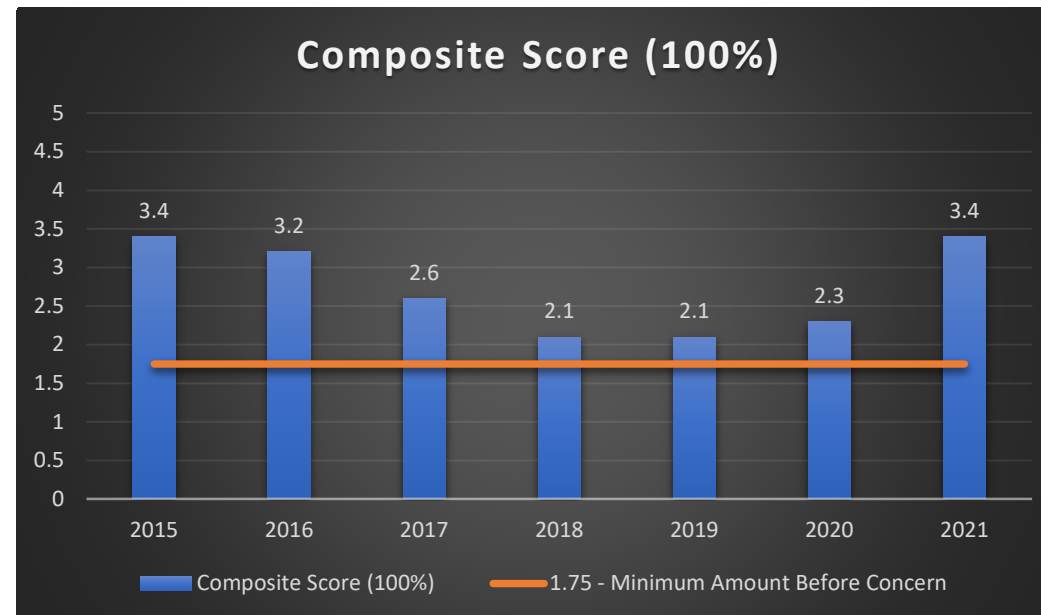
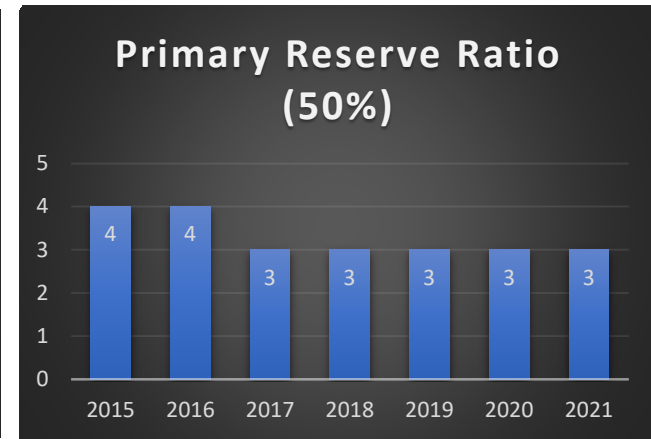
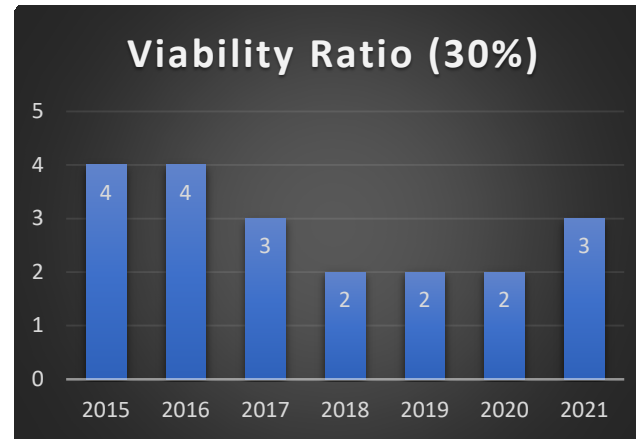
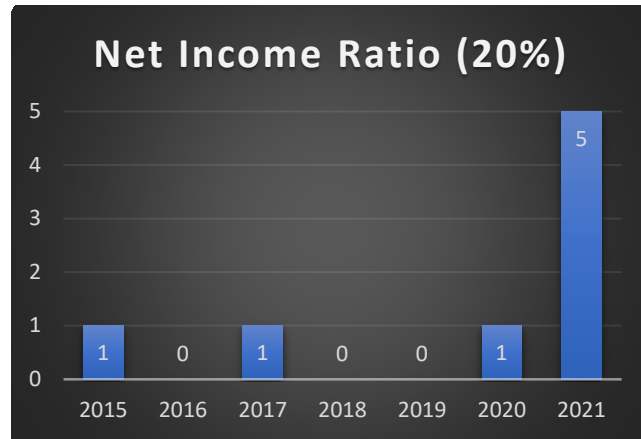



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Senate Bill 6 Ratios

Shawnee State University, FY2015 - FY2021

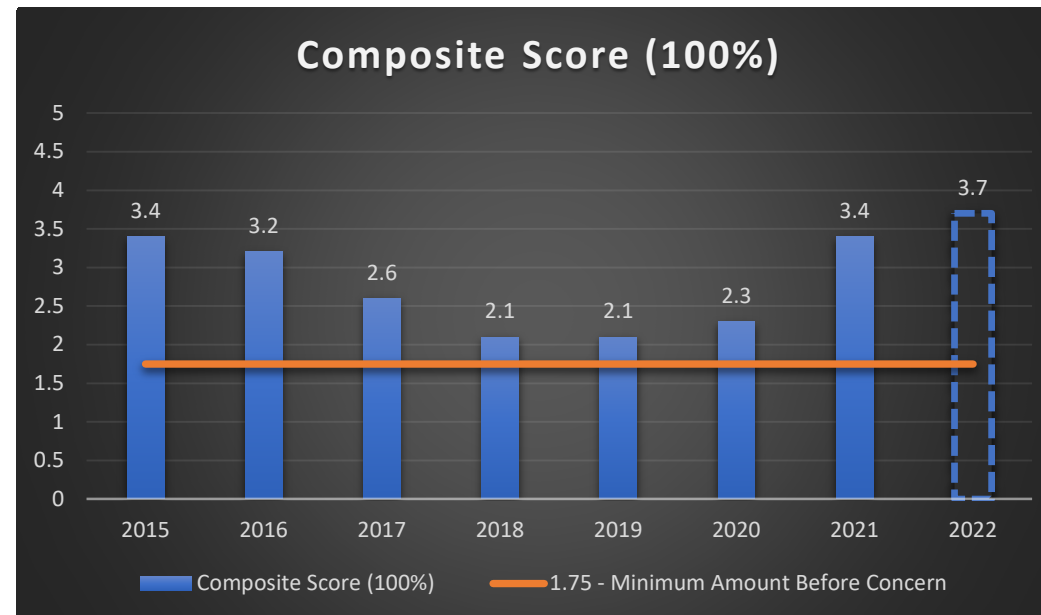
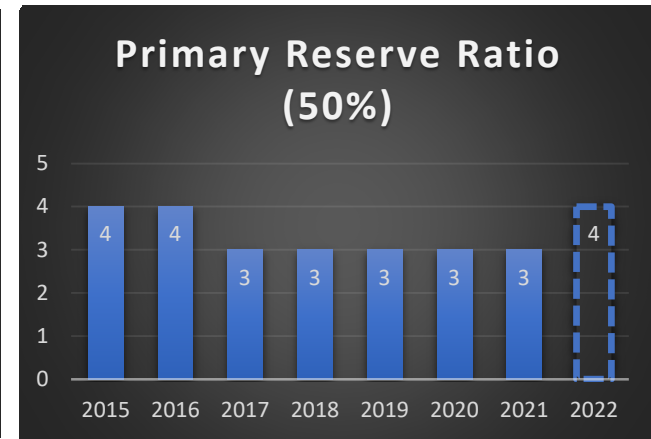
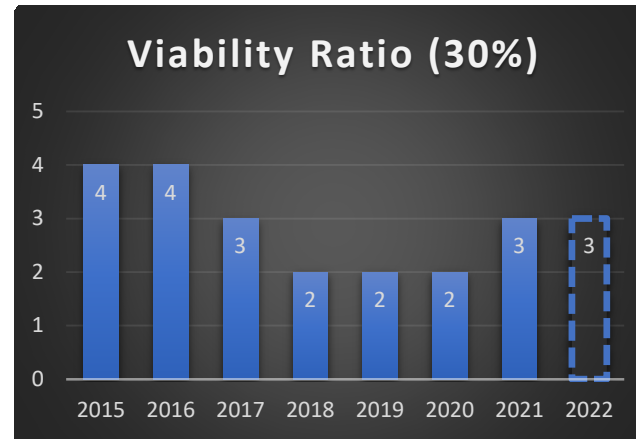
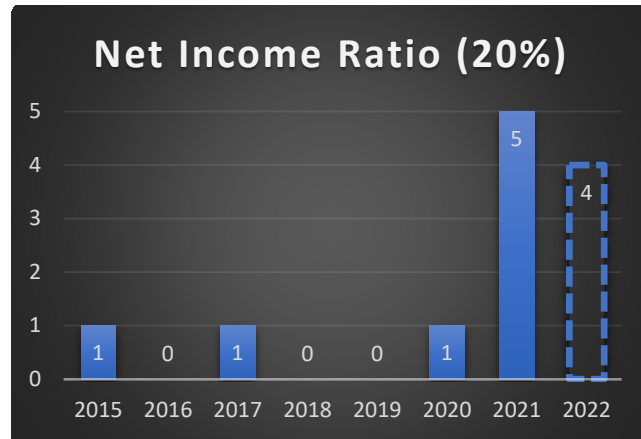



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Senate Bill 6 Ratios

Shawnee State University, FY2022 Projections



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FY23 Operating Budget

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FY23 Operating Budget Proposal

Revenue

	FY23 Consolidated Budget Proposed	FY22 Consolidated Budget	FY22 Consolidated Budget including HEERF	% Variance	\$ Variance
Revenue					
State Funding	\$19,221,054	\$18,449,259	\$18,449,259	4.2%	\$771,795
Tuition & Student Fees	\$29,809,710	\$29,278,948	\$29,278,948	1.8%	\$530,762
Scholarship	(\$6,170,569)	(\$5,547,909)	(\$5,547,909)	11.2%	(\$622,660)
Other Income					
Commissions	\$490,950	\$551,000	\$551,000	-10.9%	(\$60,050)
Grants	\$129,000	\$211,250	\$211,250	-38.9%	(\$82,250)
Miscellaneous Revenue	\$604,000	\$525,000	\$525,000	15.0%	\$79,000
Service Fees/Memberships	\$285,000	\$240,000	\$240,000	18.8%	\$45,000
Ticket Sales/Rentals	\$549,900	\$462,998	\$462,998	18.8%	\$86,902
Other Income Total	\$2,058,850	\$1,990,248	\$1,990,248	3.4%	\$68,602
<i>Revenue Adjustment (CRF & HEERF)</i>	\$0	\$0	\$3,000,000		
Revenue Total	\$44,919,045	\$44,170,546	\$47,170,546	1.7%	\$748,499

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FY23 Operating Budget Proposal

