BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
January 17, 2014
10:15 a.m., University Center, Room 215

Agenda

1.0 Action Items

1.1 Approval of Graduates   **Action**
   Resolution ASA 01-14

   Dr. David Todt, Provost and Vice President for Academic Affairs, will present
   Resolution ASA 01-14, Approval of Graduates.

1.2 Approval of Admissions Policy   **Action**
   Resolution ASA 02-14

   Dr. Todt will present Resolution ASA 02-14, Admissions Policy.

1.3 Approval of Uniform Statewide Standards for   **Action**
   Remediation-Free Status
   Resolution ASA 03-14

   Dr. Todt will present Resolution ASA 03-14, Uniform Statewide Standards for
   Remediation-Free Status in accordance with Ohio Revised Code 3345.061.

2.0 Information Items

2.1 Fall Commencement Statistics   **Information**

   Mr. Mark Moore, Registrar, will present fall commencement statistics.

2.2 Preliminary Spring Semester Enrollment   **Information**

   Mr. Moore will present preliminary spring semester enrollment.

2.3 Pre-Med Day   **Information**

   Dr. Andrew Napper, Professor and Chairperson, Department of Natural Sciences, will
   share information on Pre-Med Day which was held December 13, 2013.

2.4 Spring Orientation, 2014   **Information**

   Mr. Bob Trusz, Interim Vice President for Student Affairs, will report on Spring
   Orientation.

2.5   Spring Semester Housing Occupancy   **Information**

Mr. Trusz will report on the housing occupancy numbers.

2.6   Student Programming Board   **Information**

Ms. Brittany Barta, President of the Student Programming Board, will report on the planned events of the SPB.

3.0   Educational Item:

Dr. Rhoni Maxwell-Rader, Professor, Department of Social Sciences, and Director, Honors Program, will provide an update on the Honors Program.

RESOLUTION ASA 01-14

APPROVAL OF GRADUATES

WHEREAS, it is the role of the Shawnee State University Board of Trustees to award degrees and certificates; and

WHEREAS, annual action approving the granting of degrees and certificates during the year shall be taken by the Board of Trustees (Policy 2.06); and

WHEREAS, candidates for graduation must meet all academic and University requirements in order to be certified as candidates by the Office of the Registrar;

THEREFORE BE IT RESOLVED that the Board of Trustees of Shawnee State University empowers the President to award certificates or degrees at Commencement ceremonies during 2014 to all candidates whose final completion and graduation from the University is confirmed by the Office of the Registrar and whose names are later attached to this resolution as graduates.

(January 17, 2014)

RESOLUTION ASA 02-14

APPROVAL OF POLICY 3.00
ADMISSION TO SHAWNEE STATE UNIVERSITY

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, the current Policy 3.00, General Guidelines for Student Admission, has been effect since April, 21, 1995; and

WHEREAS, the Board of Trustees of Shawnee State University remains committed to its open access mission and the success of its students; and

WHEREAS, the university has added graduate programs that have different admissions requirements than undergraduate programs; and

WHEREAS, the Admission Standards Task Force has recommended specific admission criteria for underprepared students; and

WHEREAS, the university has initiated programs to assist and retain at-risk students;

THEREFORE BE IT RESOLVED that the Board of Trustees of Shawnee State University hereby approves revision of Policy 3.00, Admission to Shawnee State University, effective January 17, 2014

(January 17, 2014)

Shawnee State University

SUBJECT: ADMISSION & DEGREE REQUIREMENTS	POLICY NO. :	3.00REV
	ADMIN CODE:	3362-03-01
	PAGE NO.:	1 OF 3
	EFFECTIVE DATE:	01/17/13
	NEXT REVIEW DATE:	01/17/16
	RESPONSIBLE OFFICER(S):	Provost/V.P. Academic Affairs
	APPROVED BY:	BOT

1.0   PURPOSE

Shawnee State University, created pursuant to O.R.C. Chapter 3362, serves as the regional state university for Southern Ohio. SSU is an open access university for all students who have successfully completed a high school education. This policy serves to identify SSU's requirements for admission to the University's degree programs and the credit requirements for those programs.

2.0   ADMISSION REQUIREMENTS FOR BACCALUAREATE AND ASSOCIATE DEGREE PROGRAMS

2.1   Admission to University baccalaureate or associate degree programs is determined by an applicant's (1) earned high school diploma, as defined by the State of Ohio, (2) level of "college preparedness" as defined by the State of Ohio's UNIFORM STATEWIDE STANDARDS for REMEDIATION-FREE STATUS (see link to state standards webpage below), and (3) ability to meet the requirements of a specific selective-admission program.

