

# Shawnee State University Completion Plan

## 2022 Update

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

### 1. University Mission

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

**SSU's enduring values are:**

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

### 2. Barriers to Persistence and Completion

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

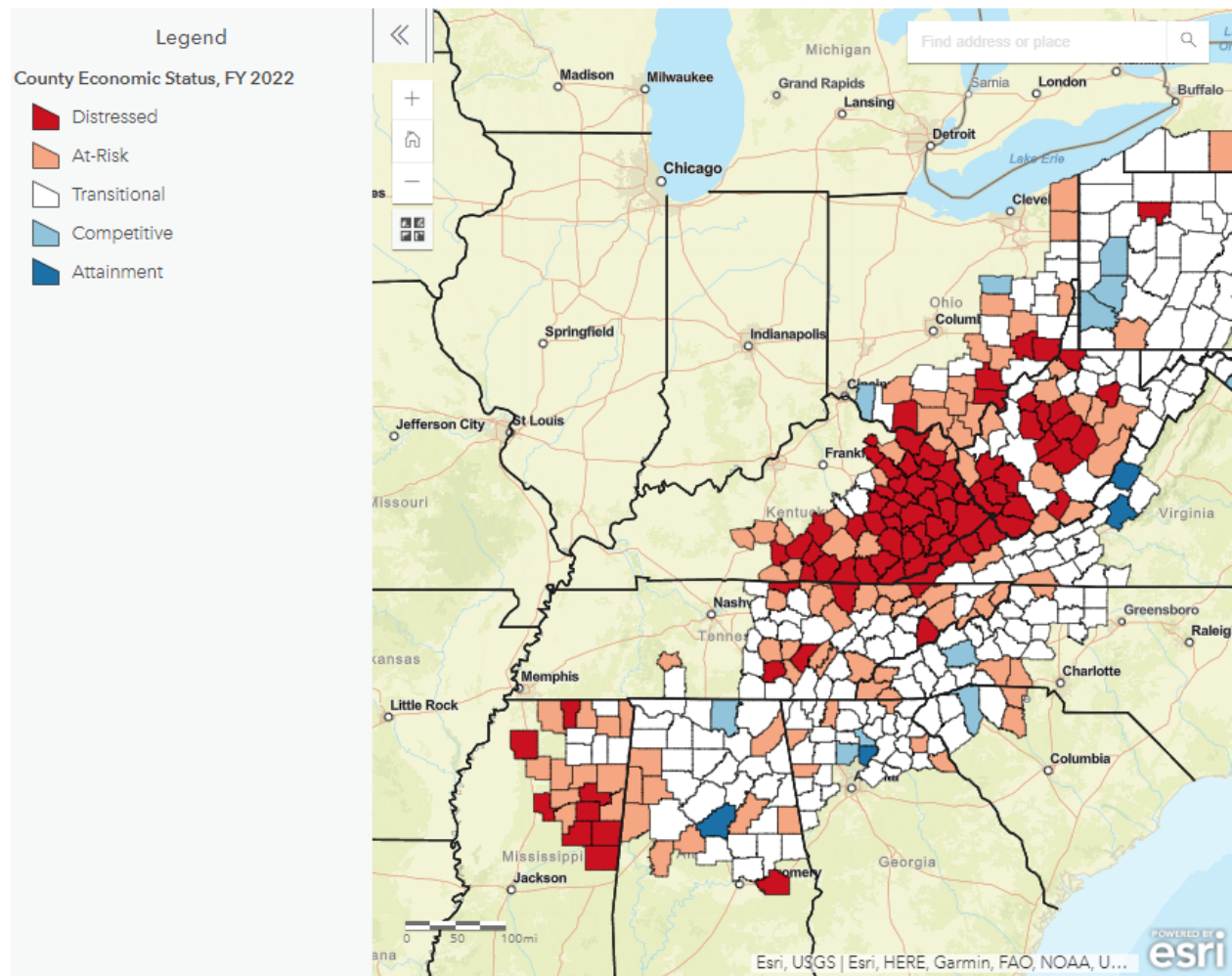
- Distressed counties are the most economically depressed counties. They rank in the bottom 10 percent of the nation's counties.
- At-Risk counties are those at risk of becoming economically distressed. They rank between the bottom 10 and 25 percent of the nation's counties.
- Transitional counties are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

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

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

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

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



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

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

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

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

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

Shawnee State described three goals in its 2014 Completion Plan:

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

In 2016, the following goals were added:

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

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

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

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

### **Increase Enrollment**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Develop a Diverse and Sustainable Student Body**

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

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

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

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

### Number of SSU Minority Students

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

### SSU Minority Student Percentage

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

### Retention Rates for SSU Minority Students

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

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

### Improve Retention and Student Success

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

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

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

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

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

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

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

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

### Retention Rates for All SSU Students

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

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

### Retention Rates for SSU First-Generation Students

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

## Completion Rates for All SSU Students

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

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

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

### **Achieve Financial Sustainability**

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

## **4. Updated Completion Goals for 2022-2024**

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

## 5. Completion Strategies

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

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

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

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

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

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

## 6. Workforce Development Priorities

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

The SSU Office of Career Services & Workforce Development:

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

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

These degree programs include the following:

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

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

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

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

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

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

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

### **Summary of the Update**

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

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