Expense

	FY23 Consolidated Budget Proposed	FY22 Consolidated Budget	FY22 Consolidated Budget including HEERF	% Variance	\$ Variance
Expense					
Compensation					
Benefits	\$9,542,134	\$9,599,263	\$9,599,263	-0.6%	(\$57,129)
Salaries	\$22,944,326	\$23,440,847	\$23,440,847	-2.1%	(\$496,521)
Compensation Total	\$32,486,460	\$33,040,110	\$33,040,110	-1.7%	(\$553,650)
Non-Compensation					
Equipment	\$192,827	\$820,140	\$820,140	-76.5%	(\$627,313)
External Pro Services	\$955,150	\$982,231	\$982,231	-2.8%	(\$27,081)
Information/Comm/Shipping	\$861,361	\$879,306	\$879,306	-2.0%	(\$17,945)
Maintenance & Service Contracts	\$3,026,025	\$3,023,671	\$3,023,671	0.1%	\$2,354
Meal Plan Expense	\$1,641,448	\$1,475,547	\$1,475,547	11.2%	\$165,901
Miscellaneous Expense	\$1,546,327	\$1,463,373	\$1,463,373	5.7%	\$82,954
Supplies	\$1,566,754	\$1,092,182	\$1,092,182	43.5%	\$474,572
Travel	\$631,679	\$566,433	\$566,433	11.5%	\$65,246
Utilities	\$1,434,000	\$1,429,175	\$1,429,175	0.3%	\$4,825
Non-Compensation Total	\$11,855,571	\$11,732,058	\$11,732,058	1.1%	\$123,513
Expense Adjustment (CRF & HEERF)	\$0	\$0	\$1,000,000		
Expense Total	\$44,342,031	\$44,772,168	\$43,772,168	-1.0%	(\$430,137)
Net Transfer to Capital Fund	\$1,563,925	\$1,567,276	\$1,567,276	-0.2%	(\$3,351)
Operating Surplus (Deficit)	(\$986,911)	(\$2,168,898)	\$1,831,102	-54.5%	\$1,181,987

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FY23 Operating Budget Proposal


Compensation Assumptions

Salaries/Wages:

- No employee increases, except as required by contract
- Targeted reductions to student employment
- Vacant positions frozen (4 full-time and 1 part-time)

Benefits:

- Reduced health care expense rate by \$1,280 per full-time employee
- Reduced OPERS budget based on current rate of retirement uptake by student employees
- More accurate planning for employee educational benefits (on- and off-site)

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FY23 Operating Budget Proposal

Non-Compensation Assumptions

- Significant inflationary increases on contract renewal for services
 - Insurance renewal: property, casualty, cyber liability and breach response
- Utility and fuel increases
- Reallocation of resources toward priorities in the strategic plan

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Discussion

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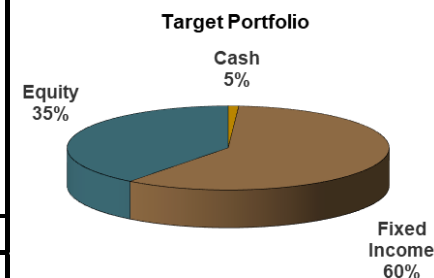
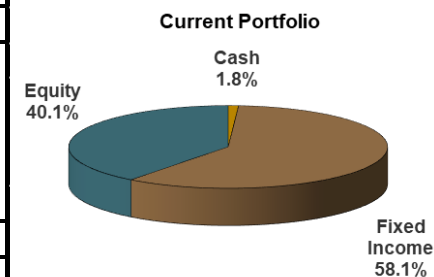


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Shawnee State University Asset Allocation – As of May 31, 2022



Asset Class	Market Value	% of Assets	Target %
Cash Equivalents			
TIAA Cash Deposit Account	\$148,530	1.8%	
Total Cash Equivalents	\$148,530	1.8%	5.0%
Fixed Income			
Fixed Income Separately Managed Account	\$3,318,413	41.2%	
Vanguard Short Term Bond Index Fund	\$351,174	4.4%	
TIAA-CREF Short-Term Bond Fund	\$529,556	6.6%	
DFA Inflation Protected SEC Fund	\$239,164	3.0%	
PIMCO 1-5 Year U.S. TIPS Index Fund	\$238,654	3.0%	
Total Fixed Income	\$4,676,961	58.1%	60.0%
Domestic Equity			
TIAA-CREF Large Cap Growth Index Fund	\$1,023,056	12.7%	
TIAA-CREF Large Cap Value Index Fund	\$1,130,723	14.0%	
Vanguard Mid Cap Growth Index Fund	\$144,010	1.8%	
iShares Russell Mid Cap Value ETF	\$160,756	2.0%	
TIAA-CREF Small Cap Blend Index Fund	\$151,583	1.9%	
Cohen & Steers Real Estate Fund	\$42,948	0.5%	
Vanguard REIT Index Fund	\$62,440	0.8%	
Total Domestic Equity	\$2,715,516	33.7%	29.0%
International Equity			
iShares Core MSCI EAFE ETF	\$300,899	3.7%	
iShares Core MSCI Emerging Markets ETF	\$142,149	1.8%	
iShares MSCI EAFE Small Cap ETF	\$69,739	0.9%	
Total International Equity	\$512,787	6.4%	6.0%
Total Equity	\$3,228,303	40.1%	35.0%
Total Portfolio Market Value	\$8,053,794	100.0%	100.0%



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TIAA INVESTMENT MARKET VALUE CHANGE FOR FY22

Asset Class/Security	Ticker	Market Value as of May 31, 2022
<u>CASH EQUIVALENTS:</u>		<u>\$ 335,484</u>
% of Total Portfolio		4.2%
<u>FIXED INCOME:</u>		
Fixed Income Managed Acct (US and Agency Securities)	Various	\$ 3,121,297
DFA Inflation Protected Securities Portfolio	DIPSX	\$ 239,164
PIMCO 1-5 Year U.S. TIPS Index ETF	STPZ	\$ 238,654
TIAA-CREF Short-Term Bond Fund	TISIX	\$ 528,654
Vanguard Short Term Bond Index Fund	VBIRX	<u>\$ 350,798</u>
Total Fixed Income		<u>\$ 4,478,567</u>
% of Total Portfolio		55.7%
<u>DOMESTIC EQUITY:</u>		
Cohen & Steers Real Estate Fund	CREFX	\$ 42,948
iShares Russell Mid Cap Value ETF	IWS	\$ 160,756
TIAA-CREF Large Cap Growth Index Fund	TILIX	\$ 1,023,056
TIAA-CREF Large Cap Value Index Fund	TILVX	\$ 1,130,723
TIAA-CREF Small Cap Blend Index Fund	TISBX	\$ 151,583
Vanguard Mid-Cap Growth Index	VMGMX	\$ 144,010
Vanguard REIT Index Fund	VGSLX	\$ 62,440
Wasatch Small Cap Growth Fund	WIAEX	\$ -
Total Domestic Equity		<u>\$ 2,715,516</u>
% of Total Portfolio		33.8%
<u>INTERNATIONAL EQUITY:</u>		
Harding Loevner Institutional Emerging Markets Fund	HLMEX	
iShares Core MSCI EAFE ETF	IEFA	\$ 300,899
iShares Core MSCI Emerging ETF	IEMG	\$ 142,149
iShares MSI EAFE Small-Cap ETF	SCZ	\$ 69,739
MFS International New Discovery Fund	MIDLX	\$ -
Total International Equity		<u>\$ 512,787</u>
% of Total Portfolio		6.4%
Total Equity		<u>\$ 3,228,303</u>
% of Total Portfolio		40.1%
TOTAL PORTFOLIO MARKET VALUE		<u>\$ 8,042,354</u>
		100.0%

	TOTAL PORTFOLIO
Value as of June 30, 2021	\$ 8,595,158
Reallocation of Cash to Equity (Approximate allocation)	\$ -
Value as of May 31, 2022	<u>\$ 8,042,354</u>
Diff \$	<u>\$ (552,804)</u>
Diff %	-6.43%

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PERSONNEL ACTIVITY REPORT FY22

April - Present

June 17, 2022

New Hires

➤ Administrative

- Dawn Rayburn – CAS Dean’s Assistant, effective April 4, 2022
- Jillian Willison – Talent Management Administrator, effective April 13, 2022
- Michelle Cole – Accessibility Services Coordinator, effective May 15, 2022
- Desiree Isaac – Title IX Coordinator/Special Assistant to the General Counsel, effective June 6, 2022

Change of Status

➤ Administrative

- Marlita Berry Cadogan – Assistant Director Student Life, effective January 1, 2022
- Kimberly Inman – Interim Dean, College of Arts & Sciences, effective June 1, 2022
- Jessica Priode – Chemical Dependency Counselor, effective March 27, 2022
- Alannah Bihl – Professional Counselor, effective March 27, 2022
- Lauren Miller – CRM & Data Manager Coordinator, effective March 28, 2022
- David Kilroy – Director Kricker Innovation Hub, effective April 1, 2022
- Amanda Hedrick – Executive Director Campus Partnership & CCL, effective April 18, 2022
- Jennifer Napper – Natural Sciences Chair, effective May 2, 2022
- Clifford Poirot – Social Sciences Chair, effective May 4, 2022
- Jesse James – Operations Manager, Finance & Administration, effective June 27, 2022
- Jennifer Pauley – Associate Provost, effective June 1, 2022
- Christine Raber – Provost Fellow, effective June 1, 2022
- Linda Koenig – Interim Dean of Students, effective July 1, 2022
- Steve Rader – Founding Director, CH Lute School of Business, effective July 1, 2022

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PERSONNEL ACTIVITY REPORT FY22

April - Present

June 17, 2022

Page 2

Departures

➤ Administrative

- Karen Leach – CAS Dean Assistant, effective April 1, 2022
- Corey Holbrook – Security Officer, effective May 27, 2022
- Doug Shoemaker – Coordinator, Military and Veterans Services, effective June 29, 2022
- Jordan Hileman – CLC Literacy Coach, effective June 30, 2022
- Marcie Simms – Dean of Students, effective June 30, 2022

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CAPITAL PROJECTS STATUS REPORT

May 31, 2022

Library/CFA HVAC Renovation - \$2.2M - Capital

- Includes replacement of all pneumatic and obsolete DDC controls in both buildings. A single new generator will be installed and is sized to provide emergency power for both the CFA and Library.
- Library air handler demolition complete. New air handlers installed mid-July, 2022.

Kricker Innovation Hub - \$3.4M (est.) - EDA Grant/Capital/Private

- Project approximately 75% complete.
- Drywall, paint, and windows scheduled for completion mid-June, 2022.

Gateway and Third Street Development - \$3M (est.)

- A new campus gateway will be developed as well as a plan to reopen Third Street between Gay and Waller Streets. This will include traffic calming strategies, incorporate bicycle traffic, landscape features, and pedestrian crossings.
- Phase I construction documents complete. Project schedule and estimate in review.

Campus Master Plan Update - \$150,000 - Capital

- This project will update and revise previous master planning efforts. The 2017 campus assessment will be used to prioritize projects for infrastructure updates. The plan will include all initiatives in the Shawnee at 40 Strategic Plan.
- Kick off meeting scheduled mid-June, 2022.

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July 7, 2022


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ITS PROJECTS STATUS REPORT

May 31, 2022

Jenzabar Update (J1)

- Includes all student management areas
- All Jenzabar One services are operational. We have successfully completed 3 student registration events including fall semester 2022. Current efforts are focused on optimizing data configurations and integrations, developing reports, improving the student experience and interfaces for faculty/advising.

Campus WiFi Project

- Scheduled for completion mid-June, 2022.
- The Campus WiFi Project is 100% complete. All campus buildings and green spaces have successfully transitioned to the new Shawnee WiFi for students, faculty and guests. Login credentials remain active for 30 days.
- The Network Core Switch upgrade cutover is scheduled for June 24th and will require a planned outage across campus to complete.
- The Unified IT/Facilities network is work in progress in conjunction with facility planned upgrades.

