



November 14, 2025

Chancellor Mike Duffey
Ohio Department of Higher Education
25 South Front Street
Columbus, OH 43215

RE: Wright State University FY2025 Efficiency Report

Dear Chancellor Duffey:

Please accept the enclosed FY2025 Wright State University Efficiency Report as required by Ohio Revised Code section 3333.95.

The Wright State University Board of Trustees will vote on a Resolution adopting the report at their next Public Session scheduled for December 12, 2025. A copy of the Resolution will be forwarded immediately following.

Sincerely,

A handwritten signature in black ink, appearing to read "Nova Lasky", is positioned above the printed name.

Nova Lasky
Director, Organizational Planning and Project Management



FY25 Efficiency Reporting Template

Introduction:

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

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

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

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



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

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

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

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



Wright State University

Section I: Efficiency and Effectiveness

Benchmarking

Each institution should regularly identify and evaluate its major cost drivers, along with priority areas that offer the best opportunities for efficiencies. Institutions should also track their progress in controlling costs and improving effectiveness.

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

Wright State leverages data from several data sources to evaluate operational efficiencies and expenses and to adhere to sections within the Ohio Revised Code. Some metrics and benchmarks have been developed using institutional data alone such as (a) enrollment forecasts and enrollment projections, (b) staffing data, (c) academic and co-curricular assessment data, and (d) Power BI reports and dashboards. Others include a mix of data from Wright State and other sources, such as our Academic Efficiency and Effectiveness Review metrics and national surveys, and some from third parties alone, such as Lightcast Analyst.

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

Annually, Wright State creates enrollment forecasts and enrollment projections and conducts staffing analyses for budgeting purposes using institutional data. This has been a successful practice for the institution as we have consistently developed annual budgets to support financial operations while improving our financial ratios as codified in Ohio Revised Code section 3345.72. The staffing data used for staffing analyses also assist with the university's Strategic Hire Process (see Section III: Additional Practices) and institutional cost summaries as required by Ohio Revised Code section 3345.80.

Annually, Wright State performs assessments of student learning outcomes for our academic and co-curricular programs. Assessment includes both student learning outcomes and student success outcomes by program, using data from courses or activities within the program, and Power BI reports and dashboards detailed below. Academic program assessment is aligned with programmatic accreditation expectations, when appropriate, to increase process efficiency. Academic program reviews are a data-driven process to assess the overall quality and operational health of academic programs. Through this quintennial process,



faculty and program leadership are provided the opportunity to consider trends in student learning and success attainment; review policies, processes, and records related to their academic programs; and clarify goals, assess goal achievement, and evaluate future directions. Academic program review is meant to ensure Wright State University provides distinctive, high-quality programs through serious self-reflection on program strengths, weaknesses, and areas for improvement.

Wright State created [reports and dashboards in Power BI](#) that track trends in admissions data (i.e., the admissions funnel), enrollments, and completions. These reports can aid faculty and staff with seat management planning, faculty workload, recruitment planning, and academic (e.g., tutoring, supplemental instruction, etc.) and non-academic (e.g., events, programming, etc.) support services. In the 2024-25 academic year, Wright State released a series of Power BI reports focused on student outcomes, namely retention, persistence, and graduation rates, for first-time undergraduate students, transfer-in undergraduate students, first-time graduate students, and first-time professional students. These reports were developed to track student success efforts as outlined in Wright State's [Campus Completion Plan](#) as required by Ohio Revised Code section 3345.81. Wright State's 2024 Campus Completion Plan was specifically designed to utilize institutional resources in a coherent and deliberate manner to maximize efficiency.

In 2023, Wright State developed several metrics using institutional data as well as data from external sources, namely the [Encoura Platform](#), [Ohio's Top Jobs List](#), and [UPCEA's Portfolio Decision-Making Model \(PDMM\)](#), to assist senior leaders in a thorough evaluation of the university's academic programs to identify their relative effectiveness and efficiency with the goal of supporting more strategic resource allocation. The [Academic Efficiency and Effectiveness \(AE&E\) Review](#) metrics allowed for an objective assessment of our academic program portfolio from which to engage in deeper discussions about our program offerings. The evaluations that followed positioned the institution well for completing the 2025 evaluations for low enrolled programs as required by Ohio Revised Code sections 3345.35 and 3345.454. Wright State is the process of establishing an annual evaluation of our academic programs that will leverage updated AE&E review metrics.

