RESOLUTION TO APPROVE THE
FY2024 AFFORDABILITY AND EFFICIENCY REPORT

WHEREAS, Section 3333.95 of the Ohio Revised Code requires the Chancellor of Higher Education to maintain an Efficiency Advisory Committee to ensure that each state college and university prepares an affordability and efficiency report to identify examples of and opportunities for shared services, streamlined administrative operations, and shared best practices in efficiencies among institutions; and

WHEREAS, the Chancellor requires that the Boards of Trustees at each state college and university annually approve each institution's affordability and efficiency report; and

WHEREAS, the Ohio Department of Higher Education has provided a template through which to document and report each institution's efficiency and affordability report; and

WHEREAS, Youngstown State University's FY2024 efficiency and affordability report is a product of a collaborative process that included input from various levels of campus stakeholders to assess progress and capture examples of efficiencies, academic practices, policy reforms, cost savings, redeployment of savings and tangible benefits to students; and

WHEREAS, Youngstown State University's FY2024 report provides evidence of affordability and efficiency in various categories, including direct savings, deferred revenue (direct savings to students), and cost avoidance that would otherwise increase expenses; and

WHEREAS, Youngstown State University faculty provide a high-quality education as evidenced by licensure and certification results, job placement and other measures, and staff contributions to student and institutional success, while tuition and total cost of attendance as reported via IPEDS are amongst the lowest in the state; and

WHEREAS, all sections of the report indicate that Youngstown State University continues to make substantial progress in all categories required by the report; and

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the FY2024 efficiency and affordability report, attached hereto.

Board of Trustees Meeting
December 12, 2024
YR 2025-26

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.

![Department of Higher Education logo]

YOUNGSTOWN 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?
   At YSU, expenditures are driven by strategic goals and desired outcomes, which can be summarized as *academic excellence* **and** *student success***. In fact, YSU's operating budget is organized to ensure such outcomes, as shown in Figure 1 below.**

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.
   YSU tracks a variety of key metrics and performance indicators, including:

- **Affordability and Access**
Since YSU's founding in 1908, access to an affordable college education has been a cornerstone of the university's mission. Even today, YSU remains one of the most affordable universities in the state and region. YSU offers the third lowest tuition rate among state universities in Ohio. In fact, YSU's tuition is 13% below the statewide average. YSU also has the lowest net price of attendance compared to those same institutions ($11,740 versus $18,787). The net price is calculated by subtracting from the total costs of tuition/fees, books/supplies, food and housing all financial aid (not including loans). This lower net cost reflects a $28,188 to $42,282 savings across four or six years of attendance at YSU.

  In addition, YSU spends $20 million a year on student aid and scholarships, including $10 million in private scholarships raised by the YSU Foundation. Based on YSU's review of NCES data, in 2021-22, 84% of YSU students received an average of $4,987 in institutional aid, while for the other 12 main campuses, 89% of students received an average of $6,561. On the other hand, YSU students take out fewer loans compared to students attending the other 12 main campuses in Ohio. Incredibly, YSU's endowment per full-time equivalent student is $32,054 compared to an average $18,683 for the other 12 main campuses.

- **Student Success**
YSU has increased the graduation rate from 30% in 2017 (2009 cohort) to 52% (2017 cohort). With academic preparation remaining relatively unchanged during this period, a 22% increase in the graduation rate indicates that initiatives YSU has put in place have been very effective supporting student success. Those initiatives were: implemented a functional degree-audit system (Penguin Pass); implemented an advising system that triggers engagement with students when academic performance or other issues are identified; implemented a faculty/staff alert system for proactive student engagement; introduced a student success seminar for all incoming students helping them to understand and engage in behaviors that support academic success; and adjusted advising leadership structures in the colleges that provides more uniformity in student support services across all academic areas.

- **Comparative Analysis of Peer Institutions**
YSU annually reviews data from the National Center for Education Statistics (NCES) related to the number of management positions. For Fall 2022, the number of full-time equivalent management positions is 70 for YSU and averages 187 for the 12 other main campuses. For 2022-23, the 12-month full-time equivalent enrollment was 9,907 and 15,273, for YSU and the other 12 main campuses, respectively. Consequently, there are 142 students for every management position at YSU, while there are on average, 82 students for every management position for the other 12 main campuses. (Source: 2023 Customized Feedback Report.)

  The American Association of Trustees and Alumni publishes How Colleges Spend Money. YSU monitors this report to benchmark against the other 12 main campuses, including the universities with the same Carnegie Classification designation. For 2021, YSU's

administrative cost to instructional cost ratio was 0.26 that was also the same number for the other 12 main campuses. This means that at YSU and at the other 12 institutions, 26cents of every dollar spent is on administration, and 74cents of every dollar is spent on instruction. For 2021, the universities with the Master's Colleges and Universities – Larger Programs designation, spent 38cents of every dollar on administrative expenses compared to YSU's 26cents of every dollar spent on administrative expenses. Consequently, YSU spends 12cents less per dollar spent on administrative expenses.

- **Ongoing Academic Program Review**
  YSU has undertaken intensive academic program review via the Academic Program Effectiveness and Enhancement Initiative. Each academic program is assessed annually from the perspectives of alignment with mission, market (student interests in programs, available jobs, and institutional competition), and margin. Through this initiative, the academic portfolio has been redesigned and faculty appointments have been strategically reallocated.

