

Shawnee State University Completion Plan

2020 Update

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Section 1: University Mission

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 and 2018 in compliance with House Bill 59.

The Shawnee State Mission

We prepare today's students to succeed in tomorrow's world.

As a university, we serve many roles in society. At the heart of it all, we believe that Shawnee State exists to prepare students to succeed today, and into the future.

The Shawnee State Vision

We will be a best-value university offering a wide range of high-quality signature programs.

Our vision is to be recognized as a "best-value" university, combining academic excellence and student success with affordability, by establishing signature programs that give us a competitive edge.

SSU's Enduring Values

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.

Section 2: Barriers to Persistence and Completion

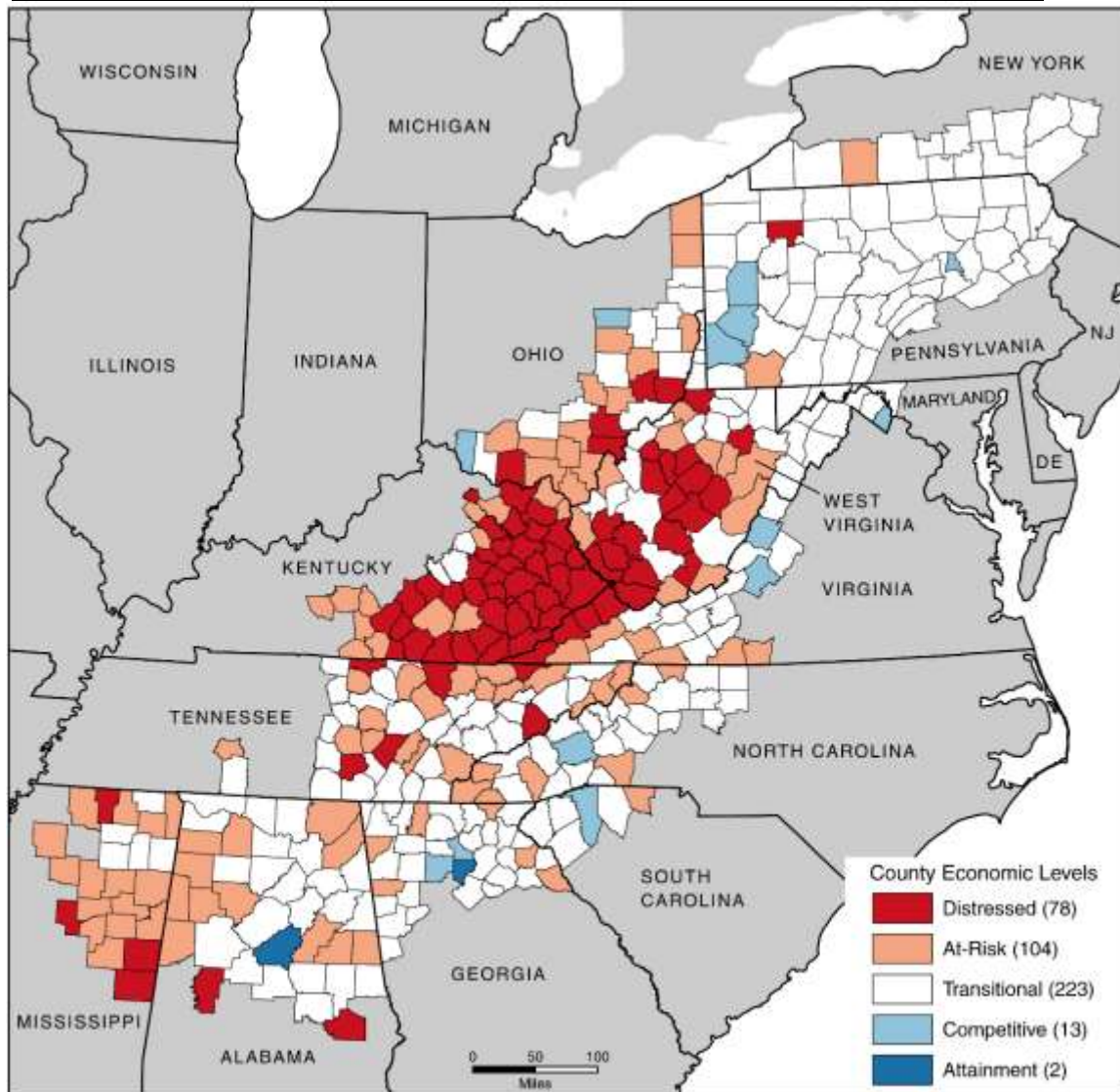
Shawnee State University is located in Scioto County, in the heart of Appalachian Ohio. The majority of SSU students attended high school in Scioto and four surrounding Ohio counties (Lawrence, Pike, Adams, and Jackson). Jobs in these counties are scarce. The Appalachian Regional Commission (ARC) monitors each county in the 420 counties in Appalachia. Every federal fiscal year they release a report that 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 percent 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 competitive.
- **Attainment** counties are the economically strongest counties. Counties ranking in the best 10 percent of the nation's counties are classified attainment.

In Fiscal Year 2021, seventy-eight counties are classified as distressed, 104 are classified as at-risk, 223 are classified as transitional, 13 are classified as competitive, and 2 are classified as attainment (Source: <https://www.arc.gov/distressed-designation-and-county-economic-status-classification-system/>)

Unfortunately, every county in the SSU region is at-risk, except Adams County, which is distressed. 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 Counties' Economic Status



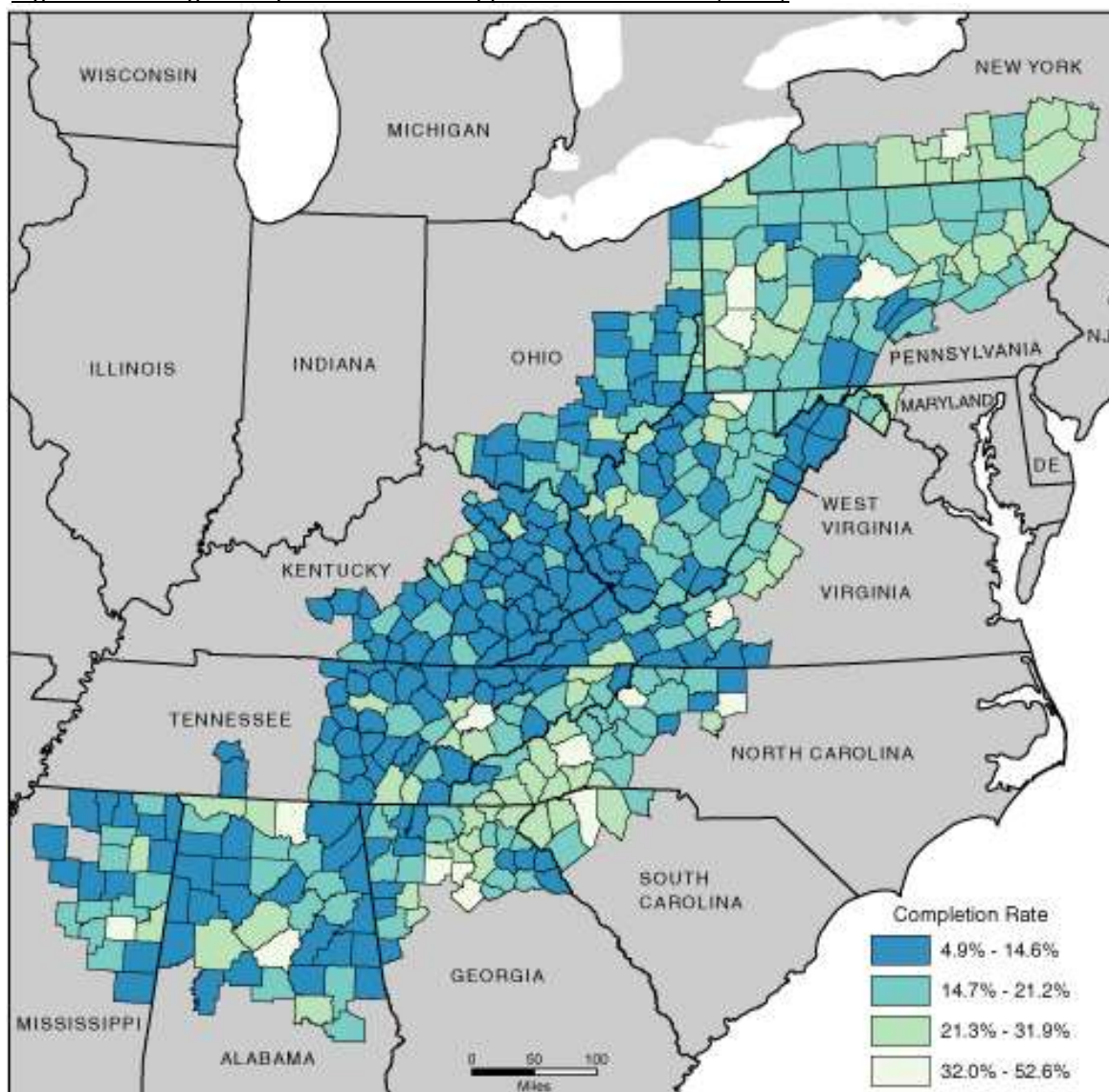
Created by the Appalachian Regional Commission, June 2020
 Data Sources:
 Unemployment data: U.S. Bureau of Labor Statistics, LAUS, 2016–2018
 Income data: U.S. Bureau of Economic Analysis, REIS, 2018
 Poverty data: U.S. Census Bureau, American Community Survey, 2014–2018

Effective October 1, 2020
 through September 30, 2021

The five county Ohio SSU service region has an unemployment rate 73% higher than the national average and more than 50% higher than the average for Appalachia (173% in the local area compared to 116% for the rest of Appalachia). The absolute poverty in the region is 23.6% compared to 19.5% for the rest of Appalachia, and 14.7% for the rest of the county. Many parts of Appalachia, one the poorest regions of the country, outperform the SSU service area.

The Appalachian Regional Commission uses data from the United State Census to monitor other metrics. The college completion rates are much lower than the national average. The county measurements for the SSU region are about half, or less, of the national average of 30.9%. See figure B for the most recent ARC published map.

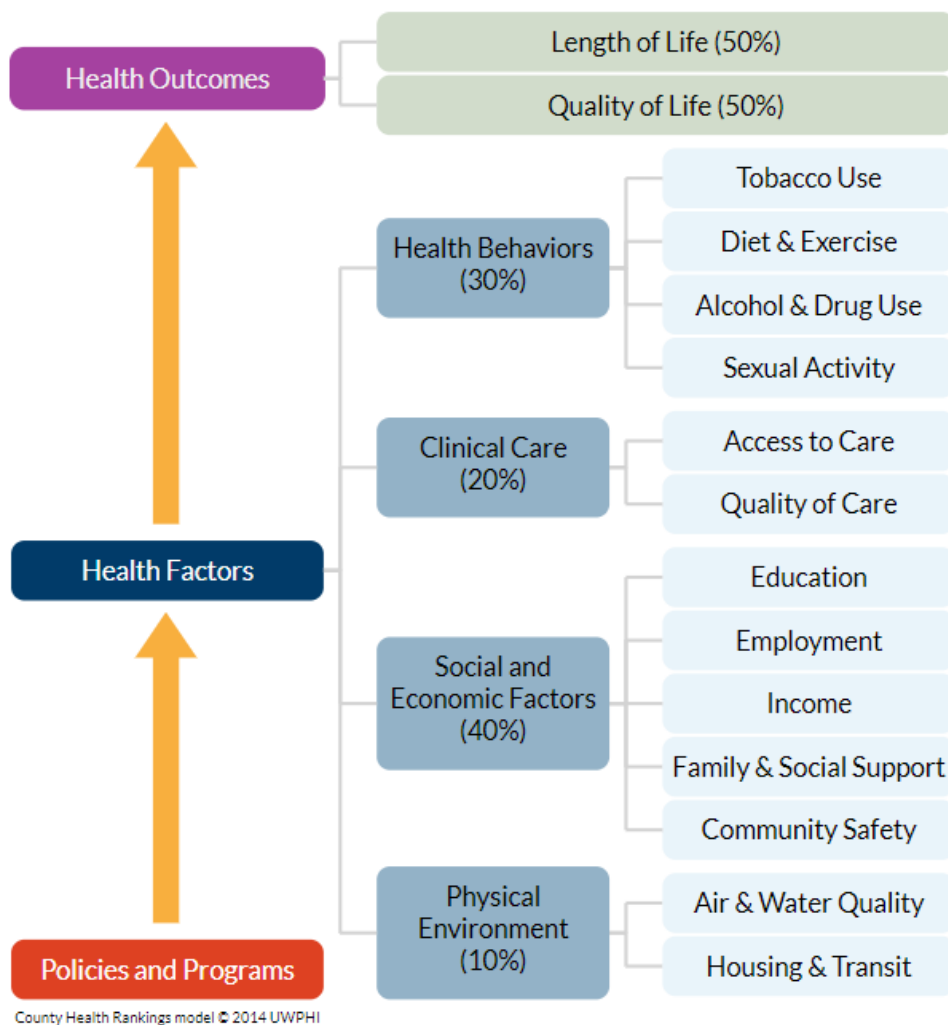
Figure B: College Completion Rates in Appalachian Counties (2019)



Created by the Appalachian Regional Commission, August 2019
 Data Source: U.S. Census Bureau, American Community Survey, 2013–2017
 Data Classification Scheme: Natural Breaks

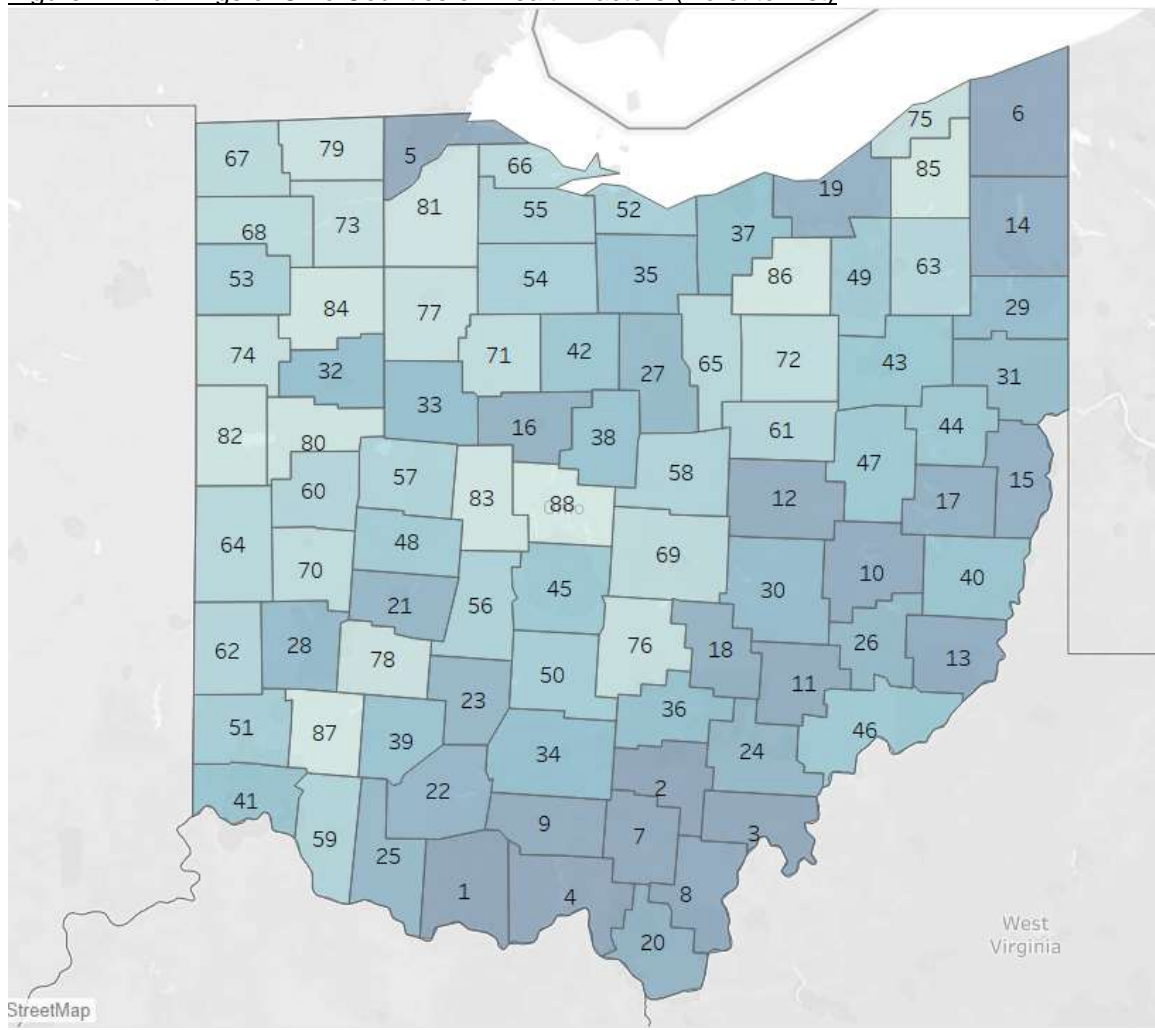
The Robert Wood Johnson Foundation publishes annual rankings of health factors and health outcomes for every county in the United States (see figure C for model).

Figure C: Robert Wood Johnson Foundation Health Outcomes and Health Factors Inputs Model



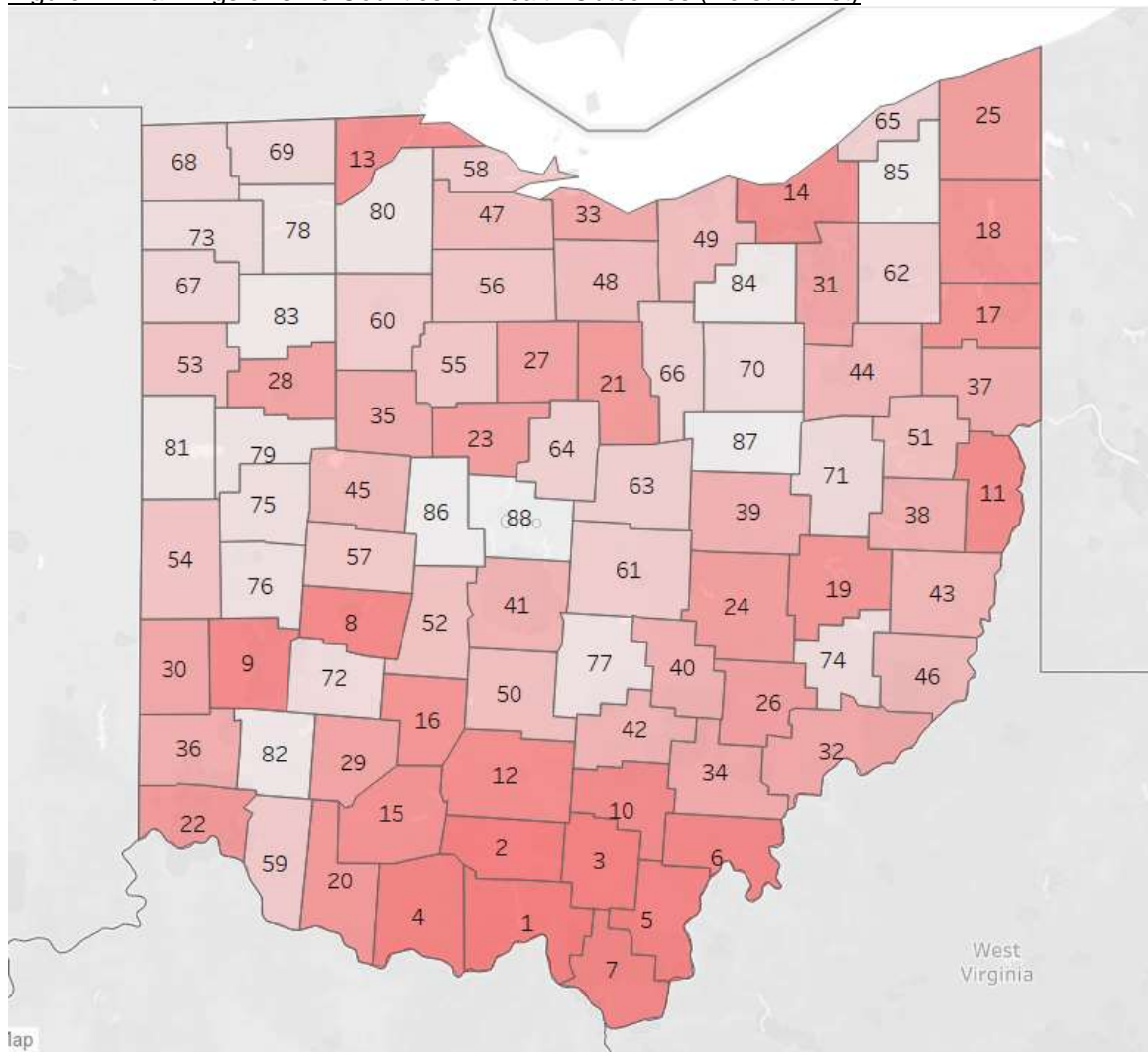
Since 2010, one of the five counties in the SSU region has been the worst in the state for Health Factors. All of the five counties are in the bottom 20, three in the bottom ten, two are in the bottom five, and Adams county is the worst in the state (see Figure D).

Figure D: Rankings of Ohio Counties on Health Factors (worst to first)



With regards to Health Outcomes data, Lawrence county is in the bottom seven, the rest are the bottom four in the state. Scioto County, Shawnee State University's home county, is the worst county in the state for length and quality of life (See Figure E).

Figure E: Rankings of Ohio Counties on Health Outcomes (worst to first)



Additional detail regarding negative health outcomes and factors is demonstrated in Figures F-M, below,

- Figures F illustrates that median income for Scioto County and contiguous counties in Ohio and Kentucky lags significantly behind other counties from those states. Figure G highlights child poverty in the region. 38.34% of SSU students are Pell eligible.
- Figure H demonstrates the high levels infant and child mortality in the region SSU primarily serves. Figures I and J details high levels of drug overdose deaths and homicide in the region. Figure K details life expectancy in the region. Figure L details teen birth rates in the region.
- Figure M details the regions poor educational attainment - not only are these counties below average in the number of residents with at least some college education, but the young persons of these college are also more likely to be disconnected from the educational enterprise. 61.66% of SSU students are the first in their families to attend college.

