BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE

November 21, 2025, 10:30 a.m.
Morris University Center, Room 214

Agenda

1.0   Call to Order

2.0   Roll Call

3.0   Action Items

3.1   Resolution ASA15-25
Approval of Policy 2.24, Curriculum Approval Process

Dr. Kimberly Inman, Interim Provost and Vice President for Academic and Student Affairs, will present Resolution ASA15-25 for approval of Policy 2.24, Curriculum Approval Process.

3.2   Resolution ASA16-25
Approval of Policy 2.25, Low-Enrolled Courses

Dr. Inman will present Resolution ASA16-25 for approval of Policy 2.25, Low-Enrolled Courses.

4.0   Information Items

4.1   Academic and Student Affairs Executive Report

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

4.2   Student Loan and Debt Report

Dr. Inman will present the Student Loan and Debt report.

4.3   Establishing Benchmarks on Key Performance Metrics of Retention, Persistence, and Completion

Dr. Jennifer Pauley, Associate Provost of Academic Affairs and Student Success, will report on student retention, persistence, completion versus open access peers.

4.4   Athletics Community Engagement

Ms. Kristen Bradshaw, Interim Softball Coach, will present on Athletics community engagement.

4.5 **College of Arts and Sciences Program Development Plan**

Dr. Michael Barnhart, Interim Dean for the College of Arts and Sciences, will report on the plan for new program development in the College of Arts and Sciences.

4.6 **Higher Learning Commission Interim Report**

Dr. Pauley will provide an update on the Higher Learning Commission.

4.7 **Commencement**

Dr. Inman will report on changes to yearly commencement exercises plan.

5.0 **Adjournment**

RESOLUTION ASA15-25

POLICY 2.24, CURRICULUM APPROVAL PROCESS

WHEREAS, section 3345.457 of the Ohio Revised Code requires the Shawnee State University Board of Trustees to adopt a curriculum approval process; and

WHEREAS, the University engages in shared governance with the University Faculty Senate (UFS); and

WHEREAS, the University has clearly defined standing committees of the UFS that review, evaluate and recommend curricular policies and proposals; and

WHEREAS, role of the faculty, departments, and schools is to develop course and program proposals; and

WHEREAS, the UFS recommendations to approve these curricular proposals are considered advisory in nature; and

WHEREAS, the Shawnee State University Board of Trustees retains final authority over adoption and modification of the curricular approval process and has the overriding authority to approve or reject the establishment or modification of all curricular proposals;

THEREFORE, BE IT RESOLVED that the Board of Trustees of Shawnee State University hereby adopts Policy 2.24, Curriculum Approval Process.

(November 21, 2025*)*

Shawnee State University

POLICY TITLE:	CURRICULUM APPROVAL PROCESS
POLICY NO.:	2.24
ADMIN CODE:	3362-2-24
PAGE NO.:	1 OF 4
EFFECTIVE DATE:	11/21/2025
NEXT REVIEW DATE:	11/2030
RESPONSIBLE OFFICER:	PROVOST
APPROVED BY:	BOARD OF TRUSTEES

1.0   PURPOSE

The purpose of this policy is to establish a curricular approval process as codified in section 3345.457 of the Ohio Revised Code. This policy applies to the following curricular actions: establishing or modifying academic programs, curricula, courses, general education requirements, and degree programs. This policy applies to the approval, rejection, and discontinuation of academic programs.

2.0   SCOPE OF AUTHORITY

2.1   The Shawnee State University Board of Trustees is the ultimate authority to establish and modify academic programs, schools, colleges, institutes, departments, and centers at Shawnee State University.

2.1.1   The Shawnee State University Board of Trustees also retains final authority over adoption and modification of the curricular approval process required to establish, modify, or discontinue curricula, courses, general education requirements, and degree programs.

2.1.2   The Shawnee State University Board of Trustees has the overriding authority to approve or reject any establishment or modification of academic programs, curricula, courses, general education requirements, and degree programs.

2.2   The Shawnee State University Faculty Senate shall have the opportunity to provide advice, feedback, and recommendations on the establishment and modification of academic programs, curricula, courses, general education requirements, and degree programs.

2.2.1   This feedback from the University Faculty Senate is advisory in nature.

3.0   PROCESS FOR ESTABLISHING, SIGNIFICANTLY MODIFYING, OR
        DISCONTINUING ACADEMIC PROGRAMS

   3.1   Academic departments or schools may submit requests to establish, significantly
           modify, or discontinue academic programs by first submitting a proposal to the
           Academic Resource Management Committee (ARMC), chaired by the Provost.
           The faculty involved in the proposal shall meet with the Office of Institutional
           Budgeting and Office of Enrollment Management to receive feedback on budget
           and enrollment impacts, as well as marketing strategies. The proposal will be
           reviewed at the department or school level by the Chair or School Director, and
           submitted to the appropriate College Dean for review and comment prior to
           submission to the ARMC.

      3.1.1   The faculty, chair/school director, and dean associated with the proposal
              will present the proposal to the members of the ARMC and answer
              questions regarding the proposal. The ARMC shall vote to recommend
              support, postponement, or lack of support for the proposal to the Provost.

      3.1.2   Upon recommendation from the Provost, the faculty may then submit the
              proper curricular program and course proposals to the appropriate
              curricular approval committee.

4.0   CURRICULAR APPROVAL COMMITTEES

   4.1   All proposals reviewed by these committees must be submitted in the curriculum
           software.

      4.1.1   Members of the Board of Trustees may approve initiation of a proposal for
              review and shall designate the Provost to submit a Board of Trustees
              initiated proposal into the software. Such proposals will start at the
              appropriate committee for review.

         4.1.1.1 If the University has entered into an agreement, such as a state-
                  wide curricular agreement required by the Ohio Department of
                  Higher Education or mandated by sections of state or federal
                  law, the Board of Trustees will review alignment of current
                  curriculum and request that the proposals needed to achieve the
                  required outcomes of the agreement be submitted by the Provost.

4.1.2   The Provost may initiate a proposal seeking to discontinue an academic program when the department or school does not agree to initiate such a proposal or when required to by law.

4.1.3   Current tenure-track and tenured faculty members may initiate curricular proposals that shall be reviewed and recommended by their department or school prior to review by the College Dean. For graduate curriculum proposals, the initiator must be a current tenure-track or tenured graduate faculty member.

4.2   General Education Advisory Committee (GEAC): All curricular policies, assessment plans, and proposals that impact the General Education Program (GEP) will be reviewed and evaluated by the GEAC. All course proposals received by GEAC will be evaluated to ensure that the course meets the learning outcomes for its respective GEP category and aligns with the GEP Assessment Plan. All business before the GEAC will be made available for comment and criticism to the campus community via a five-day open hearing process. All proposals recommended by the GEAC shall be forwarded to the Education Policies and Curriculum Committee (EPCC) for review and evaluation. The Shawnee State University Administration shall assign one senior administrator to be the primary representative to the GEAC. This senior administrator will be a non-voting member of the GEAC.

4.3   Education Policies and Curriculum Committee (EPCC): All undergraduate educational policies and curricula proposals, including those recommended by the GEAC, will be reviewed and evaluated by the EPCC. All business before the EPCC will be made available for comment and criticism to the campus community via a five-day open hearing process. As needed, proposals requiring review and evaluation for distance learning will be forwarded to the Distance Learning Committee (DLC) upon recommendation by the EPCC. All other proposals recommended by the EPCC shall be forwarded to the University Faculty Senate (UFS). The Shawnee State University Administration shall assign one senior administrator to be the primary representative to the EPCC. This senior administrator will be a non-voting member of the EPCC.

4.4   Graduate Council (GC): All graduate educational policies and curricula proposals will be reviewed and evaluated by the GC. All business before the GC will be made available for comment and criticism to the campus community via a five-day open hearing process. As needed, proposals requiring review and evaluation for distance learning will be forwarded to the DLC upon recommendation by the

GC. All other proposals recommended by the GC shall be forwarded to the University Faculty Senate (UFS). The Shawnee State University Administration shall assign one senior administrator to be the primary representative to the GC. This senior administrator will be a non-voting member of the GC.

4.5   Distance Learning Committee (DLC): All distance learning, hybrid (a defined percentage of class sessions meet in person with additional instruction conducted online), hyflex (a student may attend all class sessions in-person, online synchronously, or online asynchronously), or online curricular and program proposals shall be reviewed and evaluated by the DLC. Proposals for new courses and programs seeking to use these modes of instruction shall first be referred from the appropriate governance committee (EPCC or GC). Proposals seeking to add distance learning modalities to existing courses may be submitted directly to DLC following department/school and Dean recommendation. All proposals recommended by the DLC shall be forwarded to the University Faculty Senate (UFS). The Shawnee State University Administration shall assign one senior administrator to be the primary representative to the DLC. This senior administrator will be a non-voting member of the DLC.

4.6   University Faculty Senate (UFS): Policy, program, and curricular proposals recommended by the EPCC, GC or DLC will be reviewed and evaluated by the UFS. Matters for consideration by the UFS may be referred to the UFS by any member of the University community. Academic policies, curricular proposals, and resolutions to be put before UFS must be submitted through the curriculum software. Upon recommendation of the UFS, all proposals will be forwarded to the Provost for review and evaluation.

4.7   Upon receiving curricular and policy recommendations from the UFS, the Provost will evaluate and review the proposals and make a recommendation that the proposals be presented at the next regularly scheduled meeting of the Shawnee State University Board of Trustees during the Academic and Student Affairs Committee meeting where the proposals will be considered for final approval. Proposals approved by the Academic and Student Affairs Committee will be presented as part of the consent agenda or as individual action items on the agenda of the Board of Trustees meeting. A vote in favor for approval by the Board of Trustees must be recorded before the University Registrar incorporates curricular changes into the Shawnee State University Academic Catalog.

History
Effective: 11/21/2025

RESOLUTION ASA16-25

POLICY 2.25, LOW-ENROLLED COURSES

WHEREAS, Shawnee State University desires to create a consistent framework to identify low-enrolled courses across the academic course schedule; and

WHEREAS, creating this framework will support balanced enrollment in course sections, improvement of student learning outcomes, increased accessibility to courses, and added efficiency of course section and staffing needs; and

WHEREAS, engaging in review of low-enrolled and infrequently scheduled courses will improve communication of courses offered in the University Academic Catalog;

THEREFORE, BE IT RESOLVED that the Board of Trustees of Shawnee State University hereby adopts Policy 2.25, Low-Enrolled Courses.

(November 21, 2025*)*

Shawnee State University

POLICY TITLE:	LOW-ENROLLED COURSES
POLICY NO.:	2.25
ADMIN CODE:	3362-2-25
PAGE NO.:	1 OF 4
EFFECTIVE DATE:	11/21/2025
NEXT REVIEW DATE:	11/2030
RESPONSIBLE OFFICER:	PROVOST
APPROVED BY:	BOARD OF TRUSTEES

1.0   PURPOSE

The purpose of this policy is to create a consistent framework for identifying low-enrolled courses across the entire academic course schedule. The goal of this framework is to ensure balanced enrollment in courses to improve student outcomes, accessibility to courses, and efficiency of planning section and staffing needs.

2.0   SCOPE OF AUTHORITY

2.1   Shawnee State University retains the right to schedule courses in accordance with programmatic and student needs and the Provost has the final authority over class schedules.

2.2   Department Chairs and School Directors will consult with program faculty in determining the timing, rotation, and staffing of courses for each academic semester and session. The Department Chairs and School Directors will submit a recommended course schedule to the appropriate College Dean.

2.3   College Deans will review the recommended class schedules from the schools and departments in the college. The Dean may suggest or enact changes and has final approval over the course schedule submitted to the Registrar.

2.3.1   A faculty member may request alterations to the published course schedule; however, the Department Chair or School Director will determine whether such requests will be recommended to the College Dean, and the Dean has discretion to approve or reject any such recommendation.

3.0   DETERMINATION OF COURSE SECTION CAPACITIES

3.1   Course capacities will be established for all courses, as detailed below, regardless of whether they are taught in-person, as a hybrid course (in which a defined percentage of class sessions meet in person with additional instruction conducted

online), or in the hyflex modality (student can attend in person, online synchronously, or online asynchronously).

    3.1.1   Specific faculty-student ratios as determined in the collective bargaining agreement between Shawnee State University and the faculty union unless and until such provisions have been superseded by a Board of Trustees policy.

    3.1.2   Faculty-student ratios for in-person courses not covered by a collective bargaining agreement or superseding Board policy are determined by considering a combination of pedagogical, safety, and/ or accreditation restrictions along with physical room capacity.

        3.1.2.1   Department Chairs, School Directors, and Deans should strive for consistent faculty-student ratios across all sections of the same in-person course.

3.2   Course capacities for fully online courses and course sections are determined by the collective bargaining agreement between Shawnee State University and its faculty union unless and until such provisions are superseded by a Board of Trustees policy.

3.3   In instances where more than one course or course section is scheduled in the same room with the same instructor at the same time (concurrent instruction), the faculty-student ratio will be calculated using the total capacity in all sections or courses included in the concurrent instruction format.

