FY21 Efficiency Reporting Template

Introduction:

Ohio Revised Code section 3333.95 requires the chancellor of the Ohio Department of Higher Education (DHE) to maintain an "Efficiency Advisory Committee" that includes an "efficiency officer" from each state institution of higher education (IHE). Each IHE must then provide an "**efficiency report**" updated annually to DHE, which is compiled by the chancellor into a statewide report shared at year end with the governor and legislature. The committee itself meets at the call of the chancellor.

Prior Efficiency Reports were heavily influenced by and structured around the Ohio Task Force on Affordability and Efficiency's October 2015 report "Action Steps to Reduce College Costs" (Task Force). The Task Force report provided many good recommendations that sharpened our focus and set a course for increasing efficiency throughout public higher education in Ohio. However, due to the unprecedented level of institutional disruption caused by the COVID-19 pandemic, this year's template has been revised significantly and will provide IHEs with the opportunity to highlight post-pandemic strategies and initiatives, including the expansion of online delivery models.

The FY21 reporting template also requires IHEs to report on their annual study to determine the <u>cost of textbooks</u> for students enrolled in the institution pursuant to Ohio Revised Code section 3333.951(C), as well as information on efficiencies gained as a result of the "regional compacts" as outlined in ORC section 3345.59. The reporting template also requests information regarding college debt and debt collection practices, among other things.

Your Efficiency Report Contact: **Jennifer Carson**, Senior Director, Audit & Compliance, 614-752-7538, jcarson@highered.ohio.gov
Please provide your institution's efficiency report by **Friday, October 29, 2021** via email to OdheFiscalReports@highered.ohio.gov

As in previous years, the Efficiency Reporting Template is structured into sections:

- **Section I: Operational Efficiency –** This section captures practices likely to yield significant savings that may be shared with students or benefit the institution generally. This section also captures information on the impacts of COVID-19 on each institution.

- **Section II: Academic Practices –** This section covers areas more directly related to instruction, including actions taken to embrace remote learning post-pandemic, including noting any permanent strategic posture toward online learning, as well as core savings strategies such as reducing the cost of textbooks, time-to-degree and program reviews.

- **Section III: Policy Reforms/Continued Progress** – This section captures state IHE responses to suggested policy reforms originating in gubernatorial task force efforts, legislative joint committee reports, student loan debt advisory group reports, etc. Emphasis should be placed on major initiatives such as a debt relief program consistent with DHE's *College Comeback* guidance, if one exists, or other steps taken by the institution that may be considered best practices.

- **Section IV: Student Benefit –** This section asks institutions to provide cost savings and/or resource generation benefiting students in actual dollars for any major initiatives within the past fiscal year. It is not necessary to respond to specific recommendations from the 2015 Task Force on Affordability and Efficiency. IHE's should provide clear direction whether savings have been redeployed to students or reinvested in the institution.

- **Section V: Future goals –** This section corresponds to Master Recommendation 2 of the Ohio Task Force on Affordability. It is designed to allow each institution to benchmark its respective five-year goals to its actual institutional cost savings or avoidance. In the spirit of continuous improvement, this section allows you to revise and/or update your five-year goals as needed. In addition, the DeWine-Husted administration continues to request feedback on steps the state can take to support your institution's goals.

For purposes of this report, efficiency is defined on a value basis as a balance of quality versus cost:

- Direct cost savings to students (reducing costs)
- Direct cost savings to the institution (reducing costs)
- Cost avoidance for students (reducing costs)
- Cost avoidance to the college/university (reducing costs)

- Enhanced advising, teaching (improving quality)
- IP commercialization (improving quality)
- Graduation/completion rates (improving quality)
- Industry-recognized credentials (improving quality)
- Experiential learning (improving quality)

These are examples only. Please consider your responses to address broader measures of efficiency, quality, cost and value. Please also note that this is only a template. Feel free to respond in any additional way you believe is helpful.

Shawnee State University

Section I: Operational Efficiency

Each institution should regularly identify and evaluate its major cost drivers, along with priority areas that offer the best opportunities for efficiencies. Institutions should also track their progress in controlling costs and improving effectiveness.

What ratios, metrics, or benchmarks does your institution utilize to evaluate operational efficiencies and the appropriate balance of instructional vs. administrative expenses? Please summarize and provide an overview of your performance based on each measure.

SSU has continued to monitor the Administrative Productivity Measure circulated by ODHE to benchmark our Administrative efficiencies. SSU has improved in productivity over the base year FY15 and efficiency levels were flat. When compared to other institutions in FY15 SSU faired very well in this metric and it can be assumed that if we had this data from the other schools it would reflect similar results.

The ratios are shown below:

	Administrative Salary Expenditure	Administrative Employee Headcount	All Employee Headcount	Educational and General Expenditure	Student Course Completed FTE	Student Degree Completions	Productivity		Efficiency	
							F/C	G/C	C/D	B/E
Shawnee State (FY21)	$ 8,525,484.00	144	323	$ 46,251,617.00	2959	744	20.55	5.17	44.6%	18.4%
Shawnee State (FY15)	$ 8,527,957.00	156	359	$ 47,195,744.00	3131	742	20.11	4.77	43.4%	18.1%

For definitional purposes, what IPEDS (or other uniformly accepted) expense categories, or subset(s) therein, would you include in instructional expenses and administrative expenses? Please explain.