Figure F: Median Income for Ohio Counties

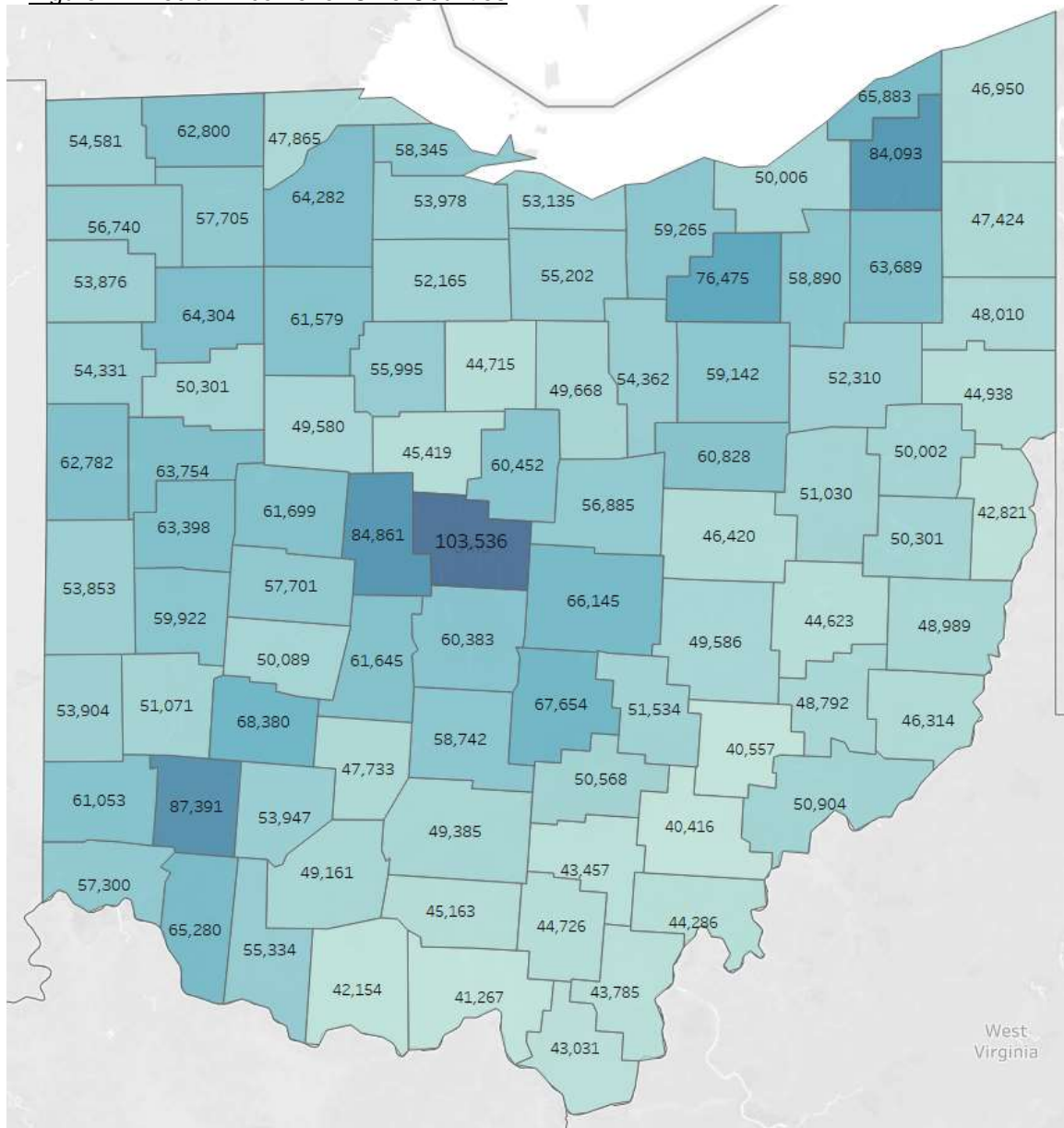


Figure G: Child Poverty and Free School Lunch rates for Ohio Counties

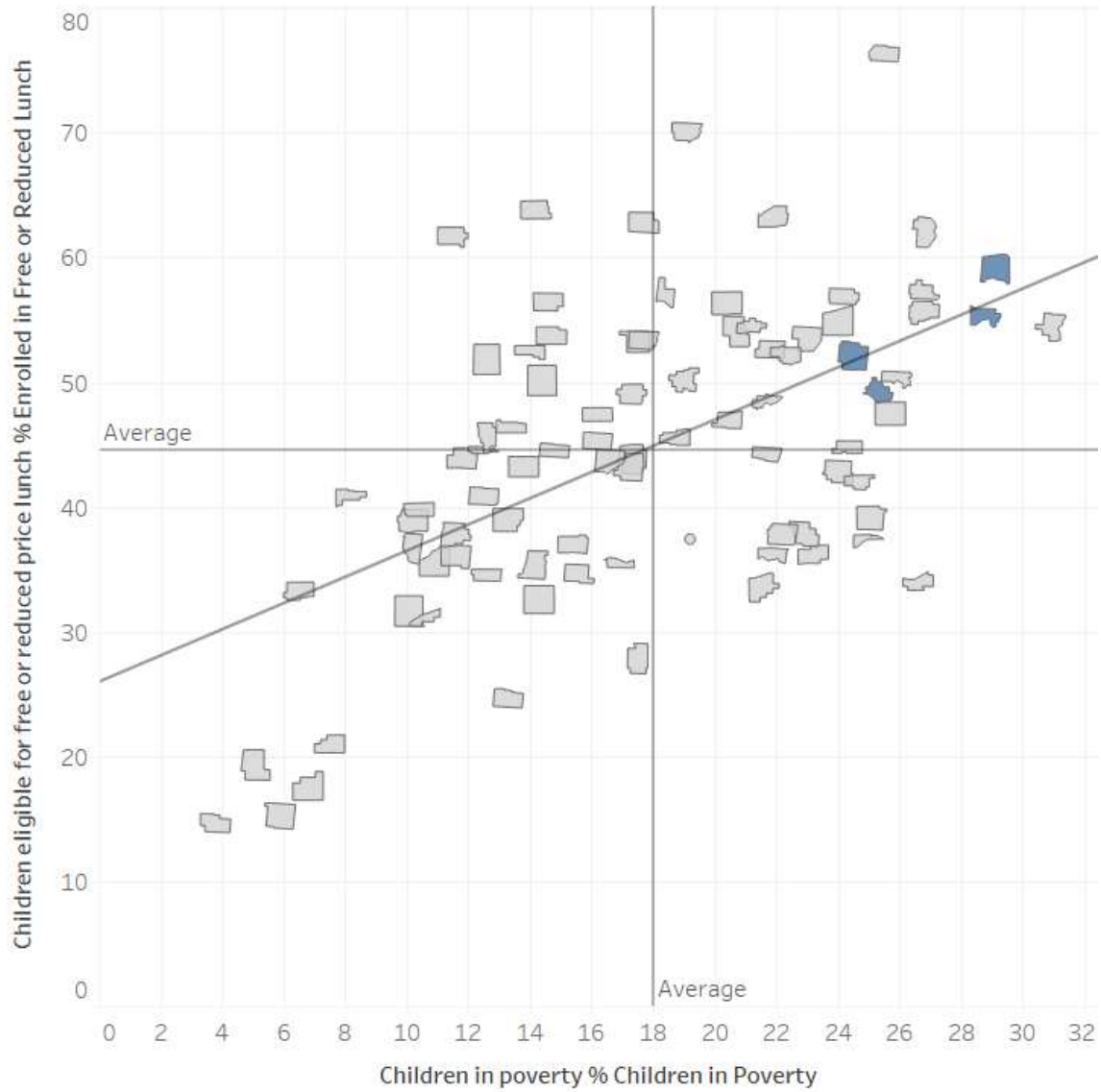


Figure H: Infant and Child Mortality for Ohio Counties

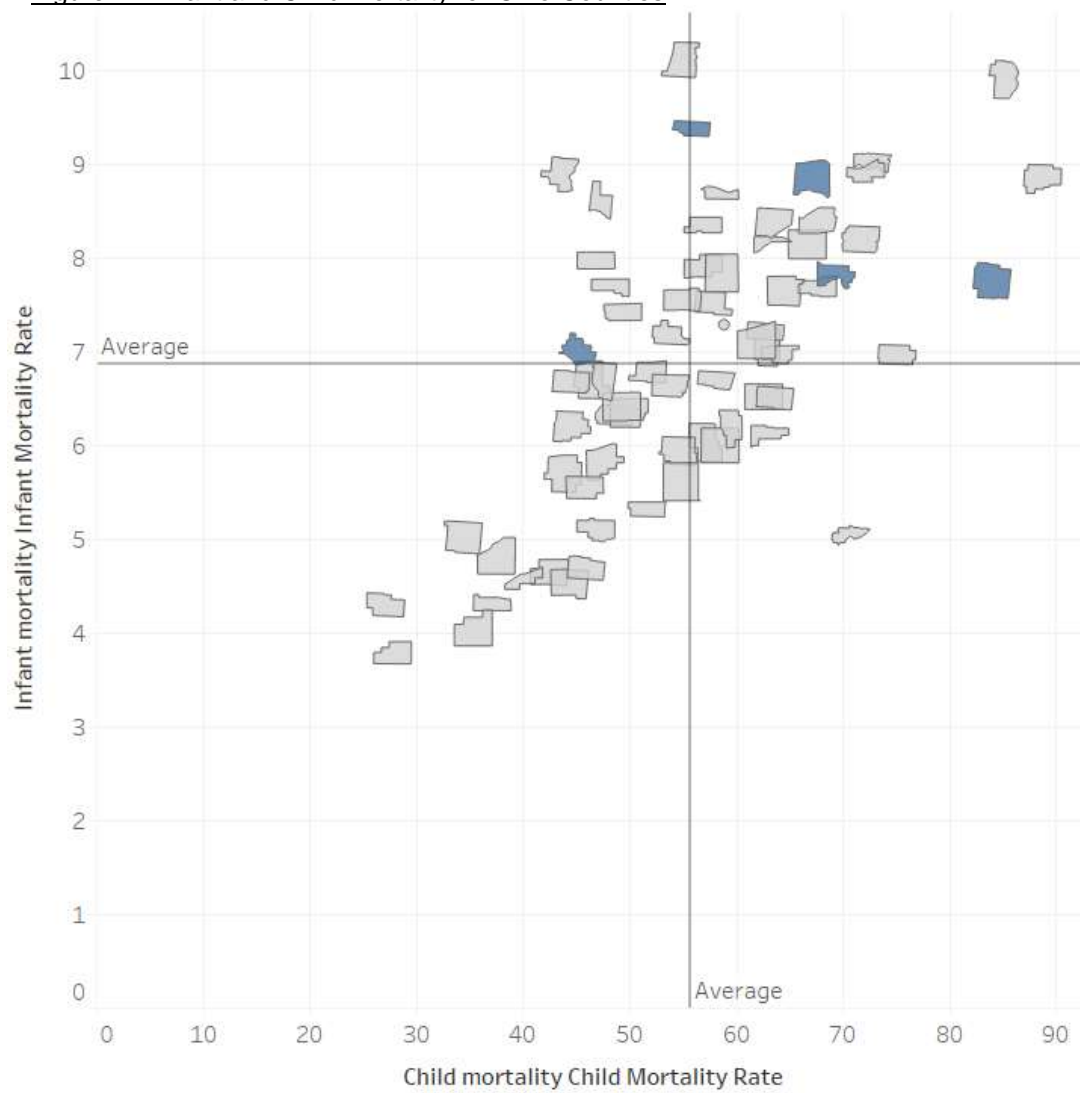


Figure I: Drug Overdose Rates for Ohio Counties (top 20 counties)

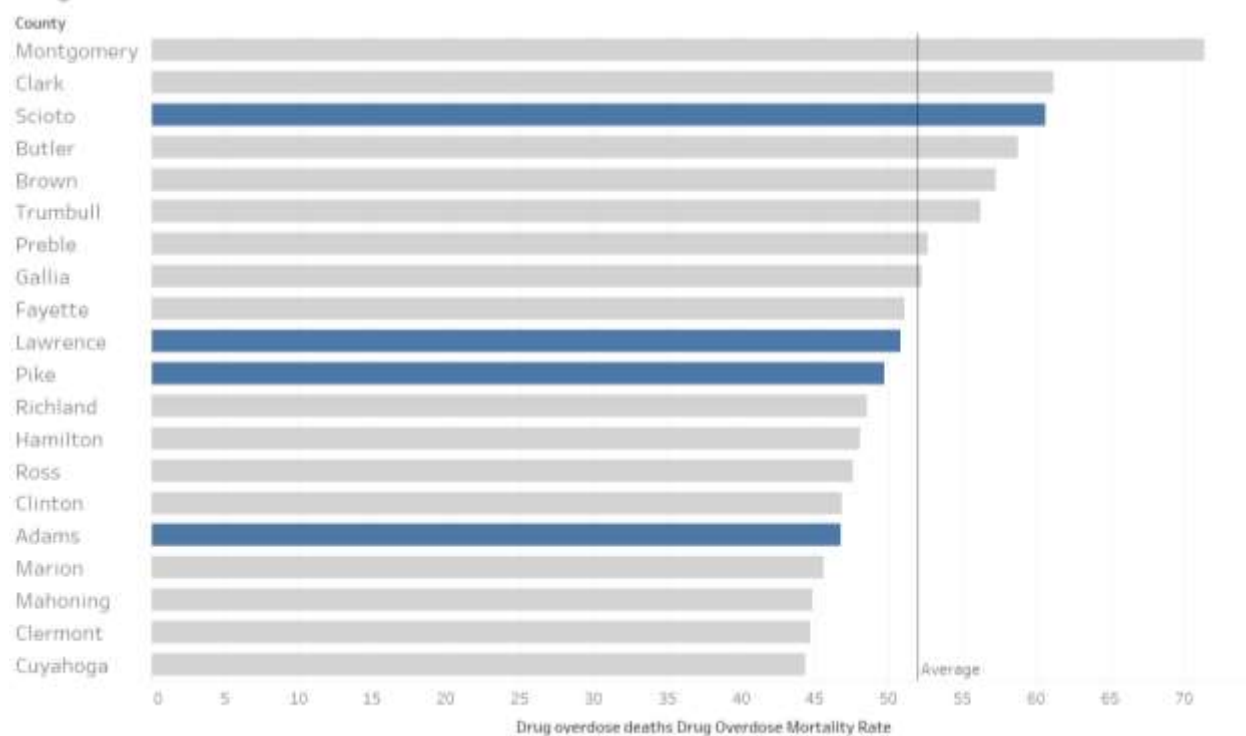


Figure J: Homicide Rates for Ohio Counties (top 20 counties)

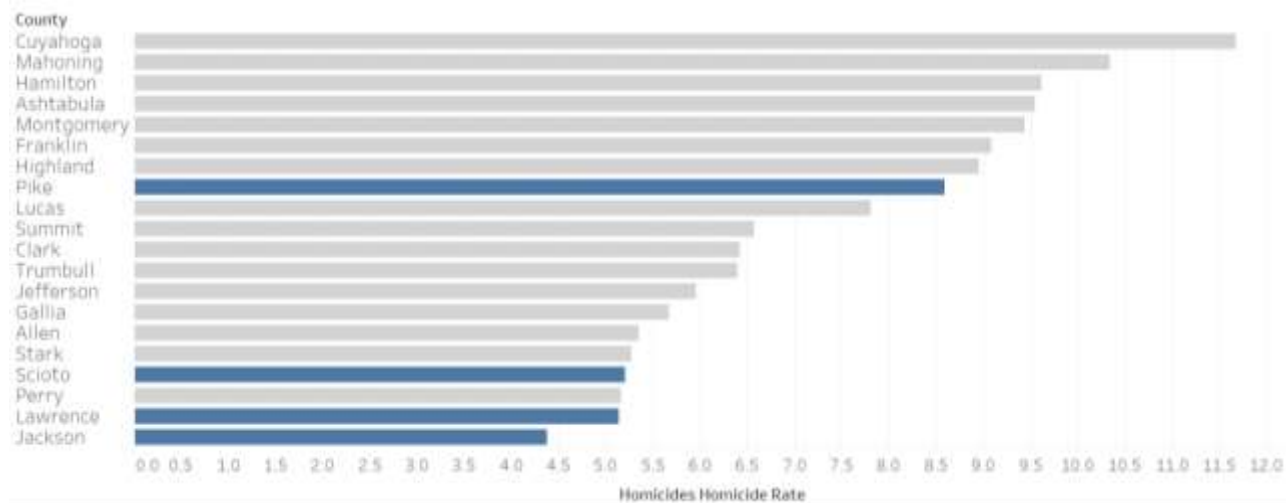


Figure K: Life Expectancy for Ohio Counties (bottom 10 counties)

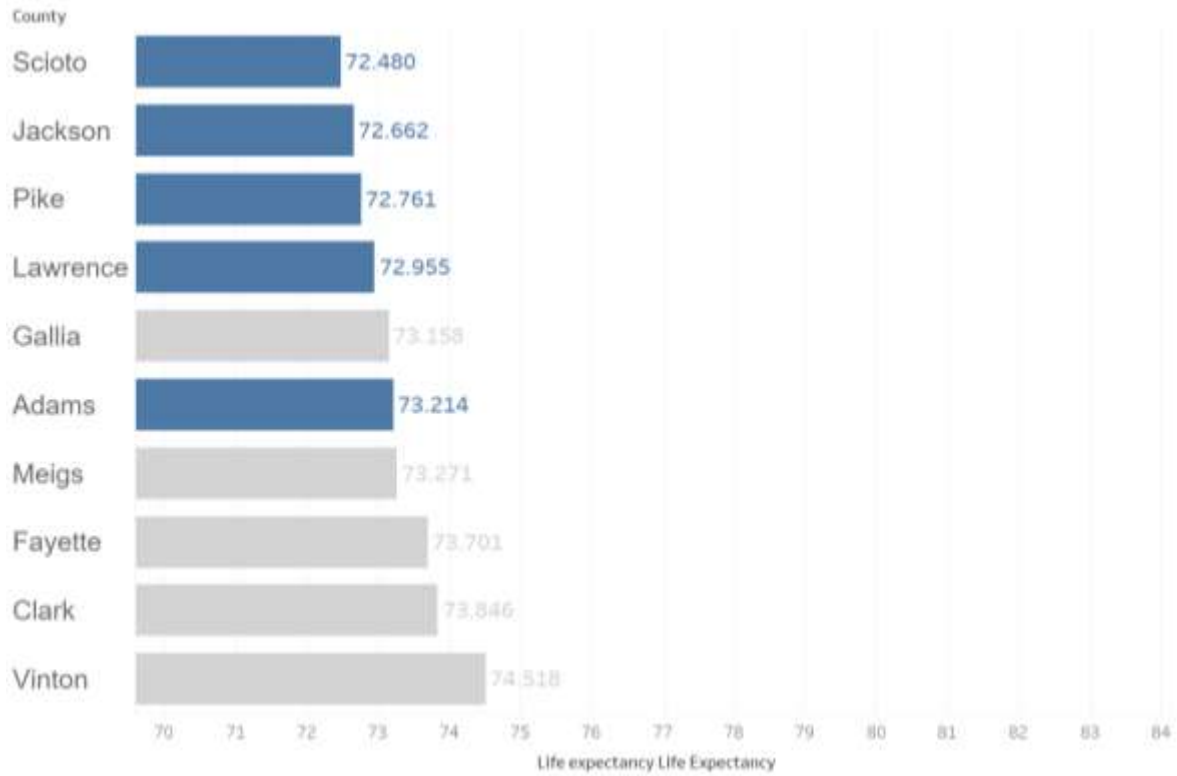


Figure L: Teen Birth Rate for Ohio Counties (top 10 counties)

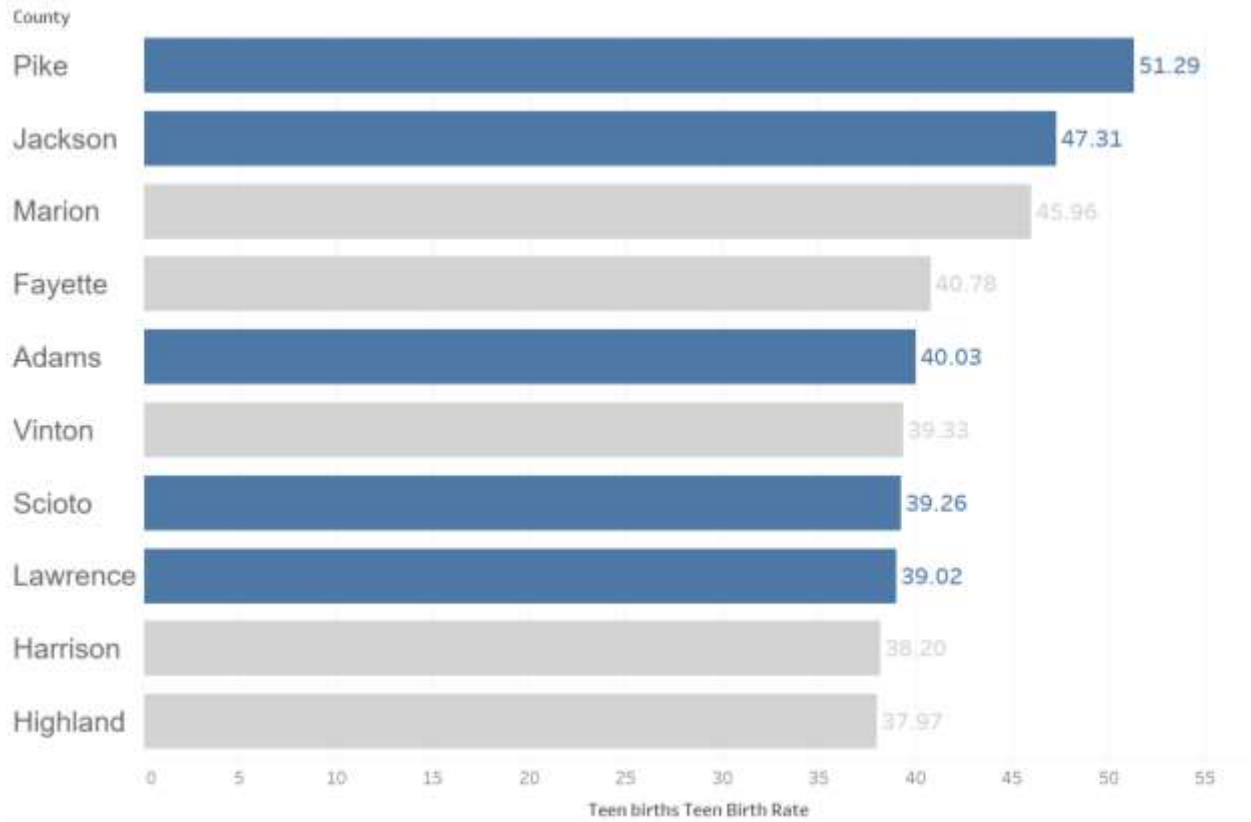
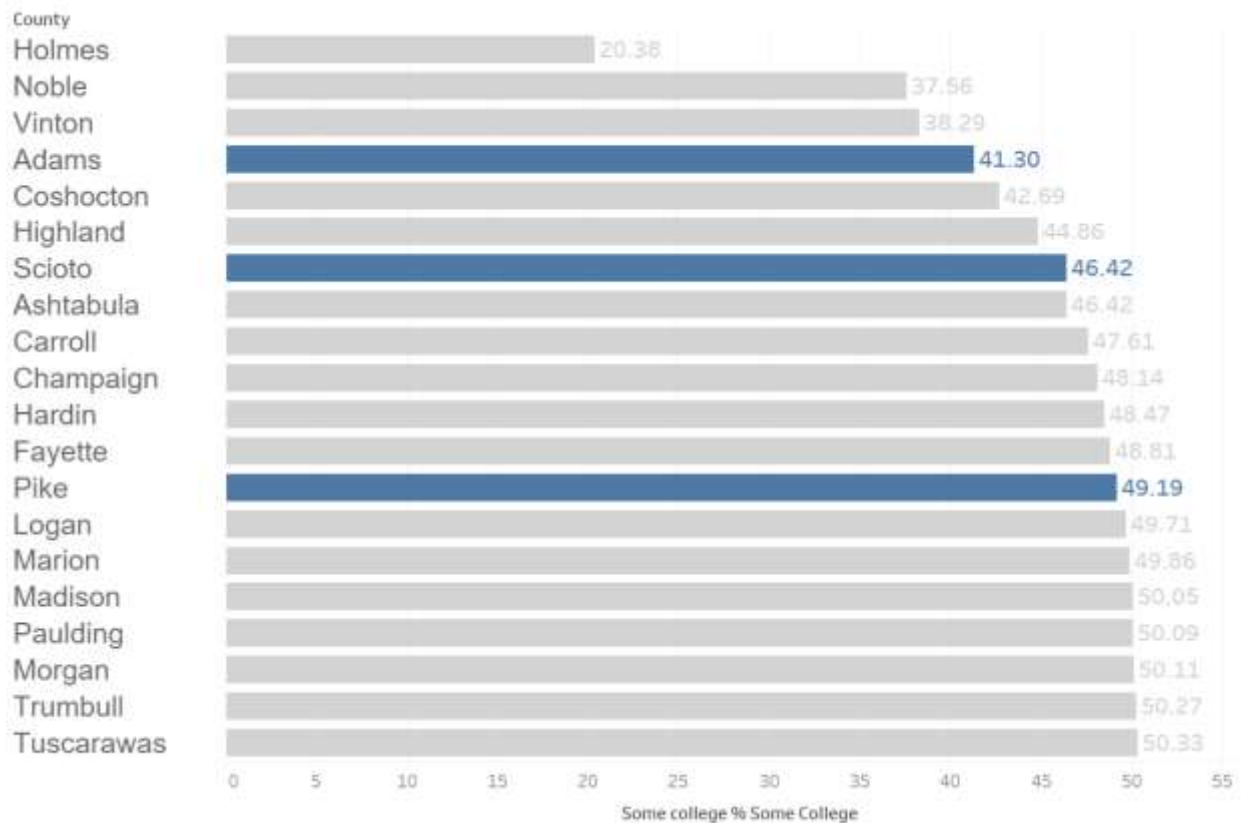


Figure M: Percentage of Population in Ohio Counties with at least Some College Education (bottom 20 counties)



Finally, while unemployment is a helpful metric to understand economic hardship, it does not include large portions of the population. The labor force participation rate is much simpler, and in many ways realistic, metric. It measures how many people are in the labor force. Figures N and O show the rate for Scioto and Pike counties (the top two counties for SSU enrollment), the other SSU service counties, and the rest of Ohio. Less than half the population aged 16 and older is in the labor force in Pike and Scioto Counties (see figure N). The labor force metric does not account for how much a job pays simply that a person works. Taking into account income level and disability status, in the SSU region, the disabled and those below the poverty line are particularly likely to not be in the workforce (see figure O).