4.0   IDENTIFICATION AND CANCELLATION OF LOW-ENROLLED COURSES

4.1   Approximately six weeks prior to the first day of classes for a semester, the College Dean will review the enrollments in each class section on the course schedule.

4.2   Class sections that have enrollment less than or equal to 70% of the course capacity ("low-capacity sections") will be identified.

    4.2.1   The College Dean will provide a list of low-capacity sections to Department Chairs and School Directors and engage in discussions as to whether each low-capacity section should remain on the course schedule or should be canceled due to low enrollment.

4.2.1.1   No later than the end of the fifth week prior to the start of the semester, Department Chairs and School Directors will send written justification for running low-capacity sections to the Dean. The Dean will determine if each low-capacity section remains open or will be canceled.

4.2.1.1.1   The Department Chair or School Director will provide the class schedule to each faculty member in their unit no later than four-weeks before the start of the semester.

4.2.1.1.2   If possible, the individual faculty member assigned to a course that has been canceled should be reassigned to another course or section if canceling a class is likely to decrease their teaching workload to fall below 24 workload credits for the academic year.

4.2.1.1.3   Faculty may request in writing to extend the deadline for the Dean's decision on cancellation of a low-capacity section or course.

4.2.1.1.3.1   If the Dean grants this request, a deadline for a final decision and enrollment requirement will be clearly communicated.

4.3   Following discussions with Chairs and School Directors, if a course that is enrolled at less than or equal to 50% of its capacity is requested to remain on the course schedule, the College Dean must send the request with justification to the Provost for approval.

4.3.1   This will also include requests to run emergency low-enrolled sections and course sections not included in the teach-out plan for an academic program undergoing a teach-out in anticipation of its discontinuation.

5.0   LATER CHANGES TO CLASS SCHEDULE

   5.1   After faculty have received their class schedule (by the end of week four prior to the start of the semester), the University shall not subsequently change the faculty member's class schedule unless program needs or enrollments require such action.

      5.1.1   Department Chairs and School Directors shall make reasonable efforts to discuss needed changes with impacted faculty members prior to the changes being made.

6.0   MONITORING OF AND REMOVAL OF INFREQUENTLY SCHEDULED COURSES FROM THE ACADEMIC CATALOG

   6.1   At the start of each Spring semester, the Office of Institutional Data, Reporting, and Analytics will generate a report on courses listed as active in the academic catalog that have not been offered in the past five academic years. The list will be shared with the Provost, Registrar, and College Deans.

   6.2   The College Deans will engage in discussions with the Department Chairs and School Directors associated with these courses to determine the reason for not running the courses on a regular rotation to allow students the opportunity to enroll in the course.

   6.3   The College Deans will provide a summary report to the Provost and Registrar with justification for maintaining these courses in the academic catalog.

      6.3.1   Following review of the justification, the Provost and Registrar will determine if a course that has not been offered in the previous five academic years should be removed from the academic catalog.

      6.3.2   The Provost will recommend courses that should be removed from the academic catalog to the Academic and Student Affairs Committee of the Board of Trustees The Board of Trustees may approve a resolution authorizing the Provost to submit course discontinuation proposals as part of the curriculum approval process.

History
Effective: 11/21/2025

Academic and Student Affairs
Report Board of Trustees Meeting
November 21, 2025

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.

Interim Provost Report

Chairman Shah,

Midterm examinations and registration for spring semester courses have arrived on campus, with faculty, staff, and students showing active engagement across the division of Academic and Student Affairs. The Office of Student Engagement has been engaged with members of the Student Government Association (SGA) and student organizations and clubs in leadership activities. The programming has centered around revising bylaws and standardizing SGA meetings, engaging in civil discourse, constructive dialog, and listening for understanding. Student leaders have recently participated in a mock-trial event and led a student panel on the First Amendment moderated by Interim Dean of Students Jeff Hamilton.

The required interim report to our institutional accreditor, the Higher Learning Commission (HLC), was submitted on October 15. I extend sincere thanks to the many offices, faculty, and staff across campus who have actively contributed to the significant improvements we have made as a university in a range of areas including budgeting, finances, staffing, strategic action planning, and goal setting since 2023.

As the campus prepares to offer courses and programs at an additional location in Chillicothe, general education courses and courses in the MBA program are scheduled to run at the PACCAR Medical Education Building and the Pickaway Ross Career and Technical Center starting in January 2026. Collaborative marketing and promotion of these opportunities is occurring with SSU and Adena teams, including weekly in-person visits with Adena employees by members of the SSU Admissions and Selective Program Admissions teams. HLC will review and consider SSU's application to create the additional location in Chillicothe as part of the Institutional Actions Council meeting scheduled for December 1-2. We anticipate notification of their decision by the end of the calendar year.

A brief update on recent activities from each area in the Division of Academic and Student Affairs is provided below:

College of Arts and Sciences

College of Arts and Sciences departments have been scaling up General Education course offerings for Spring semester to meet increased enrollment demands. The College has increased networking and connections with regional workforce development centers, Career and Technical Centers, and Educational Service Centers in our expanded service area. College leaders are engaging in improving transfer pathways, meeting with new partner institutions, and

discussing the needs of regional employers to enable our programs to reach new groups of students.

A newly revised and OT36 compliant General Education Program has been recommended by the General Education Advisory Committee. The recommended framework will bring our curriculum into alignment with the needs of the transfer students that we seek to attract in greater numbers while fulfilling our duties under the Ohio Transfer Promise agreement.

Department of English and Humanities

Dr. Tim Nelson will be presenting a paper at the Southeastern Medieval Association Conference on November 7. His paper is titled, "Revisiting Early Continental Conflicts in the Cotton Cleopatra Brut y Brenhinedd."

At the annual meeting of the American Catholic Philosophical Association, held at Notre Dame from October 31-November 2, Dr. Daniel Johnson was invited to give a speech introducing Dr. Alexander Pruss from Baylor University as the winner of the Aquinas Medal, a prestigious lifetime achievement award given for "influence upon American philosophical thought." Both Dr. Johnson's introductory address and Dr. Pruss's subsequent address will be published in the journal Proceedings of the American Catholic Philosophical Association.

Hope Jenkins, a junior communication major, has been working as an undergraduate teaching assistant for COMM 1000: Introduction to Communication this semester. She holds office hours and visits class regularly to help first-year students understand how the theories they're learning in class can be applied in different situations and how they will use them in future communication classes. Dr. Andrew Napper is also participating in this pilot program in chemistry.

The COMM 3306: Strategic Communication class has been working with Associate Provost Pauley and representatives of the Student Success Center, Accessibility Office, and First-Year Experience program to develop a communication plan to increase awareness of academic resources and encourage use of them. The students have conducted a survey and plan to conduct focus groups next week to get more information about students' awareness of and attitudes toward resources, as well as their social media habits. The plan they develop will be implemented in the spring by students in the social media management class.

Department of Fine, Digital, and Performing Arts

The 2025 *Voices of a Region* exhibition, presented in partnership with nonprofit The Trillium Group, runs until November 25 in the Appleton Gallery at SSU. This juried art show features selected works from regional artists and celebrates the creative voices of Appalachia.

Interim Dean Michael Barnhart's composition Breathing Drum will be performed during a concert by the University of Delaware Percussion Ensemble this semester. Copies of a recording of the work directed by University of Cincinnati percussion faculty will be distributed at the Percussive Arts Society International Convention. The recording was produced at Shawnee State University with support from University of North Carolina system.

Department of Mathematical Sciences
Professor Emeritus Dr. Jinlu Li continues his extensive publication record with a recent preprint entitled *Calculating Covering Constants for Mappings in Euclidean Spaces Using Mordukhovich Coderivatives with Applications*.

Department of Social Sciences
Department Chairperson Dr. Chip Poirot and adjunct professor Scott Duryea both contributed chapters to the new book *Polycentric Federalism and World Orders: New Ideas for Classical Liberalism and Libertarian Foreign Policy* published by Springer.

Department of Natural Sciences
Faculty members in Biology and Chemistry, Drs. Sarah Ivers, Andrew Napper, and Jennifer Napper, attended the Ohio Strong Start in Science Large Learning Network Meeting on October 3. The SSU team shared their campus model for improving learning outcomes in introductory sciences courses. The plan will develop and pilot remediation strategies for introductory biology and chemistry courses.

School of Education
A contingent of faculty and students will present their research at the Ohio Mid-Level Association, a middle school educator's conference. They will attend with partners from the Minford School district to showcase their efforts around promoting paraprofessional licensure. Additional, partnership around these efforts will take place with the Adams County Ohio Valley school district.

College of Business and Engineering Technology

The National Science Foundation (NSF) Enabling Partnerships to Increase Innovation Capacity (EPIIC) grant funding began in October. Dr. Amanda Hedrick and Interim Dean Miller will attend the annual PI meeting in Washington DC in November. This is a time to learn from other institutions and PIs that are attending the meeting as well as an opportunity to meet with NSF program officers.

C.H. Lute School of Business
In the C.H. Lute School of Business, Dr. Seongcheol Paeng's scholarly paper, "Increasing Wealth Inequality Under Capitalism," was accepted for poster presentation at the American Economic Association Annual Meeting scheduled in January in Philadelphia.

The School MBA degree program confirmed classes will be offered in Chillicothe at the PACCAR building starting in January.

Assistant Professor Ali Given has been awarded graduate faculty status by the SSU Graduate Committee and will begin instruction in 2026 in the MBA program.

Faculty members Drs. Terry Hapney and Jim Reneau attended the Region IV Assembly of the International Association of College Business Educators (IACBE) October 1-3 in Florence, Ky.

The School of Business faculty welcomed nearly 30 students to an ice cream social October 8 to network with other students and faculty, ask about degree programs, and discuss questions

about the curriculum.

Interim School Director Dr. Jason Lovins was the featured keynote speaker at the Sixth Annual Appalachia Contacts to Contracts Conference hosted by the Ohio Department of Development Minority Business Assistance Centers November 6. His presentation was "From Ideas to Impact: Building Businesses That Last in Appalachia." Students from SSU also attended the day-long workshop in Chillicothe.

Department of Engineering Technology

The Department of Engineering Technology had strong representation at the Department of Energy Science Alliance including the Manufacturing on the Move Trailer equipped with robotics, 3D Scanning and laser engraving. Approximately 1,450 high school students from the region attended. With support from grant funds, including 2024 ARC POWER Grant award and the Intel ASCENT (Appalachian Semiconductor Education and Technical Ecosystem), over 5,500 area students were engaged through outreach in the field of Advanced Manufacturing, over the last year.

The Department of Engineering Technology, in cooperation with the Department of Fine, Digital and Performing Arts, eSports, and the Kricker Innovation Hub, will host the annual Shawnee Game Conference where prospective and current students, industry professionals, and faculty can showcase and experience game development presentations, game demonstrations, pitch competitions, and other opportunities. The Shawnee Game Conference, scheduled for November 7–8, features top industry speakers including keynote speaker José Araiza (EverQuest, *Assassin's Creed Valhalla*).

On October 24 more than 60 prospective students attended Computing Science Day on campus to learn about the different majors and careers in the area of computing. With support from the SSU Office of Admissions, the faculty and students in our computing programs provided interactive sessions during the event.

The student chapter of the Society of Plastics Engineers took a trip to Advanced Composites in Sidney, Ohio, for students to experience the elements of plastics compounding in an industrial setting.

Kricker Innovation Hub

Shawnee State University's Kricker Innovation Hub partnered with the National Association for Community College Entrepreneurship (NACCE) to launch the Level One *"Educate"* phase of the Everyday Entrepreneur Program (EEP), offering an entrepreneurship-focused course or bootcamp culminating in a student pitch competition. NACCE provides funding, resources, and national collaboration opportunities, while SSU oversees implementation to foster regional entrepreneurial growth. The Hub successfully supported 70 new business launches and 66 business expansions, which created 141 jobs and retained 89 positions through the efforts of the REPOWER ARC and LEAP EDA grants and $3.3 million in private investment. These grants came to an end in October with their successes underscoring SSU's leadership in driving innovation and economic development.

Shawnee State University's BEST Ohio program continues to strengthen the region's manufacturing workforce through hands-on training, professional development, and youth

engagement. Current offerings include Leadership Foundations and Certified Associate in Project Management courses with 31 participants. The program also partners with the OMA Earn & Learn initiative to develop technician training curricula that blend paid, work-based learning with industry-aligned credentials. Over 100 high school students recently toured Seal-Tite Manufacturing in Hillsboro to explore local career pathways.

As a continuing project the WORC program, in collaboration with the Center on Rural Innovation (CORI), has a second cohort, which includes an SSU student, that has begun credential training following a successful CORI site visit.

The SSU Esports program has grown to 45 students, supports local high schools in forming teams, and is building a strong regional talent pipeline. Two SSU teams qualified for NACE playoffs, and the Rocket League team received invitations to major tournaments in Columbus and Kentucky.

Shawnee State University will host the 7th Appalachian Conference on Social Enterprise (ACOSE) on November 19–20, uniting students, entrepreneurs, and professionals from Ohio, Kentucky, and West Virginia to advance regional innovation and social enterprise. Hosting ACOSE reinforces SSU's leadership and partnerships in the tri-state entrepreneurial ecosystem.