2.1.1   Non-College Prepared Students. Applicants not meeting the college preparedness standard will only be admitted into a non-selective admission associate degree program and be required to participate in University programs and courses for underprepared college students.

2.1.2   International Applicants. Admission requirements for international applicants also include meeting a university-established minimum test score on the Test of English as a Foreign Language (TOEFL) or equivalent for applicants whose native language is not English and proof of sufficient financial resources.

2.1.3   Transfer Students. Applicants applying for admission to associate or baccalaureate programs who have earned credit from other regionally accredited colleges or universities are considered transfer students and are

admitted under the same standards described in sections 2.2 and 2.3 of this policy and may be subject to additional requirements.

2.2   Associate Degrees. The University offers both selective and non-selective admission associate degree programs. All associate degree programs will require a minimum of 60 hours of undergraduate credit and completion of University requirements and a curriculum specified for the particular program prescribed in the Shawnee State University Catalog (http://catalog.shawnee.edu/index.php) at the time of the applicant's matriculation.

2.3   Baccalaureate Degrees. The University offers both selective and non-selective admission baccalaureate degree programs. All bachelor's degree programs shall require a minimum of 120 hours of undergraduate credit and completion of University requirements and a curriculum specified for the particular program prescribed in the Shawnee State University Catalog (http://catalog.shawnee.edu/index.php) at the time of the applicant's matriculation.

3.0   ADMISSION REQUIREMENTS FOR MASTER'S DEGREE PROGRAMS

3.1   Master's degree programs shall require a minimum of 30 hours of credit at graduate level and completion of University requirements and a curriculum specified for the particular program prescribed in the Shawnee State University Catalog (http://catalog.shawnee.edu/index.php) at the time of the applicant's matriculation.

3.1.1   Applicants are only admitted to selective admission Master's degree programs.

3.1.2   Applicants to an SSU a master's degree program must present evidence of an earned bachelor's degree from a regionally accredited institution and meet the requirements for the program for which they are applying.

3.1.3   International applicants are subject to additional requirements established by the University's Graduate Center

4.0   NON-DEGREE SEEKING APPLICANTS

4.1   Individuals who enroll at the University who are not seeking a degree for reasons or circumstances such as personal enrichment, transient status, dual credit enrollments, Post-Secondary Enrollment Option (PSEO), or other early college programs will be admitted as non-degree students. Credits earned as a non-degree seeking student may be applied upon admission to a degree program.

Link to the State of Ohio's Uniform Statewide Standards for Remediation-free Status:

*https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/reports/hs-to-college/2012_UNIFORM_STATEWIDE_REMEDIATION_FREE_STANDARDS%28010913%29.pdf

History: Replaces 3.00REV. 4/21/95; 3.00REV. 3/16/92; (*Eff. 04/02/90)*

RESOLUTION ASA 03-14

**UNIFORM STATEWIDE STANDARDS FOR
REMEDIATION-FREE STATUS**

WHEREAS, the Presidents of Ohio's public colleges and universities established Uniform Statewide Standards for Remediation-Free Status; and

WHEREAS, Shawnee State University participated in the development and implementation of the remediation-free standards; and

WHEREAS, the University has integrated these standards into its practices; and

WHEREAS, the University is committed to providing opportunities for college success for all Ohio high school graduates; and

WHEREAS, Ohio Revised Code 3345.061 requests the board of trustees or managing authority of each state institution of higher education shall adopt the remediation-free status standard, and any related assessments, into the institution's policies.

THEREFORE BE IT RESOLVED that the Board of Trustees of Shawnee State University hereby adopts the placement standards and assessments in the Uniform Statewide Standards for Remediation-Free Status.

(January 17, 2014)

A significant policy objective for Ohio is the preparation of our primary and secondary students for the successful pursuit of industry-recognized credentials of value and higher education degrees that lead to meaningful employment here in our great state.

The Ohio Board of Regents and the Ohio Department of Education clearly recognize that the best chance of producing the highly skilled citizenry needed to secure our state's future is to ensure that students are college and career ready by the end of their high school experience. Today we have far too many students graduating from Ohio high schools who are not ready to enter the workplace or be successful in college coursework. In fact, data from the Ohio Board of Regents shows that in both 2010 and 2011, 41 percent of Ohio public high school students entering Ohio's public colleges and universities were required to take remedial non-credit bearing courses.

