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Stark State College

Ohio University Eastern &
Belmont College

Ohio University Zanesville &
Zane State College

Ohio's Co-Located Institutions of Higher Education

Performance Audit

September 2022

Efficient • Effective • Transparent

OHIO AUDITOR OF STATE
KEITH FABER

88 E. Broad St.
Columbus, Ohio 43215

Phone: (614) 466-4514
Toll Free: (800) 282-0370

www.ohioauditor.gov

OHIO AUDITOR OF STATE
KEITH FABER

To the Governor's Office, General Assembly, College and University Officials, Ohio Taxpayers, and Interested Citizens:

The Auditor of State's Office recently completed a performance audit of the state's seven co-located campuses. These seven campuses throughout the state offer a unique opportunity for universities and community colleges to work collaboratively and provide services to students and the local community. This service to the institutions and to the taxpayers of the state of Ohio is being provided pursuant to the Ohio Revised Code §117.46.

This performance audit report contains recommendations, supported by detailed analysis, to enhance the overall economy, efficiency, and/or effectiveness of the operations at each of the co-located campuses. This report has been provided to officials from all co-locatated institutions and its contents have been discussed with the appropriate institution staff and leadership. All institutions are reminded of their responsibilities for public comment, implementation, and reporting related to this performance audit per the requirements outlined under §117.461 and §117.462. In future compliance audits, the Auditor of State will monitor implementation of the recommendations contained in this report, pursuant to the statutory requirements.

It is my hope that the co-located partners will use the results of the performance audit as a resource for improving operational efficiency as well as service delivery effectiveness. The analysis contained within are intended to provide management with information, and in some cases, a range of options to consider while making decisions about their operations.

This performance audit report can be accessed online through the Auditor of State's website at http://www.ohioauditor.gov and choosing the "Search" option.

Sincerely,

Keith Faber
Auditor of State
Columbus, Ohio

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Co-located Campuses

Performance Audit Summary

WHAT WE LOOKED AT

There are seven co-located campuses in Ohio where two public institutions of higher education exist on either the same or adjacent property. Because these institutions exist in a shared location, they have a unique opportunity to collaborate closely with each other to provide services to students and the community in general. We focused our review of these institutions on seven key operational areas to determine how resources were used and shared on each co-located campus:

- **Programs and Courses,** focusing on unnecessary course and program duplication and educational pathways between co-located campus partners.
- **Facilities Utilization,** determining instructional space utilization for each co-located campus partner to identify additional opportunities for sharing.
- **Information Technology,** emphasizing opportunities for improved efficiency and effectiveness related to cyber security, data center usage, purchasing, and wireless networking.
- **Student Services,** centering on library services, academic advising, and tutoring.
- **Campus Security,** focusing on improved efficiency or operational effectiveness, as well as opportunities for further collaboration.
- **Facilities Management,** centering on opportunities for further collaboration that would result in improved efficiency and effectiveness, as well as a review of a co-located campus that stopped sharing facilities management operations.
- **Staffing,** determining what opportunities exist for co-located campus partners to share additional personnel.

Where appropriate we compared each institution to existing industry standards. We also reviewed existing agreements within each area to identify any best practices that could be replicated at other co-located institutions.

WHAT WE FOUND

The co-located campuses have been studied before in 2004 and 2016, by an Ohio General Assembly appointed task force and committees and were included in the Governor's 2015 study on college affordability in Ohio. These studies resulted in recommendations that were directed at the institutions, the Ohio Department of Higher Education (ODHE), and the General Assembly. We were able to determine that the recommendations directed at institutions were not uniformly implemented by each co-located partner. We did not attempt to determine the impact of any attempted implementation of recommendations. However, these studies, and the associated recommendations, indicate that there is a perceived benefit from the co-located campuses and opportunities to increase operational efficiency and effectiveness.

We found that Ohio's co-located structure is unique among the states, mainly due to the development of Ohio's higher education system in the mid-20th century. While many states have multiple campuses for different institutions of higher education located in one city, we found none where a regional campus of a public four-year university shares a campus with a community college. Because of this, identifying peer states, similar campus models, or industry best practices was difficult due to limited data relating to shared campuses. However, by reviewing each co-located institution individually and any cost share agreements between the co-located partners, we were able to conduct various analyses and compare the individual institution to state and federal requirements along with industry standards or best practices for each respective area. This allowed us to find opportunities of efficiency and transparency for individual institutions and notice any trends that exist across institutions.

In **Appendix A**, we created a recommendation matrix. The recommendation matrix identifies to which institutions each recommendation is addressed. For recommendations 5 through 7, institutions are not identified due to the sensitive nature of the recommendations.

KEY OBSERVATIONS

Key Observation 1: Co-located campuses, as they exist in Ohio (regional campus of a four year public university and a community college), appear to be a unique arrangement. The research we conducted and higher education organizations we interviewed did not identify similar arrangements in other states. As a result, we were unable to compare Ohio's co-located campuses to peer states.

Key Observation 2: Among the seven campuses we observed varying degrees of collaboration between institutions. While collaboration between co-located institutions is not required by law, the proximity of these institutions does provide the opportunity to work together in order to provide more effective and efficient services to students and the community at large. At the Newark campus, the two institutions shared significant portions of operations and, in some cases, we were unable to separate them for purposes of analysis. Other campuses share some services, such as a central library or facilities management staff. Conversely, at the St. Clairsville campus, the two institutions shared no services and collaboration existed only in that the community college used two buildings owned by the regional campus.

Key Observation 3: The majority of classrooms and laboratories on the co-located campuses were built more than 40 years ago. Since their construction, student enrollment in Ohio's higher education institutions has declined. As a result, every co-located institution has excess instructional capacity leaving institution leadership and boards of trustees with difficult decisions to make related to the future of these spaces.

PROGRAMS AND COURSES

One of the main benefits to students on a co-located campus is the opportunity to change programs or courses if their intentions change. We attempted to determine if there were opportunities for co-located institutions to improve a student's ability to move between institutions. Of the 800 programs offered across all of the co-located institutions, there were 11 instances where an articulation agreement, which outlines program specific credit transfer guidelines, could be established. We also identified five instances where co-located partners had a duplicative program, however four of the five programs were for an associate degree in general studies of liberal arts, which is appropriate for both to offer. This indicates that, at the program level, the co-located partners are not operating an abundance of overlapping programs and courses.

Unfortunately, we were unable to complete a similar analysis on the course, or class, level. This is because institutions do not share common course numbering. While there are some limited resources related to course numbering, it is not comprehensive enough to conduct meaningful analysis. Our work in this area identified two recommendations for the institutions to improve collaboration efforts and one issue for further study for the General Assembly in coordination with ODHE and other key stakeholders:

Recommendation 1: Since 2015, ODHE has been working on establishing statewide agreements or pathways for programs and institutions across the state. Those agreements are in addition to the bilateral articulation agreements institutions can establish for any

suitable programs. While many programs were found to be covered by active articulation agreements there are still programs that would benefit from ensuring credits can be transferred between the co-located institutions**.** These additional program articulation agreements would guarantee the efficient use of credits from a transfer student between co-located institutions while staying in the articulated pathway. Co-located institutions should work to establish articulation agreements between overlapping programs to allow students to transfer credits more easily between institutions.

Recommendation 2: Articulation agreements help ensure that if a student follows the specific path detailed in the articulation agreement, the credits transfer to a certain program at the receiving institution. For those planning to transfer, an outdated articulation agreement means the student could take unnecessary courses, need to take additional courses, or pursue a pathway that no longer exists. An institution's website serves as an accessible channel of communication for this information. The reconciliation process of each institution's website containing active articulation agreements revealed discrepancies. Every co-located institution's website required at least one articulation agreement change. Co-located institutions should ensure articulation agreements are kept up-to-date and clearly communicated to students, faculty, and advisors. An updated website will help ensure the effective use of articulation agreements through updated communication.

Issue for Further Study 1: Standardized and uniform course numbering does not currently exist across all of Ohio's public higher education institutions, rather the course numbering system used is dependent on the institution. ODHE only reviews low enrolled courses for efficiency and opportunities for collaboration. Although Transfer Assurance Guides (TAG) and Career-Technical Assurance Guides (CTAG) established course equivalencies, they apply to a limited number of overall courses offered, this is equivalent to an average of 9.8 percent for all co-located campuses. The Legislature, in consult with ODHE and key stakeholders, should explore expanding course equivalent guides or similar State policy on course numbering. Expansion of course equivalency would allow further insight on institution collaboration at the course level.

FACILITIES UTILIZATION

Because the co-located campuses have several buildings that may be shared, we reviewed scheduling and room usage to determine if partner institutions could collaborate to more efficiently use existing space. We found that overall utilization at each co-located campus was lower than industry benchmarks. Because of this, our analysis determined that the co-located campuses have excess capacity based on the number of courses offered. Because of this, the institutions may not be sharing facility space because there is a lack of need to do so.

We did find that the sharing of space is common across the seven campuses, though the sharing of facilities exists in many forms. Most commonly, one institution will own a facility, use it, and permit its partner institution to use it as well. In some cases, an institution may "lease" a facility from their partner—here, the institution owning the facility does not use the facility, and instead strikes up an agreement with their partner institution to permit the partner to use the facility in full.

Combined with declining enrollment trends and the increasing use of online course delivery, the current facilities footprint at each institution is likely to be more space than will be required in the future. Our analysis identified two recommendations for institutional leadership to consider as they make decisions regarding future facility needs:

Recommendation 3: Excess facilities capacity existed at co-located institutions prior to the COVID-19 pandemic as a result of declining enrollment and changes in how students have been educated in the past decade. Further, even if enrollment at each institution were to return to its historical peak, all institutions would have remaining capacity. As a result, institutions should review their existing space and work with co-located partners as a part of long-term strategic plans in lieu of facility additions or replacement. Buildings that need notable repair to remain current or safe should be considered for decommission, demolition, or sale where appropriate.

Recommendation 4: Institutions of higher education in Ohio report their building and space inventories to the ODHE. However, not all classrooms and laboratories reported to the ODHE were reserved over the five-year period of analysis, 2017-2021. The institutions should submit accurate self-reported facilities information to ODHE and ensure that area type descriptions for rooms remain up to date, so that leadership at co-located institutions and stakeholders around the state can make informed decisions about the use and needs of the institutions.

INFORMATION TECHNOLOGY

Well maintained, secure, and up-to-date information technology (IT) can be a costly undertaking for an institution. Ensuring proper hardware, software, and personnel is critical to operational success. Because the co-located campuses share some services and facilities, we reviewed each institution's IT policies and procedures to determine if there were opportunities to share resources.

Within this functional area, we determined that the regional campuses each fell under the umbrella of the university main campus IT department. For this reason, our analysis

involved only 10 institutions instead of other sections of this audit where each regional campus was treated individually.

We found that outside of wireless networking, there is little to no sharing of IT services at most of the co-located campuses. For those institutions that share buildings, there were a variety of methods used to share access to wireless network services. These include fully integrated networks, responsibility designated to an IT department by building, overlapping network coverage, and third party network sharing services.

Despite minimal sharing, we did identify seven recommendations and one issue for further study that would help improve overall IT operations at each co-located institution:

Recommendation 5: The Gramm-Leach-Bliley Act (GLBA) was established to ensure the security and confidentiality of non-public consumer data that is collected and maintained by financial institutions. The Federal Trade Commission, which administers this law for institutions that are not regulated by other federal agencies, has determined that institutions of higher education, because they engage in activities related to the lending of money, are financial institutions and are required to comply with the Safeguards Rule section of the GLBA.

As the GLBA Safeguards Rule has been updated with new requirements that take effect in December of 2022, each co-located institution should review its IT security protocols to ensure compliance with these changes. Further, the institutions should identify an individual who is responsible for ensuring compliance with future updates to the GLBA or other cybersecurity statues. Doing so will meet minimum security standards and prevent institutions from potentially becoming ineligible to participate in federal student aid programs and losing access to federal student aid information systems.

Recommendation 6: Not all co-located institutions use NIST or a similar set of security controls, which are considered best practices by the IT industry. Each institution should implement NIST, or a similar set of security controls, which are designed to prevent potential security breaches.

Recommendation 7: When preparing to purchase or renew cyber insurance, co-located institutions should predetermine critical areas of cyber risk based on industry trends and peers. Using these criteria, the institutions should analyze the cost, types of payouts, and coverage limits that exist within multiple policies, with the goal of accessing robust, yet affordable coverage. Institutions should maintain high cybersecurity standards as affordability of coverage can be improved through demonstrating minimized risk.

Recommendation 8: As opportunities present themselves, such as discontinuities in the physical hardware replacement cycle and the procurement of major new software programs, the co-located institutions that currently host servers on premise should explore alternative hosting options such as cloud providers or third-party commercial data centers. Institutions should also proactively anticipate these scenarios in IT strategic planning in advance of them occurring.

Recommendation 9: The co-located institutions should ensure they are collecting and storing useful data, such as unit cost, date acquired, location or user of the asset, and other information pertaining to their IT assets' useful life and current state, in a centralized location in order to assist in creating or carrying out a current management strategy. This data should be used to understand the current inventory status, and implement a formal lifecycle and refresh plan.

Recommendation 10: Institutions should maintain data relating to software licenses including the number and types of licenses, the cost of those licenses, and authorized user data. Institutions should track the use of existing software in a centralized manner so that future purchasing is made through a data-driven decision-making process based upon need. Doing so will also allow for the possibility of future collaboration between co-located institutions.

Recommendation 11: When making large IT purchases, co-located institutions should consider existing cooperative purchasing agreements. Additionally, they should enhance purchasing polices to include the review of all purchasing options to ensure the most efficient method of purchasing is used.

Issue for Further Study 2: ODHE should consider providing resources such as education or personnel to public colleges and universities in Ohio as needed to ensure each institution is up to date on best practices relating to IT security. Further, the Department can help to provide solutions to institutions that have previously experienced issues related to gaps in IT security.

Note: Many of the recommendations in the IT area would apply to all higher education institutions regardless of co-located status.

STUDENT SERVICES

Student services comprise a wide array of services that an institution may offer. Beyond academic assistance, student services may offer health and wellness counseling, job placement assistance, or other services designed to support and enhance a student's educational experience. Our audit focused on three components of student services: library services, tutoring, and academic advising.

Of these three areas, the only one in which shared services existed was library services. Six of the seven co-located campuses share library services and space. These shared spaces are used by both students from the institutions and the general community. All six co-located campuses that share library services have some form of an agreement in place. These agreements encompass the sharing of books, periodicals, building space, computer access, and staff. The agreements also outline the varying methods for how costs are split among partner institutions. Co-located campuses that share space and services also have the responsibility to track data, often based upon their cost-share agreements. However, we found that data tracking of library services at all of the co-located institutions is limited.

After reviewing how the co-located institutions provide library services, academic advising, and tutoring services, we identified two recommendations. While no recommendation was identified for tutoring service, the following recommendations stem from patterns recognized during the audit and will help better the student experience:

Recommendation 12: Tracking usage of academic libraries on co-located campuses will better inform each institution of how and when students use library space, materials, and online services. Obtaining this data will allow each institution to adjust its services to more effectively meet student needs. Understanding this data can also be a useful asset for partnered institutions when discussing and negotiating cost-share agreements.

Recommendation 13: Academic advising is critical to student success. Co-located partners should hold regularly scheduled, formalized meetings focused on academic advising topics to help facilitate communication and information sharing between them. More consistent discussions about student needs and trends can assist academic advising offices in tailoring their services to better meet those needs.

CAMPUS SAFETY

Planning and providing for campus safety and security is crucial to the peaceful operations of each co-located institution. All of the co-located institutions have some provisions in place to provide campus safety services, with the majority using internal security staff to supplement local law enforcement.

There is no standard method used by the co-located institutions in providing campus safety. Some share a single security force while some operate separate forces. Further, the number and type of staff vary between institutions. While there is no best practice for campus security, the Community Oriented Policing Services (COPS) group within the United States Department of Justice (DOJ) outlines a variety of factors institutions should consider when determining the proper staffing model. These factors include the type of institution, student population, number of buildings, the extent of on-campus housing, days and times of classes, overall campus size, and an institution's expectations.

Based on our analysis of current operations and existing guidance on campus safety, we identified one recommendation and one issue for further study which may assist the institutions in improving overall campus safety and security operations:

Recommendation 14: Institutions of higher education are responsible for communicating important safety messages to staff and students along with being prepared for emergencies. While each institution has its own campus safety considerations, co-located partners should hold regular, formalized, standing meetings which include all relevant members of the campus and local communities, particularly first responders. These meetings should be held to discuss shared campus safety needs, concerns, and potential solutions and develop specific plans for communication needs during an emergency event.

Issue for Further Study 3: Emergency mass notification systems are a common element of campus safety used by higher education institutions. These systems are capable of sending alert messages to a set list of contacts for a wide range of events from weather advisories to active aggressor situations. Each co-located institution has its own alert system, separate from its campus partner, with the exception of the Newark and Marion campuses.

Because many of the co-located institutions have separate alert systems, there is a potential for students on co-located campuses to only be enrolled in one of the two systems present on the campus. This could lead to a delay in communication to those students if they are in a building that the other campus partner is responsible for when an incident occurs, during which immediate information is needed. To assist with adequate ongoing coverage and to better ensure that each co-located campus partner's expectations and needs are met, each institution and campus partner should evaluate their policies and procedures regarding

emergency mass notification systems and include this as a topic for discussion during their regularly scheduled campus safety meetings.

FACILITIES MANAGEMENT

Maintaining grounds and buildings so that they remain in safe, clean, and usable condition requires significant amounts of labor, machinery, and supplies. We reviewed the facilities management at each co-located campus to determine if a best practice existed for staffing levels and cost-sharing agreements. There is variability in how facilities management services are provided at each of the co-located campuses. Contracted custodial services are not currently used at many of the institutions; however, those that do are aligned with the costs of in-house staff at other institutions. There is no clear indicator on which operating model for custodial services is best. For co-located campuses with cost share agreements, it is important to have routine communication to ensure agreements are actively managed and that the needs of the organizations are being met. Active management and communication allows institutions to stay on top of rising costs of service and to monitor the level of service received to avoid future potential pain points.

Because Ohio University Zanesville and Zane State College ended the facilities management portion of their cost share agreement effective July 2020, we were presented with the opportunity to conduct a comparative case study. This case study was conducted to determine if there was any identifiable benefit to sharing facilities management operations or providing them separately. We reviewed facilities management financial data both pre and post separation. Additionally, we reviewed the assets being divided and equipment and building needs as a result of the separation along with staffing levels and responsibilities.

Multiple factors contributed to the financial differences which occurred as a result of Ohio University Zanesville and Zane State College ending their facilities management cost share agreement. While both institutions appear to have realized initial savings, Ohio University Zanesville is considering options to house its maintenance operations separate from Zane State College's maintenance building. The costs associated with constructing a new building and maintaining it year-round may offset part or all of the savings realized as a result of the separation. Therefore, the financial impact may be mutually beneficial to both institutions or may be beneficial to only one institution.

The results of this case study illustrate the complicated nature of separating once shared facilities management operations. As such, the results may not be applicable to all co-located campuses as the division of assets and building needs would vary among the co-located campuses due to the unique settings of each institution. Overall, staffing

arrangements, whether shared or not, must be flexible to the changing needs of the institutions they serve, and should be actively managed.

STAFFING

An organization's employees are typically the largest expense of doing business. Individuals who perform the core work of an organization's mission and goals, and individuals who are hired into support or management positions both require salaries, benefits, paid time off, training, and other forms of compensation. When seeking to increase operational efficiency and reduce expenditures, staffing is oftentimes an area where changes can be made.

Our analysis found much variation in the amount of sharing between co-located institutions and the number of students served per employee. Even when considering different sharing approaches, no clear trend or best practice was. However, the current staffing arrangements on the campuses indicate that employee sharing is feasible in some situations. As such, our analysis resulted in one recommendation:

Recommendation 15: The co-located institutions should continue to assess their current and future staffing needs and consider sharing employees with their co-located partner where feasible. The institutions should also consider cost-sharing opportunities with their co-located partner when hiring for new positions or when a position is difficult to fill or in demand. Sharing employees could assist institutions in achieving cost efficiencies, particularly in light of declining enrollment at most co-located institutions. Ultimately, keeping operating costs low helps keep the cost of education lower for students.

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Introduction

A post-secondary degree has been associated with increased lifetime earnings, healthier livelihoods, and overall happiness. With an ever changing and demanding job market, post-secondary degrees have become more in demand than ever before. According to a study from the Georgetown University Center on Education and the Workforce, approximately 80 percent of well-paying jobs require education beyond a high school diploma. To remain competitive on the global economic scale, the State of Ohio has formally announced an education attainment goal. The goal is to have 65 percent of Ohioans, aged 25 through 64, with a degree, certificate, or other post-secondary workforce credential of value in the workplace by 2025.

Opportunity is required for any post-secondary success - opportunity through access, economic viability, and degree relevancy. In the mid-20th century, Ohio began funding the expansion of community and technical colleges along with regional four-year campuses to more rural and educationally underserved areas of the state. By offering Ohioans a chance to earn post-secondary credentials more conveniently compared to traditional schooling methods at the time, the State signaled its intentions to remain economically competitive with a quickly advancing global workforce. As a result, throughout the second half of the 20th century three of Ohio's public four-year state universities began collaboration with seven public community and technical colleges to create co-located campuses throughout Ohio. The co-located campuses focus on local community needs while offering support from larger public universities through their regional campuses. Over the past 60 years, Ohio's co-located campuses have seen students earn post-secondary credentials and offer Ohioans increased economic opportunities that may not have been available otherwise.

The Ohio Auditor of State, through its Ohio Performance Team (OPT), is required by Ohio Revised Code (ORC) § 117.46 to complete at least four performance audits of state agencies[1] or, at its discretion, institutions of higher education during each biennium.[2] In 2021, OPT initiated a performance audit of the co-located campuses. This audit serves to provide transparent insight into the efficiency and effectiveness of the operations at each co-located institution.

Co-Located Campuses

A co-located campus is the location where a regional campus of a four-year public university and a community college house programs and services on the same or contiguous land. There are 7 co-located campuses shared between 14 institutions in Ohio. Currently, three public universities, Ohio University (OU), The Ohio State University (OSU), and Kent State University (KSU),

[1] Two of the audits must be of state agencies selected from a list comprised of the administrative departments listed in ORC § 121.02 and two of the audits must be of other state agencies.
[2] Performance audits are conducted according to Generally Accepted Government Auditing Standards. See **Appendix A** for additional details.

share regional campuses with a community or technical college. There are no standard co-located models designated in ORC for co-located campuses, effectively creating seven unique co-located partnerships and relationships. The co-located institutions within each partnership each have independent goals and responsibilities set by their respective governing authority: offering opportunities for both collaboration and conflict. Ultimately, the unique relationship between the co-located partners is reliant upon each institution's ability to form an understanding of their own capacities, goals, and missions along with effectively communicating these understandings to their co-located partner.

