Ohio Department of Higher Education
Mike DeWine, Governor
Randy Gardner, Chancellor

Affordability & Efficiency

FY21 Efficiency Report
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.

We are currently focusing our operational efficiency work on our administrative spend compared to benchmarked peers. See our response to the national models used to benchmark efficiencies below.

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.

We would use NACUBO and IPEDS definitions for instructional expenses and administrative expenses depending on the underlying purpose of the application of those definitions.

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

In FY20, Ohio State University partnered with HelioCampus, a consortium comprised of 46 higher education institutions, to benchmark administrative labor costs across 9 areas; Communications, Development, Facilities, Finance, General Administration, Human Resources, Information Technology, Research Administration and Student Services. HelioCampus provides a standard activity model (SAM) to allocate labor and normalization factors to ensure an accurate comparison against peers. Normalization factors vary but can include student count, square footage, number of employees, research expenditures, etc.

HelioCampus identified savings opportunities across 7 SAM areas. In FY21, the university reduced support unit budgets. Ohio State administration spend, in the aggregate, was $350,000 more efficient than peers based on HelioCampus peer data. The additional benchmarking analysis will be completed in Spring 2022.

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

Even during pandemic, Ohio State's finances a symbol of stability
The Decade in Review: Ohio State's 'creative' solution to higher education's financial challenges

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.

The University received the following federal funds as of June 30, 2021:

Grant	Amount Awarded	Amount Drawn Down
HEERF I – Student Support	$21,442,608	$21,442,608
HEERF I – Institutional Support	$21,442,607	$21,442,607
HEERF I – Strengthening Institutions Programs	$284,956	$250,147.53
HEERF II – Student Support	$21,442,608	$18,382,392
HEERF II – Institutional Support	$43,715,885	$43,715,885
HEERF II – Strengthening Institutions Programs	$419,165	$13,695.95
HEERF III – Student Support	$57,841,769	$0
HEERF III – Institutional Support	$57,529,618	$0
HEERF III – Strengthening Institutions Programs	$766,494	$0

How has your institution utilized these various federal funds? How much was provided by your institution directly to students as emergency aid?

Category	Amount Incurred As Of June 30, 2021
Emergency Aid to Students	$40,392,824
Lost Revenue Recovery	$78,072,273
Housing and Dining Refunds	$27,975,115
Campus Safety	$64,391.43
Purchase/leasing Equipment for Distance Learning	$33,788.19
Other Uses	$56.20

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	8,602	8,350	-2.9%
Total undergraduate students	53,557	53,189	-0.7%
Total graduate students	11,110	11,278	1.5%

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	Undergraduate Price Changes:
	• Tuition Guarantee – 3.8% (2.0% CAP + 1.8% CPI)
	• Non-Resident Surcharge – 5.0% + change in fee structure when an in-person student takes all of their courses online
	
	Undergraduate Volume assumed for AU21
	• NFYS – 7,750
	• Transfers – 2,000
		$192.7M budgeted increase over FY21
		
		$175M from the non-resident surcharge change in structure when an in-person student takes all of their courses online
			Autumn 2021 Undergraduate Volume:
			• NFYS – 8,350
			• Transfers – 2,070
			
			Undergraduate Variance to Budget
			• Instructional Fee Revenue - $3.9M decrease
			• Non-Resident Surcharge Revenue - $0.8M increase
			  ○ Summer semester was still under the prior fee structure and 87% of the non-resident in-person students took all of their courses online versus a budget of 58%
			  ○ Autumn semester is offsetting the Summer Semester variance

Auxiliary Services	• 2.5% increase for Housing and Dining for new Tuition Guarantee cohort • Budget assumes Athletics returns at 100%; Student Life (Housing & Dining) returns to 97% normal density; Business Advancement returns to normal activity	$183.2M increase over FY21	TBD
State Support	• Budget assumes a 0.5% increase in State Share of Instruction (SSI) over FY21	$2.1M Increase over FY21	$536K

Unique Cost Drivers – in response to COVID-19	• Student Aid increased $32M associated with HEERF III funding • COVID expenses increased $57M in proportion to HEERF III institutional funds.	$32M Increase in Student Financial Aid $57M increase in COVID related expenses	TBD

