



OHIO
UNIVERSITY

Date: October 31, 2019

To: Randy Gardner, Chancellor, Ohio Department of Higher Education

From: M. Duane Nellis, President 

Re: **FY19 Efficiency Reporting**

Affordability, efficiency and outcomes have always been of highest priority to the Board of Trustees and Ohio University. OHIO's culture of engagement, inclusivity, and commitment to excellence directly contributes to the affordability and efficiency goals that have been a focus of our Board of Trustees and university community and which directly support the governor's initiative and prioritization of the same.

The University Board of Trustees were provided details for the FY19 Master Recommendation 2: 5-Year Goal Report at their August 2019 meeting and approved incorporation into the template received from the ODHE in September.

OHIO's FY19 Efficiency Reporting package includes the University's Efficiency Report and the following Exhibits:

EXHIBIT		Pages
A	Master Recommendation 2: 5 Year Goal Report (ODHE template)	23-24
B	August 2019 OHIO Board of Trustees A&E Resolution & Update	25-43
C.1	Community Partnerships from Carnegie Classification Submission	44
C.2	Ohio University Company Engagement October 2019	45-57
D	Ohio University – AY19 – Textbook Cost Study	58-66
E	Ohio University – AY19 – Textbook Selection Policy	67
F	Ohio University – AY19 – Time to Degree Standardization	68
G.1 – G.4	Online Enrollments, Degrees, Course Offerings, Completion Rates	69-79
H	AY19 Course and Program Evaluations	80

Please contact Chad Mitchell, OHIO's representative to ODHE's Efficiency Advisory Committee, at mitchcc2@ohio.edu or 740-593-2742 if you have questions regarding this submission and the information in the report.

cc: Dave Scholl, Chair, Ohio University Board of Trustees



Department of
Higher Education

Mike DeWine, Governor
Randy Gardner, Chancellor



Affordability & Efficiency

FY19 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 periodically at the call of the chancellor.

Affordability and efficiency in higher education are high among the DeWine-Husted administration’s policy priorities; however, as compared to prior years, this year’s template is increasingly focused on identifying quantifiable measures of progress in evaluating how well we are addressing affordability and efficiency. DHE’s preference for report responses is, to the degree feasible, quantitative data as opposed to narrative responses. Please respond with specific numbers where available. In addition, some questions included in the past are not included this year in recognition of the progress made in implementing earlier recommendations. Finally, you will notice some new points of emphasis that reflect unique priorities of the DeWine-Husted administration.

The FY19 reporting template asks for updates on several topics included in prior reports and continues to require Ohio’s IHEs to conduct an annual study to determine the cost of textbooks for students enrolled in the institution pursuant to revised code section 3333.951(C). The FY19 template also continues to request information on efficiencies gained as a result of the “regional compacts” as outlined in revised code section 3345.59.

New to the reporting template this year are information requests regarding online and/or competency-based delivery models for education, financial literacy efforts related to college debt and debt collection practices. Eliminated from the reporting template are some specific questions related to contracting as well as administrative and academic practices, although the new template does request some institutional data on expenditures that may relate to contracting and other operational practices.

Your Efficiency Report Contact: Sara Molski, Project Manager, Fiscal and Legal Affairs, 614-728-8335, smolski@highered.ohio.gov. Please provide your institution’s efficiency report by **Friday, November 1, 2019** via email to smolski@highered.ohio.gov

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

- **Section I: Operational Efficiencies** – This section captures practices likely to yield significant savings that may be shared with students or benefit the institution generally. Topics include controlling costs in procurement, employee benefits, utilities and avoidance of duplication.
- **Section II: Academic Practices** – This section covers areas more directly related to instruction, such as the cost of textbooks, time-to-degree, and academic course and program reviews. Generally, our hope is that academic improvements may reduce student costs and/or improve student outcomes such as graduation rates, time to degree, student loan debt, etc.
- **Section III: Policy Reforms** – This section captures state IHE responses to suggested policy reforms originating in gubernatorial task force efforts, legislative joint committee reports, student loan debt advisory group reports, etc. In recent years, a number of stakeholder perspectives have been shared with institutions. Our hope is that institutions will respond to this stakeholder feedback.
- **Section IV: Student Benefit** – This section asks institutions to provide cost savings and/or resource generation in actual dollars for any major initiatives within the past fiscal year. Emphasis should be placed on highlighting major initiatives that may be considered best practices, rather than responding to specific recommendations from the Ohio Task Force on Affordability and Efficiency in Higher Education October 2015 report. To facilitate understanding, IHE's should advise if savings have been redeployed to students to reduce costs, or if they have been reinvested in some other manner for the benefit of students.
- **Section V: Future goals** – This section corresponds to Master Recommendation 2 of the Ohio Task Force on Affordability. It is designed to allow each institution to benchmark its respective five-year goals to its actual institutional cost savings or avoidance. In the spirit of continuous improvement, this section allows you to revise and/or update your five-year goals as needed. In addition, the DeWine-Husted administration would like to know more about possible roles the state could play in supporting your institutional goals; your input is requested in this section.

For purposes of this report, efficiency is defined as quality versus cost as a means to measure value:

- 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.

Ohio University

Section I: Operational Efficiency

Affordability and efficiency in higher education are high among the DeWine-Husted administration’s policy priorities. DHE continues to encourage institutions to consider the Ohio Task Force on Affordability and Efficiency’s October 2015 report “Action Steps to Reduce College Costs” (Task Force) linked here: www.ohiohighered.org/sites/ohiohighered.org/files/uploads/affordability-efficiency/Action-Steps-to-Reduce-College-Costs_100115.pdf. Although this year’s template does not require each IHE to report on every recommendation of the Task Force, we are requesting that IHE’s provide the most recent information available on selected items.

As presented in Recommendation 3B of the Task Force, IHE’s have access to multiple joint purchasing agreements in the following categories:

- Copier/printer services
- Computer hardware
- Travel services
- Outbound shipping
- Scientific supplies and equipment
- Office supplies and equipment

Contract Type	Did your IHE participate in joint contracts in FY19? [yes, no, worked toward]	Monetary Impact
Copier/printer services	YES – ComDoc (IUC contract; OHIO amendment generating add’l discounts)	\$3.4M
Computer hardware	YES –Apple, GovConnection, Microsoft, CDW-G Lenovo (replaced Dell in FY19)	\$16.2M (includes inventory purchases for resale to campus community)
Travel services	YES Christopherson-new IUC Travel Partner	\$1.08M (\$730K Christopherson; \$350K prior provider)
Outbound shipping	YES – UPS, FedEx	\$550K
Scientific supplies & equipment	YES	\$2.9M
Office supplies & equipment	YES – Office Depot, Staples	\$1.6M

Per recommendation 4C of the Task Force, IHE’s should evaluate opportunities for affinity relationships and sponsorships that can support students, faculty, and staff. Institutions can use these types of partnerships to generate new resources by identifying “win-win” opportunities with private entities that are interested in connecting with students, faculty, staff, alumni, or other members of their communities. Please complete the section below with the implementation status of your institution.

Did your institution initiate any new partnerships or sponsorships in FY19? If yes, please complete the below table for those new relationships.

Partnerships/Sponsorships	Description	Saved/Avoided/Revenue Generated
City of Athens – updated FY19	Continued paving projects to achieve economies of scale; resulted in reduced time and cost savings vs contracting separately	FY18 avoided \$300K; FY19 an additional ~\$100K avoided
City of Athens – new FY19	University and the city have partnered to resolve the safety concern associated with vehicle/pedestrian interactions on Richland Avenue; leveraged an ODOT grant making project affordable; addresses #1 safety issue/concern	Avoided \$2.6M of the total project cost (\$3.3M total w/\$1.8M ODOT grant, \$0.8M city, \$0.7M university)

If the IHE realized efficiencies gained in FY19 from already existing relationships, please identify, specifically including revenue generated. *Include in the table above or add a similar table.*

Carnegie Community Engagement Classification OHIO submitted the institution’s first-time classification application for the 2020 Carnegie Community Engagement Classification cycle following a thorough institutional self-study and self-assessment. The collection of data for the self-study highlighted and reinforced that OHIO has been setting a solid foundation for impactful community engagement, mutually beneficial to the students, staff, and faculty and to the shared communities. A representative listing of partnerships between community partners and OHIO colleges and departments, included with the Carnegie Classification application, is attached to this FY19 Efficiency Report submission as Exhibit C.1 – Carnegie Classification – Community Partnership Sampling.

Corporate Engagement Growing corporate relations will be the focus of the new Corporate Engagement Office announced October 1, 2019. The office has been established under University Advancement with dotted-line responsibility to the Research Division. The initiative will leverage existing and emerging corporate partners and coordinate relationship development and management with students, faculty, staff, and alumni. The office will develop and nurture a portfolio of relationships of substantial strategic value to the University’s enrollment and recruitment efforts, the learning and career development opportunities for students, and the entrepreneurial, research, and academic activities and pursuits of the University. Please refer to Exhibit C.2 – Ohio University Company Engagement October 2019 for details of other company / corporate partners and how those relationships benefit and impact the lives of our students and communities.

Strong Partnerships University leadership continues to strengthen and build on the relationships in all University locations:

- Athens – regular meetings between University leadership and city government have resulted in community improvements in safety (Richland Avenue Pedestrian Passageway Project), transit systems, development projects to benefit both the City and University (sewer expansion, affordable housing, senior housing, the Ridges) and benefits to the entire community through the partnership between OUPD and Athens City Police in maintaining the Joint Police Advisory Council (JPAC) and conducting joint patrols
 - 2018 winners “The City of Athens and Ohio University for Fostering a Sense of Place: Big Collaborations in a Small University Town” – the International Town and Gown Association (ITGA) recognized Ohio University and the City of Athens with its annual *Larry Abernathy Award* for collaboration between City, University and Students.
- Dublin, Cleveland, Beavercreek and regional campus locations – collaboration with government and industry on the development of our campuses, workforce development opportunities, hands-on student experiences, etc.
- OhioHealth – partnership continues to expand to develop broader strategies involving academic areas beyond the Colleges of Medicine (HCOM) and Health Sciences and Professions (CHSP)

Employee health benefits continue to be a major cost driver for all IHE’s. The Task Force recommendations addressed this issue in 5D, recommending that a statewide working group identify opportunities to collaborate on health-care costs. At this point we are especially interested in learning about best practices that could be applicable around the state. Please provide the following information if your institution has generated any significant savings or health benefits improvements in FY 19

What initiatives or plan changes did the IHE implement in FY19 to manage or reduce healthcare costs?

- OHIO continued the phased implementation of recommendations from the Benefits Advisory Council (BAC) for plan changes to contain escalating healthcare and prescription drug costs to within the BAC suggested annual rate of increase. FY19 design changes are estimated to avoid \$1.3M in annual university costs for FY20; the FY20 planned benefit changes have been delayed until FY21 due to lower growth in health benefits costs in the recent past.

Has the institution achieved any expected annual cost savings through healthcare efficiencies in FY19? Please explain how cost savings were estimated.

- The BAC recommended initiatives have been successfully implemented and projected savings have been realized. The 5-year projected savings total \$25M.

Energy Efficiencies seek to refine sustainable methods utilized by the institution to procure and use energy (resulting in more efficient use of energy), including but not limited to lighting systems, heating & cooling systems, electricity, natural gas, and utility monitoring. Again, we are especially interested in learning about best practices that could be applicable around the state. Please provide the following information if your institution has undertaken any significant energy savings projects in FY19.

FY19 Projects/Initiatives	Efficiencies Gained, including Monetary Impact
Nothing specific in FY19; continued prior projects / initiatives	

Has the institution gained efficiencies in FY19 from previously implemented projects/strategies? If yes, please discuss cumulative efficiencies gained.

- Previously implemented energy savings projects reported in FY17 and FY18, efficient operations, and FY17 pricing initiatives continue to contain the University’s utility costs. FY19 savings was \$100K less than projected due to the warmer weather in the winter resulting in increase in energy consumption

The Task Force charged DHE with developing a common measurement of administrative productivity. However, the Task Force also acknowledged that each institution should have the latitude to develop its own standards of the proper level of productivity for its campus units. DHE will provide specific financial data for each institution as part of this year’s reporting process. The Efficiency Advisory Committee will need to continue to evaluate this data and determine how best to utilize it taking into account the significant diversity of IHE’s and their missions throughout Ohio.

Specific institutional measures to be evaluated include:

- Average Expenditure per Student
- Total Revenue per Student
- Facility Cost per Student
- Square Feet per Student

Regional Compacts

Ohio Revised Code Section 3345.59 requires regional compacts of Ohio’s public institutions, with an executed agreement in place by June 30, 2018 for institutions to collaborate more fully on shared operations and programs. Per O.R.C. §3345.59 {E} colleges and universities shall report within their annual efficiency reports the efficiencies gained as a result of the compact.

Please discuss efficiencies gained or opportunities for future partnerships as a result of each of the categories within the compact.

Category	Description	Monetary Impact
Reducing duplication of academic programming	In April 2019, Ohio University suspended its associate degree in Electronic Media at the Zanesville campus in order to reduce duplication with Zane State College. The latter institution is revising the curriculum for its associate degree in digital media; Ohio University will then articulate it with its bachelor’s completion degree in Applied Communication.	

<p>Implementing strategies to address workforce education needs of the region</p>	<p>Provost Djalali commissioned a Workforce Development Taskforce, led by Interim Vice Provost of Institutional Research, Dr. Loralyn Taylor. The Taskforce's purpose is to streamline processes and practices that currently create barriers to standing up new academic programs with external industrial partners who seek workforce development. This endeavor also includes creating direct support for faculty and staff who identify external partnerships around academic programming. Several state and national initiatives exist and are emerging around workforce development, especially in high-tech manufacturing and health care.</p> <p>In order to attract and retain manufacturers in Fairfield County and address ongoing workforce training needs in a variety of occupational fields, the Fairfield County Commissioners have established a workforce center. The center will be operated by the county with offerings by Ohio University and Hocking College. OHIO credit and non-credit offerings will be based on demand and be staffed by faculty from the Lancaster Campus and the Athens Russ College of Engineering's Department of Engineering Technology and Management. The first major project for the center will be to support the start-up training needs of MAGNA International, an automotive parts manufacturer.</p> <p>MAGNA initially plans for 300 jobs with a payroll estimated at \$15M annually. The building's initial phase is estimated to cost \$10M and is being built to accommodate a phase two. Phase two envisions doubling the size of job growth, and market conditions in the automotive sector will determine the rate of expansion.</p> <p>To support this effort, \$1.25M was allocated in the state budget for start-up of the center of which \$500,000 was assigned to Ohio University Lancaster to develop and implement a program for advanced manufacturing and robotics training. Related funds include \$1.5M from the state in job training directly for MAGNA, and \$0.5M from</p>	<p>\$500,000 to OHIO to develop and deliver the advanced curriculum required by MAGNA.</p>
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	<p>county for training, building use costs and building improvements. In addition, the plant project has resulted in over \$1.5M in road improvement grants creating road construction jobs and related new building contractor jobs.</p> <p>OHIO recently joined the Central Ohio Manufacturing Partnership, and President M. Duane Nellis signed a letter of commitment for OHIO to join the Ohio Technet consortium. OHIO also has joined TechCred.</p>	
Sharing resources to align educational pathways and to increase access within the region		
Reducing operational and administrative costs to provide more learning opportunities and collaboration in the region	<p>Ohio University's Zanesville campus and Zane State College share a library and its operational and administrative expenses. By sharing costs, the institutions are able to expand students' access to a range of subscription services, including OhioLink, OhioNet, and other opt-in databases and memberships.</p> <p>The two institutions also collaborated in FY19 on the operational and administrative expenses to receive a TreeCampus USA designation. These costs included software to track tree health on the campus as well as Arbor Day activities and student service-learning projects related to tree health and environmental sustainability with community partners such as the Muskingum Valley Parks District. The campus is continuing these activities in FY20 and hopes to receive the TreeCampus USA designation early in 2020.</p> <p>Belmont College (BC) continues to lease two buildings on Ohio University's Eastern campus. These buildings house BC's programs in Building Preservation and Restoration and Industrial Trades for \$1 per annum. This cooperation saves Belmont College the expense of building its own facilities.</p>	<p>\$22,000 savings</p> <p>\$7,000</p>

<p>Enhancing career counseling and experiential learning opportunities for students</p>	<p>The Career & Experiential Learning Fee (C&ELF) funds were allocated to meet and enhance broad institutional goals in a strategic and defining way. In particular, funds were allocated to shape and enhance the engagement ecosystem, academic quality, and student success. A main strategic objective focused on allocating funds to students by way of an experiential learning support fund which provides funding for student engagement in experiential learning opportunities. In FY19, the institution expanded human capital to provide direct services to students, RHE hired three FTE to support the five regional campuses, four FTE split positions were hired between the Career & Leadership Development Center and Institutional Research and Effectiveness, Diversity & Inclusion, the Alumni Association, and Regional Higher Education. An additional two FTE were hired in academic affairs to implement experiential learning across the university system. Funds were also used to create Faculty Learning Communities. FY20 funds were allocated to the aforementioned experiential learning support fund, a student success assessment platform, an institutional wide mentoring platform, state employment data, and online career development resources.</p>	<p>FY19 approx. = \$600,000 FY20 approx. = \$540,000</p>
<p>Collaboration and pathways with information technology centers, adult basic and literacy education programs and school districts</p>	<p>The OHIO Patton College of Education's Stevens Literacy Center received an adult literacy grant from Aspire. OHIO has partnered with OhioMeansJobs and the Tri-County Career Center to provide adult education across Athens County.</p>	
<p>Enhancing the sharing of resources between institutions to expand capacity and capability for research and development</p>		
<p>Identifying and implementing the best use of university regional campuses</p>	<p>The One OHIO Integration initiative began in FY19 with a Regional Higher Education (RHE) Task Force charged with identifying a sustainable financial model for Ohio University's regional campuses. The focus of One OHIO has now expanded to incorporate our entire institutional</p>	

	<p>system, with a focus on improving efficiency across all academic units and colleges.</p> <p>The One OHIO Integration will allow us to integrate all academic and administrative functions with a system-wide approach, identify efficiencies and consolidation across the University system through coordination of scheduling and administrative efficiencies, and identify new partnership opportunities such as corporate, government, and non-profit partners who seek workspace skills development for a dynamic workforce.</p>	
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Section II: Academic Practices

Textbook Affordability

Textbook Cost Study

Ohio Revised Code Section 3333.951(D) requires Ohio’s public colleges and universities to annually conduct a study to determine the current cost of textbooks for students enrolled in the institution and submit the study to the Chancellor. Please summarize the results of your institution’s study below.

- Ohio University’s general education curriculum is 40 years old. This academic year, we are overhauling it with an emphasis on contemporary learning outcomes, the competencies sought by modern employers, and instructional efficiency. At the same time, we are asking each college dean to work with faculty members to ensure our major curricula are streamlined, modernized, and delivered as efficiently as possible. A random sample of textbooks used in the courses selected for analysis in last year’s textbook cost study revealed that instructors were using the same textbooks. While the figures below could be adjusted for inflation, the base costs remain unchanged. Next year, we expect significant changes based on our university-wide general education and major curricular reform.

See *Exhibit D Ohio University – AY2019 – AY2018 Textbook Cost Study*

Category	Amount
Average cost for textbooks that are new	\$3,567
Average cost for textbooks that are used	\$2,675
Average cost for rental textbooks	\$1,784
Average cost for eBook	\$892

Reducing Textbook Costs for Students

Ohio Revised Code Section 3333.951(C) requires Ohio’s public colleges and universities to report their efforts toward reducing textbook costs for students. Please discuss all initiatives implemented, including those referenced below that ensure students have access to affordable textbooks.

1. Does your institution offer inclusive access purchasing of college textbooks? If yes, what percentage of courses participate?
 - Yes, the inclusive access initiative has shown significant growth and cost savings over the last year at OHIO. We plan to continue to promote this initiative to provide further cost savings on materials for students.

Twelve course sections participated in inclusive access in Summer 2018, impacting 654 students. During Fall 2018, 190 course sections participated impacting 8277 students enrolled in those course sections. During Spring 2019, 231 course sections participated, impacting 8770 students. During Summer 2019, 51 course sections participated, impacting 1266 students. During Fall 2019, 367 course sections participated in inclusive access impacting 13,966 students and representing about 5% of total active course sections.

2. Does your institution offer open educational resources (OER) in lieu of purchased materials? If yes, what percentage of courses participate? How many non-duplicative students benefit currently from OER?
 - Ohio University promotes the use of affordable course materials, including OER through several initiatives from the University Libraries, as well as through our partnership with Top Hat. Currently, as of Fall 2019 we estimate that 21 courses (0.74% of total courses that are lectures, independent study courses or seminars) leverage Open Educational Resources through our Top Hat initiative or other means as reported by Top Hat. The actual number of OER used on campus is likely higher through individual faculty’s efforts. These 21 courses enrolled 1393 students – these are not unique, but we estimate the unique number of students impacted to be higher.
3. Is your institution a member of an organization that works to develop high-quality, low-cost materials including OER? If yes, what organization? Please describe.
 - Ohio University Libraries are a member of the Open Textbook Network (OTN) which helps higher education institutions and systems advance the use of open textbooks and practices on their campuses. Participation in this network provides expertise,

training, and resources that enable the libraries and librarians in the support of faculty adoption, adaption, and creation of open educational resources.

4. What other practices does your institution utilize to improve college textbook affordability?
- Through the use of the Ohio University Libraries’ collections and the OhioLINK Digital Library collection, librarians are investigating and implementing better ways to discover and deploy local and OhioLINK resources across course curricula, as well as partnering with instructional designers and information technologists to promote and implement greater use of inclusive access materials and OER. *See table below for further details on FY19 initiatives.*
 - FY20 initiatives include leveraging past efforts to reduce costs and forming a cross-campus collaboration aimed at building a sustainable affordable learning materials ecosystem at Ohio University and measuring the resulting student success. The Office of Instructional Innovation, University Libraries, and Office of Information Technology have [joined forces](#) to foster a team approach between librarians, instructional designers, and technology experts to measure student success, educate faculty and support their efforts to decrease the costs of course materials to students.

Please provide any relevant information in the table below.

Initiative	Explanation of Initiative	Cost Savings to Students
Syllabus Streamline Initiative	Instructors submit their syllabi and course readings to the libraries which locates library versions such as e-journal articles, media, e-books, and print books, and makes them easily available to students at no cost. The libraries made sure assigned books were available on reserve, provided scans of book chapters, made purchases when possible, and provided reliable permalinks to electronic content for use in course syllabi or integrated into Blackboard	Not calculable
OHIO Open Faculty Textbooks	A new platform allows Ohio University faculty to share the OER materials they have created. Currently houses two textbooks and the initial chapter of a third.	Included in FY17 savings estimates
Electronic Books and Streaming Media Purchasing	The Libraries purchase and lease e-books and streaming media, whenever possible, in direct support of courses and as additions to our general collections. Instructors are encouraged to consider items in these collections as potential course materials and work with their librarians to identify appropriate materials.	Not calculable
Fostering OER at Ohio University	An internal grant (1804 Undergraduate Learning Grant for \$20K) was awarded to team of librarians and an instructor who are piloting the development of adaption and creation	In process

	of OER by several Ohio instructors. The goal of the project is to develop understanding of barriers and needs in order to articulate recommendations for future campus support services that enable broad OER adoption, adaptation, and development	
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Textbook Selection Policy

Ohio Revised Code Section 3345.025 requires the board of trustees of each state IHE to adopt a textbook selection policy for faculty to use when choosing and assigning textbooks and other instructional materials. The policy shall include faculty responsibilities and actions faculty may take in selecting and assigning textbooks and other instructional materials. Examples of topics addressed within such a policy include textbook adoption deadlines, faculty ethics rules on personal use/resale of publisher-provided free textbooks, disclosure of personal interest/royalties and textbook ownership of faculty-use books.