Community and Technical Colleges

Ohio's 23 public community and technical colleges generally have a goal of offering affordable professional credentials, certificates, associate degrees, and bachelor's degrees[3] to local communities. Traditionally, community and technical colleges differ from four-year public universities in that they focus mainly on serving their local community needs. Students in community and technical colleges are more often commuting from local areas, as such; most institutions do not offer traditional student amenities such as dormitories. Historically, technical colleges offered an Associate of Applied Science degree to students, which prepares graduates to immediately enter a career upon completion and is often considered a terminal degree. However, in 2008, the change was made requiring Ohio's technical colleges to offer both Associate of Art and Associate of Science degrees in addition to the Associate of Applied Science. These additional degree programs may be used by students who are considering the pursuit of a baccalaureate degree.

University Regional Campuses

Regional campuses are smaller branch campuses of four-year public universities. The original intention of branch campuses was to expand educational opportunities to under-supported regions of the state with respect to educational opportunities. Using the significant resources of large four-year public universities, the first regional campuses began establishment in the 1940's after WWII. Regional campuses often have differing goals compared to main campuses, as regional campuses have a focus on the local community while offering more affordable post-secondary education than the main campus. However, regional campuses cost more than community colleges. While regional campuses are smaller than the main campus, these campuses still have administrative offices, library services, and lecture halls. In Ohio, regional campuses are under the authority of the main campus board of trustees but have advisory boards. Commonly, these advisory boards inform the campus dean on local matters that pertain specifically to the regional campus. Additionally, regional campuses are open access, meaning they accept students with a high school degree or GED, whereas main campuses have a

[3] ORC § 3333.051 provides the legal framework for which the Chancellor may establish community and technical college degree programs including bachelor degree programs.

competitive selection process. Students can complete a limited number of programs at the regional campuses, but can start any program before transferring credits to the main campus for completion of a degree.

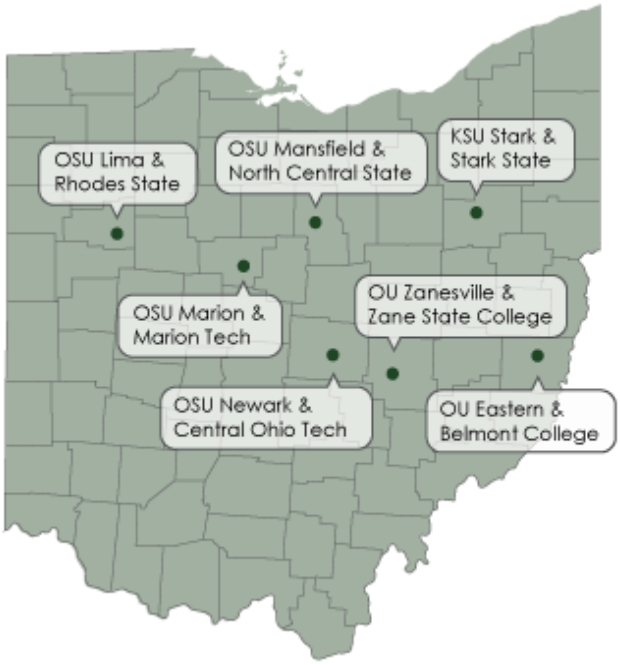
Co-Located Campuses in Ohio

For more than 60 years, institutions have been sharing spaces and services at co-located campuses in Ohio. From just one shared building to intertwined operational services and spaces, the range of co-located collaboration varies significantly. A campus profile for each location is in the **Co-located Campus Profiles** section. Below is a synopsis of each co-located campus and a map of each campus location.[4]

Lima: Located in Allen County, this campus is shared by The Ohio State University at Lima (OSU-Lima) and Rhodes State College (Rhodes State). The two institutions share a 563-acres campus with a combined fall 2021 student headcount of 2,845.

Mansfield: Located in Richland County, this campus is shared by The Ohio State University at Mansfield (OSU-Mansfield) and North Central State College (NCSC). The two institutions share a 591-acre campus with a combined fall 2021 student headcount of 3,654.

Marion: Located Marion County, this campus is shared by The Ohio State University at Marion (OSU-Marion) and Marion Technical College (Marion Tech). The two institutions share a 187-acre campus with a combined fall 2021 student headcount of 3,871.



[4] The student headcount at each campus includes all students including those that attend courses exclusively online or through high school dual enrollment programs. Some of the students included in the headcount may attend courses without being present on campus.

Newark: Located in Licking County, this campus is shared by The Ohio State University at Newark (OSU-Newark) and Central Ohio Technical College (COTC). The two institutions share a 138-acre campus with a combined fall 2021 student headcount of 5,619.

North Canton: Located in Stark County, this campus is shared between Kent State University at Stark (KSU-Stark) and Stark State College (Stark State). The two institutions share a 251-acre campus with a combined fall 2021 student headcount of 15,167.

St. Clairsville: Located in Belmont County, this campus is shared by Ohio University Eastern (OU-Eastern) and Belmont College (Belmont). Belmont uses two OU-Eastern buildings. The two institutions are spread across a total of 503 acres separated by a state highway with a combined fall 2021 student headcount of 2,100.

Zanesville: Located in Muskingum County, this campus is shared between Ohio University Zanesville (OU-Zanesville) and Zane State College (Zane State). The two institutions share a 186-acre campus with a combined fall 2021 student headcount of 3,956.

Previous Studies on Ohio's Co-located Campuses

The Ohio Auditor of State's Office (AOS) recognizes that this performance audit is not the first review of co-located campuses. Committees and task forces chartered by the General Assembly in 2004 and 2016 have reviewed and made recommendations for co-located campus partners, ODHE, and the General Assembly. We note that these studies had smaller scopes than this audit but have a similar goal of finding opportunities for improved efficiency across Ohio's shared campuses.

After we reviewed these reports and subsequent recommendations during the planning of this audit, we surveyed each co-located institution to determine the status of each institution's implementation of the recommendations. The following page contains a summary of the recommendations from these two previous studies along with the outcomes of the survey AOS sent to each co-located institution. The first four recommendations come from the 2016 Task Force for Creating Opportunities for Shared Governance for Co-located Campuses[5] (Task Force) report while the final four recommendations come from the 2004 Community Liaison and Information Committees (CLIC) report.[6]

[5] A copy of this report can be found here: 2016 Task Force for Creating Opportunities for Shared Governance for Co-located Campuses.
[6] Information about this report can be found here: 2004 Community Liaison and Information Committees Report.

Recommendations and Implementation from Previous Studies

1.) Pursue shared services when they result in higher value and lower cost for students.

2.) Review best practices annually and have ongoing accountability reviews.

3.) Work collaboratively to develop and manage the campus master plan and other opportunities to enhance services and lower costs for students.

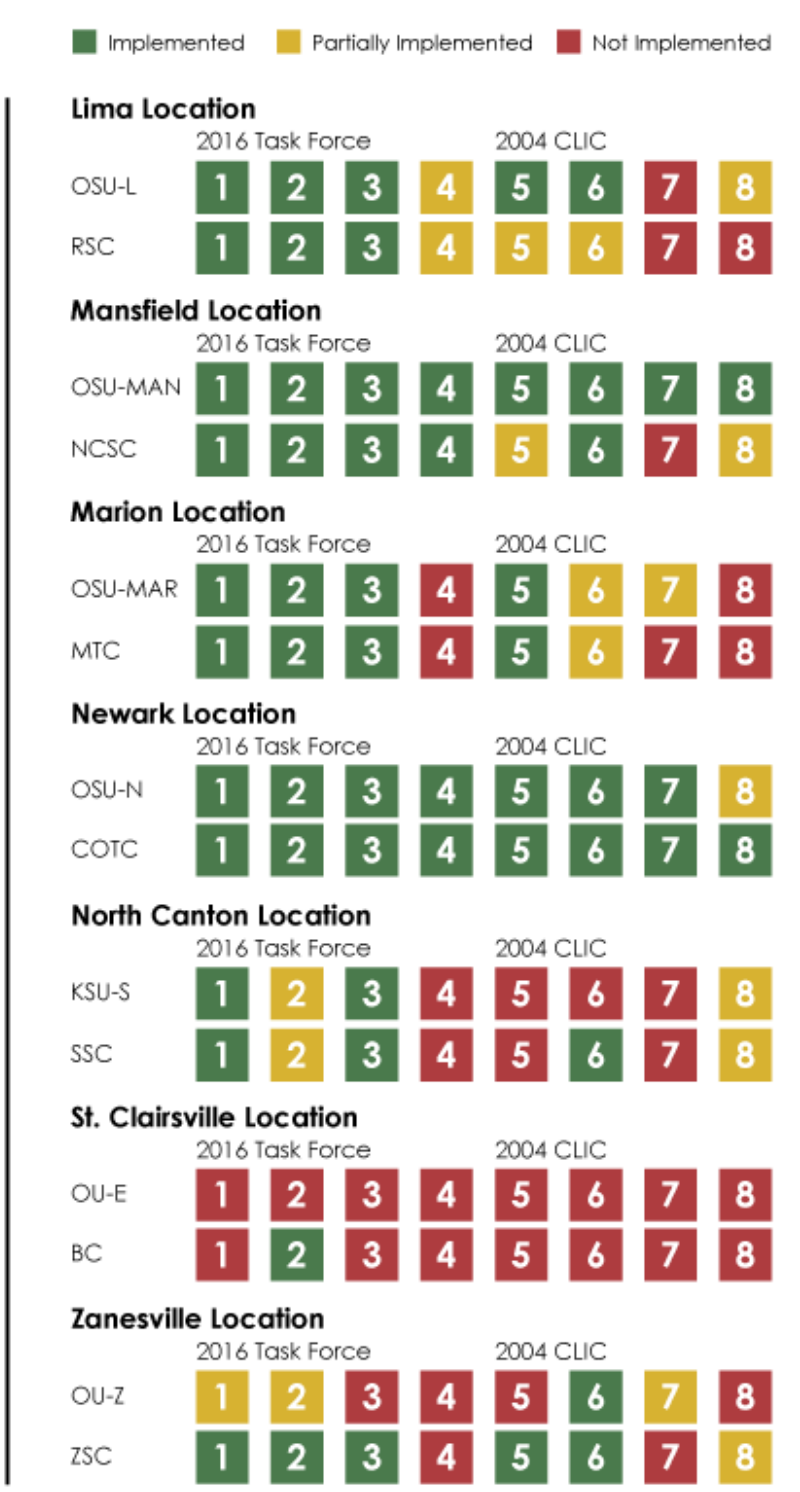
4.) Promote enhanced collaboration and communication through the inclusion of non-voting board members from partner institutions.

5.) Establish advisory groups to ensure continuous systematic action on efficiency issues.

6.) Accelerate efforts to develop articulation agreements for specific degree programs.

7.) Establish community council to ensure continual responsiveness.

8.) Create and work toward a shared vision of community service.



Source: Co-located institutions

The visual on the previous page shows a wide range of implementation status amongst the co-located campuses, which speaks to the level of collaboration at each location. The Newark campus, with OSU-Newark and COTC, has fully implemented all but one of the recommendations, and the final recommendation is in the process of being implemented at one of the institutions. This campus hosts a strong partnership between the two institutions with a great degree of integration. By contrast, at the St. Clairsville campus, with OU-Eastern and Belmont, OU-Eastern indicated that no recommendations had been implemented and Belmont reported the implementation of just one recommendation.

Funding and Cost Sharing

Regional campuses, along with community and technical colleges, receive state funding through the State Share of Instruction (SSI) formula. In fiscal year (FY) 2020, co-located regional campuses received approximately $37.2 million in SSI funding while co-located community and technical colleges received approximately $77.4 million. In addition, community colleges collected approximately $55.8 million in tuition and fees while regional colleges collected approximately $56.0 million in tuition and fees in FY 2020. In total, for the co-located community and technical colleges, these two funding sources equated to 69.8 percent of revenues for FY 2020, and 71.0 percent of revenues for co-located regional campuses.

While each institution within a co-located campus has independent funding sources, all but one co-located partnership has a cost share agreement to reduce operational costs. Included in each cost share agreement is a cost share factor. A cost share factor describes how the costs will be split between the two institutions within a cost share agreement. The numbered list below contains the cost share factors. Definitions for the cost share factors are in the **Appendix B**.

1. Assigned Square Feet Basis and Full Time Equivalent (FTE) Campus Factor
2. FTE All Enrollment Factor
3. FTE Campus Factor
4. Headcount All Enrollment Factor
5. Headcount Campus Factor
6. Direct Cost Factor
7. Assigned Square Feet Basis
8. Participation Factor
9. Campus Improvement Fund
10. Annual Contract Amount
11. 50/50 Split (or any divided amount)

The table below shows the agreement category, an example of what the agreement may cover, the cost share factor, and the number of co-located agreements. This table highlights the areas of the cost share agreements we reviewed for this audit. Information on additional areas covered by the agreements that we did not review as part of this audit is also in **Appendix B**.

Cost-Share Agreement Types by Category

Cost Share Agreement Category	Area Reviewed During Audit	Campuses with Agreements & Cost Share Factors Used
Academic Support	Library Services	**Lima:** FTE Campus Factor **Mansfield:** 55/45 Split **Marion:** Assigned Square Foot Basis & FTE Campus Factor **Newark:** FTE All Enrollment Factor **North Canton:** Annual Contract Amount **Zanesville:** 50/50 Split
Student Support Services	Tutoring Services	**Newark:** Headcount All Enrollment Factor; Headcount Campus Factor
Institutional Support	Technology Services	**Marion:** Assigned Square Foot Basis & FTE Campus Factor **Newark:** FTE All Enrollment Factor
Physical Facilities Operations	Facility Operations, Grounds Operations, Building Maintenance, Custodial, Public Safety Administration	**Lima:** Assigned Square Foot Basis; FTE Campus Factor **Mansfield:** Assigned Square Foot Basis; 50/50 Factor **Marion:** Assigned Square Foot Basis & FTE Campus Factor **Newark:** FTE All Enrollment Factor; FTE Campus Factor **Zanesville:** 50/50 Split

Source: Co-located Institutions

Note: Not all areas apply to the campuses listed. For example, Zanesville only shares campus safety and does not share grounds, maintenance, or custodial positions.

The most comprehensive cost share agreement is between OSU-Newark and COTC, covering many shared services and programs, while the cost share agreement for OU-Eastern and Belmont is limited to building use. Each co-located campus independently determines its cost share agreement, as there are no ORC requirements for co-located institutions. It is ultimately up to the institutions to review and fulfill the cost share agreements.

Notice on Collaboration

Having two institutions of higher education in close proximity to each other does not guarantee collaborative efforts or the sharing of resources. However, at Ohio's co-located campuses, where two public institutions of higher education are located on the same property or are adjacent to each other, some of the barriers to collaboration are reduced, allowing for a focused effort of sharing of services.

Throughout our audit work, we observed that each of the institutions located on the seven campuses embrace collaborative opportunities to varying degrees.

The Newark campus, with OSU-Newark and Central Ohio Technical College, exhibited the strongest commitment to collaboration. In some cases, we were unable to separate out the operations of the individual institutions because of the level of integration between the two. OSU in general seemed to be a willing partner with each of the other locations with an OSU regional campus, Lima, Mansfield, and Marion, sharing some aspect of buildings, staff, and services.

The North Canton campus, with KSU-Stark and Stark State College, had a moderate amount of sharing between the institutions, particularly in regard to programs and courses, having the most articulation agreements as well as offering students the ability to take one course from the other institution as a part of their education. The institutions appeared to be willing to work together to share services where it made operational sense.

On the reverse end of the spectrum, the two campuses with OU regional locations shared the least. OU-Zanesville and Zane State College recently underwent a self-described divorce, and stopped sharing maintenance and custodial staff, however library services and campus safety are still shared. Further, OU-Eastern and Belmont College do not collaborate other than through Belmont College's use of two buildings that OU-Eastern no longer needs.

On the most basic level, collaboration requires that both institutions are willing to work with each other to develop and maintain relationships and agreements. For those institutions that are successfully sharing aspects of operations, there was a general consensus that the relationship worked because both institutions felt they were serving different populations. On those campuses where we found little to no collaboration, we were told that the institutions were in competition with each other for the same type of student.

At the end of the day, these publicly funded institutions should be working to improve educational opportunities for Ohioans. Ensuring that students have the ability and support necessary to complete educational programs in a timely manner using facilities that are safe and secure is critical to meeting the state's goals for higher education attainment. Rather than competing with one another, these co-located institutions should be working together to improve the student's experience where possible.

Ohio Department of Higher Education

The Ohio Department of Higher Education (ODHE or the Department) is a cabinet-level agency overseeing higher education within the state. The main responsibilities of ODHE include authorizing new degree programs, distributing state funding for public higher education, developing policies that continually expand higher education contributions throughout the state, and managing state-funded financial aid programs. The Chancellor of Higher Education (the Chancellor) heads ODHE. The Chancellor is responsible for implementing the Governor's plans regarding public universities and colleges. The Board of Regents, in its advisory role to ODHE, is responsible for an annual report on the Condition of Higher Education in Ohio, conducting an annual review of the Chancellor, and advising the Chancellor on issues affecting higher education in Ohio.

What We Looked At

Understanding co-located partnerships and the potential opportunities for increased efficiency requires extensive analyses of many areas. For the scope of this audit, we focused on reviewing seven separate areas at both an institutional level and co-located partnership level. This means that we reviewed how each institution used resources for themselves and how resources, in relation to the cost share agreements between co-located partners, are used. This allowed us to compare each institution to industry standards for the respective area and if using cost share agreements were to the benefit of the institutions. The seven areas reviewed are programs and courses, student services, facilities management, campus security, information technology (IT), staffing, and facilities utilization.

Programs and Courses

Co-located campuses offer an opportunity for students to access both a community college and a regional campus at the same time. While each institution type traditionally serves different students with differing needs, both generally have a goal of benefiting the local communities by offering relevant associate and bachelor's degree coursework. With multiple institutions serving the same area, program and course duplication may occur. However, ODHE provides oversight to limit duplication along with establishing guaranteed pathways for degrees and credits. We analyzed the programs and courses of each co-located partnership to determine what opportunities exist for program pathway improvement as well as the transfer of credit.

A Classification of Instructional Programs (CIP) code represents fields of study among institutions of higher education. The National Center of Educational Statistics (NCES), which is part of the United States Department of Education (US DoE), provides CIP for institutions of higher education. These codes allow for precise data collection, classification, and understanding of post-secondary programs across the country. We used the CIP codes of each program offered by co-located institutions to determine if duplication was occurring. Additionally, CIP codes allow program pathways to be determined or if programs between co-located institutions could be consolidated or condensed. Because Common Course Numbering does not exist in Ohio, we

were unable to do a similar course review as we did for programs. Finally, we reviewed each co-located institution's website to review what information was available regarding program pathways and credit transfers.

Facilities Utilization

Enrollment across the majority of Ohio's regional, community, and technical colleges has been declining over the past decade. Additionally, institutions are increasingly utilizing online or hybrid models for course delivery. Consequently, the expectation of efficient and appropriate facility space utilization has increased for public higher education institutions.

To understand how the facilities at each co-located institution are used, we reviewed each co-located institution's facility utilization. This allowed us to conduct analyses for opportunities of improved efficiency. As all the co-located institutions share space in some capacity, we analyzed the current shared space arrangements. Finally, we reviewed how the count of reserved rooms compares to the room counts submitted by the institutions to ODHE for data collection. This was done to see if there were rooms that co-located institutions were classifying as classrooms or labs in their facilities data submission to ODHE that were not being used as such.

Information Technology (IT)

IT can be a significant expense for organizational operations. While each co-located institution has differing needs for IT, each institution must meet certain minimum federal law requirements and industry best practices especially with regard to IT security. We reviewed and analyzed what opportunities exist for co-located institutions to share IT services or costs in four areas: cyber security, data center usage, purchasing, and wireless networking.

We initially interviewed IT representatives from 10 of the co-located institutions as the main campus of OSU handles the majority of IT for the institution's branch campuses. To understand the IT security of each institution we compared the federal requirements regarding IT security around protecting financial data to each co-located institutions current operations. Then we compared the current IT practices at each co-located institution to the industry best practice standards set by the National Institution of Standards and Technology (NIST). Additionally, we reviewed each co-located institutions cyber security insurance along with available options.

An additional significant cost for IT is data hosting. Housing physical hardware, such as servers, requires ample space, energy, and additional security. We reviewed each co-located institutions data hosting current practices along with available alternatives such as cloud services. For campuses that utilize on-site hosting, we reviewed if any of the co-located institutions have conducted cost-benefit analyses to determine the most cost-effective options.

IT assets such as computers, software, and servers, have lifecycles and must be replaced or updated on a routine basis. However, lifecycle programs require investment, and institutions have limited budgets. Monitoring asset lifecycles is an industry standard along with having an

end-of-life cycle plan in place for the assets and allows institutions to maximize the use of limited resources. We reviewed each institution's current inventory practices along with any lifecycle plans regarding IT assets.

We reviewed the software licensing purchase agreements for each institution. These agreements limit the use and distribution of software. Therefore, it is important for each co-located institution to track and manage the software agreements that are in place and plan for any future software purchasing needs.

Finally, we reviewed how co-located institutions and campuses are utilizing cooperative purchasing to leverage buying power for large IT purchases, as institutions that are not utilizing cooperative purchasing are more than likely over-paying. We reviewed the current cooperative purchasing groups that each institution uses, if the co-located institution is utilizing the benefits from the cooperative, and if there are opportunities for better cooperative purchases among the institutions.

Student Services

We analyzed three areas, library services, academic advising, and tutoring, related to student services. These services are crucial for equipping students with the resources and knowledge they need to complete their chosen programs. Additionally, co-located campuses are in a position of not only supporting students from two institutions, but also the surrounding community. Since there are a variety of elements housed under the student services umbrella, we analyzed how each co-located institution offers student services. We wanted to determine how co-located partners could potentially work together more effectively and efficiently to address common themes found on their campuses. Working together and using available resources may improve the college experience for both students and staff.

We first looked at the cost share agreements between each partnership in these areas to understand the responsibilities and expectations of each institution. Next, we reviewed the services themselves. We also reviewed if co-located institutions conducted their student services in accordance with the cost share agreements. This involved reviewing collected data requirements set by ODHE and then reviewing the data that the institutions currently collect. Ultimately, we conducted multiple analyses to determine what opportunities exist to improve the usage and effectiveness of the services co-located campuses offer.

Campus Safety

Institutions of higher education provide for the safety of their students, faculty, staff, and campuses in a variety of ways. Often, campus safety departments are responsible for public safety, building security, and emergency communications. In conjunction with other local first responders, campus safety departments work to provide safe and secure environments on campuses and to respond to emergencies.

We reviewed the campus safety operations at each of the co-located campuses in order to determine if there were any areas for improved efficiency or operational effectiveness. We reviewed cost share agreements to develop an understanding of how the campus safety staffing function at each co-located campus. We also reviewed the technological systems in place to support the campus safety function and the extent to which these systems integrate with co-located partners. These security systems included cameras, student ID systems, alarms, and emergency mass notification systems. Our review sought to identify opportunities for further collaboration with existing safety policies and procedures between institutions. Additionally, we reviewed if co-located institutions were following the campus safety industry best practices. Finally, we assessed the prevalence of regular meetings with relevant campus safety personnel.