Figure N: Labor Force Participation Rate for Persons Aged 16 and Older

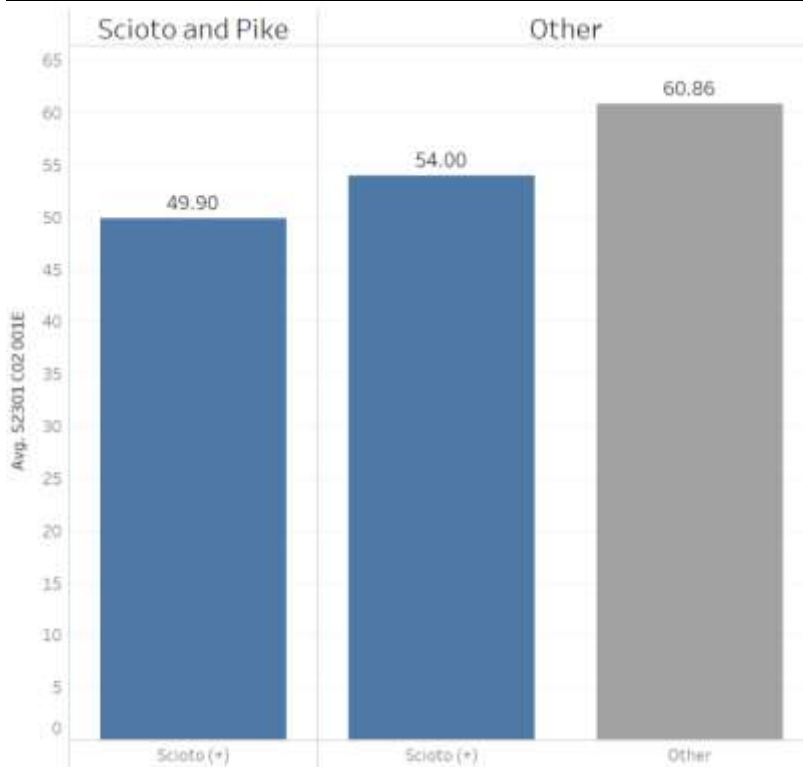
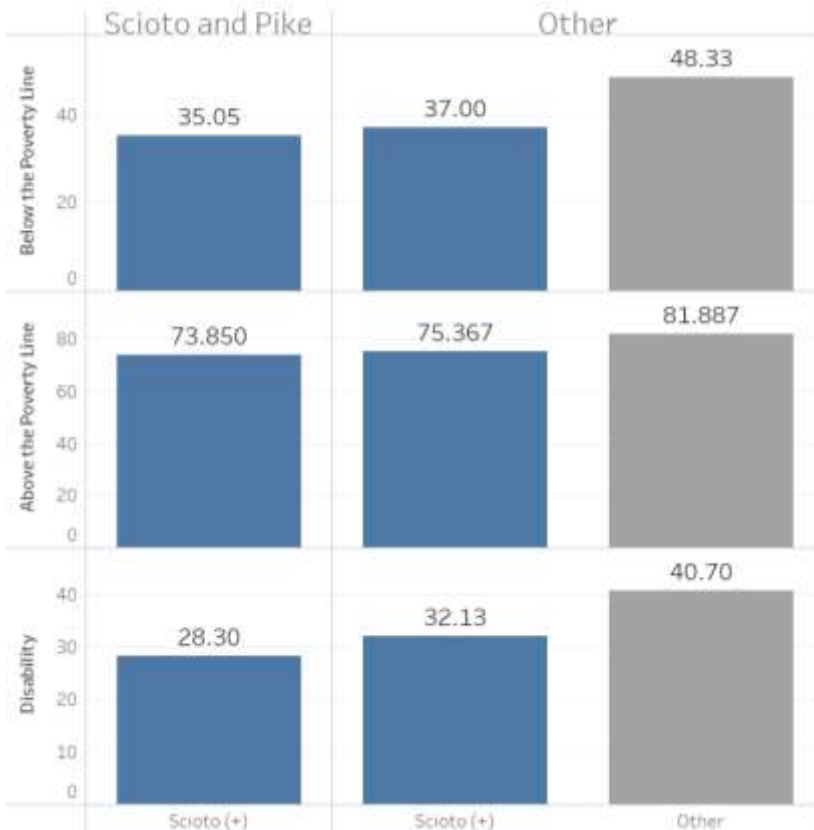


Figure O: Labor Force Participation Rate for Persons Aged 20-64 by Income and Disability



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. Even students that are not explicitly in these categories are close. As an example, students not using a Pell grant have characteristics more like a student using the grant than student at other institutions. These characteristics have a strong influence on how Shawnee State has developed and implemented its completion plan. Our mission and values focus on student success and behaviors that serve as a foundation for helping students reach their education and career goals.

One way that these risk factors influence completion is by decreasing first-to-second year retention. Obviously, a student who does not persist into their second year will not attain a degree. As an example, Figure P, below, illustrates the difference in retention rates for fully college ready students compared to those students that need developmental coursework upon admittance. Figures Q1 and Q2 demonstrate the differential rate of graduation based upon academic preparedness as measured by composite ACT score. Further, comparing Q1 and Q2 reveals that the percentage of students earning degrees has increased by 6% overall between the cohorts of 2011 and 2012 and the cohorts of 2013-2015.

Figure P: Comparison of Overall, College Ready and Developmental Students' First-to-Second Year Retention Rates, 2012 – 2019

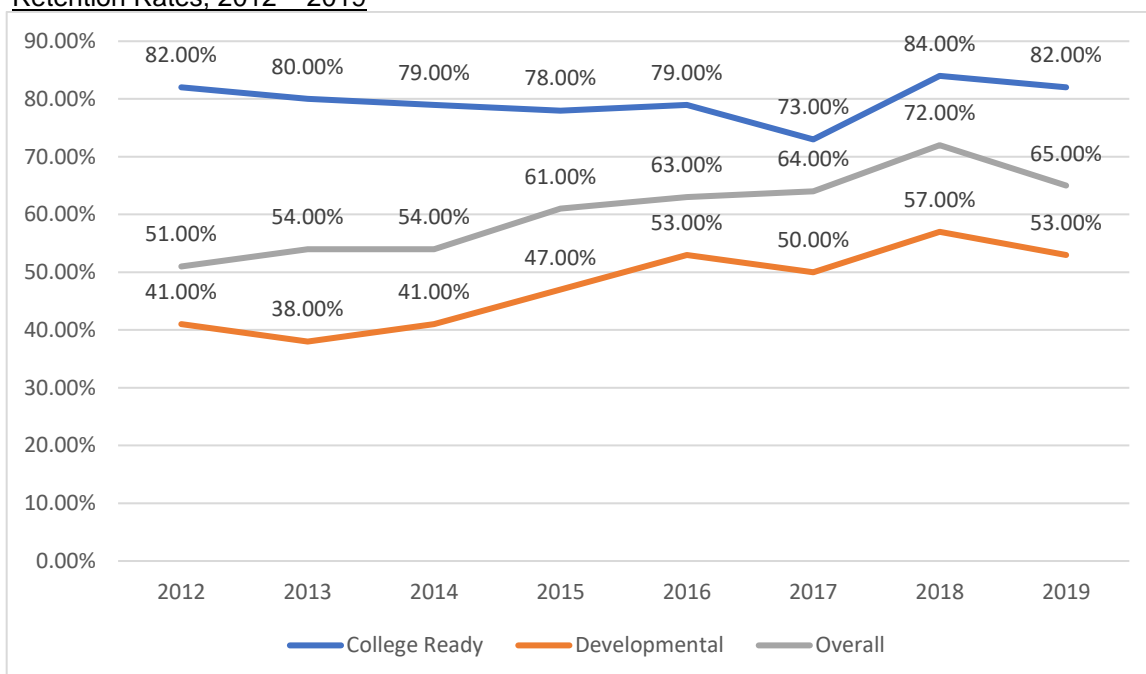
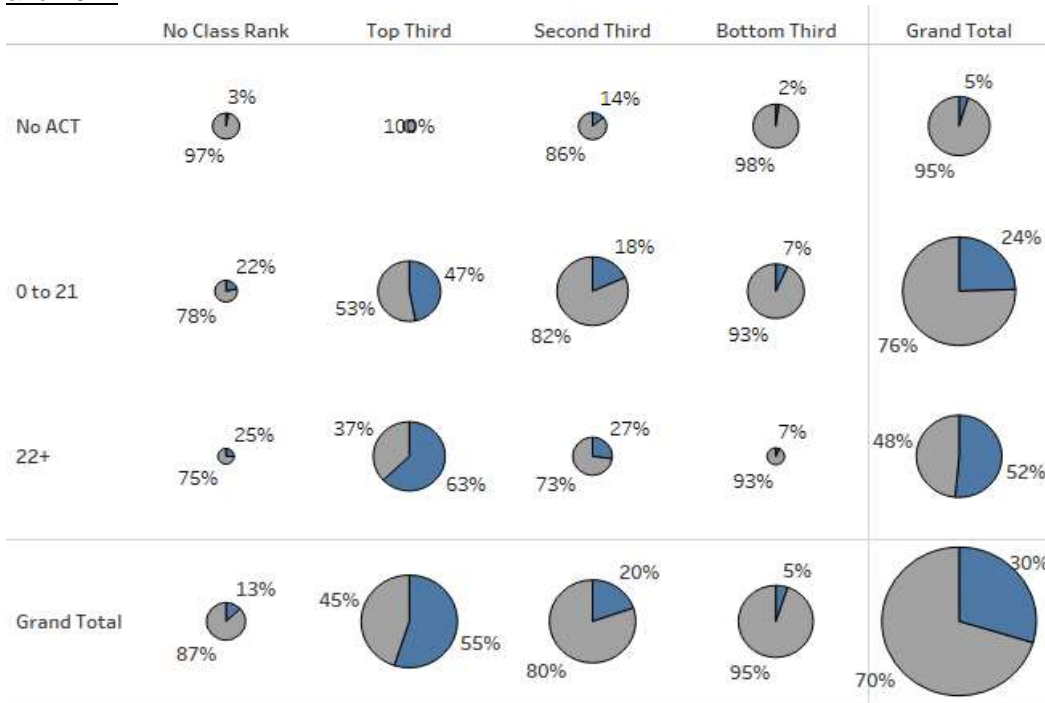


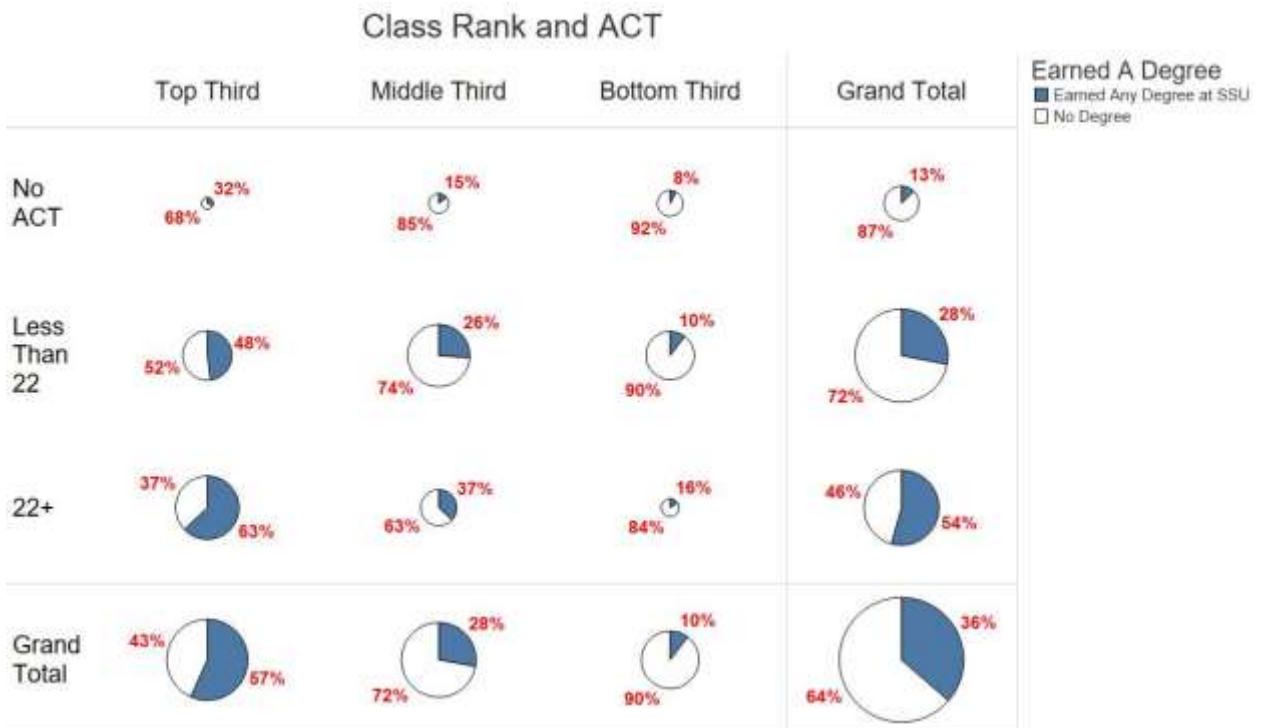
Figure Q1: Percentage of Students Earning a Degree by ACT and Class Rank, Cohort Year 2011 and 2012



Number of Students
 * 7
 ● 200

In / Out of Graduates 2007-2017
 ■ Earned a Degree
 □ No Degree

Figure Q2: Percentage of Students Earning a Degree by ACT and Class Rank, Cohort Year 2013, 2014 and 2015



Shawnee State University is a small institution with limited resources. As the overall population in the State of Ohio and the Midwestern United States has been decreasing, SSU has suffered significant enrollment declines that have caused further erosion of revenues that could otherwise be used to help ensure successful persistence and completion. These enrollment declines come at a time when State Share of Instruction has been decreasing and unpredictable. SSU is primarily a commuter school and commuter students pose challenges in terms of engagement and consistency of attendance. Many of SSU students have significant work and family commitments that interfere with academic success. Finally, Portsmouth, Ohio faces significant challenges which impact upon SSU. The high unemployment, lack of access to resources, and outdated infrastructure have long been a problem. These issues have also, in part, given rise to a significant opioid epidemic which is likely to demonstrate significant negative effects for generations to come.

Section 3: Progress Toward Goals Established in 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 additional goals were added:

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

No additional goals were added at the point of the 2018 update as SSU had recently begun the development of a Strategic Enrollment Management plan detailing goals, strategies and metrics designed to achieve a sustainable student body. This plan was completed in April of 2019. The plan poses four goals. As these goals are focused on systemic improvements in overall enrollment management over the academic lifecycle 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 will focus on from the 2020 completion plan update forward.

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

Progress towards each of the five goals developed in 2014 and 2016 addressed both qualitatively and quantitatively, in this Section. The new goals will be addressed in Section 4: Updated Completion Goals for 2020-2022.

1. Increase Persistence to Completion and Number of Degrees Conferred

Shawnee State University has demonstrated increases in graduation rates (Figure R) and number of degrees conferred (Figure S) since 2012. Significantly, the number of undergraduate degrees awarded as a percentage of the total undergraduate population has also been increasing (Figure T). While this is not an officially reported statistic, it relates to official graduation rates. This rate compares the number of undergraduate degrees awarded as a percentage of the total undergraduate population. If there were a thousand students and collectively, they earned 250 degrees, the percentage would be 25%. The rate decreased in 2019 for two reasons. First, Fall

2019 had many underclass students, total first-year students grew from 616 to 808 (thus decreasing the comparative number of students who could earn a degree relative to the general population). Also, there was also a deliberate effort to actively advise students to help them “get out the door with a degree” in AY 18/19. Many of the students close to graduating did so in AY 18/19 instead of AY 19/20.

The total number of degrees conferred has increased for all degree levels (Associate, Bachelor and Master). Similarly, retention and persistence rates have increased within the same time (Figure U).

Figure R: Percentage of Returning Students and Graduates (AY12/13 – AY 18/19)

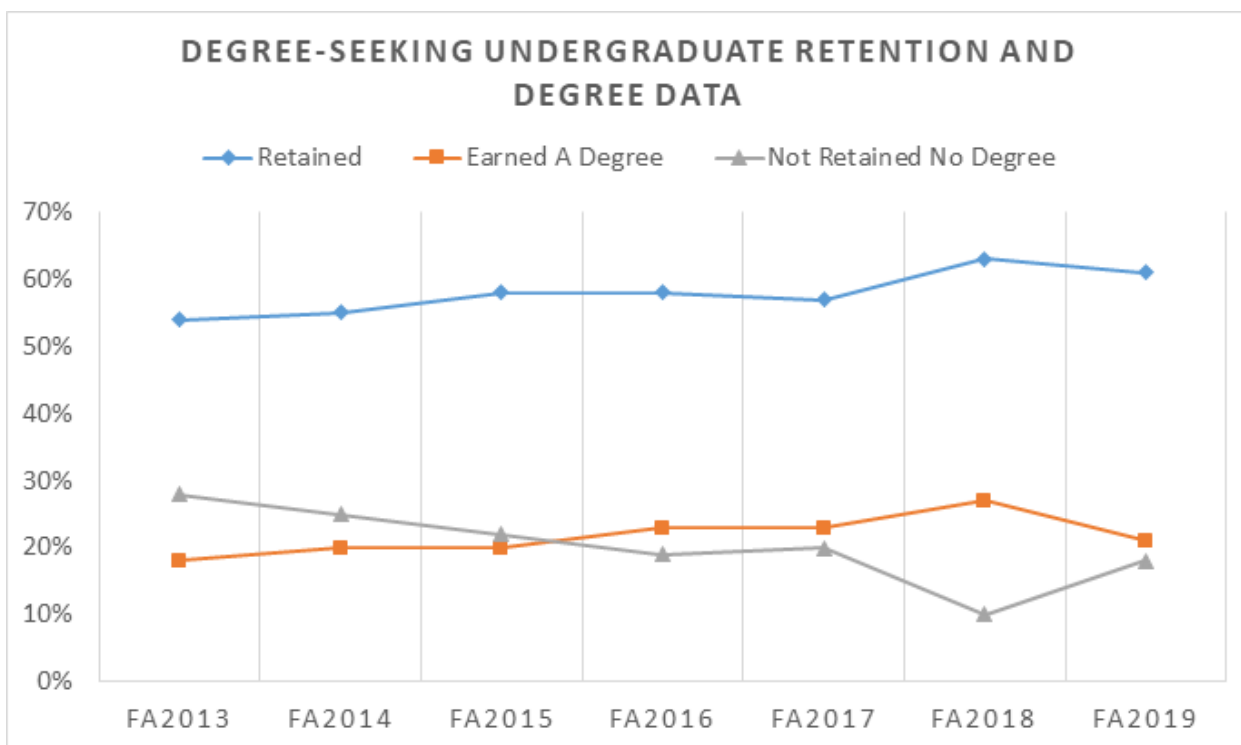


Figure S: Total Number of Degrees Conferred by Degree Type, 2011 – 2020

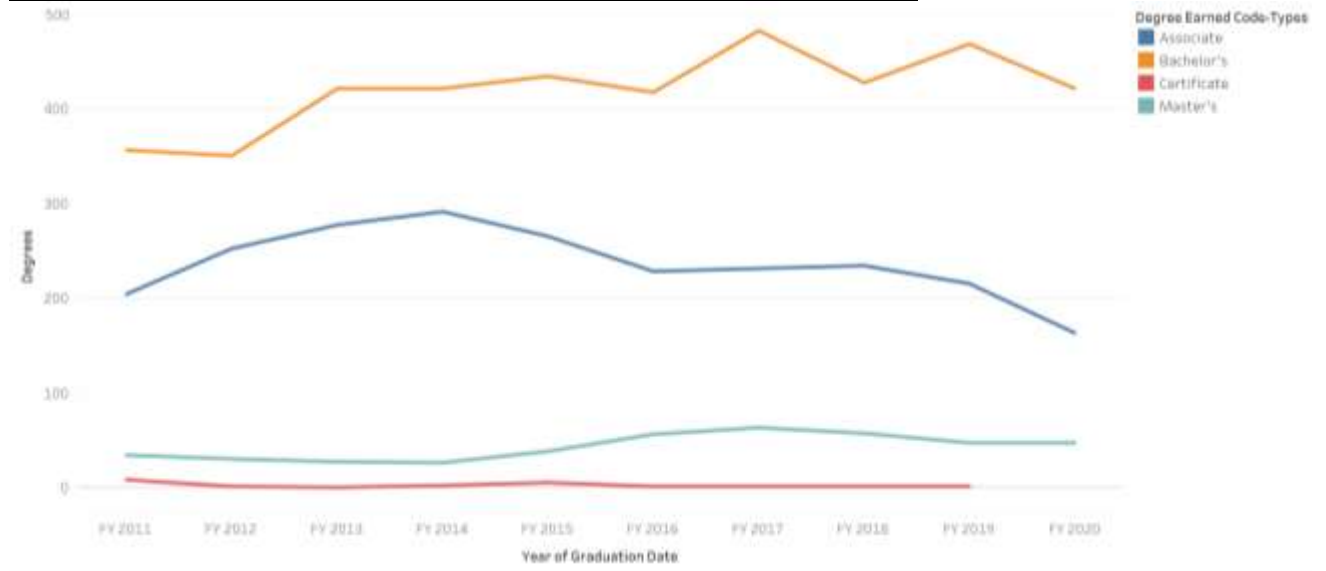


Figure T: Percent of Fall Undergraduates that Earned a Degree, 2013 – 2019

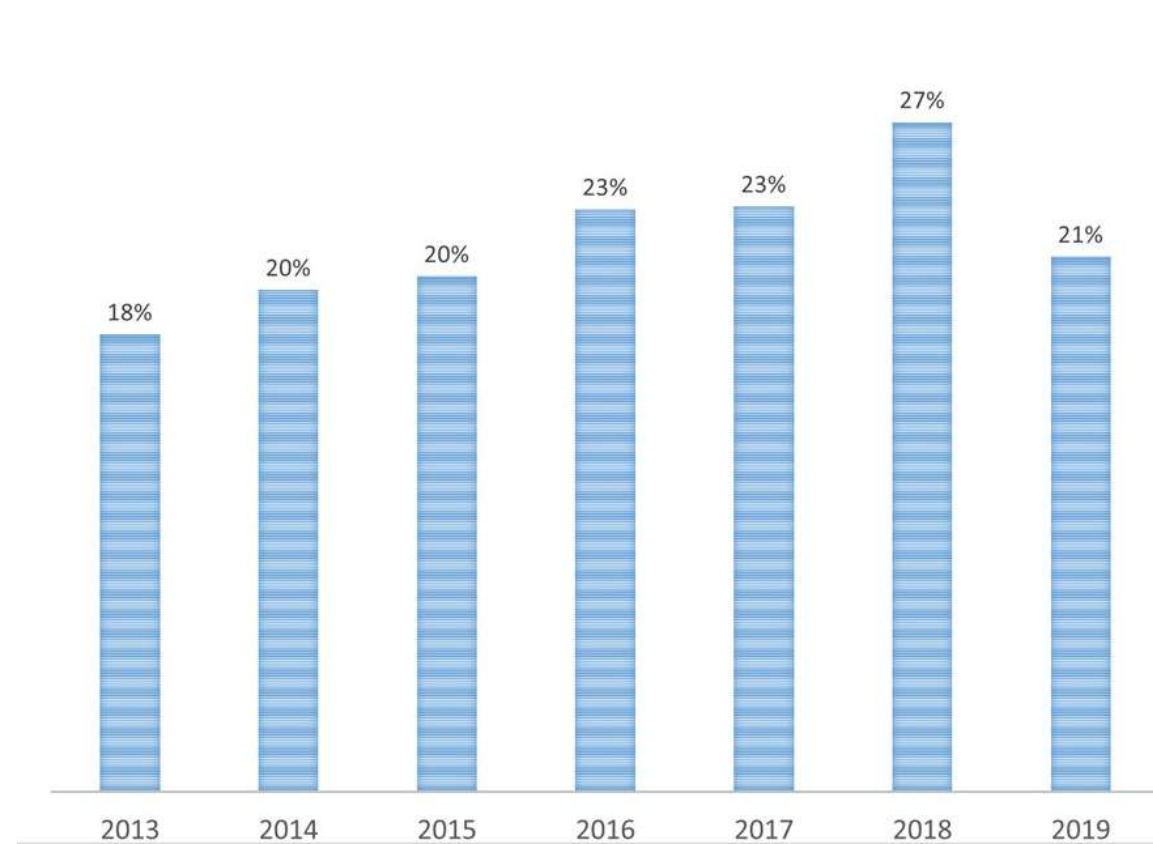
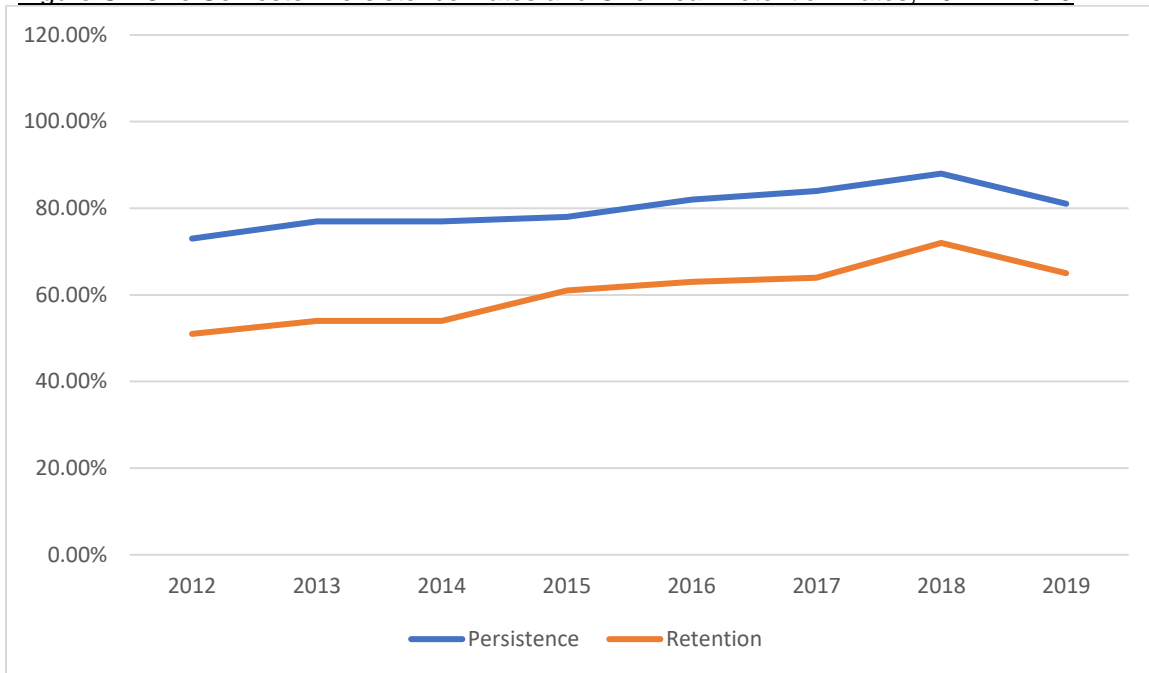


Figure U: One Semester Persistence Rates and One Year Retention Rates, 2012 – 2019



These increases have occurred despite decreasing enrollments. As demonstrated in Figure V, SSU's total headcount is down nearly 25% since SSU's peak enrollment in 2011. Unfortunately, many of the students that did not graduate were not retained after their first year. Peak enrollment also leads to a large first-time freshmen population. Figure W shows how different the path was students that ultimately earned their degree compared to their counterparts that left. Increasing degree output during a time of constricting enrollments means more students are able to exit the university with a degree. In fact, our undergraduate population that did something positive, return or leave with a degree, has never been higher (see Figure R, page 21).