IPEDS: The breakdown for IPEDS Natural Categories of expenditures are: Salaries and Wages, Benefits, Operation and Maintenance of Plant, Depreciation, Interest, Other Natural Expenses and Deductions. FY2021 IPEDS data are not yet determined.

GAAP/GASB: The University's expenditure allocations are in accordance with Generally accepted accounting principles (GAAP) and Governmental Accounting Standards Board's (GASB) Statements. The breakdown of FY2021 total expenditures allocations were: 31.7% for instruction & research and an additional 2.6% for academic support. Administrative expenditures (institutional support) made up

16.3%. The remaining expenditure allocations were to student services (12.4%), public service (6.3%), plant operation & maintenance (4.63%), interest on capital debt (1.1%), depreciation (6.7%), auxiliary enterprises (8.5%), and scholarships (9.7%).

Are you aware of national models used to benchmark institutional efficiencies? If so, please provide.

Several years ago SSU had an efficiency assessment completed by Sightlines (attached) the results of this assessment showed SSU to have above average tech rating and density when compared to peers.

SSU also contracted an architectural/engineering firm to perform a Facility Condition Assessment (attached) of our campus. By utilizing the data in the assessment the University can prioritize all future energy conservation and basic renovation projects to ensure life cycle issues are addressed in all projects.

In the last 2-3 years, has your institution received positive media coverage about operational efficiencies? If so, please provide.

In 2021, Shawnee State was ranked among the best colleges in the nation by U.S. News & World Report for the third year in a row. We have been ranked in Top Public Schools in Regional Universities Midwest, Overall Best Schools in Regional Universities Midwest, Best Graduate Schools for Occupational Therapy, and Top Performers on Social Mobility. This last ranking is the most important to us as it demonstrates how our open access mission is changing lives. Rankings in this category encompass economically disadvantaged students who are less likely than others to finish college, yet earn their degrees and launch successful careers.

Shawnee State University has been named for the 11th consecutive year to The Princeton Review's Top Undergraduate Schools for Game Design. SSU placed in the top 10 for the second year in a row.

Shawnee State has a long history of excellence in game design. Our Game Arts degree was developed 18 years ago through the Department of Fine Arts, with the Digital Simulation and Game Engineering Technology degree added a few short years later. Shawnee State has been ranked by Princeton Review as a Top Game Design School since it began ranking programs 11 years ago.

Additionally, Shawnee State graduates credit the small class sizes, the personalized attention from faculty, and the institution's focus on services for first-generation college students as reasons for their success. Some example articles can be found at the links below.

US News & World report on social mobility, etc. https://www.shawnee.edu/news/shawnee-state-ranked-among-us-news-world-reports-2021-best-colleges

https://www.shawnee.edu/news/alumna-connects-her-degree-her-passion

https://www.shawnee.edu/news/alumnus-finds-his-career-library-science

https://www.shawnee.edu/news/alumnus-john-ross-campbell-built-his-own-college-experience-shawnee-state

Slate presentations

https://www.shawnee.edu/news/shawnee-state-university-ranks-among-top-10-gaming-schools

CARES Act and other Federal Support impact

How much has your institution received in federal funds from the various programs initiated in response to the COVID-19 pandemic (e.g., HEERF, CRF, ARP)? Please list amount per award type.

Following are awards received as of June 30, 2021

CARES Act (HEERF I, II, III) Financial Aid	$ 8,365,469
CARES Act (HEERF I, II, III) Institutional	$10,242,040
CARES Act SIP	$176,226
CRRSSA SIP	$ 230,959
CRF (First allocation)	$ 1,810,959
CRF (Second allocation)	$905,480
CRF Mental Health allocation	$49,028
CRF-GEER Mental Health Support	$83,348

How has your institution utilized these various federal funds?

- Institutional Funds
    - Reimbursement of costs directly associated with health and safety efforts (PPE, sanitization, spacing and facility modifications, security measures, etc.) required to mitigate Covid-19 on campus grounds, classrooms, labs, offices and residential housing
    - Reimbursement of costs directly associated with transitioning from on-ground instruction to fully online during University shut-down of campus facilities
    - Reimbursement of costs directly associated with testing, quarantining, providing meals to students quarantined, and other related costs
    - Recovery of tuition & student fees and other income lost directly due to Covid-19
    - Allocation of institutional funds for student refunds from release of housing contracts due to Covid-19
    - Offset of loss of University-owned and University-managed housing revenue due to Covid-19
    - Release of student debt from currently enrolled students who were registered as of March 2020

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- o   Mental health and wellness support for students and staff
- Student Financial Aid
  - o   Direct awards to students for costs incurred related to Covid-19

How much was provided by your institution directly to students as emergency aid?

Financial Aid awards provided to students from March 2020 through June 30, 2021: $3,492,996

FY 22 Budget Development
Please provide a summary of projected enrollment for FY 22 relative to FY 21.

