

**BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**June 24, 2022 @ 10:30 a.m.
University Center, Room 215**

Agenda

1.0 Action Items

1.1 Resolution ASA05-22, Award of Faculty Tenure

Dr. Sunil Ahuja, Provost and Vice President for Academic and Student Affairs, will present Resolution ASA05-22 awarding faculty tenure.

**1.2 Resolution ASA06-22
Approval of Policy 3.21Rev., Assessment of Student Learning Outcomes**

Dr. Sunil Ahuja will present Resolution ASA06-22 approving Policy 3.21Rev., Assessment of Student Learning Outcomes.

**1.3 Resolution ASA07-22
Revision of Policy 2.18, Textbook Selection**

Dr. Sunil Ahuja will present Resolution ASA07-22 approving Policy 2.18Rev., Textbook Selection.

**1.4 Resolution ASA08-22, Campus Free Speech
Approval of Resolution to Revise Free Speech Policy**

Mr. Mike McPhillips, General Counsel, will present Resolution ASA08-22 authorizing revisions to the campus free expression policy to meet statutory requirements.

1.5 Resolution ASA09-22, Approval of Completion Plan Update

Dr. Sunil Ahuja will present Resolution ASA09-22, Approval of 2022 Completion Plan Update.

2.0 Information Items

2.1 Academic and Student Affairs Executive Report

Dr. Ahuja will report on recent activities in Academic and Student Affairs.

2.2 Spring Commencement Activities

Ms. Tamara Sheets, Registrar, will report on Spring Commencement activities.

2.3 Summer Enrollment Report

Ms. Sheets will report on summer enrollment statistics.

2.4 Advancement and Enrollment Management Executive Report

Mr. Eric Braun, Vice President for Advancement and Enrollment Management, will report on recent activities in the division.

2.5 Recruitment and Admissions Report

Mr. Braun will report on new student recruitment and Admissions activities.

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)

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)

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.

- ~~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~~ instructional 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.

~~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.

History

Effective: 09/01/04

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

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

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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.

- 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.

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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

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

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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

- 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

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.

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]

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)

Shawnee State University

POLICY TITLE:	TEXTBOOK SELECTION
POLICY NO. :	2.18
ADMIN CODE:	3362-2-18
PAGE NO.:	1 OF 2
EFFECTIVE DATE:	_____ /202206/14/19
NEXT REVIEW DATE:	_____ /202506/2022
RESPONSIBLE OFFICER(S):	PROVOST/ <u>VPASA</u>
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. ~~The applicable procedure shall provide guidance to faculty in implementing this policy by describing the responsibilities and actions faculty may take in selecting and assigning 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.

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

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

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

History

Effective: 06/14/2019

Revised: 06/24/2022

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)

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)

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:

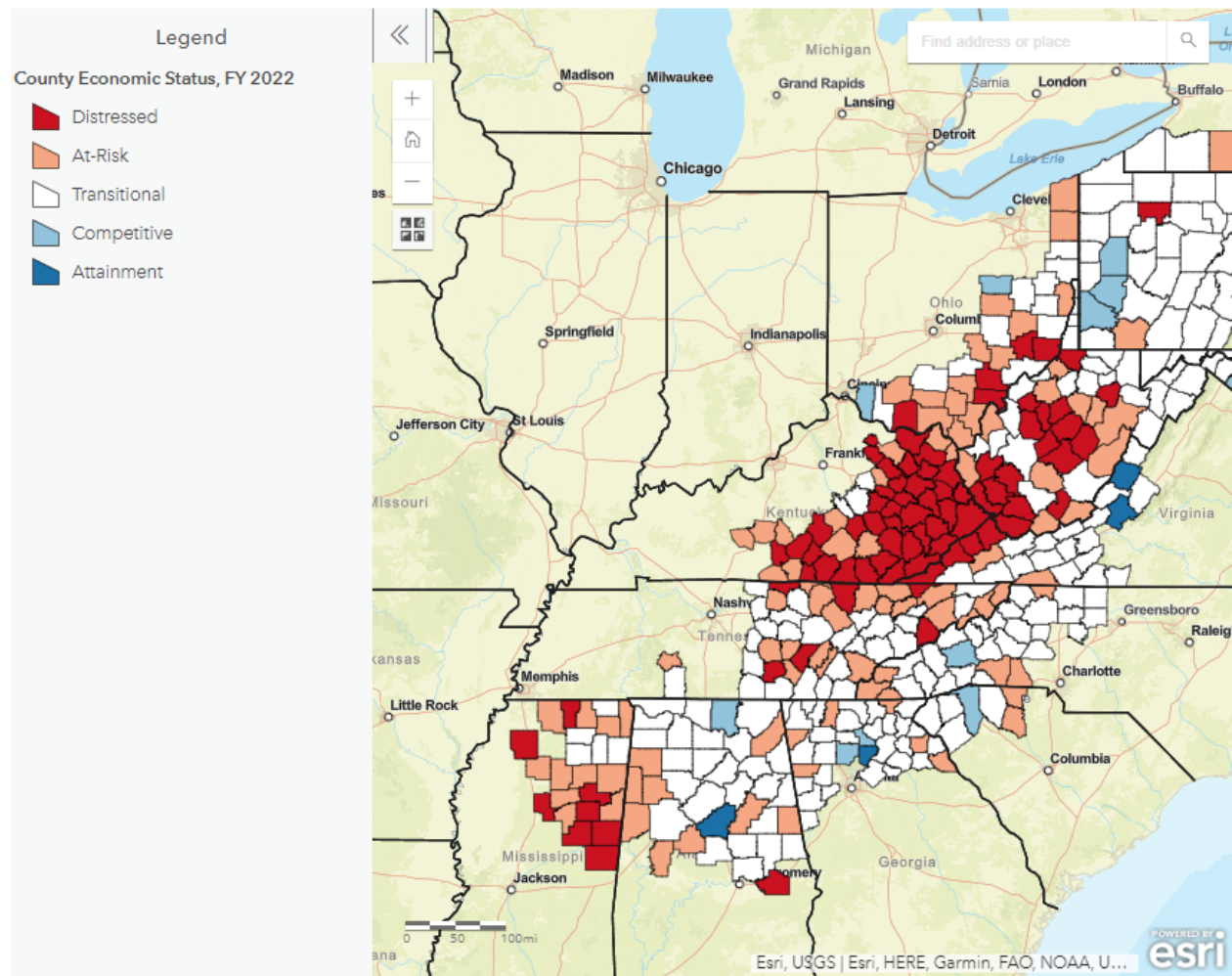
- Distressed counties are the most economically depressed counties. They rank in the bottom 10 percent of the nation's counties.
- At-Risk counties are those at risk of becoming economically distressed. They rank between the bottom 10 and 25 percent of the nation's counties.
- Transitional counties are 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.

- 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.

**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

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