The Accelerator program continues to nurture early-stage ventures, with one team selected to pitch at Dartmouth's *"Small Towns, Big Ideas"* competition. Additionally, through the Economic Recovery Corps Fellowship—in partnership with IEDC and CORI—SSU is strengthening regional partnerships, mapping entrepreneurship resources, and collaborating with Portsmouth Partners to develop a relocation and business resource guide, further supporting equitable and sustainable economic growth in rural communities.

College of Health and Human Services

The College of Health and Human Services Advisory board members recently discussed the role and use of Artificial Intelligence (AI) in clinical settings and the ethical implications of AI usage. The consensus from advisory board members was that CHHS graduates must be prepared to effectively and ethically apply AI in all health care environments.

During October, CHHS participated in several recruitment events, including Science Alliance, Rehabilitation Sciences and Nursing Day, and Allied Health Science Day. Over fifty CHHS students and twenty faculty and staff planned and delivered interactive sessions with potential students to increase understanding of health and human service careers and our degree opportunities. CHHS will host a Showcase event on February 6, 2026, highlighting all CHHS degree programs. Collaboration and planning support from Admissions has been a key support for the success of these recruitment events.

School of Nursing
The Ohio Board of Nursing approved the Chillicothe additional location site for the existing BSN program, and the School is preparing new program proposal for the new Associate degree in Nursing (ADN). The School will host the Ohio Board of Nursing Survey Visit for the current Associate Degree program on February 4-5, 2026.

The MSN program successfully hosted the CCNE on-site accreditation visit, and the evaluation team report indicated all four standards were met. Final determination regarding accreditation will be received summer 2026.

The faculty and students of the School of Nursing and Bear Care Clinic provided two flu vaccine clinics for CHHS students and faculty to meet immunization requirements of clinical placements.

Department of Allied Health Sciences
Dental Hygiene hosted their Program Advisory Board meeting on October 15 and reviewed expansion plans, possible development of extended function dental auxiliary (EFDA) continuing education program, and current needs and trends in dental practices to inform curriculum.

Health Science Lab Renovation project will resume design phase for all four lab areas (Dental Hygiene, Medical Laboratory Technology, Radiologic Technology, and Respiratory Therapy) following December Controlling Board meeting. All programs are providing updated equipment requirements to assist with planning and budgeting.

In October, both Dental Hygiene Month and Respiratory Therapist Week were celebrated, with Respiratory Therapy program providing appreciation gifts to clinical preceptors/sites for their partnership with our program.

Radiologic Technology Program Director, Dr. Sheena Shifko, submitted the substantive change proposal to JRCERT for approval of the new distance education delivery model. Synchronous delivery of didactic content will occur in Hyflex classrooms at SSU and PACCAR Medical Education Center, and lab activities will also occur at each learning site once approval is received from accrediting body.

Medical Laboratory Technology Program Director Jean McGlone submitted the NAACLS accreditation self-study October 1. The program will host the accreditation team for on-site visit next semester.

Department of Rehabilitation Sciences
The Occupational Therapy Assistant program will host ACOTE for an accreditation site visit March 16-18, 2026. The OTA Program Advisory Board met October 20 and reviewed upcoming site visit plans along with current issues and trends impacting clinical sites and student education.

The BSW program has received CSWE Pre-Candidacy status, is on the October 2026 Board of Accreditors meeting, and will have a first-graduation date of Spring 2029. The program will host a first accreditation site visit Spring semester 2026.

Dr. Courtney Ruggles and co-presenters from the Mount Saint Joseph University BSW program presented "Negotiating Equity: Empowering Social Work Faculty Through Salary Transparency" at the Council on Social Work Education Annual Program Meeting in Denver, CO on October 25.

The BSW Program Advisory Board met October 16 and addressed accreditation status, development of clinical affiliation agreements and placement sites, and updates on student enrollment.

Office of Personal and Professional Development

In September President Braun appointed the Personal and Professional Development Task Force, charged "to develop policy and procedure recommendations that, in concert with Policies 2.22 and 3.0, ensure that every student enrolled in a degree program has the opportunity or is required to participate in experiential learning, or complete a work experience (co-op, internship, clinical, student employ, or other specific option), prior to graduation."

The Task force is chaired by Associate Provost Steve Rader and includes faculty and administrative representatives including Rhoni Maxwell-Rader, JT Ok, Than Mull, Austin Raines, Melissa Robinson, and Rikki Butler. The Task Force is developing a proposed Experiential Learning Policy and associated procedure to govern implementation of this initiative.

Associate Provost Rader is meeting with all academic departments to brief faculty on SB1 and HB96 work-based learning requirements and the OPPD role in developing experiential learning opportunities.

During 2024-2025, 369 undergraduate students (245 bachelor's, 124 associate's) were enrolled in courses that included an experiential learning component. Additionally, 49 graduate students were involved in research, internship, or clinical experiences during 2024-2025. Approximately 15 percent of degree-seeking SSU students completed some form of experiential learning during that last academic year.

From past placements and through surveys sent out by the Chamber of Commerce and the Kricker Innovation Hub, 20 potential regional internship sites (14 located in Portsmouth) have expressed interest in hosting SSU student interns.

The Office of Career Services has pivoted the focus of Career Fairs to industry focused/themed events, rather than major-oriented events. The STEM Career Fair was held on October 17, with 14 employers and 61 students in attendance. The Health and Human Services Career Fair scheduled for January 26, 2026 will focus on Allied Health Sciences, Rehabilitation Sciences, Nursing, Psychology, Sociology and Social Work career paths. The Education Career Fair will be February 20, 2026 and the Career and Internship Fair (for all majors) will be March 19, 2026.

Following efforts to increase awareness of our career platform, Handshake, with students and alumni, our account activation rates are outperforming peer institutions: Alumni – 58.3% (17% higher than peers); Undergraduates – 41.4% (3.7% higher than peers); Freshmen – 45.1% (24.8% higher than peers). We currently have over 50,000 approved job postings on our page. Handshake allows students and alumni to access SSU Career Services support and find internship and job opportunities. Employers who establish an account can post available internships and job openings.

Career Services is also expanding awareness and utilization of the Hiration – AI tool. Hiration is used for resume reviews, resume & cover letter creation, job matches, and mock interviews. This increases the efficiency and accessibility of the office. As of November 1, there have been over 1,000 log-ins/uses of Hiration during the fall semester.

Clark Memorial Library

The library has seen a strong start to the fall semester, welcoming 23,549 visitors—an increase of 15.9% over the same period last year. Librarians have been actively engaged with the campus community, conducting 23 instruction sessions and 43 research consultations to support student learning and faculty research.

To kick off the semester, the library distributed over 600 welcome bags, helping new and returning students feel at home and informed about our services.

On October 28, the Library Director presented at the Library Facilities Summit hosted by OhioNet in Columbus. This daylong event focused on how libraries can effectively maintain and design spaces that serve both patrons and staff. The summit featured practical insights from library staff involved in facility repairs and renovations.

Scioto County Career & Technical Center is using health education equipment in the Clark Memorial Library to prepare students from Portsmouth West and Valley High Schools for the upcoming Anatomage Tournament held during the HOSA Future Health Professionals State and International Leadership Conference which challenges students to demonstrate their knowledge of anatomical structures using advanced 3D medical imaging technology.

Looking ahead, the library will host the Ohio History Alliance Region 9 Annual Meeting on March 14, 2026. The event will be led by Dr. Andrew Feight and Ohio History Corps volunteer Joe McGuire, bringing together regional historians and educators for a day of collaboration and learning.

Center for International Programs and Study Abroad

For Fall 2025, Shawnee State University is host to 49 international students, including 19 new arrivals, along with one visiting faculty member, collectively representing 25 different countries on campus. This semester, SSU welcomed Visiting J-1 Faculty Dr. Johan Ling from Myanmar in the field of Plant Biology, as well as one exchange student from our sister school in Germany. In return, SSU is sending one domestic student to Germany for a year-long exchange. SSU has renewed its agreement with Al-Akhawayn University in Morocco, with two Moroccan students scheduled to arrive in Spring 2026.

Grants and Sponsored Programs

The federal government shutdown has resulted in some grant payment delays and a lack of administrative staffing at many federal agencies; however, all current grant-funded programs at SSU are fully operational since they were authorized during prior federal budget cycles.
The University recently received two new awards from the Appalachian Regional Commission:

- A $500,000 INSPIRE grant was awarded for an expansion to the Behavioral Health Workforce Accelerator program; the development of graduate certificates in Social Work, Human Services, and Rural Health; development of a Community Health Worker certification program; and implementation of an adult education program in partnership with the STAR Community Justice Center. Dr. Christine Raber is the lead on the project.
- A $500,000 Area Development Grant was awarded for CHHS lab renovations, specifically for the Radiologic Technology, Medical Laboratory Technology, and Respiratory Therapy programs. Dr. Christine Raber is the lead on the project.

Many other opportunities from grantors including the Lumina Foundation, Appalachian Regional Commission, and the Ohio Department of Higher Education, are in progress.

Office of Academic Affairs

Ms. Tina Evans has been selected as the Director of Student Pathway Initiatives and Online Programming. Ms. Evans will work closely with SSU's three academic colleges to ensure appropriate online offerings and will liaise with various offices on campus to ensure a seamless experience for online students. She will also lead efforts to develop articulation agreements with CTCs and community colleges, and will develop, implement, and review prior learning assessment at Shawnee State. Ms. Evans comes to SSU with experience in both curriculum development and instructional design.

The Student Success Center held registration sessions for freshmen from 3-6 pm on Monday, October 27 through Thursday, October 30. During these sessions, success coaches were on hand to help students register for spring classes. Because incoming freshmen are pre-registered for their courses by advisors, many do not know how to register themselves. Twenty-five (25) students received assistance at these sessions.

The Provost's North Star Committee implemented a new structure for AY25-26. The committee is now made up of four small teams in order to maximize retention and completion efforts. The Academic Success Team's objective is to reduce the percentage of first-time-freshmen who stop out due to academic performance issues. The Sophomore Soar Team's goal is to reach 80% sophomore retention by AY28-29. The Junior Retention-to-Completion Team's goal is to improve junior retention and establish yearly goals. The Engagement Team will ensure student engagement on campus and promote retention and completion best practices to the broader campus community.

Respectfully submitted, Kimberly Inman, Ph.D.
Interim Provost and Vice President for Academic and Student Affairs

DEBT STUDY SHAWNEE STATE MOST RECENT COHORT (2022-2023) INSTITUTIONAL COMPARISON

Kimberly Inman & Matthew Crawford

Data Sources and Glossary

The majority of the data presented is from the College Scorecard Institutional Data from the most recent comparison group, 2022-2023. Data is for federal aid recipients only, and does not include non-degree-seeking students or degree-seeking students and graduates who did not receive federal aid while enrolled at SSU. Data on students receiving Pell grants and federal loans represent those students receiving aid during the 2021-2022 academic year and reported as part of IPEDS institutional data in 2022-2023. Earnings and debt information is presented for students 6 or 10 years after entry into Shawnee State or 3 years after completing their degrees. The most recent data (updated January 2025) provides median debt information for the FY2020 and FY2021 cohort. Default information is presented for the FY2011 and FY2012 cohorts (CDR2), and the 2016-2017 and 2017-2018 cohorts (BBRR2_*). Mean earnings information is based on the AY2003-2004 and AY2004-2005 cohorts as measured in 2014 and 2015 Median earnings and 10 year threshold information is based on the AY2009-2010 and AY2010-2011 cohorts as measured in 2020 and 2021. Threshold earnings for completers is based on the AY2014-2015 and AY2015-2016 cohorts measured in 2019 and 2020.

Table 1: Description of variables compared in this study.