Development

- A new campus telephony upgrade is currently in the preliminary design phase
- SSU's current Cisco Voice/IP telephony across campus will be replaced using Microsoft TEAMS services integrated with campus Microsoft Active Directory and Azure cloud services along with end user mobile devices, replacing all desktop phones on campus. The planned completion date is Spring 2023.

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Secretary, SSU Board of Trustees

**Academic and Student Affairs Report
Board of Trustees Meeting
June 24, 2022**

I am pleased to present the following Academic and Student Affairs Report to the Academic and Student Affairs Committee of the Board of Trustees and to the Board.

Resolutions

- There are five resolutions as Action Items: Resolution ASA05-22, Award of Faculty Tenure; Resolution ASA06-22, Assessment of Student Learning Outcomes; Resolution ASA07-22, Textbook Selection; Resolution ASA08-22, Campus Free Speech; and Resolution ASA09-22, Completion Plan Update.

Provost Report

- I am sad to report that Dean Marcie Simms will be leaving SSU. She has accepted a new position as Vice President for Intercultural and Student Affairs at Marshall University. Her resignation becomes effective July 1, 2022. I want to congratulate Marcie again and wish her well in her new position.
- To replace Marcie as Dean of Students, Dr. Linda Koenig will be serving as Interim Dean of Students. Linda will begin her new appointment on July 1, 2022, and I am looking forward to working with her in her new role.
- A brief update on the Lute School of Business. First, I am pleased to report that Professor Steven Rader has accepted the position as the Founding Director of the C.H. Lute School of Business. He officially begins this appointment on July 1, 2022. Second, we continue to make substantial progress on achieving accreditation for business programs. As you know, since our successful application for candidacy last spring, we are working on a timeline for full accreditation to be achieved by Fall 2023. Lastly, we are also making significant progress toward an MBA and a 3+2 program in business, with planned launch for Fall 2023.
- Pursuant to Goal 1 of the *Shawnee at 40* Strategic Plan, we plan to transition the Department of Nursing to the School of Nursing effective July 1, 2022. This transition has the support of the Department of Nursing faculty and the Dean of the College of Professional Studies and will not result in any immediate staffing or budgetary changes. It will allow us to elevate the profile of nursing programs at the university, especially as we develop the MSN program, to better serve the healthcare needs of the region.
- Finally, I want to welcome Professor Mariah Woodward as the new president of the University Faculty Senate. I am looking forward to working with her in the new role at the university.

Respectfully submitted,

Sunil Ahuja, Ph.D.
Provost and Vice President for Academic and Student Affairs

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July 7, 2022


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Summer 2022 15th Day Registration Comparison Report

15th Day	Summer 2020 6/2/2020	Summer 2021 6/7/2021	Summer 2022 6/6/2022
New Undergraduate Enrollment			
First-time Freshmen	20	24	14
Transfer	8	7	9
Total New	28	31	23
Difference from prior year	28	3	-8
Continuing Undergraduate Enrollment			
Freshmen	36	28	66
Sophomore	137	140	136
Junior	144	142	139
Senior	331	334	196
Total Continuing	648	644	537
Difference from prior year	648	-4	-107
Total Degree Seeking Undergraduate	676	675	560
Difference from prior year	676	-1	-115
New Graduate Enrollment			
Graduate - New	52	36	56
Total New	52	36	56
Difference from prior year	52	-16	20
Continuing Graduate Enrollment			
Graduate - 1	67	89	91
Graduate - 2	33	38	33
Graduate - 3	2	6	6
Total Continuing	102	133	130
Difference from prior year	102	31	-3
Total Graduate	154	169	186
Difference from prior year	154	15	17
Non-Degree Enrollment			
ND - Returner CCP and non-CCP	54	44	4
NC - Non-Degree Certificate	0	0	3
NH - Highschool not CCP	1	1	0
NP - College Credit Plus	31	29	95
NR - Non-degree	82	5	9
NS - Senior Citizen	0	0	0
NT - Visiting	3	1	0
Total Non-Degree	171	80	111
Difference from prior year	171	-91	31
Grand Total	1001	924	857
Difference from prior year	1001	-77	-67

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**Division of Advancement & Enrollment Management Report
to the Meeting of the Board of Trustees
June 24, 2022**

Alumni and Community Events

On April 30, the **Shawnee State Alumni Association** welcomed 461 new graduates to the Association. On Friday, June 3, the Alumni Association hosted over 150 alumni, donors, and friends at SSU Night at the Chillicothe Paints. Homecoming and Alumni Weekend is set for September 23 & 24. Other events planned for the FY23 year include SSU Night at the Columbus Blue Jackets, SSU Hall of Fame Weekend, Casino Night and events in the Cincinnati and Cleveland areas.

With COVID restrictions decreasing, the number of in person events have increased and from March through June, our office has assisted in and scheduled over 900 on-campus events including meetings, campus visits, programming events, and community events. We are currently working with many K-12 partners and community organizations to move their events to campus. In June, the Ballroom will undergo renovation including a new AV system as well as a facelift to its design.

The **Golden Bear Program** is hosting in person events including stretching classes, water aerobics, bingo and monthly birthday celebrations. The program currently has 520 members.

Athletics

For the 2021-22 academic year, 70% of student-athletes have a 3.0 or higher GPA and 58 spring athletes received **Academic All-MSC** recognition. Seventy-one current or former student-athletes graduated at spring commencement.

SSU runners competing at the **NAIA National Track Meet** on May 25-27 are Jessica Price, Aiden Kammler, Thryceton Deckard, Jonah Phillips, Hayden Wamsley, Sierra Poppell, Chris Parsons, Landon Smith, Mason Blizzard, TJ Hoggard, and Jacob Nichols.

Jacob Kline will sign a **professional baseball contract** for the Billings Mustangs in the Pioneer League after graduating this spring.

After a year with the Dallas Mavericks NBA G-League team, 2021 SSU graduate and member of the SSU NAIA National Championship basketball team E.J. Onu signed a **professional basketball contract** to play for the Niagara River Lions in the Canadian Elite Basketball League.

Athletics Summer Camps are taking place on campus throughout June and July.

Development Foundation

The **Tom Foti Dental Hygiene Scholarship** was established through a gift of \$25,000 from the Foti family. The endowed scholarship is for Dental Hygiene students that demonstrate financial need.

The **2022 President's Gala** was held virtually on April 23rd with \$34,500 raised for The Friends of Shawnee Scholarship.

Marketing and Communications

The Office of Marketing & Communications launched integrated advertising campaigns for **SSU's free tuition program** and **Choose Ohio First scholarships** for cybersecurity, computer engineering technology and occupational therapy degrees. All campaigns are performing well, with the free tuition advertising click-through rate exceeding 4% — significantly above the standard 1%.

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July 7, 2022


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**Division of Advancement & Enrollment Management Report
to the Meeting of the Board of Trustees
June 24, 2022**

The department also launched **television commercials** in the southern Ohio and Columbus markets. These commercials feature student and alumni testimonials and continued promotions of SSU's **#9 ranking for game design**.

The team also launched **admissions communications plans** for late application generation and New Student Orientation. The team is currently working on sustained "anti-melt" messages to nurture future students from orientation to the first day of classes this fall.

Working with the Student Business Center, the team implemented a new texting platform for students and parents.

Marketing & Communications is also working with the Vern Riffe Center for the Arts to implement a CRM to manage relationships with theater patrons and a new website for the Center.

Center for Lifelong Learning & Campus Partnerships

All of the **21st CCLC afterschool programs** have ended for the 2021-2022 academic year and schools are in preparation for upcoming summer school activities planned in the districts. Bloom-Vernon Schools, Portsmouth City Schools and Sciotoville Community schools have all submitted their grant continuation applications for the 2022-2023 school year. Washington-Nile School district has submitted a new grant application which includes Portsmouth West Middle and High Schools for a new 21st CCLC program. The yearly evaluation process on program effectiveness and sustainability is underway and the report will be concluded in early September 2022.

Tech Prep continues to conduct meetings with SSU department chairs for articulated credit through bilateral agreements and work is ongoing on implementing FlexFactor. Facilitated a work-based learning tour at Four Mile Greenhouse for greenhouse nursery students out of Jackson. Spoke to the welding and electrical trades students at Scioto CTC about college credit opportunities at SSU. Attended ACTE Region 1 Conference in Grand Rapids, Michigan and received a social media coordinator achievement award. Met with Lawrence County ESC representatives at Rock Hill High School, along with Rock Hill principal and staff, to work on bilateral agreements for students. Created 33 additional bilateral agreements for SSU and Rio Grande. Presented certificates to Pike CTC Business students for their awards day. Started partnering with BB2C for Business Advisory Councils. Working on EOY report with Southeast Tech Prep team.

Upward Bound Math Science (UBMS) has hired six RA's for the summer program which starts in 3 weeks. RA training was conducted on May 18th with Mares Cares providing mental and behavioral health training for RA's along with emergency response training for suicidal ideations, self-harm, depression and anxiety. Mares Cares also donated \$2,000 towards a special need for participants.

The **Children's Learning Center's** Interim Director Ashley Hood attended the Ohio State Literacy Team Meeting in mid-April. The purpose of this meeting was to provide feedback on implementation of Ohio's Plan to raise literacy achievement and measuring progress of schools around the state of Ohio. The CLC was one of two schools selected to discuss areas of improvement for schools serving students birth to age 5. The Children's Learning Center successfully ended their school year on May 19th with our annual Superstar Celebration honoring 14 preschool superstars who will be attending Kindergarten in the fall. The Children's Learning Center also was awarded Phase 2 grant funding under the Child Care Stabilization Grant from the Ohio Department of Jobs and Family Services in the amount of \$27, 817. Summer programming begins on May 24th for our birth-preschool students, with school age students starting on May 31st.

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**Division of Advancement & Enrollment Management Report
to the Meeting of the Board of Trustees
June 24, 2022**

A virtual meeting was held with Ohio Corps on May 19th to review closing out information for the **College FIRST** pilot program. At this time, there is no intention to renew this programming and all programming ends June 30, 2022. Mentors will wrap-up their work with our participants on May 27th. The Executive Summary and Budget Report, as well as any unused funds, are due to ODHE on August 31, 2022. The program was comprised of 6 seniors and 8 juniors with 4 seniors planning to attend college. Program activities included visiting COSI on April 16th and the last monthly meeting on May 18th at Malibu Jack's in Ashland, KY. Continuing to finalize plans for our residential summer program on June 6 -10. The schedule will include presentations from various SSU departments/programs, leadership and life skills workshops, and a volunteer project. We are currently expecting 10-12 mentees to participate. We plan to end programming with an educational tour of Chicago through World Strides on June 21st – 24th; only students participating in the on-campus program are permitted to go to Chicago.

Project Bear Scholar Leaders wrapped up on May 6 with the service learning project coordinated by the attendees. The scholar leaders elicited over 50 volunteers to assist in the project to setup for the Ignite Appalachia Maker's Market held here on campus. Our school year Project BEAR members finished up their service on May 20. During their final week of service, the members hosted almost 100 kindergartners from Wellston on campus and did a craft and storybook reading with them. They completed exit interviews highlighting how they accomplished the goals they had set for themselves at the beginning of service and their selected case study student and the progress they made throughout the year. The members and partner teachers also participated in a full-day training on sound walls with internationally recognized speaker Dr. Mary Dahlgren. Throughout the school year our members serviced 360 students which is a 206% increase over last year. Our summer Project BEAR members began their training on May 24. These members will complete 2100 hours of community service this summer hosting reading camps and engagement opportunities through July 29.

