BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE

February 13, 2026, 10:30 a.m.
Morris University Center, Room 214

Agenda

1.0   Call to Order

2.0   Roll Call

3.0   Approval of the December 13, 2025 Academic and Student Affairs Committee Minutes

4.0   Action Items

   4.1   Resolution ASA01-26
   Approval of Policy 2.19Rev., Transfer Credit

   Dr. Kimberly Inman, Provost and Vice President for Academic and Student Affairs, will present Resolution ASA01-26 for approval of Policy 2.19Rev., Transfer Credit.

   4.2   Resolution ASA02-26
   Approval of 2026 Graduates

   Dr. Inman will present Resolution ASA02-26, Approval of 2026 Graduates.

5.0   Information Items

   5.1   Academic and Student Affairs Executive Report

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

   5.2   Esports Update

   Mr. Adam Schuler, Director of Esports, will present on current activities.

   5.3   Office of Personal and Professional Development

   Dr. Rader will report on recent activities.

   5.4   Cost of Remediation

   Dr. Jennifer Pauley, Associate Provost of Academic Affairs and Student Success, will present the remediation report.

5.5 Clark Memorial Library Ohio Link Project

Ms. Suzanne Johnson-Varney, Director of the Clark Memorial Library, will present the Ohio Link Project.

5.6 NCAA Division II Application Update

Mr. Gerald Cadogan, Athletic Director, will present an update on Shawnee State University's membership application to the NCAA.

5.7 Student Government Association Strategic Plan

Ms. Rikki Butler, Director of Student Engagement, will present the Student Government Association strategic plan.

5.8 TeachCS Grant

Dr. Duane Skaggs, Professor of Engineering Technologies, will present an overview of planned activities on the TeachCS grant.

6.0 Adjournment

RESOLUTION ASA01-26

APPROVAL OF POLICY 2.19REV TRANSFER CREDIT

WHEREAS, Shawnee State University recognizes the significance and value of transfer students to the institution; and

WHEREAS, it is imperative to ensure that students are awarded transfer credit consistently, equitably, and in compliance with all internal and external standards and expectations; and

WHEREAS, Policy 2.19Rev. addresses the requirements pertaining to facilitation of fair and consistent transfer credit evaluations for international coursework;

THEREFORE, BE IT RESOLVED that the Board of Trustees of Shawnee State University hereby approves Policy 2.19Rev., Transfer Credit.

(February 13, 2026)

Shawnee State University

POLICY TITLE:	TRANSFER CREDIT
POLICY NO.:	2.19REV
ADMIN CODE:	3362-2-19
PAGE NO.:	1 OF 4
EFFECTIVE DATE:	~~02/10/2023~~ 02/13/2026
NEXT REVIEW DATE:	~~02/2026~~02/2031
RESPONSIBLE OFFICER:	PROVOST
APPROVED BY:	BOARD OF TRUSTEES

1.0 POLICY STATEMENT AND PURPOSE

1.1 Understanding the variables involved in the transfer credit evaluation process for undergraduate, international, and graduate students is imperative to ensuring that students are awarded credit consistently and equitably. This policy is designed to facilitate the transfer of students and credits from other institutions and/or foreign institutions of higher education to Shawnee State University, assure maximum utilization of prior learning, and encourage students to advance as far through the educational system as they can in pursuit of their goals.

1.2 This policy aims to facilitate fair and consistent transfer credit evaluations for undergraduate, international, and graduate course work.

As used in this policy and related procedures, the following definitions shall apply:

DEFINITIONS

Term	Definition
Acceptability	In reference to course work, the quality of having met standards for evaluation and award of transfer credit.
Accreditation	The educational status of an institution assessed by specific governing bodies and associations indicating that an institution has met certain minimum standards.
Applicability	Course work that the degree-granting department/school deems appropriate for use within a degree program to fulfill specific requirements.
College-level Course Work	Course work that is non-remedial, post-secondary, curriculum that offers an advanced level of content and rigor.
International Course Work	Course work that is performed within the curriculum of a course of study in an institution located outside of the United States.
Level of Course Work	The rank of a course as determined by the type of student for whom the course is designed, the content, and the expectations of completion (e.g., 1000 level, freshman; 2000 level, sophomore; 5000 and 6000 level, master's, etc.).
Official Transcript	A document issued by an institution showing enrollment dates, courses, grades, grading scale, and earned academic credentials. Transcripts must arrive directly from the originating institution to the appropriate office and be signed and certified by the registrar or similar institutional authority.