U.S. Department of Education College Scorecard website.	This information (except for private loan) is from the most recent Institutional Level College Scorecard for students in 2022-2023. It draws on information from US Treasury, NSLDS, and IPEDS.
FTFTPCTPELL_POOLED_SUPP	Percentage of First Time, Full Time students who received a Pell Grant. Based on 2021-2022 AY
PELL_EVER	Percentage of Undergraduate students who received a Pell Grant while they were enrolled in the school. Based on 2015-2016 and 2016-2017 cohorts.
PCTPELL_DCS	Percentage of Pell recipients who are degree / certificate seeking during 2021-2022
Private Loan*	*From the IPEDS Data Feedback Report full-time, first-time degree/certificate-seeking undergraduate students for the academic year 2021-2022. Average amount of private loan
PCTFLOAN	Percentage of all undergraduates receiving a federal loan in 2021-2022.
FTFTPCTFLOAN_POOLED_SUPP	Percentage of full-time, first-time, degree/certificate seeking undergraduates awarded a Federal Loan in 2021-2022
PCTFLOAN_DCS	Percentage of degree/certificate seeking undergraduates awarded a federal loan in 2021-2022

DEBT_MDN	The median original amount of the loan principal upon entering repayment; by all borrowers who graduated or withdrew in a given fiscal year. Measured at point of separation. Includes total loan debt over entire time at the institution. FY2020 and FY2021 Cohorts
GRAD_DEBT_MDN	The median debt for students who completed/ graduated FY2020 and FY2021 Cohorts
WDRAW_DEBT_MDN	The median debt for students who withdrew from the instituition FY2020 and FY2021 Cohorts
CDR2	Two year cohort default rate, FY2011 cohort measured in FY2012
BBRR2_FED_UG_DFLT	Percentage of UG federal loan borrowers in deliquency after 2 years. Based on FY2016-2017 and 2017-2018 cohorts measured in 2018-2019 and 2019-2020.
BBRR2_FED_UGCOMP_DFLT	Percentage of UG Completer federal loan borrowers in delinquency after 2 years. Based on FY2016-2017 and 2017-2018 cohorts measured in 2018-2019 and 2019-2020.
BBRR2_FED_UGNOCOMP_DFLT	Percentage of UG federal loan borrowers who withdrew and are in delinquency after 2 years. Based on FY2016-2017 and 2017-2018 cohorts measured in 2018-2019 and 2019-2020.
MN_EARN_WNE_P10	Mean earnings of federal aid recipients, working and not enrolled at institution, 10 years after entry into the institution. Based on AY2003-04, AY2004-05 pooled cohort measured in CY2014, CY2015, inflation adjusted to 2017 dollars
MD_EARN_WNE_P10	Median earnings of federal aid recipients, working and not enrolled at institution, 10 years after entry into the institution. Based on AY2009-10, AY2010-11 pooled cohort measured in CY2020, CY2021, inflation adjusted to 2022 dollars
GT_THRESHOLD_P10	Percentage of federal aid recipients earning more than a high school graduate 10 years after entry into the institution. Based on AY2009-10, AY2010-11 pooled cohort measured in CY2020, CY2021, inflation adjusted to 2022 dollars
GT_THRESHOLD_P6	Percentage of federal aid recipients earning more than a high school graduate years after entry into the institution. Based on AY2013-14, AY2014-15 pooled cohort measured in CY2020, CY2021, inflation adjusted to 2022 dollars

PCTOVER150_3YR	Percentage of federal aid recipients earning more than 150% of poverty level (approx. h.s. graduate) 3 years after completion. Based on AY2014-15, AY2015-16 pooled cohort measured in CY2018, CY2019

Summary of Findings:

- SSU students receive Pell Grants at a higher rate than students at IUC schools and at 4-yr publics in KY and WV near the SSU campus.
- A higher percentage of SSU students rely on Pell Grant support at some point during their degree than students at IUC, nearby 4-year publics, regional privates and community colleges.
- Across the IUC, Central State has the highest percentage of students receiving Pell Grants, while SSU ranks second.
- Approximately half of first-time, full-time SSU students receive a federal student loan. This is similar to the rate at other 2- and 4- year campuses, but it is 12% higher than the rate for regional career center students.
- First-time, full-time IUC students have private loan amounts ~$2900 higher than their SSU peers in their first year.
- First-time, full-time students at Central State have the highest rate of federal student loan borrowing. SSU ranks 6 out of 13 IUC schools for this metric. (NEO Med is excluded).
- When considered overall, SSU students who received federal student loans have lower median debt than students at other 2- and 4-year insitutions in the study. In the IUC, only University of Cincinnati students have lower median debt.
- The median debt of completers (graduates) is in general higher than the median debt of those who withdrew. SSU graduates carried very similar median debt when compared to all other institutions, except career centers.
- SSU students had a higher default rate two years after entering repayment compared to students at the other schools in the study. This default rate was lowest for SSU students who completed their degrees (10%), but this was 48% higher than for graduates of other institutions in the study.
- SSU students have the 2nd highest default rate in the IUC, and have the highest default rate for non-completers compared to the other IUC institutions.
- Annual earnings of SSU students were lower by $3300-$9500 per year than reported for other institutions in the study. Across the IUC, only Central State students had lower mean and median earnings than students from SSU.

- Completing a credential at any institution increases the likelihood that graduates will earn more than their peers who have only completed high school. This likelihood is highest for students who have graduated from 4-year public institutions.

Comparison of SSU Loan, Debt, and Earnings to Averages of Other Types of Higher Education Institutions:

To provide a snapshot of Shawnee State student debt, default, and earnings, the following graphs present the Shawnee State data compared to the average of the same metric across the (1) 14 Inter-University Council (IUC) Ohio public universities, (2) Private universities, 2 year regional, and community college campuses approximately 100 miles from Portsmouth, Ohio, (3) Career and techincal centers approximately 100 miles from Portsmouth, Ohio, (4) Marshall University, Northern Kentucky University, Morehead State University, and University of Kentucky representing 4-year campuses within ~100 miles of Portsmouth, Ohio in neighboring states, and (5) the 37 peer institutions used in our Integrated Post-secondary Education Data System (IPEDS) data feedback report.

To understand the socioeconomic background of the SSU student population, the percentage of Pell Grant recipients from different cohorts was compared **(Figure 1).** Based on the 2021-2022 academic year, SSU first-time, full-time and overall degree seeking students received Pell Grants at a 10% higher rate than the average of Ohio IUC schools and at 3-7% higher rate than the average of nearby 4-year campuses in Kentucky and West Virginia. Compared to regional career centers, community colleges, and private colleges, these SSU cohorts received Pell Grants at a lower rate, ranging from 5-13% lower. Based on the 2015-16 and 2016-2017 cohorts who were enrolled at SSU, our students received Pell Grants at some point during their careers at SSU at 10.8% higher rate than the IUC school average and at a higher rate than regional 4-year campuses outside Ohio, regional private colleges and community colleges, and the IPEDS benchmark institutions.

Figure 1. Comparison of Rate of Pell Grant Recipients between SSU and the Average Rates at Other Types of Higher Education Institutions (HEIs)
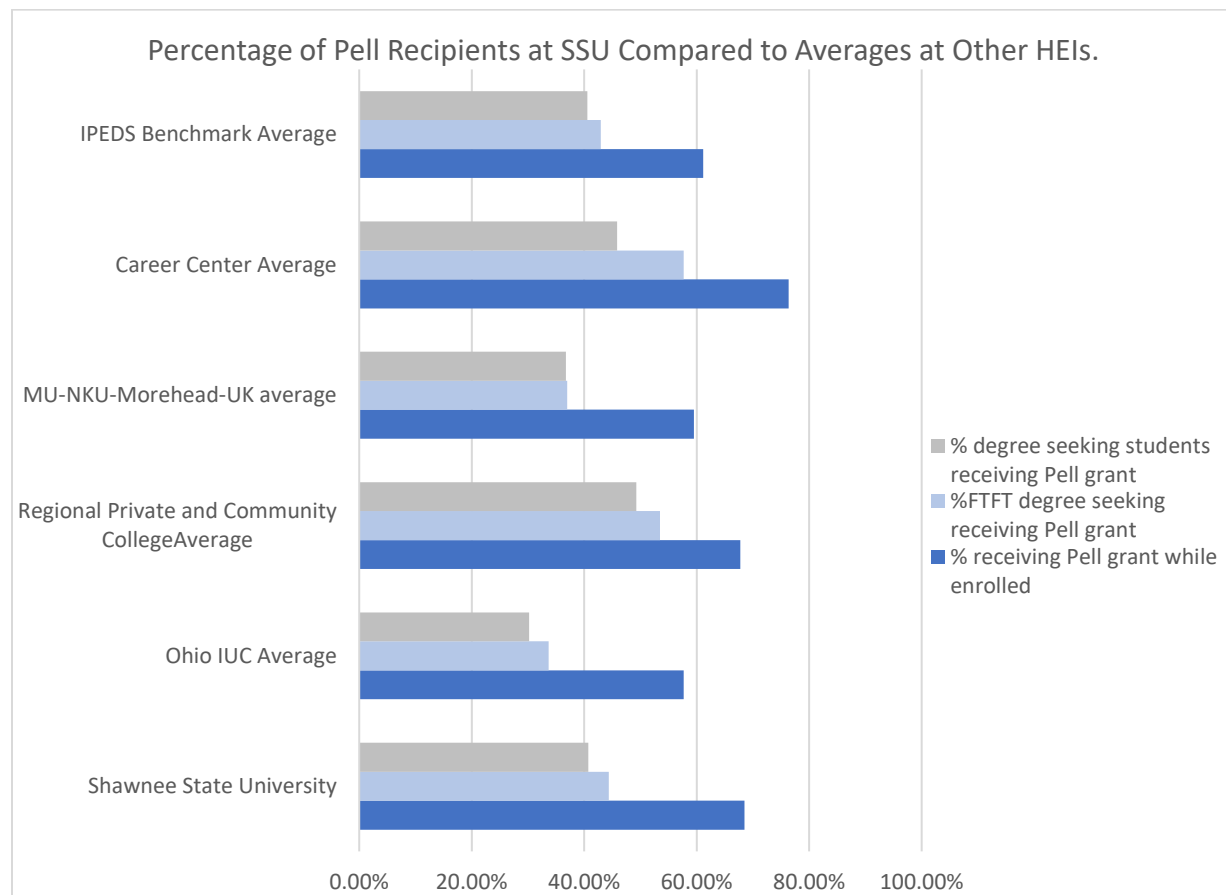

In addition to receiving Pell Grants, students at SSU also relied upon federal student loans. For this study, only federal loans awarded directly to the students are reported. For the most recent cohort of students enrolled in the 2021-2022 academic year, approximately half of first-time, full-time degree seeking SSU students received a federal student loan (**Figure 2**). This is similar to the average reported for other classes of higher education institutions. However, first-time, full-time students at regional public colleges and community colleges were awarded federal loans at an almost 10% higher rate. First-time, full-time students at career and technical centers received federal loans at an approximately 11.6% lower rate than SSU students.

Figure 2. Comparison of Rate of Federal Student Loan Recipients at SSU Compared to the Average Rates at Other Types of HEIs
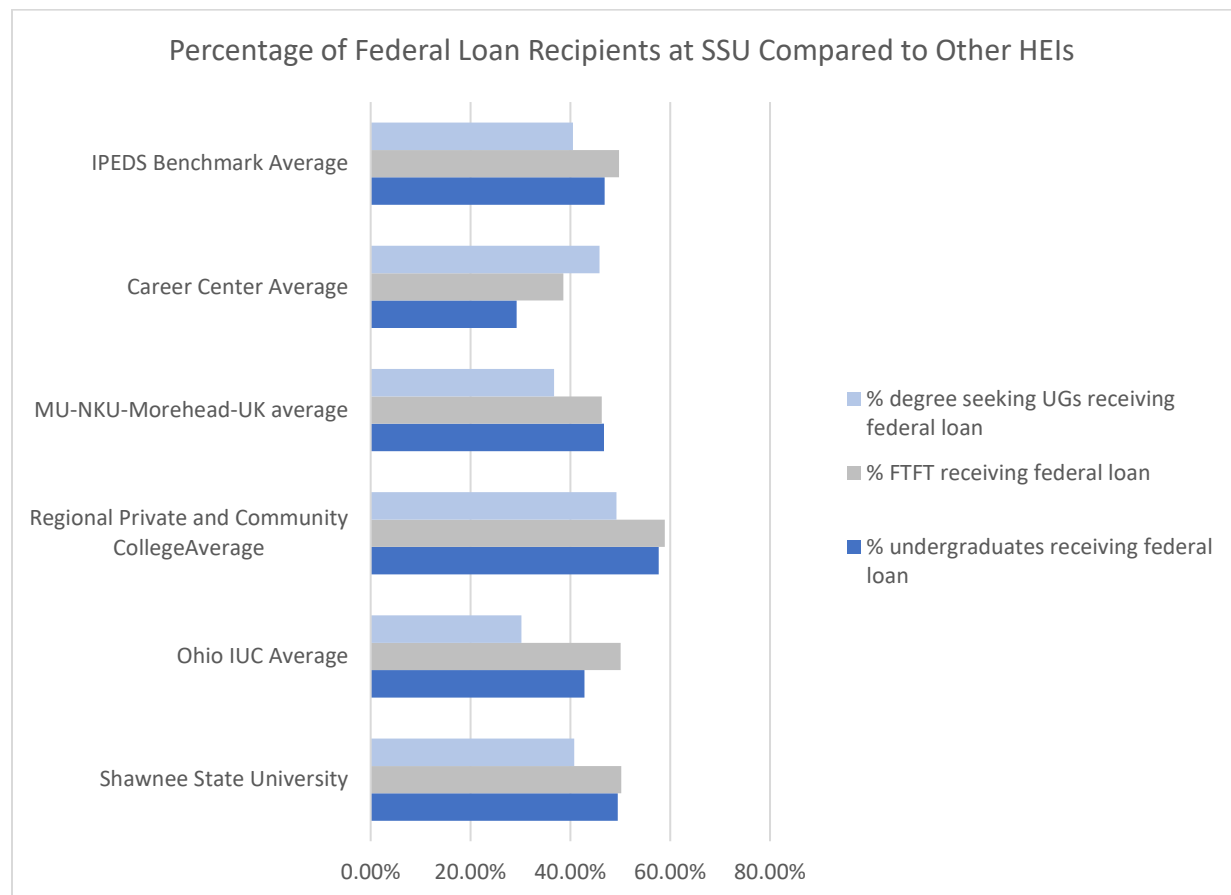

According to the most recent IPEDS data feedback report, 6% of SSU first-time, full-time degree seeking students are awarded non-federal (private) loans, with an average amount borrowed of $11,402 in that first year **(Figure 3)**. On average, IUC students are awarded private loans at a similar rate, but the first-year loan average is approximately $2900 higher than the average for SSU students. SSU students who received federal loans and entered repayment (due to completion or withdrawal) between 2020-2021 carried a median debt lower than all other two- and four-year comparison groups. For example, at IUC schools the median debt was $2222 higher, and at the IPEDS benchmark schools the median debt was $1473 higher. Students who completed degrees and entered repayment between 2020-2021 had approximately 1.5 times the median debt compared to the overall median (completers + withdrawals). The median debt due to federal loans for SSU graduates was approximately the same as the median debt for graduates of IUC, IPEDS benchmark, and 4-year universities in Kentucky and West Virginia. Those graduates with federal loans who completed at regional 2-year, community college, and privates had 17.6% lower ($4015 lower) median debt due to federal loans compared to the other college and university groups. This comparison group also received Pell Grants at a higher rate than the 4-year public institutions. Students at career centers had a lower rate of federal loan award, and those who did had less median debt at time of repayment.