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
Reducing duplication of academic programming	There continues to be no program duplication evident for the university within the Central Ohio region, or at the regional campus locations. The university, internally, monitors program size and duplication through its regular academic program development, implementation, and review processes.	N/A
Implementing strategies to address workforce education needs of the region	For two years, the university has had a workgroup studying how it can better address contemporary workforce education. It is proposing a two-pillar approach. One will focus on the development of certificates, stackable certificates, and micro-credentials within the colleges and across colleges in areas associated with select JobsOhio designated areas, along with entrepreneurship, and financial technology among others. Business leaders are helping us understand need. The process may extend to include new full degree program areas in the years ahead. The other pillar focuses on educational partnerships, working with the 2-year sector, starting with Columbus State Community College and Columbus City Schools (see below). The regional campuses must be and are included in this work. It will all be overseen by the Office of Academic Affairs, in collaboration with the academic leadership in the colleges/campuses, the Office of Distance Education and eLearning, and the Enterprise for Research, Innovation, and Knowledge.	N/A
Sharing resources to align educational pathways and to increase access within the region	Following the 2019 Board of Trustees re-affirmation to support Preferred Pathways with Columbus State Community College, discussions have continued completing an assessment of how the current pathways are performing and focusing on content areas for the next areas of development—IT and health services. This is an effort to best show how we can complement (not replicate) ongoing work at the College. This past year both institutions have been working with Columbus City Schools on stronger curricular alignment among the three.	

	And the University has just announced an initiative with Columbus City Schools – STEAMM Rising (science, technology, engineering, arts, mathematics and medicine) – where a more systematic approach to in-service STEM activities will begin – Summer Institutes and a more coordinated approach to activity throughout the academic year.	
Reducing operational and administrative costs to provide more learning opportunities and collaboration in the region	In identified counties where there are staff from Cleveland State University and Ohio State co-located, agreements are (or will be) in place to facilitate the use of facilities and administrative support.	Once fully implemented, it is estimated that Ohio State would realize $30,000 annually in efficiencies.
Enhancing career counseling and experiential learning opportunities for students	N/A	N/A
Collaboration and pathways with information technology centers, adult basic and literacy education programs, and school districts	N/A	N/A
Enhancing the sharing of resources between institutions to expand capacity and capability for research and development	N/A	N/A
Identifying and implementing the best use of university regional campuses	The new Bachelor of Science in Engineering Technology degree program at the regional campuses is in its sophomore year and doing well. Our four regional campuses are already thinking about other areas where they might be involved with regional/state workforce development, in some cases included in more formal discussions within the regions. They continue to work with the Columbus campus on improving processes for campus change to benefit students who want to come to Columbus to complete degree programs. Within the university there are ongoing discussions of the next phase of development overall for the regional campuses.	
Other initiatives not included above	N/A	

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	Data Source
Average cost for textbooks that are new	$92.99	Excel file from Barnes and Noble: Adoptions with Pricing and Sales FY20
Average cost for textbooks that are used	$50.63	Excel file from Barnes and Noble: Adoptions with Pricing and Sales FY20
Average cost for rental textbooks	$54.94 for new rentals; $39.18 for used rentals. (Note: Averages are for textbooks that are available for rent through the university's bookstore.)	Excel file from Barnes and Noble: Adoptions with Pricing and Sales FY20
Average cost for eBook	$57.59 to buy; $39.07 to rent. (Averages are for eBooks that are available through the university's bookstore.	Excel file from Barnes and Noble: Adoptions with Pricing and Sales FY20

Note: Ohio State utilized a methodology developed in 2018 by the Inter-University Council's textbook working group. Our analysis focused on the top undergraduate major based on the total number of unduplicated students majoring in each area in the following eight areas:

- Arts (Art)
- Business (Finance)
- Education (Early Childhood Education)
- Engineering (Computer Science and Engineering)
- Health Professions (Nursing)
- Humanity (English)
- Natural Sciences (Biology)
- Social Sciences (Psychology)

Ohio State refined its methodology for 2018 to better capture a typical range of course materials in these majors, including potential electives. As a result, these data are not comparable to the 2017 report. The average prices listed are based on university bookstore pricing and do not include open educational materials, other course materials that are offered at no charge to students or through the CarmenBooks inclusive access program.

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]."

   The Office of Academic Affairs is working to develop the new policy for Ohio State Board of Trustees approval by August 15, 2022.

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.

   The Office of Academic Affairs is working to develop the new policy for Ohio State Board of Trustees approval by August 15, 2022.

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.

   The Affordable Learning Exchange (ALX) is a partnership between units at OSU to support faculty in adopting open educational resources and other alternative course materials to reduce the overall cost of education for our students. This program has been in place since 2016 and has saved students $14,404,748 on the cost of course materials using OER and freely available course materials. In FY 2021, $332,445 in annual savings was added by 16 new faculty projects supported by the ALX initiative.