1. Has your institution’s board of trustees adopted a textbook selection policy consistent with Ohio Revised Code 3345.025?
 - Yes, policy adopted January 2019, Resolution 2096-3740 - see [Exhibit E Ohio University – AY2019 – Textbook Selection Policy](#)
2. Has your institution adopted a faculty textbook auto-adoption policy that assigns the previous semester’s version of a textbook when a faculty member does not actively select a new edition by the federally required date of class registration?
 - No

Time to Degree

Reducing time to degree is one of the most effective ways to reduce student costs. The Task offered several recommendations for assisting students in reducing time to degree, including developing an educational campaign to increase student awareness on the importance of maintaining an adequate course load, providing incentives for students to attend full-time and graduate on time. Institutions have also been encouraged to review academic programs to assure the number of hours necessary to earn a degree align with recommended standards.

Standardize Credits

Recommendation 7C of the Task Force was for institutions to streamline graduation requirements so that most bachelor’s degree programs can be completed within 126 credit hours or less, and associate degree programs can be completed within 65 credit hours or less.

Please provide a spreadsheet list of every degree program at your institution that requires more than 65 credit hours to complete and associate degree and/or 126 credit hours to complete a bachelor’s degree, list the number of credit hours required in a separate column –

See Exhibit F Ohio University – AY2019 – Time to Degree Standardization – for the list of degree programs.

Percent of Programs that require more than the recommended minimum credit hours to earn a degree	Percent of FTE in programs that require more than the recommended minimum credit hours to earn a degree
4% (10 programs) of bachelor and 4% (1 program) of associate programs	583 out of 23160 = 2.5%
Average number of credit hours earned by students awarded an associate degree in FY 19	Average number of credit hours earned by students awarded a baccalaureate degree in FY 19
105.13*	147.81*

* Total cumulative credit hours - includes all credit hours a student has earned at the time of graduation such as credit hours for students having earned a second major, minor, certificates, etc. at the time of graduation along with all credit hours that may have transferred in from other institutions, College Credit Plus, Advanced Placement, etc., regardless of whether the hours applied to the degree that the student earned.

Alternative Delivery Methods

Online and competency-based education are both growing dramatically as delivery platforms for higher education across the United States. Recommendation 7G of the Task Force was for institutions to consider developing or expanding programs that measure student success based on demonstrated competencies instead of through the amount of time students spend studying a subject.

1. Does your institution offer competency-based education? If yes, please provide a list of enrollment, degrees and course offerings.
 - The University is moving toward its first competency-based offering through the College of Business.
 - The Ohio University College of Business has developed a curricular framework for our proposed degree completion in business. This initial program will be accredited by the AACSB and is proposed to be offered to students with accredited associates degrees in business. The model is a competency principled model built on a scaffolding of stackable core sets of knowledge and demonstrable skills that embody the missions of both the College of Business and Ohio University.
 - Progress to date:
 - The curriculum is defined and has been approved internally at the college and university levels and is ready for state approval.
 - A partner institution, Columbus State, has agreed to work together to encourage a seamless transition for students within their current advising structure and has offered support from both the faculty and the senior leadership.
 - Other partner institutions who have representatives on the Ohio Department of Education’s Competency Based Education advisory board have expressed interest in partnering with the College of Business in both promoting and participating in the degree completion program.
 - Partner development with companies and other organizations in the central Ohio area is being sketched out.
 - Promoting the program with the university’s online partner, Pearson Education, is ready to move forward.

2. Has your institution seen a difference in completion rates relative to traditional modes of education?
 - N/A
3. Have students experienced cost savings? How is the fiscal impact quantified?
 - N/A

Flexible delivery methods, such as distance learning, provide an opportunity to improve access by providing students with additional opportunities to complete their education. In fact, enrollment in such programs has increased dramatically in recent years.

1. Does your institution offer distance-based or online education? If yes, please provide a list of enrollment, degrees and course offerings.
 - Yes. See *Exhibits* listed as follows:
 - *Exhibit G.1* reflects Online Program Enrollments by AY19 Term
 - *Exhibit G.2* reflects Online Program Degrees Awarded by AY19 Term
 - *Exhibit G.3* reflects Online Program Course Offering Enrollments by AY19 Term
2. Has your institution seen a difference in completion rates relative to traditional modes of education?
 - See *Exhibit G.4* for Online Program Course Completion Rate Comparisons by FY19 Term
 - UG online course completion rates of 95% vs 90-91% for traditional
 - Graduate online course completion rates are 97% vs 97-98% for traditional
3. Have your students experienced cost savings? How is the fiscal impact quantified?
 - Yes, we have differential tuition for online programs. For online undergraduate programs our Ohio resident fee is \$240 per credit hour. Our Ohio resident fee for undergraduate courses on campus is \$508 per credit hour.

Course and Program Evaluation

Recommendation 8 of the Task Force was for institutions to evaluate courses and programs for enrollment and consideration of continuation. Per O.R.C 3345.35, the colleges and universities need to address this recommendation every five years. The next applicable date is FY22.

Is your institution currently undertaking, or within the past year undertook, a review of course and degree enrollment for consideration of possible changes such as continuation or termination? If yes, please explain and list specific courses and degrees.

- See *Exhibit H Course and Program Evaluations* which provides details for AY19:
 - Program reviews with determination of Viable-Continue (12), Suspension (1), or Jeopardy-Follow-up AY21 (1)
 - Course reviews resulting in 10 course deactivations.

What steps, if any, did your IHE take in FY19 to share courses/programs with partnering institutions?

- There were no new partnerships in course/programs in FY19

If you implemented course/program sharing, please discuss efficiencies gained, including cumulative efficiencies to date. N/A

Co-located Campuses

Ohio Revised Code Section 3333.951 requires Ohio's co-located colleges and universities to annually review best practices and shared services in order to improve academic and other services and reduce costs for students. Co-located campuses are then required to report their findings to the Efficiency Advisory Committee. (Reference also recommendation 9 from the Task Force.)

Co-located campus: Ohio University Zanesville & Zane State College

Type of Shared Service or Best Practice (IE: Administrative, Academic, etc.)	Please include an explanation of this shared service.	Monetary Impact from Shared Service
Campus Security	During FY19, the two institutions sought proposals for armed security officers to protect the campus from the State Highway Patrol, the Sheriff of Muskingum County, and the Zanesville City Police Department. After these proposals were compared, the institutions selected the Sheriff's Office to provide a Campus Resource Officer for the campus starting in FY20. This will result in increased campus safety and additional joint safety initiatives, such as tabletop exercises, emergency planning, and safety awareness.	\$50,000 saved annually (beginning in FY20)
Capital Projects	By sharing key campus spaces (ex. Library, conference center, cafeteria, and bookstore), the two institutions have been able to distribute capital projects in FY19 and thereby reduce overall capital spending.	Approximately \$500,000 in FY19
Campus Signage	The two institutions collaborated on campus signage designed to provide better wayfinding for campus visitors.	\$6,000

Section III: Policy Reforms

Financial Advising

Recommendation 10A of the Task Force was for institutions to provide financial literacy as a standard part of students' education. In addition, the Ohio Attorney General's Student Loan Debt Advisory Group report of June 2017 made a similar recommendation as well as other proposals on how to improve processing of student accounts and debts. The report can be found at:

www.ohioattorneygeneral.gov/Files/Publications-Files/Publications-for-Schools/Ohio-Attorney-General-s-Student-Loan-Debt-Collecti.aspx

1. Has your institution considered the Ohio Attorney General's Student Loan Debt Advisory Group report recommendation on financial literacy? If so, please describe your institution's implementation.
 - Ohio University's Office of Student Financial Aid and Scholarship provides financial aid services, including FAFSA completion assistance, year long. The annual FAFSA Completion Outreach calendar includes Financial Aid Nights at regional high schools and on the main and regional campuses during the traditional October through January FAFSA timeline as well as regularly scheduled and on-demand support services available to students at all campus locations.
 - Student Financial Responsibility: Ohio University requires every student to electronically sign a financial obligation statement each semester prior to registering for classes. This agreement addresses financial responsibility associated with registering for classes, delinquent account penalties and collection process, methods of communication, the importance of maintaining accurate contact information, financial aid, third party sponsors, returned payments, and withdrawal. This agreement also informs students that they have the option of declining or reducing loan awards. The terms of this agreement and the date and time of the student's acceptance is documented within our student information system.
 - Obtaining student consent to contact them by any available communication method: Ohio University's financial obligation agreement contains consent to contact the student by cellular phone, email, wireless device, automated telephone dialing equipment, and/or artificial or pre-recorded voice or text messages.
 - The Office of Student Financial Aid and Scholarships offers GradReady, an online financial literacy resource targeted to college students. This tool is made available to students and parents at orientation, an annual reminder is sent to enrolled students, it is promoted on social media and on staff email taglines.
 - Well-Being Resources, including Financial Well-Being Resources, are coordinated through the Dean of Students, Health Promotions.
 - Transit through Everfi is an interactive tool that covers key concepts around personal finance and financial aid management.
 - Additional resources can be found at <https://www.ohio.edu/stressless/financial>

2. Does your institution provide a standard course for incoming students that includes financial literacy education?
 - FIN2010 – Basic Personal Finance Course is a three-credit hour course offered fall and spring semesters.
 - The Office of Student Financial Aid and Scholarships, upon request, will present on financial literacy education to classes, Learning Communities and student organizations.

3. Does the course explain the institution's debt collection practices, fees, notifications and referral process to the AG?
 - The attention to billing due dates is discussed during new student orientation. The collection process is acknowledged in the financial obligation agreement students complete each semester of attendance. More in-depth information about debt collection practices is provided on the Bursar website.
4. Does the institution have a process to inform students that they do not have to accept the entire student loan amount for which they are eligible?
 - Ohio University's financial aid awarding process ensures that students are awarded scholarships, federal and state grants, institutional aid, and need-based employment prior to Federal Direct Loans. Financial aid offer letters detail a student's direct charges and subtract financial aid offered to display the out-of-pocket expense for families rather than referring only to the full Cost of Attendance; thus, focusing on the amount of loan funds needed to meet direct costs. Students in lower cost programs on Ohio University's regional campuses are only offered the maximum subsidized loan amount based on academic level and are given options for requesting additional loan funds, if necessary to meet other educational expenses. While scholarship and grant funds are automatically accepted on behalf of students, Federal Direct Loans require active acceptance annually. Students have an editable field within their OHIO Student Center that allows them to enter the amount they desire to borrow. Students can select the name of the loan in the Student Center to read information about the loan and access the Student Rights and Responsibilities. ***This message informs students that they can decline the loan or accept a reduced amount. Beyond the federally required Loan Counseling, Ohio University offers one-on-one meetings with assigned financial aid administrators to discuss questions surrounding meeting costs and borrowing.
 - The financial obligation agreement that is electronically signed each semester by students has had language added to remind students they are not required to borrow the full loan amount offered.

Financial Aid

Ohio IHEs should strive to meet guidance issued by the U.S. Department of Education (USDE) on April 15, 2019:

<https://ifap.ed.gov/eannouncements/041519RecWhatPostInstShouldWork2Avoid.html>.

The guidance calls for not describing loans as "awards", including the total cost of attendance in letters, breaking costs down into clear components, avoiding comingling grants, scholarships, loans and work-study together, and always including a net cost calculation in financial aid letters. The State of Ohio also wishes to ensure that financial aid dollars it provides are supplementing financial aid for students, not supplanting dollars that would otherwise be given to a similar or identical student.

1. What strategies does your institutions use to coordinate multiple forms of financial aid (institutional or otherwise) for students that are certain or likely to receive state-sponsored financial aid in the form of OCOG, Choose Ohio First, Ohio National Guard Scholarships, War Orphans Scholarships, etc. or other state aid?
 - Ohio University's packaging philosophy ensures that students with high need, meeting filing deadlines, are considered for all available scholarship and grant programs. Additionally, special attention is given to students with state-sponsored financial aid to ensure ODHE policies and guidance are being met and that interactions across the programs are monitored.

2. Which of the April 15, 2019 recommendations made by the USDE regarding financial aid letters has your institution implemented? If you have chosen not to implement a particular recommendation, please explain why.
- Ohio University chose to implement several changes to our 2020-2021 awarding cycle based on these recommendations. Specifically, the following changes are planned:
 - “Financial Aid Award Letter” changed to “Financial Aid Offer”
 - Full Cost of Attendance added in addition to direct charges
 - Cost of Attendance categories displayed
 - Separation of gift aid and self-help aid
 - Critical next steps added to Aid Offer in addition to being outlined in the accompanying Enclosure
 - Two net price figures are displayed – after gift aid and after gift and self-help aid
 - While something that has always been true at Ohio University, Parent PLUS loans are not offered to students in the packaging process. They are only added after a PLUS application has been initiated by the parent and sent to Ohio University.

Certification Practices

Ohio Revised Code 131.02 requires state IHE’s to certify their outstanding debt to the Ohio Attorney General’s office (AGO) for collection either 45 days after the amount is due or within 10 days after the start of the next academic session, whichever is later. However, Ohio’s institutions certify their outstanding debt pursuant to varying policies and practices. To ensure that all Ohio students are treated fairly and uniformly, the recommendation #7 of the Student Loan Debt Advisory Group report is that state institutions adopt uniform certification practices that emphasize transparency for both debtors and the AGO. The advisory group recommended that the Ohio Bursars Association, in partnership with the Ohio Association of Community Colleges and the Inter-University Council, facilitate this effort.

Specifically, institutions were asked to develop uniform practices for collecting debt with attention to the type, content, and frequency of notices issued to students; and the fees and other collection costs applied to student debts.

1. Has your institution reviewed its certification practices per the 2017 AG Student Loan Debt Advisory Group report? If yes, explain.
 - Yes. The Ohio University Office of the Bursar participated in the Advisory Group discussions through the Ohio Bursar Association. Ohio University complies with the certification practices identified. For example, students are notified that past due debts will be certified to the Ohio Attorney General for collection and that collection costs will be incurred, the AG is notified when an atypical debt is certified, multiple client identification codes are utilized to differentiate debt types.
2. When your institution certifies debt to the Attorney General, are late fees or other penalties that your institution charged to the student included before certification, thereby leading to collection fees applied to prior collection fees?
 - Yes, late fees are included in the debt certified to the Ohio Attorney General.
3. Does your institution provide student debtors with opportunities for settlement of debt before certification to the AG? If not, has your institution explored options with the AG to allow settlement?

- Yes, Ohio University’s Office of the Bursar attempts to contact student debtors via email, phone, and letter before certifying balances to the Ohio Attorney General. Options available to settle the debt include:
 - Contacting the Office of Student Financial Aid to determine if aid eligibility exists
 - Establishing a payment arrangement
 - Waiving late fee(s) if balance can be paid in full
 - Sharing tuition appeal information if extenuating circumstances caused the student to withdraw
- Our Bursar also works with the AG and their collection agencies/legal counsel to negotiate debt settlements when circumstances warrant such action or when the debtor requests a debt settlement.

Section IV: Students Benefit

When institutions save money, they ideally invest a portion of those savings into student benefits, such as reduced fees, increased institutional aid, quality improvements, etc.

For fiscal year 2019 only, please explain what, if anything, your institution is doing that is a new benefit for your students. Answers may be financial benefits or intangibles such as efforts to improve career counseling, undergraduate teaching, research, etc. If you have targeted financial aid for tuition, fees, room and board, books, technology or other expenses, please explain the focus of cost reduction.

If you have seen a significant savings from an initiative in the past fiscal year, please describe that here.

Category	Initiative	FY19 (<i>Actual</i>)
Cost savings/avoidance to the institution in FY19 ONLY	Procurement initiatives - collaborative contracts, vendor negotiations, volume purchase savings due to mandated purchasing rules (implemented since FY16)	\$13,035,853
	Organizational restructuring for academic and administrative efficiencies as well as enrollment decline impacts on operations and workload (since FY16)	\$14,638,000
	Health benefit plan & drug management changes and dependent audit savings (initiatives since 2016)	\$5,428,000
New resource generation for the institution in FY19 ONLY	eLearning and online professional, graduate, bachelor completion and certificate (new programs since 2016)	\$1,023,442
Cost savings/avoidance to students in FY19 ONLY	Inclusive Access and Open Educational Resources growth	\$3,486,197

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.

Section V: Future Goals

This year's template does not require updates on every recommendation of the Task Force. Nonetheless, it is important that each institution continue to track its progress on achieving its Five-year goals that have been identified in prior years' submissions. An updated copy of the five-year goal template is attached. Please provide the data to complete the template, including information already provided in Section IV. In addition, if you have any updates or changes that need to be made to your five-year goals submitted in 2016, please update.

See *Exhibit A FY19 Master Recommendation 2*

The DeWine-Husted administration recognizes that each institution of higher education in Ohio faces unique challenges and opportunities with respect to the institution's highest priority goals over the next several years. With that in mind, please provide any suggestions about possible roles the state could play in supporting your institutional goals.

1. Please provide your thoughts and suggestions regarding ways that the State of Ohio can further support strength, resiliency and reputational excellence in Ohio's post-secondary education system.
2. What legislative obstacles or policy roadblocks, if any, inhibit efficiencies and affordability practices at the IHE's?
 - 1) The current Tuition Waiver Request process with ODHE is non-value added and can slow-down the implementation of innovative programs offered at lower costs to students. We recommend revising state law to encourage and empower universities to design innovative academic programs with tuition structures that lower costs to students.
 - 2) Aligning the ODHE requirements for academic program approvals with those of the HLC would help universities be more responsive to market demand for new credentials. OHIO has a goal of shortening our timeline for new program approval from 2.5 years to 1.5 years. We could further reduce the time to market if the external approval processes were aligned.

Thank you for completing the FY19 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.

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

Category	Recommendation	Component	Description	FY 2017 (Estimate)	FY 2017 (Actual)	FY 2018 (Estimate)	FY 2018 (Actual)	FY 2019 (Estimate)	FY 2019 (Actual)	FY 2020 (Estimate)	FY 2021 (Estimate)	Subtotal	
Budget (Cash Flow) Reduction													
<i>Efficiency Savings</i>	3A	Campus contracts	Require employees to use existing contracts for purchasing goods and services.	\$ -	\$ 32,300	\$ 47,000	\$ 2,719,903	\$ 2,840,687	\$ 3,850,940	\$ 6,379,543	\$ 4,296,668	\$ 17,279,354	
	3B	Collaborative contracts	Pursue new and/or strengthened joint purchasing agreements.	\$ -	\$ 132,937	\$ 377,360	\$ 8,216,865	\$ 7,675,267	\$ 9,184,913	\$ 7,261,903	\$ 7,244,543	\$ 32,041,161	
	4A	Asset review	Conduct an assessment of non-core assets to determine their market value if sold, leased or otherwise repurposed - operating expenditures	\$ 50,000	\$ 50,000	\$ 345,000	\$ 349,000	\$ 348,000	\$ 348,000	\$ 359,400	\$ 359,400	\$ 1,465,800	
	4B	Operations review	Conduct an assessment of non-academic operations that might be run more efficiently by a regional cooperative, private operator or other entity.	\$ 72,000	\$ 50,700	\$ 820,994	\$ 1,191,494	\$ 1,715,494	\$ 1,628,845	\$ 1,724,852	\$ 1,255,805	\$ 5,851,696	
	4C	Affinity partnerships and sponsorships	Upon determining assets and operations that are to be retained, evaluate opportunities for affinity relationships and sponsorships.	\$ 290,000	\$ 274,333	\$ 40,371	\$ 340,371	\$ 40,371	\$ 23,371	\$ 2,723,371	\$ 40,371	\$ 3,401,817	
	5C	Organizational structure	Review organizational structures in line with best practices to streamline and reduce costs	\$ -	\$ -	\$ 4,890,000	\$ 8,416,000	\$ 12,900,000	\$ 14,638,000	\$ 25,088,000	\$ 27,688,000	\$ 75,830,000	
	5D	Health-care costs	Contain and drive-down escalating costs of health care through economies of scale and collaboration	\$ 786,836	\$ 2,335,507	\$ 4,135,507	\$ 3,600,000	\$ 5,428,000	\$ 5,428,000	\$ 6,728,000	\$ 6,728,000	\$ 24,819,507	
	5G	Energy	Seek and refine sustainable methods to efficiently and cost-effectively procure and use energy	\$ 910,000	\$ 818,000	\$ 854,000	\$ 1,549,000	\$ 979,000	\$ 884,037	\$ 979,000	\$ 979,000	\$ 979,000	\$ 5,209,037
	Additional	Faculty Contracts	Regional campus analyses to redeploy faculty, share course delivery, and/or change course sizes, offerings, and delivery methods	\$ 523,000	\$ 515,000	\$ 200,000	\$ 1,434,000	\$ 1,634,000	\$ 1,836,000	\$ 2,036,000	\$ 2,236,000	\$ 2,236,000	\$ 8,057,000
	Student "Out-of-Pocket" Reduction												
6A,B,C	Textbook Affordability	Initiatives to negotiate cost, standardize materials, and develop digital capabilities to cut student materials cost	\$ 740,563	\$ 740,563	\$ 949,376	\$ 1,637,400	\$ 3,135,000	\$ 3,486,197	\$ 3,866,775	\$ 4,506,000	\$ 4,506,000	\$ 14,236,935	
Master recommendation	Direct Student Reduction	Fixed credit-hour pricing	\$ 5,290,462	\$ -	\$ 9,645,172	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Subtotal Efficiency Savings				\$ 8,662,861	\$ 4,949,340	\$ 22,304,780	\$ 29,454,033	\$ 36,695,819	\$ 41,308,303	\$ 57,146,844	\$ 55,333,787	\$ 188,192,307	
Category	Recommendation	Component	Description	FY 2017 (Estimate)	FY 2017 (Actual)	FY 2018 (Estimate)	FY 2018 (Actual)	FY 2019 (Estimate)	FY 2019 (Actual)	FY 2020 (Estimate)	FY 2021 (Estimate)	Subtotal	
<i>New Resource Generation</i>	4A	Asset review	Conduct an assessment of non-core assets to determine their market value if sold, leased or otherwise repurposed - sales	\$ 1,145,000	\$ 22,271,053	\$ -	\$ 1	\$ 1,543	\$ 1,543	\$ 219,000	\$ -	\$ 22,491,597	
	6C	Online learning - increased offerings	New net revenue generation through development of eLearning/online professional, graduate, bachelor completion and certificate programs	\$ 396,749	\$ (61,902)	\$ 193,012	\$ 358,451	\$ 1,501,896	\$ 1,023,442	\$ 3,113,326	\$ 4,685,431	\$ 9,118,747	
	Subtotal New Resource Generation				\$ 1,541,749	\$ 22,209,151	\$ 193,012	\$ 358,452	\$ 1,503,439	\$ 1,024,985	\$ 3,332,326	\$ 4,685,431	\$ 31,610,344
TOTAL OF COMBINED INSTITUTIONAL OPPORTUNITIES FOR ENHANCED STUDENT AFFORDABILITY				\$ 10,204,610	\$ 27,158,491	\$ 22,497,792	\$ 29,812,484	\$ 38,199,258	\$ 42,333,288	\$ 60,479,170	\$ 60,019,218	\$ 219,802,651	