Figure 3. Comparison of Private and Federal Student Loan Debt for SSU Students Compared to the Average Rates at Other Types of HEIs
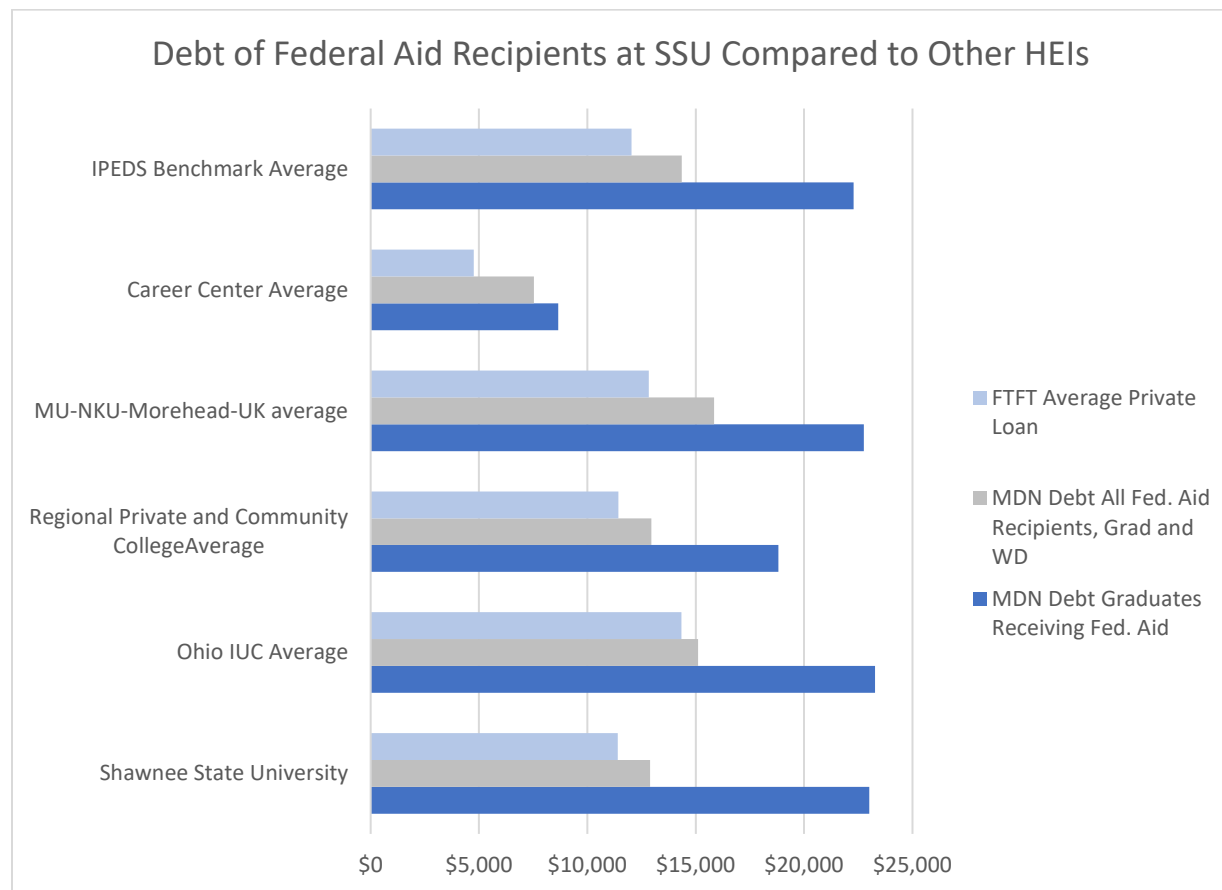
The two-year cohort default rate for the 2011 cohort of students at SSU is 16.4%, which is over 50% higher than the average two-year cohort default rate at all other comparison institutions **(Figure 4)**. The overall default rate after 2 years of repayment for the 2016-17 and 2017-2018 SSU cohort is improved at 14% but is approximately 57% higher than the rate for the same group at all other types of higher education institutions in our region. If only looking at students who completed degrees at SSU in this cohort, the default rate two years after entering repayment is 10%; however, this is again nearly 48% higher than the other schools in the comparison groups. SSU students who did not complete a degree, but had federal loans while enrolled had a 23% rate of default after 2 years. This is over double the rate of completers in the SSU cohort, and 65% higher than non-completers at the other institutions.

Figure 4. Comparison of 2-year Default Rate for SSU Federal Loan Borrowers with Other Types of HEIs
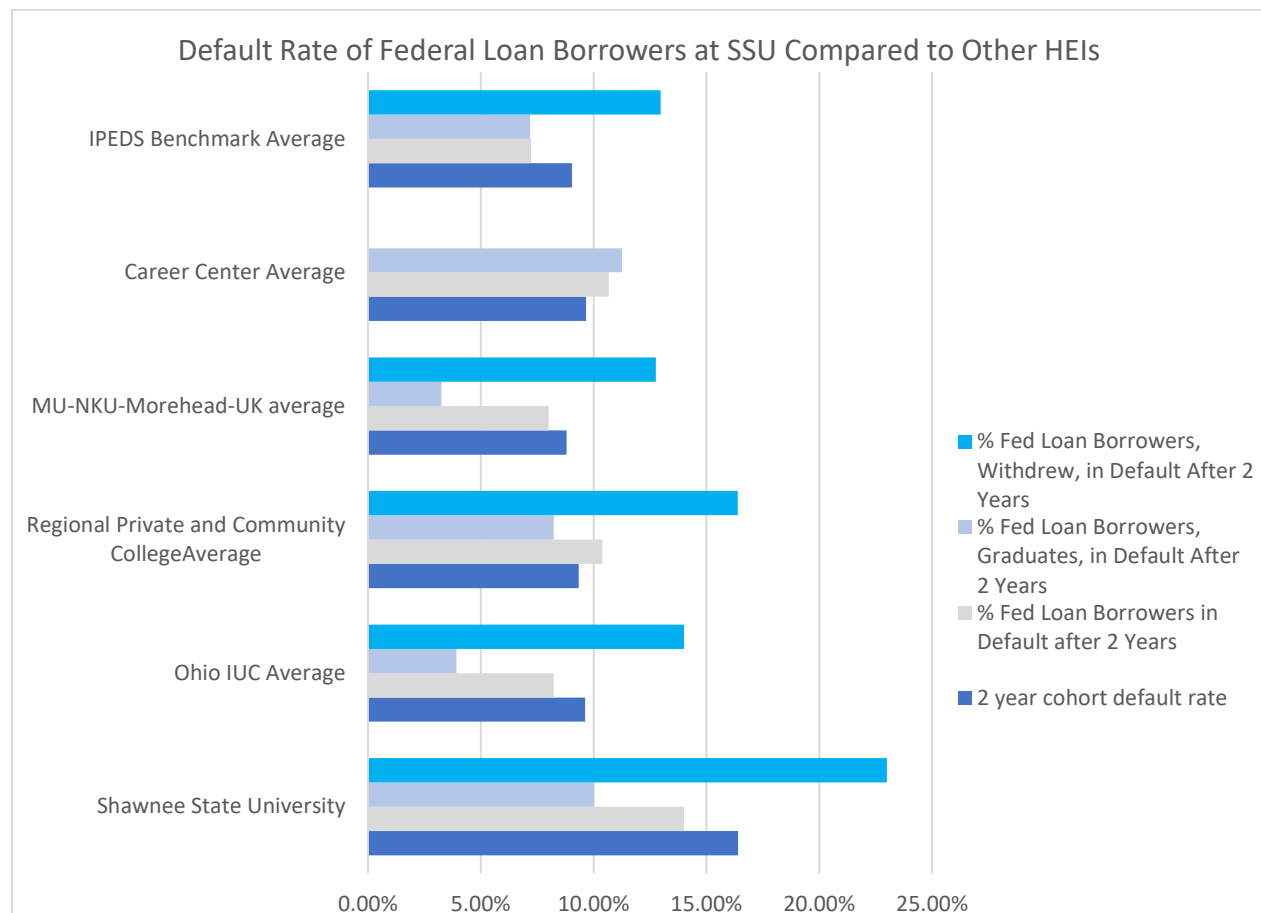

The mean annual earnings represent the wages of federal aid recipients (graduates and withdrawals) who entered institutions in 2003-2005 measured 10 years later (2014-2015) (**Figure 5)**. This only includes students from the institutions who were working and not enrolled in an institution of higher education. SSU students had mean earnings lower than the other comparison institutions, ranging from $3302-$9511 less annually.

The median annual earnings represent the wages of federal aid recipients (graduates and withdrawals) who entered institutions in 2009-2011 measured 10 years later (2020-2021) **(Figure 5)**. This only includes students from the institutions who were working and not enrolled in an institution of higher education. SSU students had earnings lower than the median of most other comparison institutions, ranging from $3368-$7545 less annually. While Career Center students in the mean 10-year cohort had higher earnings compared to SSU students, the more recent cohort (median earnings) Career Center students earned less than SSU students who had median earnings $3464 more annually. The Career Center median earnings (2020-2021) were $8862 less than the mean earnings reported for the 2014-2015 students. While the 20.7% lower earnings between these two different cohorts and measures were most striking for the Career Center students, all median earnings (2020-2021) were lower than the mean earnings (2014-2015). This difference in earnings ranges from 10.6-12.6% at IPEDS Benchmark, Regional

community colleges and privates, and 4-year campuses in Kentucky and West Virginia. The difference for SSU students was 5.3% lower, and at IUC schools the difference was 7% lower.

Figure 5. Comparison of Earnings 10 Years After Entry Between SSU Students and Students at Other Types of HEIs

Earnings of Federal Aid Recipients at SSU Compared to Other HEIs
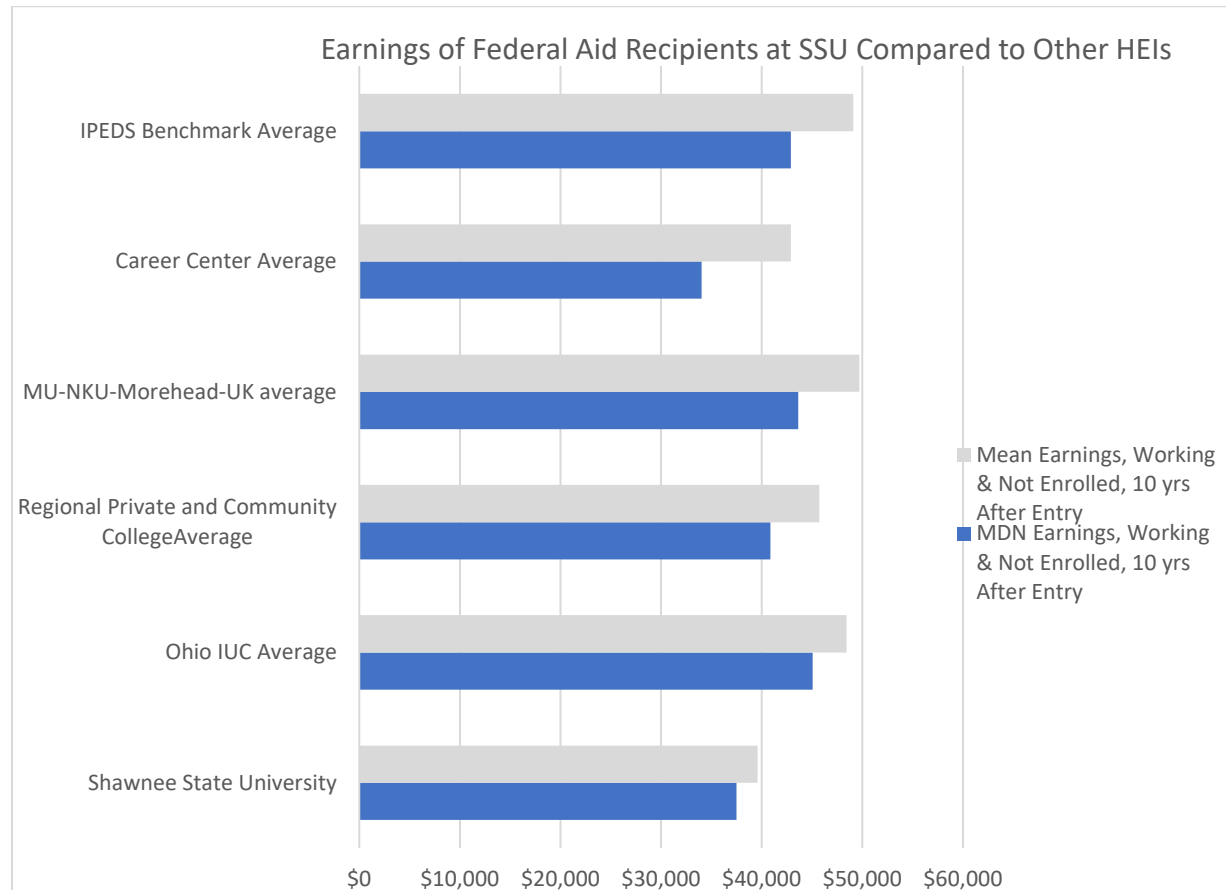
To compare the return on investment of higher education, data are presented that compare the rate at which those federal aid recipients who pursued a credential at an institution of higher education earn more than the average high school graduate **(Figure 6)**. The measure taken 6 years after entry represents federal aid recipients entering in 2013-2015 as measured in 2020-2021 (adjusted for 2022 inflation). The measure taken 10 years after entry represents federal aid recipients entering in 2009-2011 as measured in 2020-2021. Comparing these two metrics can provide a snapshot of students who may have just completed (150% of time required for a bachelor's degree) and those who may have been working for 4-6 years following completion of a bachelor's degree. The 10-year post-entry measure can also be compared to the median earnings in **Figure 5** as this represents the same cohort of student aid recipients. The 3-year post-graduation measure represents federal aid recipients completing their degree programs between 2014-2016 as measured in 2018-2019. This metric does not contain recipients who withdrew before earning a degree. While not the same cohort, some comparison can be made between the 6-year and 10-year post-entry metrics and the 3-year post-graduation metric. This may give some insight into the potential earnings gained by completing a credential at a similar time post-entry.