Wright State also routinely participates in [national surveys](#) that measure student engagement, satisfaction, and post-graduate outcomes, and, in some cases, benchmark our performance year over year and with peer institutions. Recently, Wright State revisited and reorganized our survey schedule to optimize the timing and collection of survey data and, effective Spring Semester 2024, overhauled our collection process for graduate placement data. The latter resulted in a dramatic increase in our knowledge rate of students' post-graduation career activities. Wright State is in the process of mapping items from the National Survey of Student Engagement (NSSE) and Student Satisfaction Inventory (SSI) to Higher Learning Commission (HLC) standards to aid in our assessment practices.

In 2025, Wright State purchased [Lightcast Analyst](#) to assist with market research and competitive analyses for evaluating new and current academic programs. This tool played a critical role in compiling data for our request for waivers for select undergraduate



degree programs that were subject to elimination under Ohio Revised Code section 3345.454. In the future, we plan to use Lightcast Data for our AE&E review metrics.

Facilities Planning

1. Has your institution changed the use of campus space to reduce costs and increase efficient use of capital resources? If so, please describe.

Yes, Wright State University has strategically repurposed campus spaces to reduce costs and improve capital efficiency. Through annual space benchmarking, regular walkthroughs, and consolidation of underused areas, the university has optimized utilization and reduced operational expenses. Shared facilities and incremental development have lowered construction costs, while energy efficiency initiatives—are projected to generate six-figure annual savings. Approximately 15 buildings have been affected, with an estimated average annual savings of over \$250,000.

2. What benchmarks or data sources does your institution use to assess demand for physical space?

Wright State University performs annual space benchmarking in accordance with the Association of Learning Environments' established formulas, applying Day 14 fall semester census data. Space inventory management and reporting are facilitated through Archibus, the university's integrated space planning system, which supports documentation and tracking of all spatial modifications.

Regional Compacts

ORC Section 3345.59 requires regional compacts of Ohio's public institutions, with an executed agreement in place by June 30, 2018, for institutions to collaborate more fully on shared operations and programs. The section identifies areas to be addressed to improve efficiencies, better utilize resources and enhance services to students and their regions. Per paragraph E of that section:

(E) Each state institution of higher education shall include in its annual efficiency report to the chancellor the efficiencies produced as a result of each compact to which the institution belongs.

Specific to the Regional Compact in which your institution is a member, please describe collaborations that have occurred within the regional compacts and the efficiencies or enhanced services provided in any of the relevant categories below.



Category	Description
Reducing duplication of academic programming	<p>Wright State’s approach to reducing duplication of academic programming has always been student-focused and based on critical workforce needs, especially in Raider Country.</p> <p>Wright State’s commitment to the statewide transfer guarantee programs like Ohio Transfer 36, Transfer Assurance Guides, Career-Technical Assurance Guides, Industry-Credential Transfer Assurance Guides, Military Transfer Assurance Guides, Advanced Placement, College-Level Examination Program, International Baccalaureate, and Ohio Guaranteed Transfer Pathways is demonstrated through the compliance effort (to get closer to 90-100%) throughout this fiscal year. This will mean that students taking Wright State courses will be able to avoid unnecessary duplication of coursework in their transfer process to another Ohio public institution. This is especially important to College Credit Plus students.</p> <p>Furthermore, Wright State has worked with Sinclair, Clark State, Edison State, and Cincinnati State to make sure that students could select an associate degree from a variety of programs including both transfer and technical programs and still transfer their coursework seamlessly toward their bachelor’s degree at Wright State. Nearly 400 transfer guides have been established and maintained during this fiscal year, serving over 450 students in the Wright Path Partnership Program. Some of the transfer guides also have incorporated SOCHE Cross Registration as a mechanism to course share when community colleges are not able to offer certain courses that are critical in the student’s progress toward a bachelor’s degree.</p> <p>As part of new program development, we continue to consult and collaborate with local community colleges to find a bachelor-bound pathway where historically Wright State has missed its educational opportunity to serve certain technical associate degree holders. Wright State’s new Engineering Technology program is a product of such collaboration, especially with Sinclair College. The same collaboration and consultation were already established with local industry partners.</p> <p>Wright State also added an aerospace track/minor to its mechanical engineering program. Unlike an aerospace engineering bachelor’s degree, Wright State’s program is intentional in that students graduate with foundational and much needed skillset and</p>