Vern Riffe Center for the Arts


Hosted the **Ms. Ohio pageants** on May 20-21 and this was a great opportunity to showcase Shawnee State to people from all over the state. Not only did they enjoy the event in the theater but also took pictures across the campus grounds and 20+ families stayed in Campus View housing. We were very excited to welcome them back and look forward to securing a date with them next year.

Within the next month, the VRCFA will publish and mail our **season brochure**. This will be sent to those who purchased tickets to any events the last several years, as well as the 2019-2020 subscribers. We will be reinstating our subscription seating from that season (2019-2020) to our new 2022-2023 Performing Arts Series. We understand that our loyal patrons are eager to renew their seats and return to regular theater programming.

We are continuing our work to fill the VRCFA calendar and maximize use of the space. This comes through fostering relationships with community groups such as the Friends of Portsmouth. It also includes developing contacts within the entertainment industry, which results in commercial rate rentals for the facility. All of these events help us fulfill our mission of presenting 'balanced, comprehensive, and multi-cultural program of arts, education and community events.'

Workforce Development

The **Federal Work Study Experiment** program has or is being used to pay wages to more than 40 work-study eligible students while they perform field experiences relevant to their majors. Most of these have been student teachers or MOT students performing Level II field work. The SSU Works Grant fund will

KCS/REBAJ/TJ/MLD/WJ/lect
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**Division of Advancement & Enrollment Management Report
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June 24, 2022**

also assist students with field experience expenses this summer, such as mileage and housing, as made possible by the SSU Development Foundation. An award from this fund will be announced soon.

The **BESTOhio sector partnership** has hosted four meetings from February to May, as well as a WISE Pathways workshop on May 6 in observance of Ohio's In-Demand Jobs Week. Recruitment has begun for the first WISE Pathways cohorts in July and August 2022, and we have hired Ali Liles (SSU Plastics alumnus) to coordinate the program on a part-time basis. Industries currently on board include Kenworth, GE Aviation, General Mills, Bellisio Foods, OSCO Industries, and Speyside Bourbon Cooperage, and they all provided a letter of support for a POWER grant to support expansion of our Electromechanical Engineering Technology program.

Since March, **SSU has hosted King's Daughters, SOMC, Adena, and Holzer** hospitals leadership on campus to discuss their post-COVID hiring and training needs, tour campus, and meet with our chairs from Natural Science, Nursing, and Allied Health. We are also making plans to bring in Mountain Health Network (Cabell/St. Mary's). We have developed follow-up action plans that will be implemented throughout 2022 and 2023 that include collaboration on development of new academic and workforce training programs, increased clinical site opportunities for students, establishment of scholarships for new students and current health care worker upskilling, and outreach to K-12 students about health care careers.


SSU now has three **Choose Ohio First scholarship programs**: Game Programming, Nursing, and Cybersecurity. Chase Minor, a COF game programming student, is currently featured, along with four other COF students across the state, on COF's main website page at ohiohighered.org/cof where you can view his Choose Ohio First Scholar Showcase presentation. Chase's recording was also featured at the COF's booth at the COSI Big Science Fair in May. The program also plans to use his video to share with stakeholders and use on social media. In addition, COF game programming students hosted a workshop for the Verizon Learning Initiative students (grades 6-8) in April. Also, the passage of House Bill 110 has made it a requirement for all Choose Ohio First scholars to participate in at least one work-based learning experiment during their college career. Workforce Development will be working with COF students to help them meet this requirement.

Kricker Innovation Hub & Entrepreneurship

The Kricker Innovation Hub hosted our second **Startup Weekend Shawnee State** April 8 – 10. This three-day event **featured 30 students** teaming up to develop and pitch startup ideas working from Friday to Sunday evening. The winning team, "Brain Rot", featured an idea to connect streaming platforms and allow users to share custom playlists between platforms. They created a prototype during Saturday and Sunday to share with the Judges on Sunday evening. This will become an annual program for the Kricker Innovation Hub in partnership with faculty from multiple academic programs. Faculty Jason Lovins' senior level marketing class was instrumental in working with the teams on their ideas, and other local mentors joined the program to advise and support the students. Additional faculty members have committed to connecting classes in spring of 2023 for the program.

Our second **Ignite Portsmouth Entrepreneurship Bootcamp program** began **May 12th with 15 participants**. Jeremy Turner is our facilitator for this program and has supported our expansion from a 6-week to an 8-week bootcamp. The participants will pitch June 30th for a prize pool of \$5,000 thanks to support from the Tri-State Angel Investment Group. This program is also made possible thanks to the Appalachian Regional Commission POWER grant.

The **ARC POWER grant** will close out June 30th, and we are working to ensure sustainability of Hub

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programs through various measures. Recovery Program Coordinator Joshua Lawson is synthesizing our POWER funded work to build bridges from our entrepreneurship ecosystem to the regional recovery ecosystem so that other communities can benefit and learn from this project.

Vice President's Report

Shawnee State University is uniquely situated in the region to serve as the convener of resources and to provide leadership on priorities for southern Ohio. A significant barrier to economic development in Appalachia is workforce readiness and this problem has been amplified substantially through the COVID pandemic. The creation of the Kricker Innovation Hub, Lute School of Business, and Center for Lifelong Learning are all drivers of an institutional strategic plan aimed at repositioning the university to lead the response to our regional workforce preparedness deficit. The digital economy, automation of the workforce, and technological transformation are no longer phenomena of the future. It is happening now. 38% of the skills desired by employers 5 years ago are now obsolete due to shifts in what is needed from human workers – this is true in all sectors, from manufacturing to education to information technology to healthcare. Our access to resources – from corporate partnerships and industry support – is and will continue to be a challenge to build capacity in the region. However, Shawnee State's nimble size continues to be a competitive advantage for us to pivot quickly to meet changing needs. With a continuing institutional commitment to being engaged, cooperative and collaborative with southern Ohio communities, schools, businesses, and families, we are in a strong position to prepare students, and indeed to prepare the region, for tomorrow's world.

*Respectfully Submitted,
Eric Andrew Braun, JD
VP for Advancement & Enrollment Management*

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RECRUITMENT AND ADMISSIONS REPORT

June 24 Board of Trustees Meeting

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2022 Fall Enrollment Indicators (June 22, 2022)

		<u>FA20</u>	<u>FA21</u>	<u>FA22</u>	<u>Δ20-22</u>	<u>Δ21-22</u>
First Time Freshman	Applications	3332	2234	2425	-27%	+9%
	Admitted Students	2516	2011	2043	-19%	+2%
	Application Conversion	76%	90%	84%	+18%	+11%
	FAFSA Submissions	3456	2734	2678	-23%	-2%
	Financial Aid Packages	2708	2201	2436	-10%	+11%
	Scholarships Awarded	801	679	671	-16%	-1%
	Scholarships Accepted	139	170	214	+54%	+26%
	New Housing Applications	203*	222*	280*	+26%	+38%
	Orientation Registrations	701	516	654	-7%	27%
PALSJR Counties	Adams	75	76	92	+23%	+21%
	Jackson	80	62	88	+10%	+42%
	Lawrence	181	91	133	-27%	+46%
	Pike	165	153	188	+14%	+23%
	Ross	165	125	158	-4%	+26%
	Scioto	426	400	437	+3%	+10%
	FTF Applications					

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2022 Fall Enrollment Indicators (April 21, 2022)

		<u>FA20</u>	<u>FA21</u>	<u>FA22</u>	<u>21-22 Δ</u>
Transfer Students	Applications		389	304	-22%
	Admitted Students		204	174	-15%
Graduate Students	Applications		93	95	+2%
	Admits		39	55	+41%

	Fall 2022 SEP Goal	Fall 2022 Early Projection	Δ from SEP
New First-Time Freshmen	700	725	+4%
New Transfer Students	200	125	-38%
Continuing Students	1878	1656	-12%
Total Enrollment (Headcount)	3515	3245	-8%*

*Early Projected Fall 2022 Headcount (3245) is 0.9% increase from Fall 2021 (3216)

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President's Report

Board of Trustees Meeting

June 24, 2022

Thank you, Chairman Furbee.

I am going to reserve most of my comments for the Board Retreat which will begin at 1:30 in the Richards Conference Room.

Shawnee is looking ahead to the new fiscal year and the fall 2022 freshman cohort. We are keeping our fingers crossed that there is no additional crisis ahead. We are all go for a solid class and a reversal of the recent declines in enrollment caused by COVID. It feels like a new beginning.

I want to take this opportunity to thank Francesca Hartop for her 9 years of service to the Shawnee State Board of Trustees. She has provided leadership and unique perspectives that have helped the Board and SSU through some very challenging times.

I also want to thank Eli Cole for his two years of service to the Board. Most of you don't see all the other contributions that Eli has made to this institution through his work in admissions and other parts of the university. We tell students during orientation how important it is for them to be involved in campus service and activities. Eli certainly took that to heart. Good luck, Eli.

We also will welcome our two new student Board members: Slater Bakenhaster, who will fill the one-year vacancy left by Cassidy Starnes, and Hannah Ratliff, who will fill the two-year term opened through Eli's graduation.

We are thrilled that the Governor's Office has appointed a new Board member, Mr. Dilip Shah, to fill the position vacated through the completion of Scott Williams' term last year. We are awaiting two additional appointments, one to serve Ms. Hartop's open position and one to complete the final three years of Dr. White's vacancy. I hope we will have some good news by the time of the next Board meeting.

Also, I would like to welcome Desiree Isaac to the Shawnee State family. She will be serving as our Title IX Coordinator and Special Assistant to General Counsel.

And Chairman Furbee, that concludes my report.

Jeffrey A. Bauer, President

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Secretary, SSU Board of Trustees



To: Shawnee State University Board of Trustees
From: Jeffrey A. Bauer, Ph.D., President
Re: Report on Policies and Procedures - 2021-2022
Date: June 24, 2022

Board of Trustees Policy No. 5.00REV directs the President to report to the Board at least annually on the administration's review of existing policies and procedures. Accordingly, I am submitting this report on the enactment, amendment, rescission, and renewal of policies and procedures that occurred during the 2021-2022 fiscal year.

Last year, the Board adopted its Shawnee at 40 Strategic Plan, which for the first time formally recognized diversity, equity, and inclusion among the University's goals. The Board consequently passed a new Equal Opportunity policy, 5.38, which was accompanied by a procedure on recruitment and selection of employees that incorporates SSU's expanding DEI initiatives.

The Covid-19 pandemic again figured prominently in policies and procedures enacted by the Board this past year. The Ohio General Assembly, which had previously granted university boards of trustees temporary authority to conduct meetings virtually during the pandemic, passed a bill making the authority permanent, subject to certain restrictions. The SSU Board in November 2021 passed a resolution allowing Board members to participate in meetings electronically within the law's limitations. A new procedure also was passed that, among other things, encouraged employees to report their Covid-19 vaccination status, clarified masking requirements, and established Covid testing protocols.

Following tragic student deaths at other Ohio public universities as a result of hazing, the Ohio General Assembly passed a bill creating anti-hazing initiatives and directing all institutions of higher education to pass policies prohibiting hazing. SSU's Anti-Hazing Policy was enacted to create mandatory reporting requirements, investigation procedures, and training and educational programs on hazing for students, student organizations, athletic teams, coaches, employees, and volunteers.

