



**RESOLUTION TO APPROVE THE
FY2025 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 FY2025 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 and cost savings; and

WHEREAS, Youngstown State University's FY2025 report provides evidence of affordability and efficiency in all reportable categories; 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 FY2025 efficiency and affordability report, attached hereto.



FY25 Efficiency Reporting Template

Introduction:

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

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

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

Your Efficiency Report Contact: *Alex Penrod*, Special Assistant to the Chancellor for External Affairs, 614-995-7754 or apenrod@highered.ohio.gov. Please provide your institution’s efficiency report by **Friday, November 21, 2025** via email.



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

- **Section I: Efficiency and Effectiveness** – This section captures information on progress made from strategic partnerships and practices that are likely to yield significant savings and/or enhance program offerings.
- **Section II: Academic Practices** – This section covers areas more directly related to instruction, with an emphasis on actions taken to reduce the costs to students of textbooks, including the options of Inclusive Access and Open Educational Resources.
- **Section III: Additional Practices** – This section requests information about ways to create efficiencies that have not been captured in the previous sections.

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

- Direct cost savings to students (reducing costs)
- Direct cost savings to the institution (reducing costs)
- Cost avoidance for students (reducing costs)
- Cost avoidance to the college/university (reducing costs)
- Enhanced advising, teaching (improving quality)
- IP commercialization (improving quality)
- Graduation/completion rates (improving quality)
- Industry-recognized credentials (improving quality)
- Experiential learning (improving quality)

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



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.

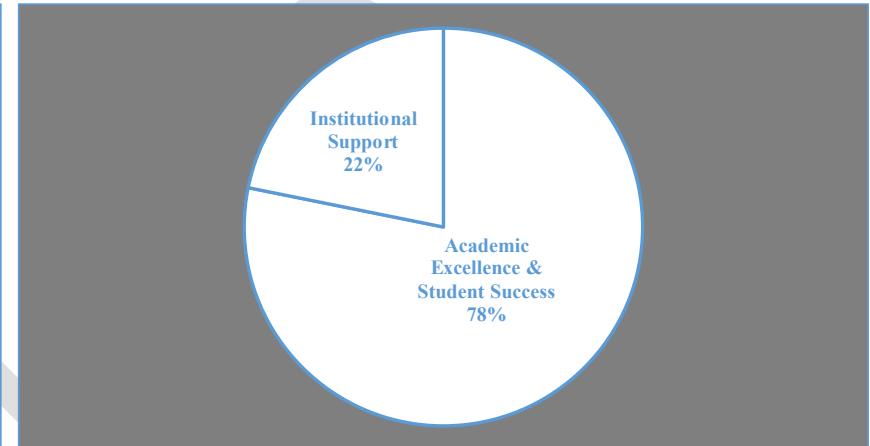
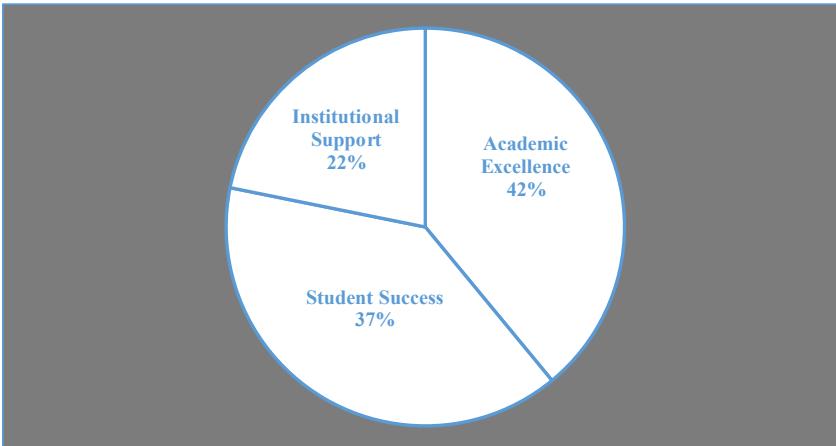
1. Other than HEI, what other data, metrics, or benchmarks does your institution utilize to evaluate operational efficiencies and the appropriate balance of instructional vs. administrative expenses?