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

Ohio University continues to be committed to affordable, quality education. Our culture of engagement contributes to our quality and efficiency of operations. We have gained efficiencies while our overall quality in academic metrics such as ACT scores, 4-year graduation rates and retention rates continued to improve. We have taken steps to reduce costs directly to students by providing options for low cost course materials. We continue to invest where needed in our academic programming, technology, facilities and quality of instruction. The Board of Trustees set investment priorities in the areas of facilities and faculty compensation to retain quality instruction and we have done that while still improving quality and reducing costs. Re-deployments listed below are 5 year cumulative totals to match our 5 year implementation plan. We have an ambitious goal for redeployment which includes strategic increases in scholarships awarded and also a commitment to lower education costs through aggressively pursuing digital content and reducing textbook costs. We also plan to continue to improve upon our quality by enhancing student retention, improving academic programs, etc. Our FY19 updated redeployment plan is below:

	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	5-Year Totals	
						FY19 Submission	FY16 Submission
Total all affordability, efficiencies and net new revenue	\$ 27,158,491	\$ 29,812,484	\$ 42,333,288	\$ 60,479,170	\$ 60,019,218	\$ 219,802,651	\$ 60,000,000
Less direct student out-of-pocket (i.e. affordability reductions)	\$ (740,563)	\$ (1,637,400)	\$ (3,486,197)	\$ (3,866,775)	\$ (4,506,000)	\$ (14,236,935)	\$ (34,402,310)
Remaining cashflow to apply to improving student education, reducing additional out-of-pocket expenses, etc.	\$ 26,417,928	\$ 28,175,084	\$ 38,847,091	\$ 56,612,395	\$ 55,513,218	\$ 205,565,716	\$ 25,597,690
OHIO's investments in improving student education and reducing additional out-of-pocket expenses							
Academic Quality and Student Success Investments							
Data Driven Advising	\$ (352,000)	\$ (352,000)	\$ (352,000)	\$ (352,000)	\$ (352,000)	\$ (1,760,000)	\$ (1,760,000)
Enrollment tracking efforts	\$ (100,000)	\$ (100,000)	\$ (100,000)	\$ (100,000)	\$ (100,000)	\$ (500,000)	\$ (250,000)
Faculty Compensation Initiative	\$ (4,756,795)	\$ (5,006,795)	\$ (5,006,795)	\$ (5,006,795)	\$ (5,006,795)	\$ (24,783,973)	\$ (20,000,000)
Faculty raise pool	\$ -	\$ (2,300,000)	\$ (2,100,000)	\$ (1,400,000)	\$ -	\$ (5,800,000)	\$ (11,600,000)
Incremental Debt Service Interest	\$ (15,299,962)	\$ (19,274,850)	\$ (19,274,850)	\$ (23,784,414)	\$ (22,968,407)	\$ (100,602,483)	\$ (100,000,000)
Investments in Academic Programming	\$ (800,000)	\$ (5,980,000)	\$ (5,020,000)	\$ (2,100,000)	\$ (2,600,000)	\$ (16,500,000)	\$ (2,000,000)
Technology improvements	\$ (364,717)	\$ (729,434)	\$ (729,434)	\$ (729,434)	\$ (729,434)	\$ (3,282,453)	\$ (2,475,000)
Elearning investments - course prep, digital content, etc.	\$ (2,185,364)	\$ (2,185,364)	\$ (2,185,364)	\$ (2,185,364)	\$ (2,185,364)	\$ (10,926,820)	\$ (10,000,000)
Innovation Strategy	\$ (1,500,000)	\$ (2,120,000)	\$ (1,080,000)	\$ (100,000)	\$ -	\$ (4,800,000)	\$ (20,000,000)
FY17 Redeployment Update - Academic Quality & Student Success	\$ (25,358,838)	\$ (38,048,443)	\$ (35,848,443)	\$ (35,758,006)	\$ (33,942,000)	\$ (168,955,729)	\$ (168,085,000)
Reduction of Direct Student Costs							
Scholarships	\$ (9,300,000)	\$ (8,000,000)	\$ (10,000,000)	\$ (10,600,000)	\$ (10,600,000)	\$ (48,500,000)	\$ (57,000,000)
TOTAL - OHIO initiatives to improve student educational experience and increase affordability	\$ (34,658,838)	\$ (46,048,443)	\$ (45,848,443)	\$ (46,358,006)	\$ (44,542,000)	\$ (217,455,729)	\$ (225,085,000)
Redeployment Initiatives Beyond the Cashflow to Apply to Improving Education and Reducing Student Costs	\$ (8,240,910)	\$ (17,873,358)	\$ (7,001,351)	\$ 10,254,389	\$ 10,971,218	\$ (11,890,013)	\$ (199,487,310)

SIGNIFICANT CHANGE(S) IN 5-YEAR GOALS FROM FY17 SUBMISSION TO FY18 SUBMISSION: Please use the area below to describe, in detail, significant deviation in your institution's 5-year goals from the FY16 submission to the FY17 submission, if applicable.

August 2019 Board of Trustees FY19 Affordability & Efficiency (A&E) State Report provides FY19 update details for each Recommendation / Goal (Exhibit B attached)

EXHIBIT B

FY19 EFFICIENCY REPORTING

RESOLUTION 2019 – 3796

WHEREAS, Section 3333.95 of the Ohio Revised Code requires that the Chancellor of Higher Education provide a report by each December 31 compiling efficiency reports received from all Ohio public institutions of higher education; and

WHEREAS, Section 381.550 of H.B. 166 requires Board of Trustees approval of the annual efficiency report that is submitted to the Chancellor of Higher Education by Ohio University each fiscal year; and

WHEREAS, the FY19 Efficiency Report will be prepared using the Affordability and Efficiency Report presented to the Board of Trustees for review and approval.

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees hereby approves the Affordability and Efficiency Report and directs the President or his designee to compile the presentation information into a FY19 Efficiency Report for timely submission to the Chancellor of Higher Education.

BE IT FURTHER RESOLVED that the President or his designee report any material change in the Affordability and Efficiency Report information approved herein to the Board of Trustees as soon as reasonably practicable.

August 19, 2019

FY19 Affordability and Efficiency (A&E) State Reporting

5-Year Goal (FY17 – FY21) VS Current Projection FY19 Update

	Recommendation	Component	Original A&E 5 Year Goal *	FY18 Reported	Current FY19 Projection	
SECTION 1: EFFICIENCIES						
3	Procurement	3A	Campus contracts	\$ -	\$ 11,280,260	\$ 17,279,354
		3B	Collaborative contracts	\$ -	\$ 31,462,458	\$ 32,041,161
4	Assets and Operations	4A	Asset review	\$ 1,395,000	\$ 23,854,597	\$ 23,957,397
		4B	Operations review	\$ 360,000	\$ 8,894,382	\$ 5,851,696
		4C	Affinity Relationships	\$ 290,000	\$ 735,817	\$ 3,401,817
5	Administrative Cost Reforms	5A	Cost Diagnostic - <i>SEPARATE REPORT</i>			
		5B	Productivity Measure: Administrative			
		5C	Organizational structure	\$ -	\$ 53,600,000	\$ 75,830,000
		5D	Health-care costs	\$ 10,309,176	\$ 25,919,507	\$ 24,819,507
		5E	Data centers			
		5F	Space Utilization			
		5G	Energy	\$ 4,550,000	\$ 5,304,000	\$ 5,209,037
SECTION 2: ACADEMIC PRACTICES						
6	Textbook affordability	6A	Negotiate Cost	\$ 7,950,000	\$ 13,160,962	\$ 14,236,935
		6B	Standardize Materials			
		6C	Develop Digital Capabilities	\$ 7,398,514	\$ 13,497,007	\$ 9,118,747
		6C	eLearning - new program net revenues			
7	Time to Degree	7A	Education Campaign			
		7B	Graduation incentive	\$ 26,452,310	\$ -	\$ -
		7C	Standardize Credits for degree			
		7D	Data-driven advising			
		7E	Summer programs			
		7F	Pathway agreements			
		7G	Competency-based education			
8	Duplicative Programs	8	Duplicative Programs			
SECTION 3: POLICY REFORMS						
10	Policy Reforms	10A	Financial Advising			
		10B	Obstacles (legislative / mandates)			
	Additional - Instruction		Regional Campus Instruction	\$ 1,295,000	\$ 7,431,000	\$ 8,057,000
				\$ 60,000,000	\$ 195,139,990	\$ 219,802,651

* Original A&E 5-Year Goal approved by Board of Trustees (BoT) June 24, 2016, Resolution 2016-3545

3 Procurement

FY18 Reported to State							
	FY17	FY18	FY19	FY20	FY21	Total	
FY18 3A Campus Contracts Reported	\$ 32,300	\$ 2,719,903	\$ 2,840,687	\$ 2,842,686	\$ 2,844,685	\$ 11,280,261	
FY18 3B Collaborative Contracts Reported	\$ 132,937	\$ 8,216,865	\$ 7,675,267	\$ 7,727,374	\$ 7,710,014	\$ 31,462,457	
FY18 Rec 3A & 3B Reported	\$ 165,237	\$ 10,936,768	\$ 10,515,954	\$ 10,570,060	\$ 10,554,699	\$ 42,742,718	
FY19 Update							
3A CAMPUS CONTRACTS	FY17	FY18	FY19	FY20	FY21	Total	
Athletics Total	\$ -	\$ 1,437,984	\$ 1,368,591	\$ 3,160,000	\$ 1,360,000	\$ 7,326,575	
Contracted Service Total	\$ -	\$ 11,250	\$ 99,774	\$ 217,685	\$ 25,685	\$ 354,394	
Culinary Service/Supplies Total	\$ -	\$ -	\$ 483,575	\$ 449,980	\$ 449,980	\$ 1,383,535	
Maintenance & Operations Total	\$ 32,300	\$ 144,630	\$ 139,531	\$ 139,760	\$ 140,760	\$ 596,981	
Media & Promotional Total	\$ -	\$ 248,461	\$ 229,736	\$ 209,750	\$ 209,750	\$ 897,697	
Office Supplies/Equipment Total	\$ -	\$ 852,000	\$ 852,000	\$ 859,999	\$ 859,999	\$ 3,423,998	
Technology Service/Product Total	\$ -	\$ -	\$ 583,154	\$ 1,135,494	\$ 1,135,494	\$ 2,854,143	
Temporary Employment Services Total	\$ -	\$ -	\$ 69,000	\$ 115,000	\$ 115,000	\$ 299,000	
Travel Total	\$ -	\$ 25,578	\$ 25,578	\$ 91,875	\$ -	\$ 143,031	
FY19 Rec 3A Update	\$ 32,300	\$ 2,719,903	\$ 3,850,940	\$ 6,379,543	\$ 4,296,668	\$ 17,279,354	
3B COLLABORATIVE CONTRACTS	FY17	FY18	FY19	FY20	FY21	Total	
Financial Services Total	\$ -	\$ 298,489	\$ 257,734	\$ 300,000	\$ 300,000	\$ 1,156,222	
Fleet Total	\$ -	\$ 69,552	\$ 113,603	\$ 110,000	\$ 110,000	\$ 403,155	
Furniture Total	\$ -	\$ 856,169	\$ 831,096	\$ 720,488	\$ 720,488	\$ 3,128,242	
Insurance Total	\$ -	\$ 852,280	\$ 850,000	\$ 850,000	\$ 850,000	\$ 3,402,280	
Maintenance & Operations Total	\$ 28,000	\$ 515,162	\$ 367,999	\$ 354,360	\$ 337,000	\$ 1,602,521	
Office Supplies/Equipment Total	\$ 104,937	\$ 317,087	\$ 398,845	\$ 375,000	\$ 375,000	\$ 1,570,869	
Scientific/Research Total	\$ -	\$ 682,634	\$ 765,045	\$ 750,000	\$ 750,000	\$ 2,947,679	
Shipping Total	\$ -	\$ 112,975	\$ 183,044	\$ 125,000	\$ 125,000	\$ 546,019	
Technology Service/Product Total	\$ -	\$ 4,154,426	\$ 5,336,429	\$ 3,352,581	\$ 3,352,581	\$ 16,196,016	
Travel Total	\$ -	\$ 358,092	\$ 81,119	\$ 324,474	\$ 324,474	\$ 1,088,159	
FY19 Rec 3B Update	\$ 132,937	\$ 8,216,865	\$ 9,184,913	\$ 7,261,903	\$ 7,244,543	\$ 32,041,161	
FY19 Rec 3A & 3B Update	\$ 165,237	\$ 10,936,768	\$ 13,035,853	\$ 13,641,446	\$ 11,541,211	\$ 49,320,515	

FY19 Procurement Activities – continued collaborative, proactive negotiation of vendor contracts for volume purchase savings

A&E Mandates:

- OHIO policy revisions reinforce mandates for on-contract purchasing and travel provider use
- ‘Exception’ form approved by unit CFAO required if Preferred Suppliers not used
- Internal Audit compliance review during unit audits; audit reporting to the Board

Campus Outreach:

- Preferred Supplier purchasing training
- New travel provider training
- Search tools under development for users
- Meetings w/partner group, CFAOs, faculty

Reporting:

- Waiver tracking and dashboard/metric reports under development

Recent IUC joint collaborations:

- New PCard program provider
- Benefits – Dental and Disability Insurance
- AV Equipment
- Lenovo -> OHIO negotiated even more savings

Note: Cost savings being realized as well as efficiencies surrounding central resource and service levels

4A Asset Review

Assessment of non-core assets for sale, lease or other opportunity to repurpose

FY18 Reported to State							
		FY17	FY18	FY19	FY20	FY21	Total
	FY18 Rec 4A Reported	\$ 22,321,053	\$ 349,001	\$ 349,543	\$ 490,000	\$ 345,000	\$ 23,854,597
FY19 Update							
		FY17	FY18	FY19	FY20	FY21	Total
4A	Sale of Courtyard land to OUF	\$ 1,003,000	\$ -	\$ -	\$ -	\$ -	\$ 1,003,000
4A	OUF Sale of Courtyard Apartments	\$ 2,300,000	\$ -	\$ -	\$ -	\$ -	\$ 2,300,000
4A	ET Rover easement compensation	\$ 334,823	\$ -	\$ -	\$ -	\$ -	\$ 334,823
4A	Ridges water tower cell tower	\$ 25,000	\$ -	\$ -	\$ -	\$ -	\$ 25,000
4A	WOUB Spectrum frequency auction	\$ 18,400,000	\$ -	\$ -	\$ -	\$ -	\$ 18,400,000
4A	OHP/UMA merger / asset purchase	\$ 208,230	\$ -	\$ -	\$ -	\$ -	\$ 208,230
4A	Leasing 78 Columbia	\$ -	\$ -	\$ -	\$ 14,400	\$ 14,400	\$ 28,800
4A	OU Press lease	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 250,000
4A	Purchase of 31 S Court	\$ -	\$ 295,000	\$ 295,000	\$ 295,000	\$ 295,000	\$ 1,180,000
4A	AEP/other easements	\$ -	\$ 1	\$ 1,543	\$ -	\$ -	\$ 1,544
4A	Pickerington lease	\$ -	\$ 1,500	\$ 3,000	\$ -	\$ -	\$ 4,500
4A	Columbia Gas storage rental	\$ -	\$ 2,500	\$ -	\$ -	\$ -	\$ 2,500
4A	Hanging Rock - approved for sale	\$ -	\$ -	\$ -	\$ 219,000	\$ -	\$ 219,000
4A	Cambridge Center - Aug 2019 BoT	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Total FY19 Rec 4A Update	\$ 22,321,053	\$ 349,001	\$ 349,543	\$ 578,400	\$ 359,400	\$ 23,957,397

- The Real Estate office is evaluating development possibilities in several areas with a University presence
 - RFPs for the Ridges, Dublin and Beavercreek locations
- Prior years' activity included several large items
 - WOUB auction - \$18.4M proceeds
 - Foundation sale of Courtyard inclusive of OU owned land - netted \$3.3M
- The University's Real Estate office continues to assess and execute on opportunities for:
 - Sale or lease of non-core assets and other real estate opportunities
 - Work with UPSM to exit existing leases and relocate University departments to owned space

4B Operations Review

Assess operations to gain efficiencies and reduce costs

FY18 Reported to State							
		FY17	FY18	FY19	FY20	FY21	Total
	FY18 Rec 4B Reported	\$ 50,700	\$ 3,922,494	\$ 1,715,494	\$ 1,819,494	\$ 1,386,200	\$ 8,894,382
FY19 Update							
		FY17	FY18	FY19	FY20	FY21	Total
4B	Printing to external customers	\$ 50,700	\$ 50,700	\$ 50,700	\$ 70,700	\$ 81,305	\$ 304,105
4B	Facilities water treatment changes	\$ -	\$ 460,000	\$ 530,000	\$ 450,000	\$ 450,000	\$ 1,890,000
4B	FMS timeclock implementation	\$ -	\$ (14,500)	\$ (13,649)	\$ 117,358	\$ 115,000	\$ 204,209
4B	FY17 IT 3rd party ERP support contract	\$ -	\$ 320,294	\$ 320,294	\$ 320,294	\$ -	\$ 960,882
* 4B *	FY18 IT operations / contract savings *	\$ -	\$ 375,000	\$ 741,500	\$ 766,500	\$ 609,500	\$ 2,492,500
4B		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4B		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	FY19 Rec 4B Update	\$ 50,700	\$ 1,191,494	\$ 1,628,845	\$ 1,724,852	\$ 1,255,805	\$ 5,851,696

Since our A&E reporting began, few ‘Operations Review’ initiatives have been included in our State Efficiency Report due to units continually assessing all operations to meet budget reduction targets (see 5C)

- Lean process improvement studies have resulted in several quantifiable efficiencies
- IT is a high-cost operation which was exempted from the Administrative reduction targets
 - IT underwent its own high-profile operational streamlining including renegotiation of equipment and maintenance contracts and staff realignments; the projected savings were reported as part of 4B Operations Review initiatives
 - ★ In FY19 it was determined that a significant avoidance strategy could not be operationalized resulting in the \$3M downward adjustment in the Rec 4B Total from the FY18 Reported to the FY19 Update

4C Partnerships / Sponsorships

Evaluate opportunities for partnerships and sponsorships to benefit institution and students

FY18 Reported to State							
		FY17	FY18	FY19	FY20	FY21	Total
	FY18 Rec 4C Reported	\$ 274,333	\$ 340,371	\$ 40,371	\$ 40,371	\$ 40,371	\$ 735,817
FY19 Update							
		FY17	FY18	FY19	FY20	FY21	Total
4C	City - Richland Ave sidewalk/lights	\$ 258,242	\$ 5,371	\$ 5,371	\$ 5,371	\$ 5,371	\$ 279,726
4C	Horizon utility easement 6.2017 BoT	\$ 4,404	\$ -	\$ -	\$ -	\$ -	\$ 4,404
4C	City paving contracts - OU participation	\$ -	\$ 300,000	\$ -	\$ 100,000	\$ -	\$ 400,000
4C	Bulk salt / storage MOU w/City	\$ 11,687	\$ 35,000	\$ 18,000	\$ 18,000	\$ 35,000	\$ 117,687
4C	Richland Avenue Crossing	\$ -	\$ -		\$ 2,600,000		\$ 2,600,000
	FY19 Rec 4C Update	\$ 274,333	\$ 340,371	\$ 23,371	\$ 2,723,371	\$ 40,371	\$ 3,401,817

- Valuable partnership opportunities continue to exist and be pursued in the University’s locations throughout the state
 - Dublin, Cleveland, Beavercreek, regional campus locations and Athens
 - The University collaborates with government and industry on the development of our campuses by acting as a good neighbor and partner and providing hands-on student experiences in support of those communities
- The University’s partnership with the City of Athens continues to serve both entities well –
 - The Richland Avenue Crossing project addresses the University’s #1 safety issue; \$3.3M total project budget (\$767K OHIO, \$2.6M City)
 - Continued participation in the City’s paving contract resulted in an additional \$100K in avoided costs
 - Other collaborations include construction coordination, granting of easements and other mutually beneficial agreements
- The OhioHealth partnership continues to expand to involve leadership beyond HCOM and CHSP, working together to develop broader strategies

4C Partnerships / Sponsorships

Evaluate opportunities for partnerships and sponsorships to benefit institution and students

FY19 Highlights

- The Presidential strategic pathway ‘Build a University Engagement Ecosystem’ spawned the creation of the Corporate Engagement Task Force
 - Task force membership made up of university leadership and professionals; chaired by CMAO Dr. Ken Johnson
 - Created to further develop and grow corporate relationships to benefit students, faculty, communities and industries served by the University
- Russ Research Center - Beavercreek
 - The Center is home to a new consortium focused on U.S. Air Force research priorities
 - The Center, in collaboration with Sen. Sherrod Brown’s office, held southwest Ohio’s first manufacturing summer camp for middle and high school students, with Russ College faculty, staff and students providing STEM experiences through hands-on activities, 3-D printing, and robotics facility tours
- Dublin Campus
 - City of Dublin transferred 27 acres to the University for further expansion of its high-impact initiatives and programs
 - City of Dublin was first to partner with the Voinovich School in the new Executive Master of Public Administration program
 - HCOM medical students worked with high-school summer camp participants to provide interactive learning activities, demonstrations of human anatomy and physiology, and hands-on clinical skills work with simulated patients

4C Partnerships / Sponsorships

Evaluate opportunities for partnerships and sponsorships to benefit institution and students

Colleges are maximizing partnership opportunities to create unique experiences and outcomes in research, teaching, internships, community engagement, mentorship, job placement, ...