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

Typical ALX projects employ multiple strategies, including adopting an open textbook, adapting or remixing openly-licensed materials, or even creating brand new resources. Each project results in a customized learning experience for students. Because of the varied nature of the projects, various levels and types of support are provided. The ALX team includes staff who offer support for project management technology, tools and design. This team coordinates with experts across teams and units who provide guidance on navigating copyright and licensing questions, instructional design, video production, and other needs associated with course design and course materials development.

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

Although the total numbers may fluctuate due to enrollments from semester to semester, our grant-winning faculty reports there are 103,036 unique students who have used these free course materials since 2016. We have 120 total grant winners. A handful won more than one grant – sometimes for the same course, sometimes different grants for different courses. Grant winners and descriptions of projects (including names/numbers of courses) are found here: https://affordablelearning.osu.edu/faculty-grants

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?
    a. If yes, what mechanisms are in place to help promote this strategy with faculty?

Yes. As part of the Affordable Learning Exchange, we encourage faculty to investigate the suitability of participating in CarmenBooks, our inclusive access program. We offer an eBook reader and discounts of up to 85% on course materials in the CarmenBooks inclusive access program as part of our membership in the Unizin consortium. A member of the ALX team is in charge of this program and manages all faculty, publisher and student communication and coordination, and provides training, outreach, and documentation to faculty and students who participate in the program.

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

Cumulative data on CarmenBooks participation through the Summer of 2021 is as follows:
636 courses • 134,273 titles (students) • $8,732,610.60 savings

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

Students are first made aware in the course description that the course participates in the CarmenBooks program. Upon registration an email is automatically sent to the enrolling student that describes the opt-out policy, process and dates. There is also a line item included on the student's statement of account that alerts them to participation in the program. Finally, information is included on student-facing pages of both the Affordable Learning Exchange and Teaching and Learning Resource Center websites.

Other Textbook Affordability Practices

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

   We offer faculty professional development opportunities around OERs and textbook affordability through both the Office of Distance Education and eLearning and the University Institute for Teaching and Learning.

Please provide any relevant information in the table below.

Initiative	Explanation of Initiative	Cost Savings to Students
Affordable Learning Exchange - Grants	OER/textbook affordability faculty grants. All grant winners are required to reduce the cost of course materials between 25%-100%.	Cumulative since 2016: $14,404,748 FY 2021: $3,110,316
Affordable Learning Exchange – CarmenBooks Inclusive Access	Inclusive Access program offering contracted discounts on publisher course materials (textbooks and courseware) up to 85% off MSRP	Cumulative totals for CarmenBooks through Summer 2021 (actuals) are: 636 courses • 134,273 titles (students) • $8,732,610.60 savings Estimates for Autumn 2021 semester (not confirmed actuals at time of this report) are: 256 Courses • 889 Sections • 50,639 Students • $3,298,498.79 Savings

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
Autumn 2019: 6% online, 3% blended	Autumn 2019: 4% of students were fully online, 39% of students had a blend of online and hybrid courses
Percent of Courses offered online as of fall term 2021	**Percent of students enrolled in online courses fall term 2021**
Autumn 2021: 18% online, 21% blended	Autumn 2021: 4% of students were fully online, 77% had a blend of online and hybrid

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

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

   Yes. Ohio State provides a suite of centrally supported enterprise toolsets for all who teach. The tools afford instructors the ability to provide instruction and content in real-time and asynchronously. Additionally, central support services for workshops, consultations, and web content are provided related to the how-to, when-to and why-to use the tools. Information is provided at: https://teaching.resources.osu.edu/.

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.

   Ohio State implemented a process to review nearly 10,000 courses that converted to emergency remote instruction by implementing an online course assurance procedure in every college and on every campus. This provided an opportunity for faculty and colleges to temporarily navigate pandemic needs without permanently altering the long-term expectation and experience of their courses and programs. More information is at: https://teaching.resources.osu.edu/course-assurance.

   Since the initial transition to emergency remote instruction, colleges have been at varying paces to move away from temporary online status. With the emphasis on in-person instruction starting Autumn Term 2021, colleges are formally winding down temporary distance education instruction and are expected to move back closer to Autumn 2019 delivery modes and are allowed to convert temporary distance education to a permanent status through formal approval processes as they align with the course and program goals. Clinical experiences, field placements, laboratory courses, and other classes that benefit from in-person experiences were many of the first courses to move back to in-person.