YSU uses IPEDS, as well as its engagements with EAB and Gray & Associates to evaluate operational efficiencies. The main focus areas of YSU's analyses include:

- Affordability and Access
- Student Success
- Comparative Analysis of Peer Institutions
- Ongoing Academic Program Review

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

At YSU, these data are measured, analyzed and used to drive funding decisions to advance strategic goals and desired outcomes, namely *academic excellence* and *student success*. The manner in which YSU's operating budget is organized reflects these priorities, as summarized in the following pie charts:



Facilities Planning

1. Has your institution changed the use of campus space to reduce costs and increase efficient use of capital resources? If so, please describe. Approximately how many buildings have been affected and what is the projected average annual savings of the efforts? **Enrollment trends and methods used to deliver student services and instruction are the main drivers of how space is utilized on campus. However, virtually all YSU's capital resources are dedicated to addressing deferred maintenance campuswide; and such projects almost always include building system upgrades that result in greater energy efficiencies that ultimately help reduce, or at least control, the university's utility costs.**
2. 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 #	Net Assignable Square Footage**	Staff per 1M NASF
	Fall 2020*		
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 #	Gross Square Footage	Staff per GSF
	Fall 2020*		
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 #	E&G Budget**	Staff per \$10M of budget
	Fall 2020*		
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. Youngstown State University continues to prioritize academic efficiency and program differentiation through its Academic Program Enhancement and Effectiveness



Initiative (APEEI), implemented under the direction of the Board of Trustees and the Office of Academic Affairs. The initiative focuses on reducing curricular duplication, improving curricular efficiency, and aligning program and course offerings with institutional mission and market demand.

Building on the work of APEEI, the Office of Academic Affairs' **Academic Master Plan (AMP)** operationalizes market intelligence using third party vendor applications to evaluate program demand, regional duplication, and workforce alignment prior to any new program proposal. All new or modified programs undergo a structured vetting process through Academic Affairs, Institutional Research, and the Provost's Office to ensure offerings complement, rather than duplicate, regional programs.

The Office of Academic Affairs revised its **Continuous Quality Improvement (CQI)** model in Fall 2024 to streamline program review. Programs are now classified as either **Continuous Quality Improvement** or **Detailed Analysis**, with sub-categories of **Market+** and **Focus+** to address opportunities for growth or concerns related to low enrollment or duplication. **Sunset** decisions are made for programs determined to no longer align with institutional or market priorities.

In Summer 2024, deans, chairs, and program directors conducted internal reviews of low-enrolled and potentially duplicative programs consistent with **Senate Bill 1 (SB1)** and **ORC 3345.35**. These reviews informed updates to departmental dashboards, program categorization, and future planning priorities. This review is now conducted annually as part of the APEEI process.

Implementing strategies to address workforce education needs of the region

The Workforce Education and Innovation (WEI) programs serve Youngstown State University (YSU) students, K-12 learners, local companies, and community members seeking to upskill, reskill, or explore new career pathways. Learners engage through classroom, hybrid, and online courses offered at YSU's various training centers. New programs are continually developed to address the evolving workforce education needs of the region.



	Since the last report, new courses in industrial maintenance, robotics, and measurement/geometric dimensioning and tolerancing (GD&T) have been added to the menu of courses already being offered at the Excellence Training Center. As of fall 2025, Class A and Class B CDL training programs are now available through YSU's Truck Driving School, located at the Youngstown-Warren Regional Airport. Additionally, the IT Workforce Accelerator has been rebranded as the Advanced Technology Workforce Accelerator (ATWA) to reflect its expanded focus on emerging technologies.
Sharing resources to align educational pathways and to increase access within the region	Discussions continue with the Northeast Ohio Regional Compact.
Reducing operational and administrative costs to provide more learning opportunities and collaboration in the region	<ol style="list-style-type: none">YSU continues to partner with regional compact member Kent State University to share various administrative services, including internal audit, database administration and IT security. YSU has partnered with five 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, the University of Akron and NEOMED are now centered around a possible expansion in shared IT services.By using joint-purchasing contracts, leveraged by the IUC and the Ohio Department of Administrative Services, YSU saved \$3.1 million on goods and services during FY 2025. This reflects 83.7% contract utilization, which YSU management views as <i>outstanding</i>.Through YSU's membership in the IUC-Insurance Consortium, expenses for property and casualty insurance were 38% <i>lower</i> than if YSU had purchased the policies on an individual basis. That represented <i>cost-savings</i> of roughly \$300,000 in FY 2025.
Enhancing career counseling and experiential learning opportunities for students	During FY 2025, YSU supported career counseling and experiential learning opportunities for students at the college level through the following endeavors: Sokolov Honors College - Experiential Learning & Engagement



During the 2024-25 academic year, Sokolov Honors students tracked more than 43,000 hours of community engagement, resulting in an economic impact of \$1,495,970+. In addition, students donated more than \$15,500.

Top organizations and initiatives that honors students served included:

- Penguin Pen Pals—2,678 hours; \$93,167 economic impact
- Transcribing Club — 2,223 hours; \$77,326 economic impact
- Right to Read Screening—198 hours; \$6,897 economic impact
- Intro to Honors United Way Fundraising Project — 1,975 hours; \$68,710 economic impact
- Other United Way initiatives—584 hours; \$20,334 economic impact

YSU-BaccMed & NOEMED

YSU-BaccMed applicants are academically strong students who often apply to pre-medical pathway programs nationwide. YSU and NEOMED continued to bolster their partnership through collaborating in recruitment activities.