	knowledge in mechanical engineering while expanding their interest and careers into aerospace/aeronautics where Dayton Region has a strong workforce impact.
Implementing strategies to address workforce education needs of the region	<p>Wright State continues to be a strong leader in producing future healthcare, human services, teaching, public safety professionals that include nurses, social work, teachers, and law enforcement officers.</p> <p>Wright State is also a strong partner in addressing workforce education needs through affordable educational pathways through the Wright Path Program, as well as developing programs to serve Community College of the Air Force students who are stationed at Wright-Patt Air Force Base.</p> <p>Wright State has also collaborated with additional private four-year institutions during FY25. For example, students could start at Bluffton University or University of Findlay for two years and transfer to Wright State to complete a bachelor's degree in electrical engineering. Another example is with Indiana University East related to Medical Laboratory Science coursework (finalizing the agreement when the two institutions explored the partnership last fiscal year).</p> <p>Lastly, building upon the concept of Industry-Credential Transfer Assurance Guide (ITAG) and addressing the workforce needs, Wright State has worked with Greene County Career Center in Xenia, Ohio to not only allow Wright State students to complete an OPOTA training in their final academic year, but also encourage OPOTA graduates to earn 30 semester hours from Wright State at their matriculation to Wright State in its Crime and Justice Studies program.</p> <p>Wright State is also exploring a new applied business program to serve those who have a technical associate degree in business/management. This population would include military students without a bachelor's degree.</p>
Sharing resources to align educational pathways and to increase access within the region	As mentioned earlier, through SOCHE Cross Registration, Wright State and its partner community colleges have created some of the transfer guides with course sharing in place, so that Wright Path students will be able to complete their foundational courses necessary to stay on track from the beginning of their associate degree to the completion of their bachelor's degree.



	<p>Also mentioned earlier, the new engineering technology bachelor's degree is a great example for engineering technology students to seamlessly continue with their education at a four-year university.</p> <p>Wright State is also starting to explore further collaboration with local community colleges from their bachelor's degree to Wright State's graduate programs.</p> <p>Wright State's Lake Campus has a new transfer partnership with Northwest State Community College in agriculture and agronomy. Agriculture associate degree graduates can now seamlessly continue their education toward a bachelor's degree through the Lake Campus.</p>
Reducing operational and administrative costs to provide more learning opportunities and collaboration in the region	<p>Many Miami Valley students are taking advantage of various articulated and transfer credit opportunities like College Credit Plus (CCP) and Tech Prep through Sinclair College while they are still in high school. Though Wright State and Sinclair have a strong partnership through the Wright Path Program, the knowledge base of the high school students and their families about maximizing credit opportunities needs much attention. Both institutions have developed an extension of the existing transfer guides in business, psychology, elementary education, and mechanical engineering by incorporating what students could complete through both CCP and Tech Prep (worthy of Career-Technical Assurance Guides credits and proficiency-based credit through Sinclair). These transfer guides were created in collaboration with Sinclair's University Partnership, Provost's designee, Transition Advising, and Miami Valley Tech Prep Consortium. These transfer guides will be used by transition advisors who are assigned to CCP schools. This approach is the first of its kind in this region.</p>
Enhancing career counseling and experiential learning opportunities for students	<p>Wright State opened a brand-new Career Hub in January 2025. This moved career advising from a decentralized model to a centralized model of student service allowing consolidation of services and reduced redundancies. This led to an increase in individual student appointments and in types of programming offered. All of the programs and services provided through the Career Hub are open to students enrolled in the Wright Path program while attending one of our partner institutions.</p> <p>Additionally, Wright State's commitment to increasing experiential learning was demonstrated by the development and implementation of an external relations team in the Career Hub. This team's focus is on developing relationships with external and</p>



	<p>internal constituents including working with Alumni Relations, Advancement, and academic colleges to create and expand experiential learning opportunities. A specific example is the Career Hub team has collaborated with various academic departments to offer industry specific events as well as the All Majors Career and Internship Fair. Thus, offering students access to more internship opportunities.</p> <p>Wright State is also an active participant in the Southern Ohio/Northern Kentucky Education Consortium, which is a collaborative group of Career Services staff from participating institutions that plan and execute an annual Education Career Fair and Interview Day for education and school counseling students. The fair hosts 110 school districts from around the country and provides them the opportunity to connect with hundreds of teaching and counseling candidates from six area colleges and universities in one fair.</p>
Collaboration and pathways with information technology centers, adult basic and literacy education programs and school districts	<p>Wright State University has expanded its Take Flight Program and began a new partnership with Jefferson Township Local Schools. Take Flight Program already has existing partnerships with Thurgood Marshall and Belmont High Schools. The program is aimed at helping academically accomplished students with financial need. Wright State has a dedicated presence allowing staff to engage with students throughout their high school careers. The plan is to expand to Meadowdale and Dunbar High Schools during the next fiscal year.</p> <p>Wright State University has also been exploring ways to collaborate further with Miami Valley Career and Technical Center and Greene County Career Center. Wright State and Greene County Career Center have established an articulation agreement related to OPOTA and transfer of credits.</p>
Other initiatives not included above	

Co-located Campuses

ORC Section 3333.951(B) requires Ohio's co-located colleges and universities to annually review best practices and shared services in order to improve academic and other services and reduce costs for students, and to report their findings to the Efficiency Advisory Committee.