Figure V: Total Headcount at Shawnee State University Fall 2011 – Fall 2017

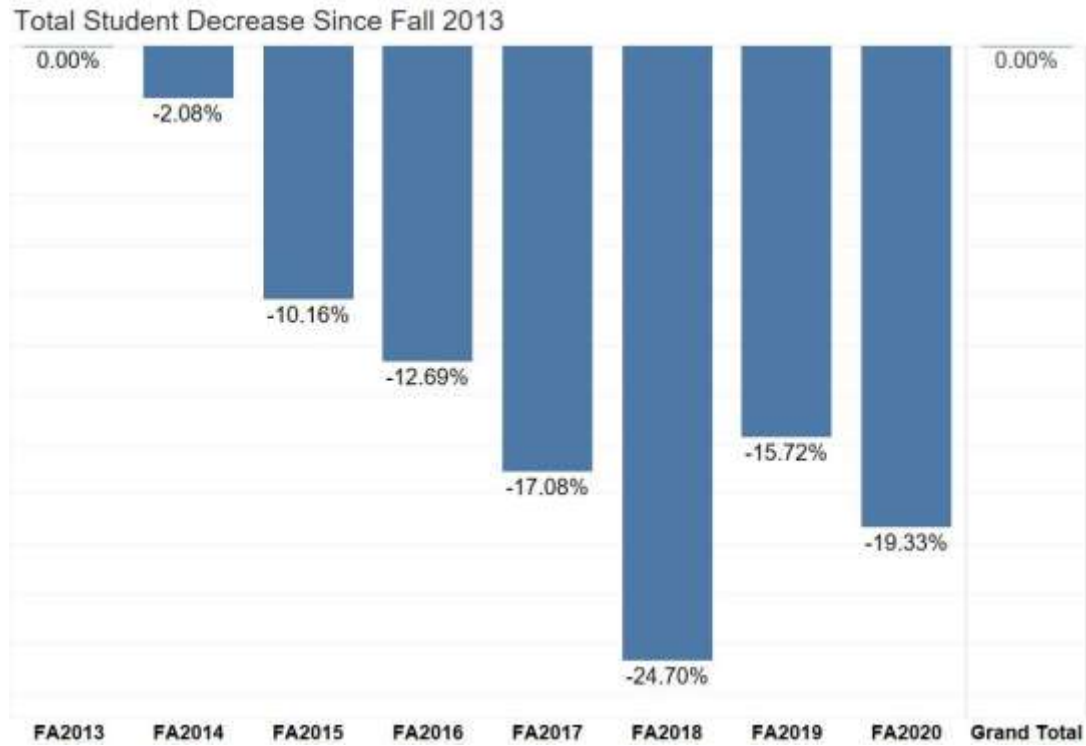
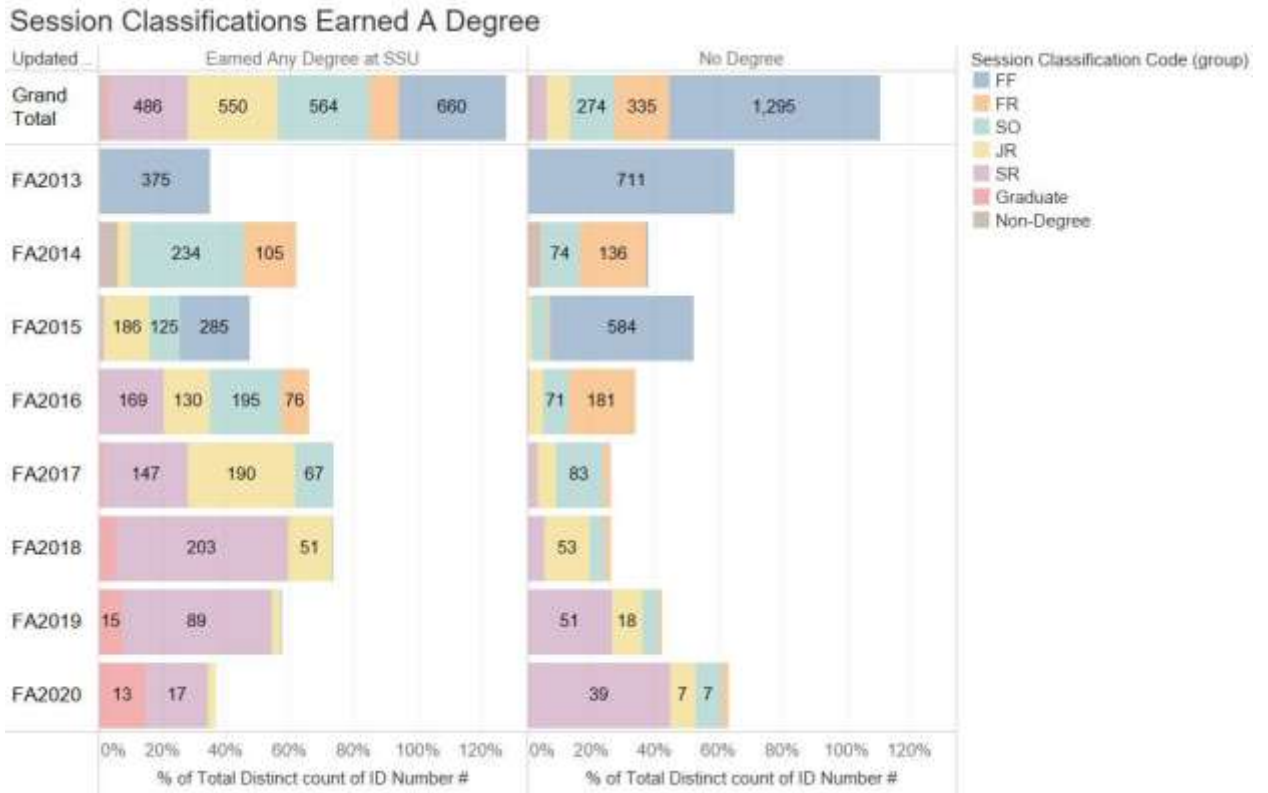


Figure W: Pathways of Successful and Unsuccessful First-Time Freshmen from 2013



Completion Strategy 1.1 from 2014:

Require enrollment in the University's Success Curriculum for all underprepared students (based on test scores)

Current Status: Success Curriculum has been replaced by SSU's Bridge to Success program required for all students placed into two or more developmental level courses.

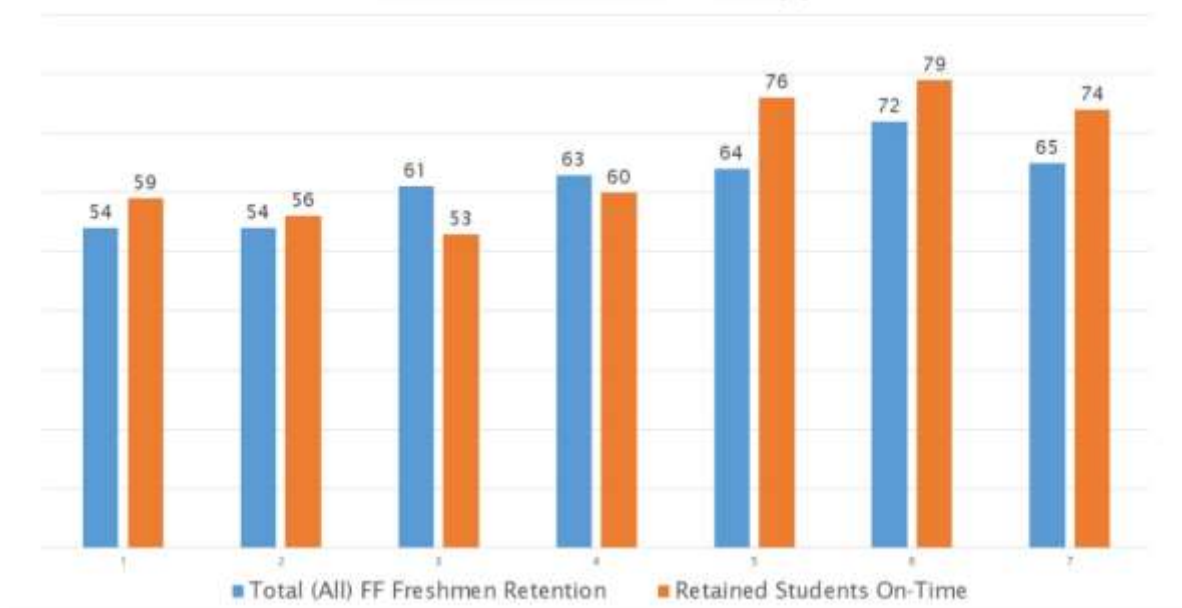
Future Plans: None.

Completion Strategy 1.2 from 2014:

Accelerate "speed to graduation" by establishing 15 credit hours as the default full-time load for all college-ready students.

Current Status: SSU's 15 to Finish campaign continues. Communications, advising and default 15-hour schedules are continuing. Average number of credit hours per semesters continues to hover near 14.5 for full-time students. The importance of earning at least 30 credit hours in the first year is demonstrated in Figure X demonstrates that increasing percentages of SSU students have been progressing on time towards graduation since 2013.

Figure X: Percentage of SSU Students Retained and On-Time for Graduation, 2013 – 2019



Future Plans: Continue campaign. This strategy will be incorporated into new Goal 3: Increase Retention and Student Success.

Completion Strategy 1.3 from 2014:

Complete systemic program review of all academic and appropriate non-academic programming focusing on the improvement of course and degree completion.

Current Status: SSU engaged in a complete revision of its General Education Program (GEP) effective AY 2015-2016. All academic programs have been placed on a 5-year program review cycle. As of Fall 2020, all academic programs have been reviewed. Programs found to demonstrate significant deficiencies (including low enrolments, poor retention and poor graduation rates) are further reviewed for possible discontinuation. Since beginning this systematic approach,

SSU has eliminated the programs noted in Figure Y.

Figure Y: Programs Discontinued since AY 2015-2106

Program	Degree Level	Date of Discontinuation
Pre-Engineering	Associate	2017
Arts and Humanities	Associate	2018
Early Childhood Intervention Specialist	Bachelor	2018
International Relations	Bachelor	2018
Legal Assisting	Associate	2018
Legal Assisting	Bachelor	2018
Mathematics	Associate	2018
Peace Corps	Certificate	2018
Philosophy and Religion	Bachelor	2018
Social Sciences	Associate	2018
Athletic Training	Bachelor	2019
Early Childhood Development	Bachelor	2019
Environmental Engineering Technology	Bachelor	2019
Individualized Studies	Associate	2019
Information Technology Management	Associate	2019
Natural Sciences with a Concentration in Physics	Bachelor	2019
Plastics Engineering Technology	Associate	2019
Studio Arts with a Concentration in Ceramics	Bachelor	2019
Studio Arts with a Concentration in Drawing	Bachelor	2019
Studio Arts with a Concentration in Painting	Bachelor	2019

Future Plans: Continue program reviews as scheduled. This strategy will be incorporated into new Goal 1: Increase Enrollment.

Completion Strategy 1.4 from 2014:

Develop flexible degree options.

Current Status: SSU began offering the Associate of Arts in General Studies (AAGS) in 2014. SSU began offering a flexible Bachelor of Science in Health Sciences (BSHS) degree with multiple tracks in 2016. The Bachelor of Individualized Studies (BIS) has been redesigned to provide a more streamlined and accessible route to the bachelor degree as of Fall 2018. All three of these programs have since been developed as fully online programs as of 2019. Articulation agreements have been developed between SSU and the U.S. Military's Medical Education and Training Campus at Fort Sam Houston for both the BSHS and BIS degrees. Enrollments within these programs are noted in Figure Y.

Figure Y: Enrollments and Degrees Conferred for Flexible Degree Options

Program	AY14-15	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20	AY20-21
AAGS	483	571	490	351	220	369	277
BIS	13	13	4	3	0	0	5
BSHS			69	150	184	185	210

Future Plans: Continue programs as developed. Establish articulation agreements with community colleges and other stakeholders. This strategy will be incorporated into new Goal 2: Develop and Maintain a Diverse and Sustainable Student Body.

Completion Strategy 1.5 from 2014:

Participate in the Complete College America default guided pathways system model (GPS)

Current Status: In 2013, Shawnee State University (SSU) joined Central State, North Central State College, and Ohio State–Marion in a state-wide grant proposal to Complete College America. The grant, entitled Guided Pathways to Success (GPS), was approved in late 2013. Participating institutions were required to implement a set of strategic initiatives designed by Complete College America to improve retention and on-time graduation. GPS includes the following key components:

1. Academic Maps
2. Meta-Majors and Default Pathways
3. Proactive Advising

Academic maps have been developed for all academic programs.

SSU developed a set of meta-majors (Liberal Arts, Business, Health Science, Education, STEM - Engineering Technology, STEM - Math/Science, Social Science) in 2014 and continues to successfully use meta-majors and default pathways to ensure that entering freshmen register for the appropriate mathematics course and schedule courses that will eliminate unnecessary credits and reduce their time to graduation (see details in Completion Strategy 1.2, above).

SSU continues to expand use of professional advising to serve student needs. See details in Completion Strategy 1.6, below.

Future Plans: Continue to support the components of the CCA GPS model, including professional academic advising. This strategy will be incorporated into new Goal 3: Improve Retention and Student Success.

Completion Strategy 1.6 from 2014:

Enhance academic advising through the hiring of professional advisors for the College of Professional Studies (CPS) and the College of Arts and Sciences (CAS).

Current Status: SSU hired professional advisors in CPS and CAS in 2015. Additional advisors were hired in CPS and CAS in 2017. In addition, SSU hired one College Credit Plus (CCP) Advisor in 2016 and one Career Advisor in 2017 and a second in 2019. All of SSU's professional advising staff have been trained in advising theory and best practices and receive periodic professional development. Unfortunately, recent financial challenges exacerbated by the COVID-19 pandemic have resulted in some losses in professional advising (one general studies advisor, one CAS advisor and one career counselor).

SSU has improved its advising case management system through the purchase and utilization of the Aviso Retention System. The Aviso Retention system includes a robust early-alert system to assist advisors in identifying at-risk students.

Future Plans: Continue to support professional academic advising, beginning with a return to pre-pandemic professional advising levels (3 General Studies advisors, 1 CCP advisor, 1 Testing Coordinator and Advisor, 2 CPS advisors, 2 CAS advisors, 3 Career Counselors). This strategy will be incorporated into new Goal 3: Increase Retention and Student Success.

Completion Strategy 1.7 from 2014:

Research and implement resources to identify factors, practices and programs of greatest non-graduation risk for students.

Current Status: SSU utilizes the Aviso Retention System to identify factors that place students at risk for lack of success in specific courses, but detailed analysis of factors affecting completion in specific programs has not been implemented.

Future Plans: This strategy has not been fully implemented due, in no small part, to lack of financial and technical support. SSU will continue to utilize the resources we have at our disposal to identify and ameliorate barriers to persistence and completion. This strategy will be incorporated into new Goal 3: Increase Retention and Student Success.

2. Further Service to the Appalachian Region through enhanced relationships with regional school districts.

Shawnee State University's partnerships with local school districts are specifically focused on decreasing the percentage of students entering SSU requiring developmental level reading, mathematics, or English courses.

Additionally, SSU proactively works with the districts on grants and other programs of mutual benefit. Finally, SSU will revive and enhance visits to local school districts to share appropriate information about how students perform (FERPA protected), the majors, the choice, and their educational expectations.

Completion Strategy 2.1 from 2014:

Develop additional collaborative partnerships with key regional secondary schools to develop and strengthen strategies that will prepare students to enter the university prepared to succeed.

Current Status: SSU has met with several of its largest student-contributing high schools to provide data on the performance of their graduates at SSU and brainstorm ways to improve their success. SSU has engaged in a limited number of events with local high schools that are designed to increase alignment of curricula in mathematics and English. Most recently the Bridge to Success High School/Higher Education Alignment Day in spring 2018, featured workshops between SSU faculty and teachers from dozens of area high schools. SSU has continued to expand the number and variety of College Credit Plus courses in local high schools, resulting in increased CCP enrollment (see figures Z-BB, below).

Figure Z: First Term College Credit Plus Enrollment at SSU 2013 - 2019



Many of the courses CCP students take are directly applicable to their degree at SSU or other institution in Ohio that participates in the transfer module. Figure AA, below, shows the top 20 courses at SSU for Fall of 2020.

Figure AA: Top 20 CCP Courses at SSU (2020)

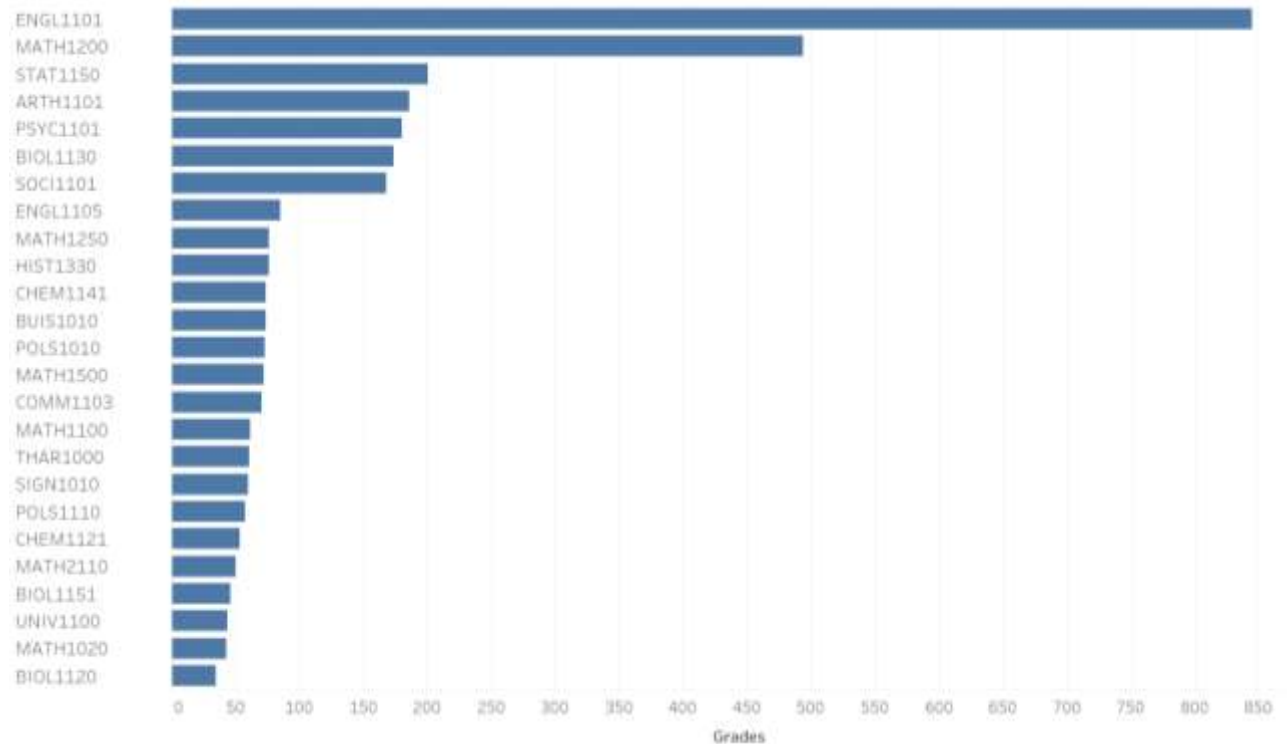
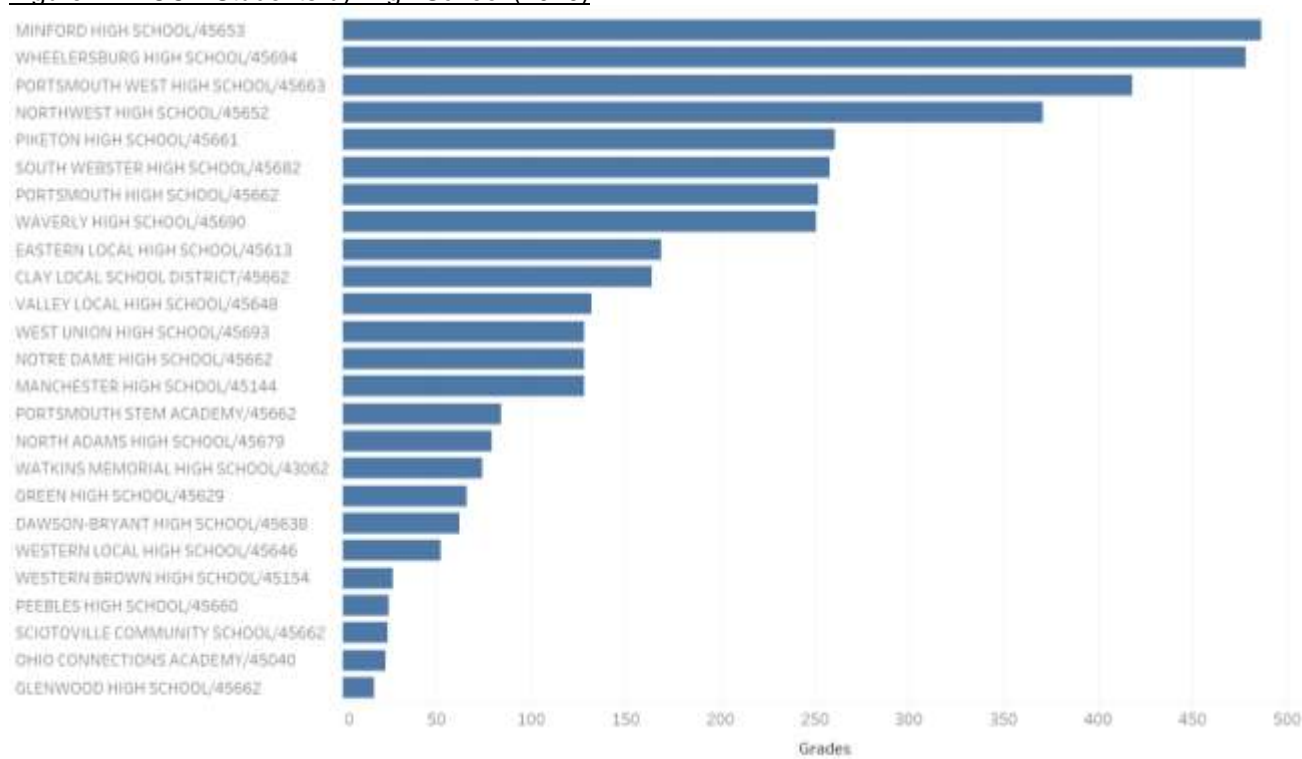


Figure BB: CCP Students by High School (2020)



Future Plans: Continue to expand CCP offerings and look for increased ways to assist local high schools in producing more college-prepared graduates. SSU will also share data with high schools to share aggregate major interest, course performance, and net migratory patterns. This strategy will be incorporated into new Goal 2: Develop and Maintain a Diverse and Sustainable Student Body.

Completion Strategy 2.2 from 2014:

Establish a campus point of contact to coordinate all university P-16 initiatives.

Current Status: This strategy has not been implemented.

Future Plans: There are no plans to implement this strategy at this time under the leadership of one person. However, SSU recognizes the need to continually improve coordination between our educational partners. Several initiatives such as College Credit Plus have created an environment that encourages communication with our educational partners. This strategy will no longer be reported on after the 2020 update.

3. Further SSU's service to the Appalachian Region through enhanced relationships with area employers.

Completion Strategy 3.1 from 2014:

Improve data collection on alumni employment

Current Status: SSU Career Services began using the Handshake career platform in the spring of 2019 and has now conducted First Destination Surveys with this platform for all graduating classes since that time. As of November 2020, with a 30.1 reporting percentage, we have accumulated the following statistics for students who graduated from May 2019 to August 2020. These surveys were

completed by alumni within the first six months of their graduation date:

- Bachelors -- 40% working, 44% still looking, 16% continuing education
- Associates – 59% working, 34% still looking, 7% continuing education

The top 10 majors that students reported employment in their field were Nursing, Plastics Engineering Technology, Occupational Therapy Assistant, Business Management, Digital Simulation/Gaming, Fine Arts, Health Science, Radiologic Tech, Psychology, and Accounting. The average salary is \$42,770.

Future Plans: In late October 2020, SSU Career Services entered into a fully executed data share agreement with the Ohio Department of Job & Family Services. This agreement will allow SSU to obtain employer, wage, and industry data for SSU alumni who work in the state of Ohio. We plan to continue using Handshake's First Destination Survey tool as well to ensure that we collect data for alumni who go to work out-of-state. FDS is also used to provide some specific questionnaires to assist with program accreditation. This strategy will no longer be reported on after the 2020 update.

Completion Strategy 3.2 from 2014:

Designate a university point of contact for practical, applied instructional opportunities for students.

Current Status: In order to ensure that students and alumni have a single point of contact for internship and career assistance, SSU has combined the offices of Career Services and Workforce Development into a single unit (the Office of Career Services and Workforce Development). This office is responsible for student-focused career services including career advising, internships, and job search functions, as well as, promoting SSU to regional, statewide and national employers, as well as, securing public-private partnerships and fostering local entrepreneurship.