Honors also offered professional development opportunities to YSU-BaccMed students, including the 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 six students who attended OMED, which was held at Ohio University Heritage College of Medicine in October 2024.

A staff member, Dr. Mollie Hartup, was elected president of the Ohio Health Professions Advisors organization, which provides professional development opportunities for those working with pre-health students across the state. OHPA also plans and hosts the OMED event where the staff member also gave a presentation on new competencies in the admissions decisions.



A team of YSU-BaccMed students developed an idea for an Honors Pre-Health Research Symposium, which they hosted with support from honors. Three students formed the leadership team, planned the event, and also presented. The inaugural event was held in November 2024 and included eight poster presentations and two oral presentations.

First-year Honors Students

Honors students are required to complete at least one seminar approved as community-engaged learning. In Spring 2025, 333 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 needs.

In Spring 2025, 30 partners participated in the seminar, as follows:

- ACLD School and Learning Center
- Adaptive Sports of OH
- Akron Children's Hospital
- American Red Cross
- Animal Charity
- Archangel Michael Greek Orthodox Church
- Camp Fitch
- Clothed in Strength
- Diva Donations
- Dorothy Day House
- Easter Seals
- Economic Action Group
- Family Recovery Center
- Habitat for Humanity of Mahoning Valley
- Harmony Hospice
- Heart Reach Neighborhood Ministries
- Jubilee Gardens
- Library of Congress/YSU Transcribing Club



- Mill Creek MetroParks
- My Path
- OH WOW! | A Children's Center for Science & Technology
- Rich Center
- St. Patrick's Community Gardens
- Thrive 10-10
- TriYou Cares
- United Way Youngstown and the Mahoning Valley
- Vivo Center
- YNDC Fresh Market
- Youngstown Area Jewish Federation
- Youngstown Warren Regional Chamber of Commerce

Community Engagement Symposium

Experiential learning & engagement was showcased by students presenting at the Community Engagement Symposium (CES) in April 2025. Additionally, the conference featured the following presentations:

- 22 presentations (plus the Campus Community Partnership posters)
- 53 presenters spanning students, faculty, staff, and partners (plus the Campus Community Partnership posters)
- 45 community partners represented as presenters or project collaborators

During the CES awards ceremony, Tanya Pai Dhungat received the Charles J. Ping Service Award and Legacy Award from the Community Campus Coalition for organizing on-campus vision screenings and exams with Sight for All United. This marks the third time in four years a YSU student earned the Ping Award.

The following additional awards were also presented:



- The Alumni Service Award was presented to Pete's Pride volunteers Mark Dolak and Trudy Seymour-Evans for their dedication to events such as Penguin Preview Day and commencement.
- Suresh Sharma, associate professor of civil and environmental engineering, was named Outstanding Faculty Member for supporting student engagement and working with community partners. Sharma has also published research on water resources and community involvement.
- Jake Louis earned the Student Servant Heart Award for his quiet but consistent service with United Way's SaturDay of Caring and Volunteer Income Tax Assistance programs.
- Isabella Williams, a Hubbard High School student and now current YSU honors student, received the Rising Star Student Service Award. She created and presented "Shoot for a Change," a charity basketball game benefiting Potential Development.
- Carrie Anderson, associate director of student involvement, was named PenguinPulse Champion for promoting the community engagement platform among student organizations, including Greek life.

Other notable milestones and partnerships with the community include:

- The Community Partner Advisory Council including representatives from any of the 140 community partners met throughout the year to provide input and feedback on the university goal to achieve the Carnegie Foundation's Elective Classification for Community Engagement. Community partners were involved throughout the process and provided feedback on the university's first application. Upon submission of the application, community partners listed in the application received a request directly to partners for feedback from the Carnegie Foundation application reviewers. All partners completed the request within two weeks of submission of the application.
- The Sokolov Honors College honors students presented United Way of Youngstown and Mahoning Valley with a \$10,000 check from fundraising efforts by first-year students and the Honors Trustees student leadership organization.



Honors trustees launched a fundraising campaign in the community where Pete the Penguin or the YSU "Y" were painted on driveways within a 30-mile radius from campus.