  YSU rates its academic programs annually and categorizes each as either continuous quality improvement (CQI) or Detailed Analysis. While the CQI programs are consistently modifying academic programs and course offerings, the Detailed Analysis programs work closely with the Office of Academic Affairs, including marketing, to modify the academic program and course offerings to make the academic programs more marketable and gain increased market share of enrollment. YSU is in the third cycle of this approach, and it will be integrated into the Ohio Department of Higher Education (ODHE) led review of low enrolled courses and programs and duplicative programs. The results of this assessment will be presented to the Board of Trustees in March 2025 and transmitted to ODHE.

Collectively, this information provides evidence of YSU's effectiveness in using its resources to foster student success through academic excellence.

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?
   YSU continues to engage in robust planning exercises to assign space and to allocate capital resources. Virtually all of YSU's capital projects encompass improvements to existing space, as opposed to adding new space. YSU uses an online form to help evaluate requests to modify, renovate and/or change the use of space on campus. And a committee of key stakeholders that includes the provost, CFO and facilities director, makes ultimate decisions regarding the assignment of

space. These internal processes ensure the optimal and efficient use of capital resources. Note: the acute reduction in state of Ohio capital appropriations over time has made robust capital planning an imperative.

2. How have recent enrollment trends, including changing demographics and the increased utilization of distance learning, impacted facilities planning at your institution?
Since 2010, the trend in YSU's overall enrollment levels has reduced the need to add net new space on campus. In addition, roughly 13% of YSU's student body is now enrolled exclusively in online courses and programs. The rise in YSU's online offerings has also reduced the need for net new building space. However, nothing has impacted facility planning at YSU more than the acute reduction in YSU's levels of state capital appropriations, which have declined dramatically over the past 40 years. An analysis of YSU's historical capital appropriations shows that, when adjusted for CPI inflation, funding has fallen by 91% since the mid-1980's.

This acute decline in state capital funding has led to steady growth in deferred building maintenance and bonded indebtedness statewide. Increasingly, universities like YSU must shift operating dollars to support building and infrastructure needs. This decline in state capital funding has eroded YSU's ability to plan for scheduled maintenance and has resulted in a 'break-fix' schedule whereby repairs are often made upon building system failure. In turn, this has increased the need for 'swing space' on campus—that is, unassigned reserve space where departments can be temporarily relocated while their permanent space is being repaired or renovated. In this regard, YSU does *not* have excess building space.

For reference, YSU's historical capital appropriations are summarized below:

Capital Biennium*	YSU Capital Appropriations
FY 1971-73	$6,400,000
FY 1973-75	$7,100,000
FY 1975-77	$4,300,000
FY 1977-79	$9,400,000
FY 1982-84	$34,572,000
FY 1984-86	$18,912,000
FY 1986-88	$10,080,000
FY 1988-90	$9,863,000
FY 1990-92	$13,303,000
FY 1992-94	$11,562,178
FY 2019-20	$14,584,003
FY 2021-22	$10,260,000
FY 2023-24	$10,556,247

*For illustrative purposes; does not reflect every capital biennium over this time period.

Expressed in 2023 Dollars — $ in millions
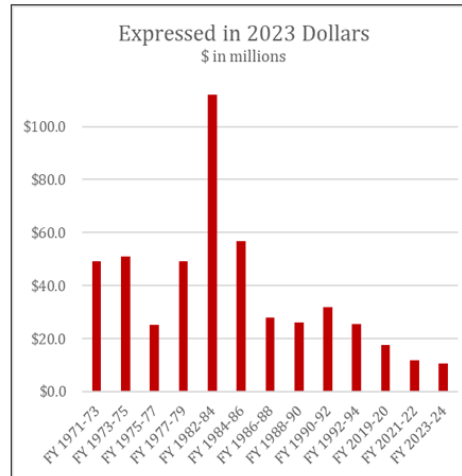
3. What benchmarks or data sources does your institution use to assess demand for physical space?
YSU uses IPEDS datasets to benchmark against other Ohio state universities and other select peer institutions. This benchmarking analysis uses comparisons that include the number of facilities staff FTE, net assignable square footage, gross square footage, and the amount of each university's total E&G budget. An example of this benchmarking analysis is summarized below:

Ohio Public Universities	Total Staff # Fall 2020*	Net Assignable Square Footage**	Staff per 1M NASF
Bowling Green University[†]	31	4,523,723	6.85
Central State University[†]	33	964,858	34.20
Cleveland State[†]	33	4,831,731	6.83
Kent State University	126	5,663,376	22.25
Miami University	111	7,208,565	15.40
NEOMED[†]	25	471,494	53.02
Ohio State University	887	29,992,938	29.57
Ohio University	156	7,376,448	21.15
Shawnee State University	10	682,943	14.64
University of Cincinnati	201	13,035,025	15.42
University of Akron	88	7,789,798	11.30
University of Toledo	91	7,099,494	12.82
Wright State University	56	2,350,116	23.83
Youngstown State University	**42**	**3,871,217**	**10.85**
Average	135	6,847,266	19.87
Average without outliers[†]	77	5,066,830	18.49

