Shawnee State University Completion Plan

2018 Update

Table of Contents

The Shawnee State Mission 3

Barriers to Persistence and Completion 4

Progress Toward Goals Established in Previous Completion Plans
and Completion Strategies 8

Updated Completion Goals for 2018-2020 34

Workforce Development Priorities.....35

Overview

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 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.

Shawnee State'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.

Barriers to Persistence and Completion

Shawnee State University (SSU) is located in Scioto County - the heart of Appalachian Ohio. Fifty-seven percent of SSU students are from local high schools in Scioto and four surrounding Ohio counties (Lawrence, Pike, Adams, and Jackson). Jobs in this 5-county region are scarce – unemployment was at 7%, compared with the national average of 5% (2015). The poverty rate of 23% was higher than both the national average (16%), as well as the average for other Appalachian counties (19%). As shown in Figure A, income for Scioto County and contiguous counties lags significantly behind other counties in Ohio. Health outcomes are also considerably worse in this region. For example, Figure B graphically demonstrates high levels of food insecurity and diabetes in the region.

Educational attainment in the 5-county region is much lower than the state average. As shown in Figure C, not only are these counties demonstrably below average in the number of residents with at least some college education, but young persons of these counties are more likely to be disconnected from the educational enterprise. Overall, 38.34% of SSU students are Pell eligible and 61.66% are first in their families to attend college.

Figures A – C were developed from data provided by the Robert Wood Johnson Foundation, a nationally respected, non-profit group interested in closing the health gap on a county-by-county basis. The Foundation's national dataset was sorted for Ohio counties.

Figure A: Median Income for Ohio Counties (2018)

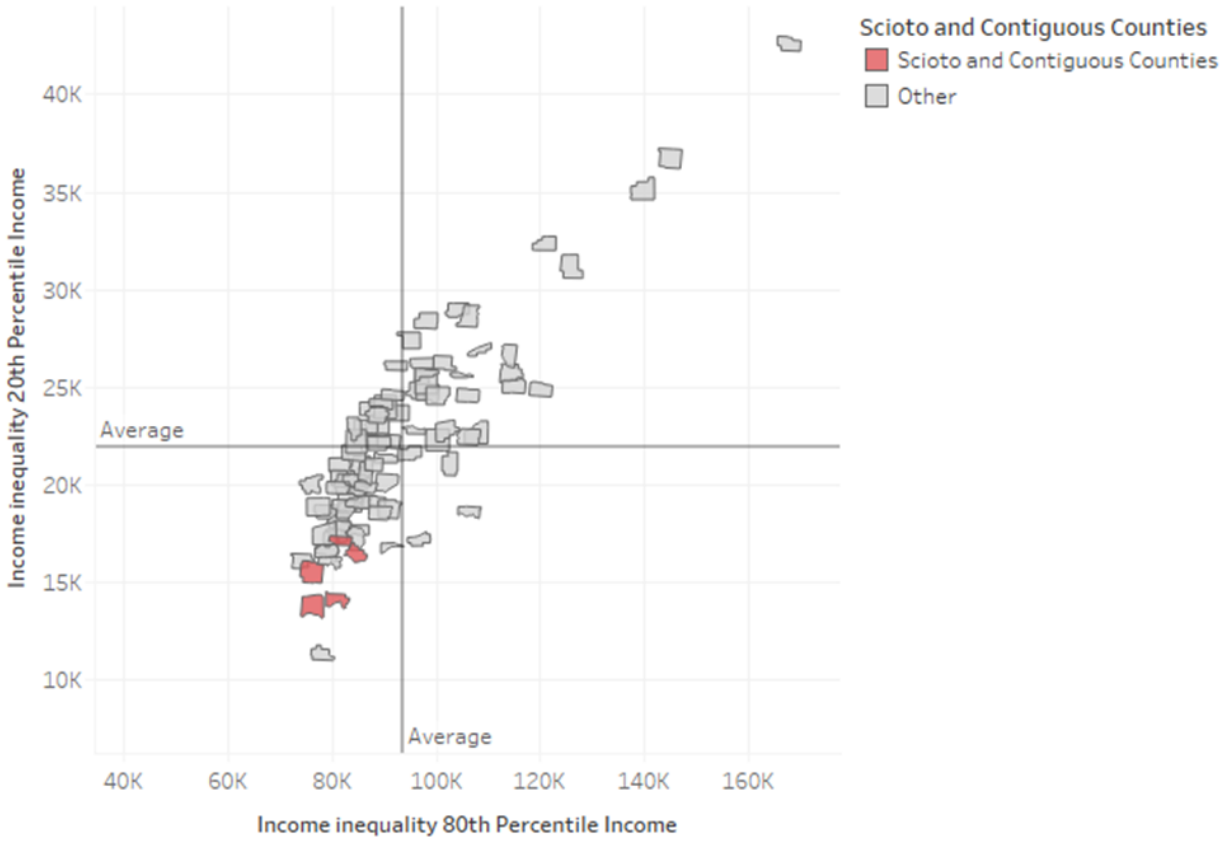


Figure B: Food Insecurity and Diabetes for Ohio Counties (2018)

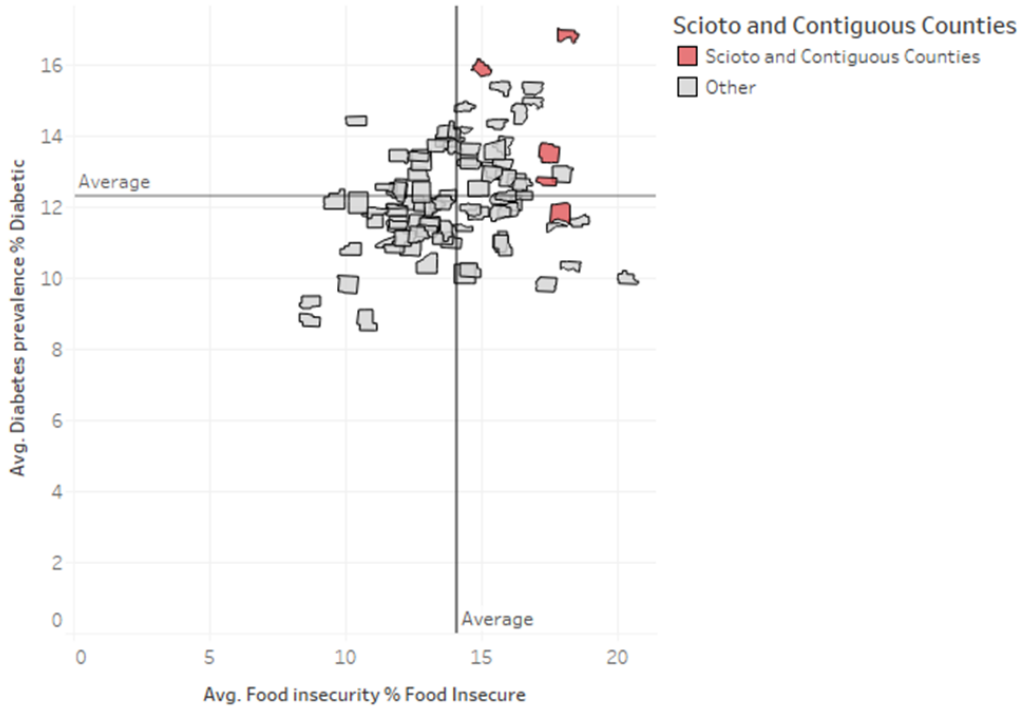
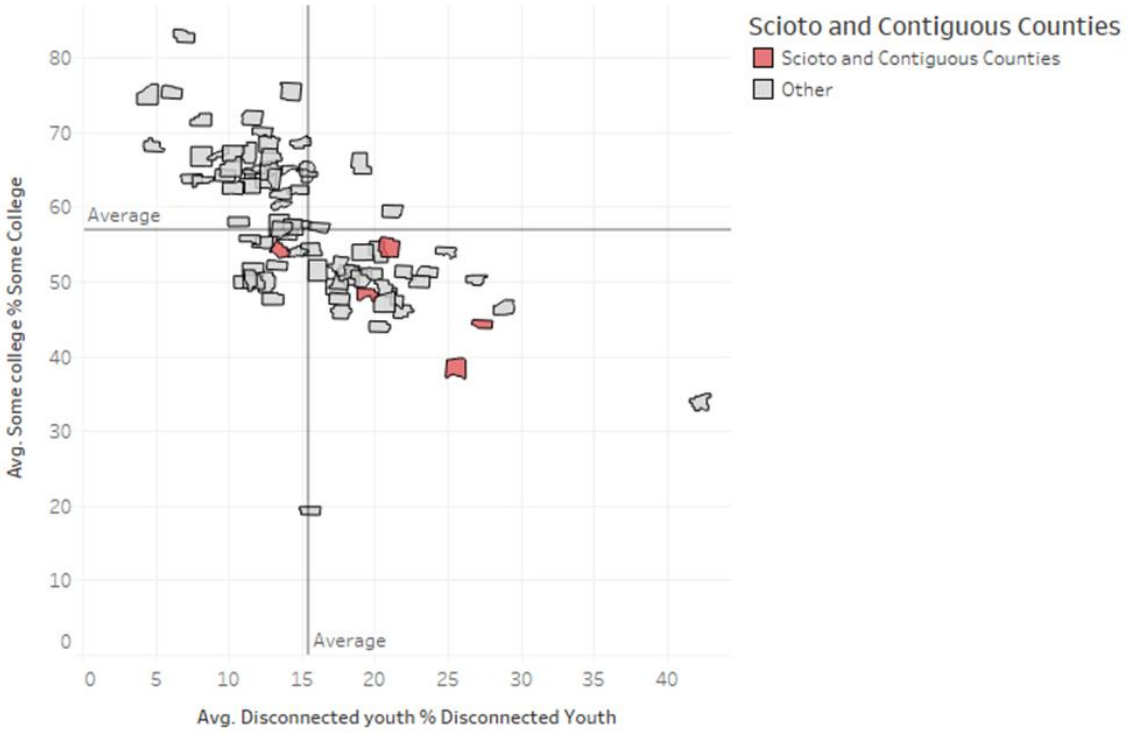


Figure C: Residents (%) with Some College vs. Disaffected Youth in Ohio Counties (2018)



Although the student body at Shawnee State has increased in diversity, a large majority of students continue to be Appalachian, first generation college, Pell eligible, with nearly half requiring a developmental education course(s) as entering freshmen. These characteristics represent significant at-risk factors to degree completion.

Lack of college preparedness is one of the most important at-risk factors for retention and degree completion. Figure D illustrates the difference in retention rates for fully college-ready SSU students compared to those who need developmental coursework upon admittance. Figure E shows the differential graduation rate (associate and baccalaureate degrees) based upon academic preparedness as measured by composite ACT score and high school class rank.

Figure D: Comparison of SSU's College-ready and Developmental Students' First-to-Second Year Retention Rates, 2012 – 2016

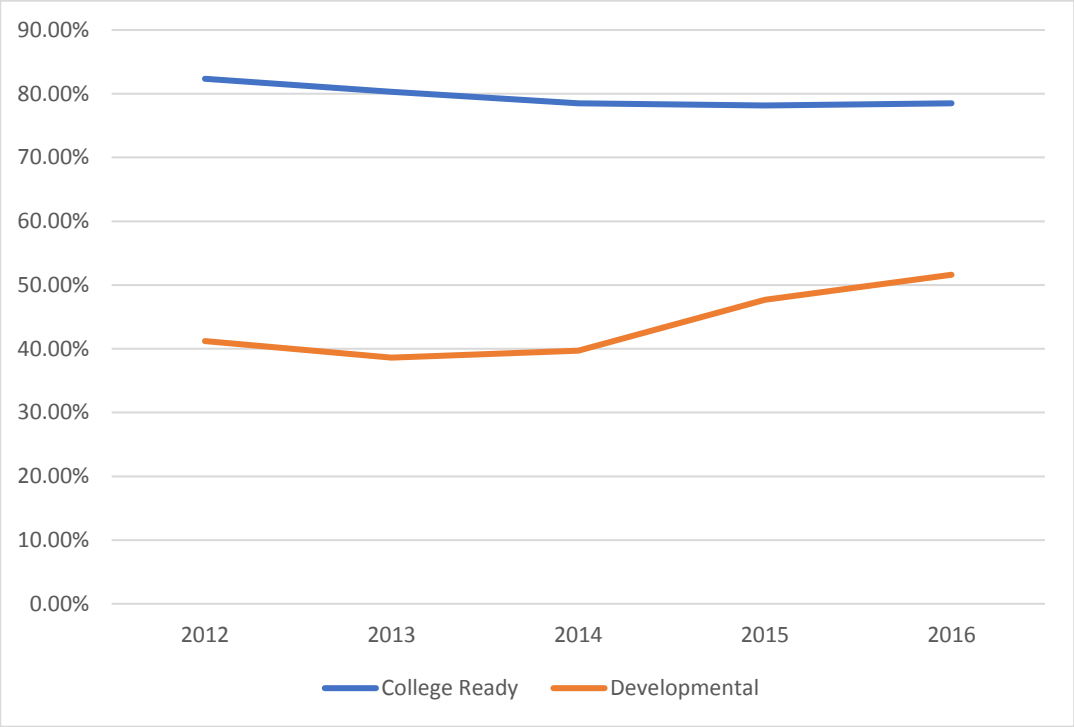
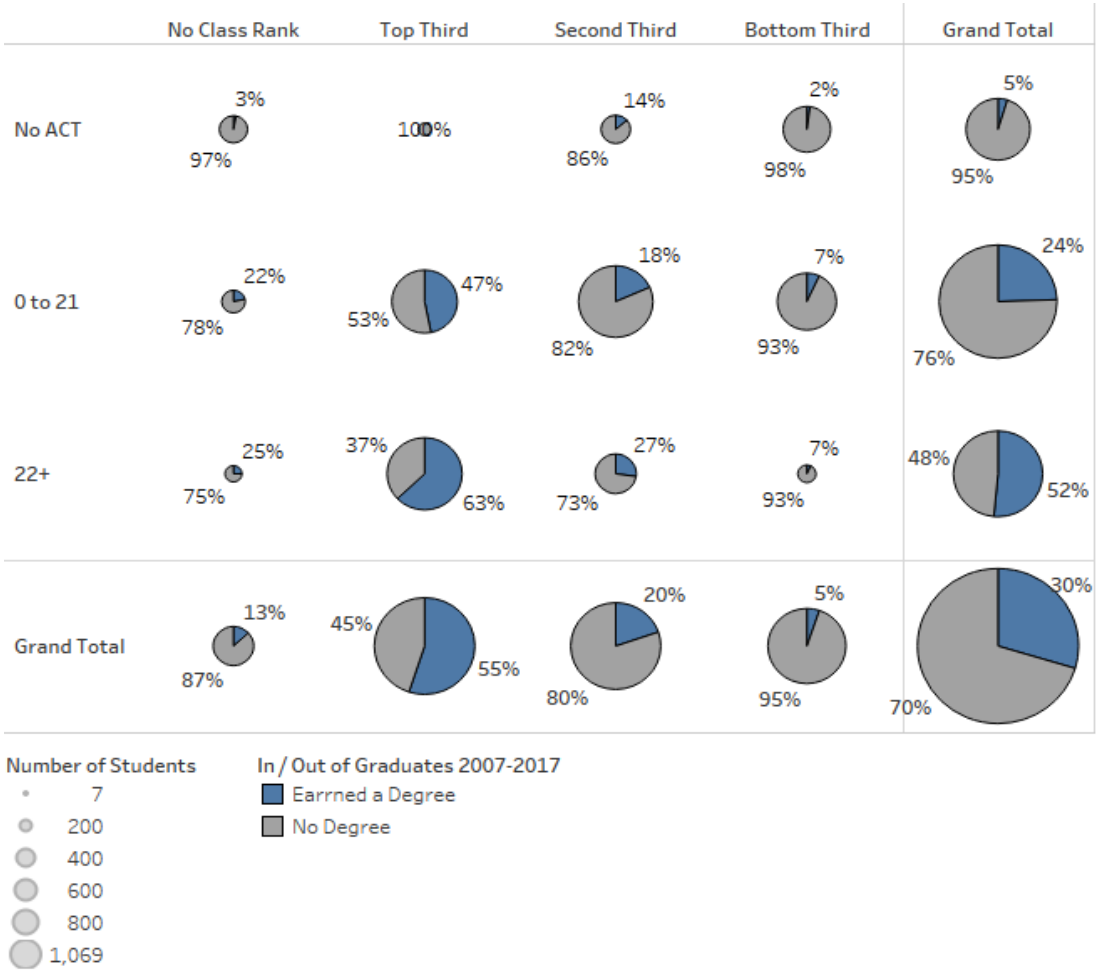