At all institutions, the percentage of students earning more than the average high school graduate increases as time elapsed past entry into an institution increases. The six-year post-entry measure is lower than the 10-year post entry measure. The median earnings of a high school graduate in 2022 were $34,320 (US Bureau of Labor Statistics). This is lower than the median earnings across all of the institutions of higher education in the comparison groups. This is lower than the median earnings reported in **Figure 5** and is aligned with the data showing that 65-77% of students in this same cohort earn more than a high school graduate. Completing a credential at any institution in the comparison groups appears to increase the likelihood of earning more than a high school graduate, as 74-84% of completers crossed this threshold.

Eighty-one to eighty-five percent of students completing a degree from a 4-year public institution in the comparison group earned more than a high school graduate. Seventy-four percent of students completing a degree from the Career Centers and 78% of students completing a degree at Community Colleges and Private Universities earn more than a high school graduate. The largest percent change in this comparison to high school graduates is seen between students at SSU 6 years after entry (58.2%) compared to SSU students 3 years after completion (84.1%). The smallest percent change in this comparison to high school graduates is seen between students at career centers 6 years after entry (64.5%) compared to Career Center students 3 years after completion (74%).

Figure 6. Comparison of HEI Student Earnings Compared to High School Graduates

Federal Aid Recipients at SSU & Other HEIs Earning More Than H.S. Graduates
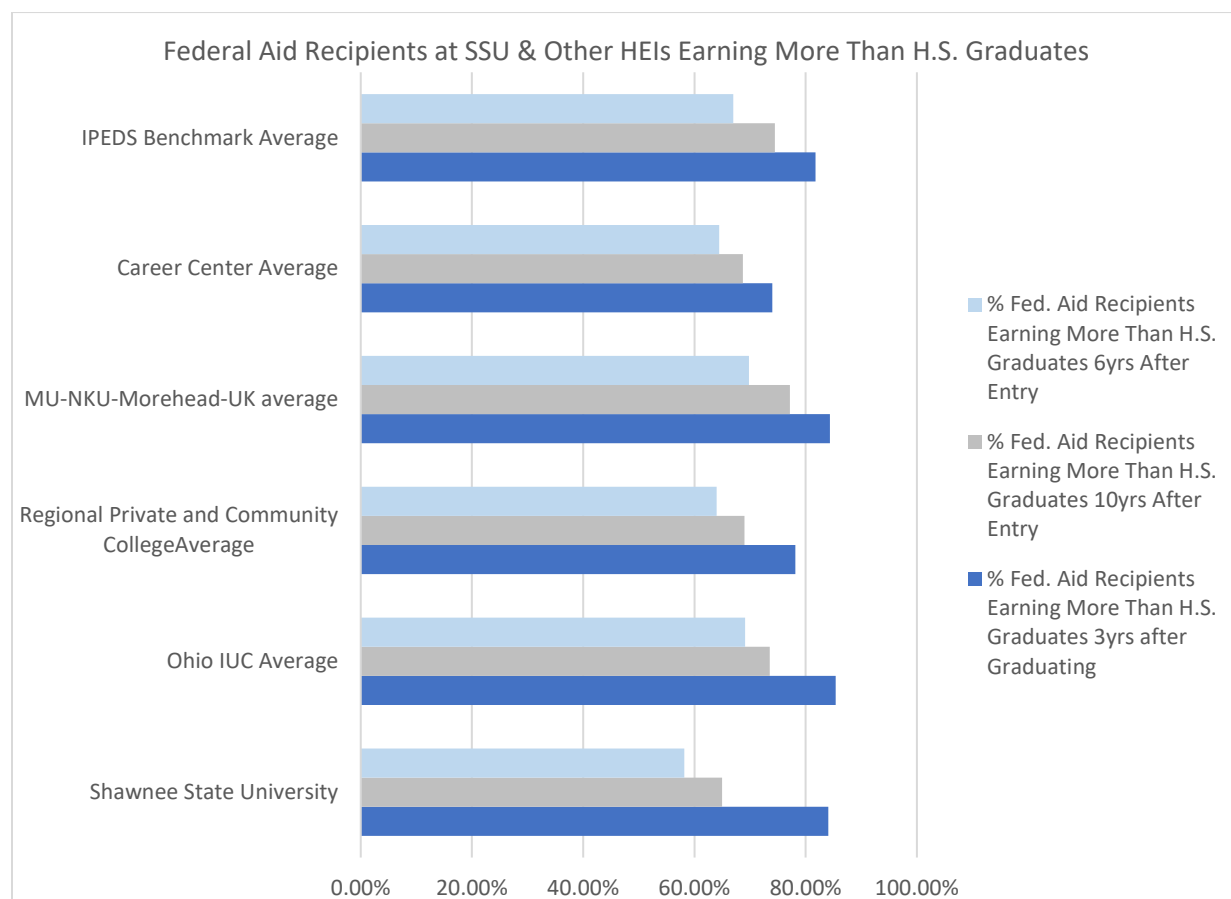
The following charts break out the individual IUC schools so that direct comparisons can be made between SSU and other IUC campuses.

Only Central State has a higher percentage of first-time, full-time degree seeking students and overall degree seeking students receiving Pell Grants compared to the same populations at SSU **(Figure 7)**. Similarly, Central State and SSU are the top two IUC schools with respect to the percentage of students in the 2015-2016 and 2016-2017 cohorts who received a Pell Grant at any point during their enrollment in the institutions. These students would have had 150% or more time to complete a 4-year degree at the time data were recorded.
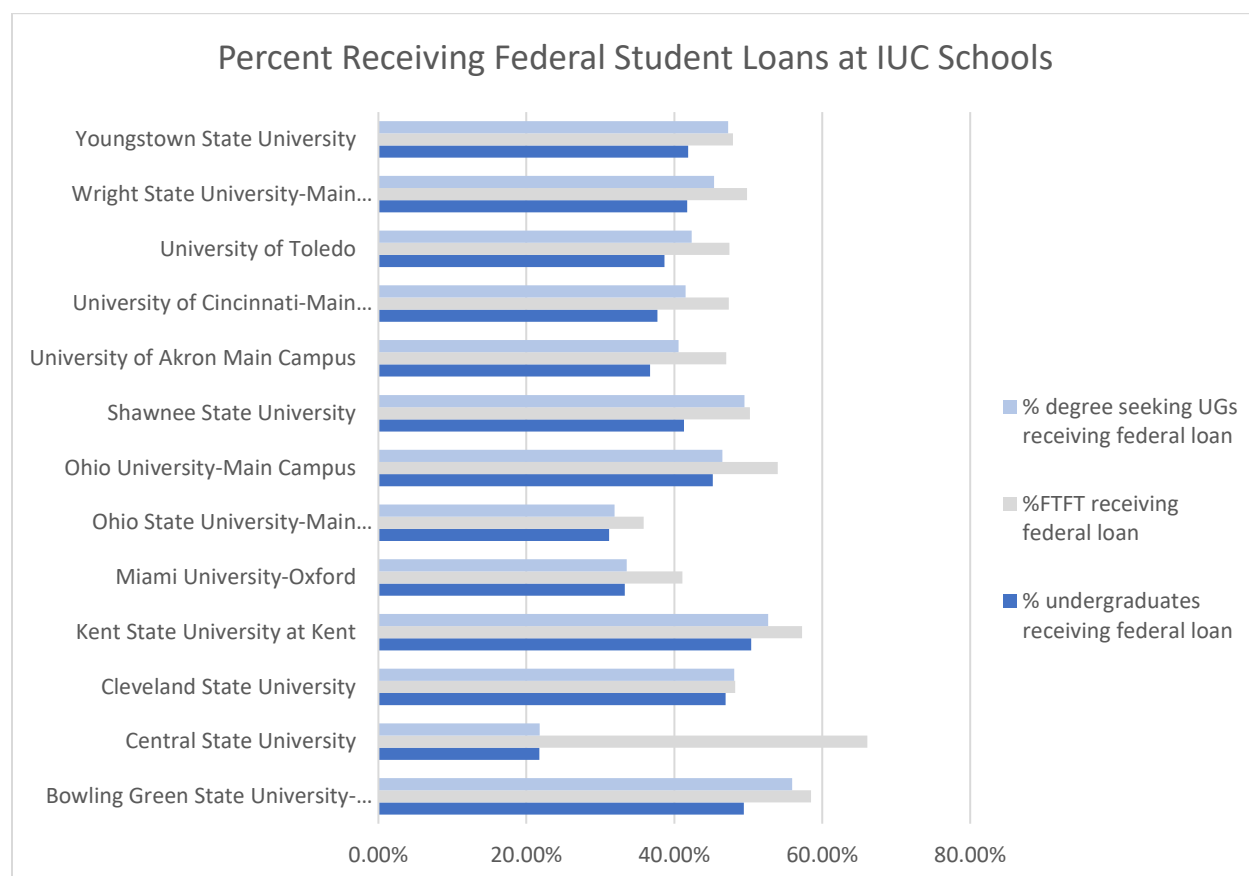
Figure 7. Comparison of Rate of Pell Grant Recipients Across Undergraduates at 13 IUC Institutions
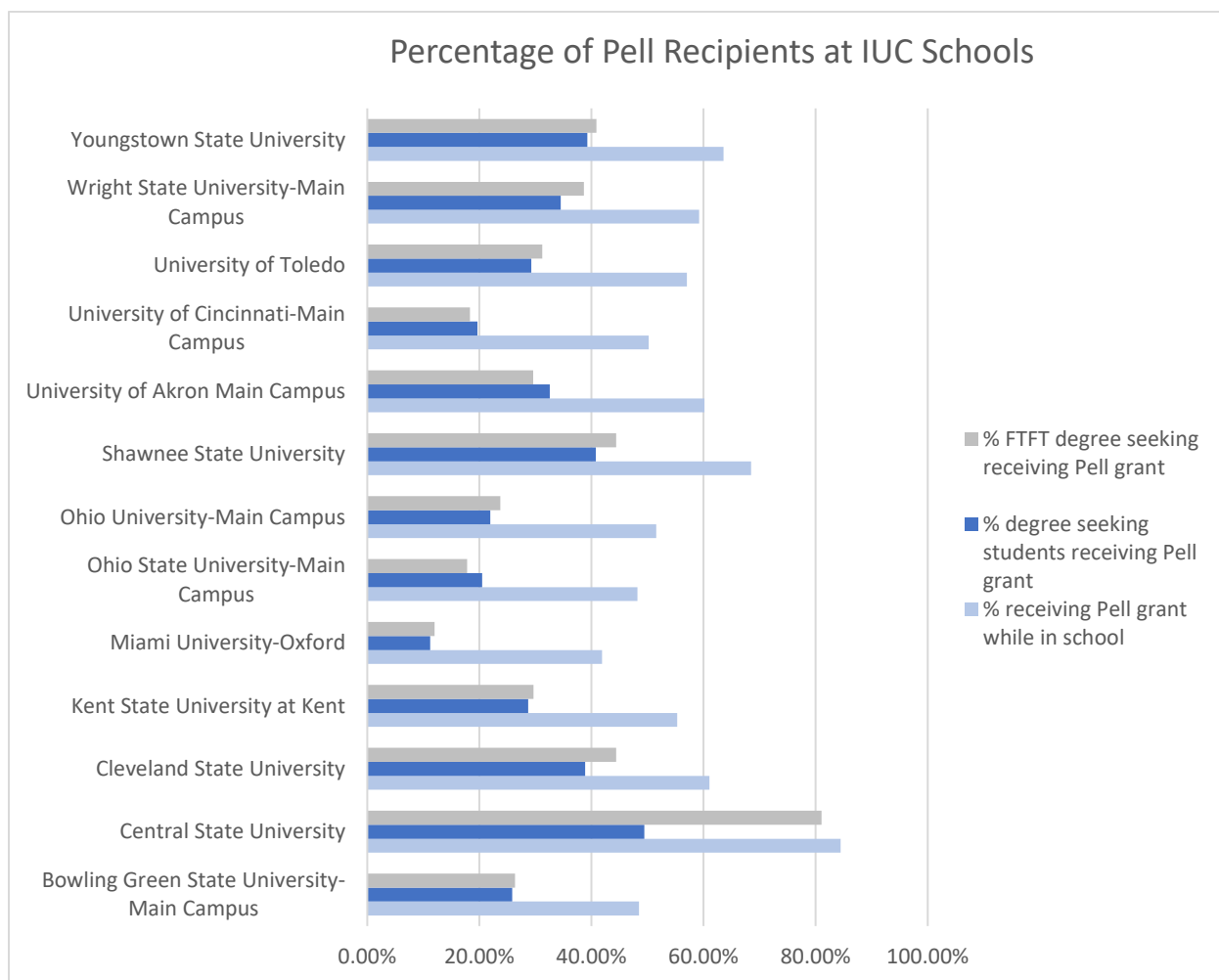
Fifty percent of first-time, full-time degree seeking and degree-seeking undergraduates at SSU were awarded federal loans in the 2021-2022 academic year **(Figure 8)**. This is the fourth highest rate in the Ohio IUC school comparison group for degree-seeking students with Central State, Bowling Green State University, and Kent State University students taking out loans at a higher rate. While 66% of Central State first-time, full-time students take out a federal loan, their overall population of undergraduates