Category	Fall 2020	Fall 2021	Percent Change
First year students	784	690	-11.9%
Total undergraduate students	2806	2490	-11.26%
Total graduate students	181	184	1.66%

What other planning assumptions were used related to the fiscal impact of COVID-19 in developing the institution's FY 22 budget?

Major Assumptions	Description	Projected Fiscal Impact	Actual Fiscal Impact – as of fall 21
Fall Enrollment/ Fee Revenue Relative to Fall 20	Expected decline in enrollment of 6% with some offset by FY21 tuition rate increase	Projected loss of $839K gross tuition revenue	Preliminary forecast suggests loss of tuition revenue will be greater than projected due to lag in Covid-19 recovery in the region.
Auxiliary Services	Budgeted housing & meal plan revenue to approximate FY21	Estimate basically flat to FY21	Preliminary forecast suggests loss of revenue greater than projected due to hesitancy of students to return to on-site environment.
State Support	Based on proposed statewide budget bill, budgeted increase above FY21	Projected 15% increase above FY21 allocation	The University is realizing the projected increase.
Unique Cost Drivers – in response to COVID-19	Loss of tuition revenue expected due to Delta variant in community that has high rate of unvaccinated; costs associated with testing on weekly basis; providing incentives to encourage vaccinations; ongoing operational interruptions due to staff absences from infections.	Lost revenue anticipated along with continued reimbursements of Covid-19 mitigation efforts.	Based on fall enrollment and housing occupancy decline, the impact of Covid-19 on FY22 will result in eligible HEERF allocations for lost revenue and expenditure reimbursements.

Other	Substantial costs required for upgrading & replacing technology equipment (switches) to be able to meet WiFi demands for online course delivery; major HVAC projects for enhanced air filtration in classrooms and offices	Estimate range of $1.4 -$5million to for capital projects	The available HEERF resources for FY22 capital projects cannot yet be determined.

Regional Compacts

ORC Section 3345.59 requires regional compacts of Ohio's public institutions, with an executed agreement in place by June 30, 2018, for institutions to collaborate more fully on shared operations and programs. Per O.R.C. §3345.59 {E} colleges and universities shall report within their annual efficiency reports the efficiencies gained as a result of the compact.

Please discuss efficiencies gained or opportunities for future partnerships as a result of each of the categories within the compact.

Category	Description	Monetary Impact
1. **Reducing duplication of academic programming**		
2. **Implementing strategies to address workforce education needs of the region**	• The university has recently established a Center for Lifelong Learning to address workforce needs for continuing education, certifications, etc. • SSU is working through the Ohio Manufacturing Workforce Partnership to increase earn and learn opportunities in south central Ohio and to determine the training needs of our regional businesses. • SSU is working with local chambers to establish a sector partnership focused on manufacturing under the Ohio Manufacturers' Association's model. This partnership will work with employers, educational institutions, and workforce partners to identify hiring and training needs and assist with finding and implementing resources. • SSU is a member of Ohio Technet, a consortium of state educational institutions that works with the Ohio Manufacturers' Association and other state	

	and national partners to solve Ohio's manufacturing workforce shortage. • SSU participates on the Ohio Cyber Collaboration Committee, which has brought together public, private, military and educational organizations to develop a stronger cybersecurity infrastructure and workforce. SSU also has a seat on the Ohio Cyber Range Advisory Board. • SSU is a Cisco Networking Academy, which helps to prepare our Information Security students for industry certifications and provides free training opportunities for the local community. • SSU provides additional online learning opportunities through Ed2Go and Hondros College. • SSU is a member of the Insurance Industry Resource Council as part of the Insuring Ohio Futures Initiative to help ensure there will be talent to fill the growing demand for workers in the insurance industry. • Career Services and Workforce Development are working with the Scioto County Career Technical Center to plan a career awareness event for local high school students. • SSU Career Services routinely participates in monthly meetings with high school guidance counselors to find out about their needs and work to address them. • Administration of Appalachian Regional Commission POWER grant among four Ohio institutions. Approximately $550,000 administered in FY21.	
Sharing resources to align educational pathways and to increase access within the region	SSU manages several programs that impact the regional educational environment, including Upward Bound Math Science, the Educational Opportunity Center, and a variety of high school enrichment programs and STEM camps benefitting students in this region.	

	SSU serves as site for the annual US Department of Energy Regional Science Bowl for high school students in southern Ohio each year.	
Reducing operational and administrative costs to provide more learning opportunities and collaboration in the region	• SSU offers student internships in various disciplines and offers student employment to reduce operational and administrative costs and provide real world experiences for students.	
Enhancing career counseling and experiential learning opportunities for students	• SSU works with employers and organizations to recruit students for multiple internship opportunities such as the Ohio Export Internship Program and the Diversity & Inclusion Internship program. • SSU offers UNIV 2185 through the Career Services office. This course is available for students whose internship does not match up with other existing internship for-credit academic courses. This program is coordinated through our Handshake experiences module. • As part of the Major Exploration and Career Planning class (UNIV 1105) as well as appointments, Career Services connects students to contacts for informational interviews to assist them with their career decisions. In non-COVID times, we also utilize job shadowing. • The Assistant Director of Career Services and Workforce Development completed a Facilitating Career Development course through the National Career Development Association (NCDA) that allows him to become credentialed as a Certified Master of Career Services provider, and he also began a doctoral program. • Career Services hosted a number of virtual career fairs during the 2020-21 academic year as well as several virtual employer recruitment sessions and virtual appointments. These were all hosted through our Handshake career fair platform and Zoom. • Career Services hosted a virtual and in-person etiquette dinner for 2020-21 academic year. They hosted one for the 2021-22 academic year in	