Figure E: Students (%) Earning a Degree by ACT and High School Class Rank
Cohort Year 2011 - 2012



SSU has experienced a significant enrollment decline over the past six years. This has led to a dramatic reduction in tuition revenue - the primary source of support for programs and services that ensure persistence and degree completion for students with multiple at-risk factors. In addition to reduced tuition revenue, SSU's percentage of state support (State Share of Instruction) has lagged behind other Ohio universities. SSU has a difficult challenge of improving completion rates with diminishing resources.

Progress Toward Goals Established in Previous Completion Plans

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.

The following addresses progress towards each of these goals:

1. Increased Persistence to Completion and Number of Degrees Conferred

From 2012 to 2017, SSU has increased the percentage of students who earn a degree (Figure F) and total number of degrees conferred (Figure G). The latter has increased for all degree levels (associate, baccalaureate, and master's degrees). Similarly, retention and persistence rates have increased for the same time period.

The increase in degrees conferred has occurred despite declining enrollment. Figure H shows that SSU's total headcount is down nearly 25% since peak enrollment in 2011. Increasing degree output during a time of declining enrollment translates into a growing percentage of students who exit the university with a degree. The percentage of SSU's undergraduate population that either returned to school or completed their degree was at a record high of 69.4% for AY 2016-17 (Figure F).

Figure F: Percentage of Returning Students and Graduates (AY12/13 – AY 16/17)

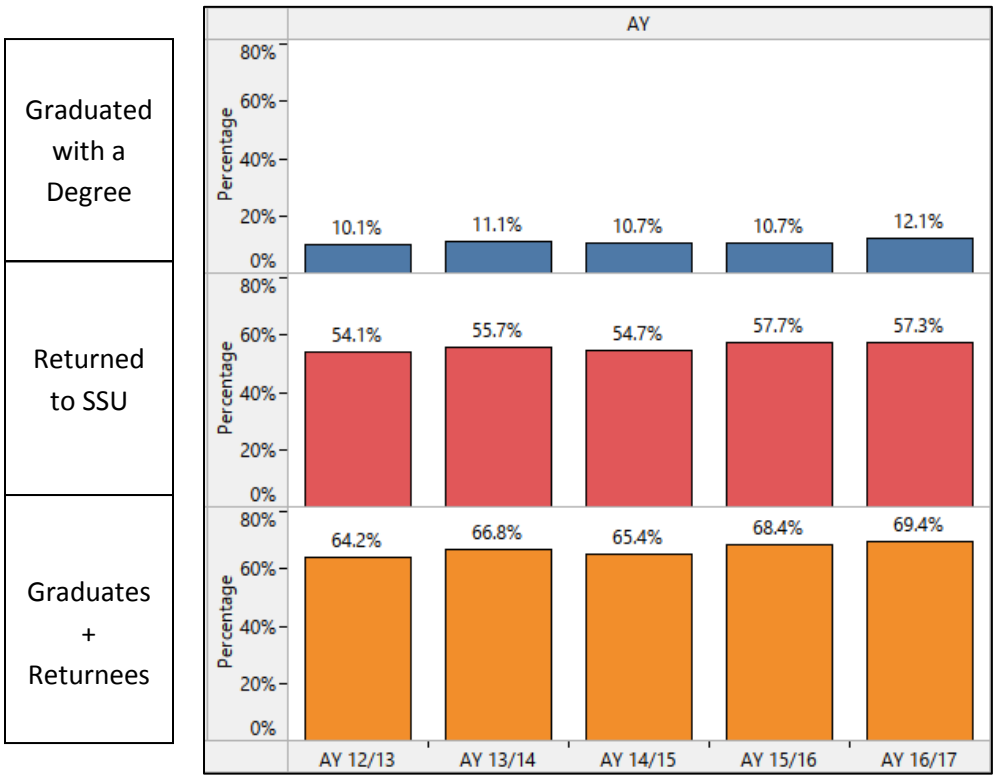


Figure G: Total Numbers of Degrees Conferred by Degree Type, 2011 – 2017

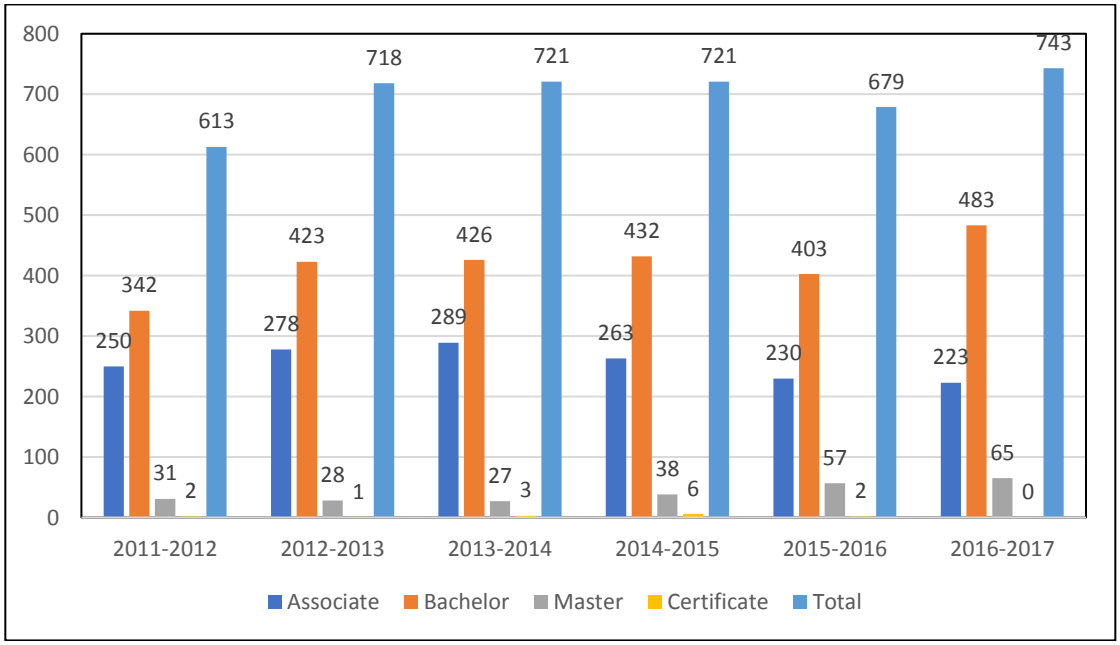
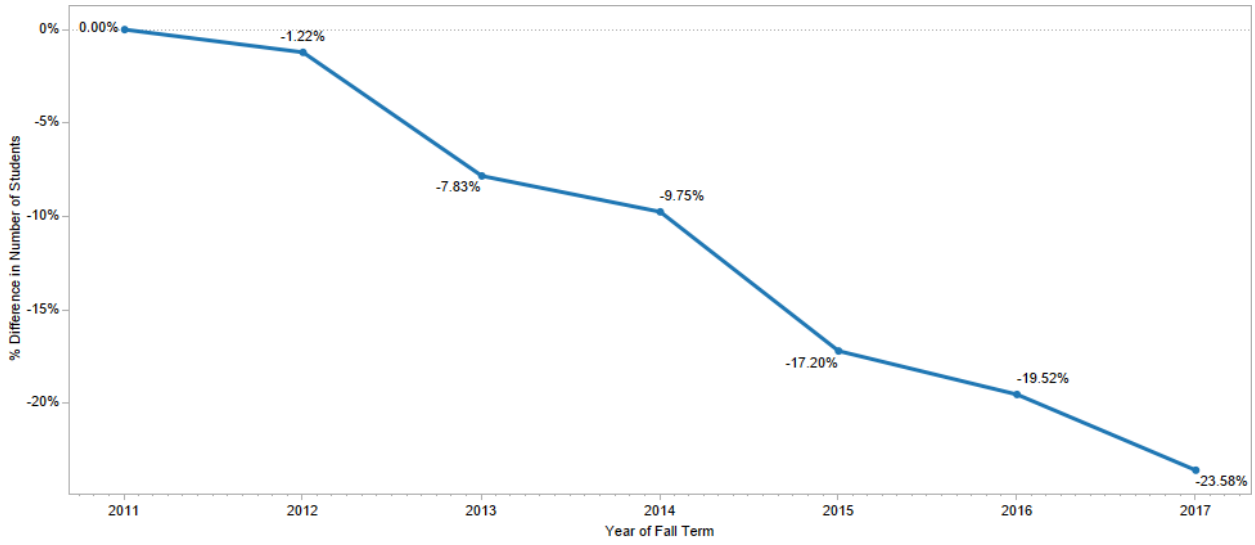


Figure H: Total Headcount at Shawnee State University Fall 2011 – Fall 2017



Completion Strategy 1.1 (2014 Completion Plan):

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 who have placed into two or more developmental-level courses. The Bridge to Success Program allows students to complete their developmental coursework at no cost so they may enter the college curriculum debt free.

Future Plans: Continue Bridge to Success Program.

Completion Strategy 1.2 (2014 Completion Plan):

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

Current Status: In 2016, SSU kicked off a 15-to-Finish Campaign via freshman orientation, student communications, advising, and implementation of default 15-hour schedules. Average number of credit hours per semester is approximately 14.5 hours for full-time students. The importance of earning at least 30 credit hours in the first year is clear. SSU students who progress to sophomore status after their first year show a 57% average likelihood of earning a degree compared to only 22% for those who remain at freshman status (< 30 credit hours) in their second year.

Future Plans: Continue 15-to-Finish Campaign and default 15-hour schedules.

Completion Strategy 1.3 (2014 Completion Plan):

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. General Education programming has been moved to the newly formed Department of General and Transitional Education providing increased administrative support to the GEP.

All academic programs have been placed on a 5-year program review cycle. Low performing programs (based on enrollment and degree completion) are identified annually for potential discontinuation. Over the past two years, SSU has eliminated the following programs:

- BA International Relations
- BS Natural Sciences, Concentration in Physics
- BA Philosophy and Religion
- BFA Studio Arts, Concentration in Ceramics
- BFA Studio Arts, Concentration in Drawing
- BFA Studio Arts, Concentration in Painting
- AAB Legal Assisting
- BS Legal Assisting
- AAS Plastics Engineering Technology
- AS Pre-Engineering Technology
- AA Arts and Humanities
- AA Social Science
- AS Mathematics
- AIS Individualized Studies
- Peace Corps Certificate Program

Future Plans: Continue program reviews as scheduled. Partner with online program management service to move specific programs into fully-online delivery modalities in order to improve enrollment and accessibility.

Completion Strategy 1.4 (2014 Completion Plan):

Develop flexible degree options.

Current Status: SSU began offering the Associate of Arts in General Studies in 2014. SSU began offering a flexible Bachelor of Science in Health Sciences degree with multiple tracks in 2016. The Bachelor of Individualized Studies has been redesigned to provide a more streamlined and accessible route to the bachelor degree beginning Fall 2018.

Future Plans: All three of these flexible degree offerings are currently being developed as fully online degree offerings to provide greater flexibility for students, especially post-traditional students.

Completion Strategy 1.5 (2014 Completion Plan):

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 were developed for six academic programs: Chemistry, Gaming and Simulation, Mathematics, Nursing, Occupational Therapy, and Plastics Engineering Technology. A new software application, Aviso, recently purchased by the University will provide an opportunity to more fully implement the academic map initiative.

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.

SSU continues to expand use of professional advising to serve student needs. Since 2013, SSU has tripled its professional advising staff and provides a full-range of advising services. The University has continued its work with Complete College America through its implementation of the 15-to-Finish Campaign. All SSU students are encouraged through University communications and advising to register for at least 15 credit hours per semester so that they finish their degree on time.

Future Plans: Continue to support the components of the CCA GPS model, including professional academic advising.

Completion Strategy 1.6 (2014 Completion Plan):

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 advisor in 2016 and one career services advisor in 2017. All of SSU's professional advising staff have been trained in advising theory and best practices and receive periodic professional development. 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. SSU is considering changes to its advising plan based on suggestions by Ruffalo-Noel Levitz during a recent enrollment

management consultation.

Completion Strategy 1.7 (2014 Completion Plan):

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

Current Status: Use of the Aviso Retention System is helping the university identify factors that place students at risk for course or program completion. SSU is utilizing the Focus 2 assessment to assist in major selection and career planning.

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.

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 who require developmental-level reading, mathematics, or English courses.

