RESOLUTION F25-24

APPROVAL OF FY24 EFFICIENCY REPORT

WHEREAS, Ohio higher education institutions are required to annually submit an efficiency report to the Ohio Department of Higher Education (ODHE); and

WHEREAS, the report reflects Shawnee State's continued commitment and efforts toward meeting or exceeding efficiency goals; and

WHEREAS, the Board of Trustees of Shawnee State University is legislated to review and approve the FY24 Efficiency Report; and

WHEREAS, Shawnee State University received ODHE approval to withhold submission of the FY24 Efficiency Report due to close proximity of the November 15 due date to the Board of Trustees November 22 meeting date;

THEREFORE, BE IT RESOLVED that the Board of Trustees of Shawnee State University approves the FY24 Efficiency Report.

(November 22, 2024)

FY24 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.

There are a number of topics that are required to be addressed per the Ohio Revised Code. Specifically, ORC Section 3333.951(C) requires IHEs to report on their annual study to determine the cost of textbooks for students enrolled in the institution. ORC 3333.951(B) requires Ohio's co-located colleges and universities to annually review best practices and shared services and report their findings to the Efficiency Advisory Committee.   ORC 3345.59(E) requires information on efficiencies gained as a result of the "regional compacts" created in 2018.

The reporting template also requests information regarding college debt and debt collection practices, among other things.

Your Efficiency Report Contact: **Alex Penrod**, Special Assistant to the Chancellor for External Affairs, 614-995-7754 or apenrod@highered.ohio.gov.   Please provide your institution's efficiency report by **Friday, November 15, 2024** via email.

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

- **Section I: Efficiency and Effectiveness –** This section captures information on progress made from strategic partnerships and practices that are likely to yield significant savings and/or enhance program offerings.

- **Section II: Academic Practices –** This section covers areas more directly related to instruction, with an emphasis on actions taken to reduce the costs to students of textbooks, including the options of Inclusive Access and Open Educational Resources.

- **Section III: Policy Reforms** – This section captures state IHE responses to suggested policy reforms originating from state initiatives, including transcript withholding and Second Chance Grants as created in Sub. SB 135.

- **Section IV: Future goals –**In the spirit of continuous improvement, 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: Efficiency and Effectiveness

Benchmarking

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.

1. How do expenditures on instruction and academic support benefit your institutional mission and priorities?

    Expenditures on instructional and academic support primarily include full-time and part-time faculty salaries, instructional supplies, administrative costs of academic deans, and the Clark Memorial Library staff and electronic and print resources. Shawnee State University has a high percentage undergraduate student body, with a growing number of Masters programs, and one post-professional doctorate program. All of the expenditures in these two areas align with the priority focus Shawnee State University has placed on excellence in teaching, ensuring that all students benefit from highly qualified instruction and have adequate course, lab, and research resources. Shawnee State University also has 27 accredited programs in which approximately one-third of our students are enrolled. These programs have associated accreditation costs and specialized library holdings requirements. Students in all these programs benefit from our expenditures in these areas.

2. Other than HEI, what other data, metrics, or benchmarks does your institution utilize to evaluate operational efficiencies and the appropriate balance of instructional vs. administrative expenses? How is such data utilized by your institution? Please summarize and provide an overview of your performance based on each measure.

    Shawnee State University uses the data provided by the IPEDS Data Feedback Reports that compares our university with 40 peer institutions across 28 states. These data are utilized by the institution to get a general summary of how our instructional vs administrative expenses compare to other similar institutions. Based on these metrics, Shawnee State University core expenses per FTE enrollment are 14% lower than the median of institutions similar to us. In our peer group, there are 3 Ohio schools – Central State University, Cleveland State University, and Youngstown State University, with Central State being the closest to Shawnee State University in total enrollment. Compared to these 3 institutions Shawnee State University's core expenses/FTE are

within 8% of the median and 1.7% of the average core expenses/FTE. Looking more closely at the distribution of expenditures in the core expense categories, Shawnee State University's instructional and academic support expenses are proportionally lower (38% Shawnee State University, 42% peers) than the median spent at our peer institutions. Shawnee State University has a higher proportion of core expenses devoted to institutional support (which includes our IT costs), with Shawnee State University distributing 23% in this category compared to 15% of the median costs at peer schools. The main area of expenses where Shawnee State University differs from our peers is in the proportion (21% Shawnee State University, 12.6% peers) devoted to Student Services. This difference is greater when compared to our Ohio peers who spend between 7-9% of core expenses on Student Services. Our expenses in this area include professional academic advising, career services, health clinic, and mental health services. This higher proportion of expenses devoted to Student Services is in alignment with our open-access mission and student population with a high percentage of underserved, first-generation, and socioeconomically disadvantaged students. There has been a deliberate focus on these supports beginning in FY23 and continuing in FY24, and we associate this core expense with our recent improvements in retention across campus.