Facilities Management

Facilities management encompasses all elements of maintaining campus grounds, facilities, and equipment. We analyzed facilities staffing and cost share agreements for each of the co-located institutions to determine whether there were any areas for improved efficiency. Costly facilities management is ubiquitous with higher education campuses; we wanted to review how the co-located partners were managing the shared spaces and these costs. Staffing levels in the areas of custodial, maintenance, grounds, and administration duties were then assessed to find the area that makes up majority of the facilities operational staff. Because custodial staff makes up nearly half of all FTEs for all the co-located institutions, we analyzed staffing levels to identify any benefit of additional sharing amongst co-located partners. Multiple custodial staffing-related analyses were conducted in order to compare the co-located campuses that cost share for custodial services to the individual institutions and combined co-located campuses that do not. The FY 2021 annual cost for custodial services per square foot, inclusive of salaries and benefits, or cost of contract, was also analyzed for each institution.

Because OU-Zanesville and Zane State ended the facilities management portion of their cost share agreement effective July 2020, we were presented with the opportunity to conduct a comparative case study. This case study was conducted to determine if there was any identifiable benefit to sharing facilities management operations or providing them separately. We reviewed facilities management financial data both pre and post separation. Additionally, we reviewed the assets being divided and equipment and building needs as a result of the separation along with staffing levels and responsibilities.

Staffing

Along with offering quality service to students, efficient use of staffing resources can be very beneficial to an institution from a financial standpoint. Co-located institutions have the opportunity to share employees due to proximity. Since each institution is unique and staffs according to need, we analyzed how staffing is distributed across institutions, campuses, work categories, and employee types in an effort to determine if more co-located institutions could share staff. Finally, we examined each of the co-located institutions' staff, reviewed for trends or best practices within the institutions, and co-located campuses.

What We Found

The systematic expansion of higher education institutions in the mid-20th century has made Ohio unique with the prevalence of co-located campuses. While many states may have multiple campuses for different institutions located in one city, very few have multiple higher education institutions sharing one campus. Because of this, identifying peer states, similar campus models, or industry best practices for shared campuses was often difficult or impossible. By reviewing each co-located institution individually in tandem with cost share agreements between co-located peers, we were able to conduct various analyses and compare the individual institution to state and federal requirements along with industry standards or best practices for the respective area. This allowed us to find opportunities of efficiency and transparency for each individual institution and notice any trends among co-located campuses.

We found that every co-located partnership has a cost share agreement, however, the scope of the cost share agreements vary greatly. For example, OU-Eastern and Belmont only share two buildings within their cost share agreement. OU-Zanesville and Zane State ended their cost share agreement around staffing and maintenance, this has resulted in OU-Zanesville beginning the process of building a new separate maintenance facility. We also found that, related to this audit, KSU-Stark and Stark State have a cost share agreement for library services but essentially have two separate functioning institutions that utilize the same campus area. Finally, OSU-Newark and COTC have the most comprehensive cost share agreement, which covers 35 areas.

Across all co-located institutions, we found that classrooms and lab spaces are generally underutilized. Prior to the COVID-19 pandemic, excess facility capacity existed at co-located institutions. This is a result of declining enrollment and changes in course delivery models. Further, we found that even if enrollment at each co-located institution were to return to peak levels, institutions would still have remaining capacity. This will require co-located institutions to make decisions on how to best use these spaces. OU-Zanesville, for example, has leased out a building to the local YMCA. While this building is located on the co-located campus and owned by OU-Zanesville, a third party uses the space as a recreation center.

After reviewing the seven areas of each co-located institution, we identified 15 recommendations and 3 issues for further study. We reviewed every area that had at least one recommendation except for facilities management, which yielded no findings. These recommendations will assist co-located institutions in becoming more effective, efficient, and transparent.

Summary of Recommendations

Recommendation 1: Since 2015, ODHE has been working on establishing statewide agreements or pathways for programs and institutions across the state. Those agreements are in addition to the bilateral articulation agreements institutions can establish for any suitable programs. While many programs were found to be covered by active articulation agreements there are still programs that would benefit from ensuring credits can be transferred between the co-located institutions**.** These additional program articulation agreements would guarantee the efficient use

of credits from a transfer student between co-located institutions while staying in the articulated pathway. Co-located institutions should work to establish articulation agreements between overlapping programs to allow students to transfer credits more easily between institutions.

Recommendation 2: Articulation agreements help ensure that if a student follows the specific path detailed in the articulation agreement, the credits transfer to a certain program at the receiving institution. For those planning to transfer, an outdated articulation agreement means the student could take unnecessary courses, need to take additional courses, or pursue a pathway that no longer exists. An institution's website serves as an accessible channel of communication for this information. The reconciliation process of each institution's website containing active articulation agreements revealed discrepancies. Every co-located institution's website required at least one articulation agreement change. Co-located institutions should ensure articulation agreements are kept up-to-date and clearly communicated to students, faculty, and advisors. An updated website will help ensure the effective use of articulation agreements through updated communication.

Recommendation 3: Excess facilities capacity existed at co-located institutions prior to the COVID-19 pandemic as a result of declining enrollment and changes in how students have been educated in the past decade. Further, even if enrollment at each institution were to return to its historical peak, all institutions would have remaining capacity. As a result, institutions should review their existing space and work with co-located partners as a part of long-term strategic plans in lieu of facility additions or replacement. Buildings that need notable repair to remain current or safe should be considered for decommission, demolition, or sale where appropriate.

Recommendation 4: Institutions of higher education in Ohio report their building and space inventories to the ODHE. However, not all classrooms and laboratories reported to the ODHE were reserved over the five-year period of analysis, 2017-2021. The institutions should submit accurate self-reported facilities information to ODHE and ensure that area type descriptions for rooms remain up to date, so that leadership at co-located institutions and stakeholders around the state can make informed decisions about the use and needs of the institutions.

Recommendation 5: The Gramm-Leach-Bliley Act (GLBA) was established to ensure the security and confidentiality of non-public consumer data that is collected and maintained by financial institutions. The Federal Trade Commission, which administers this law for institutions that are not regulated by other federal agencies, has determined that institutions of higher education, because they engage in activities related to the lending of money, are financial institutions and are required to comply with the Safeguards Rule section of the GLBA.

As the GLBA Safeguards Rule has been updated with new requirements that take effect in December of 2022, each co-located institution should review its IT security protocols to ensure compliance with these changes. Further, the institutions should identify an individual who is responsible for ensuring compliance with future updates to the GLBA or other cybersecurity statues. Doing so will meet minimum security standards and prevent institutions from potentially

becoming ineligible to participate in federal student aid programs and losing access to federal student aid information systems.

Recommendation 6: Not all co-located institutions use NIST or a similar set of security controls, which are considered best practices by the IT industry. Each institution should implement NIST, or a similar set of security controls, which are designed to prevent potential security breaches.

Recommendation 7: When preparing to purchase or renew cyber insurance, co-located institutions should predetermine critical areas of cyber risk based on industry trends and peers. Using these criteria, the institutions should analyze the cost, types of payouts, and coverage limits that exist within multiple policies, with the goal of accessing robust, yet affordable coverage. Institutions should maintain high cybersecurity standards as affordability of coverage can be improved through demonstrating minimized risk.

Recommendation 8: As opportunities present themselves, such as discontinuities in the physical hardware replacement cycle and the procurement of major new software programs, the co-located institutions that currently host servers on premise should explore alternative hosting options such as cloud providers or third-party commercial data centers. Institutions should also proactively anticipate these scenarios in IT strategic planning in advance of them occurring.

Recommendation 9: The co-located institutions should ensure they are collecting and storing useful data, such as unit cost, date acquired, location or user of the asset, and other information pertaining to their IT assets' useful life and current state, in a centralized location in order to assist in creating or carrying out a current management strategy. This data should be used to understand the current inventory status, and implement a formal lifecycle and refresh plan.

Recommendation 10: Institutions should maintain data relating to software licenses including the number and types of licenses, the cost of those licenses, and authorized user data. Institutions should track the use of existing software in a centralized manner so that future purchasing is made through a data-driven decision-making process based upon need. Doing so will also allow for the possibility of future collaboration between co-located institutions.

Recommendation 11: When making large IT purchases, co-located institutions should consider existing cooperative purchasing agreements. Additionally, they should enhance purchasing polices to include the review of all purchasing options to ensure the most efficient method of purchasing is used.

Recommendation 12: Tracking usage of academic libraries on co-located campuses will better inform each institution of how and when students use library space, materials, and online services. Obtaining this data will allow each institution to adjust its services to more effectively meet student needs. Understanding this data can also be a useful asset for partnered institutions when discussing and negotiating cost-share agreements.

Recommendation 13: Academic advising is critical to student success. Co-located partners should hold regularly scheduled, formalized meetings focused on academic advising topics to help facilitate communication and information sharing between them. More consistent discussions about student needs and trends can assist academic advising offices in tailoring their services to better meet those needs.

Recommendation 14: Institutions of higher education are responsible for communicating important safety messages to staff and students along with being prepared for emergencies. While each institution has its own campus safety considerations, co-located partners should hold regular, formalized, standing meetings which include all relevant members of the campus and local communities, particularly first responders. These meetings should be held to discuss shared campus safety needs, concerns, and potential solutions and develop specific plans for communication needs during an emergency event.

Recommendation 15: The co-located institutions should continue to assess their current and future staffing needs and consider sharing employees with their co-located partner where feasible. The institutions should also consider cost-sharing opportunities with their co-located partner when hiring for new positions or when a position is difficult to fill or in demand. Sharing employees could assist institutions in achieving cost efficiencies, particularly in light of declining enrollment at most co-located institutions. Ultimately, keeping operating costs low helps keep the cost of education lower for students.

Issue for Further Study 1: Standardized and uniform course numbering does not currently exist across all of Ohio's public higher education institutions, rather the course numbering system used is dependent on the institution. ODHE only reviews low enrolled courses for efficiency and opportunities for collaboration. Although Transfer Assurance Guides (TAG) and Career-Technical Assurance Guides (CTAG) established course equivalencies, they apply to a limited number of overall courses offered, this is equivalent to an average of 9.8 percent for all co-located campuses. The Legislature, in consult with ODHE and key stakeholders, should explore expanding course equivalent guides or similar State policy on course numbering. Expansion of course equivalency would allow further insight on institution collaboration at the course level.

Issue for Further Study 2: ODHE should consider providing resources such as education or personnel to public colleges and universities in Ohio as needed to ensure each institution is up to date on best practices relating to IT security. Further, the Department can help to provide solutions to institutions that have previously experienced issues related to gaps in IT security.

Issue for Further Study 3: Emergency mass notification systems are a common element of campus safety used by higher education institutions. These systems are capable of sending alert messages to a set list of contacts for a wide range of events from weather advisories to active aggressor situations. Each co-located institution has its own alert system, separate from its campus partner, with the exception of the Newark and Marion campuses.

Because many of the co-located institutions have separate alert systems, there is a potential for students on co-located campuses to only be enrolled in one of the two systems present on the campus. This could lead to a delay in communication to those students if they are in a building that the other campus partner is responsible for when an incident occurs, during which immediate information is needed. To assist with adequate ongoing coverage and to better ensure that each co-located campus partner's expectations and needs are met, each institution and campus partner should evaluate their policies and procedures regarding emergency mass notification systems and include this as a topic for discussion during their regularly scheduled campus safety meetings.

Co-Located Campus Profiles

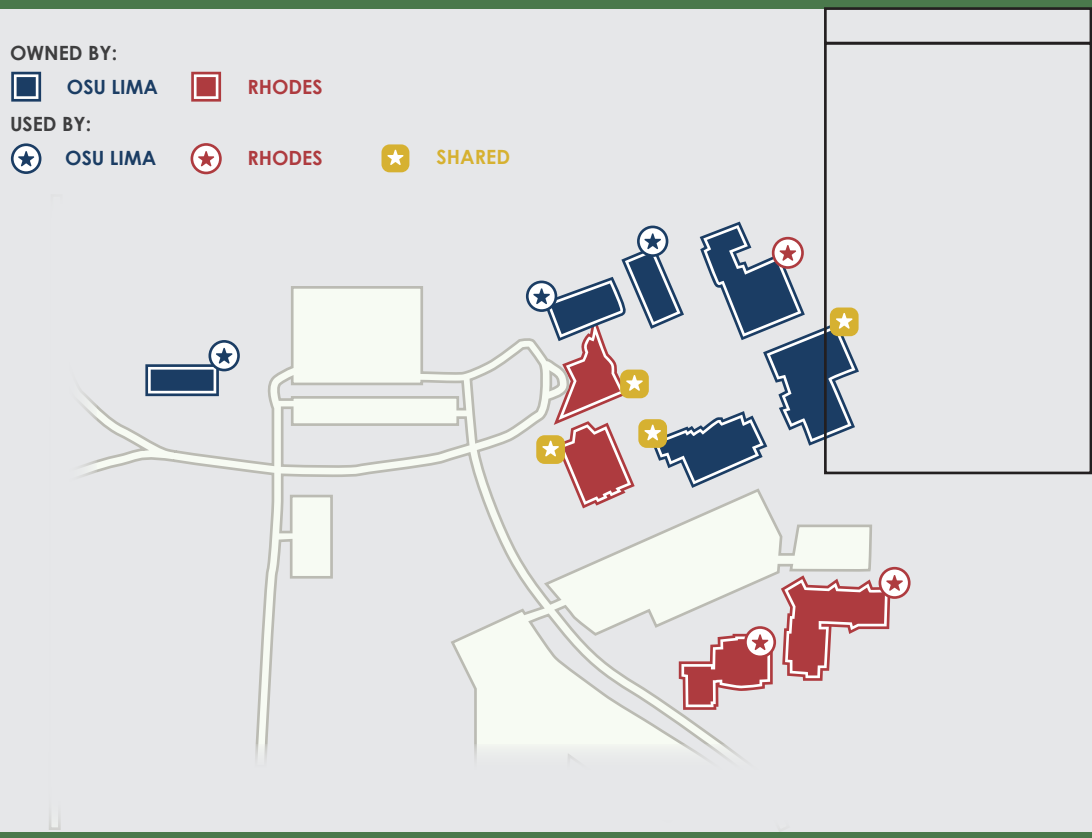
We created a profile for each co-located campus location to provide key information. The following provides the source and year for each data element included in the campus profiles. It also provides the methodology used, where applicable.

- **Facility ownership and use:** ODHE facilities data for fall 2021 and confirmed with each institution.
- **Full-time cost per semester:** ODHE *Tuition and Fees Survey* for fall 2021, Data & Reports | Tuition & Financial Aid | Ohio Higher Ed. The full-time cost per semester is based on tuition guarantee figures for the 2021 cohort for full-time, in state, new degree seeking students who are completing lower division courses, if applicable. This includes tuition, instructional fees, general fees, and any other identified fees.
- **Cost per credit hour:** ODHE *Tuition and Fees Survey* for fall 2021, Data & Reports | Tuition & Financial Aid | Ohio Higher Ed. The cost per credit hour is based on tuition guarantee figures for the 2021 cohort for in state, new degree seeking students who are completing a lower division course, if applicable. This includes tuition, instructional fees, general fees, and any other identified fees for one credit hour.
- **Student headcount:** ODHE *Preliminary Headcount, Fall 2021* (also referred to as the *15th Day Headcount*), Data & Reports | Enrollment | Ohio Higher Ed.
- **Percent of students older than 24:** ODHE *Undergraduate and Graduate Student Diversity Fall 2020, Table 4. Other Students Characteristics at Ohio Public Institutions of Higher Education*, Data & Reports | Enrollment | Ohio Higher Ed.
- **Percent of students part-time:** Integrated Postsecondary Education Data System (IPEDS) Use the Data, Compare Institutions data tool, The Integrated Postsecondary Education Data System.

The profiles on the following pages are presented in alphabetical order by campus location.

LIMA, OHIO

The Ohio State University at Lima, established in 1960, and James A. Rhodes State College, established in 1971, are located on a shared 563-acre campus. The two institutions share Cook Hall, the Public Service Building, Reed Hall, the Life & Physical Sciences Building, the Technical Education Laboratory, and a maintenance building and annex.



THE OHIO STATE UNIVERSITY AT LIMA

Full-Time Cost per Semester	Cost per Credit Hour
$4,275	$356

Headcount of Non-High School Students	796
Headcount of High School Students	75
Total Headcount	871

% of Students older than 24	% of Students Part-Time
10%	20%

RHODES STATE COLLEGE

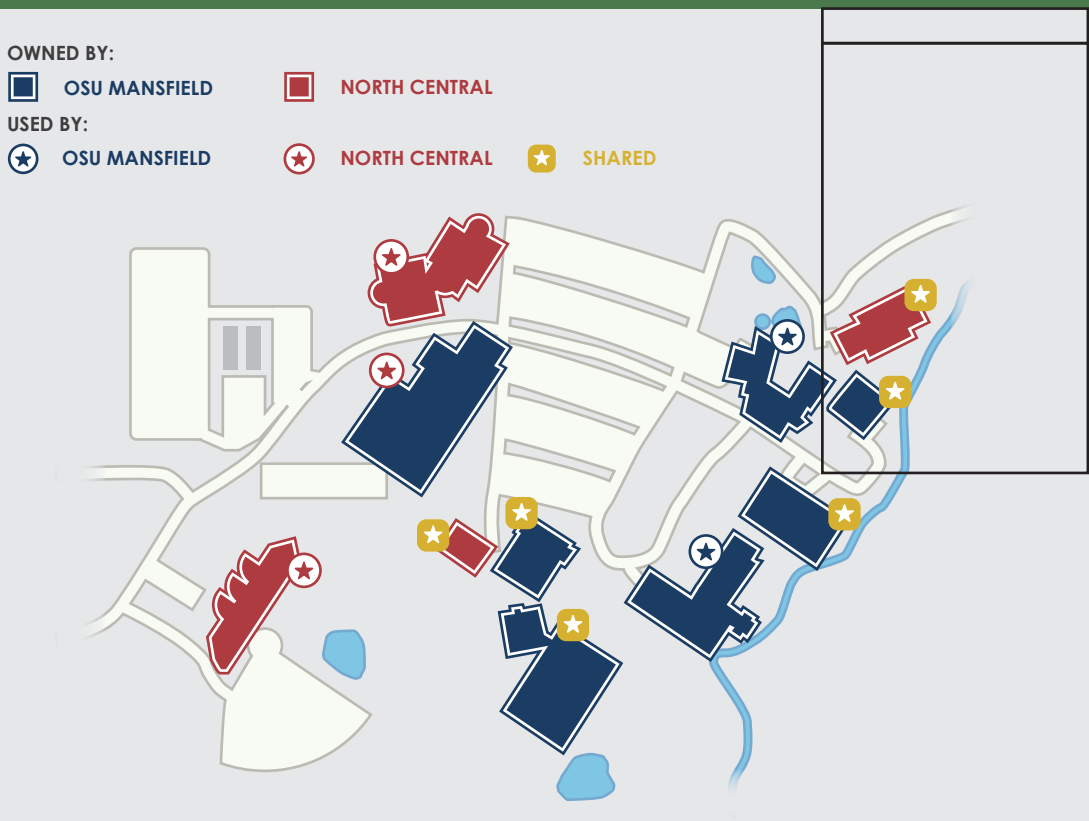
Full-Time Cost per Semester	Cost per Credit Hour
$2,748	$211

Headcount of Non-High School Students	1,431
Headcount of High School Students	1,971
Total Headcount	3,402

% of Students older than 24	% of Students Part-Time
24%	82%

MANSFIELD, OHIO

The Ohio State University at Mansfield, founded in 1958, and North Central State College, founded in 1961, are located on a shared 591-acre campus. The two institutions share Conard Hall, the Campus Bookstore, the Campus Recreation Center, the Child Development Center, the Eisenhower Memorial Center, the Fallerius Technical Education Center, the Schuterra Recreation Center, a picnic shelter, and a salt storage building.



THE OHIO STATE UNIVERSITY AT MANSFIELD

Full-Time Cost per Semester	Cost per Credit Hour
$4,275	$356

Headcount of Non-High School Students	825
Headcount of High School Students	123
Total Headcount	948

% of Students older than 24	% of Students Part-Time
11%	17%

NORTH CENTRAL STATE COLLEGE

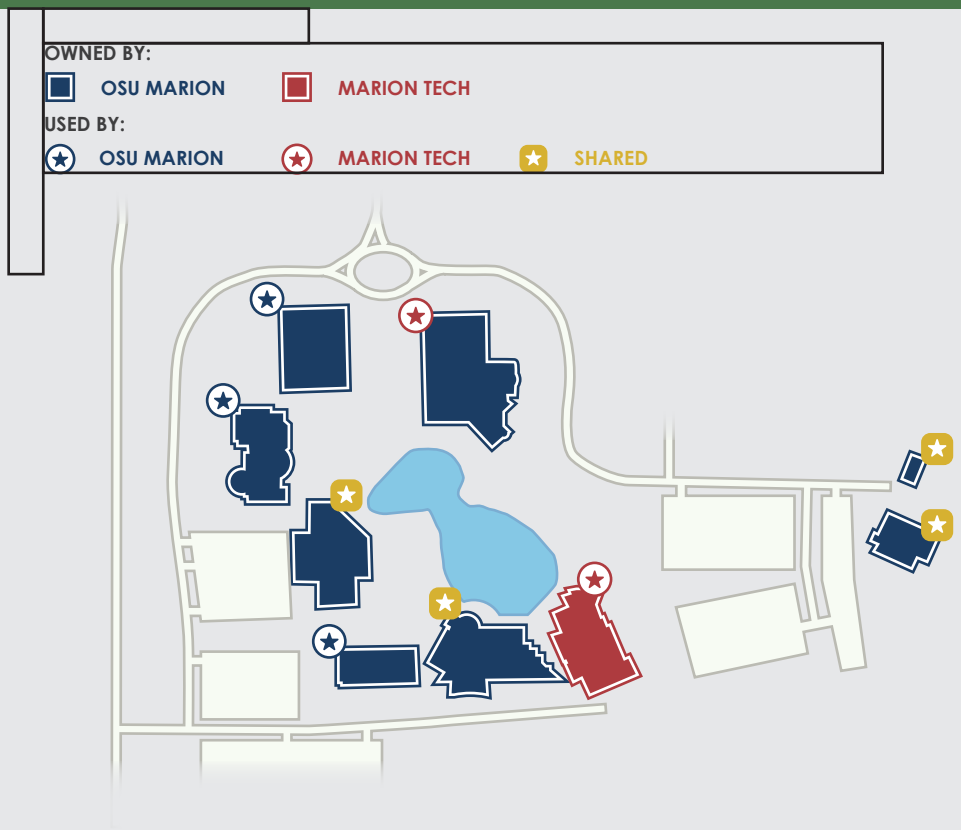
Full-Time Cost per Semester	Cost per Credit Hour
$2,649	$177

Headcount of Non-High School Students	1,407
Headcount of High School Students	991
Total Headcount	2,398

% of Students older than 24	% of Students Part-Time
22%	73%

MARION, OHIO

The Ohio State University at Marion, founded in 1957, and Marion Technical College, established in 1971, are located on a shared 187-acre campus. The two institutions share Bryson Hall, the Alber Student Center, the Library Classroom Building, a maintenance receiving building, a lawn care equipment building, a maintenance storage building, a salt storage building, and a safety and security storage building.