3. 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

   Pre-pandemic, Ohio State invested in key learning technology tools provided through scalable cloud technologies; tools included Microsoft365, Canvas, and Zoom which were readily available to scale. Temporary additional costs were incurred for cloud-based storage for Zoom recordings due to the increased use of the tool and the recording feature combined with retention policies. Adjustments were made to reduce storage needs long-term. Students without connectivity or devices to continue their studies online were loaned appropriate devices as needed.

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.

   Since 2017, the following programs have been deactivated:

   - Proposal from the Department of Educational Studies to deactivate the Career-Based Intervention Endorsement (2/21/18)
   - Proposal from the School of Health and Rehabilitation Sciences to discontinue the Master of Occupational Therapy degree program (4/4/18)
   - Proposal from the Department of Microbiology to terminate the undergraduate program in microbiology leading to the Bachelor of Arts degree (10/10/18)
   - Proposal to deactivate the Graduate Interdisciplinary Specialization in Geo-Spatial Data Analysis (2/20/19)
   - Proposal from the Department of Biomedical Engineering to deactivate the Graduate Interdisciplinary Specialization in Comprehensive Energy and Service of Biomedical Images (3/20/19)
   - Proposal to deactivate the Sexuality Studies major program leading to the Bachelor of Arts degree (11/20/19)
   - Proposal to suspend admissions to the Master of Business Logistics Engineering (11/20/19)
   - Proposal from the Department of Horticulture and Crop Sciences to withdraw the undergraduate minor in Landscape Design and Management (4/1/20)
   - Proposal from the Department of Animal Sciences to deactivate the Meat Science major leading to the Bachelor of Science in Agriculture degree (3/3/21)

   In addition to the above programs, a total of 858 courses have been withdrawn due to causes ranging from low student enrollment to curriculum revisions. Identification of savings remains unclear to date, as program deactivation or course withdrawal does not result in direct savings as faculty remain with the university and refocus on other courses and/or university research.

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.

Ohio State Campus: Lima **Co-Located Campus:** Rhodes State College (Lima) **Estimated Total Cost Savings from Shared Services:** Approximately $943,500		
Type of Shared Service or Best Practice (IE: Administrative, Academic, etc.)	**Please include an explanation of this shared service.**	**Monetary Impact from Shared Service**
Physical Facilities Operations (includes physical facilities leadership; grounds keeping; building maintenance and environmental services; campus custodial; and scheduling of campus facilities)	Cost sharing for physical facilities leadership, building maintenance environmental services, and campus custodial services is done on per square foot basis. Cost sharing for grounds keeping is done on an aggregate square foot basis. Cost sharing for scheduling of campus facilities is done on a cost-share reconciliation each quarter.	Estimated savings to university: $707,200
Academic Support Services (includes libraries)	Cost sharing for library services for personnel, materials and equipment are done on a campus full time equivalent (FTE) method of calculation. Cost sharing for library collection costs is done by direct cost collections unique to each institution.	Estimated savings to university: $150,800
Campus Security and Public Safety (includes public safety administration; traffic management; and police and emergency responses)	Cost sharing for Campus Security and Public Safety services for personnel, materials and equipment are done on a campus full-time equivalent (FTE) method of calculation.	Estimated savings to university: $49,400
Student Life and Campus Events (includes student engagement; recreation and intramural sports and athletics)	Cost sharing for the personnel and operation expenses are done on a campus full-time equivalent (FTE) method of calculation.	Estimated savings to university: $34,000
Administrative Services (includes Office of Advancement and shared marketing agency)	N/A	
Auxiliary Services (includes childcare center, cafeteria and vending services; shared copying and printing services; and campus bookstore/gift shop)	The cafeteria and vending service is outsourced through a contract with external service providers. Cost sharing for the contract is done on a full-time equivalent (FTE) method of calculation. Cost sharing for shared copying and printing services is done on a cost-share reconciliation method each quarter. The bookstore and gift shop service is outsourced through a contract with external service providers. Cost sharing for the contract is done on a full-time equivalent (FTE) method of calculation.	Estimated savings to university: $2,100
Approach and Process to Sharing Services with Co-located Campus	In accordance with state policy and by mutual accord, the University and the co-located institution share resources and connect programs to benefit the students of both institutions.	

	This collaboration allows for multiple pathways for student education, reducing unnecessary duplication of services, and promotes the effective use of state fiscal, physical, and personnel resources. The University and co-located institution have formal collaboration agreements and partner wherever possible with the goal of heightening academic quality, operational transparency, and economic efficiency.	