Facilities Planning

1. How has your institution employed planning and changing use of campus space to reduce costs and increase efficient use of capital resources?

   Beginning in summer 2023, Shawnee State University has shifted from a long-term aspirational master planning process to an active short-term (2- year), mid-term (4-6 years), and long-term (7+ years) planning process to recognize immediate needs and savings opportunities that can be realized in current fiscal cycles as well as immediate next cycles. Stated objectives are reduction of square footage in use footprint, energy-efficient renovation of space-in-use, and expansion of cross-departmental collaboration and sharing of classrooms, labs, and other instructional space and resources.

2. How have recent enrollment trends, including changing demographics and the increased utilization of distance learning, impacted facilities planning at your institution?

   Prior to COVID 19, the University's facilities planning consultant, Sightlines, provided space analysis data that was informing several initiatives at Shawnee State University, including the realignment of classrooms, labs, and offices for shared use by multiple departments. Overall enrollment at Shawnee State University has remained level from Fall 2021 to Fall 2023 with most students enrolled in undergraduate programs. We have an increasing number of College Credit Plus students, some portion of whom are taking courses in the high school setting rather than coming to campus. Our proportion of students enrolled in fully

online programs also has remained level at approximately 10% of total enrollment. Prior to the COVID-19 pandemic, our percentage of online course sections roughly matched the percentage of online students. That shifted during the pandemic to ~37% of courses running fully online, and is now at 25% of course sections running fully online (AY22-23 and AY23-24). We are actively working to bring the balance of in-person and online courses back into alignment with our student enrollment modalities while still providing flexibility to on-the-ground students. The university will assess utilization annually to feed the active three-tier planning process described above.

3. What benchmarks or data sources does your institution use to assess demand for physical space?

Over 20% of Shawnee State University undergraduate programs are 2-year applied degree programs, and an additional 20% of our four- year degrees are in the sciences and engineering. In many cases, these labs require specialized equipment that demand dedicated physical space. Enrollment in these programs accounts for over 27% of the study body. There are safety standards for lab square footage and student: faculty ratio that are endorsed by the National Science Teachers Association and the American Chemical Society, and based on studies conducted by the National Fire Protection Association. We use the standards of 50-60 net square foot/student for space and a 24:1 student: faculty ratio based on these recommendations. Most of our laboratories have a class capacity of 24 students when space allows, but as the physical space decreases so does course capacity with some labs only able to accommodate 12-16 students in a course section.

Our Facilities, Planning, and Construction department maintains and updates an inventory of physical spaces on campus including deferred maintenance and replacement cost calculations to understand the facility condition index of each building on campus. This informs capital renovation needs on campus. Shawnee State University has also recently engaged in campus master planning to determine physical space needs and identify areas with demands for increased space or renovation. Several of our programs in the Allied Health Sciences and our Natural Sciences laboratories have been prioritized for renovation projects, and this has informed development of strategic partnerships, fundraising efforts, grant applications, and requests for both state and federal support to fund these needed upgrades.

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. The section identifies areas to be addressed to improve efficiencies, better utilize resources and enhance services to students and their regions. Per paragraph E of that section:

(E) Each state institution of higher education shall include in its annual efficiency report to the chancellor the efficiencies produced as a result of each compact to which the institution belongs.

Specific to the Regional Compact in which your institution is a member, please describe collaborations that have occurred within the regional compacts and the efficiencies or enhanced services provided in any of the relevant categories below.