On the academic front, policies and procedures were enacted or revised to ensure that academic programs are regularly reviewed to ensure quality, and that student outcomes are properly assessed. The Board also passed a policy to expand academic offerings to include microcredential and certificate programs.

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Office of the President

www.shawnee.edu

740.351.3208 ■ 740.351.3470 fax

940 Second Street ■ Portsmouth, Ohio 45662-4344

Below is a summary of the policies and procedures that were acted upon during the 2021-2022 year:

Newly Enacted Policies and Procedures

1.06	Participation by Electronic Communication	November 19, 2021
3.22:2	Military Leave of Absence	November 15, 2021
3.24	Student Medical Leave of Absence	September 17, 2021
3.24:1	Student Medical Leave of Absence (procedure)	November 15, 2021
3.25	Anti-Hazing Policy	December 11, 2021
3.25:1	Anti-Hazing Reporting, Investigation, and Training	December 11, 2021
4.93:2	Masking, Testing & Reporting COVID-19 Vaccination Status for Employees	September 13, 2021
5.38	Equal Opportunity Policy	April 22, 2022
5.38:1	Recruitment & Selection-Employees	March 21, 2022
5.44	Microcredentialing and Non-Credit Certificates	April 22, 2022
5.44:1	Developing Microcredentialing or Non-Credit Certificate	April 22, 2022

Policies Revised by Board Action / Procedures Revised by Presidential Action

1.01	Bylaws of the Board of Trustees	November 19, 2021
2.08	Academic Program Review	November 19, 2021
2.08:1	Academic Program Review (procedure)	November 19, 2021
4.00:3	Purchasing Card (procedure)	February 21, 2022
2.18	Textbook Selection	June 24, 2022
3.21	Assessment of Student Outcomes	June 24, 2022
3.21:1	Assessment of Student Outcomes (procedure)	June 24, 2022
4.64	Relocation Expense Reimbursement	June 24, 2022
4.64:1	Relocation Expense Reimbursement (procedure)	June 24, 2022

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SHAWNEE AT 40

RESILIENT // RESPONSIVE // RELEVANT

The SSU Strategic Plan (2021-2026)

Shawnee State
UNIVERSITY

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OUR MISSION

**We prepare today's
students to succeed in
tomorrow's world.**



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STRATEGIC GOALS

GOAL 1	ACADEMICS: We serve the region by offering programs that students need to thrive in a dynamic world.
GOAL 2	ENROLLMENT: We strive to grow our enrollment and build a diverse and sustainable student body.
GOAL 3	STUDENT SUCCESS: We prioritize student success in our decision-making.
GOAL 4	COMMUNITY: We enhance the quality of life of our community and region through positive partnerships.
GOAL 5	STUDENT-FOCUSED: We provide student-centered and customer-focused processes in our administrative operations.
GOAL 6	CONTINUOUS IMPROVEMENT: We use evidence, data, and best practices when making decisions.
GOAL 7	DIVERSITY & INCLUSION: We are a diverse community that is equitable and inclusive.

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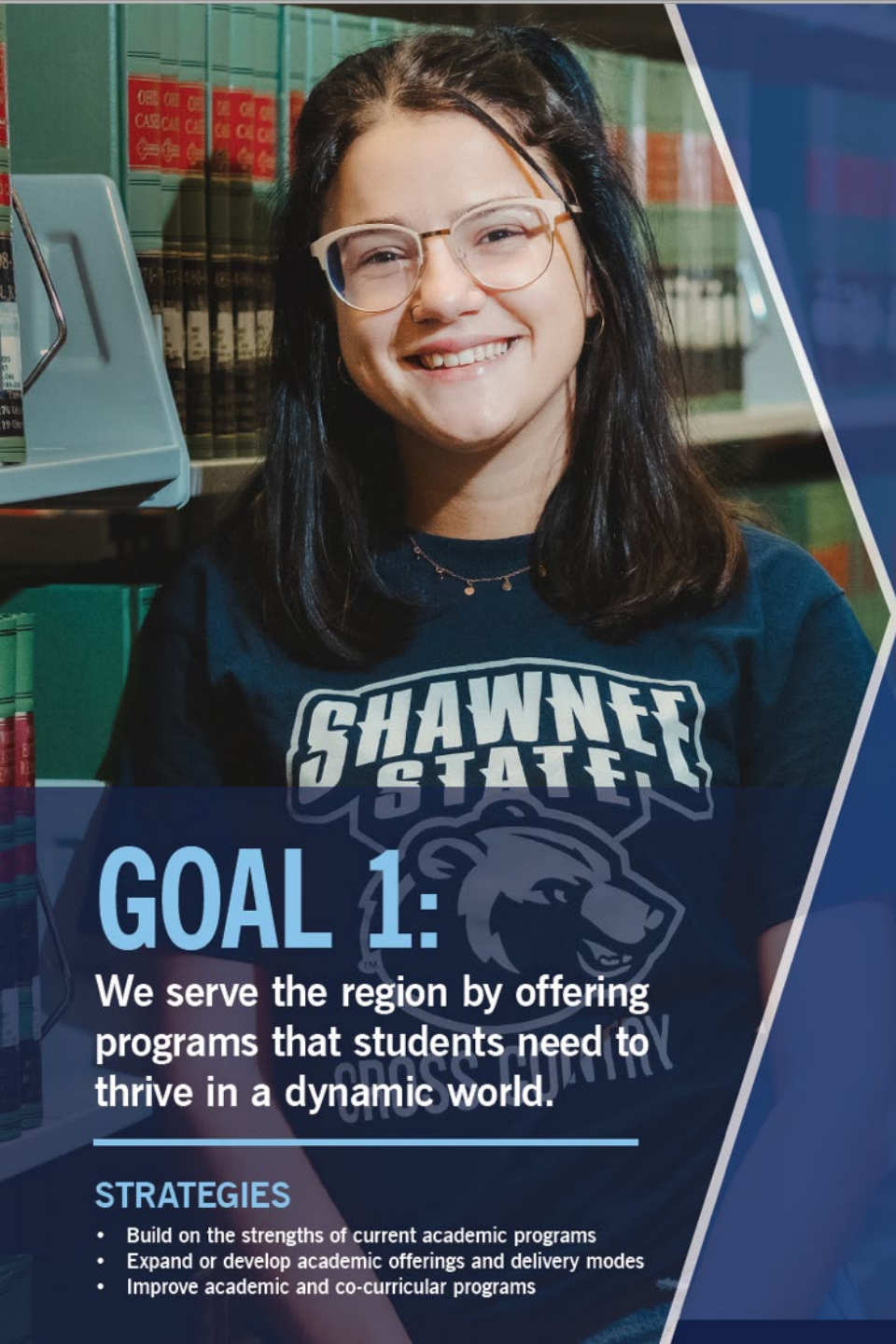

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Progress Report

- Meeting the Pandemic Challenge
- Progressive Academic Programming
- Improving Access/Affordability
- Diversity, Equity, and Inclusion
- Campus Master Plan

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GOAL 1:

We serve the region by offering programs that students need to thrive in a dynamic world.

STRATEGIES

- Build on the strengths of current academic programs
- Expand or develop academic offerings and delivery modes
- Improve academic and co-curricular programs

- C.H. Lute School of Business, progress on accreditation and new faculty hires
- Data-based review of the academic portfolio
- New academic programs
- Enhanced program assessment - new program review process, guidelines, and cycle
- Preparation for mid-cycle review by HLC

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GOAL 2:

We strive to grow our enrollment and build a diverse and sustainable student body.

STRATEGIES

- Enhance and apply best practices to student enrollment
- Establish a sustainable student body

- Free-Tuition awarded to PALSJR Pell-eligible students
- Center for Lifelong Learning
- \$4.9M in non-COVID grant awards, \$10.7M under management
- Reorganized Athletics, addition of junior varsity programs

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GOAL 3:

We prioritize student success in our decision-making.

STRATEGIES

- Achieve high levels of student retention and success
- Grow programs and activities that improve quality of life and build strong student connections with SSU

- Updated KPIs, new goals for retention, persistence, and completion
- Reviewed work of the Student Success Center in support of student services

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GOAL 4:

We enhance the quality of life of our community and region through positive partnerships.

STRATEGIES

- Improve access to campus and convenience for visitors
- Cultivate diverse and strong partnerships between the community and academic programs, faculty, and university leadership
- Engage regional K-12 partners through aggressive outreach
- Prioritize community needs and leverage institutional resources to address them

- PALSJR+ high schools engagement restored and expanded
- BestOhio manufacturing sector partnership
- City revitalization plan and campus gateway project
- Regional career technical centers partnership

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GOAL 5:

We provide student-centered and customer-focused processes in our administrative operations.

STRATEGIES

- Develop and maintain effective two-way communication processes
- Enhance administrative and student business operation and process efficiencies
- Cultivate and promote a high degree of professionalism

- Technology infrastructure and WiFi upgrade
- Jenzabar One (J1) student information system
- Utility network and building automation upgrade
- Employee training and development program
- Cloud-based budget modeling tool

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GOAL 6:

We use evidence, data and best practices when making decisions.

STRATEGIES

- Produce, collect, and share data in our operations, academic programs and co-curricular programs
- Share data routinely and systematically with internal and external stakeholders
- Monitor and report how we use data, evidence and best practices

- Hired new Director and set new direction for the Office of Institutional Research, Reporting, and Analytics
- Established new data engagement, sharing, and data-informed decision-making strategies

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GOAL 7:

We are a diverse community that is equitable and inclusive.

STRATEGIES

- Create a culture where unique backgrounds, perspectives and experiences of our employees and student body are understood and welcomed
- Prioritize diversity, equity and inclusion (DEI) as core institutional values that drive decision-making, resource allocation and development of policies and practices

- Office of Diversity, Equity & Inclusion (DEI)
- University-Wide DEI Committee
- New Employee Recruitment & Selection procedure
- Intercultural Development Inventory
- Summer DEI training session for staff

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WHAT'S NEXT?



1986

SHAWNEE STATE UNIVERSITY
WAS CREATED.



1990 - 1999

SHAWNEE STATE WAS BUILT.



2000 - 2010

SHAWNEE STATE GREW.

2020

Planning shifted to immediate response to COVID-19 crisis and the safe return of campus operations. Planning committees updated projects and worked on strategies to bring greater focus to issues of diversity, equity, inclusion and crisis response.

2011 - 2020

SHAWNEE STATE PLANNED.

2021 - 2026

SHAWNEE STATE MATURES.

2026

SHAWNEE STATE IS 40!