Presidential Priority: Strengthening the University's public service mission
Strategic Pathway: Build a University engagement ecosystem



Clinical/Learning Placements

Across the College, students complete course-based experiential learning placements both to clinical or patient/client interventions as well as non-clinical experiences such as training, community/environmental health development, education/prevention activities. In 2018:

- 5,878 clinical/learning placements
- 1,268 site affiliations
- clinical/learning experiences occur internationally

College of Fine Arts

IMPACTING OUR COMMUNITY: ENGAGED ECOSYSTEM STRATEGIC PATHWAY



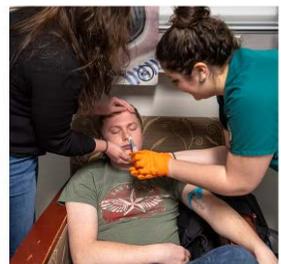
Athena Cinema, Athens International Film+Video Festival, Athens Community Music School, Kennedy Museum, Marching 110, and Tantrum Theater

- New Center for Collaborative Arts
- Engagement-research center focused on regional development in health/wellness, creative placemaking, and lifelong learning
- Significant increase in grants and community/interdisciplinary partnerships
- 101 community/interdisciplinary partnerships
- 48% of CoFA students participating in community work or an internship last year
- 413 Semesters of undergrad student employment in arts-related activity
- Serving 14 Appalachian counties
- \$24.3 million in economic impact of arts/cultural programming in Athens County (*Americans for the Arts*)

Presidential Priority: Strengthening the University's public service mission
Strategic Pathway: Build a University engagement ecosystem

CHSP: Responsive to Community Need The Opioid Crisis

- Athens HOPE
- Appalachian Recovery Project
- Ohio River Valley Addiction Research Consortium
- Purple Gala



NARCAN and Fentanyl Response Simulation 2018

Presidential Priority: Strengthening the University's public service mission
Strategic Pathway: Build a University engagement ecosystem

CHSP: Community informed, community responsive

- ❖ Over 30 ongoing community outreach initiatives
- ❖ 80+ partner organizations
- ❖ Every academic school and department is connected to community needs through multiple initiatives
- ❖ Curricular, co-curricular, and extra-curricular experiences



Preparing students for a lifetime of service to their professions and to their communities

Russ Research Center

Selected Subset of Partnerships



5C Organizational Structure

Assess organizational structures to gain efficiencies and reduce costs

FY18 Reported to State							
		FY17	FY18	FY19	FY20	FY21	Total
	FY18 Rec 5C Reported	\$ -	\$ 4,900,000	\$ 12,900,000	\$ 17,100,000	\$ 18,700,000	\$ 53,600,000
FY19 Update							
		FY17	FY18	FY19	FY20	FY21	Total
5C	FY18 - Administrative Restructuring	\$ -	\$ 4,800,000	\$ 6,450,000	\$ 8,500,000	\$ 8,500,000	\$ 28,250,000
5C	FY20 - Add'l Administrative Reductions	\$ -	\$ -	\$ -	\$ 2,300,000	\$ 2,300,000	\$ 4,600,000
5C	FY18/19 - Academic Expense Reductions	\$ -	\$ 5,016,000	\$ 6,988,000	\$ 6,988,000	\$ 6,988,000	\$ 25,980,000
5C	FY20 - New Academic targets	\$ -	\$ -	\$ -	\$ 6,100,000	\$ 8,700,000	\$ 14,800,000
5C	FY18 - RHE ERIP	\$ -	\$ (1,400,000)	\$ 1,200,000	\$ 1,200,000	\$ 1,200,000	\$ 2,200,000
	FY19 Rec 5C Update	\$ -	\$ 8,416,000	\$ 14,638,000	\$ 25,088,000	\$ 27,688,000	\$ 75,830,000

- The FY18-FY20 Administrative reduction targets have been achieved while minimizing impact to mission critical activities and services
 - IT and Diversity and Inclusion were the two units exempt from Administrative reduction targets
 - Add'l \$2.3M realized in administrative and auxiliary base reductions for FY20 as a result of enrollment impacts on housing and maintenance costs and significant reduction in 6-year Capital Plan spend and impact on project support costs
- As part of FY20 budgeting, additional Academic reduction targets beyond the FY18/19 goals were set
 - Arts & Sciences is impacted most significantly, one factor being College Credit Plus (CC+) and the increasing number of GenEd credits that new students bring with them to OHIO

5D Health Care

Contain and drive-down escalating costs of health care through economies of scale and collaboration

FY18 Reported to State							
		FY17	FY18	FY19	FY20	FY21	Total
	FY18 Rec 5D Reported	\$ 2,335,507	\$ 3,600,000	\$ 5,428,000	\$ 6,728,000	\$ 7,828,000	\$ 25,919,507
FY19 Update							
		FY17	FY18	FY19	FY20	FY21	Total
5D	BAC FY16-18 and RX changes	\$ 2,335,507	\$ 3,600,000	\$ 4,900,000	\$ 4,900,000	\$ 4,900,000	\$ 20,635,507
5D	BAC FY19-21 Plan Design Change impacts	\$ -	\$ -	\$ -	\$ 1,300,000	\$ 1,300,000	\$ 2,600,000
5D	Dependent Audit - ineligible impact	\$ -	\$ -	\$ 463,000	\$ 463,000	\$ 463,000	\$ 1,389,000
5D	Rejoin IUC Group Life Insurance contract	\$ -	\$ -	\$ 65,000	\$ 65,000	\$ 65,000	\$ 195,000
	FY19 Rec 5D Update	\$ 2,335,507	\$ 3,600,000	\$ 5,428,000	\$ 6,728,000	\$ 6,728,000	\$ 24,819,507

- Recommendations from the University’s Benefits Advisory Committee (BAC) have resulted in reducing the rate of increase in University costs to no more than 5% per year since FY16; recommendations have included:
 - Plan design changes including cost sharing for premiums, deductibles, copays and out of pocket maximums
 - Prescription drug management changes
 - Conducting a Dependent Audit to ensure all participants were qualified dependents
- Due to lower growth in health benefits costs than the annual cap of 5%, BAC recommended additional plan design and employee cost share changes scheduled for FY20 be pushed out one year
- BAC continues to evaluate care coordination programs, clinical support management and wellness initiatives to reduce overall health plan costs without the need for plan design changes that reduce benefit levels for all

5G Energy

Seek and refine sustainable methods to efficiently and cost-effectively procure and use energy

FY18 Reported to State							
		FY17	FY18	FY19	FY20	FY21	Total
	FY18 Update Rec 5G Goal	\$ 818,000	\$ 1,549,000	\$ 979,000	\$ 979,000	\$ 979,000	\$ 5,304,000
FY19 Update							
		FY17	FY18	FY19	FY20	FY21	Total
5G	Impact of infrastructure, consumption & pricing initiatives on total utility spend adjusted for degree days	\$ 818,000	\$ 824,000	\$ 759,037	\$ 854,000	\$ 854,000	\$ 4,109,037
5G	CNE Perf Contract settlement - \$1.8M 15 yr cost avoidance - \$125K/yr	\$ -	\$ 725,000	\$ 125,000	\$ 125,000	\$ 125,000	\$ 1,100,000
	FY19 Rec 5G Update	\$ 818,000	\$ 1,549,000	\$ 884,037	\$ 979,000	\$ 979,000	\$ 5,209,037

- The FY17 reduction in utility spend is considered a permanent ‘cost avoidance’; the decrease in energy costs resulted from multiple successful initiatives
 - The avoidance for FY18 was \$824K, \$30K less than planned, due to a 17.5% increase in degree days above normal
 - FY19 was nearly \$100K lower than the \$854K plan due to warmer weather in the winter resulting in an increase in energy consumption
- Sustainability energy initiatives are evaluated based on economic, environmental and social benefits; some sustainability initiatives implemented may not be cost effective for OHIO, but have benefits important to the community
- Energy Savings Performance Contract: Management chose to withdraw from the vendor provided 15-year measurement and verification service contract - those efforts to be undertaken in-house
 - A settlement reached in FY18 resulted in avoided costs to the University of \$1.8M; FY18 reported savings includes the \$600K OTO settlement as well as 15 years at \$125K/year in avoided costs

6 Textbook Affordability

6A,B,C Initiatives to Negotiate Cost, Standardize Materials, and Develop Digital Capabilities to cut student materials cost

FY18 Reported to State							
		FY17	FY18	FY19	FY20	FY21	Total
6A,B,C	Textbook Affordability	\$ 740,563	\$ 1,637,400	\$ 3,135,000	\$ 3,737,000	\$ 3,911,000	\$ 13,160,963
	FY18 Rec 6A,B,C Reported	\$ 740,563	\$ 1,637,400	\$ 3,135,000	\$ 3,737,000	\$ 3,911,000	\$ 13,160,963
FY19 Updating							
		FY17	FY18	FY19	FY20	FY21	Total
6A	Textbook rentals	\$ 361,000	\$ 397,000	\$ 437,000	\$ 481,000	\$ 529,000	\$ 2,205,000
6A	VitalSource Inclusive Access ('opt out')	\$ -	\$ 88,400	\$ 1,806,197	\$ 2,034,775	\$ 2,500,000	\$ 6,429,372
6B	Alt-text initiative	\$ 220,213	\$ 328,000	\$ 448,000	\$ 454,000	\$ 454,000	\$ 1,904,213
6C	TopHat clicker application	\$ 159,350	\$ 224,000	\$ 305,000	\$ 407,000	\$ 533,000	\$ 1,628,350
6C	TopHat Open Educational Resources (OER)	\$ -	\$ 600,000	\$ 490,000	\$ 490,000	\$ 490,000	\$ 2,070,000
	FY19 Rec 6A,B,C Update	\$ 740,563	\$ 1,637,400	\$ 3,486,197	\$ 3,866,775	\$ 4,506,000	\$ 14,236,935

In FY18 Inclusive Access and OER were launched to reduce the student cost of course materials

- Initial successes from these programs are considered the 'tip of the iceberg'; significant opportunity to expand -> estimates of 3-4% of faculty participating to date and 1-2% of course sections captured to date
 - Inclusive Access FY19 updated projections reflect \$3.7M more in savings to students than the FY18 reported savings
 - Inclusive Access gives students enrolled in participating courses access to their digital content on the first day of class at a significantly lower price than printed materials
 - VitalSource provides reader content through downloadable apps
 - Students are charged for materials through Bursar's office but can 'opt out' during the add/drop period
 - The Open Educational Resources (OER) partnership with TopHat savings estimates have fallen short; there are plans to market the program and grow adoption of OER on campus

6C Develop Digital Capacity – New eLearning

Net Revenue generation through new professional and online program development

FY18 Reported to State							
		FY17	FY18	FY19	FY20	FY21	Total
Graduate Professional and Online Programs post FY16		\$ (173,004)	\$ 293,526	\$ 1,083,799	\$ 3,620,500	\$ 6,025,302	\$ 10,850,123
Undergraduate and Certificate Programs post FY16		\$ 111,102	\$ 57,448	\$ 418,097	\$ 915,785	\$ 1,144,452	\$ 2,646,884
FY18 New Graduate & Undergraduate eLearning Net Revenue		\$ (61,902)	\$ 350,974	\$ 1,501,896	\$ 4,536,285	\$ 7,169,754	\$ 13,497,007
FY19 Update							
Graduate Professional & Online Programs	College	FY17	FY18	FY19	FY20	FY21	Total
Masters of Financial Economics (MFE)	Arts & Sciences		\$ 51,078	\$ 15,697	\$ 10,284	\$ -	\$ 77,059
Masters of Science in Chemistry Online	Arts & Sciences		\$ (11,058)	\$ 71,281	\$ 478,167	\$ 478,167	\$ 1,016,557
Master of Law, Justice, and Culture Online	Arts & Sciences		\$ -	\$ 5,653	\$ 46,771	\$ 107,383	\$ 159,807
Masters in Social Work	Health Science & Professions		\$ -	\$ (18,158)	\$ 374,611	\$ 836,369	\$ 1,192,822
Online Masters in Public Health	Health Science & Professions		\$ -		\$ (61,302)	\$ 275,198	\$ 213,896
Masters in Business Analytics (OMBAN)	Business		\$ -	\$ 69,540	\$ 713,379	\$ 937,474	\$ 1,720,393
Masters of Science in Management (OMiM)	Business		\$ -	\$ (16,375)	\$ 10,045	\$ 138,638	\$ 132,308
Blended Masters Early Childhood & Special Educ	Education		\$ -	\$ 124,779	\$ 305,833	\$ 382,291	\$ 812,903
Master's in Tennis	Education		\$ -		\$ 134,677	\$ 246,865	\$ 381,542
Masters In Music Education	Fine Arts		\$ 4,261	\$ 6,899	\$ 55,657	\$ 101,377	\$ 168,194
Masters in Music Therapy	Fine Arts		\$ -	\$ -	\$ -	\$ -	\$ -
Online/Hybrid MA in Arts Admin	Fine Arts		\$ -	\$ (5,000)	\$ 60,960	\$ 74,440	\$ 130,400
Masters of Public Administration (MPA)	Voinovich	\$ (173,004)	\$ 249,244	\$ 398,468	\$ 354,995	\$ 390,498	\$ 1,220,201
FY19 New Graduate Net Revenue		\$ (173,004)	\$ 293,526	\$ 652,784	\$ 2,484,077	\$ 3,968,700	\$ 7,226,082
Undergrad / Certificate Program Name	College	FY17	FY18	FY19	FY20	FY21	Total
Bachelor of Arts in Psychology Online	A&S		\$ (1,883)	\$ 121,643	\$ 289,212	\$ 289,212	\$ 698,184
English as a Foreign Language (TEFL and TESOL)	A&S		\$ (29,221)	\$ 75,453	\$ 82,193	\$ 82,193	\$ 210,618
Pre-K Special Education	College of Education		\$ 62,782	\$ 83,719	\$ 79,714	\$ 79,714	\$ 305,929
Transition to Work	College of Education		\$ -	\$ 17,904	\$ 85,167	\$ 119,233	\$ 222,304
Human Services Bachelor Completion Program	College of Education		\$ (13,265)	\$ (42,516)	\$ 21,823	\$ 43,539	\$ 9,581
Customer Service Program	College of Education	\$ 111,102	\$ 55,394	\$ 68,821	\$ 9,623	\$ 9,623	\$ 254,563
Education Public Policy Certificate	College of Education		\$ (8,882)	\$ 45,634	\$ 61,517	\$ 93,217	\$ 191,486
FY19 New Undergraduate Net Revenue		\$ 111,102	\$ 64,925	\$ 370,658	\$ 629,249	\$ 716,731	\$ 1,892,665
FY18 New Graduate & Undergraduate eLearning Net Revenue		\$ (61,902)	\$ 358,451	\$ 1,023,442	\$ 3,113,326	\$ 4,685,431	\$ 9,118,747

- Projections for net new revenue from online bachelor degree completion, masters, professional graduate, and certificate programs introduced since FY16
- The University's primary growth strategies exist in graduate professional and online programs; enrollment goals as well as associated net revenue growth for these programs are built into the FY20-25 multi-year budget projections

Faculty – Regional Campus Instruction

FY18 Reported to State							
		FY17	FY18	FY19	FY20	FY21	Total
	FY18 Reported	\$ 515,000	\$ 1,434,000	\$ 1,634,000	\$ 1,829,000	\$ 2,019,000	\$ 7,431,000
FY19 Update							
		FY17	FY18	FY19	FY20	FY21	Total
	FY19 Update	\$ 515,000	\$ 1,434,000	\$ 1,836,000	\$ 2,036,000	\$ 2,236,000	\$ 8,057,000

- Regional Campus analysis to redeploy faculty, share course delivery with Athens and/or change course size, offerings, delivery methods, etc.
- In response to enrollment and budget fluctuations, regional campuses implemented instruction initiatives which resulted in increased numbers of students being taught by core faculty; continued savings in part time instruction costs amounted to another \$400K in FY19
- Summer course offerings have been modified in two ways:
 - Increased number of shared online courses among the regional campuses while decreasing the on-campus face to face offerings
 - Eliminated summer courses that siphon enrollments from fall and spring offerings to decrease the need for supplemental contracts

FY19 Update

	<u>Recommendation</u>	<u>Component</u>	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>	<u>FY20</u>	<u>FY21</u>	<u>Current FY19 Projection</u>
SECTION 1: EFFICIENCIES								
3	Procurement	3A Campus contracts	\$ 32,300	\$ 2,719,903	\$ 3,850,940	\$ 6,379,543	\$ 4,296,668	\$ 17,279,354
		3B Collaborative contracts	\$ 132,937	\$ 8,216,865	\$ 9,184,913	\$ 7,261,903	\$ 7,244,543	\$ 32,041,161
4	Assets and Operations	4A Asset review	\$ 22,321,053	\$ 349,001	\$ 349,543	\$ 578,400	\$ 359,400	\$ 23,957,397
		4B Operations review	\$ 50,700	\$ 1,191,494	\$ 1,628,845	\$ 1,724,852	\$ 1,255,805	\$ 5,851,696
		4C Affinity Relationships	\$ 274,333	\$ 340,371	\$ 23,371	\$ 2,723,371	\$ 40,371	\$ 3,401,817
5	Administrative Cost Reforms	5A Cost Diagnostic - <i>SEPARATE REPORT</i>						
		5B Productivity Measure: Administrative						
		5C Organizational structure	\$ -	\$ 8,416,000	\$ 14,638,000	\$ 25,088,000	\$ 27,688,000	\$ 75,830,000
		5D Health-care costs	\$ 2,335,507	\$ 3,600,000	\$ 5,428,000	\$ 6,728,000	\$ 6,728,000	\$ 24,819,507
		5E Data centers						
		5F Space Utilization						
		5G Energy	\$ 818,000	\$ 1,549,000	\$ 884,037	\$ 979,000	\$ 979,000	\$ 5,209,037
SECTION 2: ACADEMIC PRACTICES								
6	Textbook affordability	6A Negotiate Cost						
		6B Standardize Materials	\$ 740,563	\$ 1,637,400	\$ 3,486,197	\$ 3,866,775	\$ 4,506,000	\$ 14,236,935
		6C Develop Digital Capabilities						
		6C eLearning - new program net revenues	\$ (61,902)	\$ 358,451	\$ 1,023,442	\$ 3,113,326	\$ 4,685,431	\$ 9,118,747
7	Time to Degree	7A Education Campaign						
		7B Graduation incentive	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		7C Standardize Credits for degree						
		7D Data-driven advising						
		7E Summer programs						
		7F Pathway agreements						
		7G Competency-based education						
8	Duplicative Programs	8 Duplicative Programs						
SECTION 3: POLICY REFORMS								
10	Policy Reforms	10A Financial Advising						
		10B Obstacles (legislative / mandates)						
	Additional - Instruction	Regional Campus Instruction	\$ 515,000	\$ 1,434,000	\$ 1,836,000	\$ 2,036,000	\$ 2,236,000	\$ 8,057,000
			\$ 27,158,491	\$ 29,812,484	\$ 42,333,288	\$ 60,479,170	\$ 60,019,218	\$ 219,802,651

5-Year Goal (FY17 – FY21) VS Current Projection FY19 Update

	Recommendation	Component	Original A&E 5 Year Goal *	FY18 Reported	Current FY19 Projection
SECTION 1: EFFICIENCIES					
3	Procurement	3A Campus contracts	\$ -	\$ 11,280,260	\$ 17,279,354
		3B Collaborative contracts	\$ -	\$ 31,462,458	\$ 32,041,161
4	Assets and Operations	4A Asset review	\$ 1,395,000	\$ 23,854,597	\$ 23,957,397
		4B Operations review	\$ 360,000	\$ 8,894,382	\$ 5,851,696
		4C Affinity Relationships	\$ 290,000	\$ 735,817	\$ 3,401,817
5	Administrative Cost Reforms	5A Cost Diagnostic - <i>SEPARATE REPORT</i>			
		5B Productivity Measure: Administrative			
		5C Organizational structure	\$ -	\$ 53,600,000	\$ 75,830,000
		5D Health-care costs	\$ 10,309,176	\$ 25,919,507	\$ 24,819,507
		5E Data centers			
		5F Space Utilization			
		5G Energy	\$ 4,550,000	\$ 5,304,000	\$ 5,209,037
SECTION 2: ACADEMIC PRACTICES					
6	Textbook affordability	6A Negotiate Cost			
		6B Standardize Materials	\$ 7,950,000	\$ 13,160,962	\$ 14,236,935
		6C Develop Digital Capabilities			
		6C eLearning - new program net revenues	\$ 7,398,514	\$ 13,497,007	\$ 9,118,747
7	Time to Degree	7A Education Campaign			
		7B Graduation incentive	\$ 26,452,310	\$ -	\$ -
		7C Standardize Credits for degree			
		7D Data-driven advising			
		7E Summer programs			
		7F Pathway agreements			
		7G Competency-based education			
8	Duplicative Programs	8 Duplicative Programs			
SECTION 3: POLICY REFORMS					
10	Policy Reforms	10A Financial Advising			
		10B Obstacles (legislative / mandates)			
	Additional - Instruction	Regional Campus Instruction	\$ 1,295,000	\$ 7,431,000	\$ 8,057,000
			\$ 60,000,000	\$ 195,139,990	\$ 219,802,651

* Original A&E 5-Year Goal of \$60M approved by Board of Trustees (BoT) June 24, 2016, Resolution 2016-3545

FY19 Efficiency Report Resolution

FY19 EFFICIENCY REPORTING

RESOLUTION 2019 –

WHEREAS, Section 3333.95 of the Ohio Revised Code requires that the Chancellor of Higher Education provide a report by each December 31 compiling efficiency reports received from all Ohio public institutions of higher education; and

WHEREAS, Section 381.550 of H.B. 166 requires Board of Trustees approval of the annual efficiency report that is submitted to the Chancellor of Higher Education by Ohio University each fiscal year; and

WHEREAS, the FY19 Efficiency Report will be prepared using the Affordability and Efficiency Report presented to the Board of Trustees for review and approval.

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees hereby approves the Affordability and Efficiency Report and directs the President or his designee to compile the presentation information into a FY19 Efficiency Report for timely submission to the Chancellor of Higher Education.

BE IT FURTHER RESOLVED that the President or his designee report any material change in the Affordability and Efficiency Report information approved herein to the Board of Trustees as soon as reasonably practicable.

	Project/Collaboration Title	Community Organization	University College/Department Partner	
1	Athens HOPE: Halting Opioids through Prevention & Education	Athens City-County Health Department	CHSP	College of Health Sciences & Professions
2	Cooks and Books Club	Athens County Public Library	A&S	College of Arts & Sciences
3	Athens Area Women's Summit	Athens Area Chamber of Commerce	VPR VPD&I	Innovation Center, Women's Center
4	Athens City School Professional Development School Partnerships and Service Learning Day	Athens City School District	PCOE	Patton College of Education, OHIO Center for Clinical Practice in Education
5	Diabetes Education and Prevention Programs in a Community Setting	Shade Community Center	HCOM	Heritage College of Osteopathic Medicine (HCOM), Diabetes Institute
6	Ohio University Music Therapy Clinical Supervision Athens Community Music School (ACMS), Music Therapy Clinicians Appalachian Recover Project	Central Ohio Music Therapy, LLC	CoFA	Music Therapy Department, School of Music; ACMS; Ohio Valley Center for the Collaborative Arts (CoArts) College of Fine Arts
7	COMCorps, an AmeriCorps Program	Athens County Children Services & multiple partners	HCOM	Community Health Programs
8	Growing Social Enterprises	Habitat for Humanity SE Ohio	VOIN	Voinovich School of Leadership and Public Affairs
9	Bobcat Pass	Hocking Athens Perry Community Action (HAPCAP)	VPFA	Transportation and Parking Services
10	Bike Rodeo	OhioHealth O'Bleness Hospital	VPFA HCOM	Office of Sustainability, HCOM Peds Club
11	University-Community Partnerships Increase Access to Inclusive STEM Experiences	Ohio Valley Museum of Discovery	PCOE	Patton College of Education
12	Zero Waste Thrift Store	ReUse Industries	VOIN	Voinovich School of Leadership and Public Affairs
13	Appalachian Ohio Zero Waste Initiative (AOZWI) and Acid Mine Drainage Paint Pigmentation	Rural Action	VOIN RCENT CoFA	Voinovich School of Leadership and Public Affairs Department of Civil Engineering; Russ College of Engineering; School of Art + Design, College of Fine Arts
14	The Front Porch Project	Athens Photographic Project	HCOM	Heritage College of Medicine
15	Bailey's Trail Project	Wayne National Forest	PCOE CoB COMM CCCE VOIN	Patton College of Education, College of Business, College of Arts & Sciences, Scripps College of Communication, Center for Campus and Community Engagement, Voinovich School of Leadership and Public Affairs



Ohio University is positively impacting the lives of our students and communities through our company engagement.