Category	Description
Reducing duplication of academic programming	In preparation for state and accreditor reports due in the Fall of 2025, Shawnee State University began gathering data at the end of the 2023-2024 academic year to inform a portfolio review currently underway in AY24-25. This includes examining programs on campus for duplication with nearby Ohio institution of higher education.
Implementing strategies to address workforce education needs of the region	The Shawnee State University Center for Lifelong Learning uses regional Ohio Means Jobs data to align development of short-term certificate pathways with immediate workforce needs and enrolls students based on an evaluation of their current level of education and experience. The Center for Lifelong Learning developed several health care related programs understanding the critical staffing shortages facing regional hospitals, EMS providers, and long-term care facilities, as well as partnerships with the Grit Project and Future Plans.

The Shawnee State University Workforce Development Office has continued work with the Ohio Manufacturing Association and the Best Ohio Industry Sector Partnership to bring manufacturers together to address needs and train the next generation of manufacturing employees. This work has provided exposure to career fields such as manufacturing and provided training and internships, targeting under-represented groups including women, individuals in recovery and re-entry. Partners include the Star Community Justice Center, Ohio Department of Jobs and Family Services, and Workforce Board Area 1.

Shawnee State University engaged in discussions with area employers in healthcare and advanced manufacturing sectors to better understand workforce needs and ensure curricular alignment with our programs and those demands. This relationship building |

	continues and has launched mutually beneficial partnerships that will continue for AY24-25 and beyond.
Sharing resources to align educational pathways and to increase access within the region	Shawnee State University academic and non-academic programs have partnerships with several K-12 school districts, regional educational service centers, community colleges, and career technical schools to provide program-specific CCP, admission, and dual-enrollment pathways to increase college access and completion.
Reducing operational and administrative costs to provide more learning opportunities and collaboration in the region	Shawnee State University continues to participate in the RAPIDS (Regionally Aligned Priorities in Delivering Skills) program working with our regional compact partner institutions to plan applications for this program that align with regional workforce needs.
Enhancing career counseling and experiential learning opportunities for students	The Center for Lifelong Learning offers a Bear Tracks workforce training camp each summer. This year Building Bridges to Careers partnered with the program to offer paid internships to all participants. Many participants are currently employed where they interned.
Collaboration and pathways with information technology centers, adult basic and literacy education programs and school districts	Established partnerships with regional school districts to provide training, resources, and direct literacy instruction to promote the science of reading to build literacy skills from birth up. The Shawnee State University Center for Lifelong Learning partners with K-12 school districts in a 13-county area to deliver adult basic and literacy education. Shawnee State University has expanded our partnerships in the College Credit Plus program to include several new high schools.
Enhancing the sharing of resources between institutions to expand capacity and capability for research and development	Shawnee State University is a charter member of OhioLINK. OhioLINK is the academic library consortium for Ohio which has 121-member libraries. Shawnee State University stakeholders can borrow resources from any member library at no cost. OhioLINK also negotiates contracts on our behalf that help the library reduce costs for group resource purchases.

Identifying and implementing the best use of university regional campuses	N/A
Other initiatives not included above	N/A

Co-located Campuses

ORC Section 3333.951(B) 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, and to report their findings to the Efficiency Advisory Committee.

> (B) Each state institution of higher education that is co-located with another state institution of higher education annually shall review best practices and shared services in order to improve academic and other services and reduce costs for students. Each state institution shall report its findings to the efficiency advisory committee established under section 3333.95 of the Revised Code. The committee shall include the information reported under this section in the committee's annual report.

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

Ohio | Department of Higher Education

Section II: Academic Practices

This section covers areas more directly related to instruction, with an emphasis on savings strategies related to the cost of textbooks, and the expanded use of alternative instructional materials.

Textbook Affordability

Textbook Cost Study and Reducing Textbook Costs for Students

ORC Section 3333.951(D) requires Ohio's public colleges and universities to do the following on an annual basis:

> (D) Each state institution of higher education shall conduct a study to determine the current cost of textbooks for students enrolled in the institution, and shall submit the study to the chancellor of higher education annually by a date prescribed by the chancellor.

ORC Section 3333.951(C) requires Ohio's public colleges and universities to report their efforts toward reducing textbook costs for students.

> (C) Each state institution of higher education annually shall report to the efficiency advisory committee on its efforts to reduce textbook costs to students.

Your institution's submission of information via the annual Efficiency Report is used to satisfy these statutory requirements. <u>Please attach one spreadsheet with two tabs.</u> The first tab should include the analysis of textbook costs developed by your institution as shown in Table 1 below. The second tab should include the analysis of the number of courses that utilized other sources of information as shown in Table 2 below.