- Financial Constraints
- New Opportunities
- New/Revised Projects for Shawnee at 40

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LOOKING AHEAD: ACADEMIC PORTFOLIO

Shawnee's Four Pillars	Establish four pillars (four-legged stool) for academic programs: business, engineering technology, healthcare, and liberal arts
<i>Business</i>	Existing undergraduate business programs, new MBA, 3+2 option
<i>Engineering Technology</i>	Select undergraduate programs (plastics, electromechanical), certificates and graduate degrees, new advanced manufacturing (SAMC), Intel and workforce connections
<i>Healthcare</i>	Nursing (new MSN), allied health, rehabilitation sciences, associate programs (multiple admission cycles and cohorts), hospital partnerships and workforce connections
<i>Liberal Arts</i>	Collective contributions (GEP) and select individual programs
Shawnee's Signature Programs	Game design, biomedical sciences, Masters in Mathematics, Masters in Occupational Therapy (hybrid redesign), education

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LOOKING AHEAD: ASA

Reallocate	Reallocate resources to support growth and development of Shawnee's Pillars and Signature programs
Identify	Identify and implement programs for warehousing
Pursue	Pursue updated targets for retention and completion with appropriate resources for student success initiatives
Promote	Promote data sharing (via dashboards) and data-informed strategic decision-making

NEW PROJECTS:

Develop	Develop community college and CTC partnerships to create program pipelines in gaming, engineering, and health sciences
Expand	Expand College Credit Plus institutional partners and student enrollment
Focus on	Focus on enhancement of international, diversity, and graduate recruitment
Improve	Improve new, continuing, and re-enrollment processes and communications

NEW PROJECTS:

Scale	Scale up Kricker Innovation Hub & Launch Center for Digital Transformation
Launch	Launch Vern Riffe Center for the Arts membership & patron program
Implement	Implement regional hospital plan recommendations
Build	Build on-campus softball field

NEW PROJECTS:

Bid	Bid for banking services
Seek	Seek campus telephony solution
Evaluate	Evaluate readiness for "laptop-first" campus
Review	Review results of flexible/hybrid work pilot
Implement	Implement retirement incentive program
Conduct	Conduct annual technology user survey

NEW PROJECTS:

Improve	Improve diversity recruitment
Conduct	Conduct climate survey
Create	Create employee affinity/support groups
Complete	Complete asset mapping
Launch	Launch book club and learning circles

OHIO'S EDUCATION GOALS FOR SHAWNEE STATE



Course Completion & Retention



87% FROM OHIO



Degree Attainment



70% QUALIFY FOR FEDERAL FINANCIAL AID



Service to the Appalachian Region



3 out of 5 FIRST IN FAMILY TO GO TO COLLEGE



24% FULLY COLLEGE-READY COMPARED TO 33% IN OHIO



SSU HAS SECOND HIGHEST MOBILITY RATE IN THE STATE, MOVING STUDENTS FROM THE LOWEST INCOME BRACKETS TO THE TOP 40%.

SSU Has been ranked in [Top Performers on Social Mobility](#) in 2021 US News & World Report.

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A handwritten signature in blue ink, appearing to be a cursive name.

Secretary, SSU Board of Trustees

Shawnee State University Completion Plan

2022 Update

Shawnee State University (SSU) submits to the Ohio Department of Higher Education the following update to its Completion Plan, originally submitted in 2014 and updated in 2016, 2018, and 2020 in compliance with House Bill 59.

1. University Mission

SSU's mission is to prepare today's students to succeed in tomorrow's world. Our vision is to be a best-value university offering a wide range of high-quality signature programs. Best-value means combining academic excellence with affordable tuition to make college possible for more students. A growing number of Shawnee State programs are gaining national attention for high quality and low cost.

SSU's enduring values are:

- **Student-Focused Service:** We place students at the center of everything we do and every decision we make.
- **Community Engagement:** We value the diverse perspectives of the people within our community — on and off campus — and our role in enriching the lives of those who work, live, and discover here.
- **Authentic Dialogue:** We respect open, honest, and sincere two-way communication.
- **Thoughtful Risk-Taking:** We value innovation and encourage those around us to dream big and explore new possibilities.
- **Culture of Continuous Improvement:** We look for opportunities to make what we do well today even better tomorrow.

2. Barriers to Persistence and Completion

SSU is located in Scioto County, in the heart of Appalachian Ohio. The majority of SSU students attended high school in Scioto and five surrounding Ohio counties (Lawrence, Pike, Adams, Jackson, and Ross), labeled as PALSJR. Jobs in these counties are scarce. The Appalachian Regional Commission (ARC) monitors each county in the 420 counties in Appalachia. Every federal fiscal year, it releases a report classifying the economic status of each county based on unemployment rates, poverty, and per capita income. The classifications are as follows:

- Distressed counties are the most economically depressed counties. They rank in the bottom 10 percent of the nation's counties.
- At-Risk counties are those at risk of becoming economically distressed. They rank between the bottom 10 and 25 percent of the nation's counties.
- Transitional counties are those transitioning between strong and weak economies. They make up the largest economic status designation. Transitional counties rank between the worst 25 percent and the best 25 percent of the nation's counties.

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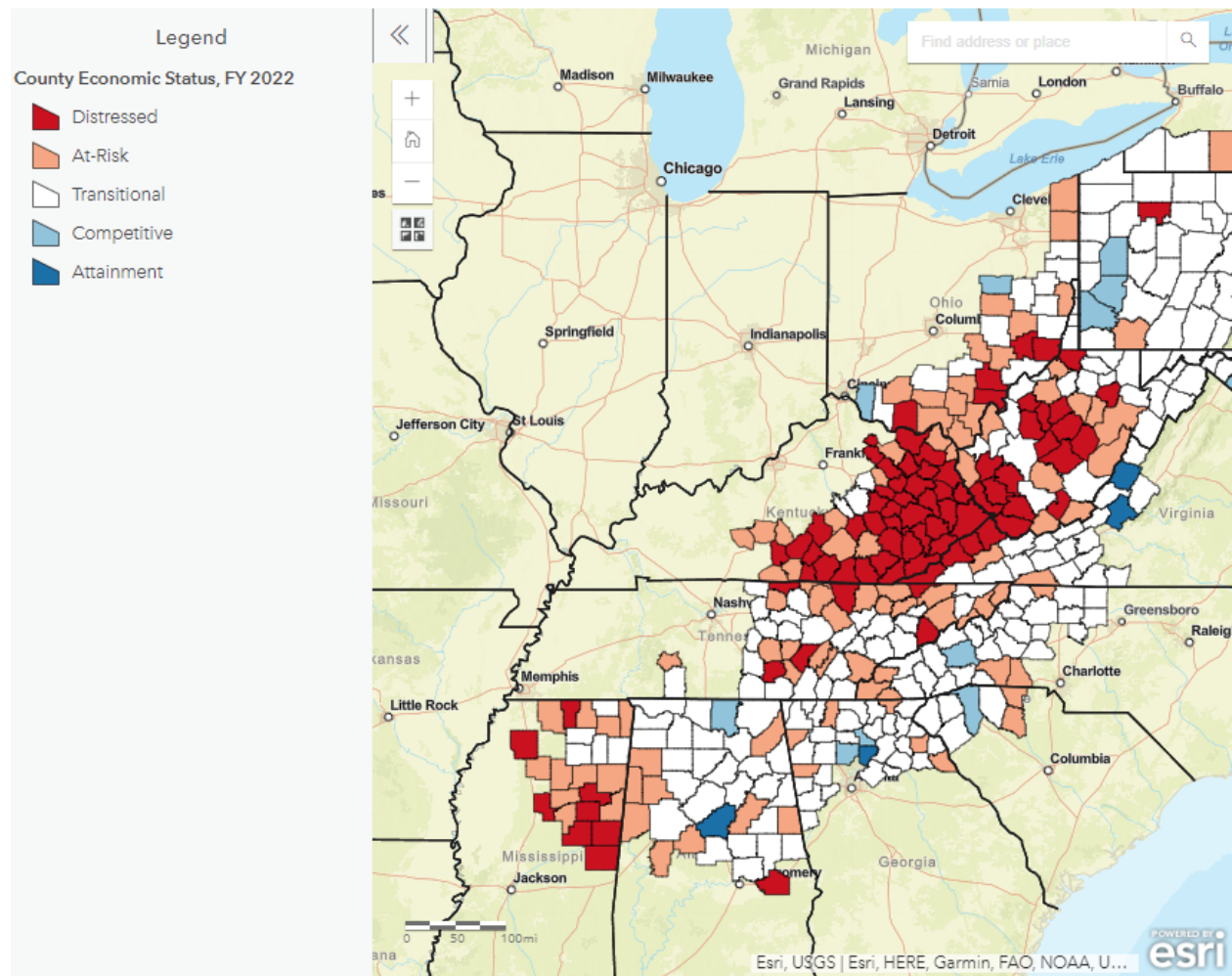

Secretary, SSU Board of Trustees

- Competitive counties are those that are able to compete in the national economy but are not in the highest 10 percent of the nation’s counties. Counties ranking between the best 10 percent and 25 percent of the nation’s counties are classified as competitive.
- Attainment counties are the economically strongest counties. Counties ranking in the best 10 percent of the nation’s counties are classified as attainment.

In Fiscal Year 2022, 81 counties are classified as distressed, 95 are classified as at-risk, 231 are classified as transitional, 12 are classified as competitive, and four are classified as attainment (Source: <https://www.arc.gov/distressed-designation-and-county-economic-status-classification-system/>).

Unfortunately, four of the six counties in the SSU region is classified as at-risk; Adams County is classified as distressed and Ross County is classified as transitional. SSU serves students from the largest region of contiguously poor counties in the United States (See Figure A).

Figure A: Appalachian Regional Commission Classification of Economic Status of Counties



The six county Ohio SSU service region has an unemployment rate 45% higher than the national average and 35% higher than the average for Appalachia. The absolute poverty in the region is over 19% compared to 15.3% for the rest of Appalachia, and 13.4% for the rest of the country. Many parts of Appalachia, one of the poorest regions of the country, outperform the SSU service area.

SSU is a small institution with limited resources. As the overall population in the State of Ohio and the Midwestern United States has been increasing at a much smaller rate than the rest of the United States, SSU has suffered enrollment declines that have caused further erosion of revenues that could otherwise be used to help ensure successful persistence and completion. SSU is primarily a commuter university and commuter students pose challenges in terms of engagement and consistency of attendance. Although the student body at Shawnee State has increased in diversity, most students continue to be Appalachian, first in their family to attend college, Pell eligible, and nearly half have one or more developmental needs as entering freshmen. Many SSU students have significant work and family commitments that impede academic success.

These characteristics have a strong influence on and indeed provide the context for how Shawnee State has developed and implemented its completion plan, and represent the fundamental factors that hinder persistence and completion. Our mission and values focus on student success and behaviors that serve as a foundation for helping students reach their education and career goals.

Finally, Portsmouth, Ohio faces significant challenges which impact SSU. High unemployment, lack of access to resources, and outdated infrastructure have long been a problem. The opioid epidemic has severely impacted our service region, which may have negative effects for generations to come.

3. Progress Towards Goals Established in the Previous Completion Plans and Completion Strategies

Shawnee State described three goals in its 2014 Completion Plan:

1. Increase persistence to completion and number of degrees conferred.
2. Further service to the Appalachian Region through enhanced relationships with regional school districts.
3. Further service to the Appalachian Region through enhanced relationships with area employers.

In 2016, the following goals were added:

4. Increase first-to-second-year student retention by 1-3 percent per year.
5. Decrease average time-to-degree.

No additional goals were added in the 2018 Update as SSU had then begun the development of a Strategic Enrollment Management plan detailing goals, strategies, and metrics designed to achieve a sustainable student body. That plan was completed in April of 2019. The plan posed the following four goals:

1. Increase Enrollment
2. Develop a Diverse and Sustainable Student Body
3. Improve Retention and Student Success
4. Achieve Financial Sustainability

As these goals are focused on systemic improvements in overall enrollment management over the academic life-cycle of the student (from marketing and recruitment to persistence and retention to degree attainment and employment), they are each relevant to completion and represent the goals that SSU chose to focus on from the 2020 Completion Plan Update forward. Progress towards each of the four goals developed in 2020 will be addressed both qualitatively and quantitatively below.

Increase Enrollment

During the 2020-2022 timeframe, SSU engaged in a variety of aggressive strategies to increase enrollment based on the university’s new strategic plan entitled *Shawnee at 40: Resilient, Responsive, and Relevant*. This plan was adopted in 2021 for a five-year period from 2021-2026. Despite the challenging environment of the last two years largely associated with COVID, the university nevertheless engaged in the following efforts to increase enrollment and prepare for a post-COVID environment: enhance academic programming; enhance enrollment activities related to graduate, online, international, and transfer student populations; enhance partnerships with regional K-12, Career Technical Centers (CTCs), and community colleges; and improve effectiveness of scholarships, among other efforts.