- For the first time, the Tressel Institute for Leadership & Teamwork (TILT) partnered with two local high schools, engaging 614 9th-12th grade students in leadership development through experiential learning activities. Honors students and staff from the YSU Sokolov Honors College & the Division of Experiential Learning & Engagement led the activities in cooperation with the teachers in each of the schools. A total of six sessions on leadership, goal setting, and teamwork, impacting 382 students from one high school. Featured Jim Tressel's "Journey of Success" framework. Mental Health Workshop reinforced collaboration and problem-solving. The second high school engaged with nearly 350 students through interactive leadership development. Three sessions focused on communication, teamwork, and resilience.
- Lastly, we launched the 2025 Summer Leadership Institute to provide juniors and senior students from area school districts with opportunities to develop leadership and teamwork skills through hands-on activities and a community engagement project.

Williamson College of Business Administration

INTERNSHIPS

WCBA students completed 219 internships in the 2024-25 academic year, with placements at 141 different employers and an average pay rate of \$18.77 per hour.

OHIO EXPORT INTERNSHIP PROGRAM

The award-winning Ohio Export Internship Program, a partnership between the Ohio Department of Development (ODOD) and five Ohio universities including YSU, pairs spring coursework with a paid summer internship in global exporting. YSU's spring coursework includes six workshops with associated badges: Export Documentation,



INCOTERMS 2020, Duty Drawback, International Terms of Payments, Export Compliance-ITAR & EAR, and Mastery in Export-Global Supply Chain, training students in the operational and regulatory mechanics of global trade, earned by 25 students in spring 2025. Coursework also features six speakers who represent industry and various U.S agencies. In 2025, 4 students also achieved the Certified Global Business Professional (CGBP) certification from NASBITE International, an optional certification offered after the course is completed in the spring semester. Since 2015, 26 YSU students have achieved the CGBP designation. During the summer semester, about 14 students per year match with Ohio companies for a 12-week, full-time, paid internship at \$19/hour, eligible for 3 credit hours. The students also take a supply chain field trip to a river, lake, or seaport. In 2025, 10 students traveled to Baltimore, MD seaport, the largest U.S seaport by volume for export and import auto and transportation vehicle industries. Since 2015, 27 students who participated in the program received offers and accepted full-time jobs in various fields within the global supply chain.

OHIO PROCUREMENT INTERNSHIP PROGRAM

The Ohio Procurement Internship Program (OPIP) began at YSU in 2023 in partnership with the Ohio Department of Development and is designed to help Ohio small businesses increase their presence in the government sales market while providing real world experience and a competitive internship opportunity for our students. Following a semester long course on government procurement practices and procedures, students serve as government procurement specialist interns to Ohio companies, gaining unique firsthand experience. Since 2023, 41 students have engaged 32 different Ohio companies in a full-time, 12 week, \$19/hr summer internship. Over 72% of OPIP interns have been offered employment with their host company beyond their internship. Additionally, 96% of all companies engaging in OPIP said the program increased their ability to secure government contracts.

BEEGHLY FELLOWS

The John D. Beeghly Fellows program provides WCBA students with a paid fellowship working with clients of the Ohio Small Business Development Center, the Ohio SBDC Export Assistance Network, and the Ohio APEX Accelerator (APEX) at Youngstown State



University. The partnership between these Centers and the WCBA leverages the education, talent, and experience of our students to provide specialized assistance to consultants and clients. The Beeghly Fellows interact with clients and become involved in company business projects that include domestic and global market research, business viability analysis, financial modeling, sales forecasting and cash flow projections, marketing and social media strategies, export compliance, and related exporting / international trade projects and publications, government contracting research, capability statements, and related projects. The Beeghly Fellows' integration into the SBDC program has been recognized by the national ASBDC accreditation board: "the model should be an example to other university-based SBDCs for integrating educational, community and economic development services." For the period of 2021 through 2025, the Beeghly Fellows program provided approximately 40 student internships, supported over 200 clients, and contributed more than 4,000 hours of business consulting. In 2025, there were a total of 12 internships through the Beeghly Fellows program.

WEAN NONPROFIT LEADERSHIP SUMMER FELLOWSHIP PROGRAM

The Center for Nonprofit Leadership at YSU was awarded a grant from The Wean Foundation to implement the 2025 Nonprofit Leadership Summer Fellowship Program. This biennial program matches YSU students seeking career-related experience in the nonprofit sector with nonprofit organizations in the Mahoning Valley looking to build organizational capacity. This program paired twelve (12) YSU students with twelve (12) local nonprofit organizations, giving them the opportunity to work full-time for 12 weeks, for a total of 480 hours, or part-time for 300 hours, between May 12th and August 1, 2025. All fellows were paid \$18/hour. Our biennial Nonprofit Leadership Summer Fellowship Program has occurred every other summer since 2011, with 80 YSU student participants.