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

Completion Strategy 2.1 (2014 Completion Plan):

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 sponsored events with local high schools 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 with SSU faculty and secondary teachers from many local high schools. SSU has continued to expand College Credit Plus (CCP) offerings for local high schools (Figure I, J, K)

Figure I: College Credit Plus Enrollment at SSU 2015 - 2018

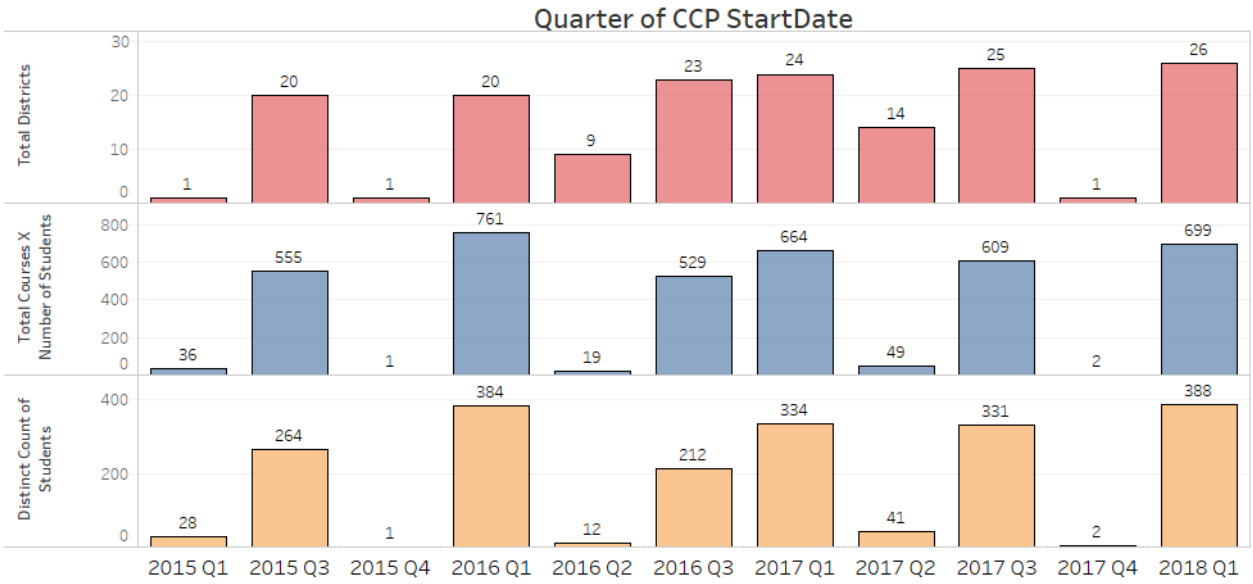


Figure J: Top 20 CCP Courses (2015-2018)

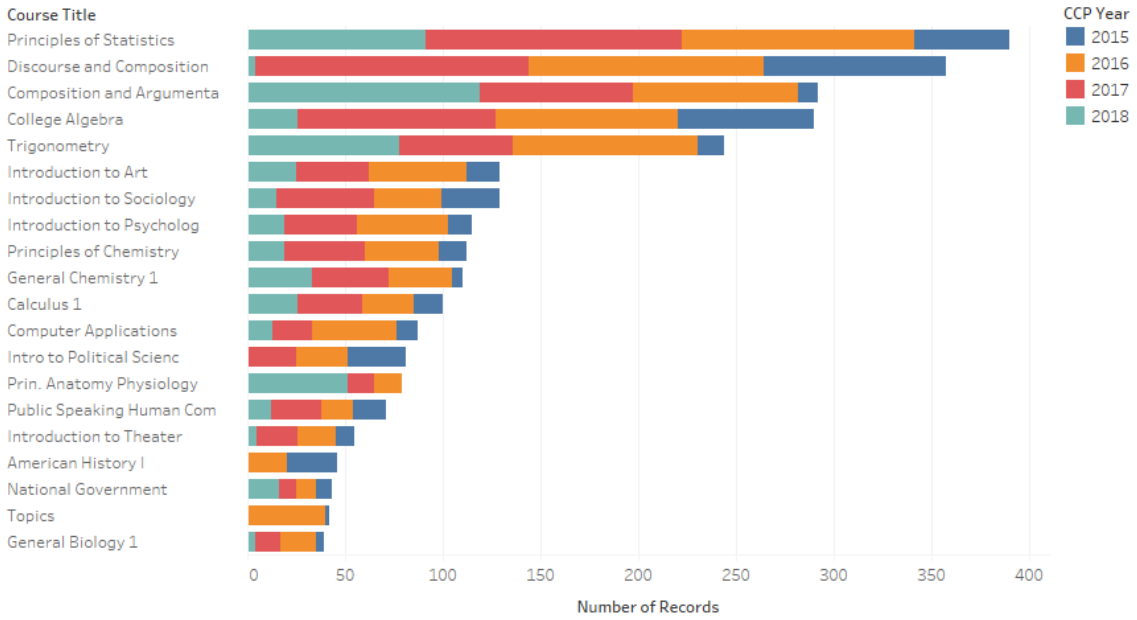


Figure K: CCP Courses by High School and Delivery Site (2015-2018)

HI = offered at High School
OC = offered at SSU
OL = online delivery

Future Plans: Continue to expand CCP offerings and increase ways to assist local high schools in producing more college-prepared graduates. SSU will also share data with high schools including aggregate major interest, course performance, and net migratory patterns.

Completion Strategy 2.2 (2014 Completion Plan):

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

Current Status: This strategy has not been implemented.

Future Plans: SSU recognizes the need to continually improve coordination with our educational partners. Several initiatives such as College Credit Plus have created an environment that encourages regular communication with our educational partners.

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

Shawnee State University has advanced its commitment to partnering with area employers as demonstrated by the establishment of college advisory boards (composed of representatives from area businesses) and a cabinet-level position (the Vice President of Advancement and External Affairs) with

increased authority and responsibility over alumni affairs and workforce development.

Completion Strategy 3.1 (2014 Completion Plan):

Improve data collection on alumni employment

Current Status: SSU has established Alumni Career Services for the specific purpose of collecting and evaluating data on alumni employment and providing career counseling and job placement services. SSU uses the LinkedIn alumni tool available on the Shawnee State University webpage to collect information on nearly 7,000 alumni accounts.

Future Plans: SSU plans improve the annual alumni survey in order to provide more actionable data and a better response rate. The Alumni Career Services office will partner with the Office of Institutional Research to process data from Ohio Department of Job and Family Services and record continuous updates on alumni employment status.

Completion Strategy 3.2 (2014 Completion Plan):

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

Current Status: SSU has developed a two-pronged approach to ensuring that our graduates are employable and able to experience practical, career-related activities while in school. The Office of Career Services (housed in the division of Academic Affairs) is responsible for student-focused career services including career advising, internships, and job search functions. The Office of Workforce Development (housed in the Division of Advancement and External Affairs) is tasked with promoting SSU to regional, statewide, and national employers, as well as, securing public-private partnerships and fostering local entrepreneurship.

Future Plans: Continue as described above.

Completion Strategy 3.3 (2014 Completion Plan):

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

Current Status: Figures L1 – L20 shows enrollment (2011 – 2018) in programs leading to high demand fields.

Most of SSU's academic programs have mirrored the institutions overall decline in enrollment with several notable exceptions:

- Accounting: significant increase in enrollment since Fall 2011
- Simulation and Gaming: > 50% increase in enrollment since Fall 2011
- Health Science: increased enrollment > 100 students since Fall 2016
- Plastics Engineering Technology: nearly tripled enrollment since Fall 2011
- Occupational Therapy (Master's Program): nearly doubled enrollment over last 5 years

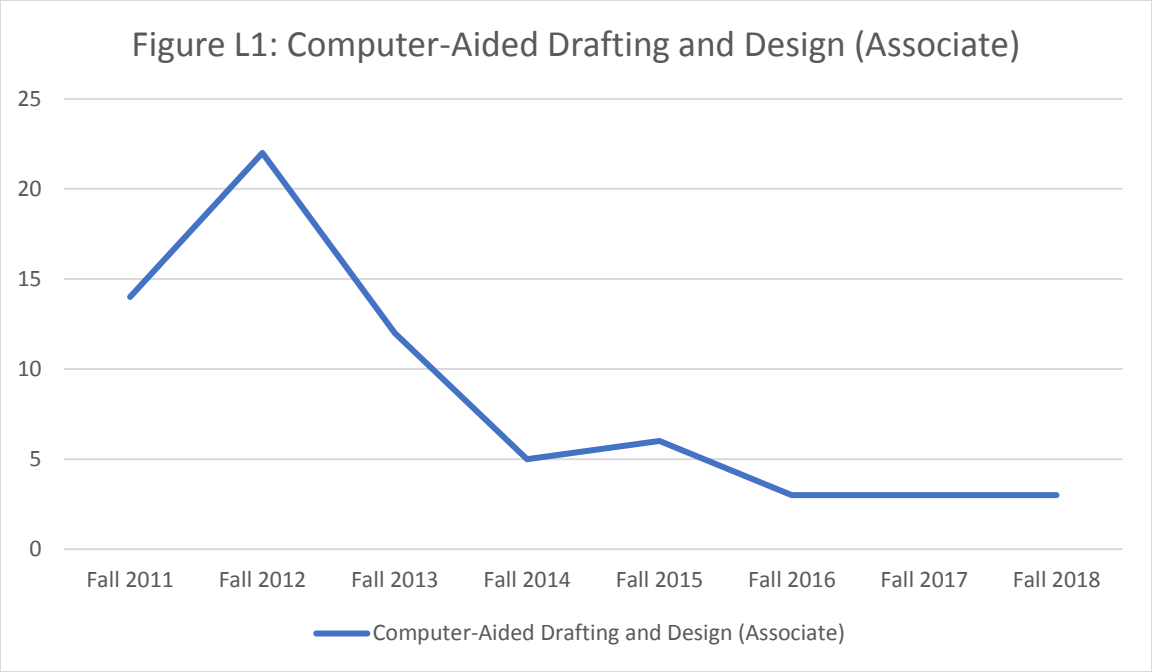


Figure L1: Computer-Aided Drafting and Design (Associate)
25
20
15
10
5
0
Fall 2011
Fall 2012
Fall 2013
Fall 2014
Fall 2015
Fall 2016
Fall 2017
Fall 2018
Computer-Aided Drafting and Design (Associate)

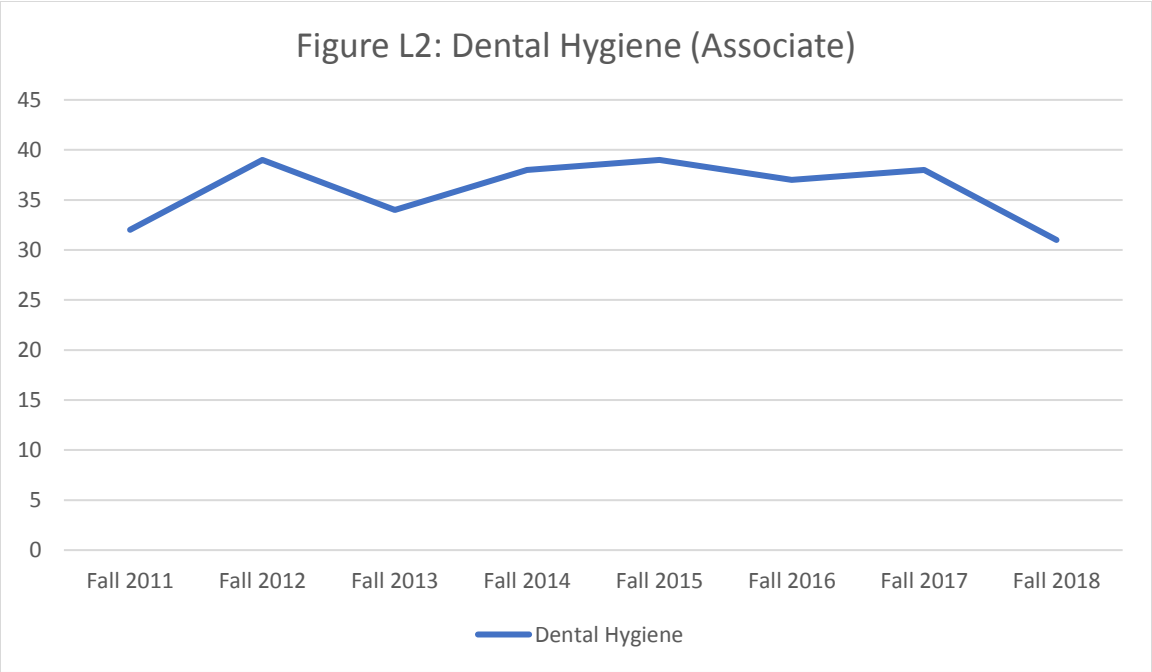


Figure L2: Dental Hygiene (Associate)
45
40
35
30
25
20
15
10
5
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Fall 2011
Fall 2012
Fall 2013
Fall 2014
Fall 2015
Fall 2016
Fall 2017
Fall 2018
Dental Hygiene

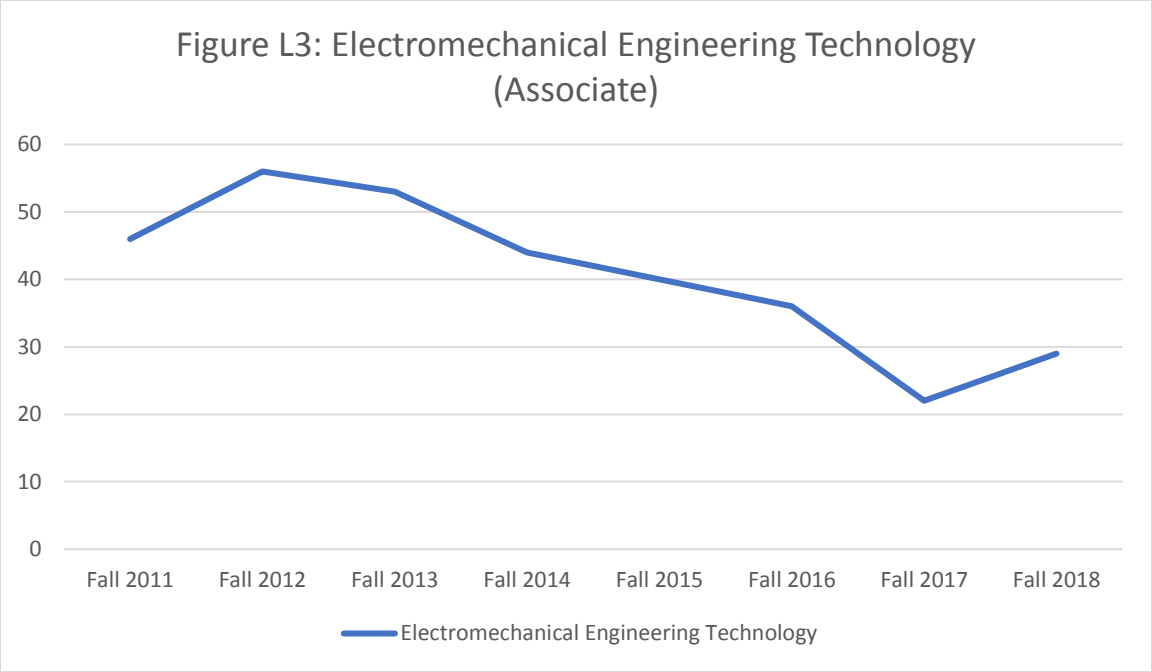
Figure L3: Electromechanical Engineering Technology (Associate)
60
50
40
30
20
10
0
Fall 2011
Fall 2012
Fall 2013
Fall 2014
Fall 2015
Fall 2016
Fall 2017
Fall 2018
Electromechanical Engineering Technology