Table 1	
Category	Amount
Average cost for textbooks that are new	$ 99.90
Average cost for textbooks that are used	$ 69.87
Average cost for rental textbooks	$ 50.79
Average cost for eBook	$ 70.89

Department of Higher Education

Table 2	
Category	Number of Courses
Did not require students to purchase course materials; includes OER and/or institutionally provided materials	94
Exclusively used OER materials	93
Used OER materials together with purchased course materials	1
Provided course materials through inclusive access	48

Other Textbook Affordability Practices

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

> The Shawnee State University Clark Memorial Library facilitates access to training/materials for Open Educational Resources through OhioLINK, and other sources. The library also provides Reserve services that allow faculty to provide a copy of the textbook for students to use in the library. The library also facilitates Copyright Clearance Center processes that allow faculty to make digitized content available to all their students for a nominal fee.

Please provide any relevant information in the table below.

Initiative	Explanation of Initiative	Cost Savings to Students

Please provide contact information for the person completing this section of the Efficiency Report, so that we may follow up if we have questions.
Melissa Rucker, Bookstore Manager, mrucker@shawnee.edu, 740-351-3155
Suzanne Johnson-Varney, Director-Clark Memorial Library, svarney@shawnee.edu, 740-351-3197
Greg A. Ballengee, CFO, gballengee@shawnee.edu, 740-351-3574

Section III: Policy Reforms

Special Purpose Fees Policy

Limitations on increases in instructional and general fees have traditionally been set by the General Assembly within biennial operating budgets. Limitations on special purpose fee increases, alternatively, are fairly new beginning with Am. Sub. HB 49 of the 132nd General Assembly. Section 381.160 of Am. Sub. HB49 precluded increases in special purpose fees and establishing new special fees, at universities, except for certain categories of fees specifically exempted in law from the fee limitations. Am. Sub. HB 166 of the 133rd General Assembly continued the special purpose fee restriction but additionally required the Chancellor to review and approve new special purpose fees and increases in existing special purpose fees at universities and community colleges. This same level of special purpose fee restraint has been continued in every biennial budget since, including the current biennial budget Am. Sub. HB 33 (Section 381.260(A)(1)(c)).

1. Please include a table that separately shows general and special fee totals for each of the past five years.

FISCAL YEAR	TOTAL GENERAL FEES BILLED	TOTAL SPECIAL FEES BILLED
FY20	$ 2,848,651	$ 5,385,525
FY21	$ 2,499,030	$ 4,752,415
FY22	$ 2,286,256	$ 4,883,581
FY23	$ 1,940,193	$ 5,215,849
FY24	$ 1,916,639	$ 5,377,011

2. What criteria are used to determine whether a course or lab fee is appropriate?

Each spring term the Bursar's Office requests that College Deans contact departments for input on any new course or program fees or revisions (increase or decrease) to existing fees. Departments submit their requests to the Dean's office with justification(s) for the change to existing fees or proposed new fees. Board of Trustees Policy 4.90 (Tuition and Other Student Fees, Fines, and Charges), Procedure 4.90.1 (Course Fees-Management and Use) and Procedure 4.90.2 (Program Fees-Management and

Use) outlines the appropriate justification and uses for these fees. Each Dean reviews and determines which requests are forwarded for approval. Course and program fee proposals also receive review by all relevant governance committees. In coordination with the Chief Financial Officer (including review for compliance with applicable legislative restrictions), the Bursar's Office submits these requests to the Ohio Department of Higher Education (ODHE) and to the Shawnee State University Board of Trustees for their review and approvals. New and existing course and program fees are reported to ODHE via the HEI Tuition and Fees Inventory link. Both the Board of Trustees and ODHE must approve the fee change prior to implementation of any fees.

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.

Shawnee State expanded its undergraduate free-tuition program this year to make college possible for more students in underrepresented Appalachian Ohio. Under the program, Pell-eligible students from Scioto, Lawrence, Adams, Pike, Jackson, Ross, Gallia, Brown, Highland and Vinton counties in Ohio; and Greenup, Boyd and Lewis counties in Kentucky qualify, as long as they enroll full-time, have a high school GPA of at least 3.0 and an ACT score of at least 18. In its third year, the program is making a college education more affordable for hundreds of students in our region who would not pursue higher education otherwise. Shawnee State University plans to implement/continue several scholarship programs to reach students in our region who narrowly miss Pell eligibility and those who have stopped out of their college journey to make it easier for them to finish their degrees. Shawnee State University also continues to explore a "metro rate" for housing and board for students in Scioto County, to make living on campus more affordable, which improves their chances of success.