Ohio State Campus: Mansfield **Co-Located Campus:** North Central State College **Estimated Total Cost Savings from Shared Services:** Approximately $1,276,230		
Type of Shared Service or Best Practice (IE: Administrative, Academic, etc.)	**Please include an explanation of this shared service.**	**Monetary Impact from Shared Service**
Physical Facilities Operations (includes physical facilities leadership; grounds keeping; building maintenance and environmental services; campus custodial; and scheduling of campus facilities)	Cost sharing is managed generally by a formula based on assigned square feet for each co-located institution.	Estimated savings to university: $809,000
Academic Support Services (includes libraries)	Cost sharing for library services is 55% for the University and 45% for the co-located campus; cost- sharing for internship programming is 50/50 basis.	Estimated savings to university: $89,850
Campus Security and Public Safety (includes public safety administration; traffic management; and police and emergency responses)	Cost sharing for public safety admin, traffic management personnel, and police and emergency response services is generally on a 50/50 basis for the University and for the co-located institution.	Estimated savings to university: $142,900
Student Life and Campus Events (includes student engagement; recreation and intramural sports and athletics)	Cost sharing for student engagement and recreation and intramural sports is 75% for the University and 25% for the co-located institution. Athletic program suspended during year.	Estimated savings to university: $43,480
Administrative Services (includes Office of Advancement and shared marketing agency)	No longer applicable/shared	
Auxiliary Services (includes childcare center, cafeteria and vending services; shared copying and printing services; and campus bookstore/gift shop)	Cost for childcare center is supported by revenue generated from user fees and grants. Cafeteria and vending services have proceeds from contracts directed to a Campus Improvement Fund to benefit shared improvements. Cost for shared copying and printing services are managed and paid by the co-located institution and provided on a cost basis to the University.	Estimated savings to university: $191,000
Approach and Process to Sharing Services with Co-located Campus	In accordance with state policy and by mutual accord, the University and the co-located institution share resources and connect programs to benefit the students of both institutions. This collaboration allows for multiple pathways for student education, reducing unnecessary duplication of services, and promotes the effective use of state fiscal, physical, and personnel resources.	

Ohio State Campus: Marion
Co-Located Campus: Marion Technical College
Estimated Total Cost Savings from Shared Services: Approximately $1,188,000

Type of Shared Service or Best Practice (IE: Administrative, Academic, etc.)	Please include an explanation of this shared service.	Monetary Impact from Shared Service
Physical Facilities Operations Includes operations FTE, management, utilities, maintenance, custodial, grounds, roads, real estate lease(s), space rental, and energy management	This shared service operation supports the efficient use of the limited resources of both institutions for the preservation of the facilities, operational improvements, and savings. Total revenue and expense are equally split across two cost pools which are differentially allocated based on the institution's percentage ownership of on-campus assignable square footage (ASF) and faculty/staff/student full-time equivalent (FTE).	Estimated saving to the university: $947,000
Academic Support Services Library collections and operations	Expense is split 50/50 to cost pools and differentially allocated based on each institution's percent ownership of on-campus assignable square footage (ASF) and faculty/staff/student full-time equivalent (FTE). Some testing, mental health, and disabilities services are shared between the institutions on a no-cost exchange basis.	Estimated savings to the university: $68,000
Campus Security and Public Safety Includes public safety administration; traffic management; and police and emergency responses	Expense is split 50/50 to cost pools and differentially allocated based on each institution's percentage ownership of on-campus assignable square footage (ASF) and faculty/staff/student full-time equivalent (FTE).	Estimated savings to the university: $72,000
Student Life and Campus Events Includes student engagement; recreation and intramural sports and athletics; student center	Cost sharing for these services allocates 75% of the cost to Ohio State Marion and 25% of the cost to Marion Technical College in recognition of comparative use by each institution's student population.	Estimated savings to the university: $18,000
Administrative Services Administrative management and overhead	Not shared	Estimated savings to the university: $65,000
Auxiliary Services Includes vending services	Bricks & Mortar bookstore closed, no sharing of copying or printing services at this time. Vending services are outsourced and revenue generated through this outsourced agreement is shared between institutions following revenue base allocation of 50/50 to ASF/FTE cost pools and allocated based on percent ownership of pools.	$1,000 revenue distribution to OSU
Technology Services Includes core IT services	Provides IT services to FTE in cost shared areas including computer, support, file storage, network, and software OSU employee needs to perform their job. Methodology of cost allocation is the same as for physical facilities.	Estimated savings to the university: $17,000

Approach and Process to Sharing Services with Co-located Campus	In accordance with state policy and by mutual accord, the University and Marion Technical College share resources and connect programs to benefit the students of both institutions. This collaboration allows for multiple pathways for student education, reducing unnecessary duplication of services, and promotes the effective use of state fiscal, physical, and personnel resources. The University and Marion Technical College continue to cultivate shared services opportunities wherever possible with the goal of heightening academic quality, operational transparency, and economic efficiency. By administering the model through OSU Marion, Marion Technical College benefits from sourced and contracted cost agreements with vendors at rates lower than available to them otherwise. Resources from both institutions are combined for some infrastructure and building renovation projects through the capital budget allocation.	