	collaboration with the Diversity and Inclusion and Women's and Gender Equity Center Coordinators. Another dinner is planned for spring semester.	
Collaboration and pathways with information technology centers, adult basic and literacy education programs and school districts	• The Assistant Director of Career Services and Workforce Development provides career counseling to Aspire (adult basic and literacy education program) students at South Central Ohio ESC utilizing OhioMeansJobs, Focus 2 Apply, and O*NET. Assists students in creating plans and materials to transition from ESC to workforce and/or post-secondary education. • Assistant Director of Career Services is certified as a GRIT Coach and assists local school districts with meeting with students and analyzing futureplans.com assessment results as needed. • SSU Career Services provides support to career events at local high schools and middle schools in the region. • Ohio Tech Prep works with SSU to establish agreements to articulate secondary coursework from Career Technical Centers into academic credit at Shawnee. • Partnered with the Center on Rural Innovation and Udacity to bring free foundational digital skilling self-paced course scholarships to the Kricker Innovation Hub, SSU, and Southern Ohio community.	
Enhancing the sharing of resources between institutions to expand capacity and capability for research and development	SSU engages in collaborative planning with other higher education institutions In the Appalachian region on the ODHE RAPIDS program. RAPIDS allowed SSU to work with higher education partners in the region to purchase a mobile manufacturing trailer, and associated equipment to assist with workforce development training in the region. Through partnership with Southern State Community College, Ohio University Southern, and Rico Grande Community College, RAPIDS III facilitated a new highly in-demand cybersecurity degree program, RAPIDS IV	

	supported expansion of engineering programs, and RAPIDS V provided for health and science program technology expansion.	
Identifying and implementing the best use of university regional campuses	-----	
Other initiatives not included above	SSU partners with Southern State Community College and Rio Grande on ODHE Innovation grants that help create opportunities for students to start at one institution and finish at another. Students from this part of the state often attend several institutions in pursuit of their education.	

Section II: Academic Practices

This section covers areas more directly related to instruction, such as actions taken to embrace remote learning post-pandemic, including noting any permanent strategic posture toward online learning, as well as core savings strategies such as reducing the cost of textbooks, time-to-degree and program reviews.

Textbook Affordability

Textbook Cost Study

ORC Section 3333.951(D) requires Ohio's public colleges and universities to annually conduct a study to determine the current cost of textbooks for students enrolled in the institution and submit the study to the Chancellor. Please attach the analysis of textbook costs developed by your institution labeled "[Institution Name – Academic Year – Textbook Cost Study]"

Please summarize the results of your institution's study below.

Category	Amount	
Average cost for textbooks that are new	$83.98	Campus Bookstore
Average cost for textbooks that are used	$52.14	Campus Bookstore
Average cost for rental textbooks	$50.14	Campus Bookstore
Average cost for eBook	$61.92	Campus Bookstore

Reducing Textbook Costs for Students

ORC Section 3333.951(C) requires Ohio's public colleges and universities to report their efforts toward reducing textbook costs for students. Please discuss all initiatives implemented, including those referenced below that ensure students have access to affordable textbooks.

Additionally, Ohio Revised Code Section 3345.025 requires the board of trustees of each state IHE to adopt a textbook selection policy for faculty to use when choosing and assigning textbooks and other instructional materials. The policy shall include faculty responsibilities and actions faculty may take in selecting and assigning textbooks and other instructional materials. Examples of topics addressed within such a policy include textbook adoption deadlines, faculty ethics rules on personal use/resale of publisher-provided free textbooks, disclosure of personal interest/royalties and textbook ownership of faculty-use books.

1. Has your institution's board of trustees adopted a textbook selection policy consistent with Ohio Revised Code 3345.025? If so, please attach the policy in full length and label the file as "[Institution Name – Academic Year – Textbook Selection Policy]."

    Yes, Shawnee State University policy number 2.18 Textbook Selection (see attached) has been adopted by our Board of Trustees.

Textbook Auto-Adoption Policy

2. Does your institution have a textbook auto-adoption policy in place in order to ensure compliance with federal law that requires faculty to select textbooks for courses no later than the first day of class registration? If so, please attach the policy and label the file as "[Institution Name – Academic Year – Text Auto-adoption Policy]." Please also describe the mechanisms for tracking compliance.

    We do not have an Auto Adoption policy in place at this time. However, a policy is currently being drafted.

Open Educational Resources

3. Has your institution adopted practices/policies to formally encourage the use of OER materials in lieu of purchased materials? Please explain.