At the June 21, 2024 Board of Trustees meeting, the University presented Resolution ASA 08-24, an updated Strategic Completion Plan as required by Ohio Revised Code section 3345.81 (https://www.shawnee.edu/sites/default/files/documents/2024-06-21-ASA-Committee-a.pdf). The report contained information about our past progress and future goals towards strategic goals, including objectives to benefit student affordability.

Section IV: Future Goals

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.

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.

Cost, awareness, and the perceived value of higher education is a significant barrier to post-secondary credential attainment and degree completion for first-generation and low-income students in Appalachian Ohio. High school graduates and early- to mid-career adults are consequently far less likely to attend and/or complete college in south-central and south-east Ohio than in other regions of the state.

- A continued commitment to funding resources that reduce or eliminate the cost of college as well as consistent messaging that re-enforces the importance of higher education is crucial.
- Increased messaging regarding the value of personal and regional investment in the pursuit of post-secondary credentials would be of benefit. There is a lifelong return on investment in socioeconomic status, career flexibility, and generational social mobility associated with pursuing and earning a post-secondary credential. Our modern learners of all ages need access to this message from multiple channels.
- Continued facilitation of linkage of higher education with workforce partners in recognition of the long history of higher education evolving and adapting to workforce needs.
- Continued investment in need-based grants and scholarships for low-income and middle-income students is necessary.
- Direct support to institutions committed to college access for underrepresented students will not only improve student enrollment and completion numbers, but it will also allow those institutions to *evolve* to properly meet Ohio's rapidly changing post-secondary-dependent workforce and provide feasible options for students with increasingly non-traditional needs.

Shawnee State University has and will continue to explore new pathways for students to obtain degrees and certificates desperately needed to meet workforce demands in the Appalachian area.

Thank you for completing the FY24 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.

Table 1	
Category	**Amount**
Average cost for textbooks that are new	$ 99.90
Average cost for textbooks that are used	$ 69.87
Average cost for rental textbooks	$ 50.79
Average cost for eBook	$ 70.89

NOTE: Costs provided by Melissa Rucker, Shawnee State University Bookstore Manager.

SHAWNEE STATE UNIVERSITY
TABLE 2- NUMBER OF COURSES UTILIZING OER MATERIALS

Table 2	
Category	**Number of Courses**
Did not require student to purchase course materials; includes OER and/or institutionallly provided materials	86
Exclusively used OER materials	85
Used OER materials together with purchased course materials	1
Provided course materials through inclusive access	48

PLEASE ONLY INCLUDE OER COURSES ON THIS LIST. PLEASE CHECK SHEET2 FOR A DEFINITION OF AN OER COURSE.

TERM (FA23 2022 or SPR24 2023)	COURSE ID	CCP (YES OR NO)	NUMBER OF STUDENTS ENROLLED	AVERAGE RETURN ON INVESTMENT (DO NOT EDIT FORMULA)
SPR24	BIOL1130-03	Yes	19	2204
SPR24	BIOL1130-04	Yes	22	2552
FA23	BIOL1130-51	Yes	23	2668
FA23	BIOL1130-52	Yes	22	2552
SU24	BIOL1131-01	Yes	10	1160
SPR24	BIOL1131-51	Yes	24	2784
SPR24	BIOL1131-52	Yes	16	1856
FA23	BIOL3750	No	18	2088
SPR24	BIOL4771	No	8	928
SPR24	BUIS1300-01	No	7	812
FA23	BUIS1300-90	No	9	1044
SPR24	BUIS1300-91	No	2	232
FA23	BUIS1300-92	No	2	232
SPR24	BUIS1500-01	No	7	812
SPR24	BUIS1500-91	No	1	116
FA23	COMM1105-01	No	15	1740
FA23	COMM2220-01	No	6	696
FA23	ENGL1101	Yes	18	2088
SPR24	ENGL1105	Yes	18	2088
SPR24	ENGL1105	Yes	21	2436
SPR24	ENGL4485	No	3	348
SPR24	ETCO120-51	No	9	1044
FA23	ETEC2301	No	21	2436
FA23	ETEC2601	No	16	1856
SPR24	EXSC3050	No	20	2320
SPR24	GEOL1201-01	Yes	22	2552
FA23	GEOL1201-51	Yes	17	1972
FA23	GEOL1202-01	Yes	22	2552
FA23	GEOL1202-02	Yes	18	2088