Remedial coursework is a problem for rural, urban, suburban, high-poverty and low-poverty school districts. Even some of Ohio's highest-rated school districts face double-digit remediation rates for graduates attending Ohio public institutions of higher education.

The Chancellor of the Ohio Board of Regents and the Superintendent of Public Instruction for the Ohio Department of Education are required by law to, "*not later than December 31, … issue a report recommending policies and strategies for reducing the need for academic remediation and developmental courses at state institutions of higher education.*" (*See* 3345.061 (H) of the Ohio Revised Code.) Similarly, Ohio's public college and university presidents were charged with establishing "*uniform statewide standards in mathematics, science, reading, and writing that each student enrolled in a state institution of higher education must meet to be considered remediation-free. The presidents also shall establish assessments, if they deem necessary, to determine if a student meets the standards adopted under this division. Each institution is responsible for assessing the needs of its enrolled students in the manner adopted by the presidents. The board of trustees or managing authority of each state institution of higher education shall adopt the remediation-free status standard, and any related assessments, into the institution's policies.*" (*See* 3345.061 (F) of the Ohio Revised Code).

The remediation-free standards established by the public college and university presidents serve as a clear target for Ohio's educators. We agree that these standards establish policies and strategies for reducing the need for academic remediation and developmental courses at state institutions of higher education and that such standards must be incorporated into the PreK-12 education system to enable students to graduate from high school ready for college work.

Accordingly, and with a sense of statewide agreement and urgency, the Chancellor and Superintendent of Public Instruction hereby adopt and present in accordance with Section 3345.061 (H) of the Ohio Revised Code, the presidents' report for establishing a remediation-free status as our submission for the reduction of remediation and developmental courses. We

stand ready to assist our education partners in implementation of new learning standards, the next generation of assessments, and increased partnerships between K-12 and higher education.

Jim Petro, Chancellor
Ohio Board of Regents

Michael L. Sawyers, Acting Superintendent of Public Instruction
Ohio Department of Education

<u>Language in HB 153 (FY12-FY13 operating budget bill):</u>

Section 3345.061 (F) Not later than December 31, 2012, the presidents, or equivalent position, of all state institutions of higher education, or their designees, jointly shall establish uniform statewide standards in mathematics, science, reading, and writing each student enrolled in a state institution of higher education must meet to be considered in remediation-free status. The presidents also shall establish assessments, if they deem necessary, to determine if a student meets the standards adopted under this division. Each institution is responsible for assessing the needs of its enrolled students in the manner adopted by the presidents. The board of trustees or managing authority of each state institution of higher education shall adopt the remediation-free status standards, and any related assessments, into the institution's policies. The chancellor shall assist in coordinating the work of the presidents under this division.

For the purposes of the following standards and assessments, a student deemed remediation free in a subject will be eligible to enroll in a college credit-bearing course in that subject, including dual enrollment and Postsecondary Enrollment Option courses. These remediation-free standards and thresholds are not intended to replace institutional placement policies. Each institution may adopt and implement placement policies to ensure that each student is provided the best opportunity to succeed in his/her course of study. Admitted students who are deemed remediation free are still subject to any pre-requisite and placement testing requirements for specific academic programs. The standards, expectations, and assessment thresholds in this document are recommended for implementation beginning with the Summer 2013 academic term.

Standards / Expectations

English

Reading	
Key Ideas and Details	A. Understand that reading is a strategic process of constructing meaning from texts.
	B. Actively engage texts, autonomously applying skills and strategies that are appropriate for the demands of the texts and their purposes for reading.
	C. Formulate and clearly express complex ideas related to texts, citing evidence to support inferences and interpretations.
	D. Think critically and creatively about the texts they read, often drawing upon their personal experiences and knowledge to enhance comprehension.
	E. Analyze and interpret fiction and non-fiction texts (including expository and persuasive essays? And work-related documents such as manuals, memos, letters and business plans.
	F. Determine and comprehend the central themes of a text and analyze their development. Summarize the key supporting details and ideas.
	G. Analyze how and why individuals, events and ideas develop and interact over the course of a text.
	H. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors

		take.
	I.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	J.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.
Craft and Structure	A.	Employ pre-reading strategies to identify features of text that aid comprehension (e.g., informational).
	B.	Understand and use text formatting features (table of contents, glossaries, navigation bars) to effectively locate and acquire information in a variety of texts.
	C.	Differentiate between fact and opinion.
	D.	Employ vocabulary-building strategies while reading various texts.
	E.	Evaluate an author's purpose and point of view by analyzing the use of language, style and point of view found in the text.
	F.	Demonstrate an understanding that the writer's choice of language shapes meaning.
	G.	Evaluate an author's rhetorical and argumentative strategies.
	H.	Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
	I.	Analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text (e.g., a section, chapter scene or stanza) relate to each other and the whole.
Integration of Knowledge and Ideas	A.	Read and respond orally and in writing to texts representing a variety of genres, authors, cultures and historical periods.
	B.	Establish and apply criteria for selecting and evaluating the credibility of print and multimodal texts for a range of purposes, including research.
	C.	Use features (e.g. pie charts, bar graphs, pictures) to enhance, emphasize and clarify comprehension of print, and multimodal or oral texts across the curriculum.
Range of Reading and Level of Text Complexity	A.	Actively engage texts, autonomously applying skills and strategies that are appropriate for the demands of the texts and their purposes for reading.
	B.	Skillfully read a wide range of increasingly complex texts, print and multimodal.

Writing

Text Types and Purposes	A.	Independently and ethically produce writing that meets the needs of a particular purpose and audience, appropriate for academic and work-related documents.
	B.	Select from a repertoire of processes and modes to develop writing for purposes such as persuasion, explanation, research, or personal expression.
	C.	Use style, voice and organizational structures that are transparent and appropriate for the rhetorical purpose and audience.
	D.	Adeptly respond in writing to diverse texts and formats, synthesizing critiquing and analyzing those texts.
	E.	Adapt writing strategies for audience, purpose and type of task.
	F.	Produce texts that convey an argument that is organized, coherent, fully developed, and rhetorically appropriate in support of a thesis.
	G.	Produce writing that exhibits word choices that convey intended meaning.
Production and Distribution of Writing	A.	Independently and ethically produce writing that meets the needs of a particular purpose and audience, appropriate for academic and work-related documents.
	B.	Draft, revise and edit writing autonomously.

	C. Adapt writing strategies for audience, purpose and type of task.
	D. Use reflective strategies for critiquing and evaluating student's own and others' writing.
	E. Employ sentences of varying lengths and structures that are appropriate to audience, purpose and context.
	F. Use appropriate conventions of the English language, including grammar and usage, punctuation, capitalization and spelling.
Research to Build and Present Knowledge	A. Employ the research writing skills of evaluating sources and integrating them in support of a thesis.
	B. Accurately and correctly quote, paraphrase and summarize material from another text to avoid unintentional plagiarism.
	C. Properly cite sources, using a generally accepted citation system such as MLA or APA.

Speaking, Viewing and Listening

Comprehension and Collaboration	A. Listen actively and speak effectively in a variety of academic and work-related situations.
	B. Listen carefully, take notes as needed, and not interrupt other speakers when engaged in group or committee work.
	C. Deliver a clearly organized message when contributing to the group or committee work.
	D. Take notes while listening to lectures or participating in other forms of information gathering and use the notes to review and reflect on learning.
	E. Know how to identify and accommodate cultural differences in communication styles and strategies.
	F. Analyze and synthesize information gathered from a variety of sources.
	G. Summarize information heard into another form of communication, e.g. Rephrase statements, summarize a speech, and paraphrase an oral reading.
	H. Evaluate and respond to a speaker's message.
	I. Use viewing skills and strategies to understand and interpret visual media.
	J. Support and clarify written and oral presentations with visual media resources, including electronic technologies.
	K. Recognize and respect cultural and language differences in both formal and informal speaking situations.
	L. Interpret and evaluate a speaker's rhetorical strategies and evidence.
	M. Employ appropriate non-verbal strategies to enhance communication.
	N. Understand the impact that visual media have on society.
	O. Set criteria and evaluate the technology techniques used to influence economic, political, cultural, social and aesthetic decision making.
Presentation of Knowledge and Ideas	A. Present successfully to an audience, recognizing the needs of an audience for both visual and auditory messages.
	B. Deliver a clearly organized message when contributing to the group or committee work.
	C. Speak fluently, enunciating clearly with appropriate rate and volume.
	D. Speak effectively and listen actively in diverse communicative contexts.
	E. Express ideas, thoughts and concerns effectively in both formal and informal speaking situations, e.g., conversations, discussion, presentations, collaborative groups, one-on-one interactions, debates, negotiations and interviews.
	F. Employ appropriate non-verbal strategies to enhance communication.
	G. Recognize and evaluate techniques used in visual media to influence opinions, decision making, and cultural perceptions.
	H. Use images to convey meaning, often in conjunction with written or oral presentations.
	I. Use visual media or computer technology to communicate effectively with a variety of audiences for a variety of purposes.