Originating Institution	An institution (i.e., college, university, agency, organization) at which course work has been taken and/or academic credit earned by a student seeking transfer credit.
Semester Hour Equivalent Value	The number of semester hours of credit assigned to a course on the basis of content and amount of time required for completion.

2.0   IMPLEMENTATION-UNDERGRADUATE

2.1   This policy is consistent with the Ohio Articulation and Transfer Policy, first adopted by the Ohio Department of Higher Education in November of 1990; and, the Joint Statement on the Transfer and Award of Credit. The Ohio Articulation and Transfer Policy complies with state statutory and policy requirements, including, but not limited to, Ohio Revised Code (ORC) 3333.16, 3333.161, 3333.162, and 3333.164.

2.2   When evaluating whether to award transfer credit, the University Registrar office uses a multifactorial process initially driven by an assessment of the educational quality of the course work as evidenced by the accreditation held by the originating institution. Transfer credit will be awarded provided the course is similar in level and content to Shawnee State course offerings. The appropriate instructional department has the authority to determine equivalent Shawnee State credit for transfer courses which have not been established through ODHE transfer initiatives and/or established articulation agreements.

2.3   Shawnee State University will award transfer credit for courses that have been approved through the following transfer programs: OT36, TAG, CTAG, ITAG, and MTAG. In addition, the university will honor transfer equivalencies that are established as part of articulation agreements with other institutions.

2.4   Shawnee State employs, updates in accordance with, and recognizes the research and recommendations of professional associations to establish best practices in transfer credit evaluation. Associations commonly used include, but are not limited to, the American Association of Collegiate Registrars and Admissions Officers (AACRAO), American Council on Education (ACE), and Council for Higher Education Accreditation (CHEA).

2.5   Shawnee State requires that students complete a minimum of 20 hours of credit for the associate degree or 30 hours of credit for the baccalaureate in residence at Shawnee State University.

3.0   IMPLEMENTATION-INTERNATIONAL

3.1   Evaluation Methodology

3.1.1   International course work will be evaluated based on a course-by-course evaluation completed by InCred (International Credential Evaluations) based on the originating institution's official transcript.

3.1.23.1.1   International course work completed outside of the domestic (U.S.-based) education system will need to be evaluated based on a course-by-

course evaluation completed by a NACES (National Association of Credential Evaluation Services) approved evaluation agency based on the originating institution's official transcript.

    3.1.33.1.2   If Shawnee State determines that the credit from the foreign institution is eligible for evaluation and meets standards for satisfactory academic performance as defined in this policy's procedures, Shawnee State will apply criteria relative to the level and content of the course to determine acceptability for transfer credit.

    3.1.43.1.3   The University Registrar oversees the awarding of undergraduate transfer credit, and the appropriate degree-granting department/school will determine its applicability to specific degree requirements.

3.2   Professionally Recognized Resources and Recommendations

Shawnee State employs, updates in accordance with, and recognizes the research and recommendations of professional associations to establish best practices in international transfer credit evaluation. Associations commonly used include, but are not limited to, the American Association of Collegiate Registrars and Admissions Officer (AACRAO), American Council on Education (ACE), Council for Higher Education Accreditation (CHEA), and NAFSA: Association for International Educators.

4.0   IMPLEMENTATION-GRADUATE

4.1   Shawnee State's policy on graduate transfer is consistent with best practices recommended by the Council of Graduate Schools and guidelines provided by the Ohio Department of Higher Education.

4.2   When deciding whether to award transfer credit, the Graduate Program Director will determine equivalencies based on level of coursework, acceptability, and applicability.

4.3   Transfer credit is awarded based on program area requirements. Official transcripts must be forwarded from the transferring institution and must be mailed directly to Graduate Admissions. The grades of transferred courses are not posted to the Shawnee State transcript and are not used to calculate grade point averages.

5.0   POLICY SCOPE

5.1   International course work completed at non-U.S. institutions that hold regional accreditation is covered by this policy; however, course work completed at all other non-U.S. institutions is subject to the International Transfer Credit policy.

5.2   The acceptance of transfer courses for university transfer credit is distinct from the application of credit toward university degree requirements. While this policy governs the acceptability of undergraduate and graduate courses for university transfer credit, the applicability of credit is determined by the student's

department/school.