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TERM (FA23 2022 or SPR24 2023)	COURSE ID	CCP (YES OR NO)	NUMBER OF STUDENTS ENROLLED	AVERAGE RETURN ON INVESTMENT (DO NOT EDIT FORMULA)
FA23	GEOL1350	Yes	22	2552
SPR24	GEOL1350-01	Yes	22	2552
SU24	GEOL1401-91_91	Yes	35	4060
SU24	GEOL1401-92_93	Yes	35	4060
FA23	HIST1330	Yes	36	4176
SPR24	HIST1330-51	Yes	35	4060
SPR24	HIST1340	Yes	36	4176
SU24	HIST1340	Yes	12	1392
SPR24	HIST1340-90	Yes	41	4756
FA23	HIST1340-90_91	Yes	37	4292
FA23	HIST1340-94	Yes	30	3480
FA23	HIST1340-95	Yes	11	1276
SPR24	HIST3432-90	Yes	25	2900
FA23	MATH1200-01	Yes	36	4176
SPR24	MATH1200-01	Yes	10	1160
FA23	MATH1200-02	Yes	36	4176
SPR24	MATH1200A01	Yes	15	1740
FA23	MATH1200A02	Yes	56	6496
FA23	MATH1250-01	Yes	19	2204
SPR24	MATH1250-01	Yes	26	3016
FA23	MATH1250-02	Yes	21	2436
SPR24	MATH1250-02	Yes	30	3480
FA23	MATH1250-03	Yes	22	2552
FA23	MATH1250-51	Yes	7	812
FA23	MATH2110-01	Yes	32	3712
SPR24	MATH2110-01	Yes	19	2204
FA23	MATH2110-02	Yes	12	1392
SPR24	MATH2110-02	Yes	12	1392
SU24	MATH2110-92	Yes	24	2784

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TERM (FA23 2022 or SPR24 2023)	COURSE ID	CCP (YES OR NO)	NUMBER OF STUDENTS ENROLLED	AVERAGE RETURN ON INVESTMENT (DO NOT EDIT FORMULA)
FA23	MATH2120-01	Yes	9	1044
SPR24	MATH2200-01	Yes	6	696
SPR24	NTSC1100	Yes	30	3480
FA23	POLS110-91	Yes	34	3944
FA23	POLS110-93	Yes	35	4060
SPR24	POLS1110	Yes	35	4060
FA23	POLS1110-	Yes	35	4060
SU24	POLS1110-90	Yes	30	3480
SPR24	POLS1110-91	Yes	35	4060
SU24	POLS1110-91	Yes	25	2900
SPR24	POLS1110-92	Yes	35	4060
FA23	PSYC2120-01	Yes	24	2784
SPR24	PSYC2120-01	Yes	11	1276
SPR24	PSYC3130-90	Yes	25	2900
SU24	PSYC3130-90	Yes	15	1740
SU24	PSYC3130-91	Yes		0
FA23	PSYC3131-01	Yes	20	2320
SPR24	PSYC3141-01	Yes	7	812
FA23	PSYC3141-90	Yes	25	2900
SU24	PSYC3143-90	Yes	11	1276
FA23	PSYC3160-01	Yes	19	2204
SPR24	PSYC3160-01	Yes	6	696
FA23	PSYC3160-02	Yes	21	2436
SPR24	PSYC3160-90	Yes	25	2900
SPR24	PSYC4150	Yes	6	696
SPR24	PTAT1230	No	23	2668
FA23	PTAT2230	No	15	1740
FA23	PTAT2240	No	15	1740
SPR24	PTAT2255	No	15	1740

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TERM (FA23 2022 or SPR24 2023)	COURSE ID	CCP (YES OR NO)	NUMBER OF STUDENTS ENROLLED	AVERAGE RETURN ON INVESTMENT (DO NOT EDIT FORMULA)
FA23	SPMG4500-01	No	6	696
				120872