Key University-level Initiatives for Company Engagement

- New Corporate Engagement Office
- One of four Ohio universities to lead design and development of the Ohio Innovation Exchange (OIEx)
- Developing training programs to support the ramp up of a new workforce training center in Fairfield County
- Joined the Ohio IP Promise
- One of 11 founding members of Midwest Executives-on-Roster program
- Joined Ohio TechNet 2.0
- Co-host with the Ohio State University of Fall 2019 international University Industry Demonstration Partnership meeting



- **Curriculum**
- **Experiential Learning**
- **Scholarships**
- **Student Placement and Talent Pipelines**
- **Research**
- **Entrepreneurial Ecosystem**

** the following report was submitted to IUC President Bruce Johnson in October, 2019*

Introduction

For over 200 years, Ohio University has been delivering on its core missions of education, research, scholarship, and supporting the economic development of our state and region. In our third century, Ohio University is engaging with businesses and new industries in more diverse ways than ever. Whether partnering on workforce development needs, research, philanthropy, or helping to grow businesses, Ohio University positively impacts the lives of our students and community members through our company engagement.

At the university level, Ohio University is leading a number of initiatives to support further company engagement. A few examples, include:

- Ohio University has created a new Corporate Engagement Office, which will serve as a central location for personalized and accelerated matchmaking and navigation services for corporate partners. The goal of this office is to build greater capacity for corporate engagement and stewardship and to grow corporate relationships.
- OHIO is one of four major Ohio universities that led the design and development of the Ohio Innovation Exchange (OIEx), a new research expertise and IP portal created to bolster collaborations between universities and industry and further assist technology commercialization across the state of Ohio. This innovative knowledge management framework provides a single point of search for online users looking for faculty experts, research technologies, and shareable equipment across multiple universities. Sponsored by the Ohio Department of Higher Education, OIEx helps businesses gain access to high-end equipment, allows industry to tap into the next generation of employees, forges new R&D partnerships, strengthens industry-sector supply chains, and stimulates job opportunities across Ohio.
- Ohio University, in partnership with Hocking College, is developing training programs to support the ramp up of a new workforce training center in Fairfield County. The 72,000 square-foot training center will provide a mix of industrial space and classroom space which will be used to train future or current employees of local businesses. Initially, the center will provide training in the areas of robotics and advanced manufacturing for employees of Magna International, an auto parts manufacturer, bringing 300 new jobs to the Fairfield County area. Eventually the center will serve to upskill regional company's current employees or build a pipeline of new employees for existing and new businesses.
- Ohio University joined the Ohio IP Promise, a state-wide collaboration of Ohio's universities to establish a best-in-class process for licensing intellectual property and nurturing startup companies. The goal of the Ohio IP Promise is to foster a climate in which innovation thrives through partnerships among universities, researchers, entrepreneurs, investors and industry. This new approach will ultimately strengthen Ohio's economy, attract innovative researchers and serve as a magnet for investors and entrepreneurs.
- Ohio University is one of 11 founding members of the Midwest Executives-on-Roster program developed to commercialize university technologies by connecting with prospective CEOs who can build businesses that move innovations into the marketplace.

- Ohio University was a cohost with Ohio State University for the Fall 2019 international meeting of the University Industry Demonstration Partnership (UIDP) an organization composed of industry and academic members dedicated to best practices in university/industry relationships.
- Ohio University has joined Ohio TechNet 2.0, a statewide consortium of colleges and universities working toward developing skills in high-tech manufacturing for employers in Ohio. Ohio University's affiliation with TechNet 2.0 will allow the institution to connect with adults whose on-the-job training could convert to college credit and help Ohio University to both accelerate the student pace of instruction and allow students to enter careers in the manufacturing field faster.

Additional specific examples of company engagement in the areas of Curriculum, Experiential Learning, Scholarships, Student Placement and Talent Pipelines, Research, and Entrepreneurial Ecosystem are highlighted below.

Curriculum Development

- Schey Sales Centre
 - The Schey Sales Centre is the world's largest selective sales program by size with over 600 students. The Centre provides the average student with over 500 hours of sales training to jumpstart students' abilities to be successful in sales roles throughout their careers. The Centre operates with a 25-30% student acceptance rate per semester but generates over 800 student applications into the program. Selected 'new hire' students are given substantial coaching both one-on-one and in a fixed curriculum to accelerate professional development. With over 45 corporate partners across the country and a proven track record across 22 years of sales education, the Schey Sales Centre is recognized by corporations and universities as an indisputable top program. The program works continuously with these corporate partners to ensure all curriculum, development, and coaching are highly relevant, and the Centre has a 100% placement rate for students at the time of graduation. Three examples of key corporate partners of the Centre include:
 - Dell EMC: One of the world's largest technology solutions providers has been a partner for over 15 years (working with the legacy EMC) placing Centre graduates into their B2B inside sales program. Dell EMC senior leaders have specifically identified the Centre graduates as a key competitive advantage in their sales efforts. One of our earliest alumni now serves as resident of the company's primary U.S. storage division.
 - IGS Energy: A leader in the energy industry, this company's leadership has built a successful partnership with the Centre and now has alumni in key sales leadership positions across multiple lines of business. The organization's leaders serve on the Centre's executive committee board, as well as give back via individual mentorship, professional development workshops, and live case studies inside sales courses. Schey students are recruited for sales internships and full-time roles and represent some of IGS's top performers year after year.

- Gartner: The world's top IT research and advisory firm, Gartner has partnered with the Centre for over four years and has identified the Centre as a primary source for sales talent. Many of Centre alumni representing top President's Club salespeople in the organization.
- Master of Sports Administration and Professional Master of Sports Administration programs
 - Offered through Ohio University's College of Business these sports management programs are at the forefront of the sports industry. The MSA was the first sport management master's degree established in the United States over 50 years ago and consistently ranks as the #1 program in the world. A focus of the curriculum is to connect classroom knowledge to professional experiences and provide students the opportunity to immediately apply learning to their professional context. As an example of curricular connectivity to corporate partners, students in these programs enrolled in Sports Revenue Generation and Marketing (SASM 6580) participate in real world consulting projects that are developed, introduced and supervised by company representatives, who are often an Ohio University alumni. These projects are a key part of the course, representing 40% of the student's grade, and providing invaluable experience for students to showcase their work and demonstrate their abilities to prospective employees. Last year 15 corporations, working with 31 students (in teams of two or three) developed real world solutions and recommendations to the corporate partners. Not only do the students solve problems for the companies but often the connection of students and employers results in placement with the partner after graduation.
- Art and Design students, College of Fine Arts
 - Mohawk Fine Papers, Inc., with facilitation by David Prince, a highly successful commercial photographer and OU alumnus, is directly partnering with a cohort of 15 Art and Design students in the College of Fine Arts to create photobooks of their own artworks to be used in securing industry and gallery support.
- College of Arts & Sciences
 - The College of Arts & Sciences' (CAS) partnership with Quidel Corporation is akin to a busy two-way highway, with Quidel staff involved in multiple classes and campus events and OHIO students heading to Quidel for internships and careers. A look at Quidel's staff will find students filling many internships and graduates in both entry level and senior positions. Quidel attends the CAS Career and Networking event each January both to recruit and to give students career advice and review resumes. The college actively advertises open positions at Quidel to students and alumni in the sciences, and relationships have been formed with faculty in chemistry, biology, molecular and cellular biology, and plant biology. Quidel representatives are on campus regularly, and the college also takes faculty and students to visit the Quidel labs. Curriculum involvement includes Quidel staff teaching microbiology lab courses involving hands-on Quidel product demonstration with a clinical trial manager combined with the explanation of the technology involved in the product function. Quidel representatives bring all the

equipment as well as the consumable supplies to run the lab for four sections with more than 100 students. Quidel Bobcats also have engaged with STEMStart students about careers in the sciences at the networking event every year since the launch of this program, and Quidel Senior Leadership also has funded need-based scholarships for students from the region for the one-week jumpstart program for incoming science freshmen.

- Chillicothe Campus
 - The Ohio University Chillicothe Campus long standing partnership between and Adena Health System includes multiple aspects of several curricula. Adena is a training and clinical site for our students in ADN and BSN programs and an internship site for students enrolled in the Health Services Administration program. In 2015, Ohio University Chillicothe entered into a partnership with the Adena to offer the BTAS degree program in a cohort format to health system employees at the PACCAR Medical Education Center located on the Adena campus. A specialized curriculum which emphasizes the development of management and leadership skills specific to the health care industry was designed for the cohort in completion of the BTAS degree.
 - Through these multiple collaborations with Adena, many Chillicothe Campus nursing and other program graduates are employed by Adena Health system.

Scholarships

- KeyBank Scholars
 - KeyBank has a long history of supporting minority student success through funding of a variety of programs in partnership with Ohio University's College of Business. For five years KeyBank supported the Junior Executive Program. This program was a model for moving minority students from high school into college with a focus on working in the business and finance industry. The program provided students with a summer experiences to learn about the business and finance industry as well as be immersed in college life. After more than 13 years of engagement and impact, Ohio University's Junior Executive Business Program immersed more than 300 high school students of diverse backgrounds in the core areas of business education. This rigorous on-campus academic experience has prepared graduates of Junior Executives that matriculated to Ohio University's College of Business to achieve success in their future careers. The scholarship is designed to help defray expenses and provide additional incentives for these exceptional students. KeyBank, through their continued generosity, in 2018 approved a \$100,000 capstone gift to provide scholarships to 28 high achieving minority students admitted into the College of Business in academic year 2018-19. This funding has been extended into the 2019-2020 academic year for an additional 20 students.
- Pepsi Scholars
 - Since 2009, the Pepsi Cola Company, in conjunction with an Ohio University Athletics Department vendor partnership, has funded the Pepsi Scholars program. \$30,000 is directed annually toward 12, 1 year scholarships of \$2,500. The Pepsi

Scholars program is administered by the Career Leadership Development Center and in addition to receiving a monetary scholarship, Pepsi Scholar students learn how to establish, empower, effect, and evolve their leadership skills in a way that creates positive change and growth within themselves, others, and society. As a Pepsi Scholar, students must demonstrate motivation as a passionate student leader. Past Pepsi Scholars programming has included leadership retreats, attending leadership workshops, and taking part in the Collegiate Leadership Competition.

Experiential Learning

- Currently, many stellar experiential learning opportunities exist at Ohio University, opportunities that provide not only enriching experiences, but also formalized reflection to equip students with the language and skills to articulate their value to future employers. Ohio University's definition of experiential learning includes six broad categories of activity, spanning both curricular and co-curricular opportunities: (1) community engagement, (2) internship, (3) leadership, (4) research, (5) creative endeavor, and (6) study abroad/away. These activities have been identified as High Impact Practices by AAC&U, having been positively correlated in research to improved student retention, engagement, and learning, particularly for underserved populations.
 - A recent audit of undergraduate major courses at OHIO revealed that approximately 56% of undergraduate students engage in experiential learning through their major. An additional 29% have access to an optional experiential learning opportunity through their major, and 15% have no access to experiential learning through their chosen curriculum.
 - Ohio University is working toward a goal of 100% of students able to participate in an experiential learning opportunity, thereby ensuring that all students have access to a High Impact Practice. In Fall 2019, a committee was convened to establish Undergraduate Experiential Learning Awards that will expand access to experiential learning through funds collected via the Career & Experiential Learning Fee. In spring 2020, students will be able to apply for direct funding, and faculty/staff will be able to propose new or expanded programming to be funded.
- Given that experiential learning opportunities for students are often an essential component of the relationships Ohio University has with companies examples are infused throughout the report.
- Premier examples of highly structured curricular experiential learning opportunities can be found embedded in the curriculum of students training for a variety of healthcare professions. For instance, over 8,700 students in Ohio University's Heritage College of Osteopathic Medicine (HCOM) and the College of Health Sciences and Professions (CHSP) are enrolled in curricula that will prepare them for a broad range of healthcare professions including physicians, nurses, physician assistants, dietitians, physical therapists, audiologists, and athletic trainers. Nearly all of these students are required to participate in some form of structured experiential learning, typically clinical education or clinical rotation.

- HCOM has affiliation agreements with 742 healthcare provider companies across 1,851 sites which currently support 480 students in 3rd and 4th year clinical rotation experiences. The Top 5 providers of clinical rotation experiences of HCOM students include Grandview Medical Center, Western Reserve Hospital, Firelands Regional Medical Center, Cleveland-Akron General, and Mercy Health-St. Joseph Warren Hospital.
- Currently, CHSP has agreements with 958 providers of clinical education experiences and in academic year 2018-19 student placements for these clinical education experiences exceed 5400 (some students received multiple placements). The providers of the greatest number of student clinical education experiences for CHSP were OhioHealth, Mercy Health, Cleveland Clinic, Premier Health, Cincinnati Children's, Nationwide Children's.

Student Placement

Ohio University provides a broad spectrum of career services for students including those offered through our Career and Leadership Development Center (CLDC) and the more discipline-specific services offered at the college or department level. Ohio University continues to receive national recognition for excellence in this programming and offers its career services expertise to peer institutions. For instance, the CLDC was the 2018 winner of the Career Services Excellence Award from the National Association of Colleges and Employers (NACE). Key to the successes of these career service offerings are the relationships created with prospective employers. While there are many examples of company engagement that lead to student placement incorporated throughout this report, the examples below are best-in-practices illustrations of our successes in connecting employers to their future workforce of Ohio University graduates.

- Career and Leadership Development Center (CLDC)
 - This year, 11,013 employers connected to Ohio University students through Handshake, posting 28,902 full-time jobs and 6,170 part-time jobs to the university-wide job and internship database system. This reflects a 497% increase in opportunities posted to students and alumni compared to 2017-18.
 - In addition, each year, Ohio University's CLDC brings an average of 350 employers to on campus recruiting events. These events included general and discipline-specific career fairs, targeted company hiring days, and industry panel discussions. Recruitment opportunities in 62 industries were available for students through these events and online job postings.
 - The CLDC has developed Brain Based Career Development (BBCD), a cutting edge career development model based on neuropsychological best practices. BBCD is a new way to work with student; a more strategic and effective way to facilitate student action and engagement. Embedding neuropsychological strategies in career development fosters the well-being. BBCD Theory was published by National Association of Colleges and Employers (NACE) in 2017 is now integrated as a best practice in NACE's coaching certification curriculum
 - During the 2018- 19 academic year, 561 students earned a 21st Century Leadership Certificate, 500 earned a Professional Leadership Certificate and 8,000

attended a CLDC workshop. The content of this certificate was developed from a broad range of sources including those that reflect employer needs.

- Career and Student Success Center, College of Business
 - Founded in 2015, the Career & Student Success Center (CSSC) continues to grow and evolve to best support Ohio University's College of Business students. In addition to keeping students on track to graduate on time, the CSSC provides personalized opportunities to engage with industry leaders, gain professional development experiences, and secure internships and full-time employment. The CSSC gives students the tools, knowledge, and mentoring necessary to develop and manage a successful career. In academic year 2018-19, the CSSC hosted 11 career fairs, attended by over 1000 students, and hosted 35 tailored corporate recruiting campus visits. Over 290 employers recruited and hired College of Business graduates for full-time positions. The Top 5 recruiting companies engaged with the CSSC were JP Morgan, PwC, PNC, EY, Deloitte, Highland Software, and Nationwide. Ninety-six percent of graduates who responded to surveys report employment within six months of graduation.
 - The CCSC also manages a required internship immersion process within the College of Business; 497 students participated with over 454 companies in the program in academic year 2018-19.
- Russ College of Engineering Office of Professional Experiences
 - Ohio University's Russ College of Engineering & Technology provides a range of career development and employer recruiting services through its Office of Professional Experiences. Prospective employers can participated in recruiting activities over the course of the year such as career fairs, information sessions, meet and greets, on campus interviews, mock interviews, or resume critique sessions. In academic year 2018-19, more than 103 companies recruited with Ohio University's Russ College of Engineering and Technology. Regularly, more than 350 engineering students participate in every career fair. During the previous academic year, 69% of the college's students self-reported participating in a co-op or internships with over 35 companies. In addition, 98% of survey responders found employment or went on to graduate school within six months of graduation.

Research

In FY 2019, Ohio University received over \$8.7M in company support for research, sponsored activities, and services provided. More than 75 companies provided this support and more than 65 faculty and staff served as a principal investigator or project leader on corporate-funded programs. The examples below highlight research institutes and programs with strong connections and collaborative relationships with one or more company.

- Institute for Corrosion and Multiphase Technology
 - For nearly two decades, experts at Ohio University's Institute for Corrosion and Multiphase Technology (ICMT) have partnered with the world's leading oil and gas, chemical, and engineering companies to predict and resolve their corrosion problems to help keep oil and gas production and transportation efficient, reliable,

and safe. Ohio University's Athens campus is home to the largest research facility in the world to conduct these studies, and ICMT expertise is sought from all corners of the globe. Through a unique combination of basic and applied research, and solution-based development, the ICMT engineers, technologists, and students engage in collaborative research with industry partners.

- Through membership and sponsored research programs, the companies gain access to ICMT facilities, research, and talent. These research relationships translate to valuable experiential learning opportunities for students, support for faculty research interests and enhancements to the institute's facilities. In fiscal year 2019, 26 companies supported more than \$3.6M of research activity at ICMT. Over the history of the ICMT, more than 95% of the students involved in research projects with company partners were ultimately hired by institute member companies.
- Avionics Engineering Center
 - The Avionics Engineering Center (AEC) at Ohio University conducts the world's foremost research into aviation-related electronics. AEC researchers, staff and students support the research, design, and testing of technology for use in navigation, landing, and warning systems for civilian and military aircraft to ensure safe operation with other aircraft and in undesirable conditions. The AEC also advances our national airspace safe and by advancing the development of autonomous vehicles that can be used in civilian applications such as crop inspection and search-and-rescue operations. AEC avionics researchers are trusted partners with private industry, the Federal Aviation Administration, NASA, and other international and domestic government agencies. Their work helps keep the National Airspace System safe and furthers the development of the next generation of air transportation systems. In fiscal year 2019, 14 companies supported more than \$1.6M of sponsored research activity at the Avionics Engineering Center.
- Honda R & D Americas
 - Ohio University, Professor of Mechanical Engineering David Bayless and students are partnering with Honda R & D Americas (HRA) to develop one of the first company-driven algal-based remediation programs in the world at HRA's Ohio Center in Union County. The site includes an algal farm, in which the building's CO2 waste is used to grow algae that can then be converted into new energy and other valuable products. Through the efforts of Dr. Bayless and his research team, Ohio University is providing HRA with understanding of the nutrients needed to sustainably grow the algae and exploring the use of wastewater as a food source to not only reduce wastewater's negative environmental impact but also improve the sustainability and cost of algal systems.
- Ohio's Advanced Manufacturing Program
 - Ohio University is partnering with the state of Ohio's Advanced Manufacturing Program and four industrial partners — MIBA Bearings US LLC, MIBA Sintering Group, Universal Technology Corporation, and Ariel Corporation — to research the manufacturing of inexpensive and high-performance industrial bearings with

a long service life. The two-year project is made possible through corporate cost share and Ohio Development Services Agency's Advanced Manufacturing Program state grant funding totaling \$629,728. The research team is led by Dr. Muhammad Ali, professor in the Department of Mechanical Engineering, affiliate of OHIO's Center for Advanced Materials Processing (CAMP). To implement this project OHIO will design and build an advanced system and test rig, to test bearings at an accelerated operating rate to determine performance and service life. The results of this project will provide insight into how manufacturers can adopt and implement advanced manufacturing technologies to be more competitive in the marketplace.

- American Electric Power
 - For nearly 15 years the Voinovich School of Leadership and Public Affairs has partnered both with American Electric Power (AEP) and its Foundation across a spectrum of activities, including research, mentorship, environmental restoration, and educational programs. Both AEP and its Foundation have provided over \$1.2 million in funds that have:
 - Enabled the Appalachian Watershed Research Group to assist regional watershed groups and other regional partners to restore 82 stream miles to meet biological targets
 - Established the American Electric Power Watershed Research and Reclamation Professorship at Ohio University,
 - Created a series of environmental education programs for K-12 schools throughout southeastern Ohio.
 - Most recently, the Voinovich School was awarded \$250,000 to study the economic, workforce, and other impacts of solar energy development in southeastern Ohio. This project supports increased understanding of the benefits of large-scale solar projects, and rural energy reliability and resiliency.

Entrepreneurial Ecosystem

From a history of self-reliance comes a culture of entrepreneurialism. Ohio University has a strong commitment to the economic development of the state of Ohio and to helping the public benefit from new knowledge and innovations emerging from its campuses. Over the last several decades, the university has built a program of applied research, technology commercialization, small business incubation, and entrepreneurship that has become a powerful force for stimulating the economy in southeastern Ohio. Ohio University regularly receives awards and recognition from state, national, and international organizations for its innovative strategy of partnering with other public and private entities to spur the growth of new jobs, technologies, and businesses in its home region. The university has made great strides in fostering economic development and continues to serve as a catalyst for the growth of a regional system of entrepreneurial support. A few examples of components of Ohio University's robust entrepreneurial ecosystem are highlighted below.

- Innovation Center

- In 1983, Ohio University created the Innovation Center, the first university-based business incubator in the State of Ohio and just the 12th in the United States. Today, the Innovation Center supports 10 client startup companies with a range of resources, including professional office space, biotechnology laboratories, meeting space, onsite executive coaching, and access to an expansive network of experts, as well as key office amenities such as front desk reception, a fully-equipped business center, high-speed internet, USPS address, parking, and more. The total estimated economic activity of all businesses incubated by the Innovation Center in 2018 is 279 jobs and these jobs generated an estimated \$12.9 million in employee compensation. Innovation Center businesses also generated an estimated \$2.1 million in state and local tax revenue. The Innovation Center has received numerous honors and recognitions and in 2019 received both the Randall M. Whaley Incubator of the Year and Rural-Based Entrepreneurship Center of the Year from the International Business Incubation Association (NBIA). Successful companies supported by the Innovation Center include Diagnostic Hybrids (acquired by Quidel Corporation), Imgur, and Global Cooling.
- In addition to nurturing new companies, the Innovation Center annually provides placement of talented Ohio University students within the workforce of client companies. In 2015, the IC worked with university partners to launch a student experiential learning program. Students are embedded with client companies to gain valuable skills and experience to benefit future job placement, uncover the potential for employment in the region upon graduation, and earn income without leaving Athens, which serves to increase retention and progress toward graduation. To date, 96% of student employees have been offered employment with the same companies upon graduation.
- TechGROWTH Ohio
 - TechGROWTH Ohio, an Ohio Third Frontier Entrepreneurial Services Provider program of the Voinovich School of Leadership and Public Affairs, helps technology companies take their ideas to market, by enabling access to experts for every stage of business development and aligning resources to accelerate commercialization. Since its launch in 2007, TechGROWTH Ohio has served 2,127 entrepreneurs and startup entities, which have generated more than \$553 million in economic activity in the form of new sales, external capital raised, and federal research grants awarded. TechGROWTH Ohio also has made nearly \$5 million of GROWTH Funding awards to 90 companies and invested more than \$7 million of pre-seed capital in 15 early-state technology companies. More than 720 jobs have been created or retained with an average annual salary approaching \$50,000, compared to Ohio's average annual per capita income of approximately \$30,000. TechGROWTH Ohio is a \$52 million public private partnership with Ohio Third Frontier, Ohio University, and private investors. Every \$1 invested generates \$23.42 in return.
- Procurement Technical Assistance Center
 - The Ohio University Procurement Technical Assistance Center (PTAC), a program of the Voinovich School of Leadership and Public Affairs, is dedicated to assisting

Ohio businesses in a 55 county region to successfully compete in federal, state and local government arenas. The Ohio University PTAC is one of only 93 PTACs funded nationwide and provides services to client companies at no-cost. In 2018, the Ohio University PTAC hosted in Athens a multi-state outreach and matchmaking event with NASA that targeted business in Ohio, Kentucky, Pennsylvania and West Virginia. There were over 500 attendees for this first of its kind two-day event. NASA brought representatives from seven of their centers from across the country and seven of their prime contractors to support this event. In total nearly 70 agencies and resource partners participated in this matchmaking event.