CENTER FOR CAREER MANAGEMENT PROGRAMMING

WCBA's Center for Career Management hosts regular programming including Meet the Employers Day and the Professional Development Summit, as well as specialized, industry- and employer-specific events and networking opportunities such as spring's Bagels and Bankers event, hosted in partnership with the Risk Management Association



of Northern Ohio. This event connected 60 students with 30 professionals from 7 financial institutions throughout the region, facilitating networking and conversations about careers in banking. The Professional Development Summit is a half-day event for connecting sophomores and rising juniors with career-focused panel discussions, Q&A, and networking with professionals across business areas. Fall's event hosted 120 students and 28 professionals, and the spring event hosted 100 students and 28 professionals. Our Meet the Employers Day internship and career fair for students in business connected 58 employers and 321 students in fall, and 58 employers and 348 students in spring.

PROFESSIONAL CERTIFICATIONS

The ability to earn professional, industry recognized certifications is embedded across our required and elective curriculum and in our co-curricular programming. In 2024-25, our students earned over 500 professional, industry recognized certifications from organizations and platforms including Microsoft, Google, SHRM, Tableau, Hubspot, Hootsuite, LinkedIn Learning, and IISE.

VOLUNTEER INCOME TAX ASSISTANCE (VITA) PROGRAM

For over 35 years, WCBA at YSU has participated in the Volunteer Income Tax Assistance (VITA) program, an IRS-sponsored initiative that offers free tax preparation services to low- to moderate-income individuals, people with disabilities, senior citizens, and students. The VITA program provides students with significant hands-on experience in tax preparation and client communication, reinforcing their classroom education with real-world professional practice. In 2024-25, our students and staff prepared a total of 1,174 tax returns for people in our community: 545 federal, 498 state, and 131 local.

UNITED WE CARE DAY & DARE TO CARE DAY

Our annual United We Care (fall) and Dare to Care (spring) Days coordinate our students, faculty, and staff with programmatic volunteer opportunities. In fall's United We Care event, 70 WCBA students, faculty, & staff volunteered at the United Way of Youngstown & Mahoning Valley Volunteer Resource Center. Spring's Dare to Care Event matched nearly 100 WCBA students, faculty, and staff with volunteer opportunities at 10 nonprofit



organizations: Beatitude House, Habitat for Humanity - ReStore, Junior Achievement of Eastern Ohio, Mahoning Valley Historical Society – Archives Storage Facility, Oh Wow!, Potential Development Elementary School, Rescue Mission of the Mahoning Valley, The Rich Center, SMARTS, and the Youngstown Steel Museum. Projects included the set up and clean-up of sites, outdoor clean-up, assembling exhibits, taking inventory, and reading to students. Using the rate of \$32.42 established by Independent Sector, the 610 volunteer hours generated by WCBA students, faculty, and staff on these two days have an economic value to our community of nearly \$20,000.

PAY IT FORWARD GRANT PROGRAM

Our students gain practical experience in philanthropy through the "Pay It Forward" grant program initiative. Students in our Nonprofit Community Service course, along with members of the Student Nonprofit Leadership Organization (SNLO), evaluate grant applications for programs and projects that address key needs in the Mahoning Valley, including childhood poverty, food deserts, literacy/education, workforce development, and more. Based on their evaluations, students award \$3,000 to a selected organization. In spring 2025, our students awarded \$3,000 in funding to the Society of St. Vincent de Paul in Warren, OH. This funding supported their Hearth & Home Rent/Mortgage Assistance Program, which helps individuals and families facing housing instability prevent eviction or foreclosure. Initially funded by an Ohio Campus Compact seed grant in 2010, our Pay It Forward grant program initiative is now sustained through student-led fundraising efforts and external contributions. Our students have distributed more than \$60,000 to local nonprofit organizations since the initiative's inception.

APPLIED COMPETITIONS

WCBA students compete in many regional, national, and global competitions annually that challenge them to apply their skillsets in business. In 2024-2025, our students brought home to YSU awards that include: Association for Supply Chain Management's Pittsburgh Supply Chain Case Competition (2nd place, \$3,000 prize), 2025 Global Scaling Challenge (4th place, \$3,000 prize), our Student Investment Fund, which manages a \$3.8 million portfolio of real assets, placed at the Student Managed Investment Fund Consortium (3rd, \$700 prize), and one of our students was on the Winning Team at the X-



Culture Global Symposium in Finland (of 33 international teams from 119 universities in 51 countries).

GLOBAL LEARNING EXPERIENCE

Our faculty-led global learning experiences (GLEs) give our students immersive engagement with global businesses and cultural institutions, complementing their academic coursework with real-world insight into global markets and economic systems. In May 2025, our students explored Japan's distinctive economic landscape, business environment, and cultural traditions. Designed to bridge classroom learning with global experience, the itinerary included visits to prominent organizations such as Hosoo, a Kyoto-based textile innovator; Aristol, a cutting-edge technology firm; the Osaka Chamber of Commerce and Industry; the Nissan Yokohama Plant; Kyoto Public Relations; and the Tokyo Stock Exchange. Previous GLEs have taken students to China, Italy, Turkey, and India, each providing a unique lens through which to understand global business.