Select Peer Universities	Total Staff # Fall 2020*	Gross Square Footage	Staff per GSF
Austin Peay State University (TN)	33	2,371,597	139.15
Central Connecticut State University	34	4,009,957	84.79
Central Washington University	64	3,207,902	199.51
Eastern Kentucky University	91	2,895,013	314.33
Eastern Washington University	72	2,701,010	266.57
Purdue University Fort Wayne	27	3,000,000	90.00
Saint Cloud State University (MN)	32	3,216,000	99.50
Southeastern Louisiana University	87	2,981,408	291.81
University of Central Missouri	36	3,735,755	96.37
Youngstown State University	**42**	**4,311,235**	**97.42**
Average	52	3,242,988	167.94
Average without outliers[†]			171.68

Select Peer Universities	Total Staff # Fall 2020*	E&G Budget**	Staff per $10M of budget
Austin Peay State University (TN)	33	$150,235,000	2.20
Central Connecticut State University	34	$233,317,904	1.46
Central Washington University	64	$215,156,000	2.97
Eastern Kentucky University	91	$276,087,000	3.30
Eastern Washington University	72	$181,928,000	3.96
Purdue University Fort Wayne	27	$154,000,000	1.75
Saint Cloud State University (MN)	32	$166,661,000	1.92
Southeastern Louisiana University[†]	87	$123,316,000	7.06
University of Central Missouri	36	$153,600,000	2.34
University of Central Oklahoma	54	$174,549,000	3.09
Youngstown State University	**42**	**$172,612,881**	**2.43**
Average	52	$181,951,162	2.95
Average without outlier[†]	54	$179,268,541	2.54

[†]Outliers based on survey sample.

*Source: National Center for Education Statistics - Integrated Postsecondary Education Data System (IPEDS), https://nces.ed.gov/ipeds/use-the-data.

**E&G budget information sourced from individual university websites and reflects unrestricted educational and general revenues; years of data available varies by institution but ranges from FY19 to FY22.

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	Discussions continue with the Northeast Ohio Regional Compact.

Charged by the YSU Board of Trustees, YSU's Office of Academic Affairs implemented a comprehensive and fully-integrated Academic Program Enhancement and Effectiveness Initiative (APEEI) in Fall 2020. APEEI culminated in Spring 2021 with the provost's final recommendations to the YSU Board of Trustees.

Curricular Efficiency, the second phase of APEEI, began in Spring and Summer 2021 and continued in Fall 2022. Program directors and faculty in each academic program conducted a thorough review of the courses currently being offered as well as inactive courses remaining in the catalog. Upon completion of the review, program faculty conducted curricular mapping of core courses and electives as well as a curricular complexity review.

APEEI continues in Fall 2024 and Spring 2025. Program directors and faculty continue to update program goals and strategic actions on individual "dashboards" on an annual basis. Points of emphasis beginning in Fall 2024 include:
• Mission Statement—The mission statement establishes a common understanding of the uniqueness of each program and the vision to keep the program current |

and relevant. The mission statement should articulate the future direction of the program. The following factors are integral to the mission statement: (1) a program's focus on teaching, research, or both; (2) how the program will look in 3-5 years and beyond; and (3) how the program will measure success.

- SMART Goals—Each program is to annually develop, revise, and update its SMART goals. These goals, supporting the mission statement, should be specific, measurable, achievable, relevant, and time bound while guiding the program's growth and continual improvement.

Deans, chairs, program directors, and program faculty also have access to annual "scorecards" containing relevant program data.

The Office of Academic Affairs revised its Continuous Quality Improvement (CQI) model in Fall 2024 to better represent the ongoing cycle of continuous program improvement. The streamlined approach consolidated the YSU program categories, eliminating "Grow," "Sustain," and "Adjust." The new categories are as follows:

- Continuous Quality Improvement: For programs currently demonstrating positive trajectories based upon current quantitative and qualitative data.
- Detailed Analysis: For programs needing further exploration based upon current quantitative and qualitative data. This category is broken down further into two sub-categories: Focus+ (for programs identified as falling short of their full market share potential) and Sunset (for programs identified for phase-out due to reasons such as low enrollment, limited market demand, or misalignment with the institution's strategic priorities and long-term goals).

In conjunction with its APEEI and Curricular Efficiency initiatives, YSU is also complying with ORC 3345.35, which requires that the board of trustees of each state institution of higher education evaluate all courses and programs the institution offers based upon enrollment and duplication of its courses and programs with those of other state institutions of higher education within a geographic region. The focus on courses and programs with low enrollment and duplicative programs is consistent with the work already being done for APEEI and Curricular Efficiency.