	J. Make strategic use of digital media (e.g., textual, graphical, audio, visual and interactive elements) in presentations, to enhance understanding of findings, reasoning and evidence, and to add interest.

Mathematics

Mathematical Processes

Problem Solving	A. Use a variety of problem solving strategies.
	B. Reflect on and analyze the student's own problem solutions and the solutions of others.
	C. Connect ideas in a variety of context.
	D. Solve complex, non-routine and multi-step problems that may require student formulation of problems and/or sustained thought and effort.
Communication using Math Ideas	A. Use correct mathematical terminology and notation.
	B. Show a logical progression of thought, clearly and coherently, orally and in writing.
	C. Read mathematical material with understanding and independence.
	D. Use appropriate degrees of precision based upon problem context.
	E. Use exact answers (e.g., $\sqrt{}$ or π) when appropriate.
Mathematical Reasoning	A. Understand the need for proof in mathematics; recognize when a proof is required
	B. Understand the difference between a statement verified by proof and one illustrated by using examples.
	C. Understand the meaning of logical terms (e.g., and, or, but, not, if … then).
	D. Understand the significance of and roles played by definitions, assumptions, theorems/propositions, examples, and counterexamples in mathematics.
Connecting Mathematical Concepts	A. Connect mathematics with a variety of disciplines and workplace and everyday settings.
	B. Use connections among and within branches of mathematics (e.g., algebraic properties of a function and geometric properties of its graph).
Appropriate Use of Technology and other Tools	A. Use a variety of tools to solve mathematical problems—ranging from common tools (e.g., rulers, protractors) to technology-enhanced tools (e.g., calculators, computers, spreadsheets).
	B. Use technology to collect organize and analyze information with the goal of interpretation, presentation and argumentation and as motivation for proof.
	C. Use appropriate technology to enhance and support student learning.

Number and Operations

Structure of the Number System	A. Understand and convert between different representations of numbers (decimal, percent, fraction, scientific notation, radicals…).
	B. Explain the effects of operations on the magnitudes of quantities and signs of numbers.
Operations	C. Perform arithmetic operations on various forms of real numbers.
	D. Compute and explain the solutions to problems involving ratio, proportion, percent, scientific notation, square roots and numbers with integer and rational exponents;

	E. Apply and generalize properties of operations (including order of operations) as a foundation for algebra.
Estimation	Estimate the solutions to problems involving ratio, proportion, percent, scientific notation, square roots and numbers with integer and rational exponents.

Algebra

Equations and Inequalities	A. Algebraically solve linear equations in one variable, including examples with no solution, one solution, and infinitely many solutions.
	B. Solve systems of linear equations with two unknowns by graphing, substitution, and addition/elimination; including examples with no solution, one solution, and infinitely many solutions.
	C. Solve quadratic equations by graphing, factoring, completing the square, and using the quadratic formula (including equations that have complex solutions).
	D. Algebraically solve linear inequalities and represent solutions in multiple ways such as graphically, inequality notation, and interval notation.
	E. Algebraically solve absolute value equations in the form $\mid Ax + B \mid = C$ and related absolute value inequalities and represent solutions in multiple ways.
	F. Algebraically solve equations that include rational expressions or radicals including examples that generate extraneous solutions.
	G. Solve for specified variables in literal equations.
	H. Solve exponential equations in one variable using logarithms.
Operations with Algebraic Objects	A. Perform operations with exponents and radicals, including laws of exponents, with both numerical and algebraic expressions.
	B. Add, subtract, multiply and divide rational expressions by hand and identify values where they are undefined. (Limit numerators and denominators to monomial, linear and quadratic expressions).
	C. Evaluate and simplify algebraic expressions.
	D. Add, subtract, multiply and divide polynomial expressions (limit divisors to monomial and linear expressions).
Graphing	A. Graph linear equations and inequalities and quadratic equations in two variables, with and without technology (limit quadratic equations to vertical and horizontal parabolas).
	B. Graph common functions (e.g., absolute value, square root, linear, quadratic, rational, exponential, piecewise) with and without technology.
	C. Read a graph to interpret solutions to an equation and identify and interpret characteristics such as intercepts, extrema, and rates of change.
	D. Graph transformations of functions (limit transformations to vertical and horizontal shifts, reflections, and stretches).
	E. Interpret transformations of functions from both a graphical and algebraic perspective.
Functions and Applications	F. Define functions; determine whether a relationship between two variables (represented in a variety of ways) represents a function; identify, as appropriate for the context, both the domain and range of a function; and use function notation.
	G. Describe how a change in one variable affects the value of a related variable, for example, problems involving direct and inverse variation.
	H. Interpret sequences as functions whose domain is a subset of the whole numbers. Solve problems with arithmetic and geometric sequences.
	I. Adjust the parameters of function families to model relationships between variables (function families include linear, quadratic, piecewise, absolute value, square root, power and exponential).
	J. Formulate equations or functions that model problems in a variety of contexts.