Link to the Ohio Department of Higher Education Ohio Articulation and Transfer Policy:
https://transfercredit.ohio.gov/educational-partners/educational-partner-initiatives/articulation- transfer-policy-policy

History
Effective: 11/18/2022
Revised: 02/10/2023

Shawnee State University

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History
Effective: 11/18/22
Revised: 02/13/26; 02/10/23

RESOLUTION ASA02-26

APPROVAL OF 2026 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 during the year 2026 to all candidates whose eligibility for graduation is confirmed by the Office of the Registrar.

(February 13, 2026)

<div align="center">**Academic and Student Affairs Report**
Board of Trustees Meeting
February 13, 2026</div>

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.

Provost Report

Chairman Shah,

The Adena Health–Shawnee State University partnership reached a major milestone with a ribbon-cutting ceremony on February 3, marking the launch of course offerings at the approved Chillicothe additional location. The site has received Higher Learning Commission (HLC) approval, with an HLC site visit anticipated during summer 2026. This achievement is due to a coordinated effort by teams from Adena Health and Shawnee State. I personally thank our faculty and staff from Academic and Student Affairs, Marketing and Communications, Public Safety, Information Technology Services, Institutional Budgeting, Finance, and the President's Office for their dedication to this University-wide initiative. I am extremely proud of Dean Christine Raber and the CHHS Extended Leadership team for organizing the efforts to achieve our goal.

Academic and Student Affairs has launched a national search for the Dean of the College of Arts and Sciences. The search will continue during the spring semester with an anticipated start date of July 1.

During the Fall 2025-2026 semester, the General Education Advisory Committee (GEAC) adopted important changes to the SSU General Education Program (GEP) to align with the Ohio Transfer 36 structure. Faculty continue this spring with submission of courses and GEAC will conduct a review of the GEP with respect to civics, culture, and society; artificial intelligence; entrepreneurship; and workforce readiness. A report of their review and recommendations will be provided to the Board of Trustees at the June 2026 meeting to allow the Board to review, discuss, and provide guidance on the changes that shall be implemented during the 2026-2027 academic year.

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

College of Business and Engineering Technology

In late November, Interim Dean Miller and Dr. Amanda Hedrick from the College of Business and Engineering Technology attended the National Science Foundation (NSF) Annual Principal Investigators Meeting in Alexandria, Virginia regarding the implementation of SSU's NSF EPIIC award intended to strengthen regional innovation capacity by expanding and integrating partnerships with industry, peer institutions, and community organizations.

A national search is underway for an Associate Dean of the College of Business and Engineering Technology who will also serve as Director of the Shawnee Advanced Manufacturing Center. This position will strengthen industry engagement and expanding experiential learning and workforce development opportunities for students.

C.H. Lute School of Business

Dr. Seongcheol Paeng was invited by the journal *Experimental Economics* to serve as an editorial reviewer for a forthcoming article examining the relationship between spousal dynamics and adolescent psychosocial health. In addition, Dr. Paeng represented Shawnee State University at the 2026 American Economic Association Conference held January 3–5 in Philadelphia, where he presented research on wealth inequality and capitalism.

Dr. Terry Hapney, Marketing faculty member and Program Director of the C.H. Lute School of Business MBA program, successfully defended and earned his second terminal degree—a Doctor of Business Administration—from the Lewis College of Business at Marshall University.

Students from the C.H. Lute School of Business transitioned the former Bears Mean Business student organization into an official student chapter of the American Marketing Association, whose students will represent Shawnee State University at the upcoming AMA International Conference in Chicago. Faculty advisors for the chapter are Dr. Terry Hapney and Dr. Jason Lovins.

Wylie Shipley, MBA, a graduate of Shawnee State University's MBA and Marketing programs and a longstanding contributor to SSU summer camps and Kricker Hub programming, joined the C.H. Lute School of Business as an adjunct faculty member.

Dr. Jason Lovins, Interim School Director, and Dr. Terry Hapney were invited by global publisher Stukent to prepare the second edition of their peer-reviewed textbook, *Public Relations Case Studies: Successes and Failures*, for international distribution.