THE OHIO STATE UNIVERSITY AT MARION

Full-Time Cost per Semester	Cost per Credit Hour
$4,275	$356

Headcount of Non-High School Students	975
Headcount of High School Students	72
Total Headcount	1,047

% of Students older than 24	% of Students Part-Time
12%	18%

MARION TECHNICAL COLLEGE

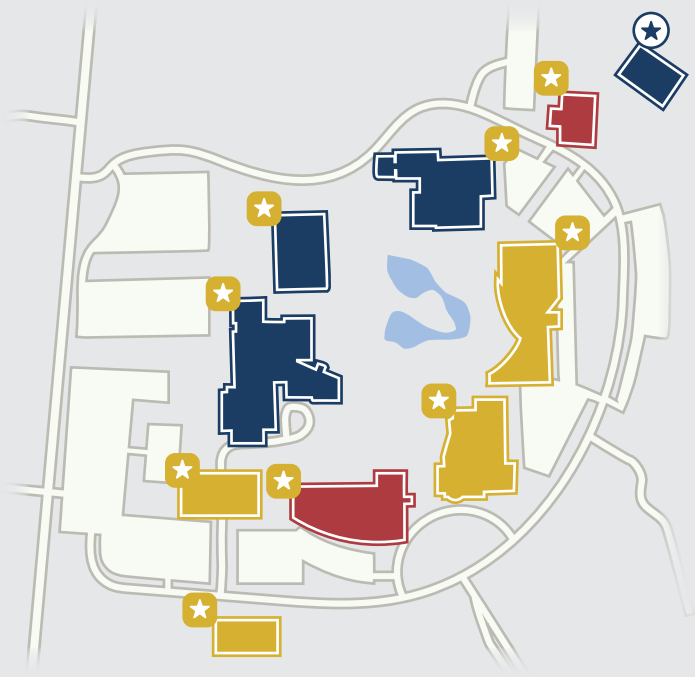
Full-Time Cost per Semester	Cost per Credit Hour
$2,561	$197

Headcount of Non-High School Students	1,328
Headcount of High School Students	1,289
Total Headcount	2,617

% of Students older than 24	% of Students Part-Time
30%	78%

NEWARK, OHIO

The Ohio State University at Newark, established in 1957, and Central Ohio Technical College, established in 1971, are located on a shared 138-acre campus. The institutions share Adena Hall, Founders Hall, the Warner Library and Student Center, Hopewell Hall, the North Classroom Building, the Reese Center, LeFevre Hall, the Alford Center for Science and Technology, a storage facility, and a facilities operations building.



THE OHIO STATE UNIVERSITY AT NEWARK

Full-Time Cost per Semester	Cost per Credit Hour
$4,275	$356

Headcount of Non-High School Students	2,619
Headcount of High School Students	108
Total Headcount	2,727

% of Students older than 24	% of Students Part-Time
8%	16%

CENTRAL OHIO TECHNICAL COLLEGE

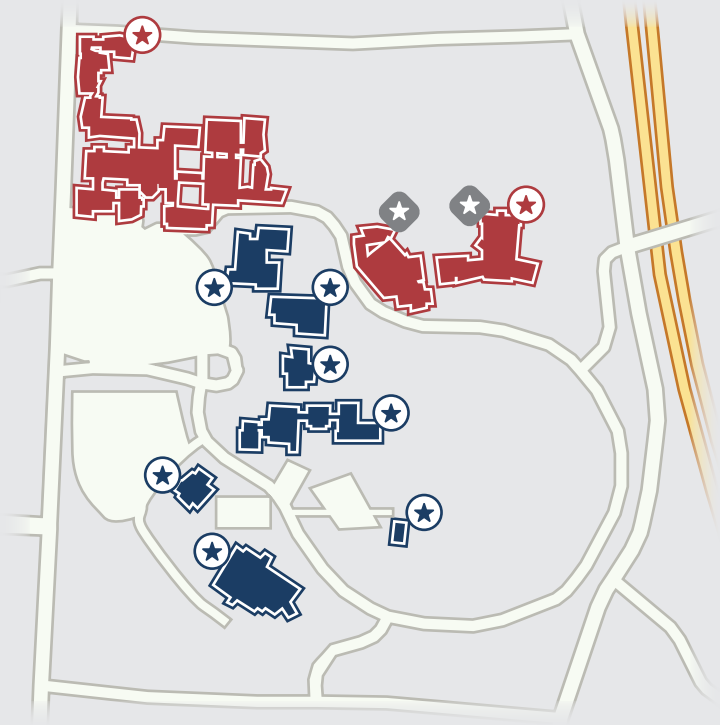
Full-Time Cost per Semester	Cost per Credit Hour
$2,448	$204

Headcount of Non-High School Students	1,681
Headcount of High School Students	974
Total Headcount	2,655

% of Students older than 24	% of Students Part-Time
30%	80%

NORTH CANTON, OHIO

Kent State University at Stark, established in 1946, and Stark State College, established in 1960, are located on a shared 251-acre campus. The two institutions do not share facilities; however, Stark State College contracts with Kent State at Stark for use of its library.



KENT STATE UNIVERSITY - STARK

Full-Time Cost per Semester	Cost per Credit Hour
$3,375	$306

Headcount of Non-High School Students	2,161
Headcount of High School Students	742
Total Headcount	2,903

% of Students older than 24	% of Students Part-Time
19%	71%

STARK STATE COLLEGE

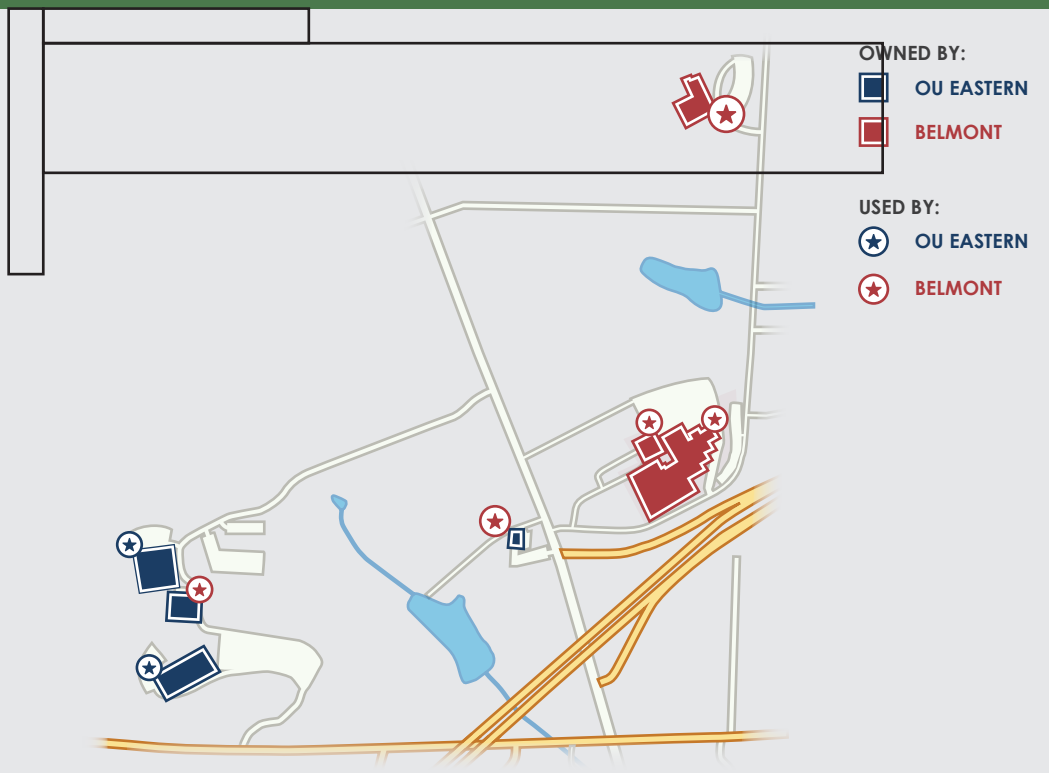
Full-Time Cost per Semester	Cost per Credit Hour
$2,729	$180

Headcount of Non-High School Students	7,141
Headcount of High School Students	3,460
Total Headcount	10,601

% of Students older than 24	% of Students Part-Time
33%	74%

ST. CLAIRSVILLE, OHIO

Ohio University Eastern, established in 1965, is on 445 acres. Belmont College, established in 1971, is on 59 acres. The two institutions share the Science and Engineering Building and the Fire Sciences Center.



OHIO UNIVERSITY EASTERN

Full-Time Cost per Semester	Cost per Credit Hour
$2,887	$260

Headcount of Non-High School Students	281
Headcount of High School Students	144
Total Headcount	425

% of Students older than 24	% of Students Part-Time
16%	74%

BELMONT COLLEGE

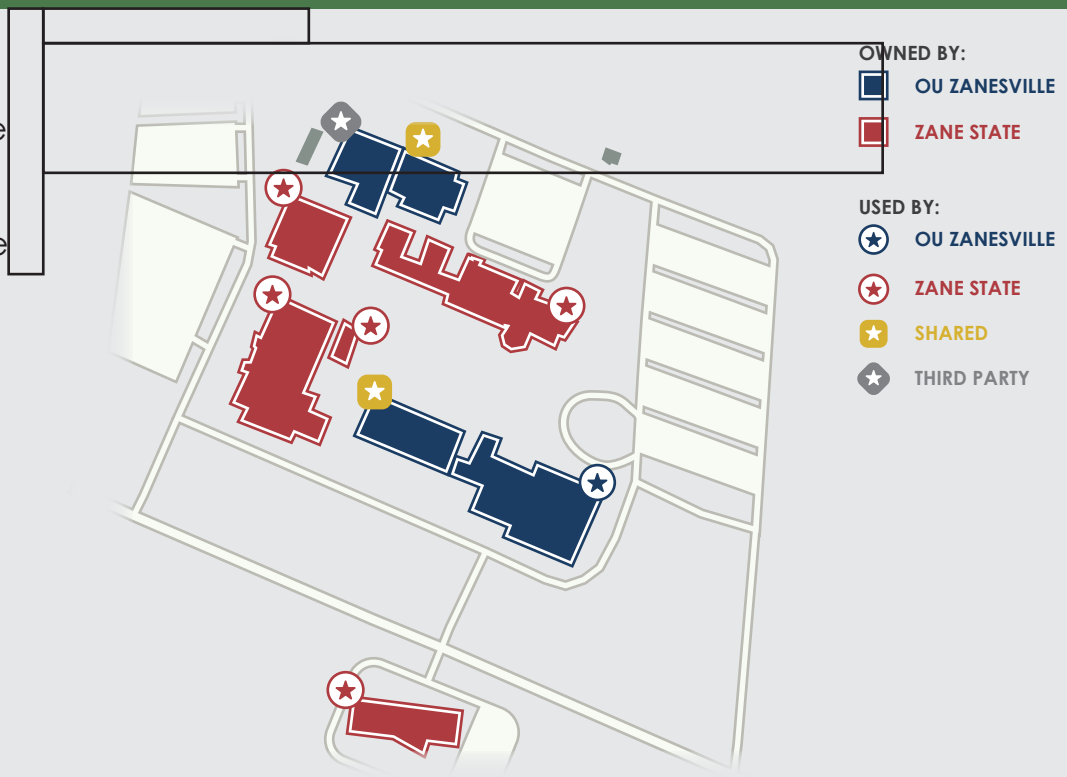
Full-Time Cost per Semester	Cost per Credit Hour
$2,721	$185

Headcount of Non-High School Students	607
Headcount of High School Students	193
Total Headcount	800

% of Students older than 24	% of Students Part-Time
26%	53%

ZANESVILLE, OHIO

Ohio University Zanesville, established in 1946, and Zane State College, established in 1969, are located on a shared 186-acre campus. The institutions share Herrold Hall, the Campus Center, and a grounds maintenance shop.



OHIO UNIVERSITY ZANESVILLE

Full-Time Cost per Semester	Cost per Credit Hour
$2,887	$260

Headcount of Non-High School Students	682
Headcount of High School Students	181
Total Headcount	863

% of Students older than 24	% of Students Part-Time
20%	71%

ZANE STATE COLLEGE

Full-Time Cost per Semester	Cost per Credit Hour
$2,778	$184

Headcount of Non-High School Students	816
Headcount of High School Students	852
Total Headcount	1,668

% of Students older than 24	% of Students Part-Time
23%	69%

Programs and Courses

When an individual decides to attend a college or university, they select and enroll in courses. Courses are the technical term for what may often be described as classes, and they are comprised of multiple class meetings during an academic term. For students who are seeking a degree, certificate, or license; courses are grouped into programs. Programs typically include subject specific courses, such as chemistry or anatomy for a nursing degree or accounting for a business degree, along with general education requirements such as English or history. Upon the successful completion of stated course requirements for a program, an individual may earn a degree, certificate, or license.

For a variety of reasons, some students choose to transfer between institutions. When these transfers occur, individuals must navigate a variety of institutional requirements to ensure credits are received and applied appropriately. In some cases, as a result of preexisting agreements between institutions, the transfer of credits requires little effort on the part of the individual student. In other cases, the student may be required to work with institution officials to have transfer credits approved. Of all the incoming transfers into the co-located institutions, between 5 percent and 37 percent came from their co-located partner. Because of the partnership opportunity that exists at Ohio's co-located institutions, we reviewed the programs and courses available at each along with what current agreements exist that may benefit students seeking to transfer between institutions.

Background

The creation of new programs and changes to existing programs at Ohio's public colleges and universities must be approved by ODHE. The Chancellor is responsible for approving academic programs and ensuring that there is no unnecessary duplication of programs or institutional barriers for students to transfer between institutions.

Developing a new program, or adding courses to an existing program, requires numerous steps. Institutions begin the process by submitting an initial inquiry to ODHE. The Department reviews the program proposal to ensure that the institution meets certain standards. One consideration within the program approval process is a review of duplicative programs within a region. Under ORC § 3333.04, the Chancellor's authority to approve new degrees includes asking if there are similar degrees within 30 miles of the requested new degree or program. Overall, the general standards for an academic program to be approved include the following:

- Institutional accreditation;
- Sufficient resources and facilities;
- Clearly defined program operations;
- Faculty credentials;
- Evidence of workforce relevance;
- Evidence for program need; and,
- Evidence of student interest.

To comply with the 2015 Governor's Task Force on Affordability and Efficiency's report, it has been a focus of ODHE to reduce duplicative programs and improve efficiency. Starting in 2017, ORC § 3345.35, required the evaluation of all courses and programs institution offers based on enrollment and duplication of its courses and programs with other public institutions within a region on a five-year cycle.[7] For more information on this process, see **Appendix C**.

ODHE's Office of Program Development and Approval also has authority to review and make recommendations to the Chancellor regarding programs. This authority spans the approval of new proposed programs from Ohio's community colleges, public universities, private institutions, and out-of-state institutions offering programs in Ohio. Graduate degree program proposals are additionally reviewed by the Chancellor's Council of Graduate Studies.

Articulation Agreements

An articulation agreement is a formal commitment between two or more institutions of higher education that guarantees credits completed at one institution will transfer to the second institution within a particular program.[8] These agreements are often between a four-year and two-year institution but may exist between any two types of institution.

An articulation agreement is dependent on institutional cooperation, communication, and collaboration. There are many variables that need to align between the two institutions for an agreement to be successful, including class sequencing and prerequisites, graduation requirements, and an institution's priorities. Overall, articulation agreements are tools that can help remove barriers related to transfers, such as time and cost due to non-transferability of coursework

Types of Articulation Agreements

Articulation agreements can take two forms specifically in Ohio; either bilateral articulation agreements which is an agreement between two institutions or statewide articulation agreements which can be for multiple public institutions for a particular program, i.e. Ohio Guaranteed Transfer Pathways.

Additionally, because regional campuses are part of a larger university system articulation agreements are handled by the central administrative offices. This means that an articulation agreement between a community college and a four-year regional is with the parent institution of the four-year regional. For example, Stark State has an articulation agreement for the Business Management program with KSU, not KSU-Stark. The articulation agreement would apply to any KSU campus with a Business Management program.

[7] During the course of the audit, the review cycle was changed and, beginning September 1, 2022, the review must occur every three years.
[8] Articulation agreements between public institutions in Ohio are defined in ORC § 3333.161

Transfer Programs

Ohio's public colleges and universities all require students seeking an associate or baccalaureate degree to complete a set of basic general education requirements. In 1990, S.B. 268 and H.B. 111 from the 118th General Assembly directed ODHE to develop and implement a statewide articulation and transfer policy. This led to the introduction of Ohio Transfer 36 (OT36), which was originally known as the Ohio Transfer Module. OT36 are a set of courses which satisfy core educational requirements and include courses in English composition, mathematics, arts and humanities, social and behavioral sciences, and natural sciences. Within OT36, courses that are identified as equivalent general education courses are accepted as transfer credit between institutions.

In 2003, the 125th General Assembly passed legislation with H.B. 95, which required ODHE to develop and implement a universal course equivalency classification system.[9] The Transfer Assurance Guides (TAG) were established to comply with this legislation and are designed to match course content to a common set of learning outcomes or third-party standards. OT36 courses cover general education courses whereas TAG courses expand beyond general education courses to program specific requirements. TAG is a statewide transfer initiative that guarantees course equivalency for pre-major and beginning courses within a degree pathway. By enrolling in TAG courses, students may avoid the unnecessary duplication of coursework when transferring institutions. Similarly, Career-Technical Assurance Guides (CTAG) were established but applies to career-technical coursework from career-technical education institutions, Ohio Technical Centers, and institutions of higher education.[10]

Ohio Guaranteed Transfer Pathways

In addition to programs that allow for the transfer of individual course credit, Ohio has a statewide articulation agreement for the transfer of program specific courses. These statewide articulation agreements are known as Ohio Guaranteed Transfer Pathways (OGTP) and provides transfer assurance outside of individual articulation agreements. OGTPs are relatively new; ORC § 3333.16(D), which authorized the establishment of OGTPs, was signed into law in 2015 and requires the Chancellor of ODHE to develop a process to establish statewide guaranteed transfer pathways from two-year to four-year programs.

The goal behind OGTPs is to offer an opportunity for students to earn their general education credits at a more affordable two-year institution before transferring to a four-year institution to finish the respective major. A student who completes a major-specific OGTP will be eligible for an Associate of Arts, Science, or Applied Science degree from the public two-year institution where the credits were earned. These credits will then be eligible to transfer to an Ohio four-year

[9] ORC § 3333.16
[10] For the co-located institutions, TAG and CTAG course represented an average of 9.8 percent of all courses offered, with a range between 5.6 percent and 14.1 percent.

public university and contribute toward the completion of a bachelor's degree in the appropriate corresponding program. The programs that are covered fall in a certain program cluster.[11] The academic clusters within OGTP include:

- Business;
- Social and Behavioral Sciences;
- Arts & Humanities;
- History;
- Communication;
- STEM;
- Education;
- Public Safety; and,
- Health Sciences.

ODHE is continuing to expand the number of programs offered by institutions that are covered with an OGTP. These general education pathways offer students the ability to save time and money while determining the career or collegiate path they wish to take.

Classification of Instructional Programs Codes

While programs are approved by ODHE, the state does not have a standard catalog that can be used to compare existing programs across institutions. However, the US DoE's National Center for Education Statistics (NCES) does have a classification system used for programs at all colleges and universities. CIP codes provide a standard structure to track fields of study and programs. The system has three levels of information using two-, four-, and six-digit codes, with each providing increasing levels of detail on the area of study. The two-digit series represent the most general groupings of related programs. The four-digit series represent intermediate groupings of programs that have comparable content and objectives. The six-digit series, also referred to as six-digit CIP codes, represent specific instructional programs. The following table shows an example of how these codes could be used for an engineering program.

[11] A student who uses OGTPs may still need to meet additional requirements set by the institution the student is transferring into. For example, a student may wish to enter the business program at The Ohio State University (OSU) via an OGTP. OSU may have additional math requirements beyond what the OGTP lists; the student must pass these additional program specific requirements to be considered for OSU's business program.

CIP Code Example

Program	Digits	CIP Code	NCES Description
Engineering	2	**14.**	Instructional programs that prepare individuals to apply mathematical and scientific principles to the solution of practical problems.
Civil Engineering	4	14.**08**	A program that generally prepares individuals to apply mathematical and scientific principles to the design, development, and operational evaluation of structural and material central systems, and environmental safety measures.
Transportation and Highway Engineering	6	14.08**04**	A program that generally prepares individuals to apply mathematical and scientific principles to the design, development, and operational evaluation of total systems for the physical movement of people, materials and information, including general network design, systems, and planning.

Source: NCES

Course Classification

While CIP codes allow for comparison of like programs, there is no similar mechanism for courses. Further, course numbering is not standardized across Ohio's public colleges and universities meaning that courses credits earned in courses with similar names, such as "Introduction to Biology" may not transfer towards a program's degree requirements across different institutions. The number and type of courses necessary to complete a program may be different at each institution, this may be due to varying accrediting body requirements or specific program requirements at each institution. For example, OSU's business program requires calculus, which is typically not required in community or technical college's associate business program.

What We Looked At

We conducted multiple analyses to determine what opportunities exist to improve program pathways for students as well as the transfer of credit. Additionally, we looked for instances of program duplication between the co-located institutions. In order to conduct these analyses, we reviewed the programs offered by both institutions at a co-located campus. This was achieved by comparing the programs by their CIP code with the context of articulation agreements and OGTPs. We were not able to complete a similar review at the course level because of how courses are numbered in Ohio. ODHE's resources such as TAG and CTAG allows for a detailed review of some courses, but not a significant portion of total courses offered. We then researched what other states are doing in the area of course numbering across the public higher education system to garner a better understanding. Finally, because access to information regarding articulation agreements and transfer credits is critical to a student's ability to take advantage of

them, we reviewed each institution's website to determine what information on these topics is publicly available.

Why We Looked At This

The co-located campus model provides the opportunity for students to access both a community college and a regional campus at the same location. While these types of institutions have traditionally served different students with different missions, both community colleges and regionals colleges can offer associate and bachelor's degrees. Having institutions share a campus may lead to course or program duplication in a local region, however, ODHE provides oversight for limiting program duplication and has established guaranteed pathways for degrees and credits. Co-located institutions can also collaborate in creating pathways between the programs they offer on their own accord. As a result, a review of programs and courses at co-located campuses was designed to examine the collaborative efforts among co-located campuses.

What We Found

In comparing the approximately 800 programs offered between the co-located institutions, the analysis found 36 programs that were overlapping. Of the 36 overlapping programs, we found 11 programs for which the co-located campuses may be able to establish articulation agreements. The analysis also found few instances of duplicative programs between co-located institutions. Four of the five instances of duplicative programs are of an associate degree in general studies or liberal arts, which is not a terminal degree for students. The remaining instance of duplication is a potential future case with a Bachelor of Science in registered nursing as at the time of this analysis one institution was awaiting program approval from ODHE.