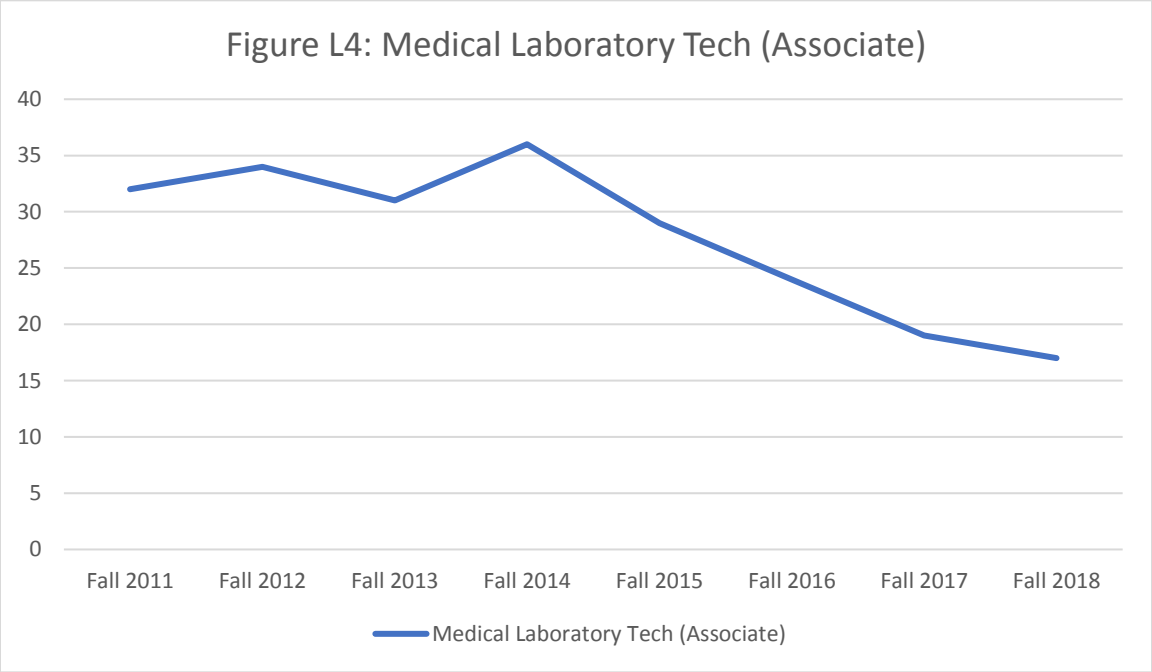
Figure L4: Medical Laboratory Tech (Associate)
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20
15
10
5
0
Fall 2011
Fall 2012
Fall 2013
Fall 2014
Fall 2015
Fall 2016
Fall 2017
Fall 2018
Medical Laboratory Tech (Associate)

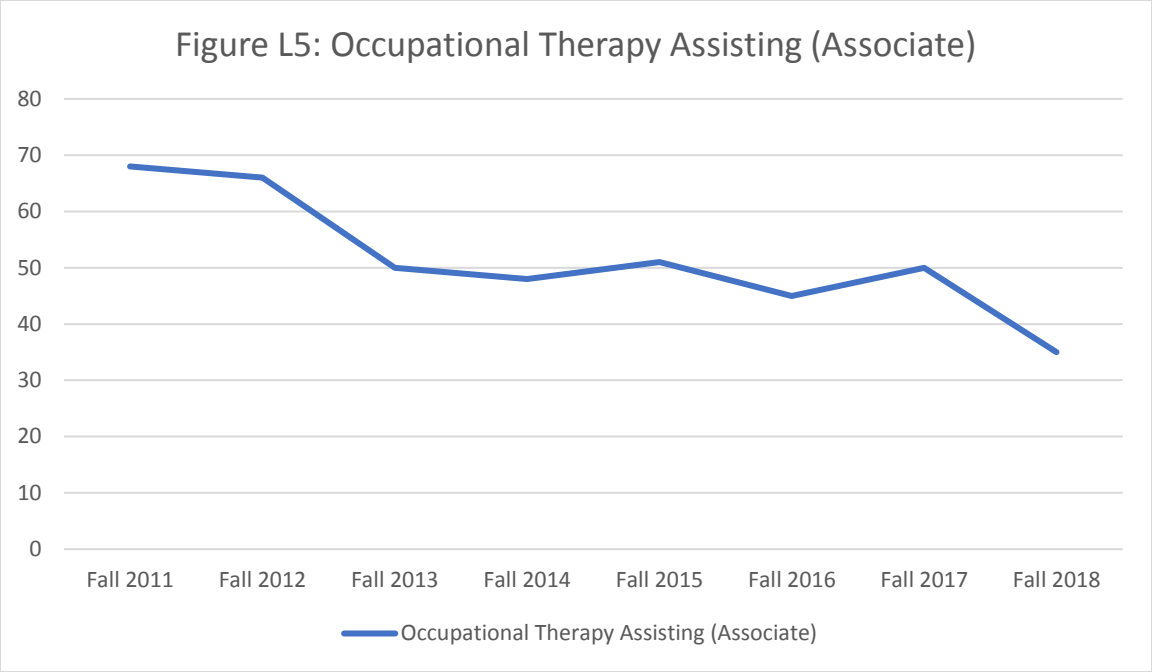
Figure L5: Occupational Therapy Assisting (Associate)
80
70
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Fall 2011
Fall 2012
Fall 2013
Fall 2014
Fall 2015
Fall 2016
Fall 2017
Fall 2018
Occupational Therapy Assisting (Associate)

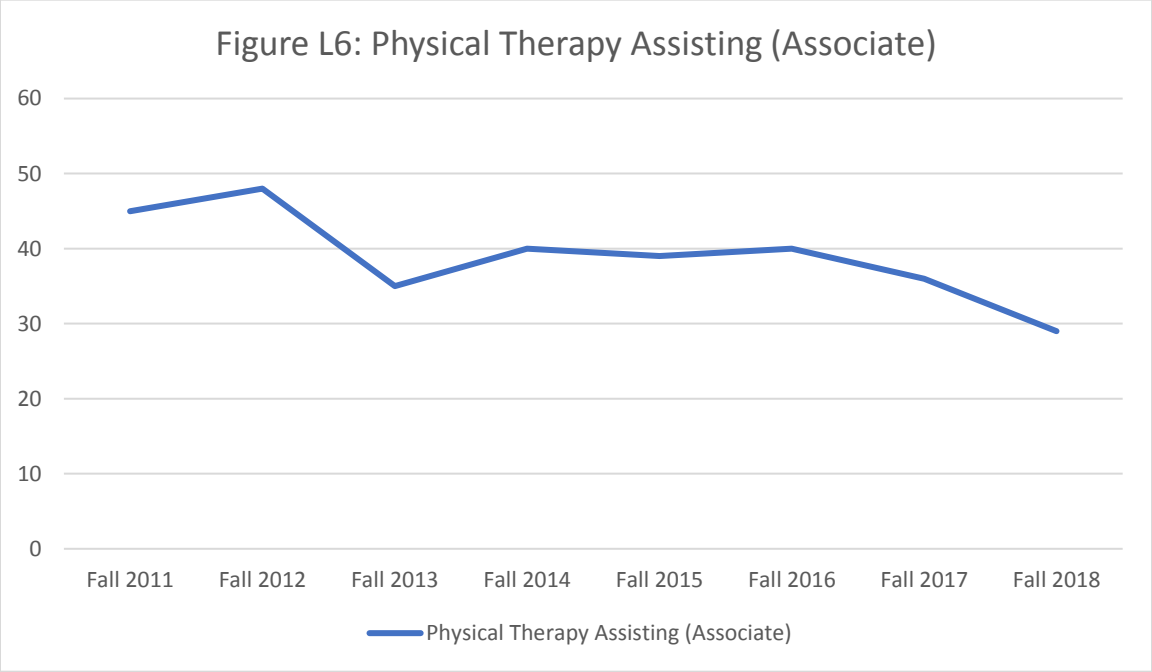
Figure L6: Physical Therapy Assisting (Associate)
60
50
40
30
20
10
0
Fall 2011
Fall 2012
Fall 2013
Fall 2014
Fall 2015
Fall 2016
Fall 2017
Fall 2018
Physical Therapy Assisting (Associate)

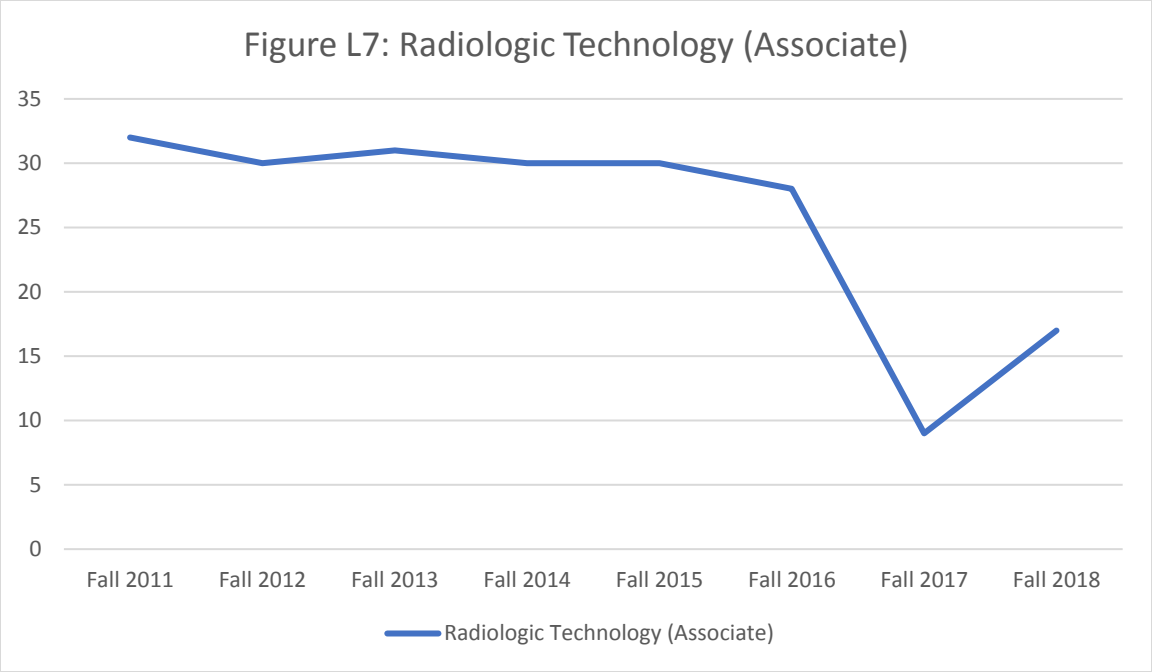
Figure L7: Radiologic Technology (Associate)
35
30
25
20
15
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Fall 2011
Fall 2012
Fall 2013
Fall 2014
Fall 2015
Fall 2016
Fall 2017
Fall 2018
Radiologic Technology (Associate)

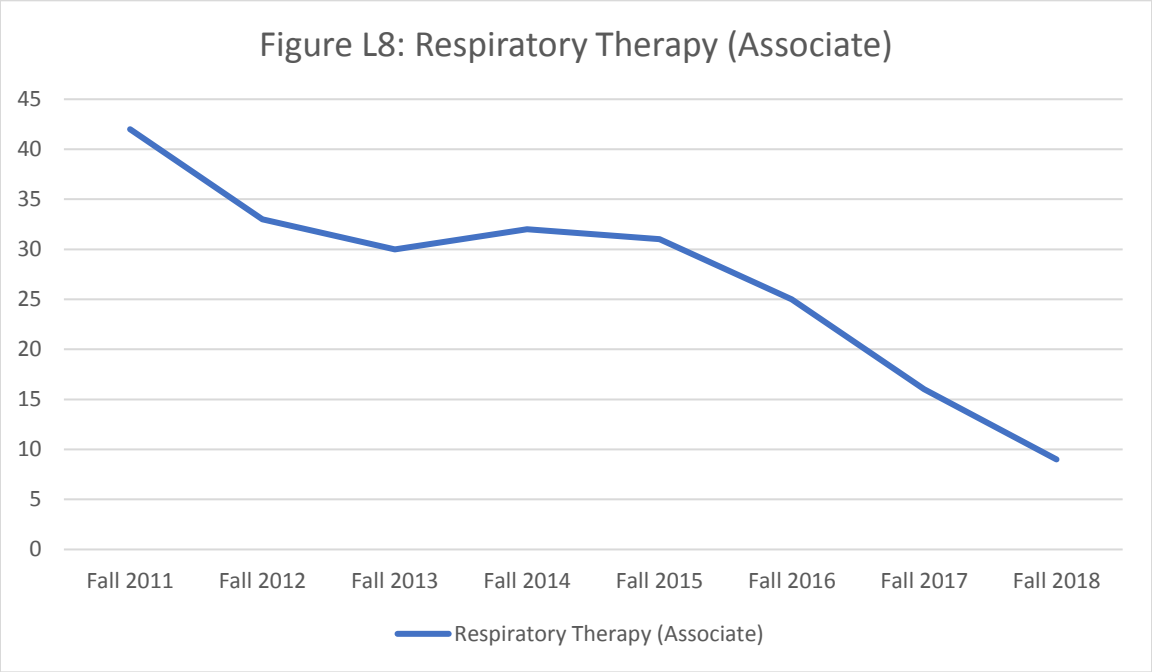
Figure L8: Respiratory Therapy (Associate)
45
40
35
30
25
20
15
10
5
0
Fall 2011
Fall 2012
Fall 2013
Fall 2014
Fall 2015
Fall 2016
Fall 2017
Fall 2018
Respiratory Therapy (Associate)