Geometry

Structure	A. Describe and explain the different roles of assumptions, definitions, theorems and proofs in the logical structure of geometry.
	B. Use theorems about parallel and perpendicular lines, angles, congruent figures, similar figures, right triangles (e.g., Pythagorean Theorem), polygons, circles, polyhedrons, spheres, cylinders, and cones to solve problems.
	C. Prove theorems about lines, angles, triangles, and parallelograms.
	D. Use similarity to solve problems and to model proportional relationships.
	E. Use right triangle trigonometry to solve problems.
Geometric Representations	A. Represent geometric objects algebraically using coordinates (analytic geometry).
	B. Use algebra to solve geometric problems.
	C. Draw and define reflections, rotations, translations, and dilations of geometric objects and understand compositions of these transformations.
	D. Define, describe, and identify reflectional and rotational symmetry.
	E. Express transformations algebraically (i.e., using coordinates).
Measurement	A. Explain that the geometric measures (length, perimeter, area, volume) depend on the choice of unit, and that measurements are approximations.
	B. Explain the effect of a scale factor on length, perimeter, area, and volume.
	C. Calculate the perimeter and area of common plane figures and the surface area and volume of solids.
	D. Distinguish between exact and approximate values. Explain differences among accuracy, precision, and error, and describe how errors affect later calculations.
	E. Solve problems involving measurement, including problems requiring a choice of scale and unit.
	F. Convert fluently from one measurement unit to another, within and across systems.

Probability and Statistics

Data Displays and Interpretation	A. Create and/or interpret graphical displays to describe sets of data (e.g., box-and-whisker, scatterplot, frequency distribution, normal distribution).
	B. Find and interpret measures of central tendency and variability for sets of data.
Representations and Use of Data	A. Use the context to determine appropriate way(s) to represent data, and understand the advantages and disadvantages of various representations.
	B. Identify misuses of data.
	C. Distinguish between correlation and causation.
	D. Understand the characteristics of well-designed studies (e.g., lack of bias, sampling methods, randomness) in order to interpret results.
Probability Concepts	A. Use the fundamental counting principle to determine the number of possible outcomes.
	B. Compute probability of compound events, independent events, and simple dependent events.
	C. Compare experimental and theoretical results for simple experiments.

Note: the Ohio College Readiness Advisory Committee also provided additional expectations for students planning to enroll in calculus. These recommendations are beyond the standards for remediation-free status.

Science – Biology, Chemistry, Computer Science, Engineering, Geology and Physics

Learning Skills (for all students)
A. Learn science using a variety of sources including but not limited to:
- Standard college-level science textbooks   - Inquiry-based laboratory experiences that engage students in asking valid scientific questions, and gathering and analyzing information   - Well-reasoned and evidence-based discussions of science principles, concepts and problems with well-prepared peers and faculty   - Well-organized lectures delivered at an appropriate cognitive level for first-year STEM college students by college faculty   - Other appropriate sources of science information in the popular press and in other sources, such as research reports and summaries that are at an appropriate cognitive level for first-year college students.
B. Reliably and accurately assess the student's learning and take effective action to remediate deficiencies, prior to instructor-administered summative assessments
C. Persist in learning despite encountering initial difficulty in mastering challenging material and seek and use alternative learning strategies when finding initial strategies are not as effective as desired, so that the student consistently meet leaning goals and achieve targeted learning outcomes.