The same level of detailed analysis could not be done at the course level due to the current state of course numbering in Ohio. While there are resources through ODHE that are similar to common course numbering such as TAG, the number of courses it covers is limited. We identified two recommendations related to areas of opportunity for the institutions to consider to better serve students. Work also identified one issue for further study for legislators in coordination with ODHE and key stakeholders:

- **Recommendation 1:** Since 2015, ODHE has been working on establishing statewide agreements or pathways for programs and institutions across the state. Those agreements are in addition to the bilateral articulation agreements institutions can establish for any suitable programs. While many programs were found to be covered by active articulation agreements there are still programs that would benefit from ensuring credits can be transferred between the co-located institutions**.** These additional program articulation agreements would guarantee the efficient use of credits from a transfer student between co-located institutions while staying in the articulated pathway. Co-located institutions should work to establish articulation agreements between overlapping programs to allow students to transfer credits more easily between institutions.

- **Recommendation 2:** Articulation agreements help ensure that if a student follows the specific path detailed in the articulation agreement, the credits transfer to a certain program at the receiving institution. For those planning to transfer, an outdated articulation agreement means the student could take unnecessary courses, need to take additional courses, or pursue a pathway that no longer exists. An institution's website serves as an accessible channel of communication for this information. The reconciliation process of each institution's website containing active articulation agreements revealed discrepancies. Every co-located institution's website required at least one articulation agreement change. Co-located institutions should ensure articulation agreements are kept up-to-date and clearly communicated to students, faculty, and advisors. An updated website will help ensure the effective use of articulation agreements through updated communication.
- **Issue for Further Study 1:** Standardized and uniform course numbering does not currently exist across all of Ohio's public higher education institutions, rather the course numbering system used is dependent on the institution. ODHE only reviews low enrolled courses for efficiency and opportunities for collaboration. Although TAG and CTAG established course equivalencies, they apply to a limited number of overall courses offered. The Legislature, in consult with ODHE and key stakeholders, should explore expanding course equivalent guides or similar State policy on course numbering. Expansion of course equivalency would allow further insight on institution collaboration at the course level.

Recommendation 1: Establish Articulation Agreements in Overlapping Programs

Since 2015, ODHE has been working on establishing statewide agreements or pathways for programs and institutions across the state. Those agreements are in addition to the bilateral articulation agreements institutions can establish for any suitable programs. While many programs were found to be covered by active articulation agreements there are still programs that would benefit from ensuring credits can be transferred between the co-located institutions**.** These additional program articulation agreements would guarantee the efficient use of credits from a transfer student between co-located institutions while staying in the articulated pathway. Co-located institutions should work to establish articulation agreements between overlapping programs to allow students to transfer credits more easily between institutions.

Impact

Articulation agreements provide students a more transparent path to navigate the degree requirements between multiple institutions. Students benefit from these agreements by limiting the number of duplicative courses they may take when transferring from one institution to another. In addition to statewide articulation agreements like OGTP, institutions can engage in bilateral articulation agreements. A bilateral agreement is specifically between two institutions and can cover programs that are not a part of the statewide agreements and expand the range of opportunities for students beyond statewide initiatives. Bilateral agreements ultimately allow for students to save money by starting at more affordable two-year institutions before transferring to four-year institutions and retaining credits. Increasing the number of articulation agreements for overlapping programs at co-located institutions would provide more opportunities for students to be efficient with their credits. This efficiency in credits saves the students time and money while pursuing a four-year degree.

Methodology

Using CIP codes, similar programs were identified and categorized into two groups. The first is an overlapping program, defined as a program offered by each co-located partner having the same four-digit or six-digit CIP code regardless of the award, such as an associate or bachelor's degree. For example, CIP code 44.0701 indicates a program in social work and is offered at both Rhodes State and the OSU-Lima. However, the award associated with the program is an associate and bachelor’s, respectively, which means the programs are considered overlapping. The second is a duplicative program, defined as a program offered by each co-located partner having the same six-digit CIP code and same degree or award offering, i.e. associate degree. This definition is consistent with that used by ODHE.

Once similar programs were identified, current articulation agreements were considered when addressing the opportunity associated with the programs. We gathered information on all the articulation agreements listed on each co-located intuition's website. These articulation

agreements were then sent to the respective institutions for review and updates. Once updates were received from institutions, we reconciled any differences between what was published on the institution's website and what was sent back to OPT. In particular, the articulation agreements between two co-located institutions and their shared articulation agreements were connected to the program catalogues. This was done by assigning a two-digit CIP code to all articulation agreements sent to institutions.

OPT analyzed overlapping programs with no active articulation agreement associated with each institution to identify potential opportunities for further institutional support and collaboration. Once this list was formed, institutions were interviewed to discuss why agreement were not in place and potential barriers for articulation agreements in this area.

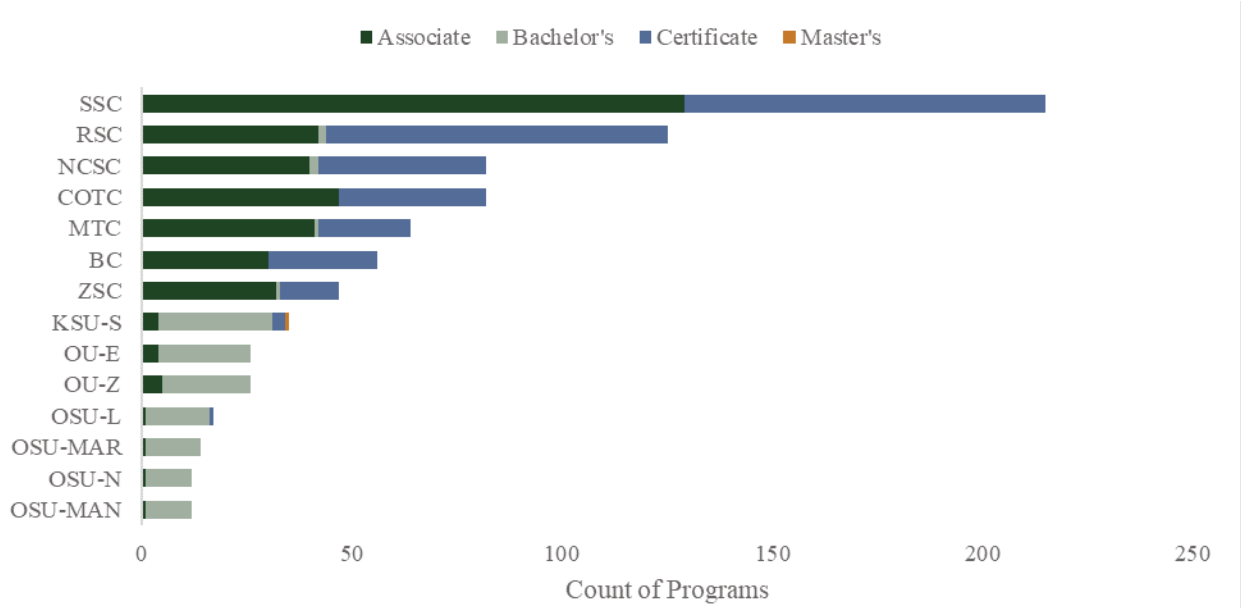
The results of the interviews were then applied to the CIP program catalog as it relates to overlapping programs. Any opportunities for articulation agreement based on previous research and the client interview were considered. These considerations were used to find overlapping programs or other opportunities of institutional support for transfer students in these areas.

Analysis

Co-Located Program Offerings and Duplicative Programs

There are 815 total programs offered between all the co-located institutions. This includes 22 new programs undergoing ODHE approval at the time of this analysis. Each of the 815 programs award certificates, licenses, or degrees. In total there are 378 associate programs, 126 bachelor programs, 308 certification programs, 1 licensure, 1 transfer module, and 1 master's program. The most program offerings were at two-year institutions with Stark State's 215 programs; the OSU regional campuses offered the least number of programs with 12 being offered at both OSU-Mansfield and OSU-Newark. Regional campuses offer fewer programs for completion as these locations are often where students start their degree program before initiating a campus change to complete the program at the institution's main campus. The chart on the following page shows the number of programs that can be completed at each institution. The majority of associate and certificate programs are offered at the community colleges while the bachelor's programs are primarily offered at the regional campuses. The programs identified for regional campuses include only those that may be completed at that campus and represent only a portion of the programs available through the university as a whole.

Fall 2021 Program Offerings



Source: Co-located Institutions

From the 815 programs, CIP codes for each program were used to understand how many of these programs are similar, duplicate, or overlapping within a co-located campus. In total, 36 unique program pairings were identified as being similar. Of the 36 program pairings, 31 were considered overlapping. Similar associate and bachelor programs are an opportunity for institutions to articulate a pathway for students to ensure the efficient transfer of credit in that program. The other five programs were considered duplicate as they offer the same award or degree.

OPT analyzed these 36 similar program pairings at both a six and four-digit CIP code level as this helps indicate how similar two programs are to each other. Of the 36 similar programs, 11 have an opportunity for a potential agreement, 8 have no opportunity as identified by the institutions due to being non-compatible programs or duplicative and 17 have an articulation agreement in place. Potential opportunities for articulation agreements were defined as overlapping programs in which there is not an active formal articulation agreement or OGTP in that program area.

For a more detailed look into which programs were identified and their outcomes, please see **Appendix C**. Of the eight No Opportunity programs, five instances of duplicative programs between co-located institutions were found.

- Associate Degree in General Studies: OSU-Marion and Marion Tech
- Associate Degree in General Studies: OSU-Mansfield and NCSC

- Associate Degree in General Studies: OSU-Lima and Rhodes State
- Associate Degree in Liberal Studies: OU-Zanesville and Zane State
- Bachelor's Degree in Registered Nursing: OSU-Marion and Marion Tech

Four of the five identified were associate degrees with either general studies or liberal arts. Interviews with the university regional campuses determined that this duplication is to be expected as the programs are not designed to be terminal degrees and are often placeholders for many students awaiting acceptance into another program. Additionally, ORC § 3345.351 H.B. 95 requires state universities to review student records every two years in order to identify students, based on specific criteria, who are eligible or close to being eligible for an associate degree from that university. The state university must notify these students of their potential eligibility, which affords students that have not completed their bachelor's degree an opportunity to receive an award offering of an associate degree. The one instance of a duplicative bachelor's degree program is a registered nursing program and is awaiting approval from ODHE at the time of this audit. Although the nursing programs have the same six-digit CIP code, the programs differ in their delivery model as Marion Tech's program will be in-person while OSU-Marion's program is an online completion program. This is a potential future duplication that may occur, pending ODHE's approval.[12]

To better understand challenges around creating articulation agreements for the 11 programs identified as Opportunity, we interviewed the program coordinators for those institutions. The co-located campuses identified the following barriers: sequencing issues, compatibility of programs regarding pathway structure, math requirements, and licensure requirements. Sequencing issues occur when the progression of courses for the associate program does not align with the course progression for the bachelor's program. Non-compatibility of programs commonly meant either one institution did not want to articulate a specific program with the online delivery method offered by its co-located partner, or the amount of credit hours needed for program completion could not be agreed upon.

However, further analysis of all active bilateral agreements at co-located institutions show that bilateral agreements exist for some of the identified barrier programs with non-co-located institutions, meaning that the self-identified barriers that exist between co-located institutions may be related to institutional discord rather than actual barriers of programs or courses.

Additional Opportunities

While CIP codes are helpful in identifying programs in similar areas of study, relying solely on them may result in missed opportunities. Bilateral agreements can be developed between institutions using detailed information they may have beyond CIP codes, such as the enrollment of transfer students in specific programs. Also, those familiar with the specific requirements of a

[12] OSU-Marion offers a Registered Nurse – Bachelor's of Science Nursing degree, while MTC is pursuing a Bachelor's of Science Registered Nursing degree program.

program, such as a professor or program coordinator, often reach out to other institutions to articulate pathways for their students, if possible. Institutions that leverage this knowledge and their relationship with their co-located partner are able to develop creative partnerships. For example, a program focusing on web design has a different CIP code than a program in information technology. Yet, Stark State and KSU created an articulation agreement between these programs.

Conclusion

After reviewing over 800 current and future program offerings at co-located institutions, 11 overlapping programs, were identified to have an opportunity for an articulation agreement. Furthermore, 5 programs, were determined to be duplicate but necessary by the institutions. As mentioned above, common barriers that were identified in the interviews were sequencing issues, compatibility of programs regarding pathway structure, math requirements, and licensure requirements. However, those barriers did not necessarily impede an articulation agreement with higher education institutions other than the co-located partner. This is a possible indication that co-located institutions can further collaborate with partner institutions to ensure the efficient application of a student's course credit which saves the student both time and money.

Recommendation 2: Maintain Updated Articulation Agreement Information on Institutional Websites

Articulation agreements help ensure that if a student follows the specific path detailed in the articulation agreement, the credits transfer to a certain program at the receiving institution. For those planning to transfer, an outdated articulation agreement means the student could take unnecessary courses, need to take additional courses, or pursue a pathway that no longer exists. An institution's website serves as an accessible channel of communication for this information. The reconciliation process of each institution's website containing active articulation agreements revealed discrepancies. Every co-located institution's website required at least one articulation agreement change. Co-located institutions should ensure articulation agreements are kept up-to-date and clearly communicated to students, faculty, and advisors. An updated website will help ensure the effective use of articulation agreements through updated communication.

Impact

Articulation agreements are most effective when they are up to date, correct, and readily available for students, faculty, and advisors. The success of these agreements depends on the promotion and communication between the groups. Faculty and staff need to be updated on these agreements to appropriately encourage students to use them and connect students with needed information. One widely used channel of communication is the institution's website. A website with accurate articulation agreements can connect students with needed resources that will allow for accurate planning regarding a student's degree path.

Methodology

We gathered a list of bilateral articulation agreements from each co-located institution's website. Because regional four-year institutions do not have their own articulation agreements, as any articulation agreement involving a regional institution is handled by the main campus, we obtained information from 10 institutions. After gathering this data, we provided it to each institution for review and requested that they provide us any updates to the list, including the deletion or addition of any agreements.

Once the updated lists were received, we reviewed the information and noted the differences between the list of articulation agreements published on institutional websites and the updated lists provided directly by the institutions to OPT. This list includes all agreements an institution may have with any higher education institution in any state and not just those with their co-located partner. Further, this excludes OGTPs which were collected from ODHE's website. Only bilateral agreements were considered as these agreements can only be found on the institutions' websites. Best practices set by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) were used when comparing the count of articulation agreements on an institution's website to a confirmed count.

Analysis

Articulation agreements between institutions are common practice and allow for students to plan their degree path correctly while also limiting duplication of courses and programs between institutions. Because of this, our analysis includes all articulation agreements for the universities with a regional branch at a co-located campus as well as the articulation agreements for the co-located community colleges.

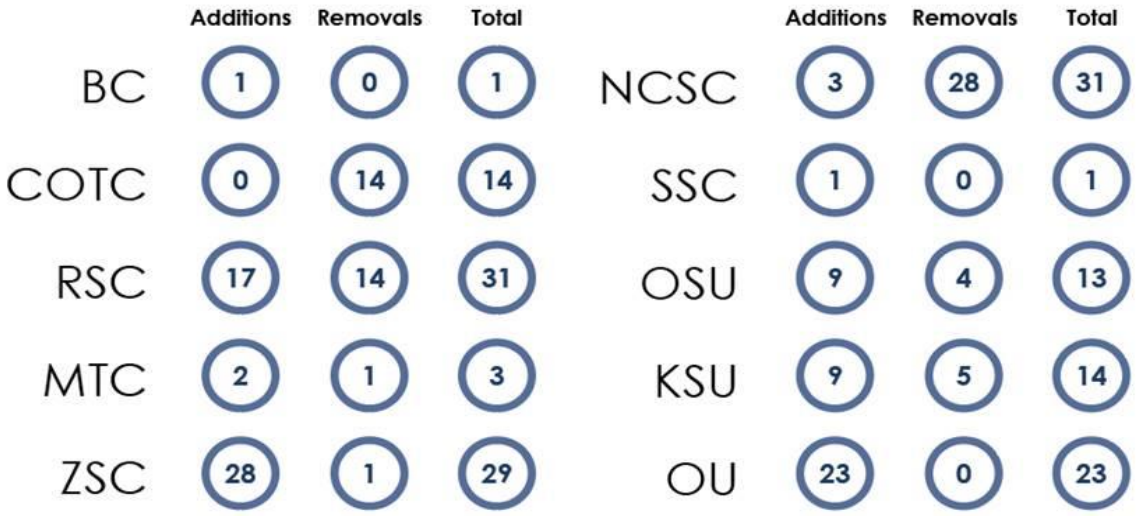
Articulation Agreements

In total, there were 765 individual articulation agreements for the three universities and seven community colleges. We initially gathered the list of bilateral articulation agreements from institutional websites in September, 2021 and requested updates in December, 2021. As a result of the reconciliation process, there were 93 agreements added and 67 agreements removed after the institutional review processes. While the window of analysis may capture some recent changes, we found that the majority of articulation agreements that were removed as a result of our reconciliation process had been expired or nonexistent for multiple years. Additionally, each institution sent OPT at least one change to the published articulation agreements, indicating that articulation agreements are not updated on a regular or continued basis.

Below, the visual offers an illustration of each institution's articulation agreement differences as institutions had both additions and removals from our original observation. For example, Rhodes State added 17 active agreements and removed 14 expired articulation agreements for a total of 31 corrections.

Updates to Published Articulation Agreements

Count of Articulation Agreements Added or Removed by Institution



Source: Co-located Institutions

Note: Changes made by institution between September, 2021 and December, 2021. Additions could include newly executed articulation agreements along with existing agreements that were not included on the institutions websites.

The volume of changes identified during the reconciliation process indicates articulation agreements information on an institution's website may not be updated on a regular or continued bases. According to the AACRAO publication *Guide to Best Practices: Articulation Agreements* (2019), institutions should inform students about articulation agreements and update the agreements using a master articulation agreement calendar. This means that once an agreement is approved, institutions should notify the relevant stakeholders. A main channel to notify and promote this information is a website page with these agreements front and center. These agreements help students after all and the websites connect to the students to relevant resources within the institution such as advising, registration, transfer planning, etc. This process should also be applied once agreements expire.

Conclusion

Institutions must provide clear and up to date information to students so that individuals can make informed decisions regarding educational choices. One way institutions may disseminate information, such as existing articulation agreements, is through a regularly updated website. If an institution fails to update information regarding current articulation agreements, a student may make decisions regarding coursework that could result in additional expense or time to graduation. In order to maximize the benefit of articulation agreements, institutions should work to ensure that such pathways are promoted and communicated to students and other key stakeholders.

Issue for Further Study 1: Expanding Equivalent Course Numbering

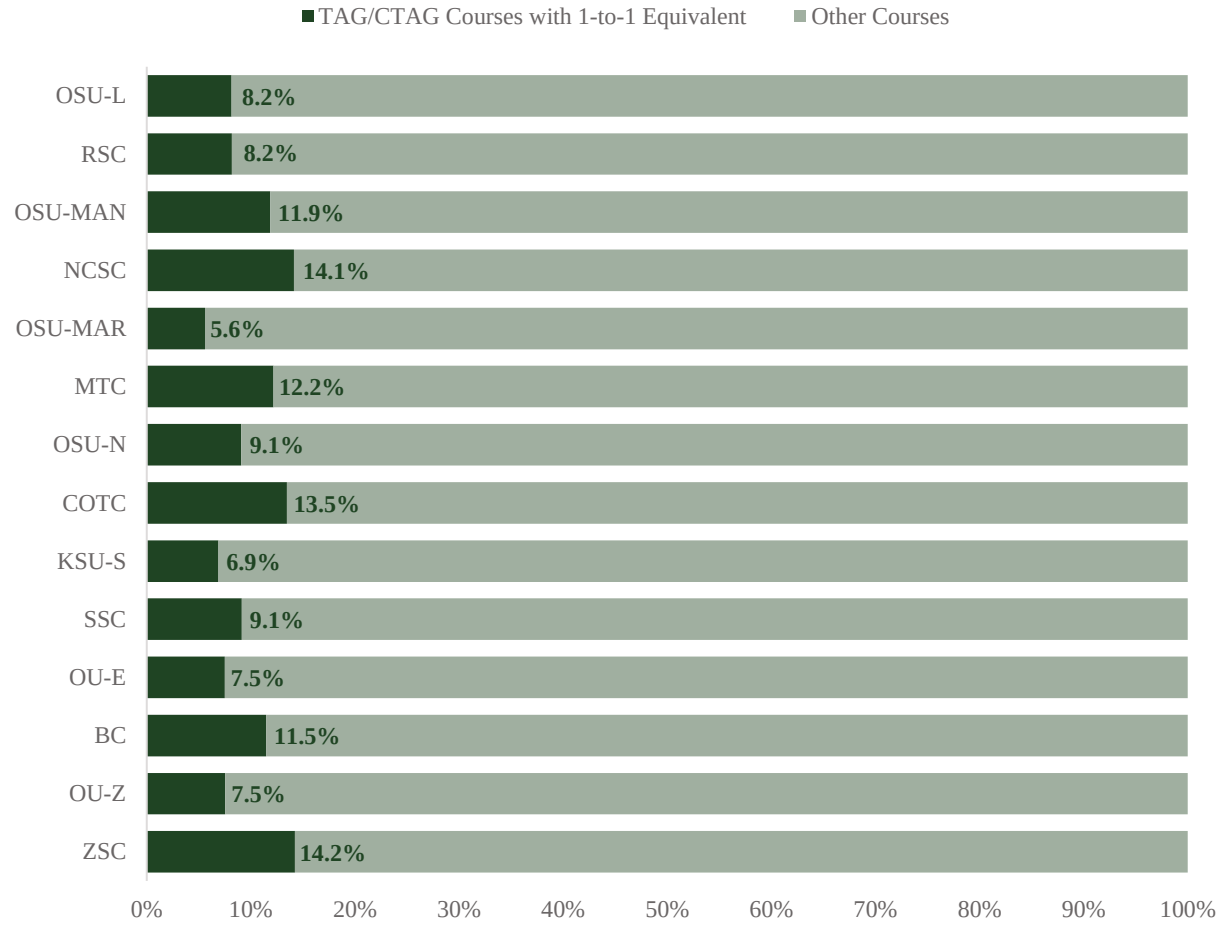
Courses are numbered based on the varying systems used by the institutions. These systems do not lend courses to be easily compared across institutions. ODHE only reviews low enrolled courses for efficiency and opportunities for collaboration. Equivalency of courses needs to be established, which is done to a degree with ODHE's TAG and CTAG. The General Assembly in coordination with ODHE and key stakeholders should look into expanding course equivalent guides or similar State policy on course numbering.

Current State of Course Numbering

Ohio does not have standardized labeling of public higher education courses. However, it has created standardized program pathways that identify equivalent courses focused mostly on lower-level general education courses. The pathways are found within OGTPs and are made up of the OT36 and TAGs. **Recommendation 1** reviews the current pathways for students. However, Ohio Transfer 36 and TAGs do not necessarily have the same course codes but have equivalent course credits that are accepted by multiple public institutions with an OGTP in place in the corresponding subject area. This means that a student taking an introduction to chemistry course named CHEM1101 at one institution is eligible to transfer that course credit to another institution that has its introduction to chemistry course labeled CHEM001. Without standardized course numbering, direct comparisons are arduous.