    Textbook Selection Policy (Admin # 2.18) section 3.0 speaks to reducing student cost with the use of OER's

    3a. Has your institution provided support to faculty for the development of OER materials. Please explain.

    The library assists faculty in locating the full text of articles they wish to provide their students for course readings. We facilitate copyright permissions for courses through The Copyright Clearance service, when we are able. We have been able to identify previously purchased content that are currently being used for textbooks in courses as well.

    3b. What courses (name, number of students) participate in OER? Please provide summary data if possible.

BIOL 1151, 1152, 2200, 2201, 2253, 3750, 4270
BUAC 2030
CHEM 1141, 1142, 3323, 3325
COMM 1105
DTHY 1110, 2214
EDIS 3314, 3254
ENGL 2200, 2252
GEOL 1201, 1350, 1401, 2202, 4212, 4310, 4311, 4420
HIST 1330, 1340
MATH 2110, 2120, 4999
MOT 6601, 6604
MUSC 1201
NTSC 1110, 4490
OTAT 1102, 1103, 1110, 1112, 2108, 2109, 2190, 2226, 2210, 2290, 2999
PSYC 3111
SOSC 2100
Total number of courses: 50
Estimated number of students impacted: 2,273
Estimated Savings to students: $101,745.00

Inclusive Access

Inclusive access is defined as an arrangement between an institution, through faculty, and students to offer college textbooks and materials as "included" within tuition and/or a fee assessment, rather than purchased individually by the student. The benefit to faculty and students of inclusive access typically includes a significantly reduced cost per textbook for students, as compared to students buying a new copy of the textbook, and confidence that all students will possess the necessary textbook and/or materials on "day one." Federal law provides the statutory right for students to "opt-out" of inclusive access if they prefer, which preserves the right of the student to source materials.

4. Does your institution formally encourage faculty to offer inclusive access acquisition of college textbooks as a cost-savings for students? If yes, what mechanisms are in place help promote this strategy with faculty?

    The campus bookstore reaches out to courses that would be a good fit for the inclusive access program. We also promote the program on the Adoptions & Insights Portal, which is the website faculty use to order their books.

    4a. What courses (name, number of students) participate in inclusive access? Please provide summary data if possible.

    Below is a table summarizing inclusive access utilization.

Course	Inclusive access price	New Market Price	Total enrollment including F20, SP21, SU21	Total Savings
Anth 2250	$34.38	$84.00	58	$2,877.96
Arth 1101	$69.99	$227.66	326	$51,400.42
Biol 1151	$62.55	$278.79	140	$30,273.60
Biol 3560	$108.56	$224.39	42	$4,864.86
Buac 2010	$92.86	$238.67	116	$16,913.96
Buac 2030	$28.57	$238.67	109	$22,900.90
Buac 2210	$92.86	$374.30	16	$4,503.04
Buac 3030	$92.86	$403.93	57	$17,730.99
Chem 1121	$81.25	$312.78	193	$44,685.29
Chem 1141	$92.86	$237.99	116	$16,835.08
Chem 1142	$92.86	$237.99	49	$7,111.37
Chem 2200	$81.25	$312.78	29	$6,714.37
Engl 1101/1102/1201	$44.38	$100.00	619	$34,428.78
Pols 1210	$39.13	$89.33	67	$3,363.40
Psyc 1101	$69.38	$185.14	541	$62,626.16
Psyc 1130	$56.99	$225.19	171	$28,762.20
Psyc 2121	$74.99	$201.56	11	$1,392.27
Psyc 3160	$74.99	$286.36	97	$20,502.89
Sspe 2100	$69.99	$142.79	62	$4,513.60
Sspe 2200	$89.99	$190.38	57	$5,722.23
Stat 1150	$79.99	$244.79	236	$38,892.80
Stat 1800	$112.49	$256.09	52	$7,467.20
Total Savings for 2020 Academic year				**$434,483.37**

4b. How are students at your institution made aware of their right to opt out of utilizing inclusive access?

Students are able to opt out of the Inclusive Access materials through the registrar's office. They complete a form to have the fee removed and the bookstore removes their access to the course materials.

Other Textbook Affordability Practices

5. What other practices, if any, does your institution utilize to improve college textbook affordability?

- Customized textbooks or textbooks/lab manuals produced inhouse.

- Utilize Reserves at the library

- Course readings instead of textbooks

- Open source textbooks

- Utilization of electronic resources through the library

- Students can use older editions of textbooks

- Utilize worksheets/notes or PowerPoint presentations in place of a textbook

- I do not assign a textbook

- OhioLINK negotiated pricing with six major publishers

- Textbook buyback program

Please provide any relevant information in the table below.

Initiative	Explanation of Initiative	Cost Savings to Students
Flexibility in terms of older editions	Faculty approve some previous editions for use in their classes. Approval depends upon quality of materials.	$30,000

Online Education and Alternative Delivery Methods

Online and competency-based education are growing in popularity with students nationally as flexible pathways to complete education.
While COVID-19 greatly accelerated adoption of online learning, including many online-only courses, demand among students for online education as an option is expected to continue. As we look to the future, we are gathering information on which institutions plan to continue to offer or expand online education.