(B) Each state institution of higher education that is co-located with another state institution of higher education annually shall review best practices and shared services in order to improve academic and other services and reduce costs for students. Each state institution shall report its findings to the efficiency advisory committee established under section [3333.95](#) of the Revised Code. The committee shall include the information reported under this section in the committee's annual report.

Co-located campus: N/A

Type of Shared Service or Best Practice (IE: Administrative, Academic, etc.)	Please include an explanation of this shared service.	Monetary Impact from Shared Service

Section II: Academic Practices

This section covers areas more directly related to instruction, with an emphasis on savings strategies related to the cost of textbooks, and the expanded use of alternative instructional materials.

Textbook Affordability

Textbook Cost Study and Reducing Textbook Costs for Students

ORC Section 3333.951(D) requires Ohio's public colleges and universities to do the following on an annual basis:

(D) Each state institution of higher education shall conduct a study to determine the current cost of textbooks for students enrolled in the institution, and shall submit the study to the chancellor of higher education annually by a date prescribed by the chancellor.



ORC Section 3333.951(C) requires Ohio's public colleges and universities to report their efforts toward reducing textbook costs for students.

(C) Each state institution of higher education annually shall report to the efficiency advisory committee on its efforts to reduce textbook costs to students.

Your institution's submission of information via the annual Efficiency Report is used to satisfy these statutory requirements. **Please attach one spreadsheet with two tabs.** The first tab should include the analysis of textbook costs developed by your institution as shown in Table 1 below. The second tab should include the analysis of the number of courses that utilized other sources of information as shown in Table 2 below.

Table 1	
Category	Amount
Average cost for textbooks that are new	\$58.36
Average cost for textbooks that are used	\$52.69
Average cost for rental textbooks	\$51.32
Average cost for eBook	\$75.59

Table 2	
Category	Number of Courses
Did not require students to purchase course materials; includes OER and/or institutionally provided materials	4,864
Exclusively used OER materials	148
Used OER materials together with purchased course materials	106
Provided course materials through inclusive access	840

Other Textbook Affordability Practices



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

Wright State University offers a robust Inclusive Access program known as Inclusive Courseware. The Inclusive Courseware program delivers digital course materials on the first day of class through Pilot, our Learning Management System. The program provides the material at a lower negotiated price with simplified billing through the student account. Between Fall 2024, Spring 2025 and Summer 2025, 840 courses with an enrollment of 21,175 students adopted Inclusive Courseware delivered materials.

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

Name: Jennifer Gebhart
Title: Associate Director for Auxiliary Services
Email: jennifer.gebhart@wright.edu
Phone: 937-775-2265

Section III: Additional Practices

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

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

Strategic Hire Process

Recognizing that compensation represents the largest portion of Wright State University's operating budget, the institution follows a Strategic Hire Process to align workforce planning with financial sustainability goals. This structured process ensures that hiring decisions are both mission-driven and financially responsible. Over the past three fiscal years, compensation costs have decreased as a share of the overall budget, from 66.26% in FY23 to 63.04% in FY24 and 58.21% in FY25, reflecting deliberate and



effective management of personnel resources. The overall number of employees decreased from a high of around 3,100 employees to just over 1,900, reflecting a rightsizing of the university to serve anticipated enrollment.

The Strategic Hire Process requires all new and replacement position requests to undergo rigorous review. Hiring managers and unit leaders first consult with Human Resources business partners to assess need, job structure, and opportunities for organizational realignment. Proposals are then submitted to the Strategic Hire Committee, comprised of the Provost, Chief Operating Officer, Vice President for Finance and Administration, Chief Human Resources Officer, and University Controller, for evaluation. This review confirms budget availability and compliance with institutional financial policy while ensuring alignment with strategic priorities.

The process also encourages a more sustainable workforce model by focusing on hiring fewer new employees while investing in current staff through promotions and professional development that expand skill sets and strengthen organizational capacity. The Strategic Hire Process is regularly reviewed and refined to incorporate data and best practices in organizational management, demonstrating Wright State's commitment to balancing short-term workforce needs with long-term financial sustainability.