Implementing strategies to address workforce education needs of the region	1. During FY 2024, as it was becoming clear that Easter Gateway Community College (EGCC) was likely to close and leave thousands of Ohioans without college access,

	YSU began taking active steps to fill that void by expanding workforce education programming in the Mahoning and Upper Ohio Valley regions. With the assistance of the Ohio Department of Higher Education, YSU was able to quickly standup 60 new associate degree and certificate programs aimed at addressing the workforce needs of the region. New programs include welding, machining, engineering technology, cyber-security and many more. YSU also offered a one-time introductory tuition rate that amounted to a 42% price-discount that helped drive a 318% increase in the number of associate degree students at YSU this fall, including 475 students who transferred from EGCC. 2. In addition, YSU's Workforce Education & Innovation (WEI) programs continue to prepare the current and future workforce with industry 4.0 skills through alternative learning pathways focused on advanced manufacturing, energy storage, information technology, business and professional skills. These workforce and education programs serve YSU students, K-12, companies and community members looking to upskill, reskill or enter into new career pathways. Learners are engaged through the online YSU Skills Accelerator and through classroom, hybrid and experiential learning at any one of our training centers, leveraging our integrated WERC@YSU approach to developing in-demand industry skills. 3. YSU's Small Business Development Center allows students to participate in YSU's integrated research and commercial projects, supported through industry and government-led projects. 4. In addition, the IT Workforce Accelerator at YSU was established last year by Ohio House Bill 33 and consists of public-private partnerships between YSU and key industry stakeholders, including IBM, WIA and Cisco, which together will deliver in-demand technology skills-training around software development, cybersecurity, cloud, artificial intelligence, networking and telecommunications.
Sharing resources to align educational pathways and to increase access within the region	Discussions continue within the Northeast Ohio Regional Compact.

Reducing operational and administrative costs to provide more learning opportunities and collaboration in the region	1. YSU continues to partner with regional compact member Kent State University to share various administrative services, including internal audit, database administration and IT security. (Notably, YSU and KSU recently signed the sixth renewal for shared database administration services.) YSU has partnered with four other state universities, including Kent State, to jointly contract with Ellucian as the single vendor for each partner university's enterprise technology platform. Ongoing discussions among NEO Compact institutions Youngstown State, Kent State and NEOMED are now centered around a possible expansion in shared IT services. 2. By using joint-purchasing contracts, leveraged by the IUC and the Ohio Department of Administrative Services, YSU saved $2.2 million on goods and services during FY 2024. 3. Through YSU's membership in the IUC-Insurance Consortium, expenses for property and casualty insurance were reduced by an estimated 20% or nearly $200,000 in FY 2024.
Enhancing career counseling and experiential learning opportunities for students	***Career Counseling*** During FY 2024, YSU supported career counseling on campus and regionally with Northeast Ohio Compact institutions through the following endeavors: • YSU's STEM college participates in Ohio I/C Engineering Directors virtual meetings. This group consists of internship and co-op engineering directors from Cleveland State University, the University of Akron, the University of Toledo, Case Western Reserve University, the University of Dayton, the University of Cincinnati, and YSU. Two additional universities have been added to the group this year: Miami and University of Dayton. This group meets once a month to discuss career-related items, the transition from face-to-face events to virtual events, and other topics. • The college of STEM also participated in the Ohio Cooperative and Education Association Conference. Members of the organization includes university representation from various Ohioan higher education institutions, government officials, employers, and guest. Youngstown State University has officially been selected to host the 2027 OCEA

Conference in the Youngstown Area.
• YSU's Williamson College of Business Administration continues to participate in the Export Program through the State of Ohio. The WCBA Export Program recruits students for programs across YSU's campus as well as the University of Akron and Kent State University. Students attend an Export course in WCBA during the spring semester. The course is delivered by the Director of Ohio SBDC Export Assistance Network. After completing the Exporting course, students are placed with a company in Ohio for a full-time, 12-week, paid internship. The internship is credit-bearing. Relationships are built with exporting companies, and companies are reimbursed half of the intern wages through the Ohio Development Services Agency.
• YSU participates in the Northcoast Consortium for Career Advancement, a consortium of Northeast Ohio colleges and universities, to share best practices, discuss common concerns, and identify opportunities to provide collaborative programming.
• YSU co-hosted NOTED (Northern Ohio Teacher Education Day), an annual education job fair/interview day, in conjunction with 10 other Northeast Ohio colleges and universities.

Experiential Learning
Sokolov Honors College
Experiential learning through community engagement offers students a unique opportunity to foster personal growth, apply classroom knowledge to real-world settings, network, and develop a deeper understanding of societal issues. By working directly with community partners, students gain hands-on experience that further develops their problem solving, communication and leadership skills, while seeing first-hand the impact of their contributions in tangible ways. Community engagement provides a collaborative environment in which a strong foundation is formed that prepares students for their future careers, lifelong learning, and an appreciation for the value of community engagement.

During the 2023-2024 academic year, the Sokolov Honors students recorded more than 40,345 hours of community engagement, resulting in an economic impact of $1,151,463.42.

Following are the top five examples of the organizations with which honors students served last academic year, the number of hours, and estimated economic impact.

1. Dr. Abdu Penguin Pen Pals – received a gift from Shell Polymers Monaca to support the expansion of the Pen Pal initiative to additional local elementary schools. 232 students served as Pen Pals for a total of 5,560 hours with an economic impact of $158,697.
2. American Heart Association – Students in the first-year seminar – Intro to Honors, assembled team where they developed a fundraising strategy, learned about the mission of AHA and heart health, received instruction about hands-only CPR and the usage and placement of AED devices. The result was honors students achieving the highest sponsorship – Gold, raising over $15,000 to support the Go Red for Women initiative. The number of students participating included 361 with the 1805 hours spent engaged with the American Heart Association Partner. This time resulted in an economic impact of $51,514.
3. Transcribing Club –3,039 hours, $86,738 economic impact
4. United Way of Youngstown and the Mahoning Valley - 1076 hours, $30,695 economic impact
5. Traditions Health – 501 hours, $14,308 economic impact