The number of TAG and CTAG courses that make up course catalogs is relatively low. Of the co-located institutions, the number of TAG and CTAG courses offered in both spring and fall semester of 2021 averaged 10 percent of total course offerings. These course equivalency guides, TAG and CTAG, can be used to identify equivalent courses that are a 1-to-1 course credit ratio and could be used to complete a similar analysis with the program section with identifying duplication and opportunities of collaboration. OPT was unable to complete a detailed analysis of duplicative course offerings by the co-located partners, similar to the analysis completed for programs, because only a small percentage of total course offerings are included in Ohio Transfer 36 or TAGs. However, as can be seen with the graph below, the number TAG and CTAG courses represents a small percentage of the overall course catalog. TAG and CTAG course provide equivalent courses between two institutions, this can be direct equivalencies or a combination of course that are equivalent to one course at another institution. OT36, however, does not give course equivalencies like TAG and CTAG courses. While all options transfer credit between institutions, this section focuses on the amount of identifiable courses that are considered equivalencies. Because of this, it was more useful to determine equivalent courses between two institutions using TAG and CTAG, rather than OT36 courses.

Reviewable Courses



Source: ODHE and Co-located Institutions

ODHE's low enrollment course review may help to identify opportunities for collaboration between institutions at the course level.[13] For more detail on the low enrollment course review see **Appendix C**. Similarly to programs, the identification of equivalent or duplicative courses between institutions would help identify more opportunities. However, the current coverage of TAG has minimal impact on identifying courses for collaboration. For example, at the Stark co-located campus, four courses were identified as opportunities for collaboration between the institutions. This was done by comparing courses that are equivalent, as determined by TAG and CTAG, and are historically low enrolled in tandem. The identification of courses that are both

[13] The first review occurred in 2017 and, according to ORC § 3345.35, must occur by the first day of September of every fifth year. The second review is currently ongoing. During the audit, ORC § 3345.35 as amended and now requires this review to occur every third year beginning September 1, 2022.

equivalents between institutions and historically low enrolled could make an institution's course offerings more efficient through regional collaboration.

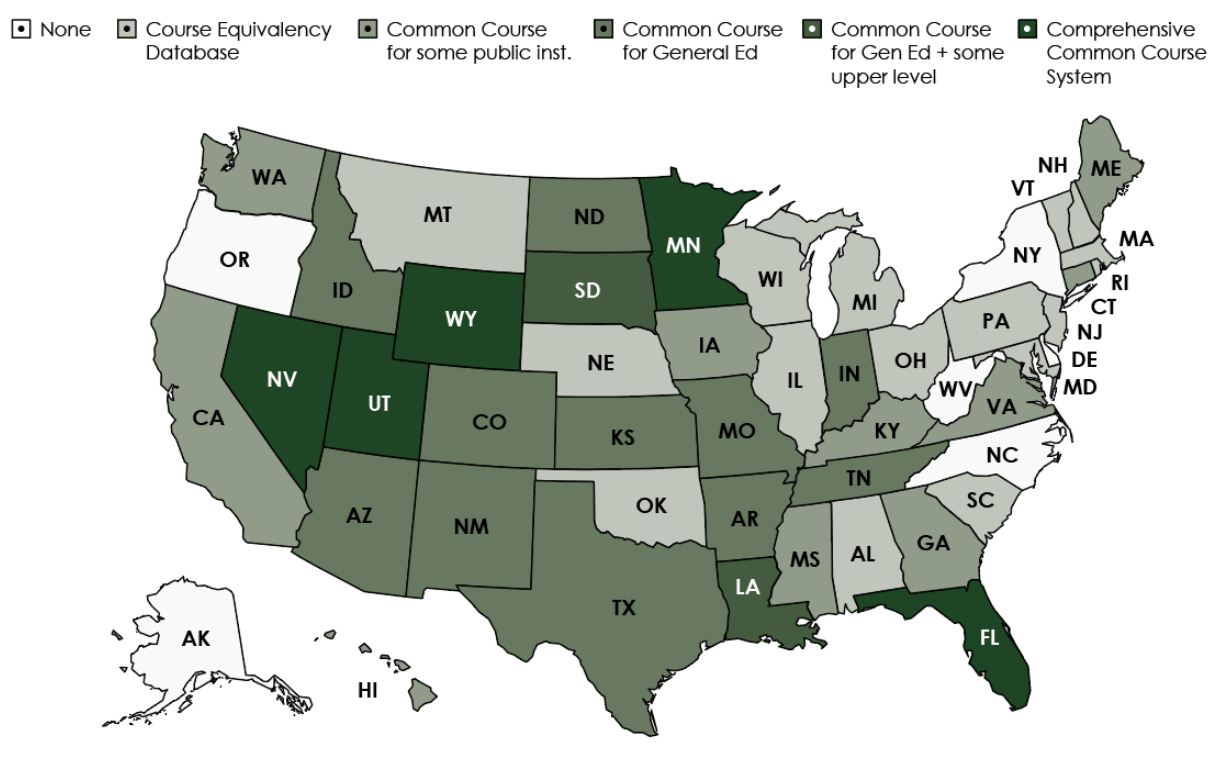
It is expected that this coverage of equivalent courses among Ohio public higher education courses will grow over time as the process for developing OGTPs is still underway for many programs and institutions. The onboarding of more OGTPs will create more TAG courses as they are part of Ohio's academic pathways. At the time of this analysis, there are 45 programs in which an OGTP is still being developed with the co-located institutions.

Common Course Numbering in Other States

Another option that other states have begun to adopt is some form of Common Course Numbering. Common Course Numbering is when institutions of higher education agree to use the same course numbers for equivalent course identification. This system allows for students to transfer instructions and retain credit for completed courses by having courses being identified as equals with the same course numbering across the state. Common Course Numbering differs from what is being done in Ohio by having the equivalency of courses understood at the front-end of the course creation process.

There are currently 18 states that use Common Course Numbering for institutions of higher education. However, the use of Common Course Numbering vary in their applicability as some states may only apply Common Course Numbering to lower division courses, while others apply it to higher-level and lower-level courses. Some states may not have Common Course Numbering for all public institutions like community colleges while others may have a similar system to Ohio by having a course equivalency dataset. The map on the following page visualizes how other states are handling course numbering among their public institutions. The darker green States represents having a more comprehensive course numbering system.

Course Numbering Systems across the Country



Source: Education Commission of the States

It should be noted that transitioning to Common Course Numbering in Ohio would cost the state significant time and money to implement. Transitioning to Common Course Numbering across all of Ohio's public secondary schools would be a significantly complex task requiring the state to ensure common course content and similar learning outcomes for each course and program outside of the current established transfer pathways. However, expanding the current pathways that are present is potentially a more pragmatic method to ensuring that students have the best opportunity for course and credit transfer as well as identifying opportunities for institutions to further collaborate at the course level.

Facilities Utilization

Institutions require classroom and laboratory space to provide education to students. At each of the co-located campuses, the partner institutions maintain buildings that have both classroom and laboratory spaces and have the potential to work together and maximize the use of existing spaces. The majority of Ohio's higher education facilities were built more than 40 years ago during a time of rapid system expansion. Based on changing enrollment trends, both in the number of students, the type of students, and how students access courses, co-located institutions are in a unique position to leverage each campus' combined facilities footprint to best serve students and the community moving forward. This audit did not assess the physical conditions of the facilities at each institution. Additionally, we did not consider currently ongoing renovations in the analysis.

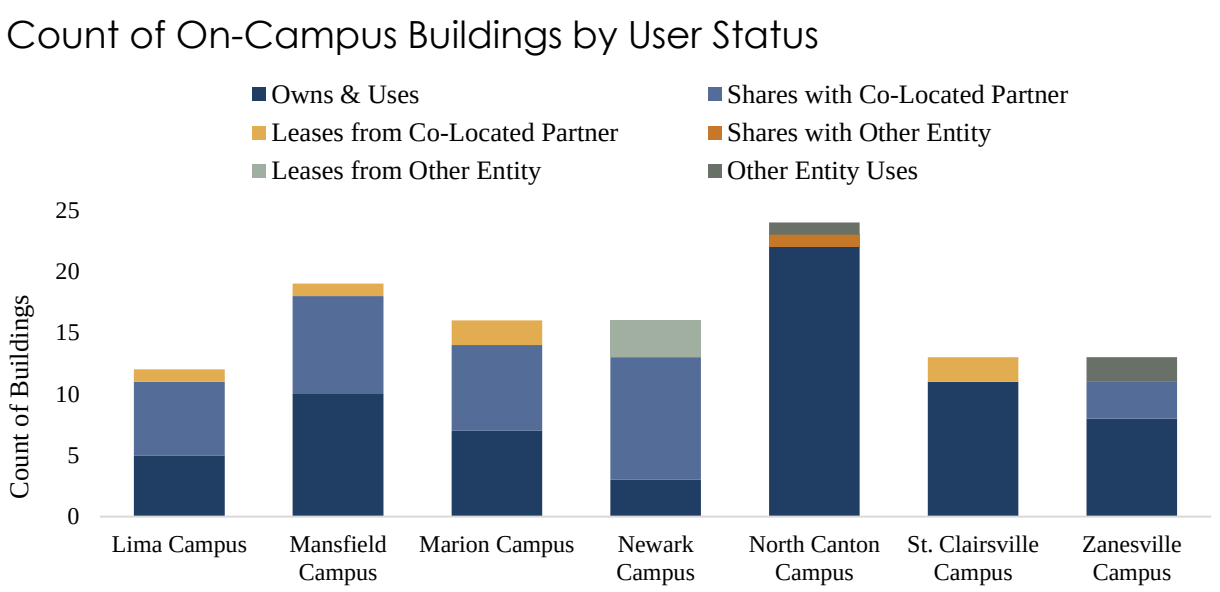
Background

Each of the co-located campuses have two institutions on either the same or adjacent property. These institutions own, either individually or jointly, some portion of the buildings on their campus. In many cases, the buildings are interspersed with each other. Because the academic buildings serve similar purposes, it is possible to share spaces. In some cases, the co-located partners already share building spaces. There are many ways by which institutions share facilities. The most common sharing methods are as follows:

- **Owns and Uses:** the institution owning the facility uses it exclusively.
- **Shares with Co-Located Partner:** the institution owning the facility uses it and permits its partner institution to use it as well.
- **Leases from Co-Located Partner:** the institution owning the facility does not use the facility, and instead strikes up an agreement with its partner institution to permit the partner to use the facility in full.
- **Shares with Other Entity:** the institution owning the facility uses a portion of the space and leases out the remainder for use by a third party.
- **Leases from Other Entity:** an institution signs a lease to use a facility owned by a third party. These facilities are typically located off the co-located campus.
- **Other Entity Uses:** the institution owning the facility leases out the entire facility for use by a third party.

The chart on the following page displays the count of facilities (academic and non-academic) located on each co-located campus, color-coded by sharing status.[14]

[14] During the course of the audit, we were informed that ownership of Bryson Hall, a facility used primarily by Marion Tech, was in the process of being transferred from OSU-Marion to Marion Tech. Because the ownership had not officially occurred during the audit, Bryson Hall is under OSU-Marion's count of on-campus buildings.



Source: Co-located Institutions

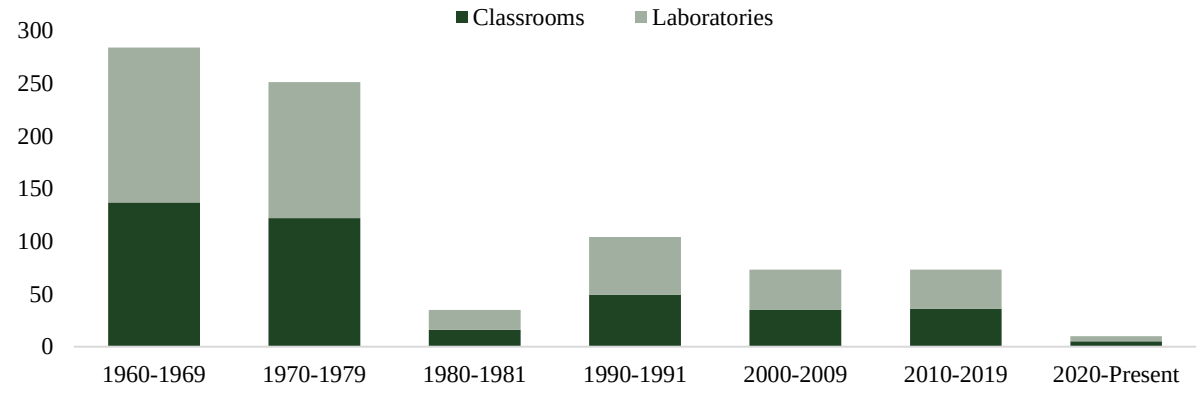
Facilities Data

Public colleges and universities are required to submit detailed facility data to ODHE on an annual basis. Institutions are responsible for self-reporting the data and the information is divided into specific categories based on how an area is used. The determination for whether a room is considered a classroom, laboratory, or other room in this audit is taken directly from each institution's fall 2021 facilities data submission to the Department.

In this submission, each of the 14 institutions reported to ODHE the facilities that they own or lease. Institutions further assigned an area type to each room within those facilities. Area type 110 designates a room as a classroom, 210 designates a class laboratory, 220 designates an open laboratory, etc. These area types are published in ODHE's submission guidance and are adapted from the 2006 edition of the Postsecondary Facilities and Inventory Classification Manual (FICM), the industry standard for classifying higher education facility space. Note that ODHE's guidance for this data does not instruct the institution to specify which subject a laboratory is designed for—for instance, it can't be known based on the data whether a class laboratory holds equipment for chemistry, engineering, or music, only that it is a class laboratory.

As with many public colleges and universities in Ohio, much of the classroom and laboratory space constructed on the co-located campuses was built in the 1960s and 1970s. Because the majority of these spaces were constructed more than 40 years ago, the existing footprint of the buildings may not address the needs of the current student population. The visual on the following page displays present-day active classrooms and laboratories on the co-located campuses, sorted by the decade in which they were constructed. Note that only classrooms and laboratories that were reserved at least once from 2017-2021 are included.

Currently Active Classrooms & Laboratories by Decade Constructed

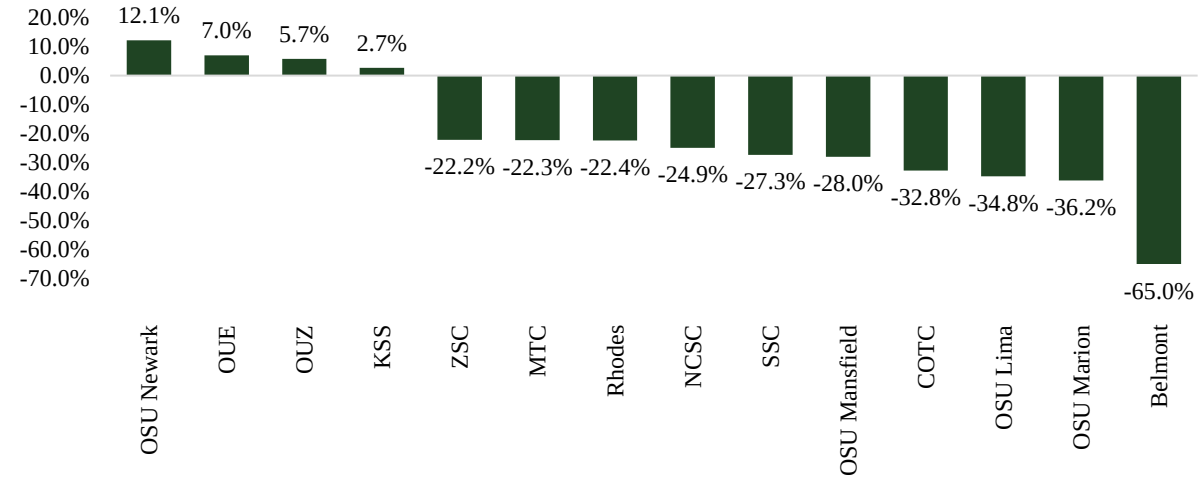


Source: ODHE & Co-located Institutions

Enrollment Trends

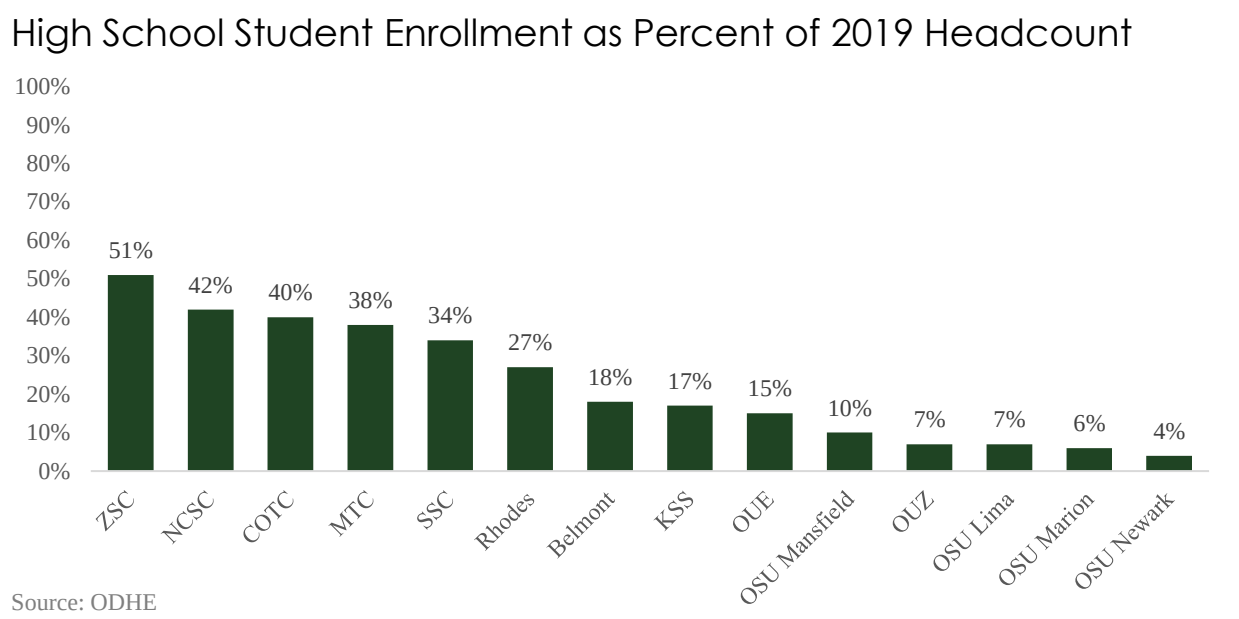
Further complicating facility usage is the recent decline in overall enrollment and the increasing trend in enrollment for online learning models. Of the 14 co-located institutions, 10 experienced declining enrollment from 2010 to 2020. Enrollment at each of these ten institutions decreased by at least 20 percent; with Belmont losing over half of its student population in that time.

Co-Located Institution Enrollment Change, 2010-2020



Source: IPEDS

Additionally, many students attending community colleges are high school students. College Credit Plus (CCP) is a statewide program that began in 2015 and allows eligible students in grades 7 through 12 to attend college courses at no cost to the student. For many of the co-located institutions, high school students represent a significant portion of total enrollment.



For six institutions, more than 20 percent of their 2019 headcount enrollment came from high school students. While high school students may enroll in other programs to take courses at the postsecondary level, most high school students seeking such courses utilize the CCP program. Because they are still in high school, CCP students take fewer credit hours than the traditional student. As such, these students take up a smaller percentage of credit hours at the co-instititions than the above visual implies. Furthermore, CCP students take classes across a variety of modalities—classes may be held on a college campus, at a local high school, or online. Therefore, only a portion of CCP students actually step foot on a college campus for their coursework.

The institutions' reliance on CCP students impacts utilization of the co-located instititons' facility space. A higher quantity of CCP students as a percentage of headcount enrollment may result in a lower demand for facility space, depending on whether or not these students are educated on the college campus.

Because the quantity of facility space at an institution lags behind changes in enrollment, institutions have not been able to adjust for the changes in student population over the past decade. This may inform the low utilization rates exhibited by some institutions. Furthermore, as the demand for online and hybrid classes increases alongside the technological capability to administer these classes, institutions may need to adapt the quantity and use of their facility space.

What We Looked At

We reviewed how often institution classrooms and laboratories were scheduled for use between calendar year (CY) 2017 and CY 2021, which would include the spring 2017 academic term through the fall 2021 academic term. This data was obtained from each institution and used to determine to what extent any institution was over scheduled or had additional capacity for more courses. Additionally, we used data from ODHE's facility database to verify the space at each institution.

Why We Looked At This

Co-located institutions experience unique opportunities for sharing facilities, given a co-located institution's proximity to its partner. While we found that many institutions already share facility space, we analyzed usage to determine if there were opportunities to increase the frequency of facility sharing. Many of the facilities on co-located campuses are aging and some portion of these buildings may require capital funds from the state for repair or upgrading in the near future. As institutions are faced with difficult decisions regarding how to address aging facilities, the sharing of space on a single campus will allow for the efficient use of limited state funding.

What We Found

We found that overall utilization at each co-located campus was lower than industry benchmarks and our analysis determined that the co-located campuses have excess capacity based on the number of courses offered. Because of this, the institutions may not be sharing facility space because there is a lack of need to do so. We identified two recommendations for institutional leadership to consider as they make decisions regarding future facility needs:

- **Recommendation 3:** Excess facilities capacity existed at co-located institutions prior to the COVID-19 pandemic as a result of declining enrollment and changes in how students have been educated in the past decade. Further, even if enrollment at each institution were to return to its historical peak, all institutions would have remaining capacity. As a result, institutions should review their existing space and work with co-located partners as a part of long-term strategic plans in lieu of facility additions or replacement. Buildings that need notable repair to remain current or safe should be considered for decommission, demolition, or sale where appropriate.
- **Recommendation 4:** Institutions of higher education in Ohio report their building and space inventories to the ODHE. However, not all classrooms and laboratories reported to the ODHE were reserved over the five-year period of analysis, 2017-2021. The institutions should submit accurate self-reported facilities information to ODHE and ensure that area type descriptions for rooms remain up to date, so that leadership at co-located institutions and stakeholders around the state can make informed decisions about the use and needs of the institutions.

Recommendation 3: Review Existing Space and Work with Co-Located Partner for Long Term Strategic Planning

Excess facilities capacity existed at co-located institutions prior to the COVID-19 pandemic as a result of declining enrollment and changes in how students have been educated in the past decade. Further, even if enrollment at each institution were to return to its historical peak, all institutions would have remaining capacity. As a result, institutions should review their existing space and work with co-located partners as a part of long-term strategic plans in lieu of facility additions or replacement. Buildings that need notable repair to remain current or safe should be considered for decommission, demolition, or sale where appropriate.

Impact

Understanding the capacity of existing facilities will allow institutional leadership to make strategic decisions regarding facility upkeep and usage. These utilization metrics can assist leaders by showing the daytime peaks and valleys at their respective institutions. These metrics can help support building consolidation or repurposing.

Methodology

The analyses use data from spring 2017 through fall 2021. We chose one week per semester in each of these calendar years, resulting in 10 weeks of analysis. The first week of February was chosen to represent the spring semester, and the last full week before Thanksgiving was chosen to represent the fall semester. These dates avoided the major time-off and holidays occurring in each semester.