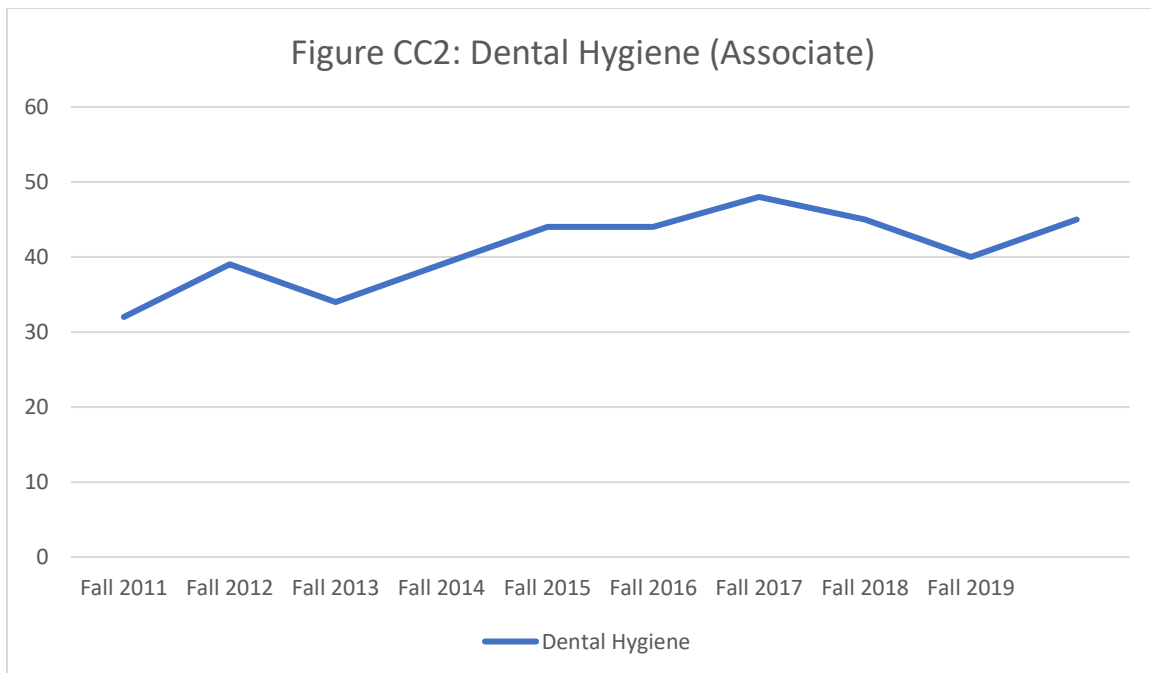
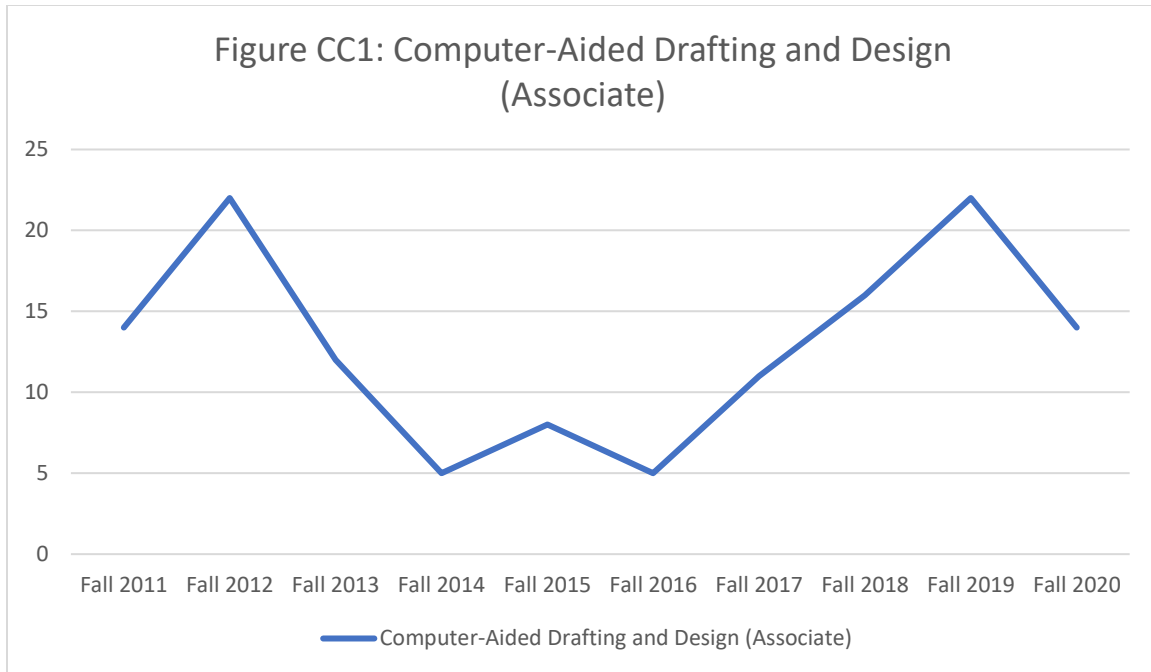
Future Plans: Continue as described. This strategy will no longer be reported on after the 2020 update.

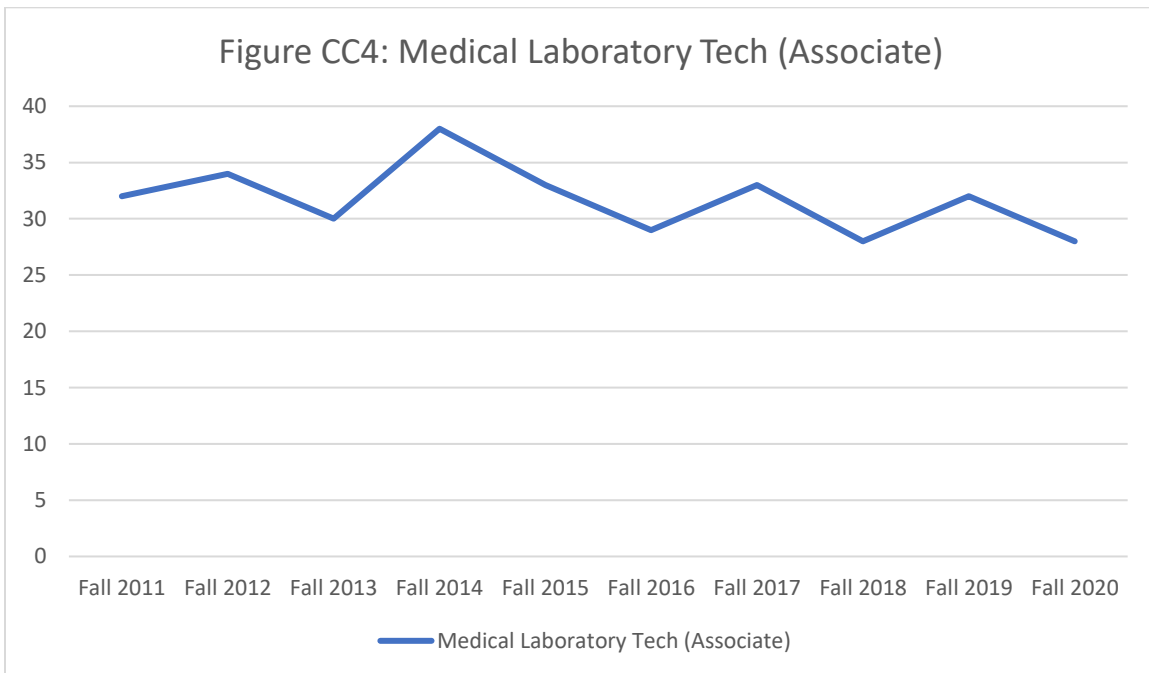
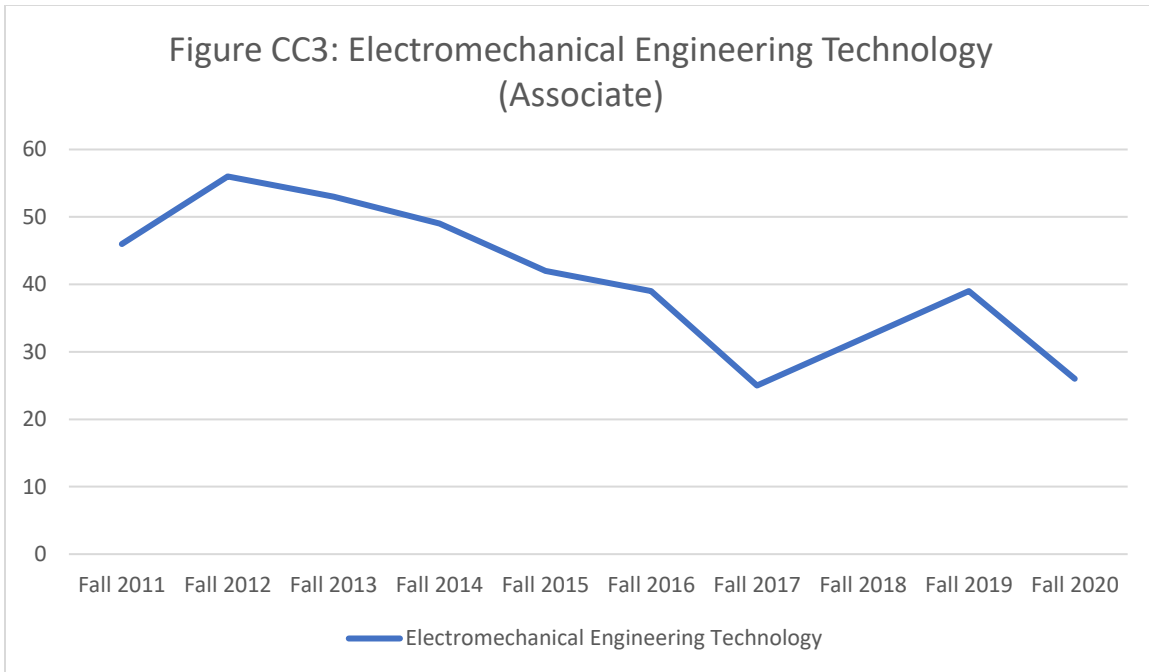
Completion Strategy 3.3 from 2014:

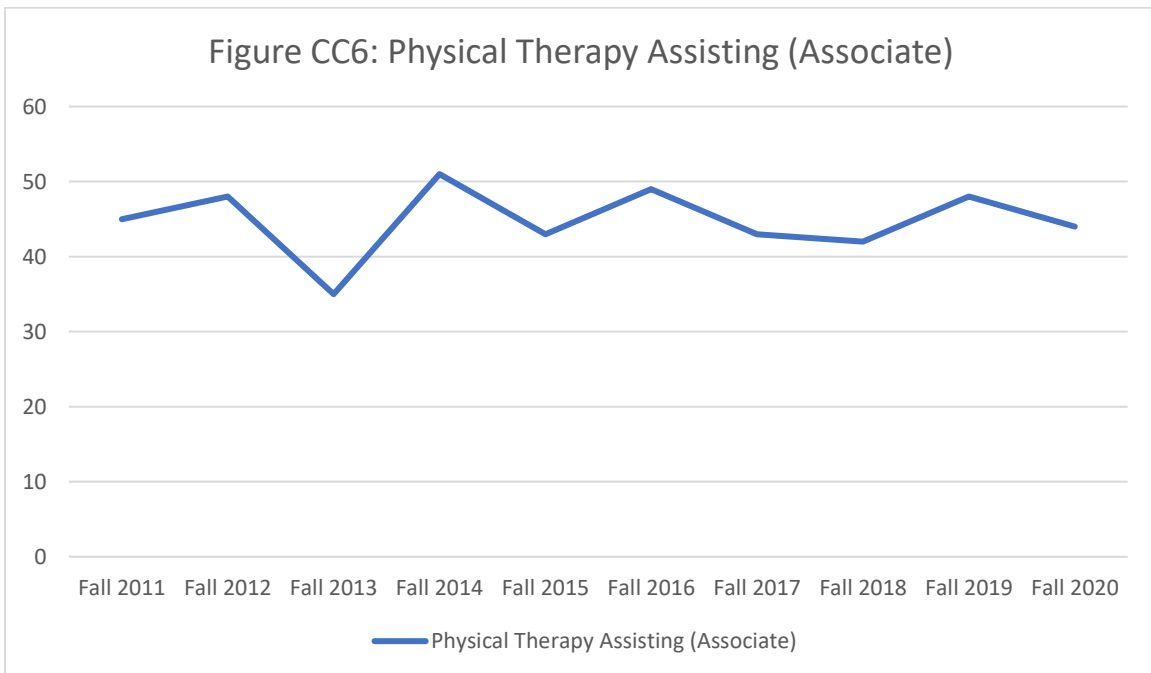
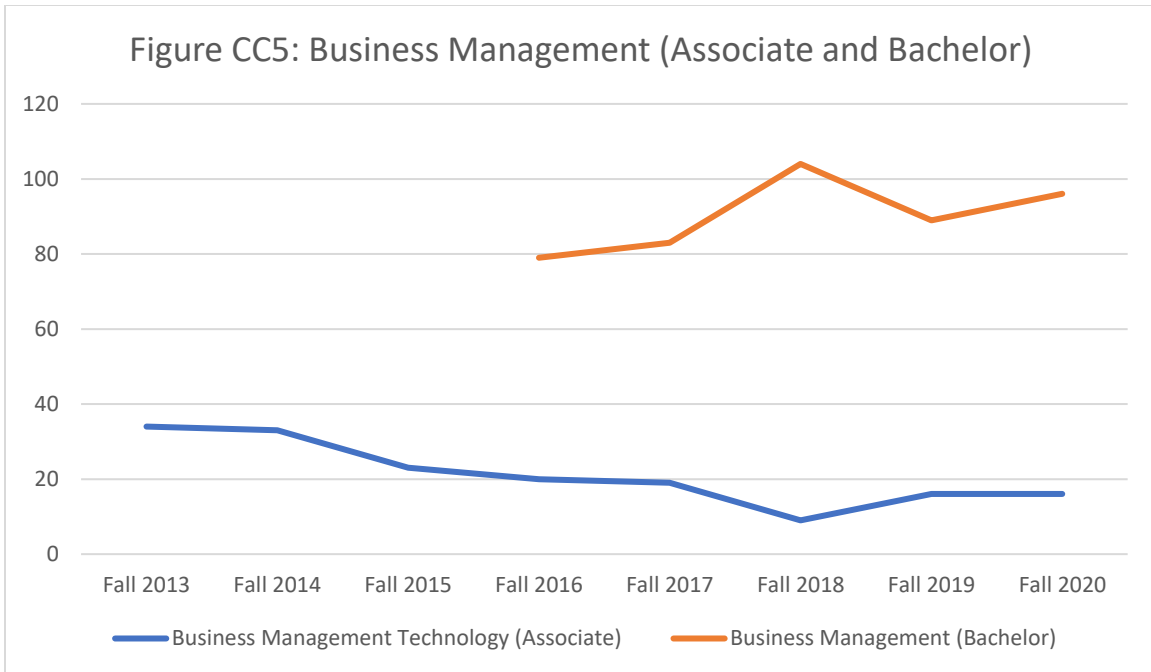
Expand enrollment in programs leading to careers aligned with Ohio's Job Priorities.

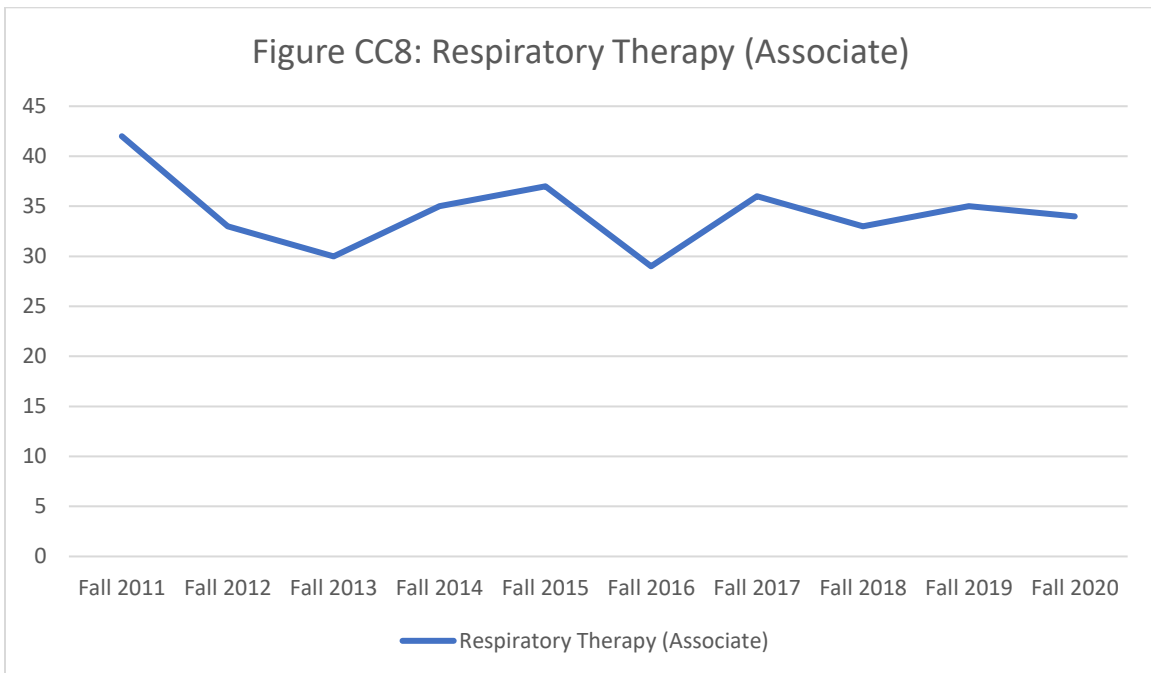
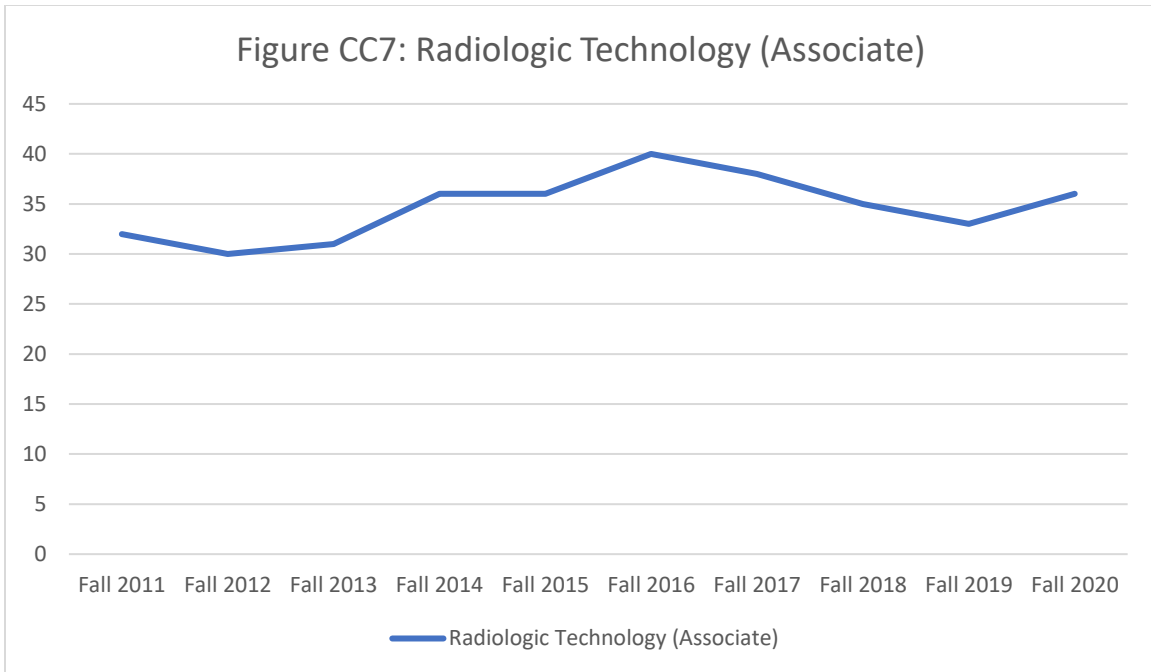
Current Status: Shawnee State University continues to expand its degree offerings leading to careers in high demand occupations. Most recently, SSU has added a Bachelor of Science in Mathematical Sciences with a Certification in Actuarial Science, an Associate of Applied Business in Information Security, an Industrial Chemistry track within the Bachelor of Science in Chemistry and a Occupational Therapy Doctorate (Post-Professional). See Figures CC1 – CC20, below for information on enrollment in programs leading to high demand fields.

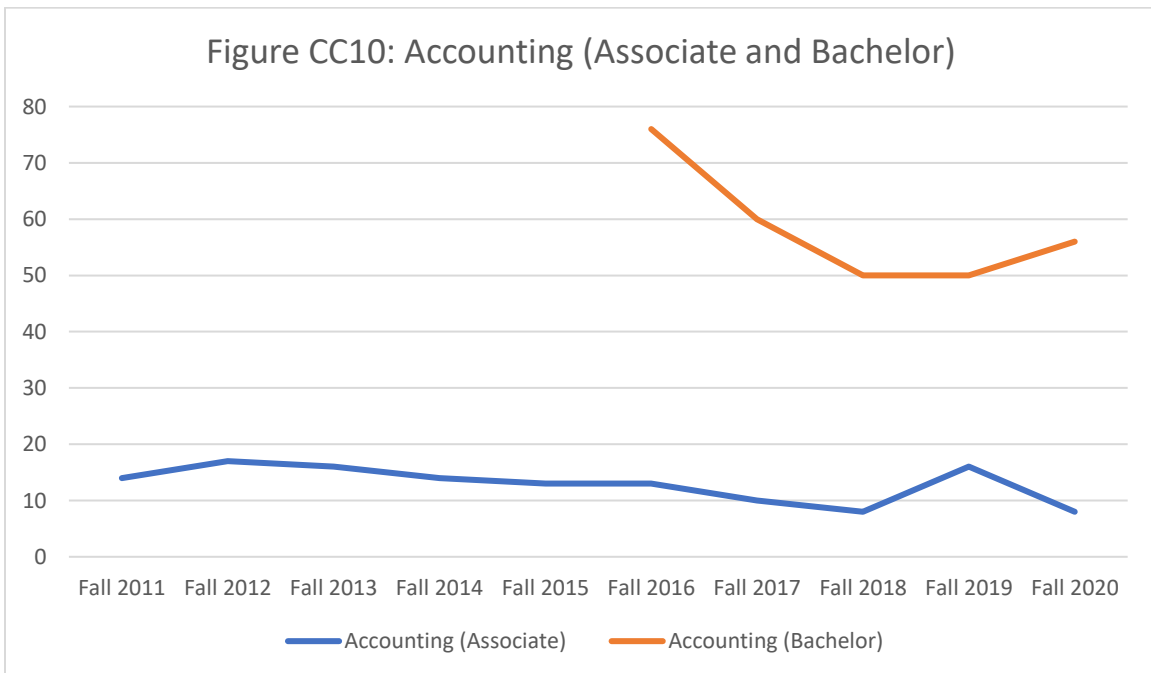
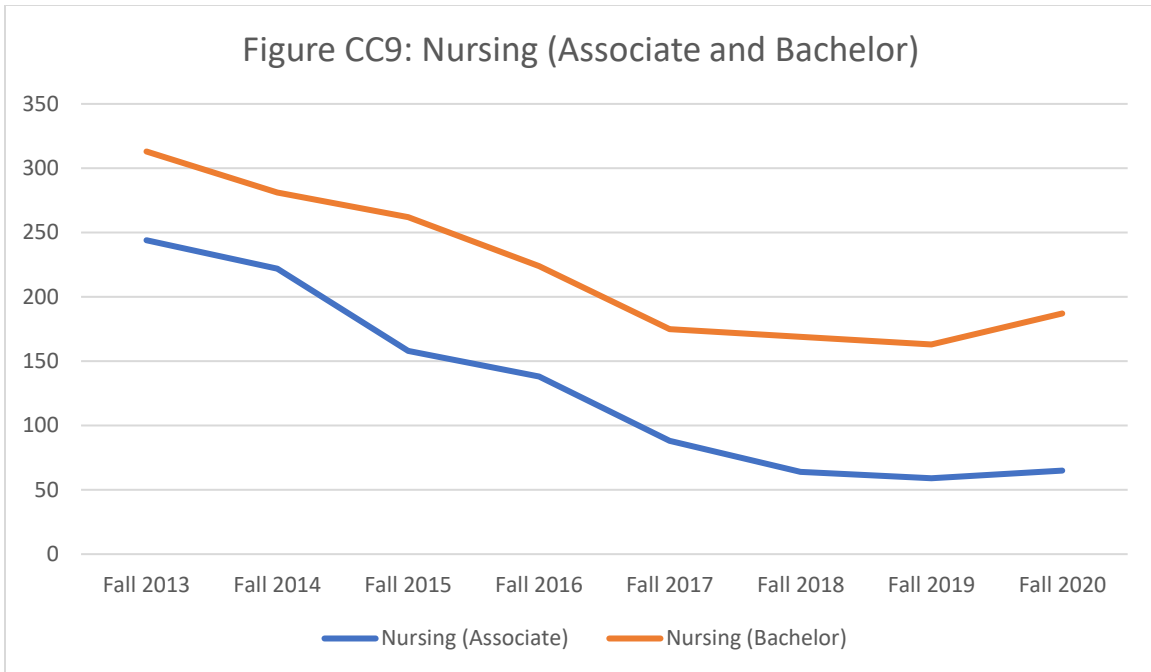
SSU also continues to expand its offering of online degrees that are aligned with Ohio's workforce priorities. The following degrees have been established in a fully online format: RN to BSN Completion program, BS in Health Sciences BS in Business Administration, Marketing, MS in Mathematics, Graduate Certificate in Mathematical Science, and Occupational Therapy Doctorate (Post-Professional).