Ohio State Campus: Newark **Co-Located Campus:** Central Ohio Technical College **Estimated Total Cost Savings From Shared Services:** approximately $849,652		
Type of Shared Service or Best Practice (IE: Administrative, Academic, etc.)	**Please include an explanation of this shared service.**	**Monetary Impact from Shared Service**
Public Service (includes conference services)	Cost sharing for conference services is shared on a 50/50 basis.	Estimated savings to university: $1,821
Physical Facilities Operations (includes physical facilities leadership; grounds keeping; building maintenance and environmentas services; campus custodial; and scheduling of campus facilities) **Campus Security and Public Safety** (includes public safety administration; traffic management; and police and emergency responses)	Cost sharing for all these services is done on a full-time equivalent (FTE) basis.	Estimated savings to university: $489,266
Academic Support Services (includes libraries)	Cost sharing for both these services is done on a full-time equivalent (FTE) basis.	Estimated savings to university: $125,605
Student Life and Campus Events (includes student engagement; recreation and intramural sports and athletics)	Cost sharing for these services is done on a headcount basis.	Estimated savings to university: $81,755
Administrative Services (includes Office of Advancement and shared marketing agency)	Cost sharing for executive office, office of development, business and finance office, accounting, performing arts, and welcome center is done on a 50/50 basis. Cost sharing for human resources, purchasing, bursar, technology services, marketing	Estimated savings to university: $151,205

	and public relations, staff development committee, services center, telecommunications, and telephone services are done on a full-time equivalent (FTE) basis.	
Auxiliary Services (includes childcare center, cafeteria and vending services; shared copying and printing services; and campus bookstore/gift shop)	No changes	
Approach and Process to Sharing Services with Co-located Campus	In accordance with state policy and by mutual accord, the University and the co-located institution share resources and connect programs to benefit the students of both institutions. This collaboration allows for multiple pathways for student education, reducing unnecessary duplication of services, and promotes the effective use of state fiscal, physical, and personnel resources. The University and co-located institution have formal collaboration agreements and partner wherever possible with the goal of heightening academic quality, operational transparency, and economic efficiency.	

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?

   For accounts with past due tuition, fees, and other charges, withholding of transcripts occurs for any account with a balance due of $1 or more. Transcripts are held for past-due loans when the loan is 1-month past due regardless of the amount. We will release transcripts for employment purposes.

   Over the last several years, Student Conduct increasingly avoids restricting students' access to their transcripts while administering the Code of Student Conduct. Student Conduct looks to other less restrictive and targeted measures to effectuate the process and outcomes provided by the Code of Student Conduct. Outside of financial and conduct issues, the university infrequently holds transcripts on seldom ad hoc requests from departments attempting to retrieve university property (equipment, iPads or uniforms). The use of restricting access to transcripts is not routinely enacted unless there is an outstanding financial obligation to the university.

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?

    For past due tuition, fees and other charges we assign accounts $10 and over to the AGO. Loans do not have a minimum.

2. How many accounts did your institution send to the AG for collections in FY 21?

    1,724 accounts were sent with a total balance of $3,924,742

3. Please provide the average and median outstanding balances sent to the AG in FY 21?

    Average = $2,248, Median = $792

    What was the average and median number of earned credits of the students sent to collections over that time period?

    Average = 41, Median = 27

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?

    We are an active member of the Ohio Bursar's Association and engage in conversations on this topic in this forum when presented. Each school has different resources and financial constraints that make this a very challenging topic to come to a consensus.

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?

   The university proposed a five-year pilot, Complete Ohio State, with the strategy aimed at re-enrolling students eligible to graduate in four to six years and the priority being to reach and assist as many students as possible who have a desire to return and complete their degree. The end goal is to move Complete Ohio State forward with the anticipation of raising our cohort-specified retention rates.