- In 2018, the Ohio University PTAC assisted 796 businesses. The assistance supported the award of more than 110,000 contracts to client companies valued at more than \$896M that made possible the creation or retention of more than 19,000 jobs.
- Ohio Innovation Fund
 - Ohio University, along with The Ohio State University, is a founding partner in the Ohio Innovation Fund (OIF), a venture capital firm that partners with high growth startups based in Ohio and throughout the Midwest. OIF works exclusively with market validated, early-stage companies primarily in the technology sectors of Advanced Manufacturing & Materials, Med Tech, Artificial Intelligence, Data Science, and Cyber Security, to fund and scale their success, with the end-goal to generate a significant exit. To date, more than \$150 million has been co-invested into 16 companies with more than 150 local employees. OIF has gained national attention and awards from the *Wall Street Journal*, CNN, Gartner, and *Forbes*, among others, and a majority of the Fortune 500 are their customers. OIF's strategic and medical trial partners include Facebook, Microsoft, SAP Citi, and Mayo. Since OIF's founding in early 2016, their companies have been recognized as the top early-stage and growth stage start-ups in Ohio for 2016, 2017, and 2018.
 - In addition, OIF introduced 12 Ohio University students to the entrepreneurial ecosystem through internships and shadow days. The 2018 cohort of Ohio University interns landed in successful, high-impact roles post-graduation.
- SBDC
 - Ohio University's Small Business Development Center (SBDC), a program of the Voinovich School of Leadership and Public Affairs, offers business assistance in all areas of start-up and operations, including building businesses, improving competitiveness, increasing revenues, solving problems, or managing the next stage of growth. In recognition of excellent service, the SBDC was named the Small Business Development Center of the Year in Region V by the U.S. Small Business Administration in 2018. In FY2018, Ohio University's SBDC served nearly 700 clients (including 72 new businesses) in a 12-county region of southeastern and eastern Ohio. Through a combination of increased sales and capital infusion the economic impact of SBDC support for client companies was greater than \$19.6M.
- Social Enterprise Ecosystem (SEE) Appalachia

- Led by Ohio University's Voinovich School of Leadership and Public Affairs, Social Enterprise Ecosystem (SEE) Appalachia is a partnership with Foundation for Appalachian Ohio, Parkersburg Area Community Foundation, Rural Action, and experienced local expert consultants, supporting social enterprises in a 13-county region in Ohio and West Virginia. Social enterprises combine social mission--social impact in multiple sectors, among them health, education, and environment--with sale of goods or services to achieve financial and operational sustainability.
- Initially funded as a pilot program by the Appalachian Regional Commission's POWER initiative, SEE has received two grants totaling \$1.05 million. Since its May 2017 launch, SEE has assisted 95 startups and small enterprises that address the most important social challenges facing Appalachia. Program participants have already created more than 80 jobs and enabled clients to achieve more than \$10 million in resources.

Bios Pre-Professional

Year	Term	Class	Class Desc	Sum of Price	Sum of Net New
1	Fall	BIOS1100	Learning Community: BIOS 1700	0	0
		BIOS1700	Biological Sciences I	171.37	128.5275
		BIOS1705	Biological Sciences I Lab	0	0
		CHEM1151	PLTL for CHEM 151	0	0
		CHEM1510	Fundamentals of Chemistry I	175	131.25
		MATH1300	Pre-Calculus	74.48	55.86
		PED1100	Basketball	0	0
	Spring	BIOS1710	Biological Sciences II	145.07	108.8025
		BIOS1715	Biological Sciences II Lab	42.12	31.59
		CHEM1520	Fundamentals of Chemistry II	175	131.25
2	Fall	ENG1510	Writing and Rhetoric I	92.46	69.345
		MATH2301	Calculus I	128.2	96.15
		BIOS3100	General Genetics	264.99	198.7425
		CHEM3005	PLTL for CHEM 3050	0	0
		CHEM3050	Organic Chemistry I	196.49	147.3675
		CHEM3080	Organic Chemistry Laboratory	0	0
	Spring	MATH2301	Calculus I	128.2	96.15
		PHYS2001	Introduction to Physics	28.47	21.3525
		BIOS3010	Human Anatomy	60.36	45.27
		BIOS3015	Human Anatomy Lab	141.56	106.17
3	Fall	CHEM3006	PLTL for CHEM 3060	0	0
		CHEM3060	Organic Chemistry II	196.49	147.3675
		CHEM3085	Organic Chemistry Lab II NM	0	0
		PHYS2002	Introduction to Physics	28.47	21.3525
		SPAN2120	Intermediate Spanish II	226.99	170.2425
		BIOS3200	Fund of Animal Cell Biology	161.32	120.99
	Spring	BIOS3210	General Microbiology	49.42	37.065
		PHIL1010	Fundamentals of Philosophy	26.99	20.2425
		SOC1000	Introduction to Sociology	159.07	119.3025
		SPAN3110	Adv Conv & Comp I	122.55	91.9125
4	Fall	ART1100	Seeing and Knowing Visual Art	212.04	159.03
		BIOS4630	Biological Chemistry	185.98	139.485
		ENG3060J	Women and Writing	190.08	142.56
		PSY1010	General Psychology	160.7	120.525
		SPAN3120	Adv Conv & Comp II	82.55	61.9125
		ANTH2020	Intro World Archaeology	84.93	63.6975
	Spring	BIOS3300	Principles of Evolution	213.59	160.1925
		BIOS3430	Principles of Physiology	137	102.75
		BIOS3435	Principles of Physiology Lab	54.96	41.22
		REC1080	Fundamentals of Rock Climbing	0	0
Grand Total	SPAN3460	Intro to Hispanic Linguistics	137.39	103.0425	
	BIOS4230	Pathogenic Bacteriology	67.27	50.4525	
	BIOS4270	Mechanisms of Gene Regulation	107.14	80.355	
	BIOS4810	Animal Conservation Biology	60.1	45.075	
	SPAN2900	Special Topics in SPAN	20.1	15.075	
	SPAN3349	Spanish American Civ & Culture	138.6	103.95	
			4647.5	3485.625	

Psychology

Year	Term	Class	Class Desc	Sum of Price	Sum of Net New
1	Fall	ENG1510	Writing and Rhetoric I	92.46	69.345
		GEOL1200	The Mobile Earth	0	0
		PSY1010	General Psychology	160.7	120.525
		THAI1110	Elementary Thai I	0	0
		WGS1000	Intro Women's & Gender Studies	0	0
	Spring	CLAR2130	Near East & Egypt Archaeology	42.46	31.845
		FAR1500	Viewing Performance	0	0
		PHIL1300	Introduction to Ethics	100.88	75.66
		PSY2510	Social Psychology	66.23	49.6725
		THAI1120	Elementary Thai II	0	0
2	Fall	CLWR3330	Introduction to Islam	66.76	50.07
		INST1100	Africa	46.1	34.575
		PSY2120	Research Methods in Psychology	127.87	95.9025
		SOC1000	Introduction to Sociology	159.07	119.3025
		THAI2110	Intermediate Thai I	0	0
	Spring	BIOS1000	Animal Diversity	27.74	20.805
		PED1103	Fundamentals of Volleyball	41.18	30.885
		PED1206	Bowling	0	0
		PSY2310	Cognitive Psychology	109.76	82.32
		PSY2710	Abnormal Psychology	120.59	90.4425
		THAI2120	Intermediate Thai II	0	0
3	Fall	CLWR1810	Intro to Study of Religion	80.44	60.33
		ENG3100J	Writing About Environment	27.92	20.94
		PSY3420	Psychology of Adult and Aging	49.5	37.125
		PSY3610	Ind & Org Psych	60.77	45.5775
		SOC2600	Criminal Justice	104.52	78.39
	Spring	CLWR2230	What is Evil?	0	0
		GEOL2210	Earth and Life History	217.96	163.47
		HIST3292	Ancient Rome	45.68	34.26
		PSY3430	Psychological Disorders Child	72.52	54.39
		PSY3520	Social Psychology of Justice	114.72	86.04
4	Fall	ASTR1000	Survey of Astronomy	169.92	127.44
		CSD1080	Intro to Comm Disorders	163.1	122.325
		EH2000	Intro Enviro Health and Safety	82.66	61.995
		SOC2000	Contemporary Social Problems	104.31	78.2325
		Spring	ANTH1010	Intro-Cultural Anth	19
	PBIO1030		Plants and People	0	0
	PSY2210		Physiological Psychology	364.99	273.7425
	PSY2410		Child & Adolescent Psychology	79	59.25
			T34810	Pathologies of Power	0
Grand Total				2918.81	2189.1075

Early Childhood Education

Year	Term	Class	Class Desc	Sum of Price	Sum of Net New	
1	Fall	COMS1010	Fundamentals of Human Comm	101.89	76.4175	
		EDEC1001	Intro EarlyChildhood Education	147.87	110.9025	
		EDEC1600	Intro to Child Development	700	525	
		GEOG1100	Physical Geography	99.99	74.9925	
		MATH1101	Elementary Topics in Math I	137.08	102.81	
			UC1900	Learning Community Seminar	0	0
	Spring	BIOL1010	Principles of Biology	70.44	52.83	
		CSD1080	Intro to Comm Disorders	163.1	122.325	
		ENG1510	Writing and Rhetoric I	92.46	69.345	
		MATH1102	Elementary Topics in Math II	137.08	102.81	
POLS1010		Politics in the United States	67.88	50.91		
2	Fall	EDEC2500	Emergent Literacy and Reading	143.32	107.49	
		EDTE2000	Learning & Human Development	0	0	
		EDTE2010	Char Learnr w/Exceptionalities	67.16	50.37	
		EDTE2020	Field Experience in Education	22.95	17.2125	
		EDTE2200	Phonics/Structure of Language	80.77	60.5775	
		RFPD1100	Fashion and Culture	87.22	65.415	
	Spring	EDEC2001	Sophomore Clinical Experience	56.9	42.675	
		EDEC2100	Children's Literature & Story	103.2	77.4	
		EDEC2301	Emergent Math and Science	277.01	207.7575	
		EDEC2400	Infant-Toddler Ed: Dev & Curr	70	52.5	
		EDEC3610	Guidance & Management Early Ch	133.89	100.4175	
		EDEC3701	Diversity Early Childhood Ed	165	123.75	
		EDEC3801	Play & Creativity in ECE	89.5	67.125	
		FAR1500	Viewing Performance	0	0	
3	Fall	EDCT2030	Technological Apps inEducation	149.4	112.05	
		EDEC3002	Junior Clinical Experiences I	0	0	
		EDEC3110	Methods of Teach Rdg Grs 1-3	201.95	151.4625	
		EDEC3300	Teaching Children Math P-3	0	0	
		EDEC3500	Teach Early Child Soc Studies	48.94	36.705	
		EDEC4200	Phil & Theories Child Develop	89.64	67.23	
			EDPL3600	Field Experience	11.18	8.385
	Spring	EDEC3003	Junior Clinical Experiences II	0	0	
		EDEC3120	Obser Yng Children for Reading	55.65	41.7375	
		EDEC3400	Teaching Children Science P-3	162.1	121.575	
		EDEC4300	Authentic Assesment in ECE	99.69	74.7675	
		EDTE3710	Adaptations Early Chld Learner	91.66	68.745	
4	Fall	EDPL4580	Prof Internship Early Child	0	0	
		EDPL4590	Prof Internship Early Child	0	0	
		EDPL4650	Professional Intership Seminar	0	0	
	Spring	EDEC4100	Family, School and Community	72.99	54.7425	
		EDEC4500	EC Curriculum Princ & Practice	18.9	14.175	
		EDPL4670	ECE Pre Primary Intern Seminar	0	0	
		EDPL4910	PROF INTERN/EARLY CHILD	0	0	
Grand Total				4016.81	3012.6075	

History

Year	Term	Class	Class Desc	Sum of Price	Sum of Net New
1	Fall	ENG1510	Writing and Rhetoric I	92.46	69.345
		HIST1320	World History Before 1750	69.33	51.9975
		PBIO1030	Plants and People	185.56	139.17
		PED1109	Flag Football	0	0
		SPAN1110	Elementary Spanish I	39.99	29.9925
		UC1900	Learning Community Seminar	0	0
	Spring	COMS1030	Public Speaking	53.25	39.9375
		HIST1330	World History Since 1750	18.42	13.815
		PBIO1000	Plants & Global Environment	0	0
		POLS1010	Politics in the United States	67.88	50.91
2	Fall	SPAN1120	Elementary Spanish II	39.99	29.9925
		ECON1030	Principles of Microeconomics	230.48	172.86
		HIST2000	United States, 1600-1877	78.07	58.5525
		IART1170	Intro Arts: Arts in Contexts	14.5	10.875
		PSY1110	Elem Statistical Reasoning	53.34	40.005
	Spring	SPAN2110	Intermediate Spanish I	226.99	170.2425
		COED3613	Coaching of Football	0	0
		GEOG1100	Physical Geography	99.99	74.9925
		HIST1220	Western Civilization from 1500	58.88	44.16
		HIST2010	United States, 1865-Present	73.09	54.8175
3	Fall	SPAN2120	Intermediate Spanish II	226.99	170.2425
		AAS1500	Africana Media Studies	0	0
		COMS1010	Fundamentals of Human Comm	101.89	76.4175
		HIST3104	United States, 1945 - Present	183.66	137.745
		HIST3148	Cultural Rebels Modern U.S.	0	0
	Spring	HIST3371	Middle East 1500 - Present	60.6	45.45
		COMS2060	Comm in Interpersonal Relation	66.11	49.5825
		HIST3004	Revolutionary Era	135.6	101.7
		HIST3111J	Hist Research and Writing	102.79	77.0925
		HIST3140	Pop/High Culture, 20th-C U.S.	0	0
4	Fall	HIST3292	Ancient Rome	45.68	34.26
		PED1206	Bowling	0	0
		COMS1100	Comm Among Cultures	30.02	22.515
		COMS2040	Interviewing	49.99	37.4925
		COMS3200	Communication & New Technology	0	0
	Spring	HIST3220	1960s in U.S.	0	0
		POLS2200	The Politics of Law	0	0
		CAS2402X	Transitions	0	0
		COMS3601	Courtroom Rhetoric	45.65	34.2375
		HIST4910	History Internship	0	0
T34104	God and Science in the West	22.8	17.1		
Grand Total				2474	1855.5

Heath Services Admin

Year	Term	Class	Class Desc	Sum of Price	Sum of Net New
1	Fall	BIOS1000	Animal Diversity	27.74	20.805
		ECON1030	Principles of Microeconomics	230.48	172.86
		ENG1510	Writing and Rhetoric I	92.46	69.345
		HLTH2000	Introduction to Public Health	140	105
		MUS1000	Introduction to Music Theory	45	33.75
	Spring	CLWR3610	American Religions	106.88	80.16
		COMS1030	Public Speaking	53.25	39.9375
		ECON1040	Principles of Macroeconomics	130.37	97.7775
		HLTH2170	Hlth Syst Org, Fin and Deliver	97.38	73.035
		PSY2110	Stat for Behavioral Sciences	164.19	123.1425
2	Fall	ACCT1010	Foundations of Accounting	32.45	24.3375
		CSD1080	Intro to Comm Disorders	163.1	122.325
		HLTH3160	HR Mgt in Health Care	92.2	69.15
		HLTH3400	Prob-Hlth Care Organizations	34.48	25.86
		MKT2020	Marketing Principles	61.22	45.915
	Spring	ANTH1010	Intro-Cultural Anth	19	14.25
		CLWR4820	Thinking About Death: Belief	31.39	23.5425
		ECON3370	Economics of Regulation	0	0
		HLTH3350	Ldrshp and Mgt Hlth Care Orgs	56.05	42.0375
		MGT2000	Introduction to Management	125	93.75
3	Fall	ACCT1020	Decision Making with Account	199.9	149.925
		CLAS2310	Greek & Roman Human Aspirations	247.01	185.2575
		HLTH3300	Community Health Epidemiology	75.3	56.475
		HLTH3735	Intro Health Informatics	183.76	137.82
		HLTH4210	Health Care Finance I	106.83	80.1225
	Spring	CLWR3450	Self-denial and Religion	56.3	42.225
		FIN3000	Foundations of Fin Mgt	124.89	93.6675
		HLTH4220	Health Care Finance II	106.83	80.1225
		HLTH4585	Strat Mkt for Health Care Orgs	114.33	85.7475
		MIS2021	Business Info Systems Nonmajor	123.99	92.9925
4	Fall	HIST3481	Modern Japan	61.52	46.14
		HLTH3400J	Grant Writing	0	0
		HLTH4375	Health Care Policy	89.25	66.9375
		HLTH4445	Health Care Law and Ethics	73.89	55.4175
		MGT3400	Organizational Behavior	76.89	57.6675
	Spring	CLWR3330	Introduction to Islam	66.76	50.07
		COMS1010	Fundamentals of Human Comm	101.89	76.4175
		HLTH4665	Adm App in Health Care Orgs	0	0
		HLTH4910	Internship in Hlth Srvcs Admin	0	0
Grand Total				3511.98	2633.985

Marketing

Year	Term	Class	Class Desc	Sum of Price	Sum of Net New
1	Fall	BA1000	Introduction to the COB	0	0
		FR2110	Intermediate French I	200.08	150.06
		IART1170	Intro Arts: Arts in Contexts	14.5	10.875
		MATH1350	Survey of Calculus	188.94	141.705
		PSY1010	General Psychology	160.7	120.525
		UC1900	Learning Community Seminar	0	0
	Spring	BA1100	Introduction to Business	65.25	48.9375
		ECON1040	Principles of Macroeconomics	130.37	97.7775
		FR2120	Intermediate French II	200.08	150.06
		PBIO1000	Plants & Global Environment	0	0
WGS1000		Intro Women's & Gender Studies	0	0	
2	Fall	ACCT1010	Foundations of Accounting	32.45	24.3375
		BA2000	Career Management Strategies	15.95	11.9625
		FR3110	Advanced Conv and Comp I	72.69	54.5175
		MIS2010	Info Analysis and Design	35	26.25
		PHIL1300	Introduction to Ethics	100.88	75.66
	Spring	FIN2400	Financial Management	124.89	93.6675
		FR3120	Adv Conv and Comp II	75.63	56.7225
		MGT2100	Intro to Mgt & Org	125	93.75
		MIS2020	Business Information Systems	0	0
		MKT2400	Intro to Marketing Mgt	61.22	45.915
3	Fall	ACCT1020	Decision Making with Account	199.9	149.925
		BA2900	Special Topics in BA	0	0
		BUSL2550	Corp Resp in Legal Env	129.99	97.4925
		FR3540	Intro Reading French Lit	83.61	62.7075
		MKT3580	Foundations of Prof. Sales	92.95	69.7125
		QBA2010	Intro to Business Statistics	35.81	26.8575
	Spring	BA2900	Special Topics in BA	0	0
		COMS1010	Fundamentals of Human Comm	101.89	76.4175
		ECON3050	Managerial Economics	147.31	110.4825
		FR3550	Introduction to Prose	45.16	33.87
MGT3200		Operations Management	75	56.25	
	MKT4440	Consumer Behavior	111.21	83.4075	
4	Fall	FR3215	French for Business	86.66	64.995
		MGT4800J	Business Strategy	0	0
		MKT3790	Marketing Research	0	0
		MKT3919	Internship	0	0
		MKT4250	Business to Business Marketing	76.49	57.3675
		QBA3710	Business Analytics	0	0
	Spring	MKT4500	Management of Promotion	167	125.25
		MKT4630	Marketing Strategy	49.7	37.275
		RFPD1100	Fashion and Culture	87.22	65.415
		Grand Total			3093.53

Mechanical Engineering

Year	Term	Class	Class Desc	Sum of Price	Sum of Net New		
1	Fall	CHEM1510	Fundamentals of Chemistry I	175	131.25		
		ITAL1110	Elementary Italian I	495.95	371.9625		
		MATH2301	Calculus I	128.2	96.15		
		ME1010	ME Gateway Course	0	0		
		UC1900	Learning Community Seminar	0	0		
	Spring	ET1100	Engineer Graphics Fundamentals	47.17	35.3775		
		ET1500	ENT: Career Orientation	0	0		
		ET2100	Programming in C	138.25	103.6875		
		ISE3200	Engineering Statistics	195.99	146.9925		
		MATH2302	Calculus II	128.2	96.15		
		MATH3200	Applied Linear Algebra	85.45	64.0875		
		ME1800	ME Colloquium I	0	0		
		2	Fall	ET2200	Statics	298.66	223.995
				ET2300	Prin of Engineering Materials	172	129
ET3200	Engineering Thermodynamics			0	0		
MATH3300	Calculus III			128.2	96.15		
REAL1010	Real Estate Prin & Practices			54.9	41.175		
Spring	ET2220		Strength of Materials	27.49	20.6175		
	ET2240		Dynamics	298.66	223.995		
	ETM3070		Manufacturing Design & Lab	116	87		
	MATH3400		Differential Equations	89	66.75		
	ME2800		ME Colloquium II	0	0		
3	Fall	REAL2040	Real Estate Finance	55.2	41.4		
		ET3132	Basic Electrical Engineering I	261.94	196.455		
		MATH3600	Applied Numerical Methods	0	0		
		ME3011	Kinematics and Dynamics	0	0		
		ME3121	Heat and Fluid Transport I	0	0		
		ME3510	Computer Aided Design	0	0		
		Spring	EE3051	Basic Electrical Laboratory	0	0	
	EE3143		Basic Electrical Engineer II	261.94	196.455		
	ME3012		System Analysis and Control	0	0		
	ME3122		Heat and Fluid Transport II	209.99	157.4925		
	ME3700		Machine Design	0	0		
	ME3800		ME Colloquium III	0	0		
	4	Fall	REAL2010	Real Estate Appraising	100.5	75.375	
ME4290			Robotic Manipulators	0	0		
ME4550			Mechatronics I	0	0		
ME4701			ME Capstone Design I	0	0		
ME4800			ME Colloquium IV	0	0		
Spring		ME4880	Experimental Design Lab	0	0		
		ME3140	Intro to Manuf Processes	191.51	143.6325		
		ME4210	Applied Thermal Systems	0	0		
		ME4702	ME Capstone Design II	0	0		
		ME4900	Special Topics in ME	0	0		
Grand Total				3660.2	2745.15		