relies upon federal loans at the lowest rate in the IUC (21.8%). When all undergraduates are considered, regardless of their year in college or degree-seeking status, 41.3% of SSU students received federal loan support in the 2021-2022 academic year. Students at Ohio, Cleveland State, Bowling Green State, Kent State, and Miami universities had a higher rate, leaving SSU ranked 6 of 13 (excluded NEO Med) of the 4-year public universities in Ohio.

Figure 8. Comparison of Rate of Federal Student Loan Recipients Across Undergraduates at 13 IUC Institutions

Percent Receiving Federal Student Loans at IUC Schools

Legend:
- % degree seeking UGs receiving federal loan
- %FTFT receiving federal loan
- % undergraduates receiving federal loan

Schools (top to bottom): Youngstown State University, Wright State University-Main…, University of Toledo, University of Cincinnati-Main…, University of Akron Main Campus, Shawnee State University, Ohio University-Main Campus, Ohio State University-Main…, Miami University-Oxford, Kent State University at Kent, Cleveland State University, Central State University, Bowling Green State University-…

Six percent of first-time, full-time students at SSU receive a private loan. This is at a similar rate to half of the IUC schools (**Figure 9**). Central State students in this group receive private loans at a lower rate (2%), while students at Bowling Green State University, Ohio University, Kent State University, and University of Cincinnati receive private loans at the highest rates (9-13%). The average amount of the private loan taken out by these SSU students is $11,402, the third lowest loan amount across the IUC schools. At schools with higher rates of private loans for first-time, full-time students, the average loan amount ranges between $2524 - $9502 higher than that of SSU students.

The highest median debt for graduates was at Central State, which had the lowest percentage of students (2%) receiving federal student loans. For the combined group of students who graduated or who withdrew from SSU and entered repayment in FY2020 and FY2021, the median debt owed was lower than at all other IUC schools except for those at the University of Cincinnati. Those students from

the University of Cincinnati had $885 less median debt than those from SSU. The median debt carried by the students at all other IUC schools ranged from $885 - $7755 higher than for SSU students.

**Figure 9. Comparison of Private and Federal Student Loan Debt Across Undergraduates at 13 IUC Institutions**
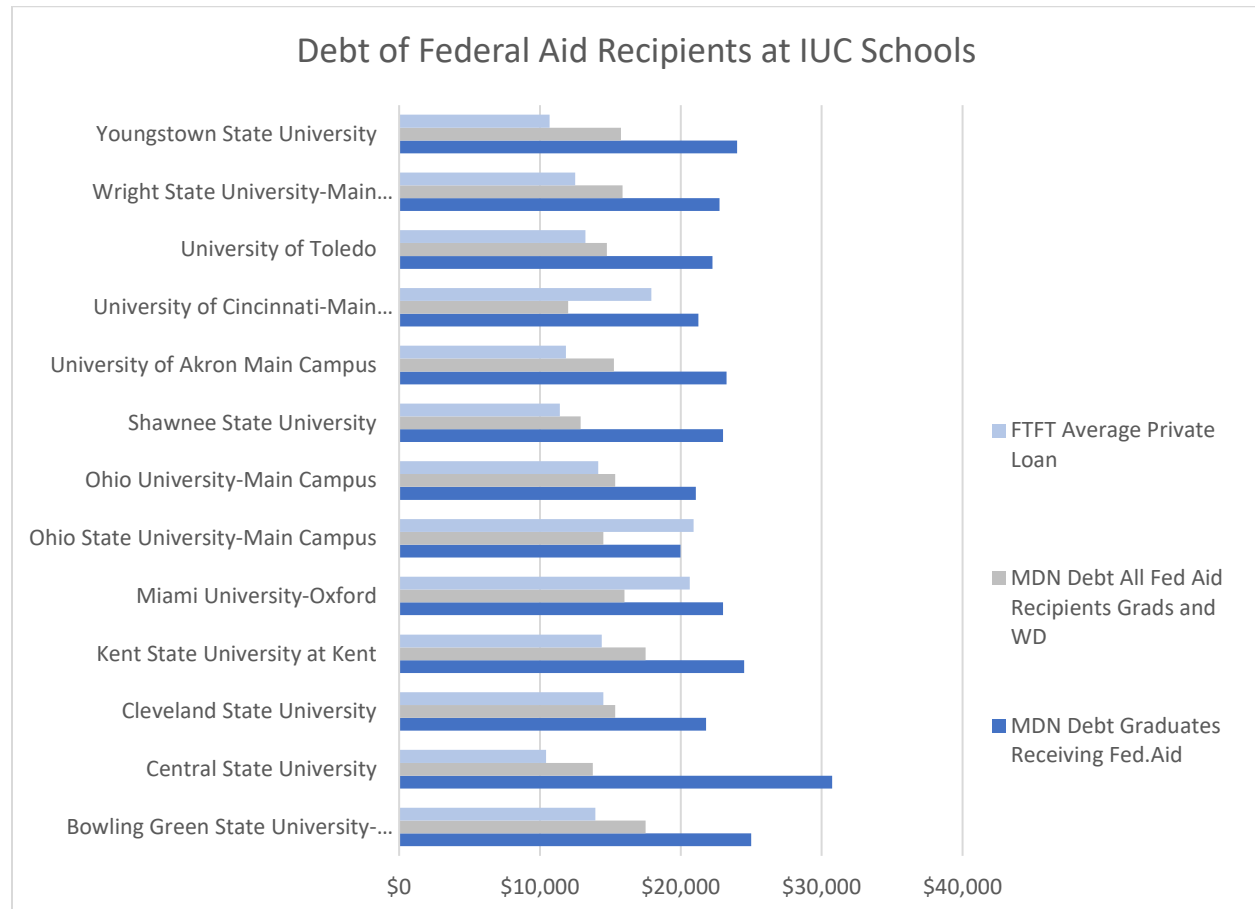
The 2-year default rate presented in **Figure 10** is for students in the FY 2011 cohort and contains both graduates and students who withdrew. The "federal loan borrowers in default after 2 years" data represents students in the FY 2017 and FY 2018 cohorts entering repayment. At all institutions in the IUC, graduating with a degree is associated with a lower 2-year default rate after entering repayment. With the exception of Central State University, the 2-year default rate for students who withdrew from institution was higher than for the median of the rate for graduates and withdrawn students considered together. SSU has the second highest 2-year default rate for students who graduated with their degree, and the highest default rate for those who withdrew without completing.

Figure 10. Comparison of 2-year Default Rate for Federal Loan Borrowers Across Undergraduates at 13 IUC Institutions

Default Rates of Federal Loan Borrowers at IUC Schools
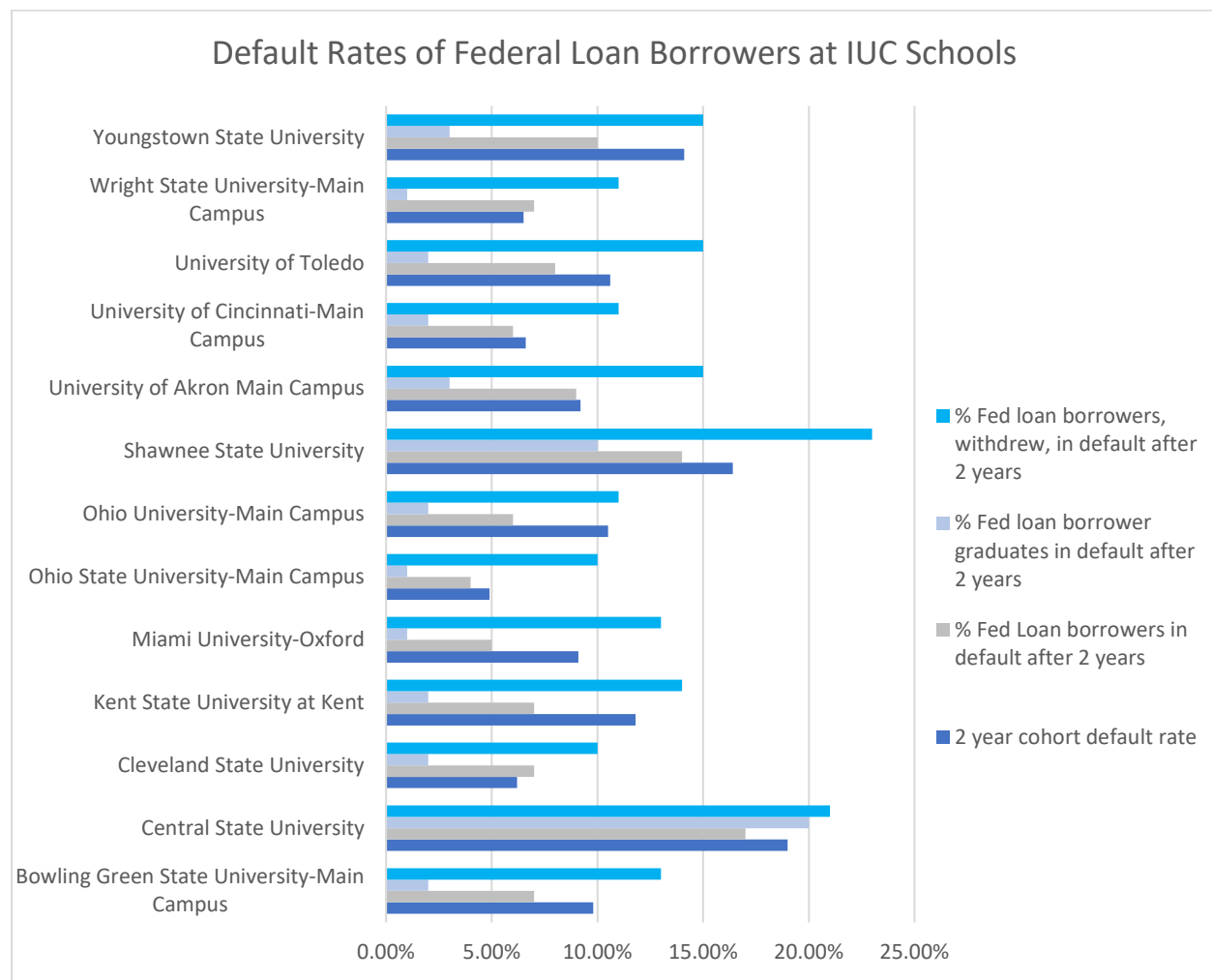
Students who enrolled at SSU between 2003-2005 and received federal aid had mean annual earnings ten years later that are lower than their counterparts at almost all other IUC schools (**Figure 11**). Students at these IUC schools had mean annual earnings ranging from $2700 - $16,100 higher than SSU students. Similarly, students who enrolled at SSU between 2009-2011 and received federal aid had median annual earnings ten years later that are lower than their counterparts at almost all other IUC schools. Students at these IUC schools had median annual earnings ranging from $1948-$20,813 higher than SSU students. Only the students at Central State University had mean and median earnings lower than those from SSU.