Department of Engineering Technology

The Department hosted its annual Plastics and Advanced Manufacturing Day to introduce prospective students to high-demand careers in manufacturing and engineering technology. Regional high schools participated in hands-on learning activities and engaged with current students, alumni, and industry partners. The 2026 event achieved the highest attendance in its nearly 20-year history, welcoming 192 students, along with parents and teachers. Twenty alumni supported the event, representing a strong cross-section of industry partners including Honda, PureCycle, Kenworth, Milacron, GE Aerospace, Stanley Electric, KraussMaffei, and others, underscoring the depth of industry engagement and workforce alignment. The Shawnee Advanced Manufacturing Center will be operational by Fall 2026.

Kricker Innovation Hub

The ShawneeXP Game Accelerator launched a pilot program to support student capstone projects with a formal technology transfer framework. The pilot gives University-affiliated projects access to state commercialization funding while building long-term value for Shawnee State.

ShawneeXP Game Accelerator graduate Lunacy Games secured $500,000 from Big Bang Accelerator to continue development of its role-playing game, *Innsmouth Mysteries*. The Accelerator also supported outstanding achievements by alumni and students in Shawnee State University's game development program. Jollyware, led by CEO Elijah Wickerham, placed 14th out of more than 4,000 applicants in the Blue Ocean Games Fund Rising Tide Challenge.

Shawnee State University Esports achieved major competitive and organizational milestones in its first year under Director Adam Schuler. The program launched varsity and academy teams, involving 45 student-players across multiple titles. SSU Esports qualified for postseason competition in both NACE and ECAC, earned third-place at the Ohio Collegiate Esports Classic at Ohio State University, and gained national visibility through events like the Bluegrass Boost Battle.

SSU Esports is expanding its high school outreach through esports guidebooks, school visits, and support for new teams. A High School Esports Invitational is planned for the spring semester to strengthen the regional recruitment pipeline. The program is also pursuing regional and international recruitment efforts and exploring the formation of a Southern Ohio Esports Conference.

The BESTOhio Industry Sector Partnership for Advanced Manufacturing expanded its regional impact through stronger employer engagement, student outreach, and educator collaboration. A key milestone was strengthening the partnership with Seal-Tite through a WorkAdvance model, which provides structured onboarding, assessment, coaching, technical training, and year-long retention support. BESTOhio also launched frontline supervisor and leadership training in the fall and will train an additional 40 participants this spring.

Kricker Innovation Hub Executive Director Dr. Amanda Hedrick and Economic Recovery Corps Fellow Clarissa Schauseil organized the Appalachian Conference on Social Enterprise. The two-day event brought 158 professionals to campus for panel discussions, networking, and two pitch competitions awarding a total of $11,000 to social entrepreneurs.

The Kricker Innovation Hub will host a Business Resources Expo and Speaker Series on February 19 tied to the launch of the NSF EPIIC grant. The Hub also joined Verizon's Small Business Digital Ready Implementor Program to expand digital skills training and integrate this content into existing entrepreneurship programming. The event will include programming aligned with the America 250 Celebration and a Business After Hours networking event.

Gina Collinsworth has joined the Kricker Innovation Hub as Director of Entrepreneurship and Community Engagement. A Shawnee State alumna and lifelong resident of the region, Collinsworth will lead entrepreneurship programming and community engagement initiatives, strengthen regional and institutional partnerships, and support innovators and small businesses as they advance ideas from concept to commercialization.

College of Health and Human Services

The College of Health and Human Services (CHHS) has initiated nursing (BSN) and radiologic technology programs at the Chillicothe site, alongside the MBA offered by the College of

Business and Engineering Technologies. Additional CHHS degree offerings are currently under evaluation. Initial academic activity is underway, with ten students enrolled in Biology 1130 completing laboratory experiences at the Pickaway-Ross Career Technical Center. General education offerings are planned for the second seven-week spring term, as well as the summer and fall semesters.

Recruitment efforts are active and coordinated. The CHHS Selective Admissions team is collaborating closely with Admissions to support enrollment growth, including hosting the first Chillicothe Open House on February 10.

CHHS also hosted a successful "Discovery Day" recruitment event on February 6, welcoming approximately 50 prospective students. All twelve CHHS professions were represented, offering hands-on learning experiences alongside faculty and current students. Admissions played a central role in the development and execution of this new recruitment initiative.