Honors students are required to complete at least one seminar approved as community-engaged learning. In Spring 2024, 400 students completed Campus Community Partnerships Seminar. This seminar requires engagement, reflection, reciprocity and public dissemination of information, allowing students to work closely with community partners to address the partner's stated need. In Spring 2024, 25 partners participated in the seminar, as follows:

- ACLD School and Learning Center
- American Heart Association
- Archangel Michael Greek Orthodox Church
- Direction Home of Eastern Ohio
- Easterseals of Mahoning, Trumbull & Columbiana Counties

- Economic Action Group
- Youngstown Neighborhood Development Corporation
- Habitat for Humanity of Mahoning Valley
- Heart Reach Neighborhood Ministries
- Youngstown Jewish Federation
- Mahoning Valley Sojourn to the Past
- MyPath Mahoning Valley
- No Limits Alternative Center
- Oak Hill Collaborative
- OH WOW!
- Ohio Living Vivo Center
- PBS Western Reserve
- Rocky Ridge Neighborhood Association
- Sight for All United
- St. Patrick's Community Gardens
- The Rich Center for Autism/TOPS
- Traditions Health
- United Way Youngstown and the Mahoning Valley
- Youngstown Blue Coats
- Library of Congress/YSU Transcribing Club

Community Engagement conference in April 2024. Additionally, the conference featured the following presentations:
- 21 presentations (plus the Campus Community Partnership posters)
- 43 partners represented as presenters or project collaborators
- 47 presenters spanning students, faculty, staff, and partners

Other notable partnerships with the community include:

- A collaboration with the Mahoning County Prosecutors Office with the honors magazine seminar has allowed students to learn about the MCPO and the way it

engages with the community. Additionally, students wrote stories about the MCPO, which were published in the community partner's annual report and Justice Journal.

- Honors launched a community partner breakfast, which brought together 15 representatives from community organizations to brainstorm ways to more effectively work together to meet community needs in Campus Community Partnerships seminar. Partner feedback was positive, and community organizations exchanged knowledge with one another while in shared physical space.

Beeghly College of Liberal Arts, Social Sciences, and Education

- BCLASSE promotes internships and field experiences that provide experiential learning opportunities for students to apply knowledge from classrooms and textbooks in real-world situations. These efforts include over 187,000 hours of experience in practicum, internship, and teacher candidate placements in the Department of Teacher Education and Leadership Studies, as well as internship placements in programs in the liberal arts and social sciences.

- In coursework, students are afforded a variety of less formal opportunities for experiential learning. Examples include Moot Court competition, student research in collaboration with faculty members, class trips to historical sites, and faculty-led study abroad.

- In addition, BCLASSE programs offer experiential learning opportunities through cocurricular activities: student groups honors societies, student publications, professional conferences, and academic competitions. The philosophy program sponsors the Ethics Bowl competition. English organizes the English Festival for area middle and high school students, with college English majors assisting with logistics and leading workshops. During History Day, college history majors serve as judges for presentations by area high school students.

- Students work in support roles and also help to develop exhibits for the Youngstown Historical Center for Industry and Labor. They work with autistic children at the Rich Center for autism. They serve as tutors and activity leaders for United Way afterschool programs, as well as similar programs sponsored by the University. Through the Honors College, BCLASSE majors accumulate thousands of hours of volunteer service to area nonprofit organizations.

- The College also provides a wide range of career development opportunities, including meetings with program graduates and other professionals in the fields of education, psychology, English, anthropology, law, forensics, sociology, history, philosophy, government, and public management. They participate in professional development through Legal Education Day and through hands-on training sessions conducted by area school administrators for education programs.

Bitonte College of Health and Human Services
- Students engaged in our ALCS 4821 gain 500 hours of experiences within a long-term care organization. Examples include home & community-based services, assisted living facilities, and skilled nursing facilities.
- Athletic training students completed approximately 8,700 clinical experience hrs. Where they were able to utilize skills and knowledge gained in the classroom with real patients under the supervision and mentorship of their preceptor. Students are engaged in clinical experiences across 5 semesters while enrolled in the program. Each experience builds off previous experience and previously learned knowledge leading to students who identify the acquisition of confidence and competence in their skills and knowledge upon graduation and transition into professional healthcare practice.
- Dental Hygiene students (43) participated in approximately 378 hours of practical experience per student, totaling 16,248 hours of patient care per year.
- Dietetic students partner with community groups to promote engagement with nutrition-related resources and events such as farmers markets, community

gardening, school gardening, Mercy and Southwood's Hospital-sponsored health events, Ohio Nutrition Action Glenwood Fresh Market, neighborhood pantries, and public library facilities.

