RESOLUTION F14-25

APPROVAL OF FY25 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 University's continued commitment and efforts toward meeting or exceeding efficiency goals; and

WHEREAS, the University's FY25 Efficiency Report requires approval by the Board of Trustees prior to submission to ODHE no later than November 21, 2025;

THEREFORE, BE IT RESOLVED that the Board of Trustees of Shawnee State University approves the FY25 Efficiency Report.

(November 21, 2025)

FY25 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 21, 2025** 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: Additional Practices** – This section requests information about ways to create efficiencies that have not been captured in the previous sections.

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.

**Department of
Higher Education**

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. 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?

    Shawnee State University uses the data provided by the IPEDS Data Feedback Reports that compares our university with 39 peer institutions across 27 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 2.9% of the median and 4.7% of the average core expenses/FTE.

2. How is such data utilized by your institution? Please summarize and provide an overview of your performance based on each measure.

    Looking at the distribution of expenditures in the core expense categories, Shawnee State University's instructional and academic support expenses are proportionally lower (48% Shawnee State University, 57% peers) than the median spent at our peer institutions identified in Question 1. Shawnee State University has a higher proportion of core expenses devoted to institutional support (which includes our IT costs), with Shawnee State University distributing 24% 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 (24% Shawnee State University, 15.4% peers) devoted to Institutional Support. In the FY24 report, Shawnee State had proportionally higher expenses/FTE devoted to Student Services. SSU Student Services expenses in FY25 were more in alignment with Ohio peer institutions. This change to Institutional Support expenses may reflect a change from

internal mental health counseling services in FY24 to a contracting with an external provider to establish an on campus health clinic with broader medical and mental health services.

Facilities Planning

1. Has your institution changed the use of campus space to reduce costs and increase efficient use of capital resources? If so, please describe. Approximately how many buildings have been affected and what is the projected average annual savings of the efforts?

   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.

   During FY25, the University modified its service model for counseling and health services, eliminating the need for approximately 6,000 square feet of space. This change resulted in a reduction of approximately $12,000 in utility expenses. The University has also been developing plans to sell one of its properties and relocate the School of Education into an existing building. The relocation will result in a 14,000-square-foot space reduction, expanding cross-departmental collaboration and the sharing of classrooms and other instructional spaces and resources.

2. 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 student 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 a campus repurposing study 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 the 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 AY24-25, Shawnee State conducted a comprehensive portfolio review that included consideration of duplicative academic programs. We reported these duplicative program findings to ODHE. For 18 of the 32 programs that SSU found to be duplicative with Ohio University, no action was recommended. Actions were recommended for the remainder, including combining and eliminating programs.
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 College of Business and Engineering Technology 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 AY25-26 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. In FY25, Shawnee State entered into a healthcare partnership with Adena Health System to expand Nursing and Radiologic Technology program access and enrollment. This includes use of Adena Medical Center and the Pickaway-Ross Career Technical Center in Chillicothe, Ohio.
Reducing operational and administrative costs to provide more learning	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

opportunities and collaboration in the region	needs. In FY25, SSU was awarded a second Appalachian Regional Commission INSPIRE grant. This funding supports establishment of the pilot Pathway to Degree program for students in recovery with funding for scholarships, a hire for a navigator position, and mapping of our regional recovery resources.
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. In late FY25, SSU prepared to launch a new Office of Personal and Professional Development. This office has oversight of Career Services and will establish a framework that ensures every SSU student will have a significant experiential learning component as part of their graduation requirements. The Office launched at the start of FY26.
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 School of Education partners with K-12 school districts in Scioto, Lawrence, and Pike counties. Shawnee State University has expanded our partnerships in the College Credit Plus program to include several new high schools.
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

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. **Please attach one spreadsheet with two tabs.** 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	$98.95
Average cost for textbooks that are used	$70.21
Average cost for rental textbooks	$53.00

Average cost for eBook	$63.37

Table 2	
Category	Number of Courses
Did not require students to purchase course materials; includes OER and/or institutionally provided materials	15
Exclusively used OER materials	3
Used OER materials together with purchased course materials	4
Provided course materials through inclusive access	64

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 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: 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.

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

    *   Shawnee State maintained 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 fourth 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 now offers 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. The program offers a 50% reduction in the housing and board for first-time freshman who reside in Scioto County.

    *   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. In FY25, SSU made progress toward these goals and will include a progress update in the 2026 update.

- The University is currently enrolled in an Emergency Response Load Shedding program, which is coordinated by Enel X. By participating in this program, the University receives funding for shedding loads on buildings, which is determined by Enel X and depends on the timing and length. There is automatic programming that coincides with each request, and the University has the option to decline the request, depending on the campus activities during that time.

- The University also regularly adjusts the HVAC/electric schedules based on scheduled activities across campus. In the last calendar year, the University reduced its consumption by over 10.5%.

Thank you for completing the FY25 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.