In support of the Center for Lifelong Learning, CHHS EMS programs (Basic, Advanced EMT, and Paramedic) will host accreditation and regulatory site visits by the Ohio EMS Board and CoAEMSP on April 2–3.

Finally, CHHS extends appreciation to Annette Jenkins for her service as she transitions to a new professional opportunity.

School of Nursing

The Ohio Board of Nursing conducted a survey visit for the Associate Degree in Nursing (ADN) program on February 4–5.

Applications for the Bachelor of Science in Nursing (BSN) program at the Chillicothe additional location are scheduled to open in early summer 2026, with the inaugural student cohort expected to begin in Spring 2027. The additional location constitutes a substantive change, and the required application has been submitted to the Accreditation Commission for Education in Nursing (ACEN).

The School is also preparing the required proposal for a new Associate Degree in Nursing (ADN) program for submission to the Ohio Department of Higher Education (ODHE) and the Ohio Board of Nursing.

Department of Allied Health Sciences

Program directors and faculty from Dental Hygiene, Medical Laboratory Technology, Radiologic Technology, and Respiratory Therapy have been actively engaged in the design development phase of the Health Sciences laboratory renovation project. Planning efforts include coordination of construction phasing and identification of alternate instructional spaces to ensure continuity of laboratory instruction during renovation.

Applications for the Radiologic Technology program are due February 15. Approximately one-third of admitted students will complete laboratory experiences at the PACCAR Medical Education Center. The program is awaiting final approval from the Joint Review Committee on

Education in Radiologic Technology (JRCERT) for its distance education delivery model. The program's self-study is due March 3, with the accreditation site visit anticipated in fall 2026.

The Commission on Dental Accreditation (CODA) is currently reviewing additional information related to the Dental Hygiene program's expansion plan. Renovation plans include 25 clinical chairs, with exploration of additional retail chairs to further address regional oral health needs.

The Medical Laboratory Technology program will host its accreditation site visit with the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) on April 7–8.

Department of Rehabilitation Sciences

The Occupational Therapy Assistant (OTA) program will host an accreditation site visit by the Accreditation Council for Occupational Therapy Education (ACOTE) on March 16–18. The Master of Occupational Therapy (MOT) program is currently completing its self-study, which is due in summer 2026, with an accreditation site visit anticipated in fall 2026.

The Bachelor of Social Work (BSW) program will host its Council on Social Work Education (CSWE) accreditation site visit on March 12. To date, 43 students have enrolled in the program's introductory social work course. Field Director Adrianna Adams is actively developing clinical field placements to support the program's experiential learning requirements.

The Physical Therapist Assistant (PTA) program continues to emphasize interprofessional education and community engagement. Students recently participated in a simulation-based learning experience with nursing students involving collaborative treatment of a standardized patient. PTA students also completed an interprofessional development activity with Marshall University Doctor of Physical Therapy (DPT) students, focused on strengthening professional communication and understanding supervisory relationships. In partnership with the Vern Riffe School, PTA students completed a service-learning experience during the previous semester.

Office of Personal and Professional Development

Associate Provost Steven Rader has been meeting with academic departments to brief faculty on the work-based learning requirements outlined in SB1 and HB96, as well as the role of the Office of Personal and Professional Development (OPPD) in supporting the development of experiential learning opportunities.

The Personal and Professional Development Task Force has developed a proposed Experiential Learning Requirement policy that is currently awaiting faculty feedback. The Task Force has identified multiple categories through which students may satisfy the proposed requirement, including internships and cooperative education experiences, service learning, study abroad and global experiences, undergraduate research, clinical and field-based learning, and creative and/or entrepreneurial projects. Minimum standards for each category are currently under development.

A total of 477 undergraduate students (229 bachelor's and 248 associate degree students) are currently or have been enrolled in courses with an experiential learning component, representing an increase from 369 students (245 bachelor's and 124 associate degree students) during the 2024–2025 academic year.

Clark Memorial Library

The Clark Memorial Library is completing the final phase of its migration to a new library services platform, following the transition to fully online operations in June. In December, the Library successfully implemented CampusM, a mobile application integrated with PrimoVE, providing students with streamlined, on-the-go access to library resources and services. CampusM allows users to search collections, manage accounts, and connect with library services directly from their mobile devices through a user-friendly and intuitive interface. The application is available through the Apple App Store and Google Play, as well as via QR code access. This enhancement supports an improved student experience and aligns with institutional goals related to student engagement and retention. Later this year, the library will implement Alma Digital as part of the Unified Resource Management framework. Alma Digital will serve as the new platform for the University Archives.