The university engaged in a broad, data-based review of the institution’s academic portfolio over the last two years. In addition, the academic affairs division revamped the academic program review process and guidelines as well as the assessment plan. Consequently, the following new programs have been established (or are in the process of being established) and several existing programs have been modified.

At the undergraduate level, SSU has add new programs in Information Security, Criminal Justice, Communication (pending approval), E-Sport Business concentration, as well as certain certificates and revisions to existing programs.

SSU has increased the number of graduate programs. The current list includes: Master’s and Doctorate Degrees in Occupational Therapy, Master’s Degree in Composition and Rhetoric, Master’s Degree in Mathematics, Master’s Degree in Curriculum and Instruction, and Master’s Degree in Intervention Specialist (K-12). Graduate-level licenses in Teachers for the Visually Impaired and Teachers for the Hearing Impaired have been added through a statewide consortium led by SSU.

In terms of outcomes, the number of graduate students at SSU has steadily increased as follows:

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Graduate Count	138	135	175	166	167

The number of international students has seen fluctuations in recent years, as have all institutions in the United States, but that number is rebounding at SSU as follows:

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
International Count	48	32	44	39	51

The number of transfer students, however, has seen a decline (as shown below), although we have been actively working on strategies to enhance that number (as shown in our 2022-2024 Completion Goals):

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
New Transfer Student Count	183	153	195	134	138

Additionally, SSU has enhanced its partnerships with community colleges, Career Technical Centers, and area high schools to provide opportunities for students to continue their education at SSU and receive credit for the college-level work they completed regardless of where they completed it. Programmatic relationships have been established or further developed through engagement with articulation agreements, bilateral course articulation agreements, and a satellite program.

A few examples of these relationships have occurred in the College of Professional Studies. The Department of Nursing has established or enhanced its partnership agreements with regional CTCs and community colleges to accept additional transfer credit and to build seamless pathways to our degree programs at the associate and baccalaureate levels. The School of Education has begun offering the first professional education course for College Credit Plus credit at two area high schools. Bilateral agreements, in collaboration with TechPrep, have been established with Buckeye Hills Career Center, the Scioto County Career Technical Center, etc. in areas such as Information Security and Engineering Technology programs. The Department of Rehabilitation Sciences has established a satellite program at Southern State Community College in Occupational Therapy Assistant (OTA). Students in the OTA program pursue their General Education courses from Southern State while completing the SSU OTA professional courses taught onsite by an SSU faculty member stationed at the Hillsboro campus.

Finally, the range and amount of institutional scholarships available has expanded significantly over the past three years. SSU offers merit-based institutional academic scholarships based on a matrix of qualifying test scores and GPA's. To provide relief for students who may have been disproportionately impacted by the pandemic, students may also qualify for these academic scholarships by providing equivalent alternative placement testing scores and may even test-up after the time of their application for more favorable consideration. Membership-based scholarships may be awarded to children or siblings of alumni, transfer students, veterans, honors students, international students, and a range of other special conditions. Scholarships are available for qualifying students who have stopped out and are seeking to return to SSU to complete their degree as part of a multiple active programs targeting re-enrollment.

SSU made a major commitment to need-based scholarships in Fall 2022 by developing a new scholarship program that results in no-cost tuition for all incoming students from the PALSJR counties who demonstrate financial need through Pell Grant eligibility. This award may impact as much as 25% of the incoming freshman class. The budgeted amount of funding for institutional scholarships has increased by over 10% from FY22 to FY23.

Develop a Diverse and Sustainable Student Body

Ensuring an appropriate mix of students that enables shared experiences with peers from diverse backgrounds can be both meaningful and increase student affiliation with the University. Further, as an open-access institution in an educationally underprepared region of the state, SSU seeks to establish an appropriate balance of support for underprepared students and high expectations for everyone. The strategies that have been developed to achieve this balanced student body include an increase in enrollment of post-traditional, minority, and international students.

Between Fall 2013 and Fall 2020, 7.7% of SSU first-time freshmen or transfer students were 24 years of age or older. While the low numbers of adult learners make the retention rate in any given year unreliable, the pattern since 2013 indicates that adult learners demonstrate significantly lower rates of retention than traditionally-aged SSU students. To further engage with and attract non-traditional students, SSU is a participant in ODHE’s College Comeback initiative and has participated in Second Chance grant funding.

Cohort Year	>= 24 Years Undergraduate Retention	All Undergraduate Retention
2013	44%	60%
2014	48%	70%
2015	43%	75%
2016	58%	75%
2017	58%	76%
2018	66%	77%
2019	62%	69%
2020	53%	70%

Approximately 12% of degree-seeking undergraduate students at SSU have identified as racial/ethnic minorities. This percentage has remained stable over the past seven years. Retention rates for minority students have increased significantly over the years (see below), but remain lower than SSU’s overall retention rates and the rates for white students. While the number and percentage of minority students has dropped over the last two years, SSU is intentionally addressing the enrollment cycle (recruitment, admission, persistence, retention, and completion) for minority students.

Number of SSU Minority Students

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Minority Student Count	335	291	313	240	206

SSU Minority Student Percentage

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Minority Student Percentage	9.35%	8.95%	8.60%	6.89%	6.41%

Retention Rates for SSU Minority Students

Cohort Year	Retention: First-time, bachelor's seeking Freshmen Count	Retention 1 Year	Retention 2 Years	Retention 3 Years	Retention 4 Years	Retention 5 Years	Retention 6 Years
2010	69	39.1%	27.5%	17.4%	13.0%	5.8%	2.9%
2011	74	35.1%	18.9%	13.5%	8.1%	2.7%	1.4%
2012	104	34.6%	22.1%	16.3%	6.7%	1.0%	4.8%
2013	114	40.4%	28.1%	24.6%	17.5%	7.0%	0.0%
2014	24	70.8%	58.3%	50.0%	20.8%	8.3%	0.0%
2015	31	67.7%	61.3%	45.2%	16.1%	6.5%	6.5%
2016	27	77.8%	51.9%	44.4%	22.2%	7.4%	
2017	21	66.7%	52.4%	38.1%	19.0%		
2018	54	68.5%	46.3%	33.3%			
2019	69	66.7%	44.9%				
2020	15	60.0%					
2021	15						

Lastly, as indicated above, the number of international students has held steady and indeed is increasing again.

Improve Retention and Student Success

This goal most obviously addresses student completion. The strategies developed to improve success are: offer pathways for developmental students to attain college-readiness and improve retention and on-time completion.

Approximately 28% of all SSU students require developmental coursework in order to remediate deficiencies in reading, mathematics, and/or written expression. Retention rate for students placed into one or more developmental courses stood at 51.46% for Fall 2020, which is significantly lower than SSU's overall retention rate.

To address issues related to college-readiness, the summer Bridge to Success program was offered for the first time at SSU in the summer of 2017 and was required for all students who placed into two or more developmental courses. Students placed into the Bridge to Success program were the most at-risk students at SSU, from an academic readiness perspective. Students who successfully completed the Bridge to Success program enrolled as fully admitted students at SSU in the Fall semester.

Due to three reasons—the grant that funded the Bridge program elapsed; co-requisite courses have been brought to scale in English and Mathematics; and the support offered by the Bridge to Success program is also provided either through our UNIV courses or Student Success Center programming—we made the decision during the 2021-2022 academic year to discontinue the program. What follows is some detail about the coursework and programming we are currently offering that meets a similar need for our students.

UNIV 1100, our one-credit-hour First Year Experience: University Foundations course, has been in place since 2015. A requirement for all incoming students with thirty or fewer college credit hours, this course seeks to prepare beginning students for success through a focus on academic resources, time management, financial aid literacy, career exploration, and resume writing. We also offer a two-credit-hour course specifically for underprepared students—UNIV 1101: Academic Development Skills—which is recommended for incoming students with a high school GPA of 2.0 or lower as well as students who place into two developmental courses at SSU. UNIV 1101 focuses on goal-setting, note-taking/study skills, and improving memory and concentration. An additional offering intended for any student who needs assistance selecting a major or developing career goals is UNIV 1105: Major Exploration and Career Planning. This course provides a deep dive into personality types and identity and helps students work their way from self-awareness to selection of a major and career.

In addition to this coursework listed above, the Student Success Center provides Supplemental Instruction (SIs) for students. Faculty who elect to participate in this programming select SIs who have completed the course in question with a B or better, have impeccable communication skills, and are empathetic. SIs attend all class periods and hold study sessions with students outside of class.

To address retention and on-time completion, SSU has focused on (1) accelerating “speed to graduation” by establishing 15 credit hours as the default full-time load for all college-ready students, (2) hiring professional academic advisors dedicated to students in each of the College of Arts and Sciences and the College of Professional Studies, (3) expanding the “I am First Gen” program to improve retention of first generation students, and (4) identifying gateway and high DFW rate courses in order to improve student retention and success in those courses.

As seen below, partly due to the acquisition of professional academic advisors, SSU has steadily increased first-year retention rates, although they dipped a bit in the last couple of years of reported data.

Retention Rates for All SSU Students

Freshman Cohort	First-time, bachelor's seeking Freshmen	Retention 1 Year	Retention 2 Years	Retention 3 Years	Retention 4 Years	Retention 5 Years	Retention 6 Years
2010	452	54.9%	37.8%	29.2%	19.5%	8.8%	2.9%
2011	527	48.8%	34.2%	27.1%	13.9%	5.5%	3.0%
2012	536	52.4%	37.9%	31.2%	16.2%	6.2%	2.1%
2013	723	60.3%	45.0%	38.3%	19.4%	7.7%	3.9%
2014	387	69.8%	54.8%	45.2%	17.6%	6.5%	2.3%
2015	400	75.0%	64.0%	51.8%	22.0%	11.0%	4.8%
2016	361	74.5%	57.6%	48.5%	23.3%	9.4%	
2017	320	76.3%	61.3%	48.8%	17.8%		
2018	558	76.9%	60.6%	46.1%			
2019	752	68.5%	51.1%				
2020	311	69.8%					
2021	222						

First Generation students account for the majority of SSU's student population (63% of all SSU students between 2013 and 2019 identified as First Generation). Retention rates for First-Generation students are slightly lower than SSU's overall retention rates, although not appreciably so. This is largely attributable to the "I am First Gen" program referenced above.