- Dietetic students participating in our Medical Nutrition Therapy course complete 16 - 20 hours/semester at a community organization or campus organization doing Nutrition-related activities such as Food Bank organization of food for distribution to maximize nutritional content, nutrition education to food bank users (development of flyers that focus on canned produce/recipes), food prep and service at community-based non-profits like the Rescue Mission and Red Door Cafe, working with Mercy Health Community Outreach Dietitian to provide food demos and nutrition education to identified at-risk populations, working with the Office of the Dean of Students on developing and implementing programs to assist YSU students.
- Exercise Science students participate in 400 hours of experience per student totaling 20,400 hours last year.
- Exercise Science students participating in KSS 3730 create fitness classes in the community for special Olympic athletes, older adults at the Vivo Center, and local elementary schools.
- Public health students complete 10 hours of community service every semester with local organizations.
- Public Health students completed 350 hours each totaling 2,800 hours.
- MPH supported 9 students in community-based participative research and strategies to address identified needs through program planning, implementation and evaluation skills.
- MLT/MLS students participated in 27,000 hours of clinical internships
- Physical Therapy placed 151 students in clinical rotations for a total of 46,935 hours.
- Respiratory care students are engaged in community service and are required to compete over 1,000 hrs. of clinical experiences in various aspects of respiratory care. The students are further required to complete another 100 hours of community service in a non-respiratory care related endeavors and must keep a signed log of all experience and then reflect on what they have learned and the

impact to societal health it may have to improving one's quality of life Entry-level Bachelor of Science in Nursing completed 78,180 clinical hours.

- Nursing students in our ADN program attend the Rescue Mission to serve meals as well as attend our community kitchen where they provide wellness education and resources to the underserved mental health population.
- RN to BSN program completed 2,360 clinical hours.
- Master of Science in Nursing completed 16,660 of practicum hours in acute care and family practice related locations in addition to offering community support and optimize care for patients in our community.
- Social work students in the bachelor's degree program completed over 450 hours each totaling 31,050 hours of experiential learning in various community organizations.
- Social work students in the master's degree program complete over 540 hours each totaling 46,980 hours on experiential learning at various organizations.

Cliffe College of Creative Arts
<u>ART and McDONOUGH MUSEUM OF ART</u>

- Mural and Site-Specific Painting class has completed nearly 10 murals within the region, including Andrews Avenue Memory Mural Project, three murals for the city of East Liverpool, Trek Coffee House, Vallourec Star, Deibel Park (YSU), and others.
- Ceramics classes make bowls for the biannual Empty Bowls. Ticket donations go directly to the Rescue Mission of the Mahoning Valley to help provide over 300 meals daily. Attendees select a one-of-a-kind handmade bowl created by local art students, faculty, alumni, and community artists and enjoy a bowl of soup in with artisan bread.
- **Pop-Up Display and Holiday Sale Event** for art students and Youngstown Holiday Market. Students gain exposure, connect with other artists, and sell artwork.
- **Mock Networking Art Reception for Professional Artists is an annual event that allows art students to exhibit their work and interact with prospective**

employers and buyers. Cliffe College Career Exploration and Development staff person gave a brief presentation to student regarding networking skills. The Student Art Association also presented a fashion show to teach students about different ways to dress depending on event type (e.g., exhibition, interview, selling work).

  - o   In December, a follow up **Meet and Greet** event is scheduled where students will practice asking questions of the graduating seniors who will be showing their work in the McDonough. This will allow the graduating seniors to practice their elevator pitch with the other students and faculty present.

- McDonough Museum of Art hosts multiple Lit Youngstown events annually, including the Fall Literary Festival, writing workshops, and poetry and literature readings.
- McDonough Museum of Art collaborates annually with The Links to host events, including writing workshops, tutoring, and emerging artists.
- DANA SCHOOL OF MUSIC and UNIVERSITY THEATRE
- YSU String Project involves more than 50 elementary and secondary string students from around the region. The project—which is taught by graduate and undergraduate students in Dana School of Music (DSM), serves mostly underprivileged students whose school districts do not offer orchestra class— provides free 30-minute private lessons for string players (bass, cello, violin, viola) during the week and ensemble experiences and technique classes on Saturday morning.
- YSU Youth Orchestra and Symphonette includes more than 125 middle and high school students from around the region. Youth Orchestra membership is by audition, and the group performs advanced orchestral literature. The groups provide college scholarships, and many members pursue music studies at the university level. Symphonette offers a middle school-level orchestra experience, and most members continue into the Youth Orchestra. Several area schools no longer offer orchestra courses, and these groups fill that void.

- The Annual YSU Summer Music Camp & Dana Vocal Performance Clinic is an immersive experience for secondary school students (100 annually). The camp is designed to nurture young instrumentalists and vocalists and enhance their musical abilities. Throughout the week-long program, attendees engage in various educational activities, including masterclasses, ensemble rehearsals, individual lessons, and workshops led by DSM & University Theatre faculty members. A team of Dana Student Counselors supervise the middle and high school students and assistance with instruction.
- YSU Bands are continuously engaged with the community, including Marching Pride Guests (throughout the football season, HS bands rehearse and perform with Pride members); "Jam the Gym" annual event that includes high school musicians as Pep Band members for a basketball game; Side-by-Side HS and MS Honor Bands (secondary school students spend a day at YSU working with faculty and students and perform an evening concert); music faculty, staff, and students interact with nearly 500 secondary students.
- Various groups (e.g., string quartet) and studios (e.g., guitar, piano) within the music school routinely perform for retirement communities, health care facilities, and other similar venues.
- University Theatre collaboration with area elementary schools that includes designing and making puppets to support teaching, including academic and social topics.