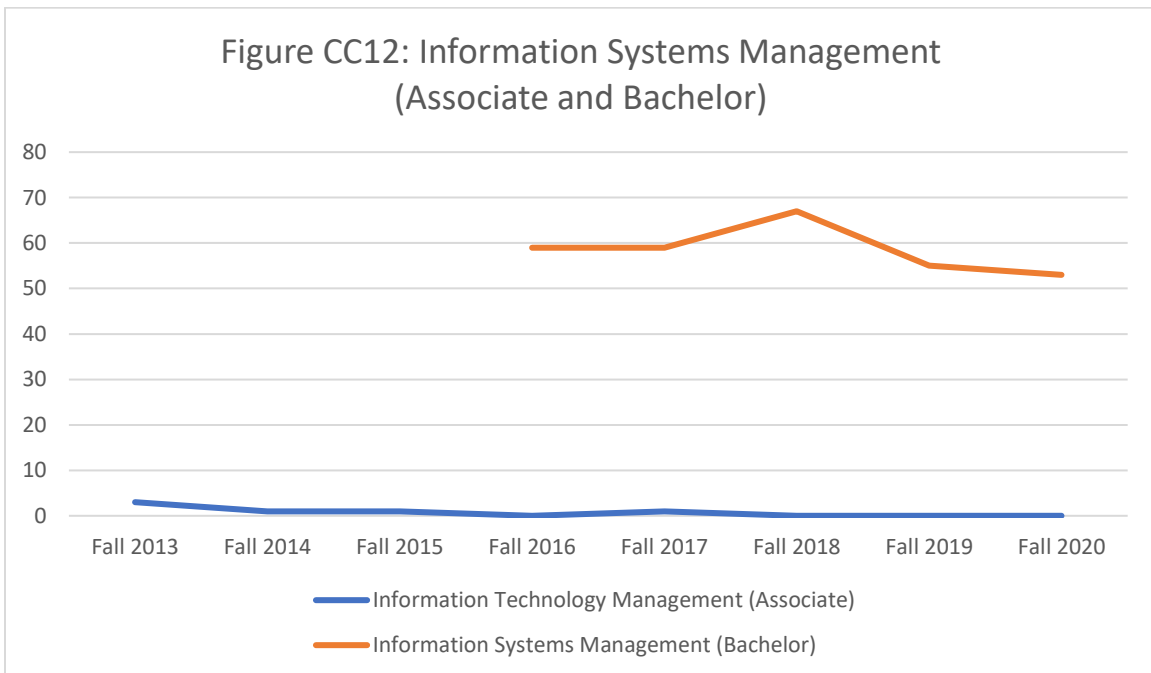
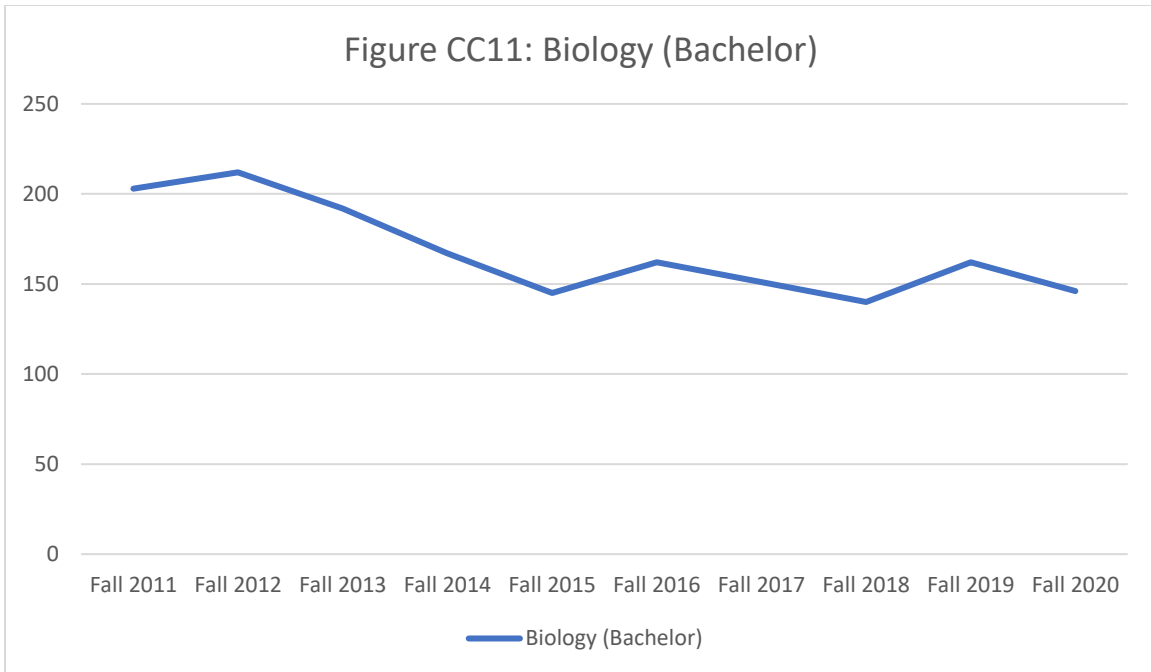


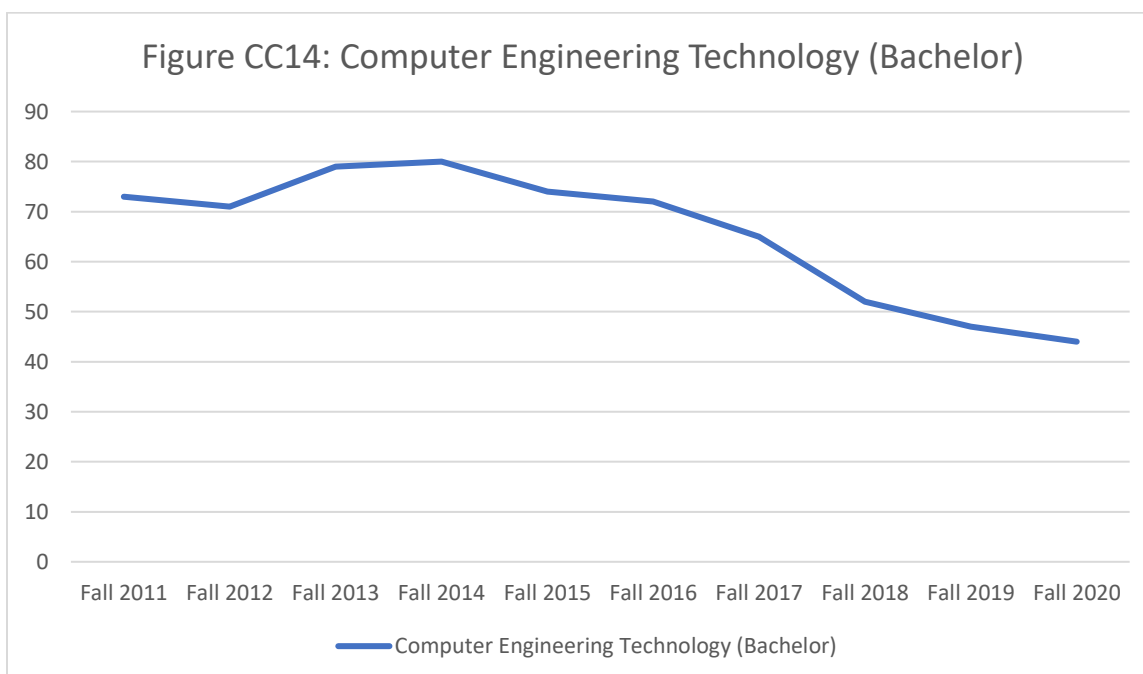
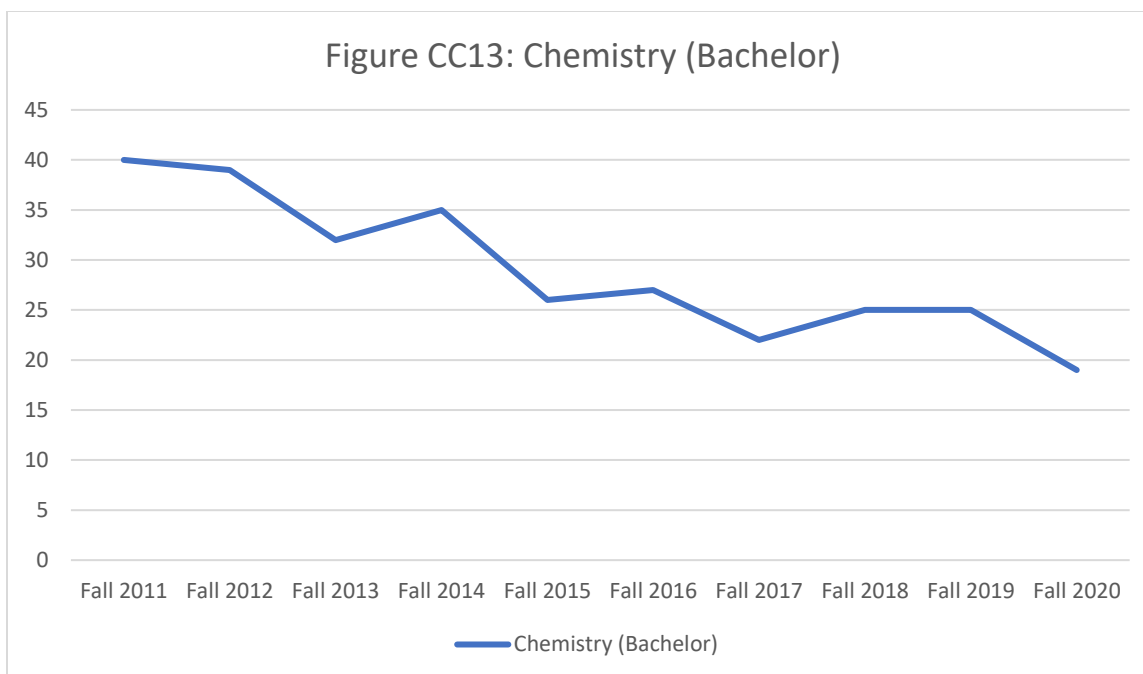


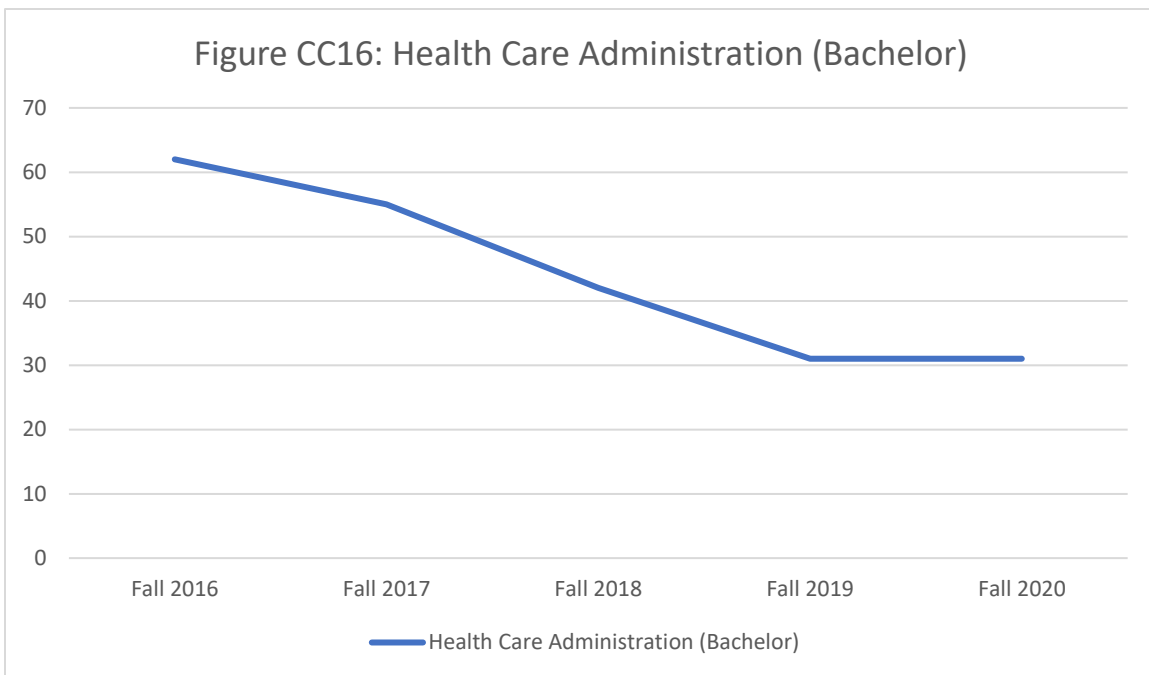
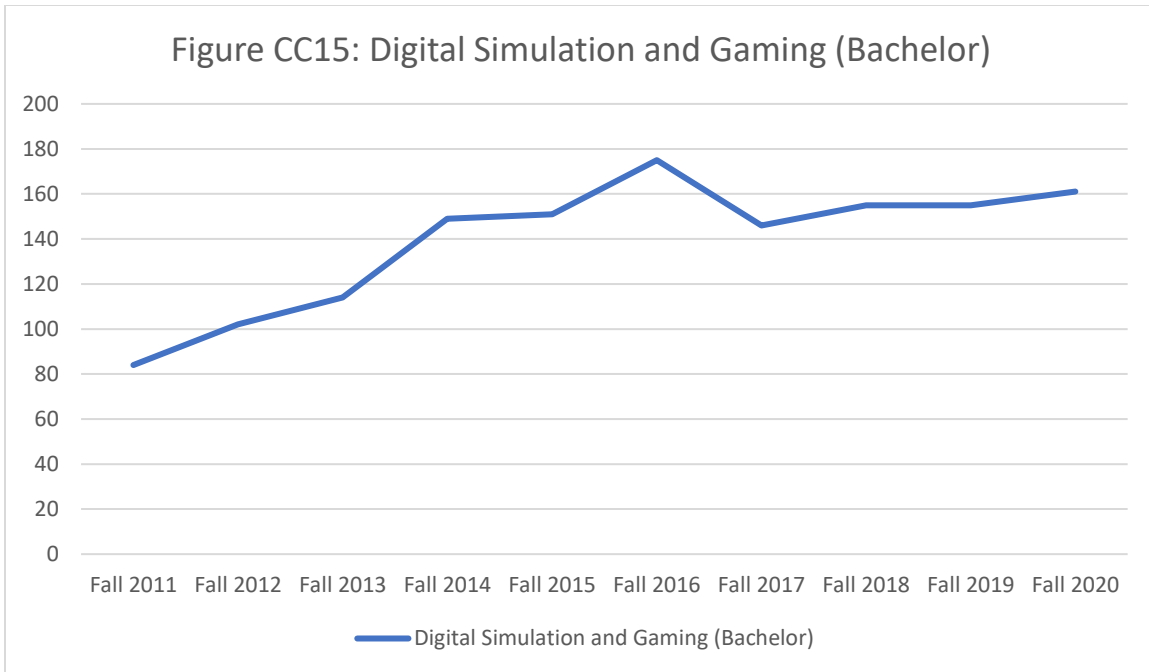


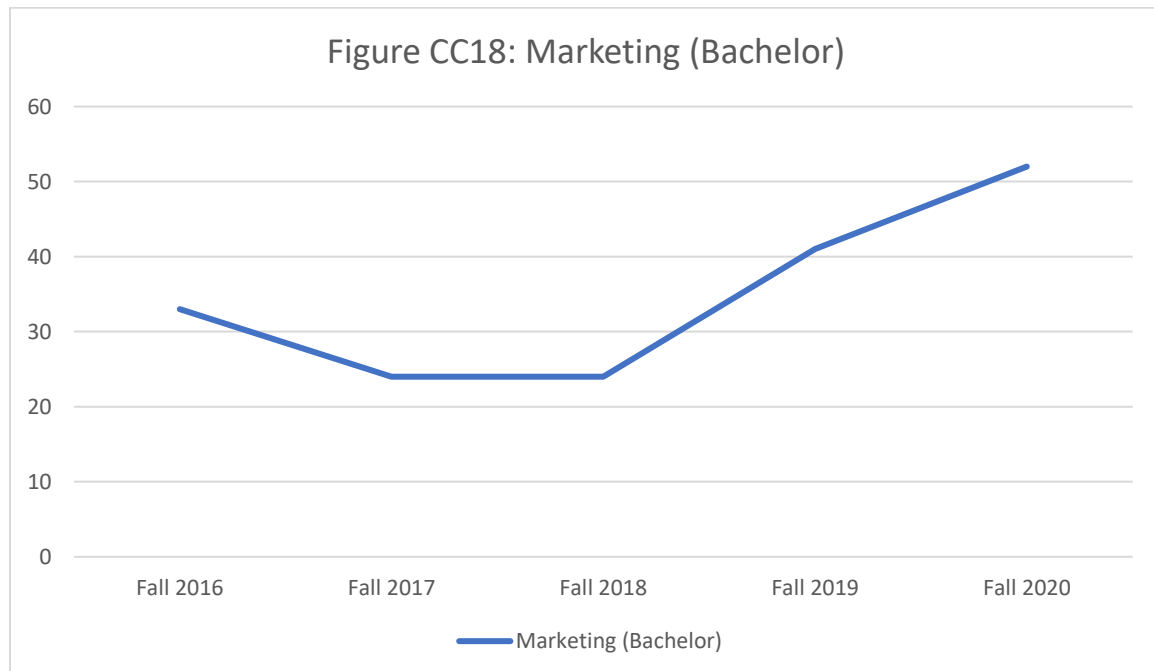
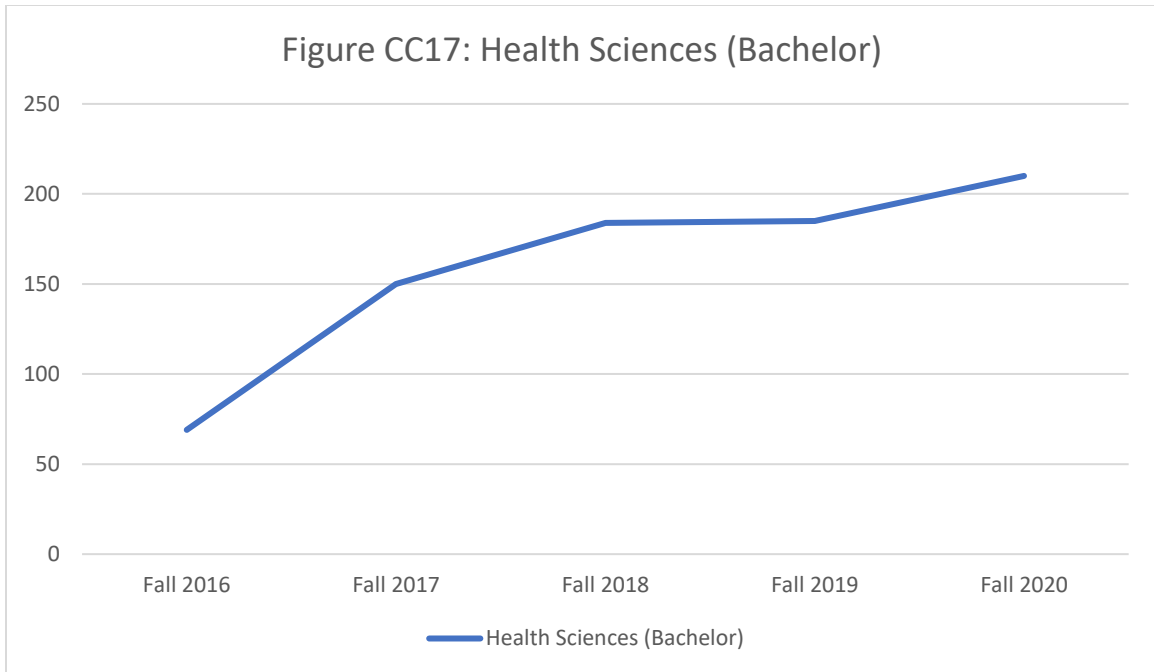


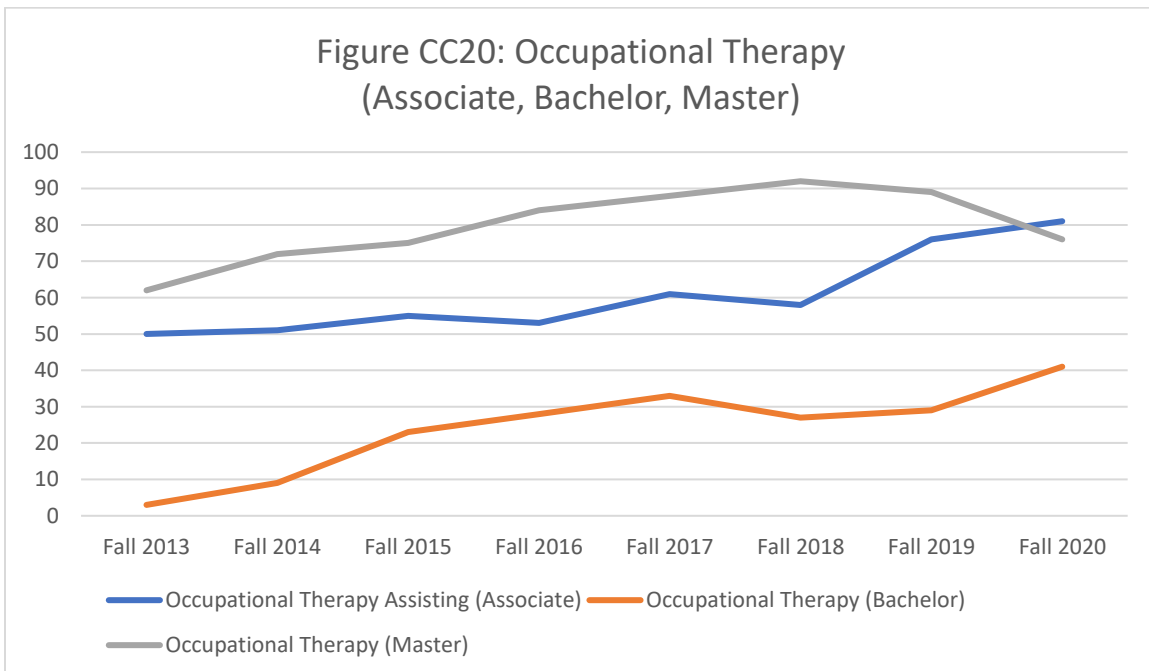
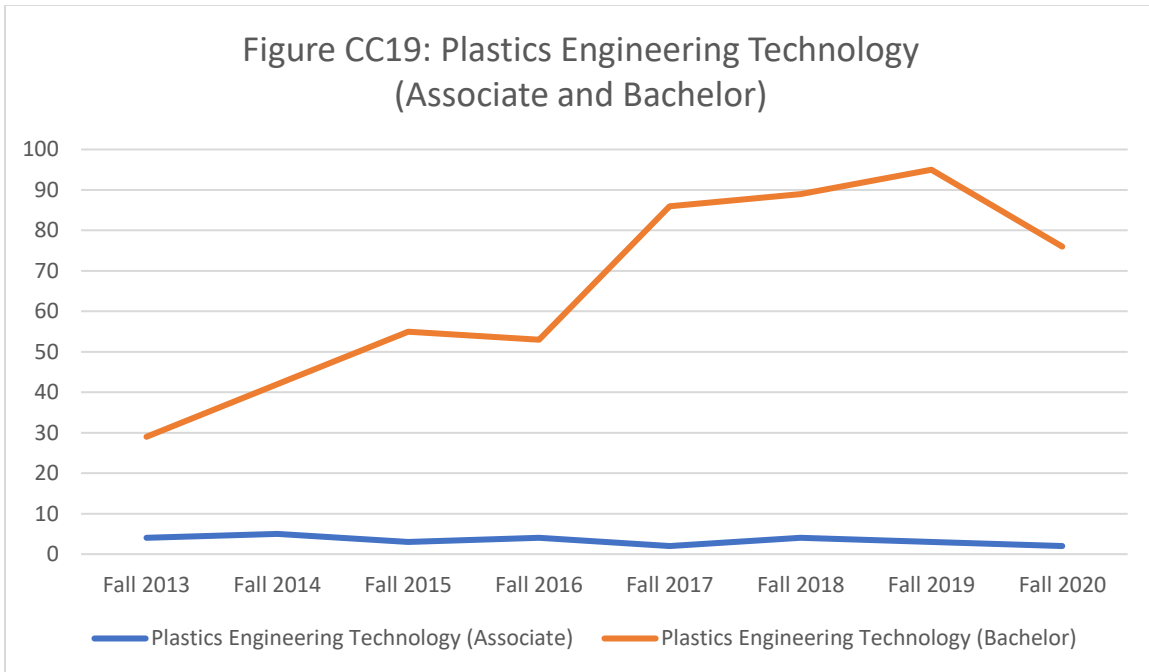












Future Plans: Continue to develop programs that lead to high demand careers. SSU is currently pursuing development of a Bachelor of Science in Information Security, a Bachelor of Science in Geology, and a Bachelor of Science in Environmental Science. Additional online programs are also being developed including: BS in Business Administration, Accounting, BS in Business Administration, Management, BS in Business Administration, Healthcare Administration (Long-Term), BS in Business Administration, Information Systems Management, AAB in Information Security and BS in Information Security.

This strategy will be incorporated into new Goal 1: Increase Enrollment.

Completion Strategy 3.4 from 2014:

Enhance collaboration with regional employers, alumni, and community members to strengthen curricula and increase internship and mentoring opportunities for students.

Current Status: As of November 2020, there are more than 3,500 employers who are connected with SSU's Handshake platform. **More than 23,000 jobs and internships have been posted through Handshake since SSU joined the platform in spring of 2019.** The Office of Career Services & Workforce Development regularly communicates new internship and career opportunities to our students and alumni. This includes job postings regularly received from Ohio Means Jobs and directly from employers in the region.

The Office of Workforce Development also coordinates meetings with regional employers to discuss their educational needs. These meetings frequently result in educational opportunities for students (see examples below).