We requested both academic and non-academic room reservations from the institutions to determine which rooms were in use at which times. Only room reservations within buildings on the co-located campus were included in the analyses. Additionally, the analyses matched the institutions' rooms as found in the reservation data to the rooms included in the institutions' fall 2021 facilities data submission to the ODHE to determine which reserved rooms were classrooms or laboratories.

The total number of classrooms and laboratories at each institution was determined by counting the total rooms reserved over the 5-year period. Given the unique sharing ability of the co-located institutions, the analyses took into account the sharing of rooms when calculating room totals. If a room belonging to co-located partner X is also used by co-located partner Y, and that room is used with a roughly 50/50 split between the two institutions, each institution would be credited only 0.5 of that room in its room total. Conversely, if a room belonging to co-located partner X is also used by co-located partner Y, and that room is used with a roughly 90/10 split between the two institutions, only the institution with the large majority of use hours would be

credited the one room, while the other institution would not be credited the room. Only rooms within buildings on the co-located campus were counted toward the room totals.

Because room totals were derived using the institutions' fall 2021 facilities data, only room totals as of that semester could be calculated; these room totals were applied to all ten semesters observed. The analyses do not account for changes in room totals that might have occurred from 2017-2021.

The utilization rate of an institution's classrooms and laboratories was calculated by dividing the number of classrooms or laboratories in use at any given half hour by the total classrooms or laboratories at that institution. Industry best practices for the utilization of higher education facilities suggest that a classroom is in use for at least 75 percent of its available daytime hours.[15] To account for the extended setup and clean-up times required for laboratories, and because some laboratories have specialized equipment for certain courses which limit their scheduling flexibility, best practices suggest that a laboratory is in use for at least 50 percent of its available daytime hours.[16] OPT adapted these criteria to fit the analyses at hand; the benchmark in these analyses is that 75 percent of an institution's classrooms and 50 percent of its laboratories are in use at any given half hour.

The analyses also observed what capacity might look like if student enrollment were to return to each institution's highest recorded enrollment level in the past 30 years. Because enrollment is roughly correlated to the nation's economic prosperity, a future recession could bump enrollment up and bring utilization closer to best practices.

To observe a snapshot of current utilization, analysts counted the number of half-hour blocks that were reserved for classrooms and laboratories by an institution during the daytime (8 a.m. - 5 p.m.) of the selected week in fall 2019. This value was then divided by an institution's classroom or laboratory capacity—the total number of half hour blocks available for all of an institution's classrooms or laboratories to be reserved during the daytime during a given week.[17]

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[15] A 2019 study conducted by a consulting firm on behalf of The Ohio State University set the criteria for classroom utilization at 35 hours per week; this translates to roughly 75 percent utilization in a 45-hour week (nine hours per day across five weekdays). A 2018 study by the Utah System of Higher Education set its classroom utilization benchmark at 33.75 hours per week, or 75 percent scheduling of all classrooms during a 45-hour week. The study also references benchmarks set by the Arizona, Colorado, Florida, Kentucky, North Carolina, South Carolina, Washington systems of higher education, which set their classroom utilization benchmark between 30-40 hours.

[16] A 2018 study by the Utah System of Higher Education set its laboratory utilization benchmark at 22.5 hours per week, or 50 percent scheduling of all laboratories during a 45-hour week. The study also references benchmarks set by the California, Colorado, Florida, Kentucky, North Carolina, and Washington systems of higher education, which set their laboratory utilization benchmark between 20-30 hours.

[17] At an institution, there are 18 half-hour blocks available for a room to be reserved from 8 am-5 pm on one day. Multiplying by five (for the five weekdays) and by the total number of classrooms or laboratories results total

To determine the hypothetical utilization if enrollment increased, analysts first determined what each institution's highest enrollment level was from 1990-2020, according to the Integrated Postsecondary Education Data System (IPEDS) data. Analysts then calculated the percent change from an institution's 2019 enrollment to its peak enrollment. The "current" utilization in fall 2019 was increased by that percentage, resulting in the utilization that would hypothetically occur if students were to enroll at these institutions at the levels they once did.

Analysis

Visuals were created to display the utilization rates of classrooms and laboratories, respectively, for each co-located institution.[18] While some are provided below, the full set of visuals can be found in **Appendix D**. The visuals show how many classrooms or laboratories were in use at each half hour of the day, from 8 a.m. to 10 p.m., across the 10 weeks that were observed. For instance, if a room is reserved from 8 a.m. to 10 a.m., that room would be counted as occupied at the 8:00 a.m., 8:30 a.m., 9:00 a.m., and 9:30 a.m. time blocks. A "50 percent" value at a given time block would indicate that 50 percent of the institution's classrooms or laboratories were in use at that time.

The visuals use a color gradient for ease of viewing. Solid white coloring indicates that none of an institution's classrooms or laboratories were in use at that time. Gray coloring indicates that at least some of an institution's classrooms or laboratories were in use; a darker shade of gray indicates that the number of classrooms or laboratories in use at that time was close to the benchmark. For the classroom utilization visuals, green coloring indicates that 75 percent or more of an institution's classrooms were in use; for the laboratory utilization visuals, green coloring indicates that 50 percent or more of an institution's laboratories were in use.

number of half hour blocks available for all of an institution's classrooms/laboratories to be reserved during the daytime during a given week.

[18] OSU Newark and COTC's room reservation data did not specify which institution was responsible for which reservations. As a result, their utilization analysis treats the two institutions as a single entity.

Classrooms

Of the 14 co-located institutions, the institution with the highest classroom utilization during daytime hours from 2017-2019 was KSU-Stark; on average, at any given half hour block within this time period, 50 percent of its classrooms were in use. As seen in the visual, classroom utilization at the institution did not frequently exceed the 75 percent utilization benchmark—even for the institution with the highest classroom utilization, demand for space falls below supply. As follows, there is no urgent need for additional sharing of facility space between co-located partners.

Kent State at Stark Classroom Utilization, 8 a.m.-5 p.m., 2017-2021

	Spring of CY 2017					Fall of CY 2017					Spring of CY 2018					Fall of CY 2018					Spring of CY 2019				
	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM						27%	33%	29%	31%	13%	23%	33%	19%	31%	10%	25%	40%	25%	35%	10%	21%	33%	19%	29%	6%
8:30 AM						29%	35%	29%	33%	13%	23%	33%	19%	31%	10%	27%	40%	27%	35%	10%	21%	33%	19%	29%	6%
9:00 AM						48%	33%	48%	31%	29%	42%	33%	44%	33%	27%	50%	44%	52%	38%	33%	42%	38%	40%	33%	29%
9:30 AM						67%	75%	67%	73%	29%	54%	77%	56%	79%	27%	56%	69%	58%	67%	33%	48%	81%	48%	79%	29%
10:00 AM						77%	77%	73%	77%	33%	73%	79%	73%	85%	40%	60%	67%	63%	69%	33%	58%	81%	60%	79%	33%
10:30 AM						77%	71%	73%	71%	33%	73%	77%	71%	79%	40%	58%	60%	60%	63%	33%	58%	81%	60%	79%	33%
11:00 AM						60%	75%	60%	71%	25%	77%	85%	75%	88%	27%	65%	83%	65%	85%	31%	58%	79%	56%	75%	25%
11:30 AM						56%	73%	56%	69%	25%	71%	83%	69%	85%	27%	58%	83%	56%	83%	31%	54%	77%	52%	73%	25%
12:00 PM						46%	63%	44%	54%	8%	42%	69%	42%	67%	8%	42%	67%	42%	63%	19%	40%	65%	38%	63%	15%
12:30 PM						54%	75%	56%	67%	8%	58%	75%	63%	75%	8%	38%	79%	40%	75%	19%	46%	73%	46%	69%	15%
1:00 PM						60%	81%	60%	73%	8%	58%	81%	60%	79%	4%	48%	90%	46%	85%	8%	38%	81%	40%	75%	6%
1:30 PM						58%	81%	58%	73%	8%	54%	79%	58%	77%	4%	44%	90%	42%	85%	8%	35%	79%	40%	73%	6%
2:00 PM						65%	79%	67%	73%	0%	77%	77%	81%	71%	0%	75%	83%	77%	73%	2%	81%	85%	85%	81%	2%
2:30 PM						65%	79%	69%	73%	0%	75%	73%	79%	65%	0%	73%	81%	75%	69%	2%	79%	83%	83%	77%	2%
3:00 PM						63%	73%	67%	71%	0%	73%	69%	75%	63%	0%	67%	69%	69%	63%	0%	75%	77%	75%	73%	0%
3:30 PM						58%	75%	58%	69%	0%	58%	63%	52%	58%	0%	69%	58%	69%	56%	0%	42%	54%	38%	52%	0%
4:00 PM						60%	67%	58%	63%	0%	52%	60%	50%	56%	0%	65%	52%	65%	52%	0%	38%	50%	33%	48%	0%
4:30 PM						67%	63%	58%	58%	0%	56%	63%	50%	56%	0%	67%	52%	63%	50%	0%	35%	50%	31%	46%	0%

	Fall of CY 2019					Spring of CY 2020					Fall of CY 2020					Spring of CY 2021					Fall of CY 2021				
	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM	25%	35%	31%	29%	10%	21%	31%	19%	27%	8%	0%	6%	4%	0%	0%	0%	2%	2%	2%	0%	13%	17%	13%	8%	0%
8:30 AM	25%	35%	31%	29%	10%	21%	31%	19%	27%	8%	0%	6%	4%	0%	0%	0%	2%	2%	2%	0%	13%	17%	13%	8%	0%
9:00 AM	50%	44%	52%	35%	33%	40%	42%	40%	35%	27%	2%	6%	8%	0%	0%	0%	2%	2%	2%	2%	17%	21%	15%	13%	6%
9:30 AM	63%	81%	63%	73%	33%	46%	81%	48%	77%	27%	4%	8%	8%	0%	0%	0%	2%	2%	2%	2%	38%	35%	38%	27%	10%
10:00 AM	71%	77%	69%	75%	35%	63%	83%	65%	81%	27%	6%	2%	8%	0%	2%	2%	2%	6%	2%	2%	38%	31%	42%	25%	8%
10:30 AM	71%	77%	69%	73%	35%	63%	83%	65%	81%	27%	4%	2%	6%	0%	2%	2%	2%	6%	2%	2%	31%	31%	35%	23%	6%
11:00 AM	60%	75%	56%	67%	27%	56%	81%	56%	79%	19%	8%	2%	6%	2%	2%	4%	4%	4%	4%	2%	42%	54%	40%	42%	6%
11:30 AM	54%	73%	50%	67%	27%	52%	77%	52%	75%	19%	6%	2%	4%	2%	2%	2%	4%	2%	4%	2%	40%	54%	38%	42%	6%
12:00 PM	42%	60%	40%	54%	21%	33%	65%	29%	63%	10%	2%	2%	2%	2%	0%	2%	2%	4%	2%	2%	27%	44%	23%	33%	2%
12:30 PM	48%	67%	44%	58%	21%	42%	67%	40%	60%	10%	4%	0%	6%	0%	0%	2%	4%	6%	4%	2%	8%	6%	2%	4%	2%
1:00 PM	50%	79%	46%	71%	13%	38%	75%	40%	67%	6%	4%	0%	6%	0%	2%	4%	4%	8%	4%	2%	38%	31%	31%	29%	4%
1:30 PM	48%	77%	44%	71%	13%	35%	73%	40%	67%	6%	4%	0%	6%	0%	2%	4%	4%	8%	4%	2%	35%	31%	31%	29%	4%
2:00 PM	75%	77%	73%	67%	4%	65%	79%	67%	75%	2%	4%	2%	4%	2%	2%	4%	4%	4%	4%	2%	27%	29%	25%	25%	4%
2:30 PM	75%	75%	73%	63%	4%	63%	79%	65%	73%	2%	4%	2%	4%	2%	2%	2%	2%	2%	2%	2%	23%	44%	21%	29%	2%
3:00 PM	71%	65%	67%	60%	0%	56%	75%	52%	71%	0%	2%	0%	2%	0%	0%	0%	0%	0%	0%	0%	23%	42%	23%	31%	0%
3:30 PM	65%	48%	63%	46%	0%	42%	56%	38%	50%	0%	0%	2%	0%	2%	0%	0%	0%	0%	0%	0%	17%	38%	19%	31%	0%
4:00 PM	56%	46%	56%	44%	0%	40%	50%	40%	44%	0%	0%	2%	0%	2%	0%	0%	0%	0%	0%	0%	19%	17%	15%	17%	0%
4:30 PM	60%	46%	56%	42%	0%	42%	52%	40%	44%	0%	0%	2%	0%	2%	0%	0%	0%	0%	0%	0%	21%	15%	13%	15%	0%

Source: Co-located Institutions

Note: Black area indicates a lack of reservation data for that semester for the institution.

Of the 14 co-located institutions, the institution with the lowest classroom utilization during daytime hours from 2017-2019 was Belmont; on average, at any given half hour block within this time period, 26 percent of its classrooms were in use.

Belmont College Classroom Utilization, 8 a.m.-5 p.m., 2017-2021

	Spring of CY 2017					Fall of CY 2017					Spring of CY 2018					Fall of CY 2018					Spring of CY 2019				
	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM	35%	10%	30%	5%	10%	35%	45%	35%	45%	10%	20%	30%	15%	35%	0%	40%	50%	40%	45%	5%	30%	15%	25%	10%	5%
8:30 AM	50%	15%	45%	15%	10%	50%	50%	50%	50%	15%	25%	30%	20%	35%	5%	50%	50%	50%	45%	5%	40%	15%	35%	10%	5%
9:00 AM	50%	20%	35%	20%	15%	40%	45%	35%	45%	15%	35%	30%	25%	40%	5%	40%	45%	35%	45%	5%	45%	20%	35%	20%	5%
9:30 AM	50%	20%	35%	20%	15%	55%	30%	40%	30%	15%	45%	35%	20%	35%	5%	50%	30%	35%	30%	10%	50%	30%	40%	25%	5%
10:00 AM	50%	30%	40%	25%	5%	65%	25%	55%	35%	10%	55%	25%	35%	20%	0%	60%	30%	40%	40%	15%	50%	35%	40%	35%	0%
10:30 AM	60%	30%	50%	25%	5%	70%	25%	60%	35%	10%	45%	30%	35%	20%	0%	65%	30%	45%	40%	15%	55%	35%	45%	35%	0%
11:00 AM	60%	30%	40%	15%	5%	70%	20%	50%	30%	5%	45%	20%	35%	20%	0%	55%	35%	30%	30%	5%	55%	30%	40%	25%	0%
11:30 AM	45%	30%	30%	15%	5%	55%	20%	35%	25%	5%	40%	15%	30%	20%	0%	35%	30%	15%	25%	5%	30%	15%	15%	15%	0%
12:00 PM	40%	20%	25%	15%	5%	50%	30%	35%	35%	5%	45%	25%	40%	25%	5%	50%	30%	20%	30%	10%	40%	35%	30%	35%	0%
12:30 PM	45%	25%	30%	15%	5%	30%	30%	25%	40%	5%	35%	35%	35%	35%	5%	40%	30%	25%	35%	10%	40%	25%	35%	20%	0%
1:00 PM	50%	25%	40%	20%	5%	45%	45%	35%	50%	10%	20%	25%	35%	25%	0%	50%	40%	35%	45%	10%	45%	40%	35%	35%	0%
1:30 PM	55%	20%	40%	15%	5%	50%	30%	35%	40%	10%	15%	25%	35%	25%	0%	45%	30%	30%	40%	5%	35%	20%	25%	15%	0%
2:00 PM	35%	5%	25%	10%	5%	50%	20%	50%	30%	5%	20%	0%	30%	10%	0%	40%	20%	30%	35%	5%	35%	10%	25%	15%	0%
2:30 PM	30%	5%	25%	10%	5%	40%	15%	40%	25%	5%	25%	0%	20%	10%	0%	35%	15%	20%	30%	5%	35%	10%	25%	15%	0%
3:00 PM	50%	0%	35%	10%	5%	50%	10%	35%	15%	0%	30%	0%	25%	10%	0%	40%	15%	20%	25%	5%	45%	15%	40%	15%	0%
3:30 PM	50%	0%	30%	5%	5%	30%	0%	20%	5%	0%	25%	0%	20%	10%	0%	35%	5%	20%	10%	5%	40%	5%	40%	0%	0%
4:00 PM	45%	15%	30%	10%	5%	25%	15%	10%	15%	0%	35%	10%	30%	15%	0%	30%	10%	15%	10%	5%	35%	20%	35%	5%	0%
4:30 PM	40%	20%	30%	15%	5%	25%	15%	10%	15%	0%	35%	10%	30%	15%	0%	30%	10%	15%	10%	5%	25%	25%	25%	10%	0%

	Fall of CY 2019					Spring of CY 2020					Fall of CY 2020					Spring of CY 2021					Fall of CY 2021				
	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM	35%	50%	40%	45%	5%	35%	20%	30%	15%	10%	40%	25%	35%	20%	10%	30%	15%	20%	5%	5%					
8:30 AM	45%	55%	50%	50%	5%	45%	20%	45%	15%	10%	50%	35%	45%	30%	10%	35%	20%	25%	10%	5%					
9:00 AM	40%	55%	40%	55%	5%	45%	25%	55%	15%	10%	50%	40%	45%	35%	10%	35%	25%	30%	15%	10%					
9:30 AM	55%	40%	55%	40%	5%	45%	30%	55%	15%	10%	45%	40%	50%	30%	10%	40%	20%	40%	10%	10%					
10:00 AM	55%	50%	55%	55%	5%	40%	35%	50%	25%	5%	45%	35%	40%	25%	10%	40%	25%	40%	20%	5%					
10:30 AM	55%	50%	55%	50%	5%	45%	35%	50%	25%	5%	45%	35%	40%	20%	10%	40%	20%	45%	15%	5%					
11:00 AM	35%	40%	40%	25%	5%	50%	30%	50%	20%	5%	45%	35%	35%	25%	15%	35%	30%	45%	25%	5%					
11:30 AM	20%	25%	25%	15%	5%	45%	20%	40%	10%	5%	30%	35%	20%	30%	15%	30%	20%	35%	15%	5%					
12:00 PM	30%	40%	30%	45%	10%	40%	45%	40%	40%	5%	35%	45%	35%	45%	10%	40%	30%	35%	25%	0%					
12:30 PM	25%	40%	25%	45%	15%	40%	40%	45%	40%	5%	30%	45%	30%	45%	10%	35%	20%	25%	20%	0%					
1:00 PM	35%	25%	25%	45%	15%	35%	45%	50%	45%	5%	35%	35%	25%	45%	10%	40%	25%	35%	30%	0%					
1:30 PM	45%	15%	30%	35%	10%	25%	20%	35%	25%	5%	45%	20%	30%	30%	10%	35%	20%	25%	25%	0%					
2:00 PM	40%	30%	30%	40%	10%	35%	30%	35%	30%	5%	30%	20%	15%	20%	10%	45%	25%	25%	30%	0%					
2:30 PM	35%	25%	20%	35%	10%	40%	30%	40%	30%	5%	25%	20%	10%	20%	10%	50%	25%	30%	25%	0%					
3:00 PM	40%	25%	20%	25%	10%	35%	35%	40%	25%	5%	20%	20%	15%	20%	5%	20%	30%	30%	25%	0%					
3:30 PM	30%	20%	20%	20%	5%	35%	30%	35%	10%	5%	10%	20%	10%	20%	5%	15%	10%	25%	5%	0%					
4:00 PM	20%	20%	15%	15%	0%	40%	30%	35%	5%	0%	15%	20%	15%	20%	0%	10%	10%	30%	0%	0%					
4:30 PM	20%	25%	15%	15%	0%	35%	20%	20%	0%	0%	15%	10%	15%	10%	0%	10%	10%	20%	0%	0%					

Source: Co-located Institutions

Note: Black area indicates a lack of reservation data for that semester for the institution.

Laboratories

Of the 14 co-located institutions, the institution with the highest laboratory utilization during daytime hours from 2017-2019 was Stark State; on average, at any given half hour block within this time period, 32 percent of its laboratories were in use.