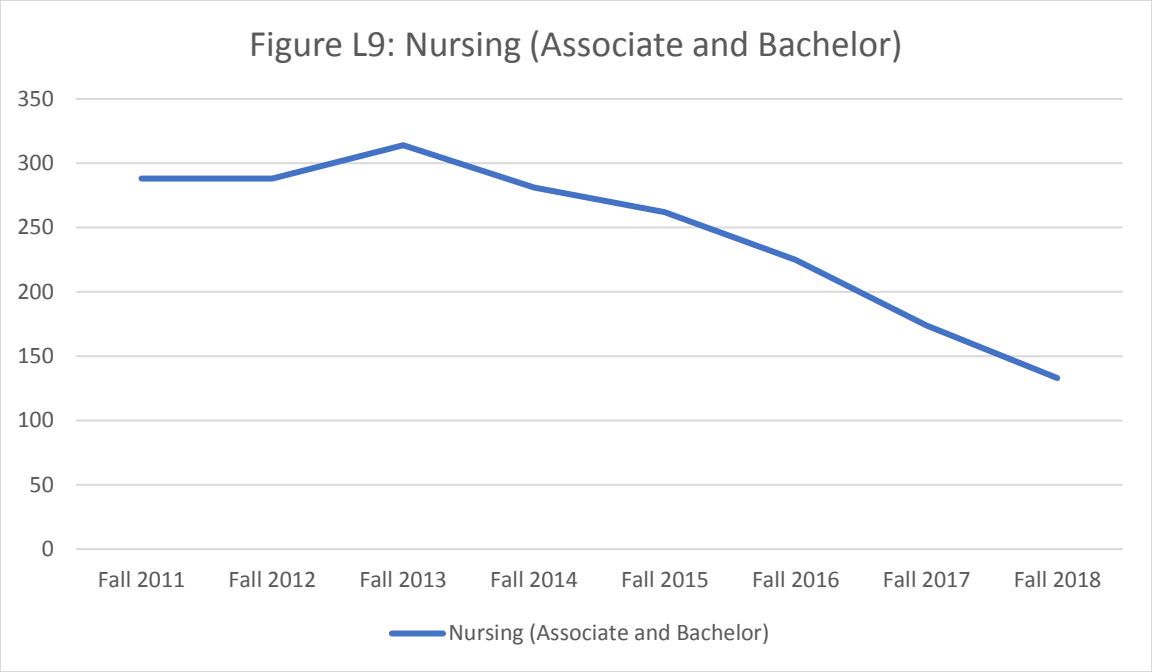
Figure L9: Nursing (Associate and Bachelor)
350
300
250
200
150
100
50
0
Fall 2011
Fall 2012
Fall 2013
Fall 2014
Fall 2015
Fall 2016
Fall 2017
Fall 2018
Nursing (Associate and Bachelor)

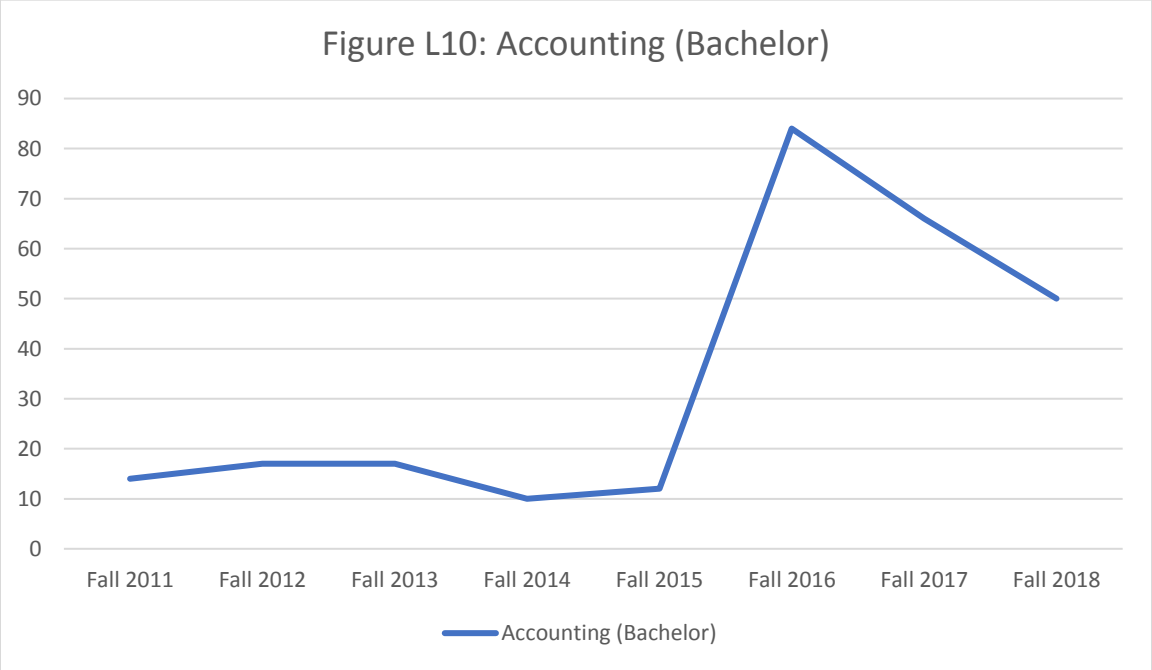
Figure L10: Accounting (Bachelor)
90
80
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60
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40
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20
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0
Fall 2011
Fall 2012
Fall 2013
Fall 2014
Fall 2015
Fall 2016
Fall 2017
Fall 2018
Accounting (Bachelor)

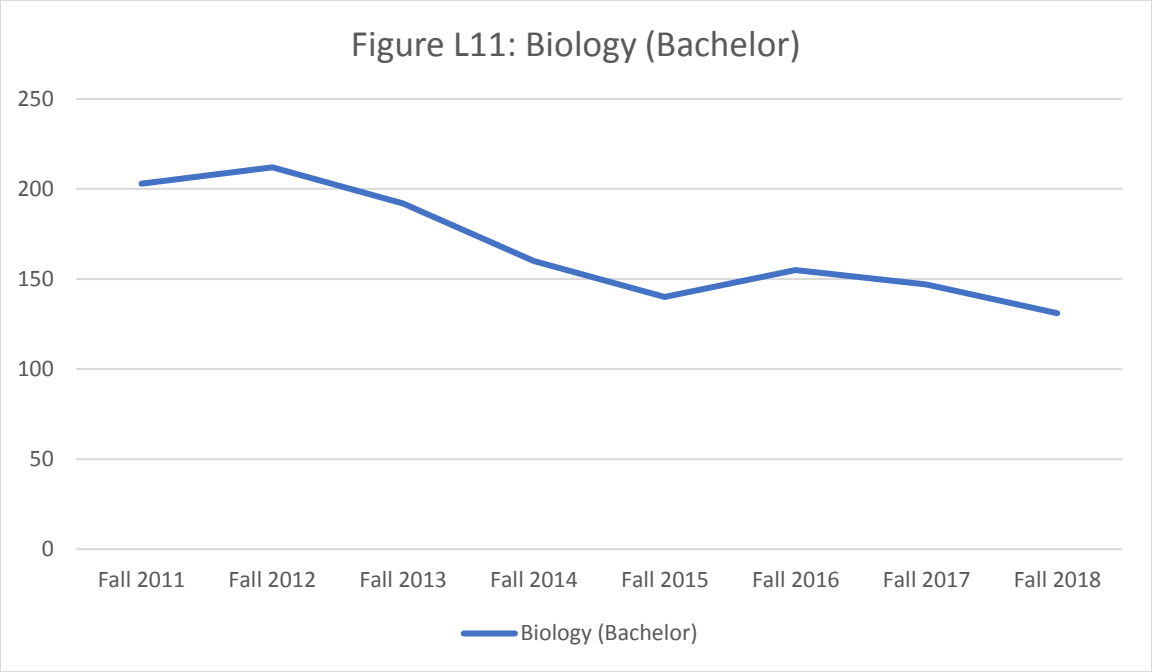
Figure L11: Biology (Bachelor)
250
200
150
100
50
0
Fall 2011
Fall 2012
Fall 2013
Fall 2014
Fall 2015
Fall 2016
Fall 2017
Fall 2018
Biology (Bachelor)

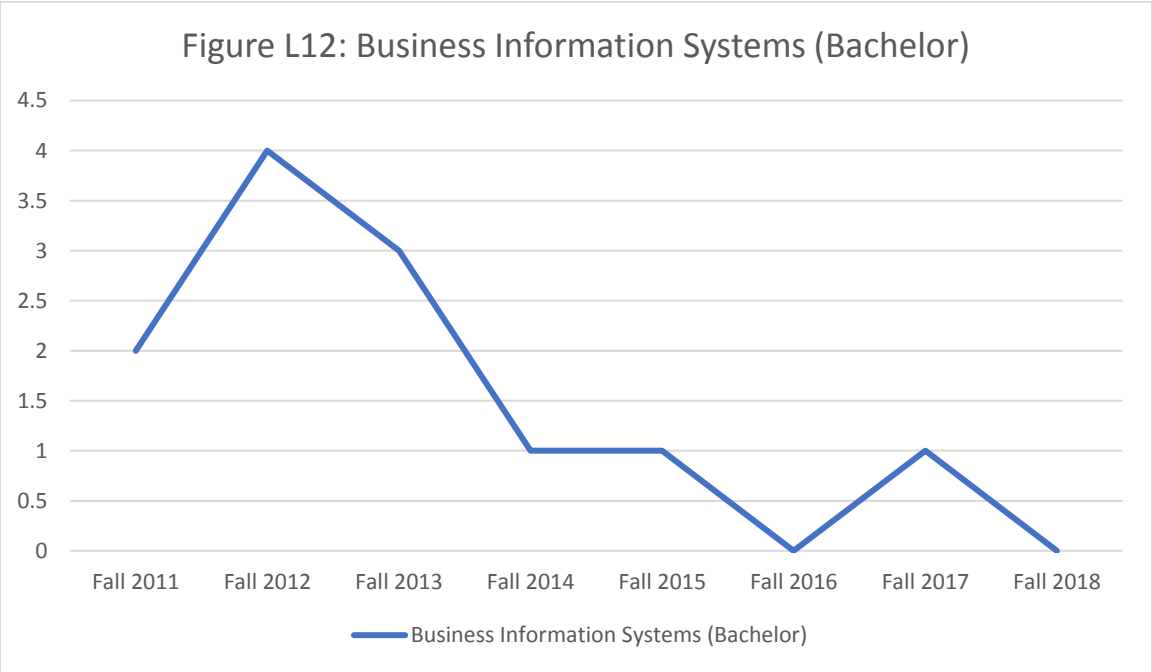
Figure L12: Business Information Systems (Bachelor)
4.5
4
3.5
3
2.5
2
1.5
1
0.5
0
Fall 2011
Fall 2012
Fall 2013
Fall 2014
Fall 2015
Fall 2016
Fall 2017
Fall 2018
Business Information Systems (Bachelor)

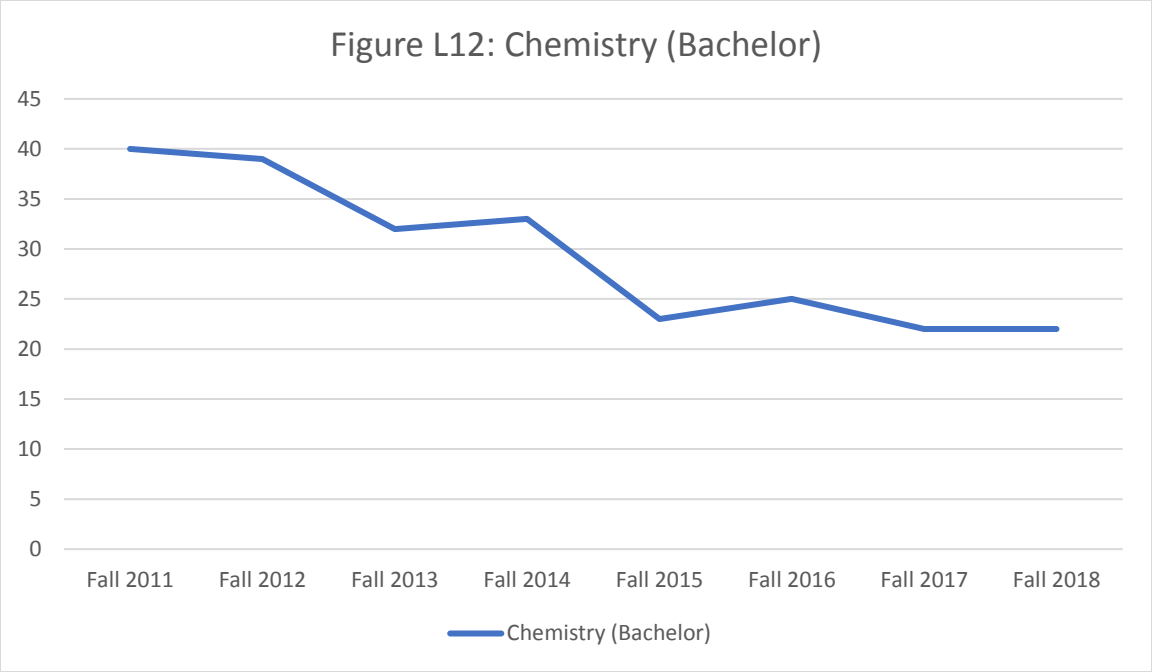
Figure L12: Chemistry (Bachelor)
45
40
35
30
25
20
15
10
5
0
Fall 2011
Fall 2012
Fall 2013
Fall 2014
Fall 2015
Fall 2016
Fall 2017
Fall 2018
Chemistry (Bachelor)