Please quantify the impact of moving to remote learning in spring term, 2020.

Percent of Courses offered online prior to March 2020	Percent of students enrolled in online courses prior to March 2020
12%	26%
Percent of Courses offered online as of fall term 2021	**Percent of students enrolled in online courses fall term 2021**
36%	70% of students enrolled in at least one online course; 23% of students enrolled in only online courses

What is your institution's current approach to online education moving forward?

During spring semester 2021 courses were offered adhering to COVID protocols, with faculty delivering courses using hybrid, online, or modified in-person delivery methods as determined appropriate within each department. Fall 2021 course delivery returned to pre-pandemic modes of delivery, with departments evaluating need to transition any courses to online delivery modes. The Distance Learning Committee (DLC) has established guidelines for approval of new blended/hybrid and 100% online courses. During fall 2021 at least ten courses have been submitted to DLC for approval to change to online delivery.

1. Does your institution provide centralized support to faculty teaching online, including video conferencing resources and course management software?

   Shawnee State University provides centralized support to faculty teaching online via e-campus, Shawnee State Online. Examples of centralized resource for faculty include:
   - Blackboard (LMS) technical assistance, including dedicated staff member to address Blackboard need
   - Instructional design services
   - Online course troubleshooting
   - Coordination of online test proctoring services, including ProctorU
   - Professional development offered through the Teaching and Learning Center (TLC) and Wiley Educational Services (WES)
   - Video conferencing resources are available to faculty via Teams platform, within Office 365

2. Does your institution have courses that were offered online in response to COVID-19 restrictions that will only be offered in-person going forward? If so, please describe examples and rationale.

   The majority of courses that shifted to online will return to in-person modality. As noted in the comparison between fall 2020 and fall 2021, nearly 100 courses returned to face-to-face modality, and online modality reduced by approximately same amount. Per DLC guidelines, and SEA CBA 2021-2024, Article 20, any courses moving to online delivery mode require approval prior to offering beginning spring 2022. Approximately ten courses are submitted to DLC at this time, indicating face to face delivery remains primary course modality. While a segment of students prefer and request online course offerings, most students prefer face to face instruction, according to student feedback received in Student Success Center as well as on course evaluations.

Fall 2020		Fall 2021	
Modality of Instruction	**Number of Course Sections**	Modality of Instruction	**Number of Course Sections**
Face-to-Face	492	Face-to-Face	582
Hybrid	201	Hybrid	4
Online	413	Online	328

a. Please describe the required technology upgrades and associated expenses incurred by the institution to respond to the increased utilization of online instruction and remote learning

Full version of Blackboard LMS was already operating pre-pandemic, and no further LMS investments were required. However, online courses significantly increased use of online test proctoring service via ProctorU. During calendar year 2019 ProctorU expense was $7327.00, and in 2020 calendar year, the expense for this online test proctoring service was $25,120.00.
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Course and Program Evaluation

Recommendation 8 of the 2015 Task Force was for institutions to evaluate courses and programs for enrollment and consideration of continuation. Per ORC Section 3345.35, colleges and universities need to address this recommendation every five years. By September 1, 2022, each IHE must evaluate all courses and programs the institution offers based on enrollment and duplication of its courses and programs with those of other state institutions of higher education within their geographic region, as determined by the chancellor. For courses and programs with low enrollment, as defined by the chancellor, the board of trustees shall provide a summary of recommended actions, including consideration of collaboration with other state institutions of higher education. For duplicative programs, as defined by the chancellor, the board of trustees shall evaluate the benefits of collaboration with other institutions of higher education to deliver the program. DHE plans to issue supplemental guidance to institutions to assist with the completion of this statutorily-required five year review.

1. Does your institution have programs and/or courses that have been discontinued since the last review was conducted in 2017? If so, please list them here, along with a summary of estimated cost savings produced.

Program Evaluation

Since AY 2016-17, Shawnee State has warehoused or discontinued the following programs and estimates a savings of $158,410 through these closures.

Program Name*	Estimated Savings Per Year	Estimated Savings Since Closure
AA in English and Humanities (SP 2017)	None	None
AA in Fine Arts (SP 2017)	None	None
AAB in Legal Assisting (SP 2018)	None	None
AS in Mathematics Program (SP 2017)	None	None
AAS in Pre-engineering Technology (SP 2017)	None	None
AAS in Plastics Engineering Technology (SP 2018)	None	None
AA in Social Sciences (SP 2017)	None	None
BA in International Relations (SP 2018)	$3390 per year	$13560
BA in Philosophy and Religion (SP 2018)	$3390 per year	$13560
BFA in Ceramics (SP 2018)	$5390 per year	$21560
BFA in Drawing (SP 2018)	None	None
BFA in Painting (SP 2018)	$5390 per year	$21560
BS in Athletic Training Program (SP 2017)	$7890 per year	$39450
BS in Legal Assisting (SP 2018)	$3390 per year	$13560
BSNS in Physics (SP 2018)	$3390 per year	$13560
Peace Corps Preparatory Program (SP 2017)	$5400 per year	$21600
	Total Estimated Cost Savings:	**$158410**

* Term indicated in parentheses notes when the program was warehoused or discontinued.