Center for International Programs and Study Abroad

The SSU Center for International Programs maintains a stable international student presence for Spring 2026, with total enrollment at 46 F-1 international students. Of these, six students are participating in Optional Practical Training (OPT) during the Spring 2026 term. At the conclusion of the semester, nine international students are expected to graduate. In addition, the Center successfully onboarded four new international transfer students during the spring term.

Study abroad initiatives continue to advance SSU's global engagement goals. Over Spring Break, CIPSA Director Ryan Warner will lead a cohort of ten Presidential and SSU Scholarship recipients to Harlaxton, England, with Dr. Jennifer Pauley serving as co-leader. Participants will engage in academic and cultural experiences in Grantham, Nottingham, Cambridge, and London. This program was made possible through significant support from the President's and Provost's Offices. During Summer 2025, SSU will host one student participating in a KIIS Study Abroad program. Looking ahead, Dr. Sarah Ivers will lead a faculty-led study abroad experience to Costa Rica in August 2026.

Grants and Sponsored Programs

The Grant Office has engaged two Spring 2026 interns, both Mathematics majors, who are supporting the identification, analysis, and compilation of regional statistical data. This work will inform the development of Statements of Need for future grant applications. In addition, the Grant Office is collaborating with the Office of Personal and Professional Development to develop standardized job description templates for additional internship roles within the office.

The University recently received four new awards from the Ohio Department of Higher Education (ODHE):
- **$30,000** in supplemental funding through the ODHE FY 2025 Campus Security Support Program to support the purchase of an additional Portable Camera System for the Spartan Stadium Complex.
- **$30,000** in supplemental funding through the ODHE FY 2025 Campus Security Support Program (Round 2) to partially fund the purchase of Portable Security Lighting.

- **$15,500** in supplemental funding through the ODHE FY 2025 Campus Student Safety Program (Round 2) to partially fund the purchase of Portable Security Lighting.
- **$50,000** through the ODHE FY 2026 Campus Student Safety Program to support the purchase of a Parking Lot Security Camera Network.

Additionally, the University received **$19,548** from the America250-Ohio Commission for the project *Ohio's Gamechangers*. This initiative aligns with the launch of SSU's Public History Program and supports preservation efforts related to Spartan Stadium and Branch Rickey Park. Planned activities include a Stadium and Sports Complex walking tour, public roundtable discussions, a performance of Jerry Holt's *Rickey*, and an NFL Spartans Memorabilia Expo.

Office of Academic Affairs

The Office of Academic Affairs has strengthened its capacity to support high-quality online instruction through the hiring of three additional instructional designers. These positions will assist faculty in the development of new online courses and the enhancement of existing offerings, supporting instructional quality, consistency, and continued expansion of online and blended learning modalities.

SSU recently joined the Online Learning Consortium, providing access to professional development opportunities, research-based publications, and instructional resources that support effective online pedagogy and innovative blended learning practices.

As part of the University's retention efforts, Dr. Glenna Heckler-Todt, Director of Advising and Academic Resources, conducted an analysis of Shawnee State University's Early Alert process, which is designed to help the Student Success Center identify and respond to students experiencing academic or personal challenges to encourage more consistent use of the Early Alert system as a proactive student support tool. The Student Success Center continues to provide engagement-focused programming designed to promote academic success and student connection.

The Upward Bound Math-Science (UBMS) program successfully admitted 18 new students for the 2025–2026 program year. The program's Winter Retreat on February 5–7, offered many participants their first opportunity to travel outside of Ohio and Kentucky. During the retreat, students visited the University of Tennessee and Berea College to explore postsecondary and STEM-focused academic opportunities, supporting college awareness and aspiration among program participants.