Bitonte College of Health and Human Services

Physical Therapy

- 106 students complete a total of 45,240 hours.
- Career Services plans to do resume writing and hold a panel discussion with community PT managers regarding interviewing strategies.

Nursing

- Entry-level Bachelor of Science in Nursing students completed 66,240 clinical hours.
- ADN students completed 630 clinical hours.
- RN to BSN students completed 3,000 clinical hours.
- Master of Science in Nursing students completed 73,200 practicum hours in acute care and family practice-related locations across the life span.
- Nursing students in our ADN program attended the Rescue Mission to serve meals as well as attend our community kitchen.
- BSN students provided Blood Pressure screening to the community during the six-day span of the Canfield fair
- BSN senior nursing students participated in Stop the Bleed and Narcan training.



- Junior BSN students participate yearly in the Wellness fair on campus for community members to view posters on a variety of health topics.

Dietetics

- In collaboration with community partners, our dietetic students complete 45 hours each equating to approximately 540 total hours.

Dental Hygiene

- Dental Hygiene students (45) participated in approximately 378 hours of practical experience per student, totaling 17,010 hours of patient care per year.

Public Health

- Public Health students completed 350 hours of internship each, totaling 1,400 hours.

Health and Human Services

- Students engaged in our HHS 6990 class gain 150-1,000 hours of experiences in health and human services organizations, sports performance organizations, long-term care facilities, assisted living facilities, hospital administration, and health promotion education.

Athletic Training

- Athletic training students (17) completed approximately 11,500 clinical experience hours.

Criminal Justice

- We changed our Bachelor of Science in Applied Science in Criminal Justice (BSAS in CJ) curriculum to now require every student to do some form of experiential learning opportunity before they graduate.
- BSAS in CJ options for experiential learning opportunities include any three or more credits of the following: CRJS 3777 Police Academy, CRJS 3799 Directed Individual Study (where a student does a research project), or CRJS 4807c Internship in Criminal Justice (which can be a community engaged project as well).
- We revised our program goals for all three of our Criminal Justice programs to include enhancing experiential learning opportunities and placing greater emphasis on career counseling.



- We revised our program goals for all three of our Criminal Justice programs to include enhancing experiential learning opportunities and placing greater emphasis on career counseling.
- In our two University-designated community-engaged courses, CRJS 4807c and CRJS 6995c, for academic year 2024-25, we had 18 students enrolled earning 99 academic credits (student hours).

Social Work

- Collaborated with Help Network and National Association of Social Workers in planning and implementing a Networking Fair for social work students in December 2024. The event was so successful in getting YSU students involved that the planning committee moved the event to YSU for December 2025. In 2024, we had approximately 75 social work students in attendance. In 2025, we are expecting more than 100 students.
- Pre-Social Work students also do 20 hours a semester of volunteer hours, equaling approximately 1,600 hours a year from 80 students.
- Our department has started mentoring students for career goals. We have met twice to come up with plans of creative ways to mentor students. We are working with Sara Fugett on a cheat sheet for identifying jobs in social work.

College of Science, Technology, Engineering and Mathematics (STEM)

During FY 2025, the College of Science, Technology, Engineering and Mathematics career, internships and co-ops, and outreach programs have impacted experiential learning locally, regionally, statewide, and nationally through the following activities:

- The College of STEM Professional Services (SPS) participates in the Ohio Internship/Co-op Engineering Director's monthly virtual meetings and once a year in person. 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 Cincinnati, and Youngstown State University. The group meets once a month to discuss career-related items, events, and other topics.



- The College of STEM Professional Services Careers, Internships, and Co-ops and Outreach areas are members of the Ohio Cooperative Education Association (OCEA). Members of the organization include university representation from various Ohioan higher education institutions, government officials, employers, and guests. This past year two YSU Career advisors presented at the 2025 OCEA Conference. Youngstown State University has officially been selected to host the 2027 OCEA Conference in the Youngstown area. The College of STEM's Executive Director for STEM Professional Services is chairing the conference committee.
- The College of STEM Professional Services Careers, Internships, and Co-op staff members are also members of two national organizations: 1) CEIA (Cooperative Education and Internship Association); and 2) NACE (National Association of Colleges and Employers). Every year we nominate a candidate for the National Award for Intern of the Year. In the past five years, we have had two winners and one honorable mention.
- Through the YSU Choose Ohio First Scholarship Program (COFSP), the SPS Careers, Internships and Co-ops staff present career-readiness programs and workshops to their members.
- The SPS Careers, Internships and Co-ops area collaborates with the First Year Engineering Program Coordinator to conduct career-readiness workshops for the students who are participating in the NSF grant programs.
- The College of STEM Professional Services hosts two STEM Expo's per year: fall and spring semesters. The STEM Expo's bring in over 100 companies per event to network with the College of STEM students. For example, during the fall 2025 expo, 114 companies were registered for the event. There were over 250 representatives and close to 900 STEM alumni and current students.
- Watanakunakorn and Williamson Summer Research programs were established to provide high school students with research experience, develop various skills,



work in a college atmosphere and complete a one credit hour internship course, which includes various work assignments.