Co-located Campuses

ORC Section 3333.951 requires Ohio's co-located colleges and universities to annually review best practices and shared services in order to improve academic and other services and reduce costs for students. Co-located campuses are then required to report their findings to the Efficiency Advisory Committee.

Co-located campus: _____N/A_____

Type of Shared Service or Best Practice (IE: Administrative, Academic, etc.)	Please include an explanation of this shared service.	Monetary Impact from Shared Service

Section III: Policy Reforms

Transcript Access

It is common for IHEs nationally to withhold transcripts from students who owe any amount of debt to the institution. Transcript withholding blocks students from re-enrolling both at the debt-holding institution and at other institutions. Transcripts are sometimes withheld in their entirety even when students have fully paid all or most tuition charges, earned their credits through successful completion of coursework and only incurred a nominal debt such as a parking ticket, library fine or other relatively minor assessment.

Ithaka S+R wrote a report on transcript withholding in October 2020 that is available here: https://sr.ithaka.org/publications/solving-stranded-credits/ The Hechinger Report wrote an in-depth piece on transcript withholding in March 22, 2021 that is available here: https://hechingerreport.org/colleges-are-withholding-transcripts-and-degrees-from-millions-over-unpaid-bills/

1. What is your institution's policy on transcript withholding? Under what circumstances and debt amount does your institution withhold the release of transcripts to students, employers and other colleges and universities?

   Bursar Holds are addressed in Procedure 4.92:1, Student Business Functions, Section 3.2. It reads:

   "The Bursar may place past-due student account son the status of "Bursar hold." Until this status is cleared or satisfactorily addressed with the Office of the Bursar, this status may preclude further registration by the student for courses at the University or the release of student transcripts." The Bursar does not place a hold on student accounts of $100 or less and releases holds in response to employer requests. The university is updating this procedure for clarity and to ensure consistent application.

Certification Practices

ORC 131.02 requires state IHE's to certify their outstanding debt to the Ohio Attorney General's office (AGO) for collection either 45 days after the amount is due or within 10 days after the start of the next academic session, whichever is later. However, Ohio's institutions certify their outstanding debt pursuant to varying policies and practices.

To ensure that all Ohio students are treated fairly and uniformly, Recommendation #7 of the Student Loan Debt Advisory Group report is that state institutions adopt uniform certification practices that emphasize transparency for both debtors and the AGO. The advisory group recommended that the Ohio Bursars Association, in partnership with the Ohio Association of Community Colleges and the Inter-University Council, facilitate this effort.

Specifically, institutions were asked to develop uniform practices for collecting debt with attention to the type, content, and frequency of notices issued to students; and the fees and other collection costs applied to student debts.

1. Does your institution set minimum balances for sending an account to collections? If so, how much?

    Yes, $100

2. How many accounts did your institution send to the AG for collections in FY 21? What was the total balance sent?

    No accounts were sent to the AG in FY21. Shawnee State used HEERF (institutional) to pay outstanding student balances.

3. Please provide the average and median outstanding balances sent to the AG in FY 21? What was the average and median number of earned credits of the students sent to collections over that time period?

    $0, $0

4. Per Recommendation 7 in the Attorney General's report, best practices may include the National Association of College and University Business Officers Best Practices of Financial Responsibility Agreements with Students (Appendix D in the report). What, if any, efforts have your institution made to adopt uniform certification practices with peer institutions in the State of Ohio?

    Shawnee State has complied with Recommendation 7 to provide the appropriate content and frequency of notices to students prior to submission to the Attorney General for collection. The University has recently (August 2021) converted to a new Student Business System that requires these types of notification-setups to be reconfigured. This effort will be completed by December 2021.

College Comeback

DHE issued formal guidance to IHEs in May 2021 titled "College Comeback" that clarifies that Ohio law allows IHEs to offer debt relief for re-enrollment programs. Already, several IHEs have adopted such programs.

1. Has your institution considered a "College Comeback" type program? If so, what is the status of your effort?

    Shawnee State University adopted a "college comeback" program titled "Finish Line" in August 2021. Students will be eligible for up to $5,000 of debt forgiveness.

2. Specifically, what criteria are being used to identify eligible students? How large is the target population that can benefit from the program?

Criteria for Finish Line eligibility:
- Have a 2.0 GPA or higher
- Are within 3 semesters of completing their degree
- Have completed (or will soon complete) a current FAFSA
- Have been separated from SSU for at least one semester

Interested students then must agree to:
- Attend a Financial Aid & Literacy Session
- Complete all the required courses with the academic program
- Meet regularly with an Academic Advisor
- Be enrolled 6 credit hours minimum each semester
- Be in good standing (payment plan) by the end of each semester
- Reimburse previous and newly acquired balance if course completion is not met

Size of the target population:
    We have separated these students into two groups
- Group one: students whose debt has been forgiven with funding from HEERF (institutional)
    o Population of 461 students
- Group two: students with a balance pending being sent to the Attorney General's office for collections
    o Population of 300 students

Section IV: Students Benefit

When institutions save money, they ideally invest a portion of those savings into student benefits, such as reduced fees, increased institutional aid, quality improvements, etc.