Respectfully submitted,

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

2025 University Remediation Report

Name of University:

Ohio Revised Code Section 3345.062 requires the president of each state university to issue a report by December 31, 2017, and each thirty-first day of December thereafter, regarding the remediation of students. The report must include the following areas:

1. The number of enrolled students that require remedial education (*FY25 actual*).

Number of Students	Description (if needed)
405	

2. The cost of remedial coursework that the state university provides (*FY25 actual*).

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

Cost Type	Amount	Description
Costs to the university	$67,379	Chairpersons of the math and English departments (This figure reflects 1/3 of salary and benefits, since approximately a third of math and English courses are developmental.)
Costs to the university	$40,815	Administrative assistants to the math and English departments (This figure reflects 1/3 of salary and benefits, since approximately a third of math and English courses are developmental.)
Costs to the university	$72,960	Developmental mathematics faculty (full-time) salary + benefits
Costs to the university	$35,595	Developmental mathematics adjunct faculty salary
Costs to the university	$21,000	Developmental English faculty (full-time) salary + benefits
Costs to the university	$70,625	Developmental English adjunct faculty salary
Costs to the university	$540,422	Academic Affairs advisors' salary + benefits
Costs to the university	$7,831	Academic Affairs advising support staff salary + benefits
Costs to the university	$188,593	Classroom space for developmental coursework
Costs to the university	$583,617	Office space for developmental faculty and administrators
Costs to the university	$40,557	Instructional resources for developmental coursework
Cost to the university total	**$1,669,394**	**Sub-total**
Costs to the student	$352,032	Tuition for developmental coursework
Costs to the student	$10,319	Course fees for developmental coursework
Costs to the student	$4,797	Textbook and instructional materials for developmental coursework
Costs to the student	**$367,148**	**Costs to the Student Subtotal**
Costs to the state	$23,884	SSI for developmental coursework
Costs to the state	**$23,884**	**Costs to the State Subtotal**
	$2,060,426	**Grand Total**

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

Subject Area	Description
ENGL 0100 - Introduction to Academic Literacies	An introduction to critical thinking, reading, and writing skills with a focus on preparing students for success in college-level courses. **A total of 94 students were enrolled in ENGL 0100 in FY 25.**

ENGL 1201 - Discourse and Composition (Co-Requisite)	An introduction to college composition, particularly for students whose ACT English subscores are 15, 16, or 17. Students practice responding appropriately to different types of rhetorical situations, writing in various genres, and critiquing discourse. Student will learn to research and document their work in appropriate forms. **A total of 71 students were enrolled in ENGL 1201 in FY 25.**
MATH 0101 - Basic Algebra with Geometry and Application	This is a course for students with a good background in arithmetic, but little or no background in algebra and geometry. Topics include linear expressions and equations in numeric, graphic, and symbolic form; solving linear equations and inequalities; linear models; operations with exponents; scientific notation; roots, radicals, and fractional exponents; radical equations; polynomial expressions. **A total of 91 students were enrolled in MATH 0101 in FY 25.**
MATH 1000A - Reasoning w/Mathematics Plus (Co-Requisite)	This course is a reasoning with mathematics course designed for students who are in need of some beginning algebra remediation. This course is designed to be taken at the same time as MATH1000. The course covers numeracy, statistics and probability, and modeling using mathematics. **A total of 48 students were enrolled in MATH 1000A in FY 25.**
MATH 1200A - College Algebra Plus (Co-Requisite)	This course is an intermediate algebra course designed for students who are in need of some intermediate algebra remediation. Students learn the basic properties of linear, polynomial, rational, exponential, and logarithmic functions. **A total of 43 students were enrolled in MATH 1200A in FY 25.**
STAT 1150A - Principles of Statistics Plus (Co-Requisite)	This course is designed for students who are in need of some beginning algebra remediation. Topics include exploring data and describing patterns; sampling and experimentation; planning and conducting a study; normal and sampling distribution; regression analysis; and statistical inference. **A total of 58 students were enrolled in STAT 1150A in FY 25.**

4. Causes for remediation.

Please select all that are relevant from the following categories and provide detail.
 - Lack of student preparation at the K-12 level
 - Prescriptive placement policies (over reliance on a single assessment measure)

Cause	Description
Lack of student preparation	In FY 25, 358 traditionally-aged, first-time freshmen required at least one developmental course upon admission to Shawnee State University. Of these students, 233(65%) needed one developmental course, 96 (26.8%) needed two developmental courses, and 29 (8.1%) needed three or more developmental courses.
Deferred entry	In FY 25, 47 nontraditionally-aged, first-time freshmen required at least one developmental course upon admission to Shawnee State University. Of these students, 34 (72.3%) needed one developmental course, 11 (23.4%) needed two developmental courses, and 2 (4.2%) needed three or more developmental courses.