The College of STEM Professional Services

Career Readiness is instilled into STEM students as early as their first semester. The SPS Career, Internship & Co-op staff offer resume workshops and career and expo preparation to the YSU 1500 (STEM Academic Advisors are instructors for the STEM 1500 courses) and the Engineering 1500 course. In addition, these students are also required to attend the Expos. Faculty allow the staff to visit their classrooms and talk about the services that are available to students such as documentation preparation, job searching, and interviewing skills.

SPS also offers STEM 1551, which is a career readiness course for freshmen and sophomores (discussion on career exploration and internships/co-ops, et al.), and STEM 3751, which teaches the transition from student to professional (discusses internship/co-op, seeking a professional career, and the basic understanding and preparation for professionalism). To help the students prepare, SPS uses some of the NACE Competencies throughout the student's career path. Whether it is registering for one of the Career Courses or an experiential learning course, students learn about Career and Self Development, Communication, Critical Thinking, Leadership, Professionalism and Teamwork.

Experiential Learning for the College is handled through internships, co-ops, and research experiences. Current STEM students can enroll into various internship/co-op STEM courses (STEM 3790, 3791, 4890, 4891, 5890, 6890, and ENST390, and MATL 8050) for their disciplines. Most of the programs offer students the opportunity to take an internship course for an upper division elective within their major. Environmental Science and Forensic Science are the only two majors that require internships in their programs.

In addition to participating in internships, co-ops, and research, students can gain hands-on experience in their field by the projects and programs that are offered within their coursework. The following STEM courses offer such opportunities:



- CCET 3740: Construction Management continues to seek community projects for students to apply the knowledge they learn in class to work on actual community projects such as the Poland Woods sanitary sewer replacement project, Stevenson Drive waterline replacement project, and Shepherd of the Valley new office and warehouse facility.
- 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 agency liaisons from YSU Student Experience and Athletics, and the Community Foundation of Mahoning Valley.
- Many students also obtain hands-on experience in their Capstone courses and senior projects. For example, FirstEnergy has been involved with three Electrical Engineering Capstone projects this past year.
- The STEM Organizations are involved with competition projects which allow them to work with corporate sponsors. The sponsors not only provide monetary assistance with funding the students' projects, but they also offer insight into some of the issues that may arise.

Collaboration and pathways with information technology centers, adult basic and literacy education programs and school districts

The Advanced Technology Workforce Accelerator (ATWA) at YSU consists of public-private partnerships between YSU and key industry stakeholders, including CompTIA, Cisco, WIA, and the Fiber Broadband Association, which together will deliver in-demand technology skills and training around software development, cybersecurity, networking, fiber, and telecommunications. For employers, ATWA helps build the pipeline with



	<p>customized training, apprenticeships, and talent development for their current workforce. ATWA emphasizes “pathways to opportunity” through foundational bootcamps, certifications, and advanced courses to support career transitions, up-skilling, and workforce entry.</p>
Other initiatives not included above	<p>YSU’s Bitonte College of Health and Human Services continues to expand and deepen its collaborative partnerships with Lakeland Community College, Lorain Community College, and Choffin Career and Technical Center, reinforcing a shared commitment to strengthening the regional healthcare and human services workforce.</p> <p>YSU maintains strong transfer pathways with Lakeland and Lorain, particularly in Allied Health, Public Health, and Social Work. These partnerships focus on creating seamless academic pathways that ensure students can transition efficiently into YSU’s bachelor and graduate-level programs. Current work includes refining articulation agreements, improving advising coordination, and aligning curriculum to support workforce-ready competencies across all connected programs. These longstanding relationships help ensure that students from across Northeast Ohio have clear, attainable routes toward advanced careers in health and human services.</p> <p>In addition to fostering established community college collaborations, YSU is expanding partnerships with Choffin to support programmatic growth in high-demand technical health fields. Working closely with Choffin and our Fire Science program, we developed a new academic ladder that transitions fire fighters into our Fire Science AAS degree. YSU is in the process of applying for a new Associate of Technical Study (ATS) in Allied Health, which will allow Choffin graduates—especially those students completing Surgical Technology and Dental Assisting certificates—to transition seamlessly into a complete YSU degree program.</p> <p>YSU is leading a collaboration with other northeast Ohio regional public institutions (Cleveland State University, Kent State University, and the University of Akron) to develop partnerships aimed at sustaining and strengthening northeast Ohio’s performing arts programs through shared courses and resources. The proposal aligns with ODHE’s efficiency and innovation goals, creating a model that protects arts education while</p>



reducing duplication. The initiative is similar to the NEOhio Master of Fine Arts in Creating Writing collaboration, which is shared by Akron, Cleveland State, and Kent State.