Science Content Knowledge and Skills (for non-science majors)	
Content	A. Satisfactorily complete the Ohio graduation requirements for science and mathematics, meeting all of the expectations specified in the New Ohio Learning Standards: K-12 science for each of those courses.
	B. Satisfactorily complete the following high school science courses: biology, physical science, and one advanced science course.
	C. Consistently demonstrate mastery of the first five Recommendations in "Mathematical Expectations for College Readiness 2011" within science contexts. Demonstrate mastery of these processes, concepts, functions, applications, and operations by creating models of physical realities related to those models.
	D. Use the models created to reliably and consistently solve problems dealing with the concepts and relationships described in the Syllabus and Model Curriculum of the Ohio Revised Science Standards for the science courses taken in high school. Non-science majors do not need to be able to demonstrate the "Additional Expectations for Calculus."
Rationale	This level of mastery should be accomplished by satisfactory completion of three high school science courses as defined by the syllabi and model curricula of the New Ohio Learning Standards: K-12 Science.
	A. Identify questions and concepts that guide scientific investigations.
	B. Design and conduct scientific investigations.
	C. Use technology and mathematics to improve investigations and communications.
	D. Formulate and revise explanations and models using logic and evidence (critical thinking).
	E. Recognize and analyze explanations and models.
	F. Communicate and support a scientific argument.

Note: the Ohio College Readiness Advisory Committee provided additional recommendations for science content knowledge and science and mathematics skills needed by students majoring in the natural and health sciences, and in engineering. These recommendations have to do with placement, not remediation status.

College Readiness Indicators – assessment thresholds to guarantee "remediation free" status at any public post-secondary institution in Ohio

A student who meets or exceeds the following thresholds will be deemed as remediation free and eligible to enroll in a college credit-bearing course at any of Ohio's public institution of higher education.

Readiness Area	ACT	SAT	Accuplacer	COMPASS
English Sub Score	18 (or higher)	Writing 430 (or higher)	Sentence Skills 88 or < 5 on Writeplacer	*This assessment is not recommended.*
		Critical Reading 450 (or higher)		Reading Scale Score 88
Reading Sub Score	21 (or higher)	450 (or higher)	80	Reading Scale Score 88
Mathematics Sub Score	22 (or higher)	520 (or higher)	108EA or 69CLM	Algebra Scale Score 52

➢ *Until better assessments of science content knowledge are available, institutions should continue to use their own assessments of science* content to supplement the other sources of information such as ACT scores, high school grade point average (GPA), and other indicators of college readiness in determining the college readiness in science.

➢ Assessment exam scores will be valid for two years from the completion of that assessment, after which institutions may require students to repeat an assessment to determine the currency of their college readiness.

➢ Institutions are not required to place students scoring below the threshold score into remedial courses. Students scoring below the threshold score are subject to institutional placement procedures to gain eligibility to enroll in credit-bearing courses. Such procedures could include but are not be limited to: review of high school GPA, a writing assessment, and a review of previous college work.

➢ These remediation-free thresholds are not intended to determine eligibility for admission to any college or university. Each institution has its established admission requirements. Admitted students who have achieved or exceeded these scores are guaranteed exemption from institutional placement into non-credit remedial courses.

➢ These remediation-free standards and thresholds are not intended to replace institutional placement policies. Admitted students who are deemed remediation free are still subject to any pre-requisite and placement testing requirements for specific academic programs. Similarly, placement testing may be required for students who do not achieve the remediation-free threshold, to determine the appropriate initial class – which may be a for-credit class if indicated by the placement examination.

Fall 2013 Preliminary Commencement Report									
Total # of Graduates:		206			MASTERS:				
Total Masters Degrees:		18			College of Arts & Sciences, M.Ed.			0	
Total Bachelor Degrees:		117			College of Professional Studies, M.O.T.			18	
Total Associate Degrees:		71			Certificates:			1	
BACHELORS:					ASSOCIATES:				
College of Professional Studies		TOTAL			College of Professional Studies			TOTAL	
	Sports Studies	12				Dental Hygiene		0	
	Bus. Admin.	21				Emergency Medical Tech		1	
	Nursing	5				Medical Laboratory Tech		0	
	Plastics Engin.Tech.	0				Nursing		39	
	Computer Engin. Tech.	2				Occupational Therapy Asst.		2	
	Environmental Engin. Tech.	3				Physical Therapy Asst.		0	
	Digital & Sim.Gaming Engin.	1				Radiologic Technology		0	
	Athletic Training	0				Respiratory Therapy		0	
						CADD		3	
						Electromechanical Engin.Tech		1	
	TOTAL	44	44			Plastics Engineering Tech		0	
						Accounting		4	
						Computer Technology		0	
College of Arts & Sciences						Business Management Tech		3	
	Social Sciences	3				Legal Assisting		2	
	Sociology	11				Office Administration Tech		1	
	International Relations	3				Information Tech. Management		5	
	Psychology	9							
	History	2				TOTAL		61	61
	English Humanities	5							
	Mathematical Sciences	0							
	Fine Arts	18							
	Natural Science	6			College of Arts & Sciences				
	Biology	2				Arts & Humanities		1	
	Chemistry	1				Early Childhood Development		0	
	Early Childhood Intervention Spe	7				Social Science		7	
	Intervention Specialist K-12	1				Natural Science		1	
	Early Childhood Educ PreK-3	0							
	Middle Childhood Education	3				TOTAL		9	9
	TOTAL	71	71						
University College					University College				
	Individualized Studies	2				General Studies		1	1
	TOTAL	2	2						
	TOTAL BACHELOR DEGREES		117			TOTAL ASSOCIATE DEGREES			71