Music Ed Instr Emph

Year	Term	Class	Class Desc	Sum of Price	Sum of Net New		
1	Fall	MUS1010	Music Theory I	413.14	309.855		
		MUS1030	Dictation & Sight Singing I	220.92	165.69		
		MUS1090	Performance Laboratory	0	0		
		MUS1410	Class Piano I	148.61	111.4575		
		MUS1470	Class Voice I	122.27	91.7025		
		MUS1630	Intro to Music Education	39.98	29.985		
		MUS2514	Symphonic Band	0	0		
		MUS2533	The Singing Men of Ohio	0	0		
		MUS3580	Percussion	0	0		
		PHIL1010	Fundamentals of Philosophy	26.99	20.2425		
	Spring	ENG1510	Writing and Rhetoric I	92.46	69.345		
		MUS1020	Music Theory II	0	0		
		MUS1040	Dictation & Sight Singing II	101.65	76.2375		
		MUS1090	Performance Laboratory	0	0		
		MUS1210	Introduction to World Music	58.68	44.01		
		MUS1250	Intro to Music History & Lit	49.99	37.4925		
		MUS1420	Class Piano II	148.61	111.4575		
		MUS2514	Symphonic Band	0	0		
		MUS2533	The Singing Men of Ohio	0	0		
		MUS2551	Percussion Ensemble	0	0		
		MUS3580	Percussion	0	0		
		2	Fall	GEOL1350	Natural Disasters	0	0
				GEOL1400	Dinosaurs and the Mesozoic	47.78	35.835
				MUS1090	Performance Laboratory	0	0
				MUS2010	Music Theory III	413.14	309.855
				MUS2030	Dictation & Sight Singing III	220.92	165.69
MUS2410	Class Piano III			108.57	81.4275		
MUS2511	Wind Symphony			0	0		
MUS2531	Choral Union			0	0		
MUS2533	The Singing Men of Ohio			0	0		
MUS2551	Percussion Ensemble			0	0		
MUS2610	Upper Strings Methods/Material			42.23	31.6725		
MUS2611	Lower Strings Methods/Material			26.9	20.175		
MUS2632	Low Brass Methods and Material			0	0		
MUS3580	Percussion			0	0		
Spring	MUS1090			Performance Laboratory	0	0	
	MUS2020			Music Theory IV	119.6	89.7	
	MUS2040		Dictation & Sight Singing IV	394.7	296.025		
	MUS2420		Class Piano IV	83.37	62.5275		
	MUS2514		Symphonic Band	0	0		
	MUS2551		Percussion Ensemble	0	0		
	MUS3580		Percussion	0	0		
	PSY2110		Stat for Behavioral Sciences	164.19	123.1425		
	PSY2510		Social Psychology	66.23	49.6725		
	Summer		ART3000J	Criticism in the Visual Arts	0	0	
EDTE2000			Learning & Human Development	23.99	17.9925		

Music Ed Instr Emph

		EDTE2010	Char Learnr w/Exceptionalities	67.16	50.37
		EDTE2020	Field Experience in Education	22.95	17.2125
		THAR3400	Off-Campus Practicum	0	0
3	Fall	EDSE3500	Secondary Planning & Instruct	147	110.25
		EDTE3730	Adaptations Adoles-Young Adult	41.47	31.1025
		MUS1090	Performance Laboratory	0	0
		MUS2520	Symphony Orchestra	0	0
		MUS2543	Chamber Music, Percussion	0	0
		MUS2551	Percussion Ensemble	0	0
		MUS2631	High Brass Methods/Materials	94.62	70.965
		MUS2635	Woodwind Methods & Mat I	38.91	29.1825
		MUS3210	Music History & Literature I	109.93	82.4475
		MUS3580	Percussion	0	0
		MUS4550	Basic Conducting	0	0
	Spring	EDTE4200	Tchg Rdg In Content	54.49	40.8675
		MUS1090	Performance Laboratory	0	0
		MUS1790	Technology for Music Educators	0	0
		MUS2511	Wind Symphony	0	0
		MUS2551	Percussion Ensemble	0	0
		MUS2636	Woodwind Methods & Mat II	7.99	5.9925
		MUS3220	Music History & Literature II	222.9	167.175
		MUS3580	Percussion	0	0
		MUS3630	Instrumental Methods & Matls	0	0
		MUS3640	Sec Schl Choral Techniqu/Matls	0	0
		MUS4560	Instrumental Conducting	0	0
		MUS4640	Marching Band Techniques	0	0
4	Fall	EDCS3010	Education & Cultural Diversity	125.25	93.9375
		EDSE3510	Secondary Teaching & Learning	147	110.25
		MUS2514	Symphonic Band	0	0
		MUS2551	Percussion Ensemble	0	0
		MUS2633	Instrumental Methods Lab Band	0	0
		MUS3040	Instrumentation	0	0
		MUS3580	Percussion	0	0
		MUS3660	General Music Methods	0	0
		MUS4575	Percussion Instr Ped & Repert	0	0
		MUS4650	Jazz Ensemble Methods	0	0
		MUS4930	Independent Project	0	0
	Spring	EDPL4610	Prof Internship Middle Child	0	0
		EDPL4630	Professional Internship AYA	0	0
		EDPL4650	Professional Intership Seminar	0	0
Grand Total				4214.59	3160.9425

EXHIBIT E

RESOLUTION TO ADOPT TEXTBOOK SELECTION POLICY

RESOLUTION 2019 –3740

WHEREAS, the Ohio Revised Code 3345.025 now requires that “The board of trustees of each state institution of higher education as defined in section 3345.011 of the Revised Code shall adopt a textbook selection policy for faculty to follow in selecting and assigning textbooks and other instructional materials for use in courses offered by the institution. The policy shall include faculty responsibilities and actions faculty may take in selecting and assigning textbooks and other instruction materials”; and

WHEREAS, general academic activities are specified in the Ohio University *Faculty Handbook*; and

WHEREAS, Section IV.A.6. of the *Faculty Handbook* (updated September 2018) specifies “Textbooks should be ordered through the appropriate departmental procedures. In order to allow students time to look for affordable copies, (see <http://www.ohio.edu/registrar/info/textbook/HEOASection112Textbook.pdf>) each instructor should provide in a timely manner information about author, title, edition, ISBN and approximate price of each textbook to be entered for each course listed in Course Offerings on the Registrar’s website. Individual faculty members are not permitted to sell textbooks or text materials to students. Text materials prepared by faculty may be duplicated in accordance with applicable copyright laws by local bookstores and duplication services; and these materials may be sold only at cost or with a reasonable royalty to the faculty member(s). Royalties accrued to faculty members for these materials should be reviewed by appropriate departmental committees.”

NOW, THEREFORE, BE IT RESOLVED that the Ohio University Board of Trustees adopts the language of the *Faculty Handbook* (updated September 2018) Section IV.A.6.- Texts as the required textbook selection policy for Ohio University faculty.

Ohio University

EXHIBIT F - Time to Degree Standardization

Academic Plan	Program Name	Minimum Hours	Department	College	CIP Code
AA2342	Associate in Nursing	72	2-Year Technical - Nursing	Health Sciences & Professions	51.3801
BA1939	Studio Art	130	Art	Honors Tutorial College	50.07
BF1940	Studio Art	136	Art	Honors Tutorial College	50.07
BS3310	Forensic Chemistry	134	Chemistry & Biochemistry	Arts & Sciences	40.0501
BS6474	Nutrition Sciences	128	Applied Health Sciences & Wellness	Health Sciences & Professions	19.0501
BF5198	Interior Architecture	128	Art	Fine Arts	19.0601
BF6321	Graphic Design	128	Art	Fine Arts	50.0409
BS7254	Electrical Engineering with Computer Engineering Track	128	Electrical Engineering & Computer Sci	Engineering & Technology	14.1001
BS7255	Industrial & Systems Engineering	128	Industrial & Systems Engineering	Engineering & Technology	14.3501
BS7274	Energy Engineering	127	Mechanical Engineering	Engineering & Technology	14.1901
BB6158	Business Analytics	135	Management Systems	Business	52.0201

Ohio University
EXHIBIT G.1 - Online Program Enrollments

Counts students enrolled in eLearning programs (using registrar's flag for "exclusively online" programs.)

Program Name	Headcount Per Term			
	Summer 2018	Fall 2018	Spring 2019	Total
Adult-Gerontology Acute Care Nurse Practitioner	2	10	11	12
Applied Communication	38	51	56	70
Applied Management	287	441	458	646
Baccalaureate Nursing	3,404	4,830	4,626	6,862
Blended Early Childhood and Special Education	10	11	12	13
Certified Lean-Six Sigma Certificate			6	6
Chemistry		6	5	6
Civil Engineering	68	68	76	104
Coaching Education	128	103	107	170
Coaching Education--Soccer	60	54	53	77
Criminal Justice	79	133	127	185
Curriculum and Instruction	60	38	38	61
Customer Service Leadership	13	26	23	30
Data Analysis Certificate			5	5
Early Childhood Generalist Endorsement	43	6	6	43
Early Childhood Intervention Specialist	4	4	5	8
Electrical Engineering	101	118	124	172
Engineering Leadership Certificate			5	5
Engineering Management	147	186	205	255
Engineering Management Certificate			2	2
English	58	35	37	59
Family Nurse Practitioner	219	232	235	335
Geospatial Information Science: GIS and Cartography Certificate		4	2	4
Global Health		3	3	4
Global Health Certificate		1		1
Health Administration	453	462	454	653
Healthcare Leadership Certificate		1	3	3
Higher Education	11	13	13	14
HSP- Undec/Integrated Healthcare Studies	15	20	10	32
Human Services			2	2
Information and Telecommunication Systems	6	13	10	15
Integrated Healthcare Studies	42	75	66	105
Intervention Specialist--Mild to Moderate Educational Needs	7	15	16	19
Intervention Specialist--Moderate to Intensive Educational Needs	2	3	3	5
K-12 Education Public Policy Leadership Certificate			16	16
Law, Justice & Culture		7	9	9
Linguistics - TEFL	5	1	1	5
Master of Accountancy	7	15	27	30
Master of Business Analytics			19	19
MBA--Accounting Concentration			6	6
MBA--Business Analytics	115	117	131	186
MBA--Business Venturing Concentration		1	8	8
MBA--Executive Management Concentration	225	216	224	346
MBA--Finance Concentration	83	92	97	133
MBA--Healthcare Concentration	119	101	104	168
MBA--Operations and Supply Chain Management Concentration		9	20	22
MBA--Strategic Selling and Sales Leadership Concentration		7	13	15
Music Education	8	7	10	12
Nurse Educator	10	10	26	33
Post-Masters Psychiatric Mental Health Nurse Practitioner Certificate		2	2	2
Pre-Kindergarten Special Needs	20	20	17	27
Pre-Technical Operations Management	10	17	21	26

Ohio University
 EXHIBIT G.1 - Online Program Enrollments

Counts students enrolled in eLearning programs (using registrar's flag for "exclusively online" programs.)

Program Name	Headcount Per Term			
	Summer 2018	Fall 2018	Spring 2019	Total
Professional Instructional Design Certificate	3	2	1	3
Psychiatric Mental Health Nurse Practitioner			1	1
Psychology	20	43	69	75
Public Administration	88	120	110	145
Reading Education	48	45	44	61
Reading Endorsement	43	11	12	50
School Nurse			21	21
Social Science	49	49	48	75
Social Work			9	9
Teaching English as a Foreign Language Certificate	1		2	3
Technical and Applied Studies	105	133	124	194
Technical Operations Management	25	27	16	29
TESOL Endorsement - Non-degree Track	21	4	3	24
Transition to Work Certificate			7	7
Grand Total	6,246	8,002	7,979	11,625

Ohio University
EXHIBIT G.2 - Online Program Degree Counts

Counts degrees awarded by eLearning programs (using registrar's flag for "exclusively online" programs.)

Degree Description	Program	Degree Count Per Term			
		Summer 2018	Fall 2018	Spring 2019	Total
Certificate	School Nurse			2	2
Bachelor of Applied Human and Consumer Sciences	Customer Service Leadership	1	4	3	8
Bachelor of Arts	Psychology			3	3
Bachelor of Criminal Justice	Criminal Justice	10	20	22	52
Bachelor of Science in Applied Management	Applied Management	50	65	71	186
Bachelor of Science in Communication	Applied Communication	4	3	17	24
Bachelor of Science in Integrated Healthcare Studi	Integrated Healthcare Studies	10	10	19	39
Bachelor of Science in Nursing	Baccalaureate Nursing	627	801	858	2,286
Bachelor of Science in Technical Operations Manage	Technical Operations Management		7	3	10
Bachelor of Technical and Applied Studies	Technical and Applied Studies	18	27	19	64
Graduate Standalone Certificate	Certified Lean-Six Sigma Certificate		2	1	3
Graduate Standalone Certificate	Engineering Leadership Certificate			2	2
Graduate Standalone Certificate	Engineering Management Certificate		2	1	3
Graduate Standalone Certificate	Teaching English as a Foreign Language Certificate			3	3
Master of Arts	English	16	1		17
Master of Business Administration	MBA--Business Analytics	30	17	17	64
Master of Business Administration	MBA--Executive Management Concentration	44	34	25	103
Master of Business Administration	MBA--Finance Concentration	17	8	10	35
Master of Business Administration	MBA--Healthcare Concentration	30	12	12	54
Master of Education	Curriculum and Instruction	18	2	10	30
Master of Education	Early Childhood Intervention Specialist		1	1	2
Master of Education	Higher Education			7	7
Master of Education	Intervention Specialist--Mild to Moderate Educational Needs		3	3	6
Master of Education	Intervention Specialist--Moderate to Intensive Educational Needs			1	1
Master of Education	Reading Education	14		27	41
Master of Engineering Management	Engineering Management	19	15	25	59
Master of Health Administration	Health Administration	91	81	53	225
Master of Information and Telecommunication System	Information and Telecommunication Systems		1	3	4
Master of Public Administration	Public Administration		19	12	31
Master of Science	Civil Engineering	9	7	6	22
Master of Science	Electrical Engineering	4	9	7	20
Master of Science in Nursing	Family Nurse Practitioner	29	49	35	113
Master of Science in Nursing	Nurse Educator		4		4
Master of Science in Recreation and Sport Sciences	Coaching Education	27	14	14	55
Master of Science in Recreation and Sport Sciences	Coaching Education--Soccer	1	8	14	23
Master of Social Science	Social Science	7	8	2	17
Total		1,076	1,234	1,308	3,618

Ohio University
EXHIBIT G.3 - Online Program Course Offerings and Enrollment Counts

Counts students in online programs enrolled in courses offered by those programs

Course Acad Career	Course Program Description	Department Desc	Subject	Catalog	Class Desc	Headcount Per Term				
						Summer 2018	Fall 2018	Spring 2019	Grand Total	
Undergraduate	Online Bachelors Completion Program	Accountancy	ACCT	1005	Accounting for Bus Activities	9			9	
		African American Studies	AAS	2100	Slave Narratives/Free Fictions	4			4	
		Applied Health Sciences & Wellness	EXPH	1490	Intro to Exercise Science			1	3	3
			NUTR	1000	Introduction to Nutrition	258	287	280	811	
				1100	Introduction to Food Systems	6	10	6	22	
			T3	4300	Food Wellness Promotion			12	12	
		Art	ART	1100	Seeing and Knowing Visual Art	47	94		141	
				1120	Art and Hip Hop	143			143	
				2501	Design History			16	16	
		Biological Sciences	BIOS	1000	Animal Diversity	3			3	
				1030	Human Biology I	2			2	
				2010	Elementary Microbiology			49	49	
				2060	Drugs and the Brain	2			2	
				2200	Conservation and Biodiversity	1			1	
		Classics & World Religion	CLWR	1810	Intro to Study of Religion	15	16		31	
				3330	Introduction to Islam	2			2	
		Communication Studies	COMM	1000	Using Communication Tools	6	13	11	30	
				3900	Special Topics		21	21	32	
				4000	Applied Communication Capstone		1	24	25	
			COMS	1010	Fundamentals of Human Comm		26		26	
				1030	Public Speaking		3		3	
				2050	Techniques of Group Discussion	8		26	34	
				2060	Comm in Interpersonal Relation	7			7	
		Dance/Film/Theater	FILM	3440J	The Practice of Film Criticism	336	140	146	621	
				THAR	1710	The Theatrical Experience	8	12		20
		Dean University College	UC	1100	Learning Strategies		3	4	6	
		Economics	ECON	1040	Principles of Macroeconomics	1			1	
		Engineering Technology & Mgt	ETM	2030	Adv Enterprise Comp Methods			12	12	
				3001	Intro to Tech Operations Mgt		7	12	19	
				3015	Aspects of Technical Op MGT			14	14	
				3625	Super & Leadership in Tech Org			10	10	
				3635	Quality Assurance & Tech Doc		13		13	
				3820	Technical Project Management	21			21	
				4005	Tech Op Mgt Senior Seminar	15			15	
				4325	Lean Systems	18			18	
				4420	Purchasing & Supply Chain Mgt			11	11	
				4600	Applied Tech Op Mgt		13		13	
		English	ENG	1510	Writing and Rhetoric I	9	13	17	39	
				3030J	Writing in the Professions	13	33	41	86	
				3060J	Women and Writing	69	42	86	196	
				3080J	Writing and Rhetoric II		28	42	70	
		Environmental Plant Biology	PBIO	2470	Biomes of the World	1			1	
		Finance	FIN	2010	Basic Personal Finance		7	8	15	
				3000	Intro to Corporate Finance	5		3	8	
		Geography	GEOG	1100	Physical Geography	2			2	
				1310	Globalization Developing World	6			6	
		Geological Sciences	GEOL	1200	The Mobile Earth			5	5	
				1300	Geology of the National Parks			8	8	
				1350	Natural Disasters			5	5	
				1400	Dinosaurs and the Mesozoic	5			5	
				2080	Geology of the Solar System			5	5	
				2170	Sustainable Water	6		8	14	
				2210	Earth and Life History	3			3	
		2310	Water and Pollution	3			3			
		History	HIST	1220	Western Civilization from 1500	2			2	
				1330	World History Since 1750	4			4	
				2460	Rise of Modern Asia	1			1	
				3862	England to 1688	1			1	
				3900	History Through Film	2			2	
		Human & Consumer Science Education	CONS	2500	Family as Consumers Global Com	1	10	5	16	
				3100	HR for Customer Service	3		10	13	
				3250	Principles of Customer Service		6	4	10	
				3450J	Writing Human/Consumer Sci	12	22	16	50	
				3890	Customer Service Career Dev		8		8	
				3950	Consumer Resource and Fin Mgt			1	1	
				4900	Special Topics in CONS			1	1	
		4915	Internship: Customer Service	1	4	2	7			

Ohio University
EXHIBIT G.3 - Online Program Course Offerings and Enrollment Counts

Counts students in online programs enrolled in courses offered by those programs

Course Acad Career	Course Program Description	Department Desc	Subject	Catalog	Class Desc	Headcount Per Term				
						Summer 2018	Fall 2018	Spring 2019	Grand Total	
			RFPD	1100	Fashion and Culture	37	138	158	333	
			T3	4725	Women and Leadership	4	7	9	20	
		Information & Telecommunication Systems	ITS	4310	Privacy in the Internet Age	7			7	
		Interdisciplinary Arts	IART	1170	Intro Arts: Arts in Contexts	16	41	73	130	
		Interdisciplinary Health Studies	IHS	2112	Intro IP Educ & Prac	3	11		14	
				2190	Immigrant & Migrant Health		7	15	22	
				2210	Introduction to Global Health	70	226	280	576	
				2215	Med Huma: Global Hlth & Lit	56	122	149	323	
				2220	Cult Comp IP Health Care	17		23	40	
				2235	Cross Cult Issues Tropical Dis	99	70	64	231	
				3010	Spirituality in Healthcare	39	67	68	173	
				3020	Survey of Human Disease		12		12	
				3222	Comparative Health Systems		1	4	4	
				3240	Overview Healthcare Advocacy	11	13	24	48	
				3250	Interprofession Hlth Promotion		7	3	10	
				3520	Research and EBP in Healthcare		12	15	26	
				3521	Global Hlth Res & Serv		2		2	
				3600	Interpretations: Hlth and Med		16	20	36	
				3700J	Writing in Hlth Sci and Prof	159	146	223	526	
				4245	Vulnerable Pops Healthcare			24	24	
				4246	Hlthcare Abuse Identification	11	22		33	
				4430	Working IP Healthcare Team			11	11	
				4447	Crit Thinking Clin Prob Solv	4	17	8	29	
				4910	Glob Hlth Capstone Experience		1		1	
		Journalism	JOUR	2150	Mass Media Writing Principles	8	20	2	29	
				3200	Ethics, Mass Media, and Soc	23			23	
				4660	International Mass Media		14		14	
		Management Info Systems	MIS	2021	Business Info Systems Nonmajor	7			7	
		Management Systems	BUSL	2000	Law and Society	4	19		23	
				MGT	2000	Introduction to Management	2	18	18	37
				PRCM	3250J	Business Communication	87	192	182	460
		Marketing	MKT	2020	Marketing Principles		19	8	26	
		Mathematics	MATH	1090	Consumer Mathematics	3			3	
				1200	College Algebra	3	7	7	15	
				2500	Introduction to Statistics	6	17	14	34	
		Modern Languages	SPAN	1110	Elementary Spanish I			10	10	
		Music	MUS	1200	Exploring Musical Styles	85	163	165	410	
				1240	History of Rock Music I	157	148	172	476	
				3625	Jazz History	29			29	
		Nursing	NRSE	2420	One Health: Man, Animal, Earth			10	10	
				3700J	Writing for Nursing		25	28	53	
				4510	Professional Nursing Practice	388	1,078	847	2,255	
				4520	Health Assessment & Promotion		797	891	1,681	
				4530	Family Nursing		621	1,397	2,003	
				4540	Community Health Nursing	689	1,142	1,063	2,853	
				4550	Evidence-Based Nursing	767	1,340	981	3,050	
				4560	Gerontologic Nursing Care		1,108	823	1,922	
				4570	Diversity	716		1,021	1,722	
				4580	Leadership in Nursing	694	1,203		1,881	
				4600	Nursing Excellence	514	874	890	2,271	
				4710	Introduction to School Nursing	6			6	
				4740	School Nurse Capstone			10	10	
		4741	Child Special Needs School		4		4			
		Philosophy	PHIL	1300	Introduction to Ethics	44	96	93	232	
				3320	Philosophy of Sex and Love	5			5	
		Psychology	PSY	1010	General Psychology	23	23	28	74	
				1090	Optimizing Psychology Major	6			6	
				1110	Elem Statistical Reasoning	350	378	372	1,078	
				2110	Stat for Behavioral Sciences	6	12	14	29	
				2120	Research Methods in Psychology		10	11	19	
				2210	Physiological Psychology		20	13	32	
				2310	Cognitive Psychology	7	5		10	
				2410	Child & Adolescent Psychology	106	55	47	207	
				2510	Social Psychology	4	19	15	37	
				2710	Abnormal Psychology	7		10	17	
				3420	Psychology of Adult and Aging	4		7	10	
				3440	Psychology of Gender	2		16	18	
				3510	Motivation	2			2	
				3520	Social Psychology of Justice	13		14	27	

Ohio University
EXHIBIT G.3 - Online Program Course Offerings and Enrollment Counts