Retention Rates for SSU First-Generation Students

Freshman Cohort	First-time, bachelor's seeking Freshmen	Retention 1 Year	Retention 2 Years	Retention 3 Years	Retention 4 Years	Retention 5 Years	Retention 6 Years
2010	391	52.7%	35.8%	27.4%	18.7%	7.9%	3.1%
2011	428	47.4%	32.5%	25.5%	13.1%	4.9%	2.6%
2012	419	50.1%	35.1%	27.0%	13.8%	6.0%	1.7%
2013	459	52.7%	37.0%	32.5%	17.6%	6.1%	2.8%
2014	240	67.5%	52.1%	44.6%	18.3%	5.4%	2.1%
2015	232	72.4%	60.8%	50.0%	20.3%	11.2%	4.7%
2016	201	74.6%	58.2%	47.3%	21.4%	7.0%	
2017	169	73.4%	56.8%	48.5%	13.0%		
2018	332	73.5%	58.4%	43.7%			
2019	447	64.9%	46.3%				
2020	197	68.5%					
2021	132						

Completion Rates for All SSU Students

Freshman Cohort Year	All First-Time Freshmen Count	Graduated in 4 Years with Associates	Graduated in 4 Years with Bachelors	Graduated in 5 Years with Associates	Graduated in 5 Years with Bachelors	Graduated in 6 Years with Associates	Graduated in 6 Years with Bachelors
2010	1066	2.0%	11.5%	2.4%	17.7%	2.7%	20.8%
2011	1079	3.8%	17.1%	4.2%	22.1%	4.8%	23.6%
2012	1081	2.0%	20.3%	2.9%	27.0%	3.1%	28.3%
2013	1086	4.4%	21.7%	5.8%	29.4%	6.8%	31.9%
2014	905	11.8%	19.0%	13.2%	24.6%	13.3%	26.7%
2015	869	8.8%	21.9%	10.6%	28.5%	10.8%	30.1%
2016	864	9.3%	22.6%	10.5%	30.6%		
2017	700	10.1%	26.8%				
2018	616						
2019	808						
2020	627						
2021	552						

As shown above, completion rates at SSU have increased over time as well. For baccalaureate degrees, the percentages have inched up year-over-year for students graduating in four, five, or six years.

Gateway courses in English and Mathematics serve as the foundation for much of a student's college career at SSU. As such, success in these courses predicts student persistence, retention, and timely completion. We had planned to undertake efforts to analyze gateway courses, high DFW courses, as well as the "15 to Finish" initiative as part of our new strategic plan, however disruptions over the last two years related to COVID hampered our efforts to do so.

Achieve Financial Sustainability

Significant enrollment declines in the last two years related to COVID slowed our steady progress toward financial sustainability. As enrollments begin to rebound from the disruptions of the pandemic, the university is actively evaluating shifting student preferences and evolving workforce needs to revitalize our strategic direction and scale existing operations. New facilities and technology master plans are in development during summer 2022 to further this updated vision.

4. Updated Completion Goals for 2022-2024

1. Increase Enrollment
2. Develop a Diverse and Sustainable Student Body
3. Improve Retention and Student Success

5. Completion Strategies

SSU’s strategies to realize the aforementioned Completion Goals for 2022-2024 (encapsulated in *Shawnee at 40* strategic plan) are as follows:

- Prioritize the mission of the university and right-size programmatically or otherwise where necessary and maximize investment in student success.
- In terms of the institution’s academic portfolio, focus resources on establishing a core base of academic programs in four key areas of business, engineering technology, healthcare, and the liberal arts coupled with ensuring appropriate resources for SSU’s known signature programs.
- Keep tuition affordable, particularly with SSU student population and the geographic region in mind.
- Ensure faculty and staff skillsets, services, facilities, and technology are appropriate for current enrollment patterns and changing student needs.
- With regard to financial sustainability, pursue additional funding sources and strengthen partnerships with our community. At SSU, HEERF funds were invested in critical infrastructure projects and building our reserves to improve our financial position. The university has launched a purposeful process of reallocation of institutional resources to support the growth and development of key programs, focus efforts on the core mission, and ensure the continued availability and affordability of higher education to our underserved region.

In terms of metrics for 2022-2024 goals related to increasing and diversifying enrollment and improving retention and completion, SSU has established the following targets:

	Fall 21 Actual	Fall 22 Projection	Fall 23 Projection
Transfer	138	158	170
Post-traditional	497	507	522
Hispanic/Latino	7	7	10
Black or African-American	122	124	127
International	50	51	57

	2022-2023	2023-2024
Retention – Overall	67%	68%
Completion (6-year) - All	32%	35%

To work toward these targets in sustained and surgical ways, SSU will restructure its existing Enrollment Management and Retention Committee to focus on enrollment management and recruitment. We plan to establish a new Provost’s Taskforce on Retention and Completion which will work in strategic ways toward targeted retention and completion metrics identified above. The last two (pandemic) classes and perhaps the next several will require specific attention on retention and completion matters.

6. Workforce Development Priorities

SSU has directed significant attention to providing academic and support service that address regional and state employment and career needs.

The SSU Office of Career Services & Workforce Development:

- Builds strategic relationship with local and regional employers, non-profit, and government organizations to identify and develop employment opportunities for alumni and students.
- Serves as the chief employer relations contact for Shawnee State to promote alignment of academic programs with the workforce needs of the local community, the region, and the state of Ohio. This also includes continuing education and incumbent training.
- Coordinates and advocates for relationships between employers and SSU, including efforts to increase student field experiences, co-ops, internships, permanent employment, mentoring, incumbent workforce training, and custom workforce programs.
- Serves as SSU's point of contact for federal, state, and local workforce agencies, boards, and programs. E.g., Ohio Department of Job & Family Services, Ohio Workforce Transformation, Community Action, and Ohio Means Jobs.
- Continue to collaborate with local and state organizations and partners to help to expand SSU's opportunities to align our programs with workforce needs.
- Continue to work with regional employers to identify internship and career opportunities and work to communicate these to our students and alumni.
- Serve as the liaison between businesses, schools, agencies, and the university to enable development of new courses, workshops, programs, and customized delivery of new or existing educational services, including identifying and addressing unmet professional development needs.

SSU offers academic programming in the following in-demand industries and business clusters, as noted by [JobsOhio](#): Advanced Manufacturing, Financial Services, Healthcare, Technology, and Energy and Chemicals.

These degree programs include the following:

Degree Level	Major	Industry
Certificate	Actuarial Science	Financial Services
Certificate	Behavioral Health Paraprofessional	Healthcare
Certificate	Computer Tomography	Healthcare
Certificate	Emergency Medical Technology	Healthcare
Associate	Accounting Technology	Financial Services
Associate	Business Management Technology	Financial Services
Associate	Computer Aided Drafting and Design Manufacturing	Technology
Associate	Dental Hygiene	Healthcare

Associate	Electromechanical Engineering Technology	Technology
Associate	Emergency Medical Technology	Healthcare
Associate	Information Security	Technology
Associate	Medical Laboratory Technology	Healthcare
Associate	Nursing	Healthcare
Associate	Occupational Therapy Assistant	Healthcare
Associate	Physical Therapy Assistant	Healthcare
Associate	Radiological Technology	Healthcare
Associate	Respiratory Therapy	Healthcare
Bachelor	Accounting	Financial Services
Bachelor	Biomedical Science	Healthcare
Bachelor	Chemistry	Energy and Chemicals
Bachelor	Chemistry Industrial Track	Energy and Chemicals
Bachelor	Chemistry Pre-Pharmacy Track	Healthcare
Bachelor	Computer Engineering Technology	Technology
Bachelor	Digital Simulation/Gaming (Art)	Technology
Bachelor	Digital Simulation/Gaming (Engineering Technology)	Technology
Bachelor	Graphic Design	Technology
Bachelor	Health Care Administration	Healthcare
Bachelor	Health Sciences	Healthcare
Bachelor	Industrial Management (Business)	Adv. Manufacturing
Bachelor	Information Security	Technology
Bachelor	Information Systems Management	Technology
Bachelor	Management	Financial Services
Bachelor	Marketing	Financial Services
Bachelor	Mathematical Sciences with Actuarial Science Concentration	Financial Services
Bachelor	Nursing	Healthcare
Bachelor	Occupational Therapy	Healthcare
Bachelor	Plastics Engineering Technology	Adv. Manufacturing
Master	Occupational Therapy	Healthcare
Doctoral	Occupational Therapy, Post-Professional	Healthcare

The number of students enrolled in these programs are shown below:

Degree	Major	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Certificate	Actuarial Science	0	0	0	0	0
Certificate	Behavioral Health Paraprofessional	0	0	0	0	30
Certificate	Computer Tomography	0	0	0	0	30
Certificate	Emergency Medical Technology	0	2	3	4	6

Associate	Accounting Technology	6	6	9	8	8
Associate	Business Management Technology	23	11	17	16	16
Associate	Computer Aided Drafting and Design Manufacturing	1	1	2	6	4
Associate	Dental Hygiene	48	45	40	45	37
Associate	Electromechanical Engineering Technology	27	37	43	30	30
Associate	Emergency Medical Technology	11	8	9	12	7
Associate	Information Security	0	0	0	5	6
Associate	Medical Laboratory Technology	33	29	33	29	21
Associate	Nursing	91	72	62	67	91
Associate	Occupational Therapy Assistant	61	61	77	86	56
Associate	Physical Therapy Assistant	47	45	50	46	40
Associate	Radiological Technology	38	35	33	38	40
Associate	Respiratory Therapy	37	33	36	37	32
Bachelor	Accounting	65	52	53	56	57
Bachelor	Biomedical Science	113	110	115	104	79
Bachelor	Chemistry	21	23	17	10	11
Bachelor	Chemistry Industrial Track	0	0	2	2	7
Bachelor	Chemistry Pre-Pharmacy Track	0	0	6	7	8
Bachelor	Computer Engineering Technology	69	55	50	53	29
Bachelor	Digital Simulation/Gaming (Art)	155	154	177	150	112
Bachelor	Digital Simulation/Gaming (Eng. Technology)	158	160	168	169	128
Bachelor	Graphic Design	43	48	48	47	36
Bachelor	Health Care Administration	60	46	35	35	23
Bachelor	Health Sciences	144	174	179	200	99
Bachelor	Industrial Management (Business)	0	0	0	0	1
Bachelor	Information Security	0	0	0	0	13
Bachelor	Information Systems Management	63	70	60	52	36
Bachelor	Management	93	112	92	100	73
Bachelor	Marketing	26	27	44	51	60
Bachelor	Mathematical Sciences with Actuarial Science Conc	3	8	8	8	10
Bachelor	Nursing	93	109	110	124	98
Bachelor	Occupational Therapy	33	29	29	41	35
Bachelor	Plastics Engineering Technology	89	93	96	77	56
Master	Occupational Therapy	89	92	93	76	59
Doctoral	Occupational Therapy, Post-Professional	0	0	0	6	10

Over the next two years, SSU plans to add new programs in Engineering Technologies and establish a new Shawnee Advanced Manufacturing Center to continue the university's alignment with the state's workforce development priorities and to work in concert with the Governor's Intel initiative. In addition, our goal to prioritize healthcare as one of the key programmatic areas

at SSU will contribute to the state's workforce needs as well. We have already begun engaging work in this area with our recent efforts at forging academic and workforce-related partnerships with hospital networks in the SSU region.

Summary of the Update

As outlined in this Update, SSU continued its sustained strides toward the goals of increasing enrollment, developing a diverse and sustainable student body, and improving retention and completion over the last two years, in spite of numerous COVID-related challenges in the same timeframe and in a highly resource-constrained environment. Efforts at ensuring that we offer an appropriate academic portfolio, appropriate support services for SSU's student population, and necessary attention to retention and student success have continued unabatedly.

Emerging from the pandemic, Shawnee State University is poised for a brighter future. The last two years have allowed us to plan and prepare for that future. A recalibration of the academic portfolio, reallocation of institutional resources, and maximization of investment in student success are aimed at advancing the Completion Goals for 2022-2024 identified above. Included in these efforts are strategic initiatives such as free tuition for Pell-eligible students in the region, enhancing enrollment and diversity through traditional as well as graduate (adult), international, and transfer student populations, and renewed focus on retention and completion issues. The shifting student and teaching preferences (with online education accelerated by the pandemic) and evolving workforce needs (also a consequence of the pandemic) have brought new issues to the fore for everyone in higher education. In all, however, SSU remains committed to academic excellence and workforce preparation in service to its enduring values, its mission, and the Southern Ohio region.