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*** _____

Type of Shared Service or Best Practice (IE: Administrative, Academic, etc.)	Please include an explanation of this shared service.	Monetary Impact from Shared Service
	<i>Not Applicable</i>	



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	\$69.21
Average cost for textbooks that are used	\$66.84
Average cost for rental textbooks	\$62.36



Average cost for eBook

\$68.80

Table 2

Category	Number of Courses
Did not require students to purchase course materials; includes OER and/or institutionally provided materials	1,686
Exclusively used OER materials	0
Used OER materials together with purchased course materials	0
Provided course materials through inclusive access	234

Other Textbook Affordability Practices

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

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.	\$2,778,113
Textbook Rental program	Students have the option of renting books in lieu of purchasing books.	\$57,872.36 (estimate based on average price of books rented vs. sold)
Textbook Buyback program	Students have the option of selling back purchased books to Bookstore.	\$3,256.50
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.

Ms. Heather White
Manager
Youngstown State University Bookstore
300 Fifth Avenue
Youngstown, OH 44502

Email: HWhite@bncollege.com
Phone: 330.765.6097

Section III: Additional Practices

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

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

Thank you for completing the FY25 Efficiency Reporting Template. We appreciate the important role Ohio's colleges and universities play in supporting Ohio students, economic growth, world-class research and the overall success for our state.

Youngstown State University Textbook Cost Study Analysis

Average cost per type

	2024		2025		% Change		2024	2025	Var
Sales (in-store & online)	\$	Units	\$	Units	\$	Units			
New Textbooks	\$405,463	6,052	\$381,072	5,506	-6%	-9%	\$ 67.00	\$69.21	\$2.21
Used Textbooks	153,307	2,553	154,056	2,305	0%	-10%	\$ 60.05	\$66.84	\$6.79
Publisher Rentals	42,446	622	47,408	578	12%	-7%	\$ 68.24	\$82.02	\$13.78
New Textbook Rentals	64,523	1,124	69,702	1,071	8%	-5%	\$ 57.40	\$65.08	\$7.68
Used Textbook Rentals	104,378	2,507	89,577	2,240	-14%	-11%	\$ 41.63	\$39.99	-\$1.64
Printed Access Cards	61,823	985	61,860	780	0%	-21%	\$ 62.76	\$79.31	\$16.54
Digital Courseware	1,250,303	30,698	1,602,879	25,188	28%	-18%	\$ 40.73	\$63.64	\$22.91
eTextbooks	323,062	4,684	347,385	5,049	8%	8%	\$ 68.97	\$68.80	-\$0.17
Total Textbooks	\$2,405,305	49,225	\$2,753,939	42,717	14%	-13%	\$ 48.86	\$64.47	\$15.61
\$ Students Saved	\$1,194,693		\$1,423,466						
% Students Saved	34.58%		35.36%						

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

TERM (Fall 2024 or Spring 2025)	COURSE ID	CCP (YES OR NO)	NUMBER OF STUDENTS ENROLLED	AVERAGE RETURN ON INVESTMENT (DO NOT EDIT FORMULA)
FALL 2024	TCED 6912	NO	10	\$1,160
FALL 2024	GEOG 2626	NO	76	\$8,816
FALL 2024	CMST 4899	NO	20	\$2,320
FALL 2024	CMST 6944	NO	3	\$348
FALL 2024	CMST 3740	NO	22	\$2,552
FALL 2024	CMST 3757	NO	21	\$2,436
FALL 2024	CMST 6953	NO	15	\$1,740
FALL 2024	CMST 2655	NO	25	\$2,900
FALL 2024	POL 1560	NO	89	\$10,324
FALL 2024	SCWK 7002	NO	41	\$4,756
				\$0
SPRING 2025	TCED 6911	NO	24	\$2,784
SPRING 2025	TCED 6912	NO	18	\$2,088
SPRING 2025	GEOG 2626	NO	41	\$4,756
SPRING 2025	POL 1560	NO	28	\$3,248
SPRING 2025	CMST 6995	NO	1	\$116
SPRING 2025	CMST 2620	NO	9	\$1,044
SPRING 2025	SCWK 7001	NO	53	\$6,148