Counts students in online programs enrolled in courses offered by those programs

Course Acad Career	Course Program Description	Department Desc	Subject	Catalog	Class Desc	Headcount Per Term				
						Summer 2018	Fall 2018	Spring 2019	Grand Total	
				3530	Psychology of Religion	1			1	
				3710	Clinical & Counseling		13		13	
				4900	Special Topics in Psychology	1			1	
		Recreation & Sport Pedagogy	PETE	2000	Culture and Physical Activity	70	36	37	141	
		Rehabilitation & Communication Sciences	CSD	1080	Intro to Comm Disorders	4			4	
		Social & Public Health	HLTH	2000	Introduction to Public Health	6	10	20	36	
				2100	Women and Health	9			9	
			SW	1000	Social Work Intro	1		8	9	
		Sociology & Anthropology	SOC	1000	Introduction to Sociology	218	91	95	399	
				2600	Criminal Justice	2	8		10	
				3290	Race and Ethnic Relations			10	10	
				3500	Elem Research Techniques	1			1	
				3600	Criminology	6	14		20	
				3630	Juvenile Delinquency	15		22	37	
				3660	Punishment and Society	6		19	25	
		Vice President Regional Higher Education	BMT	2000	Intro to Business Computing			1	1	
			EQU	2020	Equine Behavior and Welfare			1	1	
				2035	The Modern Equine Industry		1		1	
				SAM	1000	Entrepreneurial Accounting	4	8	8	20
			3000		Managing Systems and Projects	6	17	21	44	
			3010		Managing Processes	11	4	14	29	
			3020		Consumer Marketing	7	3	5	15	
			3050		Supervision Management	6	12	24	42	
			3100		Foundations of Financial Mgt.	8	10	12	30	
			3250J		Strategic Managerial Comm.	37	31	49	117	
			3910		Internship		2	3	5	
			4700		Managing Strategically	7	6	10	23	
			4900		Special Topics in BSAM	10	16	13	34	
			TAS		3010	Intro Tech & Applied Studies	7	10		17
				3110	Diversity, Ethics, Collaborate	8	5	2	15	
				3210	Research Tech & Applied Study	3		5	8	
				4040	Ethics and Org. Social Respon		9	10	19	
		4110		Leadership & Work Effective.	7	1	4	12		
		4140		Work Interact Diversity			8	8		
		4240		Technology & Research at Work			2	2		
		4440		Collaboration at Work		4		4		
		4510	TAS Capstone Seminar	2	4		6			
		Visual Communications	VICO	1000	Intro to Studies in Visual Com	28			28	
				2561	Basic Web Design	4	5	19	28	
		Women, Gender & Sexuality Studies	WGSS	1000	Intro Wmn's Gender Sexuality	17			17	
		Total				3,591	5,149	4,991	7,406	
Graduate	Blended Early Childhood & Curriculum & Instruction	Teacher Education	EDEC	6110	Collab w Family and Community	9			9	
			EDSP	6100	Nature Needs Child Exceptional	10			10	
	Curriculum & Instruction	Educational Studies	EDCT	5011	Technology Apps in Education	30			30	
			Teacher Education	EDSP	6720	Adv Instructional Adaptations	32			32
				EDTE	5100	Principles of Curriculum	31			31
				5260	Content Area Reading	15			15	
				5600	Adv Studies of Children & Adol	22			22	
				6900	Special Topics in EDTE	31			31	
				6930	Research in Education	30			30	
	Data Analysis	Dean of Arts & Sciences	CAS	5700	Data and Knowledge			6	6	
	Early childhood generalist endorsement	Teacher Education	EDEL	5150	Teaching Reading 4th & 5th Grd	36			36	
				5370	Teaching Math 4th & 5th Grade	37			37	
				5480	Teaching Science 4th & 5th Grd	36			36	
				5560	Teaching Soc Studies 4th & 5th	35			35	
	Geospatial Information Science: GIS &	Geography	GEOG	5600	Cartography I			2	2	
				5610	Cartography II			2	2	
				5730	Principles of GIS		4		4	
	Healthcare Leadership	Interdisciplinary Health Studies	IHS	5201	Qual & Safety Hlthcare Ldrshp			1	1	
	K-12 Education Public Policy	Educational Studies	EDAD	6000	Education Public Policy Issues			15	15	
				6003	Legal Issues in Education			16	16	
Voinovich School Leadership & Public Affairs		MPA	6000	Leadership in Education Policy			13	13		
Law, Justice & Culture	Center for Law, Justice and Culture	LJC	6000	LJC Proseminar			9	9		
			6500	LJC Research Methods		7		7		
			6965	Legal Practice Workshop		6		6		
	Political Science	POLS	5040	Civil Liberties			8	8		
	Sociology & Anthropology	ANTH	5620	Human Rights, Law and Justice		7		7		

Ohio University
EXHIBIT G.3 - Online Program Course Offerings and Enrollment Counts

Counts students in online programs enrolled in courses offered by those programs

Course Acad Career	Course Program Description	Department Desc	Subject	Catalog	Class Desc	Headcount Per Term					
						Summer 2018	Fall 2018	Spring 2019	Grand Total		
Master Business Administration	Management Systems	MBA	6315	Accounting for Executives	89	76	119	277			
			6320	Data Analysis for Dec Making	82	131	142	350			
			6325	Prescriptive Analytics	157			157			
			6335	Managerial Finance	81	67	120	268			
			6340	Org Behavior and HRM	75	116	128	318			
			6345	FIN Markets and Institutions	35			35			
			6350	Strategic Marketing	71	50	106	226			
			6355	Investments		47		47			
			6360	Strategic Use of Information	115	87	78	279			
			6365	Advanced Corporate Finance			53	53			
			6370	Operations Management	49	106	79	234			
			6380	Strategy	122	70	59	251			
			6390	Predictive Analytics		55		55			
			6395	Data Mgt, Bus Int, & Analytics			56	56			
			6425	Leadership & Change Management		99		99			
			6525	Ethics in the Global Envr.			98	98			
			6912	Applied Business Experience	122	70	62	254			
			Social & Public Health	HLTH	6010	Intro U.S. Hlth Care Dlvry Sys	17	22	13	52	
					6210	Health Care Finance	26		36	62	
					6280	Health Law		29		29	
Master Civil Engineering	Civil Engineering	CE	5160	Construction Est & Equipment	7			7			
			5170	Construction Plan and Sched		10		10			
			5190	Proj Develop, Contracts, & Law			17	17			
			5350	Advanced Steel Design			31	31			
			5510	In-Situ Remediation	6			6			
			5900	Special Topics in CE	25			25			
			6000	Applied CE Statistics		38		38			
			6340	Bridge Engineering	23			23			
			6500	Chem Fate and Transport			8	8			
			6560	Advanced Waste Water Treatment	4			4			
			6610	Environ Analysis Transport Sys		8		8			
			6620	Transportation Design I	13			13			
			6650	Traffic Impact Studies	6			6			
			6670	Traffic Parameters			7	7			
			6915	Civil Engineering Seminar	12		36	48			
			Industrial & Systems Engineering	EMGT	6010	Engineering Writing	3	3	38	44	
					6300	Project Management		35		35	
			Master Coaching Education	Recreation & Sport Pedagogy	COED	5901	Coaching Symposium	57			57
						6100	Coaching Workshop I	17	15	18	50
6110	Foundations of Coaching I					15	25	40			
6140	Psychology of Coaching					83		83			
6150	Injury Prevention & Risk Mgt.					84		84			
6160	Perf and Cond for Coaches	59						59			
6170	Ethics and Diversity	15						15			
6200	Research and Analysis Methods	55					81	133			
6400	Coaching Performance Eval	49					78	127			
6941	Special Problems						2	2			
Master Coaching Education - Soccer	Recreation & Sport Pedagogy	COED	5900	Special Topics in COED			8	8			
			6100	Coaching Workshop I	16			16			
			6101	Coaching Workshop II	14		11	25			
			6140	Psychology of Coaching		24		24			
			6150	Injury Prevention & Risk Mgt.		13	18	31			
			6170	Ethics and Diversity			12	12			
			6180	Technology in Coaching	16	16		32			
			6210	Coaching Soccer Beautiful Game	19		11	30			
			6220	Soccer Player Development		12	17	29			
			6230	Applying Research	13	17		30			
			6270	Advanced Soccer Player Dev.		24		24			
			6280	Leadership & Team Dynamics	14		12	25			
			6300	Conditioning for Soccer	10		12	22			
			6340	Performance Recovery	10		11	21			
Master Electrical Engineering	Elect Engineering & Computer Science	EE	5003	Computational Tools for Eng	17	27	24	67			
			5143	Design of Digital Circuits			31	31			
			5183	Micro and Nano Fabrication	33			33			
			5313	Optoelectronics and Photonics		22		22			
			5403	Microwave Theory and Devices			24	24			
			5673	Embedded Systems		51		51			
			5683	Computer Architecture			25	25			
5713	Communication Engineering			32	32						

Ohio University
EXHIBIT G.3 - Online Program Course Offerings and Enrollment Counts

Counts students in online programs enrolled in courses offered by those programs

Course Acad Career	Course Program Description	Department Desc	Subject	Catalog	Class Desc	Headcount Per Term			
						Summer 2018	Fall 2018	Spring 2019	Grand Total
				5753	Computer Network Communication	29			29
				5853	Electronic Navigation Systems		25		25
				6033	Inertial Navigation Systems	6	1		7
				6053	Satellite-Based Navigation Sys			24	24
				6063	Integrated Navigation Systems	4			4
				6083	Aviation Stds Softwar Des Cert	11			11
				6103	Vehicle Control	7			7
				6183	Nanoelectronic Devices & App		3	5	8
				6283	State-Space Methods in Control	30			30
				6713	Digital Signal Processing		14		14
				6743	Information Theory		20		20
		Industrial & Systems Engineering	EMGT	6010	Engineering Writing	8	11	5	23
Master health administratio n (Embanet)	Social & Public Health		HLTH	6010	Intro U.S. Hlth Care Dlvry Sys	54	103	82	237
				6030	Leadership of Health Orgs			361	361
				6040	Rsrch and Quant Meth for Hlth	385			385
				6280	Health Law		345		345
				6300	Epidemiology in Health Admin	347			347
				6350	HR Leadership in Health Care			392	392
				6380	Strat Plan and Mkt Hlth Care	92	83	53	228
				6480	Ethical Issues in Health Care		361		361
Master Information and Telecommuni cation Systems	Information & Telecommunication Systems		ITS	5310	Privacy in the Internet Age	6			6
				5510	Telecomm Network Security		1		1
				5900	Topical Seminar			5	5
				6000	ITS Research Methods			3	3
				6020	ICT Policy and Regulation		2		2
				6250	Information Networks		6		6
				6440	Strategic Issues		5		5
				6935	Readings Comm Tech/Pol			1	1
				6940	Research in Comm Tech/Policy			3	3
				6945	Professional Project		2	1	3
Master of Art in English	English		ENG	5230	Romanticism	34			34
				5260	19th-Century Prose			14	14
				5320	Renaissance Drama		33		33
				5330	American Literature 1865-1918			35	35
				5900	Special Topics in ENG		16		16
				5950	Intro to English Studies	38			38
				6930	Master's Essay	17			17
				7000	Creative Writing Workshop			17	17
				7800	Special Studies Seminar	20	14		34
Master of Business	Management Systems		MBA	6320	Data Analysis for Dec Making			18	18
				6390	Predictive Analytics			15	15
Master of Engineering Management	Industrial & Systems Engineering		EMGT	6000	Foundations of Engineering Mgt		62		62
				6010	Engineering Writing		58		58
				6100	Statistics for Engineering Mgt	42		83	124
				6110	Principles of Six Sigma	38	33		71
				6120	Quality Systems		15		15
				6200	Information Systems Engr	41		65	105
				6210	Database Information Systems			14	14
				6300	Project Management		59	39	98
				6400	Engineering Law			35	35
				6500	Lean Thinking Methods		29		29
				6600	Appl Acctg & Finance for EMgt	24		28	52
				6700	Engineering Leadership	31			31
				6900	Special Topics in EMGT	9			9
				6930	Special Investigations		1		1
				6949	Engineering Management Project	16	16	27	59
Master of Global Health	Interdisciplinary Health Studies		IHS	5210	Fundamentals of Global Health		2	1	3
				5222	Comparative Health Systems		1	1	2
				5303	Global health research			1	1
				5521	Global Hlth Res & Serv			2	2
				6210	Globalization & Health	2		1	2
Master of Music Education	Music		MUS	5240	History of Musical Styles I		7		7
				5590	Adv Instrumental Conducting			6	6
				5630	Instrumental Tech & Materials	8			8
				6700	Contemp Trends In Music Ed	6			6
				6710	Adv Topics In Music Educ I			9	9
				6750	Intro to Graduate Music Educ	7			7
				6770	Organ & Admin of School Music		5		5
				6931	Prof/Clinical Project Music Ed		4	1	5

Ohio University
EXHIBIT G.3 - Online Program Course Offerings and Enrollment Counts

Counts students in online programs enrolled in courses offered by those programs

Course Acad Career	Course Program Description	Department Desc	Subject	Catalog	Class Desc	Headcount Per Term			
						Summer 2018	Fall 2018	Spring 2019	Grand Total
Master of Science in Chemistry	Chemistry & Biochemistry	CHEM	5200	Chemical Literature		5		5	
			5805	Advanced Organic Synthesis			3	3	
			5860	Advanced Analytical Chemistry		3		3	
			5890	Basic Biochemistry			4	4	
			6950	Research and Thesis			2	2	
Master of Science in Nursing	Nursing	NRSE	6010	Theoretical Basis of Practice	31	52	72	155	
			6021	Family Assessment	45	31	45	121	
			6210	Advanced Patho	30	54	67	151	
			6220	Advanced Health Appraisal		4		4	
			6221	Health Appraisal for NPs	25	43	28	96	
			6230	Advanced Pharmacology	49	31	46	126	
			6610	Curriculum Development Nursing			6	6	
			6620	Teach Strategies Nursing	5			5	
			6630	Academic Nursing	2			2	
			6805	Analysis EBP Adv Nsg Prac	22	45	32	99	
			6820	Adv Maternal & Child Care	36	25	44	103	
			6821	Care of Adults	49	33	23	105	
			6822	FNP in Primary Care Practice	31	50	34	114	
			6900	Special Topics in NRSE			1	1	
			6928	Nursing Educator Practicum		4		4	
			6933	Capstone Experience for NPs	30	49	34	113	
6934	Capstone Exp for Nurse Ed		4		4				
Master of Special Education	Educational Studies	EDCT	5011	Technology Apps in Education	3			3	
	Teacher Education	EDSP	5700	Nature & Needs Persons Excep	5			5	
			5760	Current Issues in Special Ed	1			1	
		EDTE	5260	Content Area Reading	5			5	
			5270	Phonics & Structure Language	4			4	
			5600	Adv Studies of Children & Adol	7			7	
			6670	Teacher as Action Researcher	6			6	
			6900	Special Topics in EDTE	1			1	
			6940	Master's Research Project	1			1	
Master Public Administration	Voinovich School Leadership & Public Affairs	MPA	5120	Public HR Management		47		47	
			5140	Organizational Leadership			93	93	
			5590	Outcomes Public Sector	77			77	
			5830	Data Analytics	40			40	
			5860	Public Budgeting			89	89	
			5890	Non-profit Leadership	28			28	
			5900	Special Topics in MPA		36		36	
			6010	Research Methods in LPA	9	29	15	53	
			6200	Public Administration	11	30	15	56	
6800	Leadership and Public Value			88	88				
Master Social Sciences	Geography	GEOG	5340	U.S. Historical Geography			20	20	
			5380	Geography of Asia	12			12	
	History	HIST	5081	Civil War Era			20	20	
			5104	United States, 1945 - Present	19			19	
			5164	U.S. World Aff, 1945-Present		15		15	
			5742	The Cold War, 1941-1989			14	14	
			5750	World War I		17		17	
			6901	Colloquium in U.S. History	17			17	
	Political Science	POLS	6930	Directed Study in History	13	16	15	23	
			5040	Civil Liberties			14	14	
			5061	Politics of Appalachia		17		17	
	Sociology & Anthropology	ANTH	5901	Special Topics: American Polit	19			19	
			5620	Human Rights, Law and Justice			14	14	
Master Social Work (Adv)	Social & Public Health	SW	5101	SW Orientation Seminar			9	9	
			5702	HBSE II			9	9	
Online Bachelors Completion	Management Systems	MBA	6390	Predictive Analytics			15	15	
	Recreation & Sport Pedagogy	COED	6180	Technology in Coaching	16			16	
Online Master of Accountancy	Accountancy	ACCT	6200	Research and Analysis Methods			81	81	
			5010	Intermediate Acctg Concepts			4	4	
			5020	Advanced Acctng Concepts I			4	4	
			5030	Advanced Acctng Concepts II			3	3	
			5900	Special Topics in Accounting		1		1	
			6100	Advanced Managerial Accounting		6		6	
			6200	Advanced Auditing		6	7	13	
			6250	Forensics/Fraud Investigation			10	10	
			6300	Accounting Theory			12	12	
6900	Special Topics	7			7				
	Management Systems	MBA	6315	Accounting for Executives			4	4	

Ohio University
 EXHIBIT G.3 - Online Program Course Offerings and Enrollment Counts

Counts students in online programs enrolled in courses offered by those programs

Course Acad Career	Course Program Description	Department Desc	Subject	Catalog	Class Desc	Headcount Per Term			
						Summer 2018	Fall 2018	Spring 2019	Grand Total
				6320	Data Analysis for Dec Making	7	8	6	21
				6390	Predictive Analytics		7		7
	Pre-K Special Needs Endorsement	Teacher Education	EDSP	5800	Typical & Atyp Early Develop	21			21
				5820	Assess Yng Chld Excep		20		20
				5830	Method Early Child Spec Educ			11	11
	Reading Education	Teacher Education	EDTE	5200	Developmental Reading Instruct	21			21
				5210	Found of Language & Diversity	43			43
				5220	Assess/Teach Struggling Reader	1			1
				5230	Reading/Language: Laboratory	1			1
				6670	Teacher as Action Researcher	29			29
				6900	Special Topics in EDTE	7			7
	Reading Endorsement	Teacher Education	EDTE	5200	Developmental Reading Instruct	44			44
				5220	Assess/Teach Struggling Reader	22	8		30
				5230	Reading/Language: Laboratory	18	8		26
				5260	Content Area Reading	18		11	29
				5270	Phonics & Structure Language	5			5
	Selected Teacher Education Programs	Student Teaching	EDPL	5620	Professional Internship		2	2	4
				5630	Professional Internship		2	2	4
				5650	Professional Intern Seminar		1	2	3
		Teacher Education	EDEC	6310	Early Child Curricula Methods			11	11
				6920	Grad Practicum I Early Child		10		10
			EDSP	5700	Nature & Needs Persons Excep		10		10
				5720	Career Develop Transition Plan			11	11
				5730	Assess Special Needs Learners		10		10
				5740	Sp Nds Learners Behav Manage		9		9
				5750	Collab Curr Consult Co-Teach			7	7
				5770	Methods Learners Mod-Intensive			6	6
				5790	Methods & Mat Learner Mild Mod			10	10
				5830	Method Early Child Spec Educ			9	9
				6210	Adv Assess in Early Childhood		11		11
				6700	Technological Application SpEd			6	6
				6800	Practicum in Mod-Intensive		3	2	3
				6810	Practicum in Mild-Moderate		5	7	9
				6820	Practicum in Early Child Sp Ed		2	4	5
				6920	Grad Practicum II Early Child			10	10
			EDTE	5210	Found of Language & Diversity		36		36
				5220	Assess/Teach Struggling Reader		28		28
				5230	Reading/Language: Laboratory		28		28
				5240	Literature for Child & Adoles			39	39
				5260	Content Area Reading			26	26
				5600	Adv Studies of Children & Adol		11	41	52
				5610	Adv Studies of Child		10		10
				6170	Intro to Teaching Portfolio			35	35
				6230	Coach Teachers in Reading/Lit			42	42
				6670	Teacher as Action Researcher		49	13	62
				6900	Special Topics in EDTE		27	24	36
				6930	Research in Education		9	7	9
				6940	Master's Research Project		39	41	80
	Teaching English as a Foreign Language	Linguistics	LING	5500	Introduction to Linguistics	3			3
				5750	Language Learning	3			3
				5800	Methods and Materials in TEFL	2	1		3
				5920	Language Teaching Practicum	3		1	4
	TESOL K-12 Endorsement	Linguistics	LING	5500	Introduction to Linguistics	20	3		23
				5750	Language Learning	20		2	22
				5800	Methods and Materials in TEFL	16	1		17
				5920	Language Teaching Practicum	16		1	17
	Transition to Work	Teacher Education	EDSP	5720	Career Develop Transition Plan			8	8
	Total					2,187	2,184	2,346	3,352
Grand Total						5,778	7,333	7,337	10,741

Ohio University

EXHIBIT G.4 - Online Program Course Completion Rate Comparison

Compares completion rates of online program courses to face-to-face courses

Course Acad Career	Course Type	Course Completion Rate Per Term			
		Summer 2018	Fall 2018	Spring 2019	Grand Total
Undergraduate	OU DL Student-Class	95%	95%	95%	95%
	Traditional Student-Class	91%	90%	91%	91%
	Total	93%	91%	91%	91%
Graduate	OU DL Student-Class	97%	97%	97%	97%
	Traditional Student-Class	98%	97%	98%	98%
	Total	97%	97%	97%	97%

The University Curriculum Council (UCC) utilizes a Program Review Committee (PRC) to perform major, degree, and college program reviews. Ohio University has had for many years a rigorous program of internal review that follows the Higher Learning Commission Criterion 4 that the “institution maintains a practice of regular program reviews.”

PROGRAM Reviews in AY19:

College/School	Unit	Recommendation
Arts and Sciences	Geography	Viable- Continue
Arts and Sciences	Mathematics	Viable- Continue
Arts and Sciences	Political Science	Viable- Continue
Education	Counselling and Higher Education	Viable- Continue
Education	Teacher Education	Viable- Continue
International Studies	Center for International Studies	Viable- Continue
Regional	Accounting Technology	Viable- Continue
Regional	Business Management Technology	Viable- Continue
Regional	Computer Science Technology	Viable- Continue
Regional	Electronic Media	Viable- Continue- LANC & STHN Suspend- ZANE
Regional	Medical Assisting Technology	Viable- Continue
Regional	Office Administration Technology	Jeopardy- Follow-Up AY 20-21

The UCC utilizes an Individual Course Committee (ICC) to coordinate the addition, deletion, and changes in all course offerings. Each monthly meeting of the UCC adopts new courses and presents courses for change in name, requisites, adoption/revision of outcome goals, topics selection, etc.

COURSE Reviews in AY19 resulting in courses deactivation:

College	Course	
Business	MIS 3201-	Contemporary Business Programming
Business	MKT 3580-	Global Sales
Communication	ITS 6020-	Policy and Regulation for ICT Networks
Education	COED 5210-	The Olympic Movement
Education	EDSE 4700-	Teaching Bookkeeping and Business
Education	RHT 3910-	Hospitality Field Experience
Regional	LET 2903-	Administrative Components of Law Enforcement Technology
Regional	LET 2904-	Human Diversity and Relations in Law Enforcement
Regional	LET 2905-	Ohio Motor Vehicle Code
Regional	LET 2906-	Preliminary Aspects of Judicial Law