College of Science, Technology, Engineering, and Mathematics (STEM)
Many STEM programs and courses incorporate experiential projects as assignments in STEM including the following:

- CCET 3740: Construction Management seeks community projects for students to apply the knowledge they learn to work on actual community projects such as Stambaugh Auditorium front steps renovation, new entranceways on Cafaro Hall, downtown Youngstown parking redesign for bike trail head, and the city park adjacent to B&O Station.

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- The YSU Data Mine provides students with the opportunity to work with industry partners. The partners provide data and ask the students to examine the data for actionable insights. This year, three teams of students worked with industrial/agency liaisons from DriveOhio, TeamNEO, and YSU Student Experience in the YSU Data Mine.
- STEM undergraduate and graduate students are strongly encouraged to engage in internships and co-ops as described below:

Course Information			Course Enrollment
STEM 3790	Internship	Fr/Soph	10
STEM 3791	Co-op	Fr/Soph	3
STEM 4890	Internship	Jr/Sr	56
STEM 4891	Co-op	Jr/Sr	12
STEM 5890	Internship	Graduate	20
ENST 3790	Internship	Envi Sci, Undergrad	10
MATL 8050	Internship	Mat Sci, Grad	1

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Collaboration and pathways with information technology centers, adult basic and literacy education programs and school districts	The IT Workforce Accelerator at YSU consists of public-private partnerships between YSU and key industry stakeholders, including IBM, WIA, and Cisco, which together will deliver in-demand technology skills-training around software development, cybersecurity, cloud, artificial intelligence, networking, and telecommunications.
Enhancing the sharing of resources between institutions to expand capacity and capability for research and development	Youngstown State University's Excellence Training Center (ETC) is a shared-use facility, supporting the interests of the Mahoning Valley Innovation and Commercialization Consortium (MVICC) comprised of academic, industrial, and economic development organizations. The YSU ETC houses a full spectrum of manufacturing equipment. The center provides training and research opportunities for YSU students and faculty, institutional collaborators, regional career and tech centers, and industry professionals to accelerate innovation and technology adoption.
Identifying and implementing the best use of university regional campuses	Not applicable—YSU does not have regional branch campuses.

Other initiatives not included above	**2023-2024 YSU-BaccMed & NEOMED** YSU-BaccMed applicants are academically strong students who often apply to pre-medical pathway programs nationwide. YSU and NEOMED admissions leaders met throughout the year to continue to develop new ways to enhance the existing relationship. NEOMED now regularly attends YSU recruiting event, such as Penguin Preview Day and the summer YSU-BaccMed Camp. NEOMED is opening a College of Dentistry in Fall 2025. Discussions on early assurance pathways are underway between YSU and NEOMED. Additionally, honors offered professional development opportunities to YSU-BaccMed students, including an annual day trip to Ohio Medical Education Day, which connects students with medical school admissions officers and students across the state majoring in Pre-Medicine. YSU sponsored 25 students who attended OMED which was held at NEOMED in October 2023. One student attendee described the experience as follows – "I would describe the experience as extremely insightful and valuable as I was able to learn quite a lot about the intricate world of medical school." In partnership with US Army Health Professions Scholarship Program recruiters, students gained hands on experience through a suture workshop while learning about opportunities to pursue the HPSP program, which provides full funding for medical school to qualified applicants. Additionally, physicians from Mercy Health partnered with YSU to voluntarily teach a senior YSU-BaccMed course that provided clinical rotations at various locations in the community. Also, YSU alum and former director of the Ohio Department of Health Dr. Amy Acton visited campus and welcomed YSU-BaccMed students to an exclusive meeting with her. She shared her journey with the students, who learned from the experience. Student feedback included – "She is one of the reasons I decided being a doctor was a possibility for me. I've heard her speak before and we come from similar backgrounds. Hearing her speak again at this lecture taught me that resilience always paves a way."

The partnership with NEOMED continues to deepen with both institutions involving the other in conversations and planning that address recruiting, educating and retaining future physicians in the State. The more we unite our efforts beginning as undergraduate students, the greater the opportunity to achieve the desired outcomes.

As noted earlier, YSU continues to take steps to minimize low-enrolled courses.
The most recent decision breakdown to minimize 179 low-enrolled and "action needed" courses:

- 50%--Offer course less often
- 22%--Eliminate course
- 15%--Offer fewer sections in the future
- 7%--Change course modality
- 6%--Merge with another course

The most recent decision breakdown to minimize 65 low-enrolled and "action needed" undergraduate programs:

- 37%--Maintain program
- 31%--Sunset/Suspend
- 22%--Curriculum redesign
- 3%--In teach-out
- 2%--Combine with another institution

Building upon these steps, YSU will continue to use the *Ohio Department of Higher Education Guidance* while considering the six factors to determine recommended actions for courses that fall below the chancellor's definition of "low enrollment." The examples of data points within the *Guidance* will be used in future analyses. In addition, a newly-acquired space planning software, 25Live, has been critical in optimizing course schedules and room usage while determining how much space is needed at YSU. Efficient space usage is critical in order for YSU to reduce costs and address deferred maintenance.

> Finally, YSU administrators have invested considerable resources to determine section enrollments that are consistent with the total cost of teaching course sections.