**Figure 11. Comparison of Earnings 10 Years After Entry Across Undergraduates at 13 IUC Institutions**
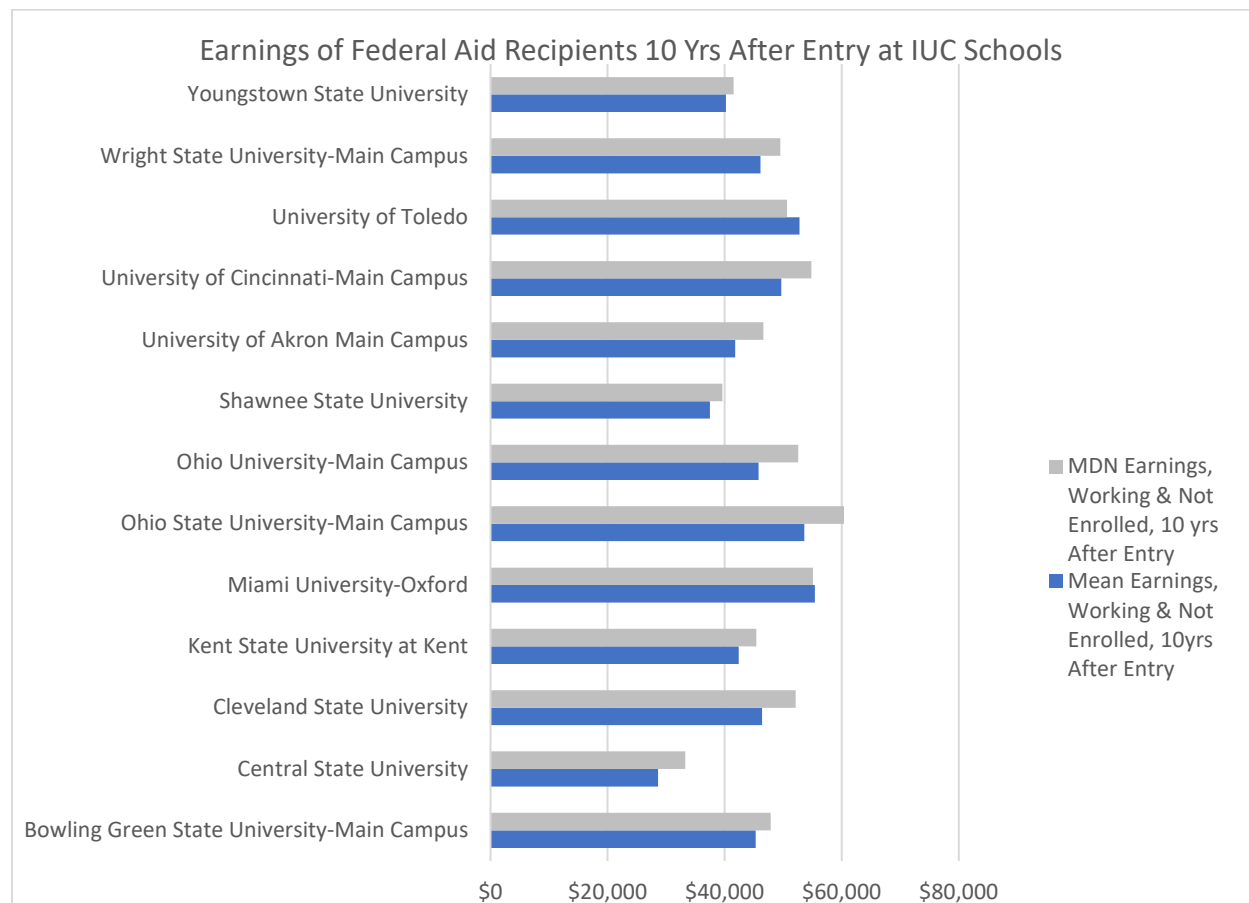
When compared to high school graduates of similar ages, federal aid recipients who attended IUC **(Figure 12)** schools typically earned more 6- and 10-years post-entry and 3 years after graduating. This comparison was particularly striking for students who completed degrees where 85% of these students earned more than a high school graduate. When comparing SSU students, those 6 years post-entry and 10-years post-entry may be lagging behind in achieving greater earnings than their high school graduate counterparts. Although their mean and median earnings are lower than other IUC schools, completing their degree is associated with a similar percentage of SSU graduates and IUC graduates earning more than a high school graduate.

Figure 12. Comparison of Student Earnings Across Undergraduates at 13 IUC Institutions Compared to High School Graduates

Figure: Federal Aid Recipients at IUC Schools Earning More Than H.S. Graduates
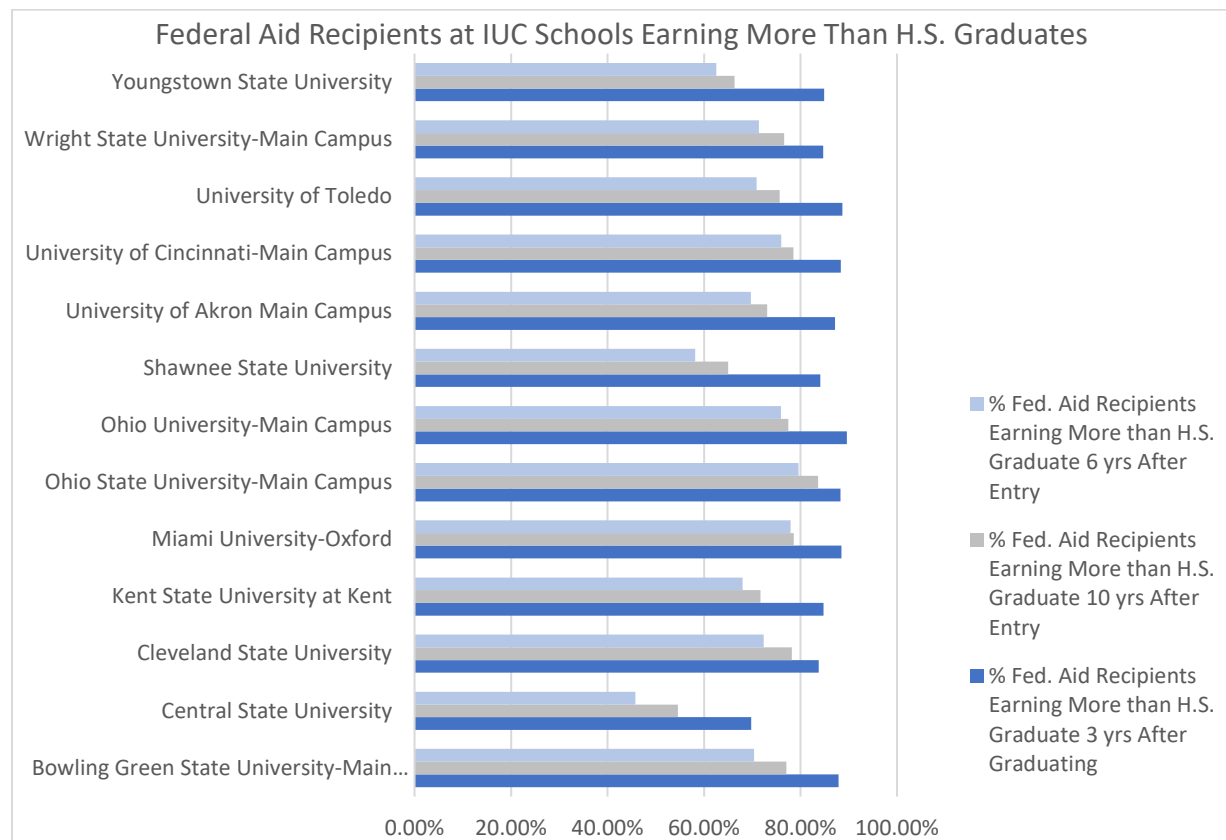
When comparing SSU student federal aid recipient debt to that of the average median debt for students at community colleges, regional campuses, and private universities, SSU students had more debt. To determine if this was true for each type of institute of higher education, the debt incurred by students at the private universities was examined **(See Figure 13 and Workbook A, "Reg Private and CCs ~100 miles" tab)**. First-time, full-time degree seeking students at SSU took out a smaller amount in private loans compared to most of the private universities within approximately one hundred miles of Portsmouth, Ohio. The average first-year private loan debt was $1588 greater than the private loan amount for SSU students. Similarly, the median debt due to federal loans for SSU students was on average $1588 lower than private universities in the region. The private loan amount and federal loan debt was lower than for SSU at the regional campuses within one hundred miles of Portsmouth, Ohio. Data for selected private and regional campuses is shown in **Figure 13**.

Figure 13. Comparison of Private and Federal Student Loan Debt between SSU and Selected Private Universities and Two-Year Campuses

Debt of Federal Aid Recipients at SSU Compared to Selected Regional Campuses and Private Universities
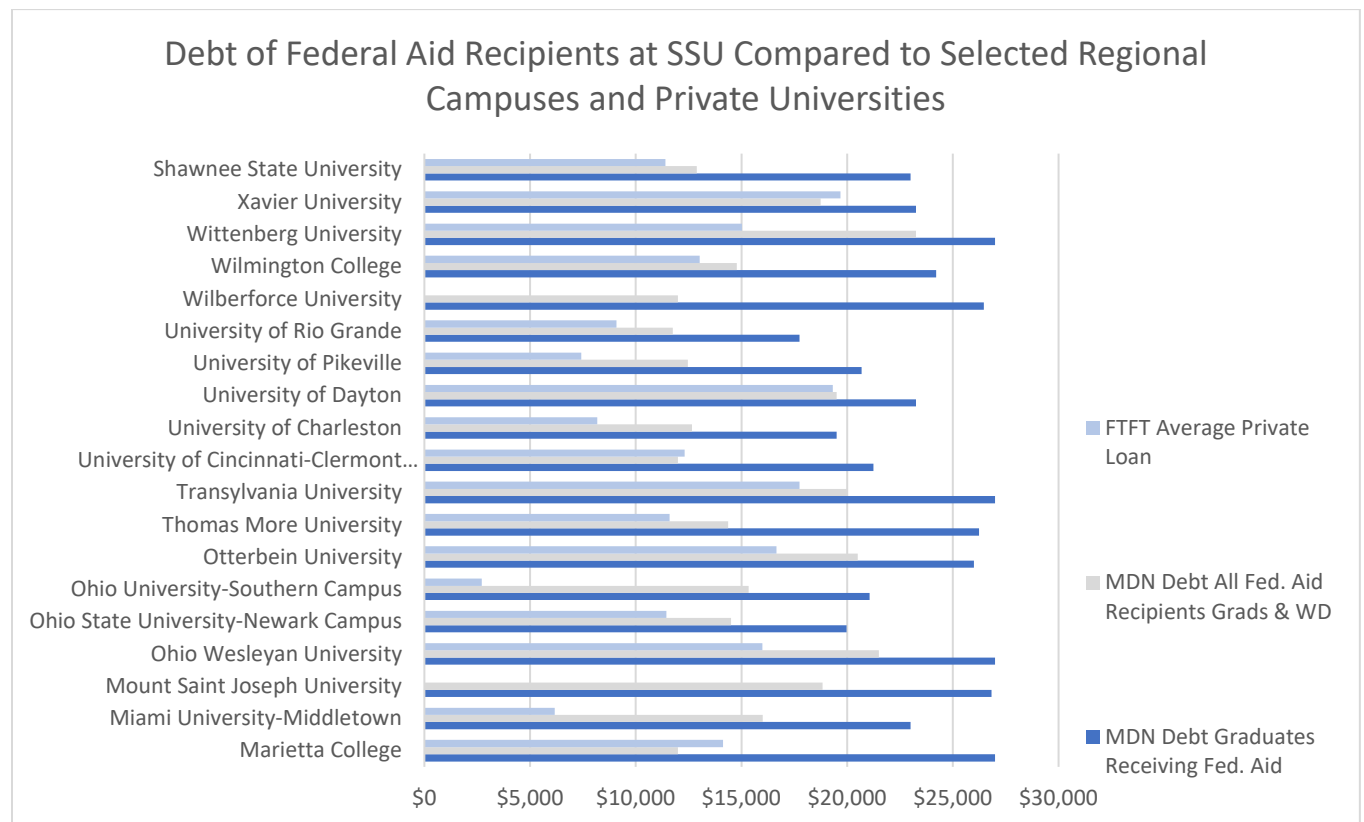
The 2-year cohort default rate was similar between SSU students and regional campuses and community colleges **(See Figure 14 and Workbook A, "Reg Private and CCs ~100 miles" tab)**. The 2-year cohort default rate was much lower at private universities. Interestingly, 6 years and 10 years after entry a higher percentage of private college students who are working and not enrolled in school earn more than the average high school graduate when compared to SSU, community college and regional campus students. When only graduates are included in this threshold metric, 3 years after completion, 84.1% of SSU graduates earn more than a high school graduate. In contrast, 79.3% of private university graduates and 75.6% of community college/regional campus graduate earn more than a high school graduate.

Figure 14. Comparison of 2-year Default Rate for Federal Loan Borrowers between SSU and Selected Private Universities and Two-Year Campuses

Default Rates of SSU Federal Loan Borrowers Compared Selected Regional Campuses and Private Universities