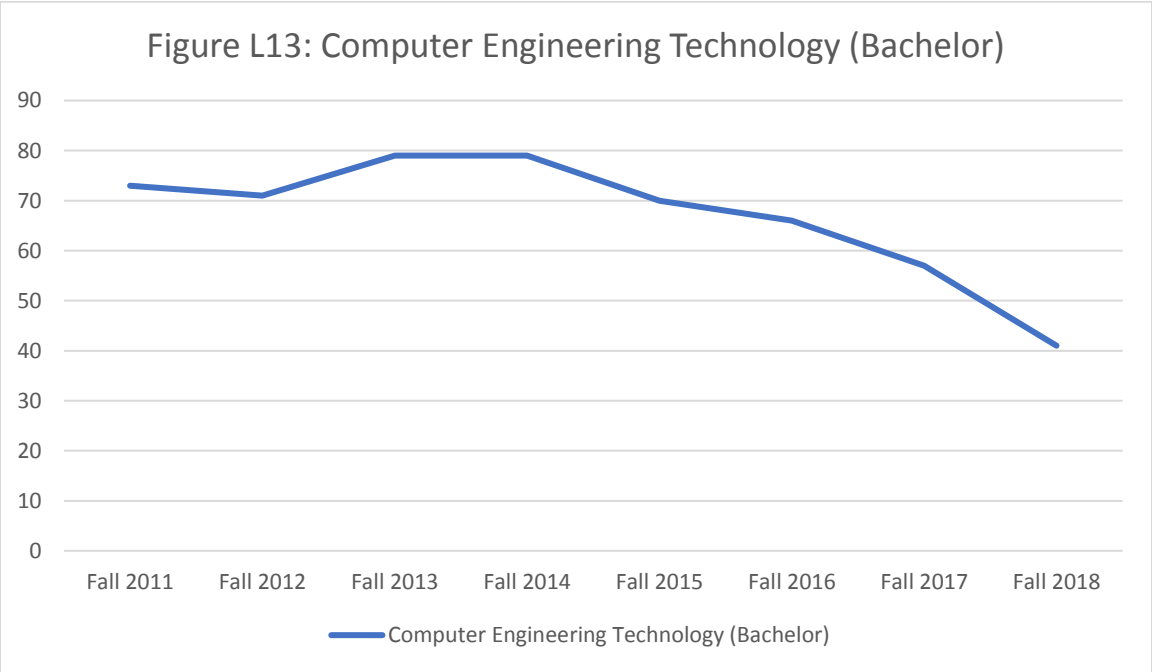
Figure L13: Computer Engineering Technology (Bachelor)
90
80
70
60
50
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30
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10
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Fall 2011
Fall 2012
Fall 2013
Fall 2014
Fall 2015
Fall 2016
Fall 2017
Fall 2018
Computer Engineering Technology (Bachelor)

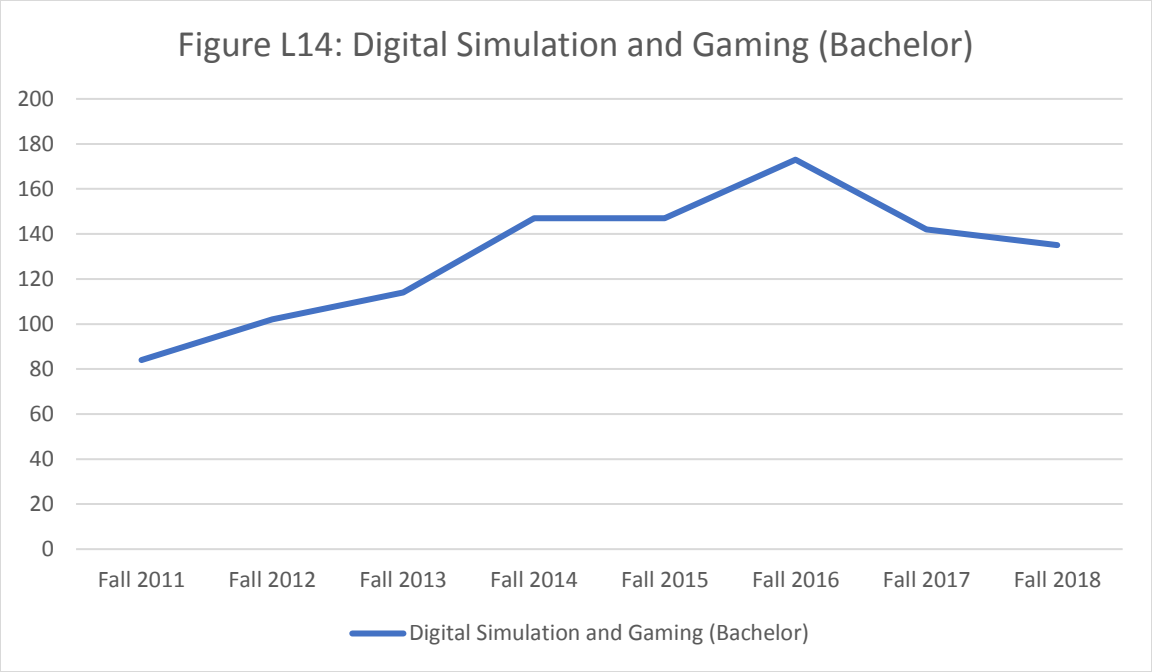


Figure L14: Digital Simulation and Gaming (Bachelor)
200
180
160
140
120
100
80
60
40
20
0
Fall 2011
Fall 2012
Fall 2013
Fall 2014
Fall 2015
Fall 2016
Fall 2017
Fall 2018
Digital Simulation and Gaming (Bachelor)

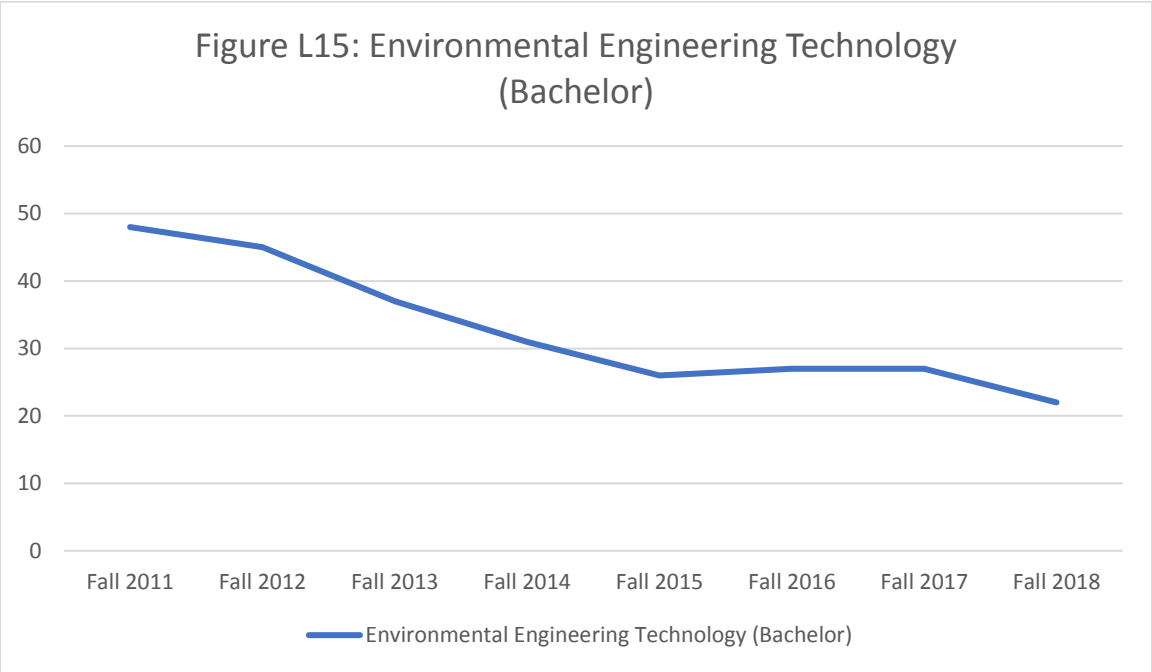


Figure L15: Environmental Engineering Technology (Bachelor)
60
50
40
30
20
10
0
Fall 2011
Fall 2012
Fall 2013
Fall 2014
Fall 2015
Fall 2016
Fall 2017
Fall 2018
Environmental Engineering Technology (Bachelor)

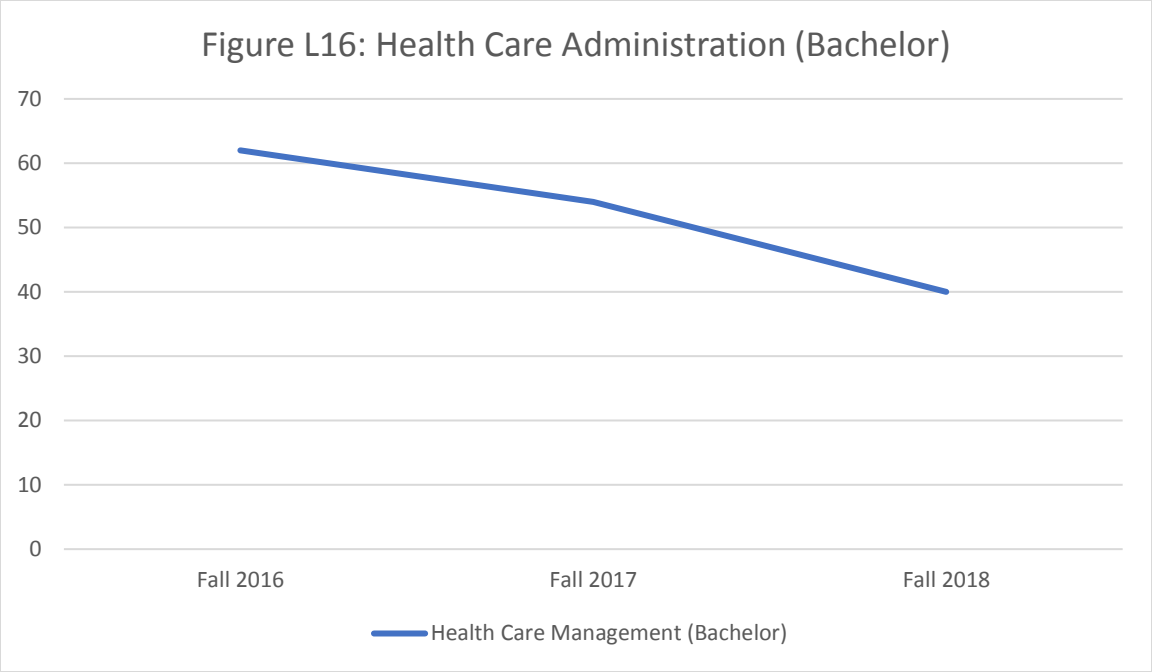


Figure L16: Health Care Administration (Bachelor)
70
60
50
40
30
20
10
0
Fall 2016
Fall 2017
Fall 2018
Health Care Management (Bachelor)

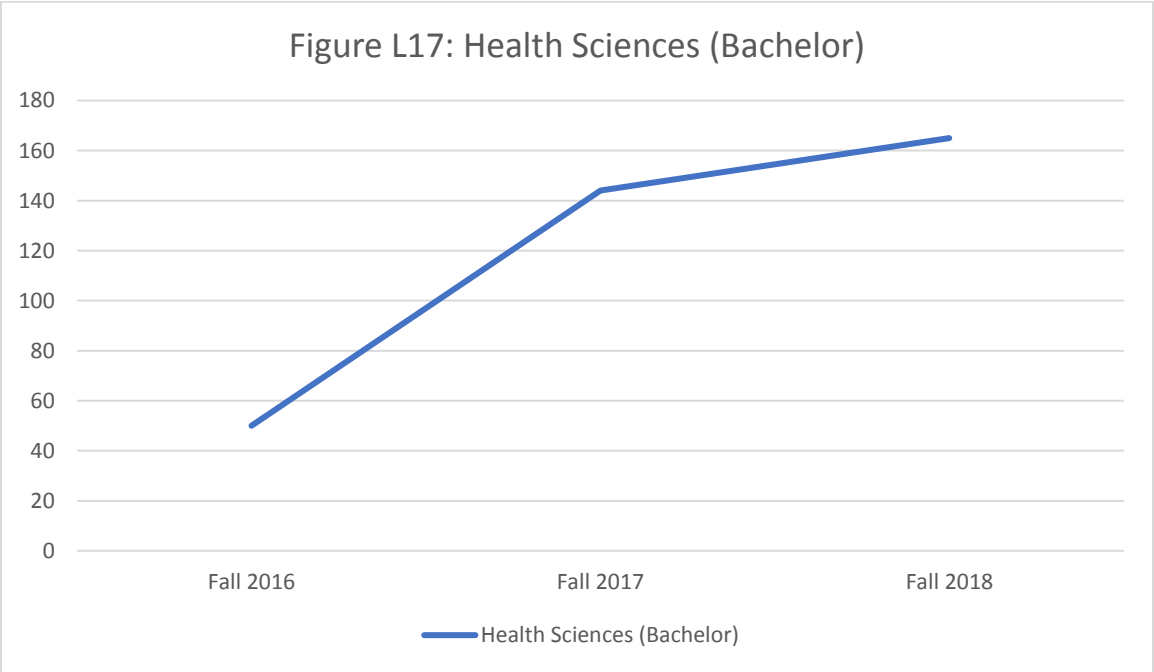


Figure L17: Health Sciences (Bachelor)
180
160
140
120
100
80
60
40
20
0
Fall 2016
Fall 2017
Fall 2018
Health Sciences (Bachelor)