   A strategy has been outlined to survey a group of identified students to understand why the *stopout* (students who withdraw from college temporarily and re-enroll at a later date) occurred and gauge their interest in completing their degree at Ohio State. This information will serve as the baseline information for a database that will be managed by the Transition and Academic Growth (TAG) staff; TAG will provide administrative oversight for this initiative as it flows well with the Academic Advising Continuity Strategy.

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

   To be eligible, a student: Must not be currently enrolled; Must have started as a first-time degree-seeking student on Columbus Campus; Must be at a Rank 4 classification; Must be no more than 30 semester hours away from degree completion; Must have a 2.0 GPA; Must be in good SAP standing with Financial Aid; Must be a domestic student; Must not have graduated with a degree from another university.

   A tiered approach to reaching out to targeted populations of students based on academic record will be developed, the Office of Analysis and Reporting (A&R) will generate a list of students they will forward to the Office of the University Registrar (OUR) for the purpose of developing an initial email communication along with a survey.

   - A wrap-around/case manager model framework will provide intensive outreach to students, and TAG staff will:
     - Assist students who have an outstanding financial hold preventing them from re-enrolling; Develop a pool of resources to assist with certain types of debt that are preventing a student from re-enrolling when their enrollment would assist student success and graduation rates.
     - Create an outreach and advising strategy to bring back students who have stopped-out; For students who have stopped out for more than two years but are within 30 hours of graduation, provide intensive advising support including personalized degree plans and enrollment assistance.

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	University Operational Efficiency Savings	**$194.8 million**
	Wexner Medical Center Efficiency Savings	**$103.7 million**
	Capital Efficiencies	**$44.7 million**
	Strategic Procurement	**$46.3 million**
New resource generation for the institution in FY21 ONLY	Affinity Partnerships	**$15.8 million**
	Non-Core Asset Review	**$36.5 million**
Cost savings/avoidance to students in FY21 ONLY	President's Affordability Grants	**$22.5 million**
	Digital Flagship iPad Program	**$9.0million**

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.

OE@OSU is an innovative operational excellence initiative designed to transform how we operate at The Ohio State University. OE@OSU team identified the need to lead change from within and developed a program to maximize the potential of our human capital at the University. OE@OSU provides a special infrastructure to train staff in the lean six sigma methodology and has certified over 1,000 yellow, green, and black belts. The belts learn to facilitate cross functional teams through a project management framework and utilize data to make decisions. Since FY14, projects led by these internal change agents have resulted in over $160M in cost savings or avoidance.

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*

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.

    - Assist institutions of higher education by clarifying authority under a recently enacted statute (ORC 9.27) regarding the procurement of goods and services. The language enacted for the Department of Administrative Services will inadvertently have the potential to impede certain types of contractual arrangements for software licenses and technology transfer & commercialization, for example. An unintentional effect of the statute change could impair public higher education institutions' ability to attract and retain talented students, faculty, researchers, and innovators.
    - Create permissive authority for public, four-year institutions to sell real property beyond the threshold amount authorized in the HB 110 state budget bill of 2021 via an act of the Board of Trustees (similar to current authority for public, two-year community colleges) or via the state Controlling Board rather than requiring a statutory change for every transaction. The $100,000 limitation as well as the perpetual utility easement language recently enacted are excellent first steps towards allowing for the disposal of real property no longer needed by the institution to advance its educational and research mission. The proceeds from these sales can be utilized in lieu of additional public or tuition dollars for the benefit of the students. The lag time between deciding to offer real property for sale and legislation being enacted can impede progress on conveyances and may even prevent projects from moving forward that benefit the state, the university, and economic development/job creation.
    - Broaden the statute granting university Boards of Trustees authority to meet remotely to mirror HB 197 enacted in 2020. The authority granted in HB 110 in 2021 (based upon the bipartisan proposal of HB 77 of the 134th General Assembly) would grant additional flexibility. In addition to efficiency, remote meeting participation authorization may encourage those who are reluctant to accept an appointment to a university's Board of Trustees due to time commitments to respond affirmatively thereby increasing the pool of qualified and desirable potential appointees.
    - Permit institutions to assist with or complete the application for entities applying for the TechCred program. Some private sector entities have expressed interest in pursuing TechCred upskilling opportunities for current or potential employees with higher education institutions but have then chosen to not pursue the partnership as the application process was perceived as too burdensome. We know the value of the program and want to be allowed to assist, which could expand the population of Ohio companies participating in this credential program.