For fiscal year 2021 only, please explain what, if anything, your institution is doing that is a new benefit for your students that is not already addressed above. Answers may be financial benefits or intangibles such as efforts to improve career counseling, undergraduate teaching, research, etc. If you have targeted financial aid for tuition, fees, room and board, books, technology or other expenses, please explain the focus of cost reduction.

If you have seen a significant savings from an initiative in the past fiscal year, please describe that here.

Category	Initiative	FY21 (*Actual*)
Cost savings/avoidance to the institution in FY21 ONLY	In response to the projected decline in undergraduate enrollment for Fall 2021 and anticipated reduced summer business activity, a summer furlough program was adopted for administrative and staff employees. Furloughs are for a temporary period of unemployment during which employees do not work or receive their normal compensation but continue to receive health and welfare benefits. This savings is in addition to the approximate $700,000 savings realized from the prior furlough period (May 2020 – August 2020)	$595,000
	SSU's participation in the IUC Insurance Consortium resulted in an annual savings of $295,506 vs. going out to market on our own.	$295,506
	Utilization of IUC-PG negotiated contracts produced an annual savings to SSU of $238,560.	$238,560
	Discontinuing (warehousing) programs	$37,630
	Shutting down unused buildings during the pandemic reduced utility costs by $80,800 in FY21	$80,800
	SSU was able to negotiate a flat rate of salary (deferring inflationary increases) for faculty and administration for FY21	$309,938
	SSU entered into a consortium for health care in FY21 which resulted in a reduction in health care costs. When compared to market the projected savings of this initiative were $533,412	$533,412
	SSU was able to renegotiate our Oracle contract, which resulted in a savings of $437,970 for FY21.	$437,970
Cost savings/avoidance to students in FY21 ONLY	Inclusive Access for student materials	$434,483
	Due to COVID, student orientation fees as well as college credit plus fees were waived in FY21.	$12,250
	SSU used institutional HEERF funds to forgive debt from Spring 20, Summer 20, Fall 20, and Spring 21 for 479 students.	$895,686.68

Additional Practices

Some IHE's may implement practices that make college more affordable and efficient, but which have not been the topic of a specific question in this reporting template. This section invites your institution to share any positive practices you have implemented that benefit student affordability and/or institutional efficiency.

Please share any additional best practices your institution is implementing or has implemented.

Improved Efficiency

1. Slate Applications Portal: Students can upload documents directly without requesting from counselor or physically mailing them
2. Test-Recommended Admissions: Students that are unable to take or re-take ACT or SAT can be admitted without the test
   a. Free virtual placement testing for those applying without ACT or SAT
3. Express New Student Orientation
   a. Students can choose online or express orientation events on campus
4. Summer Gaming Bridge Program: Saves transfer students and first-time students with college credit from having to wait a full year to get to Year 2 of Gaming Engineering program. Offered online for with synchronous class meetings and offered in person supplemental instruction.
5. CCP application converted to online application
6. Continued expansion of College Credit Plus program, allowing local students the opportunity to complete more college coursework at very little cost to the student. Fully online Masters programs in Mathematics and English have been established to provide access for more high school teachers in the region to quickly and affordably gain credentials to teach CCP college-level mathematics and English within the high school walls.

Student Affordability

1. Free application for admission even for Common Application Students (SSU absorbs the cost for partnership and does not pass to student)
2. Permanently waived Health Science Application Fee: Students no longer need to submit a $30.00 application fee
3. Waived orientation fee for veteran, reserve, and active military students
4. Transfer Scholarships
5. Additional Need Based Aid: Go Far Scholarship, Friends of SSU Scholarship
6. Secondary Scholarship Matrix for students without ACT or SAT scores
7. $150.00 Housing Deposit reduced to one time $50.00 deposit applied to housing
8. Removal of $30 Health Science program application fee
9. Reduced cost of housing for Summer students
10. Adoption of "15-to-Finish" advising model to promote faster time to graduation

Section V: Future Goals

Prior efficiency reports have identified five-year goals for each institution. An updated copy of the five-year goal template is attached. Please provide the data to complete the template, including information already provided in Section IV. In addition, if you have any updates or changes that need to be made to your five-year goals, as originally submitted in 2016, please include that information.

See attached *MasterRecommendation2* Template to complete.

The DeWine-Husted administration recognizes that each IHE faces unique challenges and opportunities with respect to the institution's highest priority goals over the next several years. With that in mind, please provide any suggestions about possible roles the state could play in supporting your institutional goals.

1. Please provide your thoughts and suggestions regarding ways the State of Ohio can further support strength, resiliency and reputational excellence in Ohio's post-secondary education system.

- We recognize the need for data and reports to gain thorough understanding of an institution's operational and financial matters, we support the administration's continued efforts to find ways to reduce or streamline these reporting demands.

Thank you for completing the FY21 Efficiency Reporting Template. We appreciate the important role Ohio's colleges and universities play in supporting Ohio students, economic growth, world-class research and the overall success for our state.