- Several regional employers identified the need for an Industrial Management curriculum. Workforce Development distributed a survey to regional employers in May 2017 to gather data to justify the need for this program. An Industrial Management (ATS and Business +2) was developed and will be available online in the Spring Semester 2021. This curriculum may be combined with Scioto County Career Technical Center coursework to form stackable programs for both incumbent and new workforce in our region.
- In September 2017, The Office of Workforce Development surveyed regional employers in support of the redesign of the Concentration in Information Systems Management. Many employers identified a high need for cybersecurity training. WD worked with these employers to provide support letters for our Spring 2018 RAPIDS 3 grant application for funding of equipment purchases to support new cybersecurity programming. A cybersecurity minor and Information Assurance Associate's degree are now available, and a bachelor's degree in Information Security has been approved by ODHE and awaits the Chancellor's signature. In addition, SSU is now a Cisco Networking Academy which will provide certificate opportunities for our Information Systems Management students with the possibility of outreach training for local workforce as well.
- The Office of Workforce Development coordinated a meeting with local law enforcement and our Social Sciences department to discuss a regional need for a criminal justice program. Workforce Development surveyed law enforcement in the Tri-State in November 2017 and provided the data results to Social Sciences which then developed a Criminal Justice certificate that is now offered online.
- The Office of Career Services & Workforce Development continues to work with the Associate Provost to identify additional training needs.
- In June 2020, Shawnee State entered into an agreement as an independent contractor with Lorain County Community College to perform employer outreach to develop and expand apprenticeships in south central and southeastern Ohio. In June 2019, the U.S. Department of Labor awarded \$12 million to Lorain County Community College, an applicant in collaboration with Ohio TechNet and The Ohio Manufacturers' Association, collectively known as the Ohio Manufacturing Workforce Partnership. SSU is a sub-awardee under this grant to Building Bridges to Careers for Sector 6 which covers 16 counties. In July 2020, SSU hired a part-time employee with 30+ years of national and international business experience with all sizes of companies across a range of industries to perform employer outreach under this grant. Employer outreach is ongoing to determine regional training needs. SSU will work with the Scioto Career Technical Center, and other regional education partners to fill these educational needs as this grant provides funding for educational innovation. Online solutions are potentially also available, and there are state programs and other possible resources to potentially provide funding as well.
- SSU was the first four-year university to join Ohio TechNet in 2018. This consortium of education and training institutions develop innovative new education and training strategies

to address a widening gap between the jobs available and the number of qualified applicants. SSU participates in bi-weekly meetings and other events as necessary, and this has led to other initiatives such as the Ohio Manufacturing Partnership (mentioned above) and FastPath Ohio, a prior learning assessment tool which will enable SSU applicants to obtain college credit for prior work experience. SSU was able to obtain a free FastPath Ohio license through the OMWP.

- SSU belongs to the Ohio Cyber Collaboration Committee, more than 200 representatives brought together by the Ohio National Guard from public, private, military, and educational organizations. The OC3 mission is to provide a collaborate environment to develop a stronger cybersecurity infrastructure and workforce. SSU's Director of Career Services & Workforce Development will begin serving on the Ohio Cybersecurity Reserve Institute Advisory Board in 2021 along with a cybersecurity partner from southeast Ohio.
- In the spring of 2020, SSU became an education partner with the Ohio Insurance Industry Resource Council (IIRC) as part of the Insuring Ohio Futures initiative. This group is working to help ensure that there will be enough talent to fill the growing demand as Ohio's insurance industry will require 29,000 new workers to fill positions by 2024. SSU is working with the IIRC to facilitate employment interview opportunities for our students with member companies and increase the availability of industry speakers in classrooms or special events. As part of IIRC's Adopt-a-School program, SSU is partnering with Nationwide Insurance to find opportunities for our students.
- SSU is an eligible training provider through both Ohio's Workforce Inventory of Education and Training as well as the Kentucky Eligible Training List. Both programs are associated with funding through the Workforce Innovation and Opportunity Act to help get Americans, including youth and those with significant barriers to employment, into high-quality jobs and careers and help employers hire and retain skilled workers.
- SSU has a long-standing partnership with Ed2Go to help provide additional online professional development course offerings and online advanced training programs, some of which are eligible to be paid for through state funding. Regional employers have taken advantage of this to upskill their incumbent workforce. SSU also partnered with Hondros College to provide online training offerings in real estate, mortgage, appraisal, and insurance.
- Career Services annually communicates the following internship program opportunities to students as well as to regional employers to solicit participation:
- Ohio Diversity & Inclusion Technology Internship Program: This program provides paid internships to give college students experience in business and entrepreneurship. The Ohio Development Services Agency reimburses employers two-thirds of the intern's wages up to \$10,000. Participating employers may be a technology company or simply a company with a technological need.
- Ohio Export Internship Program: SSU works with Ohio State University to recruit our students into applying for this program with prepares students with the technical skillset needed to succeed in a career of global trade and commerce. This program provides an export focused online course during the spring semester with an in-person summer internship at a small-to medium-sized Ohio company. As of fall 2020, SSU students have been accepted into this program for the third consecutive year.
- Jobs Ohio/Ohio Southeast activities:
- In December 2019, SSU hosted JobsOhio and a group of local Information Technology experts at the Kricker Innovation Hub for a mapping session focused on technical skills essential to business across any industry that has tech-related jobs. This was to assist Jobs Ohio as they made decisions to invest in one or more strategies in 2020 to bolster Ohio's tech talent pipeline and address current and anticipated market needs. The IT group provided their opinions on what technical skills were most important to make their businesses successful in Ohio.
- SSU entered into a Master Services Agreement with Jobs Ohio in February 2020 to make the university a potential vendor to JobsOhio for their Talent Acquisition Projects.
- SSU provided a tour of our gaming and plastics labs for a team from Jobs Ohio in August

2019.

- SSU hosted a Regional Prosperity Plan business focus group meeting for Ohio Southeast (formerly APEG) at the Kricker Innovation Hub in February 2019 and participated in follow-up meetings as this plan was finalized.

Future Plans: The Office of Workforce Development is developing a plan for the future operations, staffing, business and budget due to administration in July 2018. This will include working with regional and state partners to provide workforce and skills training, licensure certifications, adult and continuing education, etc.

Additionally, the Office of Workforce Development will continue to foster partnerships with organizations that will help to expand our opportunities to align our programs with workforce needs including Ohio Technet and the Ohio Cyber Collaboration Committee.

- As of the fall of 2020, SSU has begun introductory discussions with both the Lt. Governor's Southeast Ohio regional rep, Ohio Southeast's Regional Talent Acquisition Manager, and the Manufacturing Extension Partnership about the possible formation of a sector partnership in our region. The plan is to apply for seed funding to help launch this initiative if/when the state of Ohio makes it available again in 2021.
- SSU is partnering with the Scioto County Career Technical Center to provide a virtual career awareness program for high school students in our region. This will include multiple videos from local employers. This program is being facilitated through high school guidance counselors in Scioto County.
- SSU plans to apply to become an Ohio Cyber Range Institute Regional Programming Center. If successful, the university would assist the Ohio Cyber Range initiative with conducting outreach, developing content and programs, and coordinating efforts to serve the mission of cybersecurity education, economic and workforce development in our region.

This strategy will no longer be reported on following the 2020 update.

4. Increase first to second year student retention rates by 1-3% per year.

Shawnee State University has demonstrated significant improvements in retention over the past eight years (see Figure U, page 23). SSU's overall retention rate has increased by 14% since 2012 (an average annual increase of 1.75%).

Completion Strategy 4.1 from 2016:

Increase the number of students who have college credit prior to entering SSU

Current Status: With the Development of the Division of Advancement and Enrollment Management, SSU reorganized our recruitment and admissions offices, including personnel dedicated to improving increasing transfer students admitted to SSU and improving the transfer experience. SSU has established the goal of increasing transfer students by 25% by 2021 (baseline established in Fall of 2018). The number of transfer students per academic year is noted in Figure DD, below. Further, the Enrollment Management and Retention Committee is tasked with developing strategies for ensuring that transfer students are better prepared for academic work and have a more positive transfer experience. The Division of Academic and Student Affairs is working in concert with the Division of Advancement and Enrollment Management on issues affecting transfer students including Prior Learning Assessment (PLA) and establishing additional articulation agreements.

As noted in Completion Strategy 2.1, SSU is continuing to increase its College Credit Plus (CCP) offerings. There has been an associated increase in the number of incoming first-time students

entering SSU with CCP credit (see Figure Z, page 29). This strategy will be incorporated into new Goal 2: Develop and Maintain a Diverse and Sustainable Student Body.

Figure DD: Total Number of Transfer Students Admitted to SSU 2013 – 2019



Future Plans: Continue to expand CCP offerings. Continue recruitment efforts focused on community college graduates. Pursue articulation agreements with community college partners.

Completion Strategy 4.2 from 2016:

Increase the percentage of college-ready students entering SSU.

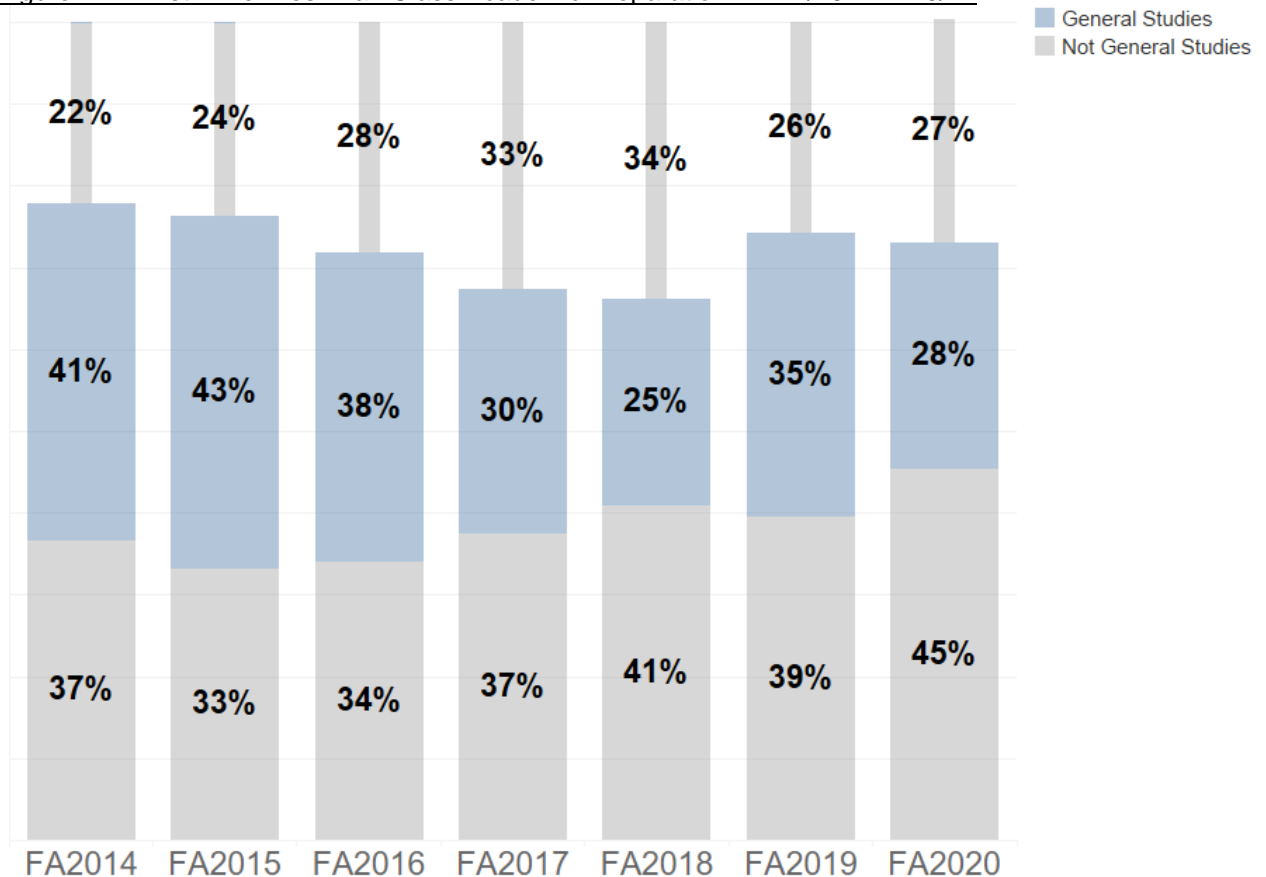
Current Status: SSU has instituted the Bridge to Success Program designed to ameliorate students' academic deficiencies prior to college entry. All students placed into two developmental courses are required to engage in the Bridge to Success program. Only if they successfully complete all of their developmental coursework are they granted full admission to SSU. The Bridge to Success program also focuses on establishing academic and career pathways, and providing extended adjustment to college.

SSU has brought to scale co-requisite coursework in both English Composition and Mathematics which allows students to complete developmental and credit-bearing coursework simultaneously while receiving just-in-time assistance and instruction. SSU's Department of Mathematical Sciences has brought the co-requisite model to scale for the following courses: Quantitative Reasoning, Introduction to Statistics, and College Algebra. The Department of English and Humanities is has brought to scale co-requisite instruction for Freshman Composition courses.

SSU's offices of Marketing and Admissions are focusing on advertising more strategically to target

students who may be college-ready by SSU standards, but may not meet entrance requirements for other 4-year state institutions. SSU has demonstrated a significant shift in the percentage of first time freshmen who need developmental coursework (General Studies students) from 2014 (41%) to 2020 (28%) (see figure EE). Further, SSU is demonstrating increased success with those students requiring developmental coursework. Conversely, students who are fully college ready, have increased in that same time period from 37% to 45% of SSU's incoming freshman class. As noted in Figure P on page 17, first-to-second year retention rates among developmental students at SSU have increased from 41.22% in 2012 to 52.65% in 2019.

Figure EE: First Time Freshman Class Academic Preparation AY 14/15 – AY20/21



Future Plans: Continue as described. This strategy will be incorporated into new Goal 2: Develop and Maintain a Diverse and Sustainable Student Body.

5. Decrease average time-to-degree.

Shawnee State University demonstrates the following in terms of average credit hours to degree for earned bachelor degrees (see figure FF, below). This goal is impacted by several earlier strategies. One additional strategy is noted below.

Figure FF: Average Number of Credit Hours to Bachelor Degree Completion 2011-2021

Graduation Year	Avg Earned Credit Hours
AY 10/11	144
AY 11/12	141
AY 12/13	146
AY 13/14	144
AY 14/15	140
AY 15/16	139
AY 16/17	138
AY 17/18	139
AY 18/19	136
AY 19/20	137

Completion Strategy 5.1 from 2016:

Ensure proper mathematics placement for entering freshmen.

Current Status: SSU has developed mathematics tracks aligned with appropriate academic programs:

- Science, Technology, Engineering, Mathematics
 - Health Sciences, Social Sciences
 - Business
 - Arts, Humanities
 - Teacher Education
- College Algebra
 - Introduction to Statistics
 - Business Statistics
 - Quantitative Reasoning
 - Mathematics Core Course

Incoming freshmen are tracked into the appropriate mathematics pathway at initial advising and registration based on major or meta-major.

Future Plans: Continue as described. This strategy will no longer be reported on after the 2020 update.

Section 4: Updated Completion Goals for 2018 and 2020

As noted above Shawnee State has significantly modified its completion goals as of 2018 with development of our Strategic Enrollment Management plan. The Strategic Enrollment Management plan seeks to address SSU's increasing challenges in terms of student recruitment, retention and graduation. It details goals, strategies and metrics designed to achieve a sustainable student body. The goals of the Strategic Enrollment Management Plan are as follows:

1. Increase enrollment.
2. Develop a diverse and sustainable student body.
3. Improve retention and student success.
4. Achieve financial sustainability.

The first of these three goals will form the primary goals for SSU's completion plan going forward. The strategies used to address these plans and the metrics used to assess them are as follows:

1. Increase Enrollment

While simply increasing enrollment is not likely to have a significant impact upon SSU students' degree completion, many of the strategies and tactics developed to achieve increased enrollments are also impactful upon completion. These include:

Completion Strategy 1A (2020): Enhance Academic Programming

This strategy incorporates two previous strategies as tactics (strategies 1.3 and 3.3. from 2014). Additional tactics include:

- Developing a process through which new, in-demand academic programs are identified and developed
- Increasing the number of graduate programs at SSU

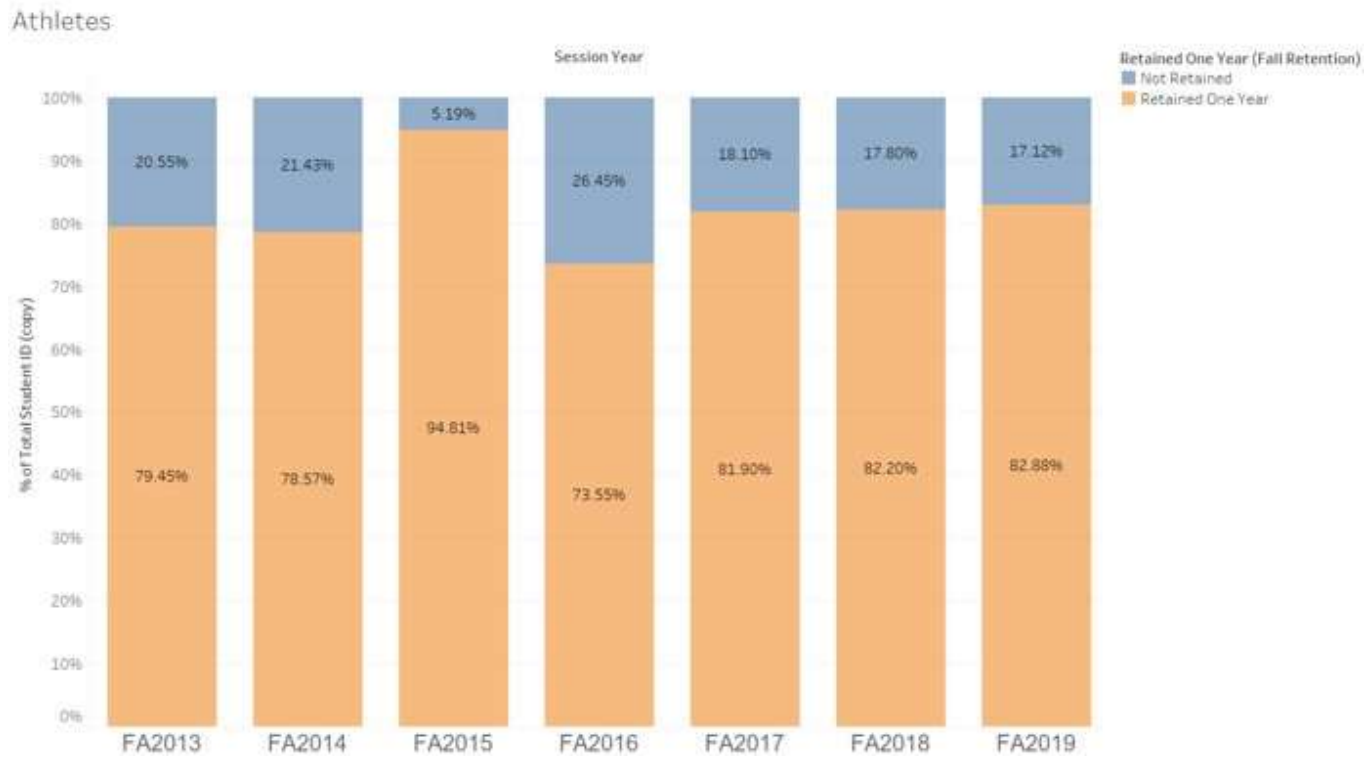
Completion Strategy 1B (2020): Increase Enrollment of Student-Athlete

SSU seeks to increase the number of student athletes on campus (see figure GG) as SSU student athletes generally demonstrate high degrees of success. Indeed, student athletes demonstrate significantly higher retention rates compared to the general student population (see Figure HH).

Figure GG: Number of SSU Student Athletes

	FA2013	FA2014	FA2015	FA2016	FA2017	FA2018	FA2019	Grand Total
Athletes	73	70	77	121	105	118	111	675
Not Athletes	1,013	835	792	743	595	498	697	5,168
Grand Total	1,086	905	869	864	700	616	808	5,843

Figure HH: Retention Rates for SSU Student Athletes



This strategy incorporates two new tactics

- Complete and review a Strategic Plan for Athletics
- Increase the number of intercollegiate athletics teams and student athletes at SSU

Completion Strategy 1C (2020): Enhance Partnerships with Regional K-12 and Community Colleges

This strategy incorporates one previous strategy as a tactic (strategy 4.1 from 2016). Additional tactics include:

- Execute the Tier 1 Engagement Plan with top 20 K-12 partners
- Execute Transfer Engagement Plan
- Offer academic programs at off-campus sites

Completion Strategy 1D (2020): Improve Effectiveness of Scholarships

This strategy incorporates one new tactic:

- Conduct a comprehensive analysis of institutional aid (both merit- and need-based) and adjust in order to induce enrollment and encourage retention and completion

2. Develop a Diverse and Sustainable Student Body

Ensuring an appropriate mix of students that provides for experiences with diverse others can be both meaningful and increase student affiliation with the University. Further, as an open-access institution in and educationally underprepared region of the state, SSU seeks to establish an appropriate balance of access and rigor. The strategies that have been developed to achieve this balanced student body include:

Completion Strategy 2A (2020): Increase Enrollment of Post-Traditional Students

Between 2013 and 2019, only 4.3% of SSU students were 24 years of age or older (see figure II). 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 (see figure JJ).

Figure II: Number of SSU Students 24 Years of Age or Older vs. Students Younger than 24

	FA2013	FA2014	FA2015	FA2016	FA2017	FA2018	FA2019	Grand Total
24+	59	73	45	16	13	13	31	250
23-	1,027	832	824	848	687	603	777	5,593
Grand Total	1,086	905	869	864	700	616	808	5,843

Figure JJ: Retention Rates for SSU Students 24 Years of Age or Older



This strategy incorporates one previous strategy as a tactic (strategy 1.4 from 2014) and two additional tactics:

- Develop and implement policies and procedures governing Prior Learning Assessment (PLA)
- Expand online and other Adult Learner-Friendly programs

Completion Strategy 2B (2020): Increase Enrollment of High Performing Students

The percentage of high-performing students (defined as students earning a 27 or higher on the ACT) has demonstrated a generally steady increase since 2013 (see figure KK). Retention for high performing students is significantly higher than SSU's overall retention rate (see figure LL).

Figure KK: Number of SSU Students Earning the Equivalent of a 27 or Higher on the ACT

	FA2013	FA2014	FA2015	FA2016	FA2017	FA2018	FA2019	Grand Total
ACT 27+	76	76	94	102	80	78	78	584
ACT 26-	1,010	829	775	762	620	538	730	5,259
Grand Total	1,086	905	869	864	700	616	808	5,843

Figure LL: Retention Rates for High Performing SSU Students



This strategy incorporates one previous strategies as a tactic (strategy 2.1 from 2014). One additional tactic is included:

- Revise Honors Program to feature curricular and co-curricular elements that can serve as points of distinction to attract and retain students

Completion Strategy 2C (2020): Increase Enrollment of International Students

This strategy adds one tactic:

- Execute International Student Recruitment Plan

Completion Strategy 2D (2020): Increase Enrollment of Minority Students

Between 2013 and 2019, 11.6% of the degree-seeking undergraduate students at SSU have identified as racial/ethnic minorities (see figure MM). This percentage has remained stable over the past seven years, with little strategic effort being placed on increasing racial and ethnic diversity. Retention rates for minority students have been increasing, but remain significantly lower than SSU's overall retention rates and the rates for white students (see figures NN-OO; note that due to low reliability of retention rates caused by low numbers of students identifying as specific minority groups, only Black/African-American students' retention figures are shown). SSU is intentionally addressing the enrollment cycle (recruitment, admission, persistence, retention, and completion) for minority students.