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: _____**Not applicable to YSU**_____

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	$67.00
Average cost for textbooks that are used	$60.05
Average cost for rental textbooks	$49.70
Average cost for eBook	$68.97

Table 2	
Category	**Number of Courses**
Did not require students to purchase course materials; includes OER and/or institutionally provided materials	11
Exclusively used OER materials	19
Used OER materials together with purchased course materials	0
Provided course materials through inclusive access	285 total for all 3 terms

Other Textbook Affordability Practices

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

Please provide any relevant information in the table below.

Initiative	Explanation of Initiative	Cost Savings to Students
First-Day Ready	An inclusive access and general affordability initiative that provides digital materials to students at a reduced price.	$789,561
Textbook Rental program	Students have the option of renting books in lieu of purchasing books.	$58,798 (estimate based on average price of books rented vs. sold)
Textbook Buyback program	Students have the option of selling back purchased books to Bookstore.	$5,595
Textbook price-match guarantee	The YSU Barnes & Noble will match the lowest price (advertised by other vendors) for books and instructional materials sold.	N/A

Please provide contact information for the person completing this section of the Efficiency Report, so that we may follow up if we have questions.

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.
   The following table reflects revenue collected from general fees i.e., all fees assessed uniformly to all enrolled students, and other special purpose fees that are optional and/or the result of decisions unique to individual students, such as chosen program of study and participation in extracurricular activities.

YSU Revenue Collected		
	General Fees	**Special Purpose Fees**
FY20	$70,055,819	$24,403,545
FY21	$70,606,034	$21,226,410
FY22	$71,562,328	$19,701,301
FY23	$79,322,533	$20,915,623
FY24	$85,778,690	$22,341,974

2. What criteria are used to determine whether a course or lab fee is appropriate?
   YSU uses a strictly cost-based approach in determining the need for and appropriateness of special purpose fees, including course fees and lab 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.

As a best practice regarding student access and affordability, YSU's tuition remains one of the most affordable in the state of Ohio. And unlike the two universities with lower tuition—Central and Shawnee State—YSU does not receive millions of dollars of supplemental state funding each year to offset our low tuition price.

Undergrad bacc. level tuition: YSU is 3rd lowest in the state and 13% below state average
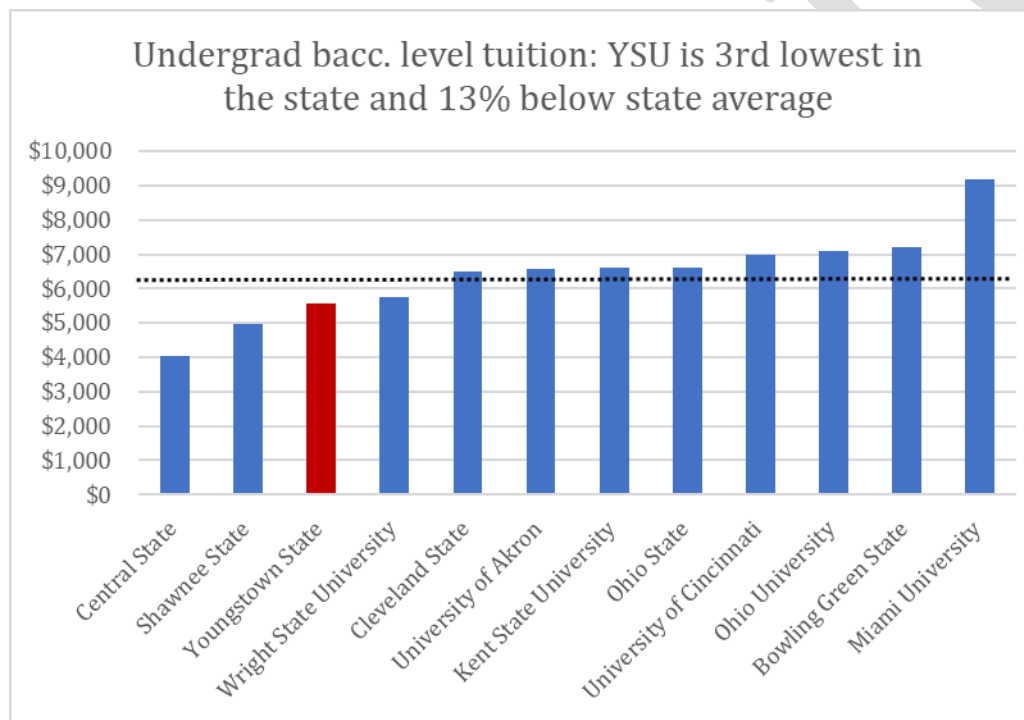
Section IV: Future Goals

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.

The State of Ohio, including Ohio Department of Higher Education, Governor and Lieutenant Governor, and the legislature can play a role by developing financial incentives that directly and consistently support institutions that sponsor economic prosperity by providing in-demand career pathways at an affordable price.

Despite our exceptionally low tuition price—just $265/credit hour for two-year programs and $460/credit hour for bachelors level programs—Youngstown State University is now *THE* post-secondary education provider for the region that includes Mahoning, Jefferson, Columbiana and Trumbull counties. YSU provides a comprehensive array of both career and degree offerings, including direct workforce training, like commercial truck driving licensure, aviation certification, and a variety of certificates, credentials and badges, as well as degrees at the associates, bachelors, masters and doctoral levels.

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.