Project Evaluation

In FY25, Wright State established a Project Management Office and began implementing a proactive project management approach, particularly for enterprise-level and software-related initiatives. Prior to entering into purchasing contracts or embarking on major projects, the university undertakes a thorough evaluation of the proposed project, assessing its expected return on investment (ROI) or impact on compliance and prioritizing resource allocation. This evaluation process helps to avoid implementation of redundant systems, prevents the allocation of resources to projects with limited impact, and ensures that the university's investments are aligned with its strategic goals.

Energy Efficiency

Wright State University invests in energy efficiency and strategic energy management to reduce operating costs and reinvest savings into campus priorities. The university mitigates the impact of energy price volatility by contracting with a supplier at a fixed price that includes all PJM Energy, Ancillary, and Capacity costs—shifting the risk of market fluctuations to the supplier. This approach has already saved the university more than \$1 million at a time of rapidly rising energy costs.

In addition, Wright State participates in the voluntary PJM Demand Response program, which compensates institutions for reducing load during periods of grid stress. The university also reduces load during hours of extreme system demand in the summer to minimize PJM Capacity charges. The financial impact of these efforts varies by year; in the 2025–26 program year, they



yielded over \$100,000 in revenue. Competitive bidding improved Wright State's return from \$0.60 to \$0.90 on the dollar, significantly increasing the share of revenue retained.

Space Use Agreements

Wright State University has entered into strategic space agreements that strengthen partnerships with both public and private sector organizations, advancing the University's mission of workforce development and experiential learning. The Ohio Auditor of State maintains its regional office on campus within the Medical Sciences Building, establishing a visible and ongoing collaboration between the University and the state's chief fiscal oversight agency. Through this space agreement, the Auditor's Office not only operates as part of the campus community but also offers Wright State students valuable internships in public accounting and auditing. These internships provide hands-on exposure to governmental finance, audit procedures, and fiscal compliance, creating a practical bridge from classroom learning to public service careers in accounting, business, and public administration.

Winsupply Inc., a national leader in wholesale distribution headquartered in Dayton, also maintains a dedicated campus presence through a partnership focused on information technology (IT) education and workforce readiness. Winsupply's space agreement centers on developing a sustained talent pipeline by engaging directly with Wright State's computer science, information systems, and cybersecurity programs. The company collaborates with faculty and students on applied IT projects, software development, and data infrastructure challenges, while mentoring students to meet the company's growing workforce needs. This concurrent model allows Winsupply to shape future IT professionals while they are still enrolled, ensuring graduates are prepared to step directly into technology-driven roles upon completion of their degrees.

Complementing these partnerships, Wright State University has formalized a lease of laboratory space within the Neuroscience Engineering Collaboration (NEC) building to the United States Air Force. This collaboration supports ongoing research between Wright State faculty, students, and scientists from Wright-Patterson Air Force Base, particularly the 711th Human Performance Wing. The NEC's state-of-the-art research facilities enable joint projects in human performance optimization, cognitive engineering, aerospace medicine, and neural technologies, advancing both academic inquiry and defense innovation. By hosting Air Force research operations on campus, Wright State deepens its role as a key federal research partner and reinforces the Dayton region's national reputation as a center for defense, neuroscience, and engineering collaboration.

Raider Immersion Program

The Raider Immersion Program (RIP) offers a structured, university-based model for applied, sponsor-driven problem solving. Students work in coordinated teams of up to six members, each guided by a student team lead, to complete project milestones defined by the external sponsor in collaboration with our technical strategist. These projects use the same tools, workflows, and



processes found in professional and defense industry environments, giving students direct exposure to industry and Department of Defense (DoD) standards. Through this model, RIP strengthens university–industry relationships, enhances student employability, and creates clear, experience-based pathways into the workforce.

The first RIP engagement is with Booz Allen Hamilton, supporting their missile modeling and simulation team. This project will focus on developing a user-friendly workflow and graphical interface that integrates with an open-source software API to verify and validate program inputs and outputs. Participating students will gain hands-on experience in dynamic and kinematic modeling of missile and aircraft systems, contributing to technological innovation in national defense and simulation research. Recruitment is currently underway for one Team Lead and up to six Team Members. Both undergraduate and graduate students with backgrounds in computer science, engineering, data science, or related fields are encouraged to apply. The Team Lead will coordinate project delivery, mentor the student team, and serve as the liaison between Wright State University, Booz Allen Hamilton, and the Center. Each team member will be responsible for completing their assigned milestones, collectively ensuring the successful delivery of all project objectives.

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