Figure MM: Percentage of White and Minority Degree-Seeking Undergraduate Students

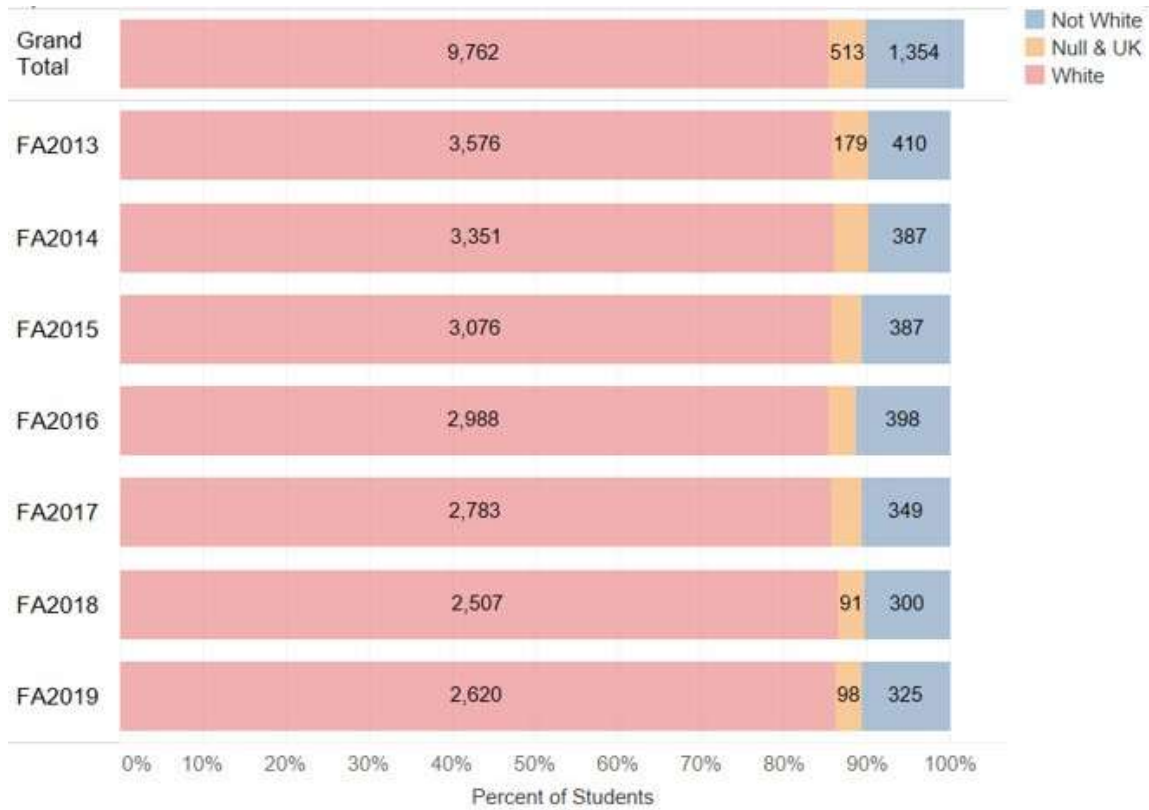


Figure NN: Retention Rates for White/Caucasian SSU Students

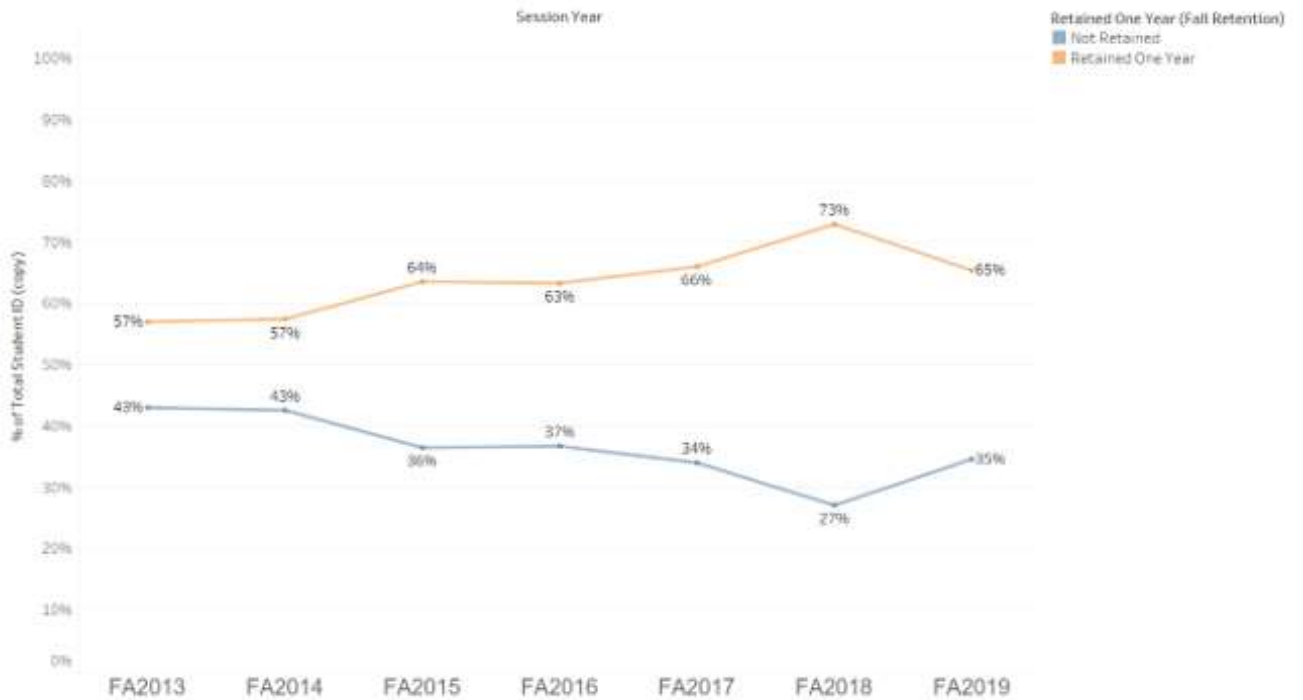
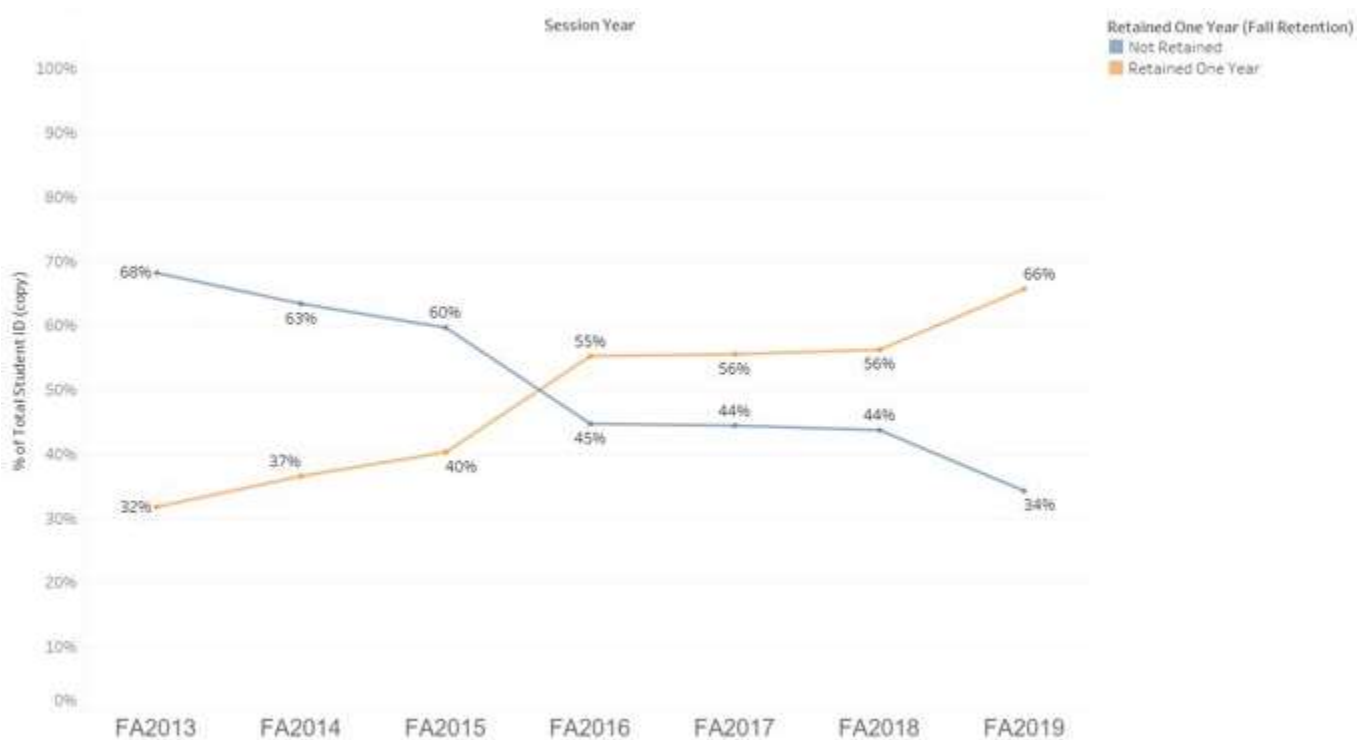


Figure OO: Retention Rates for Black/African-American SSU Students



This strategy adds one tactic:

- Execute Diversity Recruitment and Retention Plan

3. Increase Retention and Student Success

This goal most obviously addresses student completion. The strategies developed to improve success are:

Completion Strategy 3A (2020): Offer Pathway for Developmental Students to Attain College-Readiness

Approximately 30% of all SSU students require developmental coursework in order to remediate deficiencies in Reading, Mathematics and/or Written Expression (see figure GG). Retention rates for students placed into one or more developmental courses are significantly lower than SSU's general retention rate (see figure HH).

Figure PP: Number of SSU Students Requiring Developmental Coursework

	FA2013	FA2014	FA2015	FA2016	FA2017	FA2018	FA2019	Grand Total
General Studies	21	375	380	326	209	157	283	1,750
Not General Studies	1,065	530	489	538	491	459	525	4,093
Grand Total	1,086	905	869	864	700	616	808	5,843

Figure QQ: Retention Rates for SSU Students Requiring Developmental Coursework



This strategy incorporates one previous strategy as a tactic (strategy 4.2 from 2016) and adds two tactics:

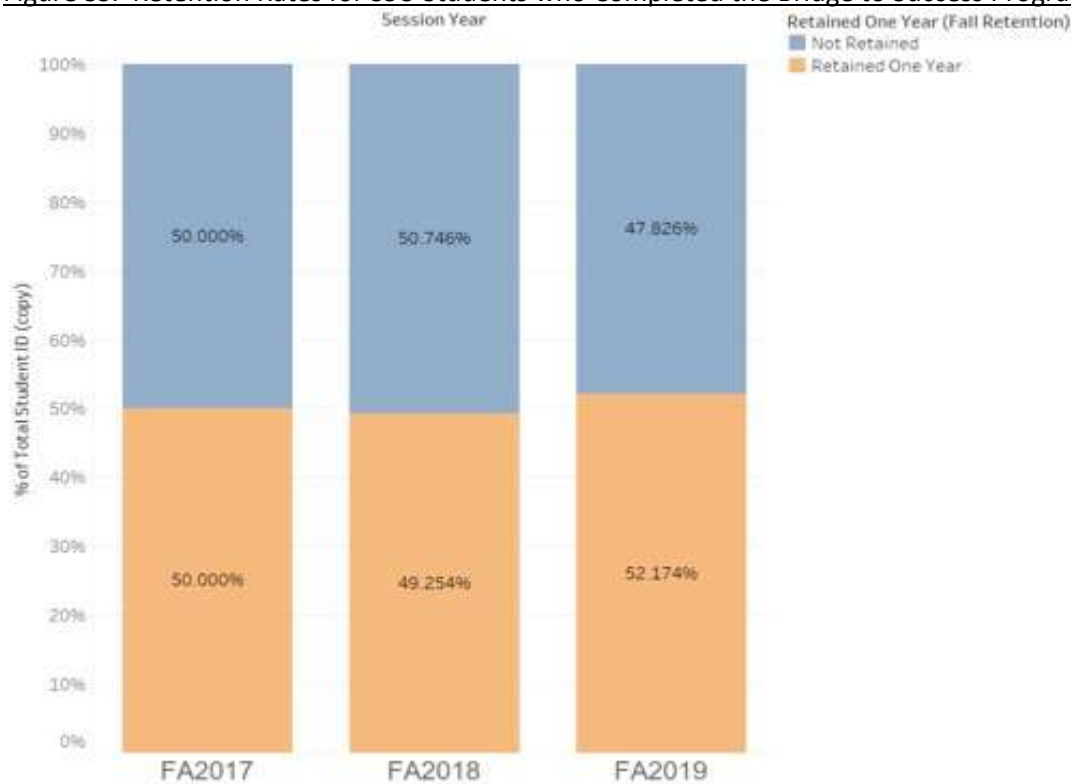
- Expand and develop best practices around co-requisite developmental education options in English and Mathematics
- Modify summer Bridge to Success program to ameliorate developmental course needs while maximizing enrollments of qualified students

The summer Bridge to Success program has been in place at SSU since the summer of 2017, and is required for all students who place into two or more developmental courses. The requirements have been modified over time, particularly as co-requisite developmental courses have been brought to scale in English and Mathematics. Students who place into the Bridge to Success program are the most at-risk students at SSU, from an academic-readiness perspective. The program provides remedial instruction, academic readiness skills, supplemental instruction, tutoring, financial aid assistance, academic advising and career counseling – all at no cost to the student. Students who successfully complete the Bridge to Success Program enroll as fully admitted students at SSU in the Fall semester. Figure RR demonstrates the number of students who entered SSU after completing Bridge to Success between 2017 and 2019. Figure SS notes their retention rates (which are comparable to the developmental student population).

Figure RR: Number of SSU Students who Completed the Bridge to Success Program

	FA2017	FA2018	FA2019	Grand Total
Bridge Students	86	67	46	199
Out	614	549	762	1,925
Grand Total	700	616	808	2,124

Figure SS: Retention Rates for SSU Students who Completed the Bridge to Success Program



Completion Strategy 3B (2020): Improve Retention and On-Time Completion

This strategy incorporates four previous strategies as tactics (Strategies 1.2, 1.5, 1.6 and 1.7 from 2014) adds two tactics:

- Improve retention of first-generation students through expansion of the “I am First Gen” program.

First Generation students account for the majority of SSU's student population (63% of all SSU students between 2013 and 2019 identify as First Generation (see Figure TT). Retention rates for First-Generation Students are lower than SSU's overall retention rate (see figure UU).

Figure TT: Number of SSU Students Identifying as First Generation

	FA2013	FA2014	FA2015	FA2016	FA2017	FA2018	FA2019	Grand Total
1st Gen	735	593	568	543	409	354	463	3,662
Out	351	312	301	321	291	262	345	2,181
Grand Total	1,086	905	869	864	700	616	808	5,843

Figure UU: Retention Rates for First Generation SSU Students



- Identify and improve student success in gateway and high DFW rate courses.

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 course predicts student persistence, retention, and timely completion. Figure VV demonstrates the percentage of failing grades in Gateway courses since 2013. Students can pass all of their gateway courses, pass some and fail some, or fail all of their gateway courses. Figures WW-YY demonstrate the retention rates for students in these three scenarios.

Figure VV: Percentage of Passing and Failing Grades for Gateway Courses

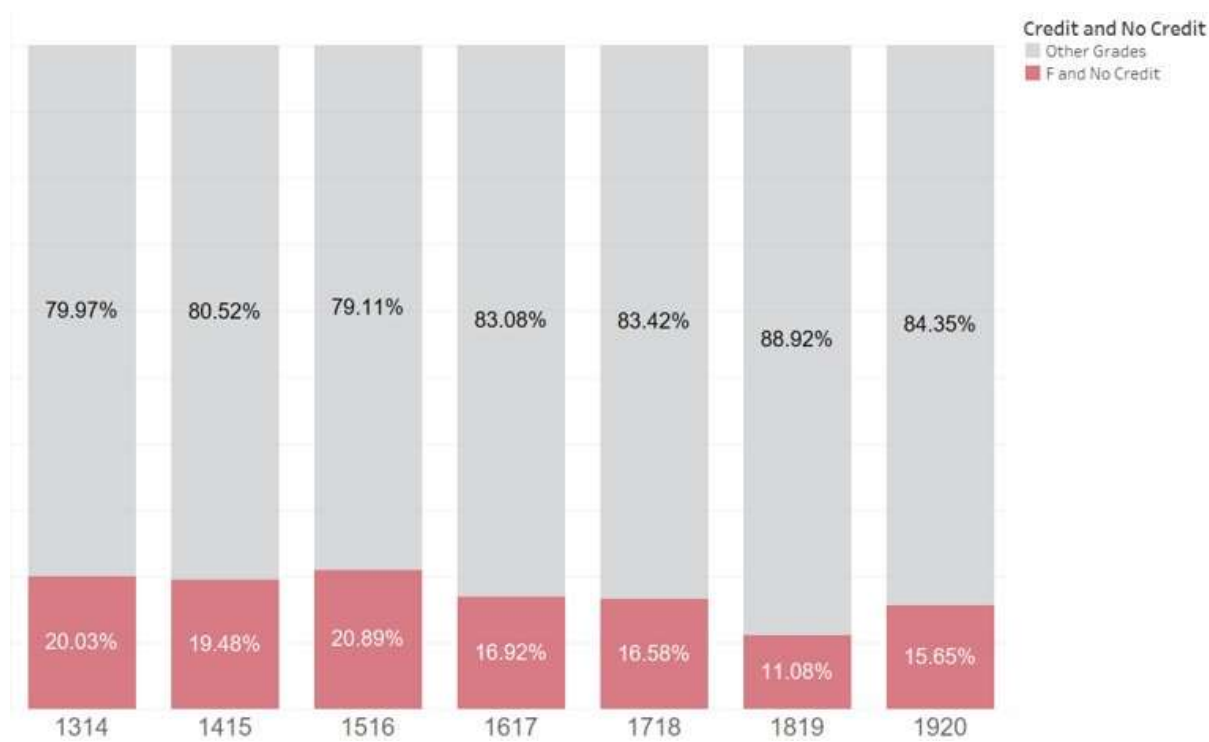


Figure WW: Retention Rates for Students who Passed All of their Gateway Courses

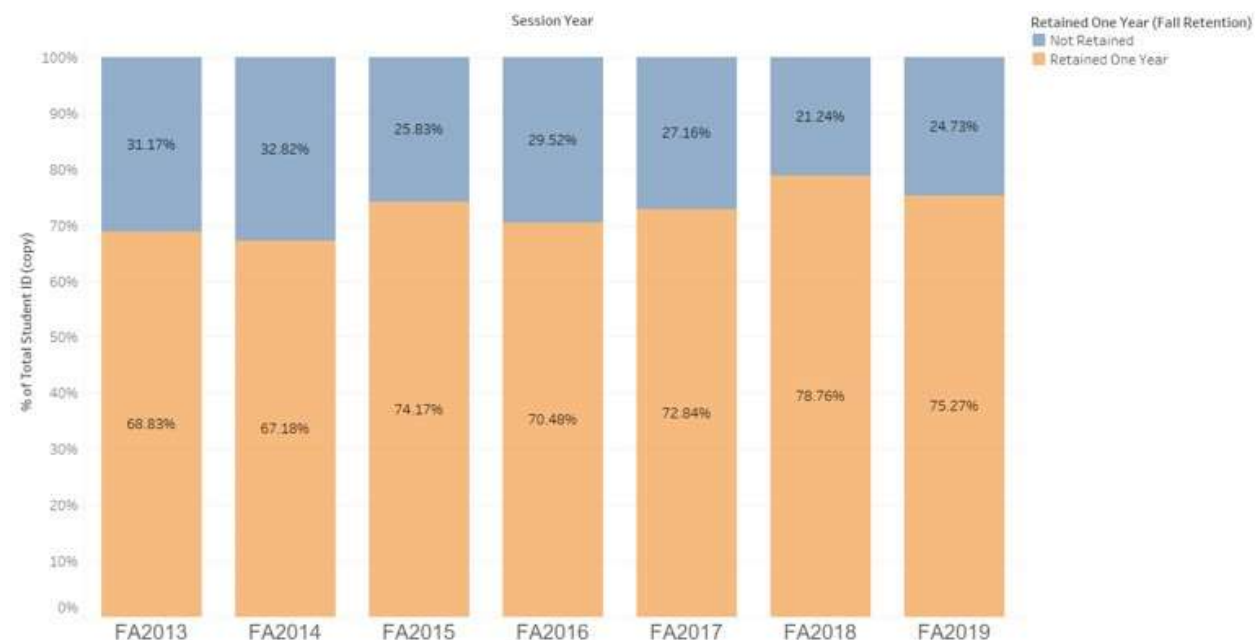


Figure XX: Retention Rates for Students who Passed Some of their Gateway Courses

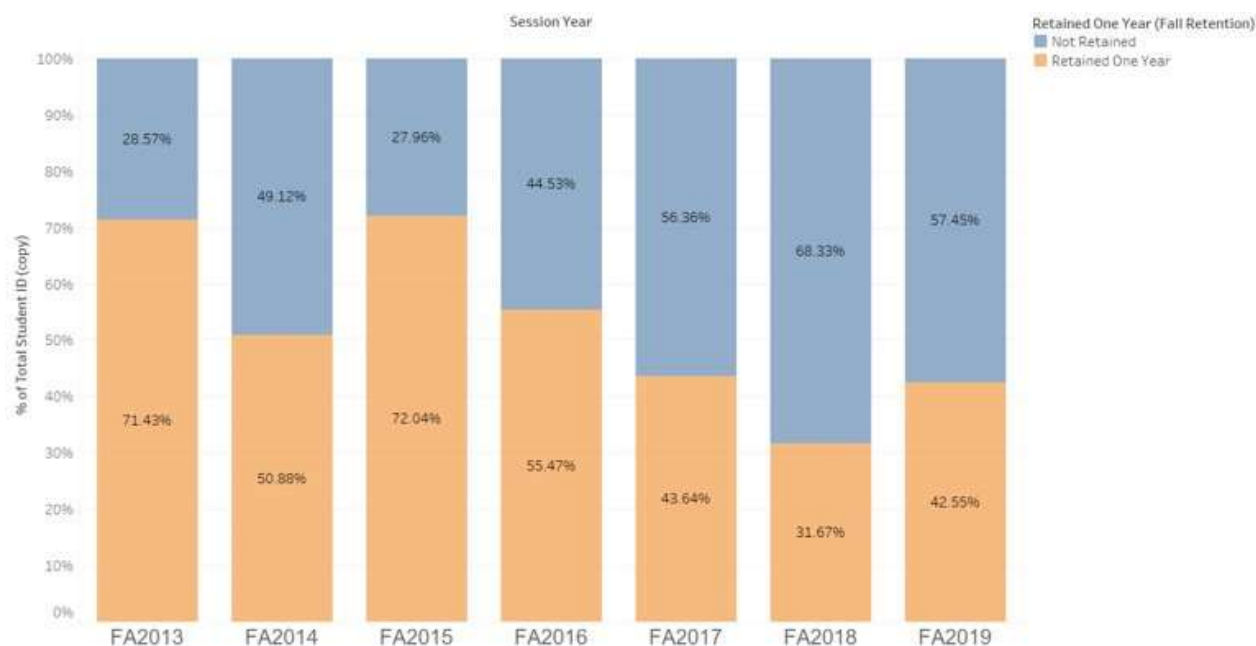
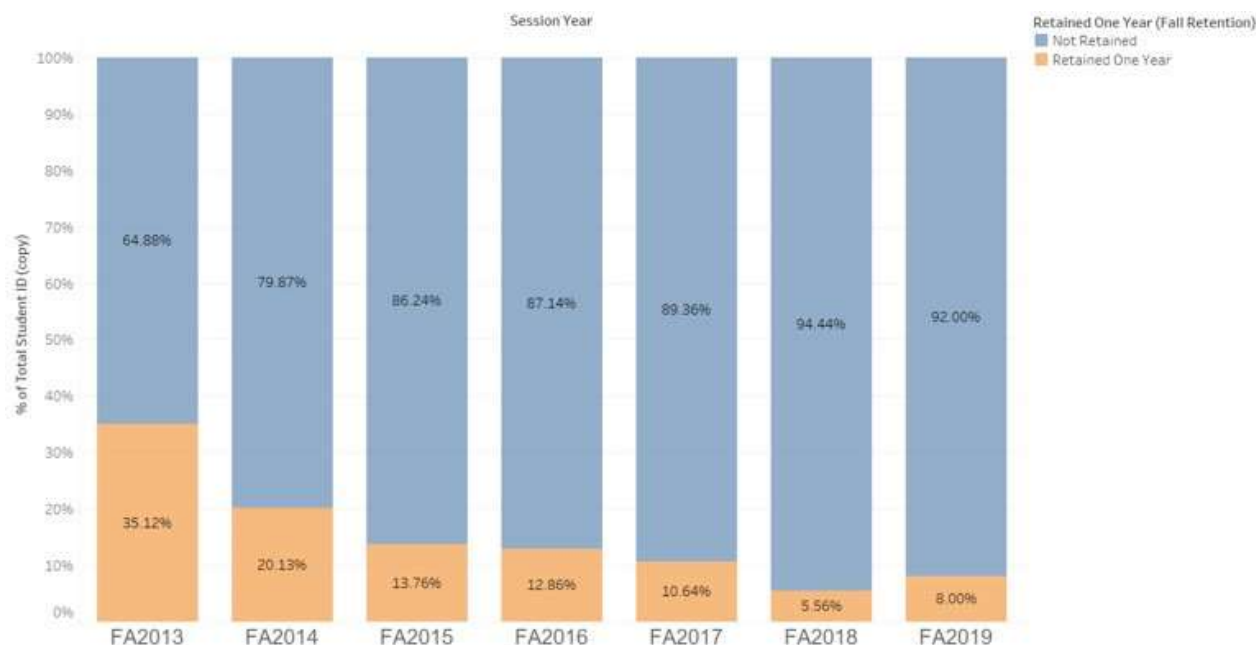


Figure YY: Retention Rates for Students who Failed all of their Gateway Courses



Completion Strategy 3C (2020): Align High School and College Curriculum

This strategy involves one new tactic.

- Offer curriculum alignment workshops with regional high school teachers

Completion Strategy 3D (2020): Improve Curricular and Co-curricular Student Services through Examination of Data including Benchmarked Surveys

This strategy involves two new tactics.

- Review results of benchmarked surveys and present data to the campus community
- Organize focus groups and working groups to brainstorm and implement ideas for improved student services.

Section 5: Workforce Development Priorities

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

The Shawnee State University 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.

SSU's Office of Career Services & Workforce Development reports the following Current Goals:

- 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
- Biohealth
- Business Functions
- Financial Services
- Healthcare
- Information Technology
- Insurance
- Polymers and Chemicals

These degree programs include the following degrees:

Degree Level	Major	Industry
Associate	Accounting Technology	Finance
Associate	Business Management Technology	Business Functions
Associate	Computer Aided Drafting and Design (C.A.D.D.)	Advanced Manufacturing
Associate	Dental Hygiene	Healthcare
Associate	Electromechanical Engineering Technology	Advanced Manufacturing
Associate	Information Security	Information Technology
Associate	Information Technology Management	Information 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	Biology with a Concentration in Biomedical Science	Biohealth
Bachelor	Chemistry	Polymers and Chemicals
Bachelor	Computer Engineering Technology	Information Technology
Bachelor	Digital Simulation and Gaming (Art)	Information Technology
Bachelor	Digital Simulation and Gaming (Engineering Tech.)	Information Technology
Bachelor	Graphic Design	Information Technology
Bachelor	Health Care Administration	Healthcare
Bachelor	Health Sciences	Biohealth
Bachelor	Information Systems Management	Information Technology
Bachelor	Management	Business Functions
Bachelor	Marketing	Business Functions
Bachelor	Mathematical Sciences with a Certification in Actuarial Science	Insurance
Bachelor	Nursing	Healthcare
Bachelor	Plastics Engineering Technology	Polymers and Chemicals
Doctoral	Occupational Therapy, Post-Professional	Healthcare
Master	Occupational Therapy	Healthcare

For information on the number of students enrolled in these programs, please see Figures CC1 – CC20 on pages 32 – 41, above.