MASTER RECOMMENDATION 2: FIVE-YEAR GOAL FOR INSTITUTIONAL EFFICIENCY SAVINGS AND NEW RESOURCE GENERATION

Category	Recommendation	Component	Description	*FY2016*	*FY 2017*	*FY 2018*	*FY 2019 (Revised)*	*FY 2020 (Actual)*	FY 2021 (Actual)	Subtotal	Budget Narrative/Explanation of Efficiency Savings $$ (attach additional sheets if necessary)
Efficiency Savings	3A	Campus contracts	Require employees to use existing contracts for purchasing goods and services.	$ 55,700,000	$ 58,100,000	$ 61,900,000	$ 64,000,000	$ 63,600,000	$ 46,300,000	**$ 349,600,000**	Since FY12, Ohio State's strategic procurement program has produced cumulative savings of **$497.9 million** by utilizing the university's buying power to drive both savings and quality enhancements. In FY21, the university saved $46.3 million through strategic procurement.
	3B	Collaborative contracts	Pursue new and/or strengthened joint purchasing agreements.								
	4B	Operations review	Conduct an assessment of non-academic operations that might be run more efficiently by a regional cooperative, private operator or other entity.	$ 38,530,458	$ 53,167,332	$ 54,009,597	$ 61,850,404	$ 48,818,629	$ 343,200,000	**$ 599,576,420**	
	5A	Cost diagnostic	Identify key drivers of costs and revenue across the university.								
	5C	Organizational structure	Review organizational structure in line with best practices to identify opportunities to streamline and reduce costs.								
	5D	Health-care costs	Seek to control health-care costs								
			Subtotal Efficiency Savings	$ 94,230,458	$ 111,267,332	$ 115,909,597	$ 125,850,404	$ 112,418,629	$ 389,500,000	**$ 949,176,420**	
Category	**Recommendation**	**Component**	**Description**	**FY 2016**	**FY 2017**	**FY 2018**	**FY 2019 *(Actual)***	**FY 2020 (Actual)**	**FY 2021 (Actual)**	**Subtotal**	
New Resource Generation	4A	Asset review	Conduct an assessment of non-core assets to determine their market value if sold, leased or otherwise repurposed.	$ -	$ -	$ 1,095,756,858	$ 34,845,076	$ 35,652,677	$ 36,478,391	$ 1,166,254,611	Annual endowment distributions, philanthropy and other payments from energy partnership, Nike extension, and Coke pouring-rights contact, along with sale of non-essential real estate.
	4C	Affinity partnerships and sponsorships	Upon determining assets and operations that are to be retained, evaluate opportunities for affinity relationships and sponsorships.	$ 31,560,000	$ 1,007,444	$ 1,030,984	$ 7,328,570	$ 1,349,162	$ 11,286,840	$ 42,276,160	
			Subtotal New Resource Generation	$ 31,560,000	$ 1,007,444	$ 1,096,787,842	$ 42,173,646	$ 37,001,839	$ 47,765,231	**$ 1,208,530,771**	
TOTAL OF COMBINED INSTITUTIONAL OPPORTUNITIES FOR ENHANCED STUDENT AFFORDABILITY				$ 125,790,458	$ 112,274,776	$ 1,212,697,439	$ 168,024,050	$ 149,420,468	$ 437,265,231	**$ 2,157,707,191**	

SPECIFIC RE-DEPLOYMENT OF SAVINGS TO STUDENTS: Please use the area below to describe, in detail, how you plan to re-deploy the institutional resources that are saved and/or generated through the task force components outlined above to reduce costs for students.

Since FY15, Ohio State has committed more than $200 million in additional need-based aid for Ohio students, with funding provided through efficiencies and new resource generation. Programs include the Buckeye Opportunity Program, President's Affordability Grants and the Land Grant Opportunity Scholarships.
Beyond these savings, the university has introduced the Digital Flagship, a collaboration with Apple that is the largest deployment of learning technology in the university's history. Efficiencies support this program, which provides each incoming student with an iPad and related technology.
The university uses other savings and new resources to invest in teaching excellence, and to control costs through initiatives such as the Ohio State Tuition Guarantee. Each dollar saved supports Ohio State's strategic plan.

SIGNIFICANT CHANGE(S) IN 5-YEAR GOALS FROM FY16 SUBMISSION TO FY17 SUBMISSION: Please use the area below to describe, in detail, significant deviation in your institution's 5-year goals from the FY16 submission to the FY17 submission, if applicable.

Efficiency savings in FY18 include contributions from colleges and support units that were deposited in efficiency accounts during that fiscal year, however the underlying efficiencies may have occurred in previous years.
The FY16 efficiency total was revised to reflect the total to date toward the 2020 Vision goal of $200 million in savings.