Shawnee State
U N I V E R S I T Y

Office of the Registrar

Enrollment Comparison of 1st day Spring 2014 to 1st day Spring Semester 2013

Headcount	SP14	SP13	Change #	Change %
Undergraduate	3731	3943	-212	-5.4
Graduate	67	62	+5	+8.1
Total	*3798*	*4005*	*-207*	*-5.4*

FTE	SP14	SP13	Change #	Change %
Undergraduate	3287	3485	-198	-5.7
Graduate	56	50	+6	+12.0
Total	*3343*	*3535*	*-192*	*-5.4*

SSI Eligible FTE	SP14	SP13	Change #	Change %
Undergraduate	3158	3327	-169	-5.1
Graduate	49	43	+6	+14.0
Total	*3207*	*3370*	*-163*	*-4.8*

New Student Headcount	SP14	SP13	Change #	Change %
First-Time Freshmen	96	160	-64	-40.0
Transfers	98	127	-29	-23.0
Post Secondary	2	1	+1	+100.0
Non-Degree High School	45	33	+12	+36.0
Non-Degree Regular	1	5	-4	-80.0
Non-Degree Senior Citizen	0	2	-2	-100.0
Non-Degree Transient	0	1	-1	-100.0
Graduate	4	3	+1	+33.0
Total	*246*	*332*	*-86*	*-26.0*

Continuing Student Headcount	SP14	SP13	Change #	Change %
Freshmen	968	1004	-36	-3.6
Sophomores	750	768	-18	-2.3
Juniors	644	714	-70	-9.8
Seniors	1024	1018	+6	+0.6
Non-Degree	103	110	-7	-6.4
Graduate	63	59	+4	+6.8
Total	*3552*	*3673*	*-121*	*-3.3*

Orientation Report
Board of Trustees Meeting
January 17, 2014

Spring 2014	**Attendance**
December 12	77
January 3	49 (Winter Storm)
	Total 126

Upcoming Dates:

Summer 2014
May 13

Fall 2014
May 30
June 3
June 5 – Transfer
June 7
June 9
June 11
June 13
July 24
August 1

Housing Occupancy Report
Board of Trustees Meeting
January 17, 2014

Housing Occupancy
Spring Semesters

	SSU Owned Capacity	Campus View Capacity	Tanner Place Capacity	Bridgeview Court Capacity	Residents On Campus	Percentage Of Occupancy	Date Prepared
Spring 2008	181	430	N/A	N/A	552	90.3%	1/10/2008
Spring 2009	180*	478	N/A	N/A	711	108%	1/08/2009
Spring 2010	178*	574	N/A	N/A	774	103%	1/12/2010
Spring 2011	178	622	31	N/A	856	103%	1/14/2011
Spring 2012	178	622	31	70	839	93.1%	1/17/2012
Spring 2013	178	618*	27*	140	832	86.4%	1/11/2013
Spring 2014	176*	618*	27*	140	837	87.1%	1/09/2014

*Decrease attributed to providing housing for live-in staff and taking Cedar 12 offline.

Upcoming Events

Homecoming
- Homecoming activities are scheduled for January, 27 – February 1
    - SSU Spirit Crafts
    - Casino Night
    - Basketball tournament
    - SSU Themed Bingo
    - Cardboard Sled Making
- Homecoming Day is February 1, 2014.
- SPB sponsors the Homecoming Dance, Homecoming Carnival and the crowning of King and Queen.

Black History Month
- Equalization Wall – Bringing awareness to the diversity of our student population.
- "42" the Movie – Co-sponsored with the Office of Multicultural Affairs

Springfest Week
- Events include field Day, Family Feud, Life Size Board Games and Jell-O Wrestling.

Attendance Tracking
- SPB is using software to track student attendance at SPB programs.