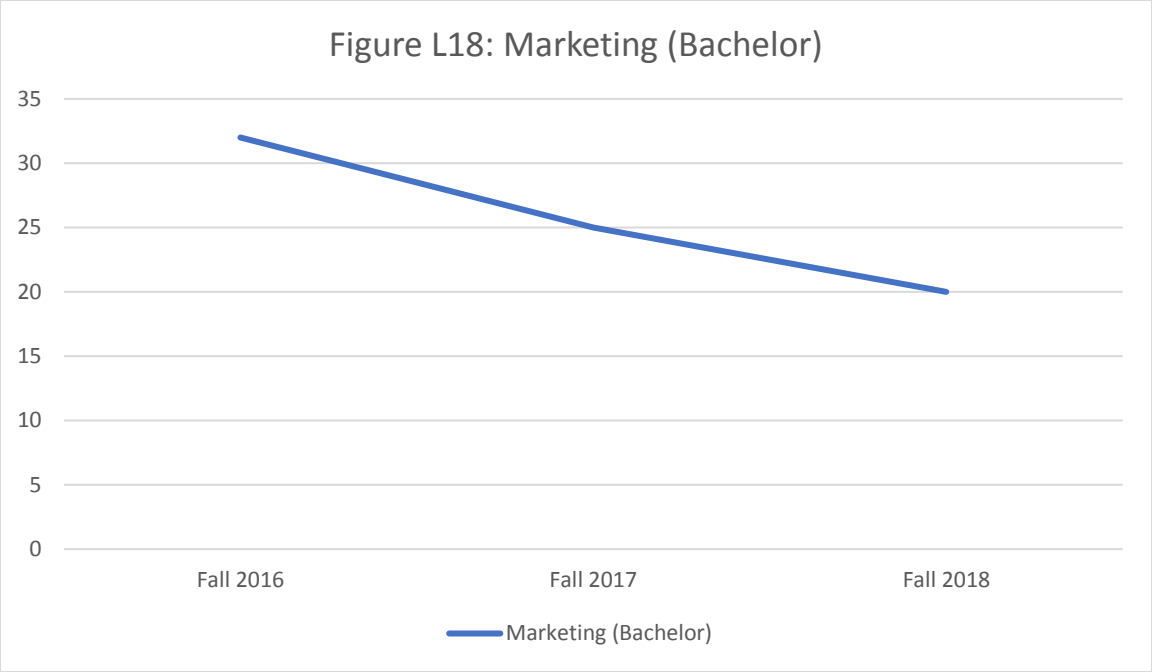


Figure L18: Marketing (Bachelor)
35
30
25
20
15
10
5
0
Fall 2016
Fall 2017
Fall 2018
Marketing (Bachelor)

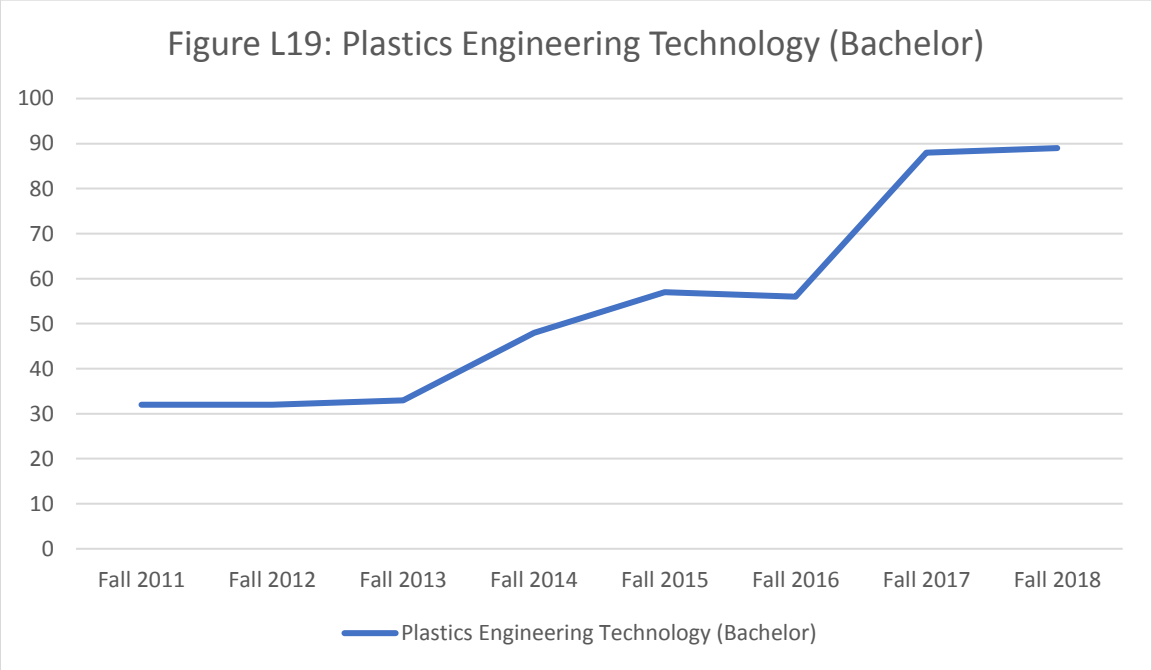
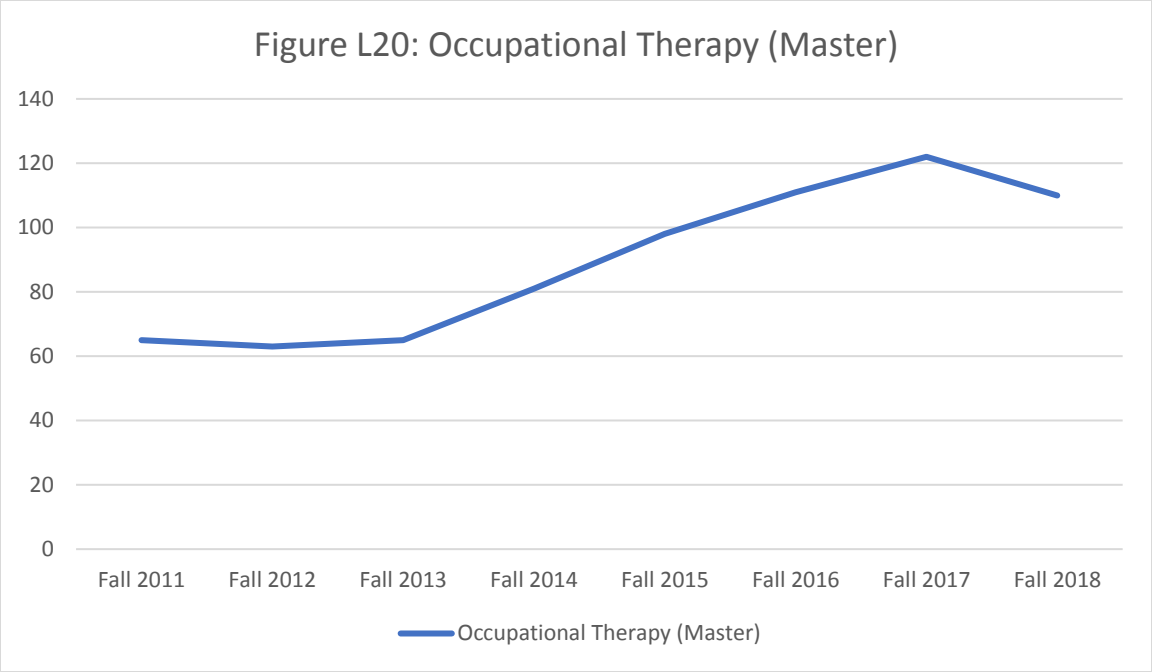


Figure L19: Plastics Engineering Technology (Bachelor)
100
90
80
70
60
50
40
30
20
10
0
Fall 2011
Fall 2012
Fall 2013
Fall 2014
Fall 2015
Fall 2016
Fall 2017
Fall 2018
Plastics Engineering Technology (Bachelor)



Future Plans: SSU will continue to develop and encourage enrollment in academic programs that lead to high demand careers. SSU is currently planning on offering an Occupational Therapy Doctoral Degree (post-professional) in Fall 2019. In addition, SSU will offer its Occupational Therapy Assistant program at an off-campus site (Southern State Community College in Hillsboro, Ohio). Beginning in Fall 2018, SSU will be introducing a series of certificate programs designed primarily for post-traditional students seeking entry into high demand careers. For example, the institution has developed a certificate program in actuarial science that will be available to students in the upcoming academic year.

Beginning in Fall 2018, SSU will be offering programs that lead to high demand careers in a fully online modality. The schedule includes the following for AY 2018 - 2019:

- RN to BSN Completion program
- B.S. in Health Sciences
- M.S. in Mathematics
- M.Ed. in Curriculum and Instruction

Completion Strategy 3.4 (2014 Completion Plan):

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

Current Status: Since April 2016, the Office of Workforce Development has had contact with approximately 400 unique employers in the Tri-state region. The Office of Workforce Development regularly receives and works with the Office of Career Services to communicate new internship and career opportunities to our students and alumni.

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. The Office of Workforce Development (WD) 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 by Adam Miller, Associate Professor of Engineering Technologies, has been approved, and will be available Fall Semester 2018. This curriculum will be part of a stackable program available in conjunction with Industrial Maintenance programs offered by the Scioto County Career Technical Center through the Woodworking Workforce Training Partnership. This group includes representatives from Appalachian Wood Floors and Taylor Lumber.
- In September 2017, WD 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 a 2018 RAPIDS 3 grant application for funding of equipment purchases to support a new cybersecurity programming. A cybersecurity minor has been approved and will be available in Fall 2018, and new concentrations in cybersecurity as well as data science are moving through approvals for availability as early as Spring 2019.
- WD coordinated a meeting with local law enforcement and our Social Sciences department to discuss a regional need for a criminal justice program. WD surveyed law enforcement in the Tri-State in November 2017 and provided the data results to Social Sciences which has developed a Criminal Justice certificate that is currently undergoing the University curricular review process.
- SSU administration, the College of Professional Studies, the Department of Engineering Technologies, and WD are currently in discussions with the Office of Human Resources at Braidy Industries to redesign SSU's Plastics Engineering Technology curriculum to meet the industry's educational needs for metal and lightweight alloy manufacturing. Braidy is building an aluminum rolling mill in northern Kentucky.
- The College of Professional Studies and the Office of WD worked with Southern Ohio Medical Center to develop a workforce plan to help increase available qualified nursing candidates. One aspect of this plan involves providing a seamless transition for Scioto Career Technical Center (SCTC) LPN graduates into SSU's Associate Degree of Nursing program. Once this effort is complete, SCTC LPN graduates will no longer have to retake courses completed at SCTC in order to enter SSU's ADN program.

Future Plans: The Office of Workforce Development is developing a plan for future operations, staffing, business and budget to improve collaboration with business and industry. This will include working with regional and state partners to provide workforce and skills training, licensure certifications, and adult and continuing education.

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

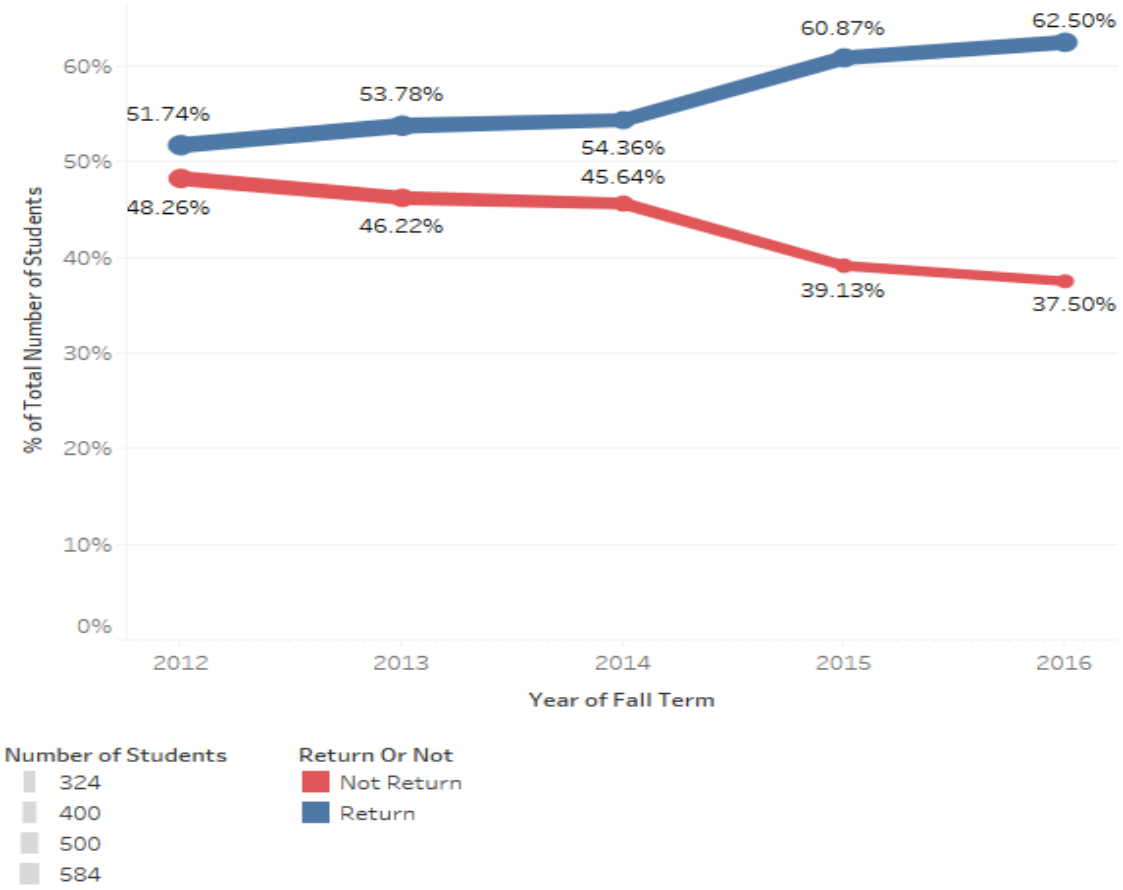
Shawnee State University has demonstrated significant improvements in retention over the past four years (see Figures M and N). Overall, SSU has demonstrated an average annual increase in retention of 2.69% since 2011.

Figure M shows the number of students retained in baccalaureate programs at SSU compared to its peer institutions (peer institutions approved by ODHE). Figure N shows SSU's first-to-second year retention rates for all student types.

Figure M: Comparison of SSU with Peer Institutions
First-to-Second Year Retention Rates for Baccalaureate Students

Institution	2011	2012	2013	2014	2015	2016
Black Hills State University	61	61	59	63	63	63
Cameron University	56	57	60	62	65	62
Castleton State College	69	71	74	73	74	75
Colorado Mesa University	64	64	65	66	70	73
Dickinson State University	56	54	55	57	57	54
Indiana University-East	66	67	67	63	64	67
Lake Superior State University	69	70	75	75	70	72
Lewis-Clark State College	56	50	60	61	57	58
Missouri Southern State University	60	60	66	65	65	61
Purdue University-North Central Campus	51	62	61	57	62	53
Shawnee State University	53	49	52	57	64	72
University of Arkansas at Monticello	42	41	42	47	45	52
University of Maine at Augusta	48	52	53	49	56	56

Figure N: SSU's Overall First-to-Second Year Retention Rates (includes all degree intentions)



Completion Strategy 4.1 (2016 Updated Completion Plan):

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

Current Status: SSU developed a transfer student working group charged with increasing the number of transfer students admitted to SSU. The number of transfer students per academic year is given in Figure O. The transfer student working group is also tasked with developing strategies for ensuring that transfer students are better prepared for academic work than in the past. As shown in Figure P, transfer students have historically been academically underprepared.

As noted in Completion Strategy 2.1 (page 13), 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 college credit.

Figure O: Total Number of Transfer Students Admitted to SSU 2011 – 2017

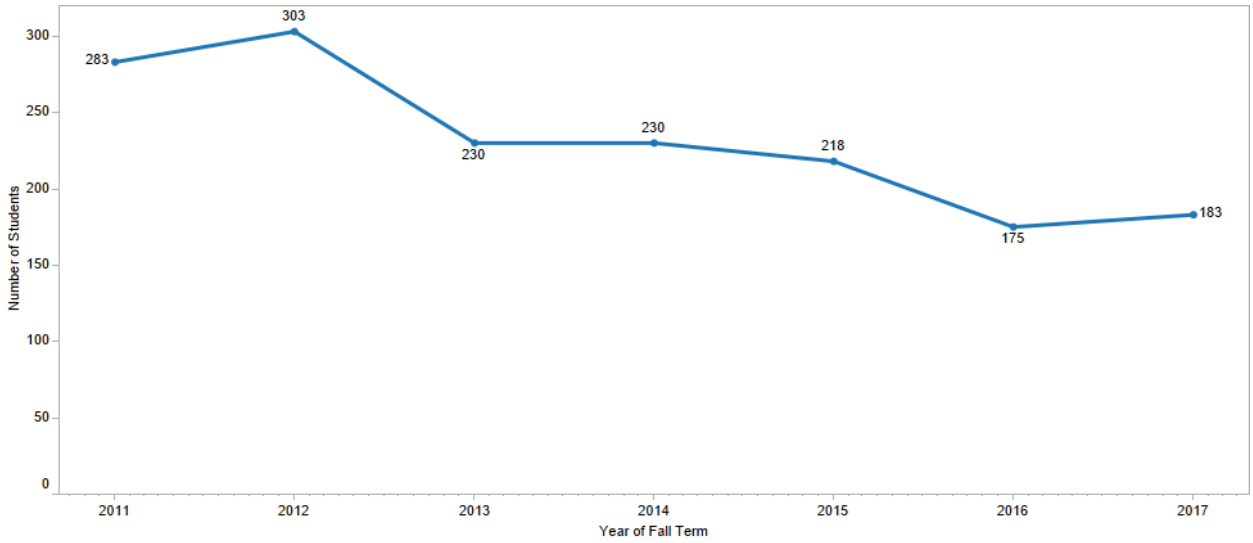
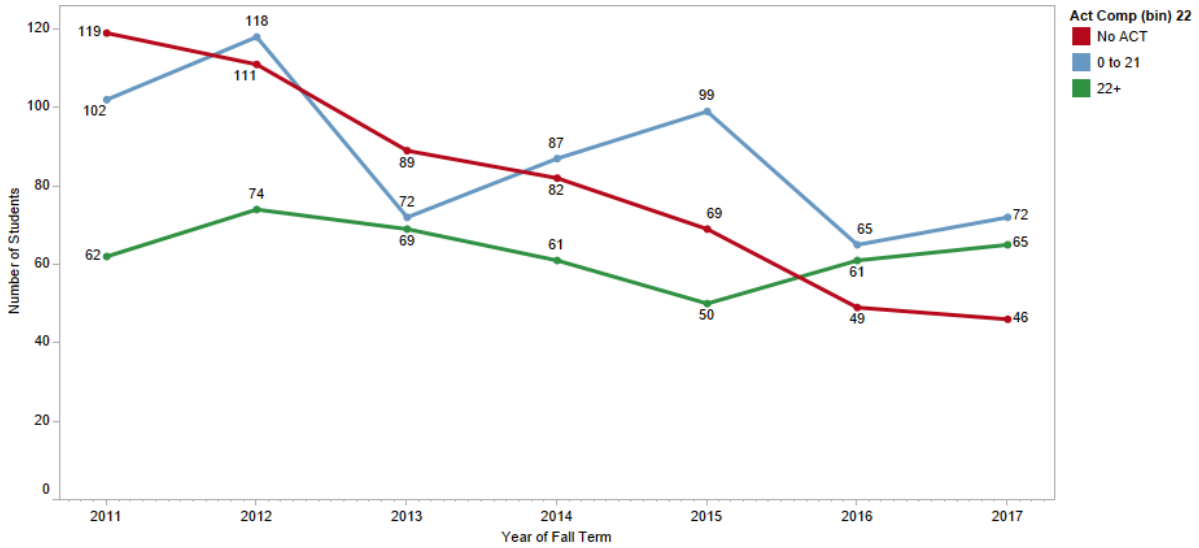


Figure P: Number of Transfer Students Admitted to SSU by ACT Score, 2011 – 2017



Future Plans: SSU plans to continue expansion of CCP offerings. The institution will expand recruitment efforts focused on community college graduates and pursue 2+2 and 3+1 opportunities with community college partners.

Completion Strategy 4.2 (2016 Updated Completion Plan):

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 or more developmental courses are required to enroll 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 is also increasing its co-requisite coursework designed to allow students to complete developmental and credit-bearing coursework simultaneously while receiving just-in-time assistance and instruction. Starting Fall Semester 2018, SSU's Department of Mathematical Sciences will bring 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 currently piloting co-requisite instruction for Freshman Composition courses.

SSU's Offices of Marketing & Communications and Admissions are focusing on advertising more strategically to target students who are college-ready by SSU standards, but may not meet entrance requirements for other four-year institutions. SSU has realized a significant shift in the percentage of first-time freshmen who need developmental coursework from 2011 (50%) to 2017 (19%) (Figure Q). Further, SSU is achieving increased success with those students requiring developmental coursework. Figure R shows increases in first-to-second year retention rates among developmental students at SSU. In four years, the retention rate for developmental students has improved 13% (from a low of 38.61% to 51.61%).

Figure Q: First-Time Freshman Class Academic Preparation AY 11/12 – AY 17/18

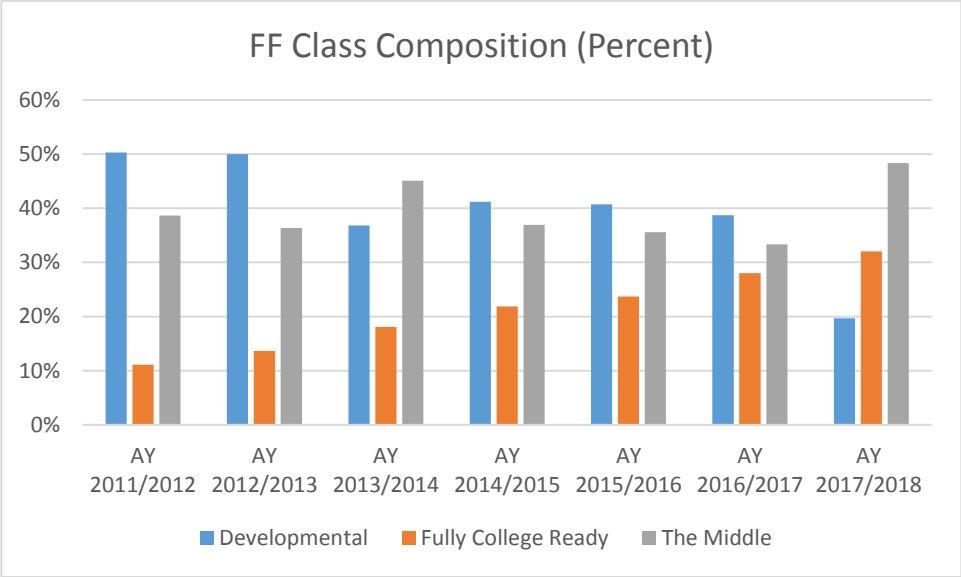
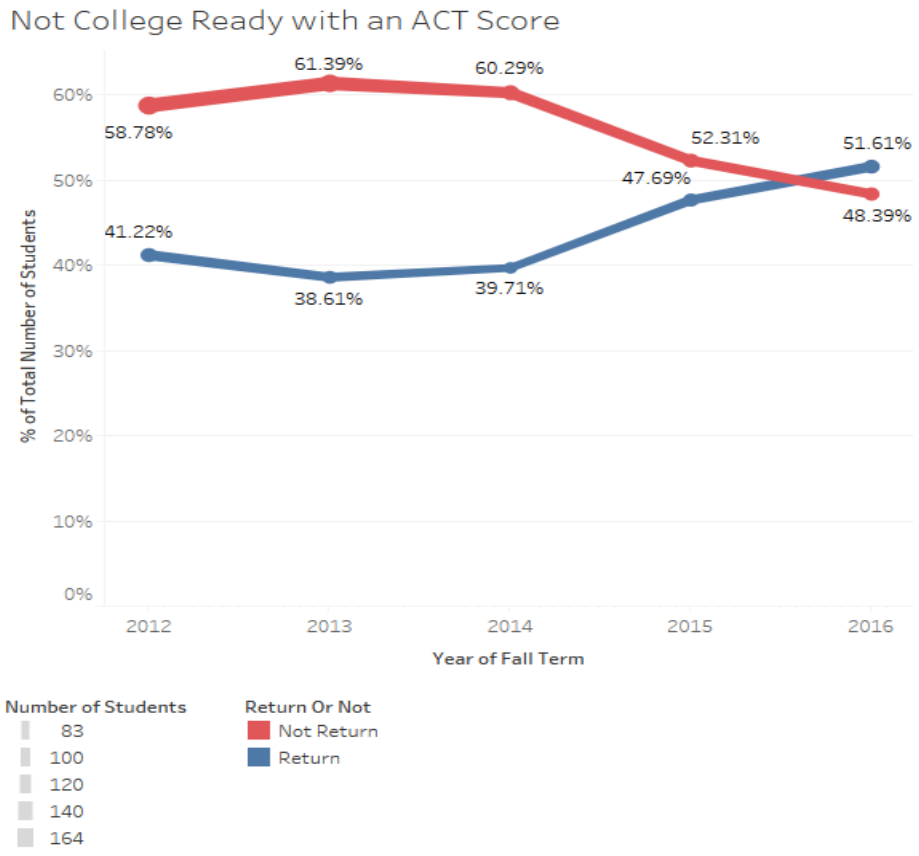


Figure R: First-to-Second Year Retention Rates for Developmental Students 2012 – 2016



Future Plans: Continue the Bridge to Success program while seeking additional outside funding support for the program. Bring English co-requisite instruction to scale. Expand strategic marketing efforts.

5. Decrease average time-to-degree.

Over the last six years, SSU has decreased the average number of credit hours completed by its graduates who earn either an associate and bachelor degrees (Figure S).

Figure S: Average Number of Credit Hours to Degree (Associate and Bachelor) 2011-2017

Graduation Year	Avg Earned Credit Hours
AY 2011	126.479
AY 2012	125.887
AY 2013	123.793
AY 2014	122.773
AY 2015	119.179
AY 2016	119.876

Completion Strategy 5.1 (2016 Updated Completion Plan):

Ensure proper mathematics placement for entering freshmen.

Current Status: SSU has developed mathematics tracks aligned with appropriate academic programs or meta-majors:

Academic Program/Meta-major	Mathematics Track
Science, Technology, Engineering, Mathematics	College Algebra
Health Sciences, Social Sciences	Introduction to Statistics
Business	Business Statistics
Arts, Humanities	Quantitative Reasoning
Teacher Education	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 current strategy.

Updated Completion Goals for 2018-2020

Shawnee State intends to significantly modify its completion goals for 2018-2020. As SSU faces increasing challenges in terms of student recruitment, retention, and graduation, we have begun a process of developing a Strategic Enrollment Management Plan that will detail goals, strategies, and metrics designed to achieve a sustainable student body. This plan is expected to be completed by the end of AY 2018-2019, and will, at that time, serve as SSU's operating plan in terms of persistence and completion. It is expected that the following goals will be included within the plan:

1. Increase the number of degrees conferred.
2. Increase the percentage of students earning their degree within 3 years (associate) and 6 years (bachelor).
3. Increase the number of students graduating with degrees leading to employment in high demand career fields.
4. Increase first to second year retention rates.

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 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).
- Works to improve our regional community's entrepreneurial mindset through a speaker series, business pitch competitions, startup weekends, and educational opportunities (including K-12).

SSU's Office of Workforce Development reports the following current goals:

- Develop a plan for future operations, staffing, business, and budget for the Kricker Innovation Hub. This will include working with our regional and state partners to provide workforce and skills training, licensure certifications, adult and continuing education to promote and foster entrepreneurship and innovation in our region.
- Continue to collaborate with local and state organizations and partners to help to expand SSU's opportunities to align our academic programs with workforce needs.
- Continue to work with regional employers to identify internship and career opportunities and work with Career Services to communicate these opportunities 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.
- Pilot entrepreneurial mindset training in the Portsmouth City schools with a future goal of training SSU master facilitators to make this training readily available across the region.

SSU offers academic programming in the following in-demand industries as noted by JobsOhio:

- Advanced Manufacturing
- Biohealth
- Financial Services
- Information Services and Software
- Polymers and Chemicals

These degree programs include the following degrees:

Degree Level	Major	Industry
Associate	Computer Aided Drafting and Design (C.A.D.D.)	Advanced Manufacturing
Associate	Dental Hygiene	Biohealth
Associate	Electromechanical Engineering Technology	Advanced Manufacturing
Associate	Medical Laboratory Technology	Biohealth
Associate	Nursing	Biohealth
Associate	Occupational Therapy Assistant	Biohealth
Associate	Physical Therapy Assistant	Biohealth
Associate	Radiological Technology	Biohealth
Associate	Respiratory Therapy	Biohealth
Bachelor	Accounting	Financial Services
Bachelor	Actuarial Science	Financial Services
Bachelor	Biology with a concentration in Biomedical Science	Biohealth
Bachelor	Business Information Systems	Information Services & Software
Bachelor	Chemistry	Polymers and Chemicals
Bachelor	Computer Engineering Technology	Information Services & Software
Bachelor	Digital Simulation and Gaming (Art)	Information Services & Software
Bachelor	Digital Simulation and Gaming (Engineering Tech.)	Information Services & Software
Bachelor	Environmental Engineering Technology	Advanced Manufacturing
Bachelor	Graphic Design	Information Services & Software
Bachelor	Health Care Management	Biohealth
Bachelor	Health Sciences	Biohealth
Bachelor	Marketing	Financial Services
Bachelor	Nursing	Biohealth
Bachelor	Plastics Engineering Technology	Polymers and Chemicals
Master	Occupational Therapy	Biohealth

For information on the number of students enrolled in these programs, please see Figures L1 – L20 on pages 17 – 27.