Stark State College Laboratory Utilization, 8 a.m.-5 p.m., 2017-2021

	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM						21%	22%	23%	20%	9%	16%	16%	20%	17%	9%	21%	21%	22%	16%	10%	16%	12%	22%	14%	7%
8:30 AM						23%	26%	27%	23%	12%	19%	20%	25%	21%	15%	27%	26%	28%	21%	14%	21%	17%	30%	19%	12%
9:00 AM						33%	40%	43%	38%	23%	27%	32%	37%	36%	17%	33%	35%	43%	33%	17%	30%	28%	38%	35%	15%
9:30 AM						37%	41%	46%	41%	27%	30%	32%	38%	37%	20%	35%	36%	46%	36%	20%	31%	30%	41%	36%	15%
10:00 AM						57%	60%	70%	57%	32%	51%	49%	56%	54%	25%	51%	47%	62%	47%	23%	38%	42%	52%	47%	17%
10:30 AM						63%	64%	74%	58%	31%	47%	56%	56%	60%	25%	59%	52%	65%	49%	22%	37%	54%	54%	54%	17%
11:00 AM						63%	64%	75%	58%	26%	47%	53%	56%	59%	25%	60%	51%	67%	48%	19%	42%	54%	57%	54%	19%
11:30 AM						54%	52%	68%	48%	21%	41%	46%	46%	51%	20%	57%	43%	63%	40%	15%	38%	49%	53%	48%	16%
12:00 PM						41%	47%	52%	40%	17%	37%	43%	44%	41%	17%	40%	37%	49%	30%	15%	31%	41%	43%	37%	12%
12:30 PM						42%	49%	49%	38%	16%	40%	44%	46%	41%	16%	40%	38%	47%	27%	14%	35%	43%	44%	40%	11%
1:00 PM						44%	52%	57%	42%	19%	46%	46%	54%	43%	21%	43%	46%	52%	36%	14%	36%	41%	49%	35%	12%
1:30 PM						36%	49%	47%	38%	20%	46%	41%	57%	40%	21%	37%	43%	47%	36%	15%	35%	43%	49%	36%	14%
2:00 PM						28%	37%	41%	37%	12%	37%	33%	48%	33%	15%	33%	41%	37%	40%	9%	35%	38%	48%	32%	10%
2:30 PM						23%	31%	33%	30%	11%	33%	30%	43%	32%	14%	27%	35%	33%	33%	7%	32%	37%	43%	32%	9%
3:00 PM						19%	31%	30%	26%	7%	31%	32%	47%	32%	14%	23%	30%	27%	26%	5%	28%	31%	41%	30%	7%
3:30 PM						17%	30%	28%	26%	7%	30%	30%	43%	30%	11%	22%	28%	26%	27%	5%	27%	30%	40%	28%	7%
4:00 PM						11%	19%	20%	17%	4%	19%	16%	30%	17%	6%	16%	17%	17%	20%	2%	19%	14%	26%	15%	4%
4:30 PM						10%	16%	16%	14%	2%	14%	10%	22%	14%	4%	14%	15%	14%	17%	1%	14%	7%	20%	11%	2%
	Spring of CY 2017					Fall of CY 2017					Spring of CY 2018					Fall of CY 2018					Spring of CY 2019				

	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM	12%	19%	17%	12%	7%	10%	11%	19%	12%	4%	9%	9%	10%	10%	5%	12%	6%	12%	5%	6%	6%	10%	6%	7%	5%
8:30 AM	15%	23%	22%	17%	10%	14%	16%	26%	17%	9%	11%	15%	15%	14%	6%	15%	10%	19%	7%	7%	10%	15%	12%	11%	7%
9:00 AM	26%	32%	36%	28%	17%	31%	28%	44%	35%	15%	22%	21%	28%	25%	11%	26%	20%	30%	20%	11%	26%	23%	28%	23%	14%
9:30 AM	28%	33%	37%	30%	20%	31%	31%	44%	37%	15%	23%	22%	28%	27%	14%	27%	22%	31%	22%	11%	27%	27%	30%	30%	16%
10:00 AM	46%	44%	62%	44%	21%	38%	40%	53%	44%	16%	37%	37%	48%	40%	16%	33%	32%	40%	30%	11%	41%	42%	47%	44%	19%
10:30 AM	52%	49%	65%	46%	20%	36%	52%	53%	52%	14%	40%	46%	47%	46%	16%	33%	41%	42%	38%	11%	44%	51%	51%	51%	19%
11:00 AM	51%	48%	64%	46%	16%	40%	53%	53%	56%	12%	40%	48%	47%	47%	12%	35%	42%	42%	41%	7%	46%	52%	54%	51%	14%
11:30 AM	47%	41%	59%	37%	14%	35%	48%	47%	49%	11%	38%	43%	43%	41%	10%	27%	38%	33%	36%	7%	40%	47%	47%	46%	10%
12:00 PM	40%	35%	53%	28%	9%	33%	41%	44%	40%	7%	38%	32%	41%	23%	7%	26%	35%	31%	33%	9%	31%	38%	43%	33%	7%
12:30 PM	40%	38%	51%	30%	7%	35%	42%	42%	41%	5%	37%	35%	38%	26%	7%	25%	38%	26%	35%	10%	32%	41%	43%	33%	9%
1:00 PM	40%	46%	53%	35%	10%	36%	41%	48%	38%	7%	36%	43%	38%	30%	6%	27%	38%	32%	36%	9%	28%	47%	46%	33%	7%
1:30 PM	32%	44%	46%	33%	10%	37%	41%	47%	38%	9%	27%	41%	31%	27%	6%	28%	33%	33%	31%	9%	21%	46%	41%	30%	7%
2:00 PM	31%	42%	33%	35%	6%	38%	35%	51%	36%	9%	20%	36%	26%	25%	5%	28%	28%	30%	28%	9%	19%	42%	35%	28%	5%
2:30 PM	26%	38%	28%	30%	5%	38%	33%	47%	35%	7%	17%	32%	21%	21%	4%	25%	21%	26%	25%	6%	19%	40%	26%	26%	4%
3:00 PM	21%	35%	23%	25%	4%	35%	27%	42%	31%	7%	19%	27%	20%	19%	4%	21%	16%	21%	21%	6%	17%	33%	22%	22%	4%
3:30 PM	20%	33%	22%	26%	4%	32%	25%	41%	28%	6%	19%	23%	19%	17%	4%	20%	16%	21%	22%	5%	14%	31%	20%	22%	2%
4:00 PM	12%	16%	15%	17%	1%	16%	14%	21%	19%	1%	14%	11%	14%	10%	1%	15%	12%	15%	16%	2%	10%	14%	15%	14%	1%
4:30 PM	12%	12%	12%	14%	1%	12%	11%	15%	16%	1%	10%	9%	11%	9%	1%	12%	9%	14%	14%	1%	7%	10%	12%	11%	1%
	Fall of CY 2019					Spring of CY 2020					Fall of CY 2020					Spring of CY 2021					Fall of CY 2021				

Source: Co-located Institutions

Note: Black area indicates a lack of reservation data for that semester for the institution.

Of the 14 co-located institutions, the institution with the lowest laboratory utilization during daytime hours from 2017-2019 was Ohio University-Eastern; on average, at any given half hour block within this time period, 8 percent of its laboratories were in use.

OU-Eastern Laboratory Utilization, 8 a.m.-5 p.m., 2017-2021

	Spring of CY 2017					Fall of CY 2017					Spring of CY 2018					Fall of CY 2018					Spring of CY 2019				
	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM						0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
8:30 AM						0%	0%	0%	0%	14%	0%	0%	0%	0%	14%	0%	0%	0%	0%	14%	0%	0%	0%	0%	14%
9:00 AM						0%	0%	0%	0%	29%	0%	0%	0%	0%	14%	0%	0%	0%	0%	14%	0%	0%	0%	0%	14%
9:30 AM						14%	0%	14%	0%	29%	0%	14%	0%	14%	14%	14%	0%	14%	0%	14%	0%	0%	0%	0%	14%
10:00 AM						14%	0%	14%	0%	29%	0%	14%	0%	14%	14%	14%	0%	14%	0%	14%	0%	0%	0%	0%	14%
10:30 AM						14%	0%	14%	0%	29%	0%	14%	0%	14%	14%	14%	0%	14%	0%	14%	0%	0%	0%	0%	14%
11:00 AM						0%	0%	0%	0%	14%	0%	14%	0%	14%	14%	14%	0%	14%	0%	14%	0%	14%	0%	14%	14%
11:30 AM						0%	0%	0%	0%	0%	0%	14%	0%	14%	0%	14%	0%	14%	0%	0%	0%	14%	0%	14%	0%
12:00 PM						0%	0%	0%	0%	0%	0%	14%	0%	14%	0%	14%	0%	14%	0%	0%	0%	14%	0%	14%	0%
12:30 PM						14%	0%	14%	0%	29%	0%	14%	0%	14%	29%	0%	0%	0%	0%	14%	14%	14%	14%	14%	14%
1:00 PM						14%	0%	14%	0%	29%	0%	14%	0%	14%	29%	0%	0%	0%	0%	14%	14%	14%	14%	14%	14%
1:30 PM						14%	0%	14%	0%	29%	0%	14%	0%	14%	29%	0%	0%	0%	0%	14%	14%	14%	14%	14%	14%
2:00 PM						0%	0%	0%	0%	29%	0%	14%	0%	29%	29%	0%	14%	0%	14%	14%	0%	14%	14%	14%	14%
2:30 PM						0%	0%	0%	14%	29%	0%	14%	0%	29%	29%	0%	14%	0%	29%	14%	0%	14%	14%	14%	14%
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Source: Co-located Institutions

Note: Black area indicates a lack of reservation data for that semester for the institution.

Data Observations

Certain utilization patterns were observed across all 14 institutions' data. These patterns, listed below, are based on 2017-2019 data to avoid pandemic-related skews.

- Classroom and laboratory utilization reached its highest points during daytime hours, or 8 am to 5 pm.
    - Average *classroom* utilization during daytime hours ranged from 26 percent at Belmont to 50 percent at KSU-Stark.
    - Average *laboratory* utilization during daytime hours ranged from 8 percent at OU-Eastern to 32 percent at Stark State.

- Classroom and laboratory utilization was lower during evening hours, or 5 pm to 10 pm, compared to daytime hours.
    - Average *classroom* utilization during evening hours ranged from 7 percent at OSU-Mansfield to 23 percent at Zane State.
    - Average *laboratory* utilization during evening hours ranged from 4 percent at OU-Eastern to 18 percent at Belmont.
    - Though discussions with the institutions, it was found that the increased prevalence of online course offerings has generally reduced student demand for in-person evening courses. Many students previously taking evening courses were non-traditional students; these students prefer the flexibility and convenience of online courses.
- Compared to other weekdays, classroom and laboratory utilization dropped significantly on Fridays, nearly across the board.
    - Average *classroom* utilization during Friday daytime hours ranged from 5 percent at OU-Eastern to 31 percent at OSU-Lima.
    - Average *laboratory* utilization during Friday daytime hours ranged from 5 percent at Belmont to 23 percent at OSU-Lima.
    - Though discussions with the institutions, it was found that most courses are scheduled to take place Monday through Thursday. One institution reported that it is closed entirely on Fridays for cost-saving reasons, though some classes may meet on Fridays when necessary.
- Classroom and laboratory utilization was low in the early morning, or 8 am to 9 am.
    - Average *classroom* utilization during early morning hours ranged from 14 percent at OSU-Mansfield to 33 percent at Zane State.
    - Average *laboratory* utilization during early morning hours ranged from 2 percent at OU-Zanesville to 19 percent at OSU-Marion.
- Across all co-located institutions, the community college partner had an equal or higher number of laboratories than classrooms. Conversely, the regional four-year institution partner had an equal or higher number of classrooms than laboratories.
- Some institutions reported that they hold a common or open hour around lunchtime for student activities and events, resulting in a gap in utilization during this time.
- Almost all institutions experienced a significant drop in utilization from fall 2020 through spring 2021 in response to the COVID-19 pandemic, with most institutions subsequently experiencing a resurgence in utilization in fall 2021.

Note that only classrooms and laboratories that were reserved at least once from 2017-2021 were counted toward the room totals. There were several classrooms and laboratories reported to ODHE that were *not* reserved in any capacity during that time period (see **Recommendation 4**). If those non-reserved rooms were counted toward the room totals, the calculated utilization rates would be even lower.

While delineating classrooms and laboratories based on room size/capacity was planned for this section, it was not pursued due to the overall low room utilization observed. As such, there may

be infrequent instances where the right-sized room may not be available for use at the best time. Room sharing should be considered if or when these situations occur.

Potential Enrollment Increases

Changes in facility space lag behind changes in student enrollment. While enrollment can rise and drop quickly, buildings often take many years to purchase, build, tear down, or sell. With enrollment at nearly all of the co-located institutions dropping over the past ten years, facility space is filling at a level below utilization benchmarks, even prior to pandemic restrictions. Still, it is possible that an economic recession or other external event will drive more students to enroll at these institutions, increasing enrollment once again. If student enrollment at these institutions returns to what it was at its peak, facility space utilization may be pushed closer to best practices.

To investigate this hypothetical scenario, analysts calculated how utilization rates might change if enrollment at each institution returned to what it was at its peak. The below tables show the percentage of classroom and laboratory half hour blocks at each institution that were filled during fall 2019 daytime hours (8 a.m.-5 p.m.), followed by the percentage of blocks filled if student enrollment at that institution were to return to its peak. For reference, the peak year of enrollment at the institution is displayed in the rightmost column. Because their room utilization analysis treated OSU-Newark and COTC as a combined unit, OSU-Newark and COTC enrollments were combined for this exercise. Furthermore, it was assumed that the ratio of online to in-person students would remain fixed if enrollment increased.

The tables reveal that even if enrollment increased to its highest historical level at each institution, utilization would still fall below benchmarks. Under this hypothetical scenario, OU-Eastern would still only have 33 percent and 13 percent of its classroom and laboratory half-hour blocks filled, respectively. Zane State percentage of classroom half-hour blocks filled would be the highest among the institutions, at 85 percent; Belmont's percentage of laboratory half-hour blocks filled would be the highest, at 61 percent. Of the 14 institutions, only Zane State and Belmont would hit the respective 75 percent and 50 percent benchmarks for classroom and laboratory utilization, meaning that the current co-located facilities inventory could hold a significantly higher volume of students. As previously mentioned, inactive classrooms and laboratories were

New Belmont Facilities

As of July 2022, Belmont College is in the process of constructing one additional facility, and is planning to construct another; both projects have been approved by the state for partial funding. Construction of the institution's pre-fabricated 1,700-square-foot Burn Building is already underway; the building will serve as a regional training center for firefighting and EMS. Belmont received a $10,000 donation from American Electric Power toward the construction of this facility.

Plans have been made for the construction of the institution's new 55,000-square-foot Industrial Trades Center; the building will house Belmont's Welding, HVAC, Building Preservation and Restoration, Heavy Equipment, and Energy Institute programs. In the FY 2023-2024 capital budget, the state appropriated $945,282 toward the construction of this building. In prior capital budgets, the state appropriated a total of $1.2 million for the planning and design of the building.

not counted toward the institutions' room totals; if they were, utilization rates would be even lower under the current and hypothetical states.

Fall 2019: Classroom Half Hour Blocks Filled during Daytime Hours

Institution Name	Current State	If Peak Enrollment	Year of Peak Enrollment
Ohio State University Lima	41.0%	63.9%	Fall 2010
Rhodes State College	34.3%	42.7%	Fall 2016
Ohio State University Mansfield	31.4%	47.9%	Fall 2009
North Central State College	26.4%	39.1%	Fall 2003
Ohio State University Marion	41.4%	59.3%	Fall 2009
Marion Technical College	41.5%	45.9%	Fall 2011
OSU Newark & COTC Unit	44.1%	48.6%	Fall 2010
Kent State University Stark	49.3%	55.9%	Fall 2016
Stark State College	32.6%	43.2%	Fall 2012
Ohio University Eastern	29.8%	32.5%	Fall 2000
Belmont College	29.6%	79.0%	Fall 2010
Ohio University Zanesville	35.9%	41.6%	Fall 2014
Zane State College	47.8%	84.7%	Fall 2014

Source: Co-located Institutions and ODHE

Fall 2019: Laboratory Half Hour Blocks Filled during Daytime Hours

Institution Name	Current State	If Peak Enrollment	Year of Peak Enrollment
Ohio State University Lima	19.7%	30.6%	Fall 2010
Rhodes State College	26.5%	33.0%	Fall 2016
Ohio State University Mansfield	23.7%	36.2%	Fall 2009
North Central State College	29.0%	42.9%	Fall 2003
Ohio State University Marion	32.3%	46.3%	Fall 2009
Marion Technical College	31.2%	34.5%	Fall 2011
OSU Newark & COTC Unit	24.3%	26.8%	Fall 2010
Kent State University Stark	23.9%	27.1%	Fall 2016
Stark State College	28.8%	38.1%	Fall 2012
Ohio University Eastern	11.9%	13.0%	Fall 2000
Belmont College	22.7%	60.6%	Fall 2010
Ohio University Zanesville	14.3%	16.5%	Fall 2014
Zane State College	28.8%	51.1%	Fall 2014

Source: Co-located Institutions and ODHE

The estimated population of school-aged residents in Ohio declined 33.2 percent between 1970 and 2020.[19] As follows, analysts consider a substantial increase in enrollment at the co-located institutions to be unlikely.

Conclusion

Classroom and laboratory utilization at each of the 14 co-located institutions does not exceed industry benchmarks. This means that there is not a perceived need for institutions to collaboratively share existing facilities. Additionally, enrollment in higher education is declining across the state and at the majority of co-located institutions, which indicates that it is unlikely that institutions will exceed existing capacity. By monitoring existing facilities, institutions will be able to make strategic decisions relating to how best to address aging buildings. This could involve the sale, decommission, or demolition of buildings.

[19] Information taken from the National Center for Education Statistics. School-aged children are those individuals aged 5 to 17 years old.

Recommendation 4: Ensure Accuracy of ODHE Area Inventory Data

Institutions of higher education in Ohio report their building and space inventories to the ODHE. However, not all classrooms and laboratories reported to the ODHE were reserved over the five-year period of analysis, 2017-2021. The institutions should submit accurate self-reported facilities information to ODHE and ensure that area type descriptions for rooms remain up to date, so that leadership at co-located institutions and stakeholders around the state can make informed decisions about the use and needs of the institutions.

Impact

Efficient and accurate collection of data is important for a variety of reasons. Strategic decisions related to facilities can only be effective if the data used to make those decisions is accurate. Further, for FY 2021 and FY 2022, higher education in Ohio was allocated a total of approximately $486 million. Ensuring facility data is reported and up to date will assist in the equitable allocation of these capital funds.

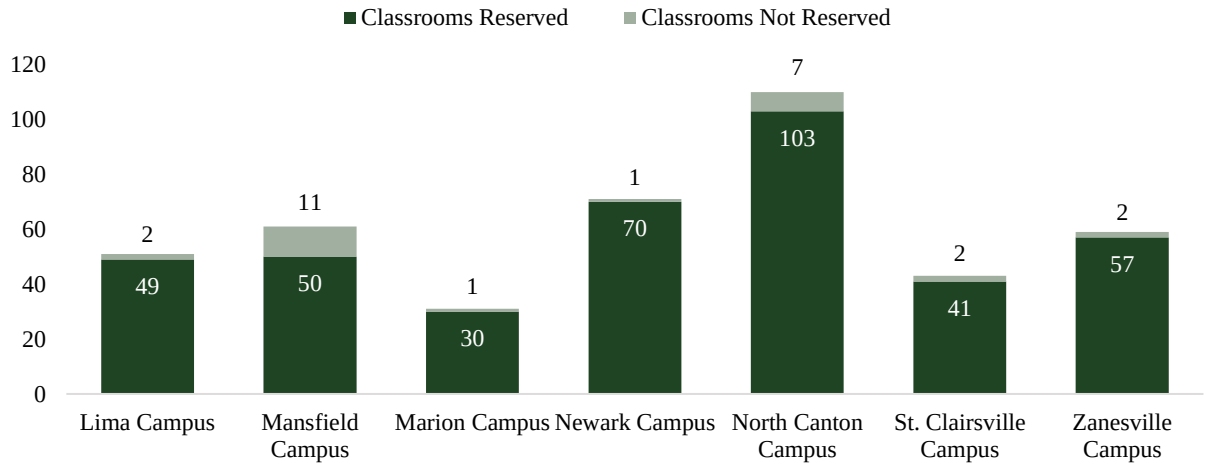
Methodology

We counted the number of classrooms and laboratories at each of the seven co-located campuses that were reported by the institutions to ODHE. Analysts then consulted the institutions' room reservation data to observe how many of these classrooms and laboratories had been reserved at least once from spring 2017 to fall 2021. Large counts of non-reserved classrooms and laboratories would indicate that institutions are not properly categorizing their rooms in their data submissions, since it would be expected that a classroom or laboratory would be reserved at least once in a five-year period.

Analysis

There were a small number of classrooms that were reported to ODHE by the 14 co-located institutions but were not reserved in any capacity during the five-year period. The Mansfield campus had 11 submitted classrooms that were not reserved, most of them inside the campus's Conard Hall. The chart on the following page shows the number of unreserved classrooms at each campus.

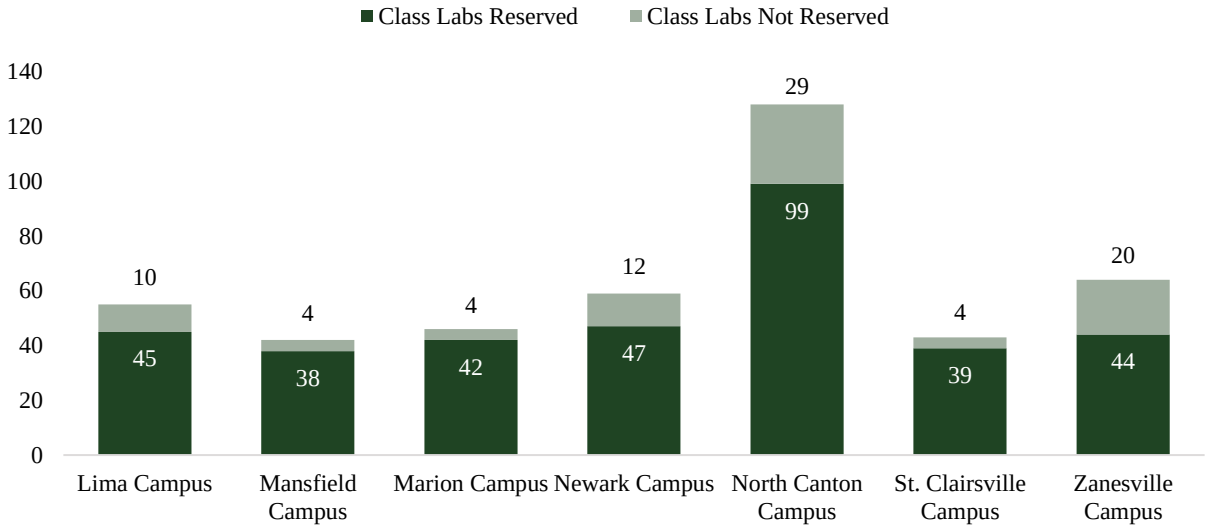
Classrooms Reserved from 2017-2021 of Reported



Source: Co-located Institutions & ODHE

At each of the co-located campuses, there were class laboratories reported to ODHE that had not been reserved from 2017-2021; the gap between reserved and reported rooms is larger for class laboratories than classrooms. According to the institutions' room reservation data, open laboratories and research/non-class laboratories are not typically reserved; thus, only class laboratories are included in the visual. The North Canton campus had 29 class laboratories that they had reported to ODHE but had not reserved across the five-year period.

Class Laboratories Reserved from 2017-2021 of Reported



Source: Co-located Institutions & ODHE

Through conversation with institutions, a few reasons for gap between reserved and reported classrooms and laboratories were discovered. First, there are some auxiliary classrooms and laboratories branching off a "main" classroom or laboratory, of which only the main room is booked. These auxiliary rooms, while still classrooms and laboratories, are not reserved for this reason.

Additionally, some self-reported classrooms and laboratories were assigned these area types despite being used for completely different purposes. Institutions informed OPT that some of their self-reported classrooms and laboratories were actually being used as storage rooms, study session rooms, and offices.

Beyond this, there exist classrooms and laboratories that have not been reserved across the five-year period simply because they have fallen out of use. As seen in the utilization analysis in **Recommendation 3**, demand for classroom and laboratory space is generally low; decreasing student enrollment and the increased presence of online courses will shrink this demand moving forward. In response, some institutions have stopped using some classrooms or laboratories, or they have shuttered them completely. These rooms are still being reported as classrooms and laboratories, despite not being used as such.

Institutions should accurately report the area types of their rooms to reflect their current use. In particular, they should report unused classrooms and laboratories in a manner that reflects that they are no longer in use. Within ODHE's area type guidance includes an area type series known as Unclassified Areas, which covers "those assignable areas that are inactive or unassigned; in the process of being altered, renovated, or converted; or in an unfinished state". By ODHE's direction, all rooms falling under that description should be classified as Inactive Areas, Area Type 050 in ODHE's area type guidance.

Conclusion

We found there were classrooms and laboratories at each co-located campus that were not used during the years of our analysis. This indicates that institutions likely did not appropriately label all rooms within their facilities. Ensuring that accurate data is collected and reported to ODHE is important. This data can be used internally by institutions when making decisions regarding facilities scheduling. Further, state capital funding may be used for some of these buildings and maintaining accurate facility data will ensure that taxpayer dollars are being used effectively and efficiently.

Information Technology

Information Technology (IT) is a broad term that encompasses the use of systems for storing, retrieving, and sending information. Organizations are dependent on IT to facilitate information sharing and transactions. IT systems can improve the efficiency, effectiveness, and security of many organizational operations. Within higher education, colleges and universities often maintain multiple systems to ensure smooth campus operations, track finances and human resources, and manage instructional activities. Students, faculty, and other key stakeholders depend on these systems to access critical learning materials and assume that these systems maintain the security of their private information.

Background

IT infrastructure and systems are complex and essential for operations in today's higher education environment. In addition to personnel costs for maintenance, security and programming, institutions have expenses related to equipment purchasing, software licensing, wireless networking, data management, data storage, and cybersecurity. While maintaining these systems can be costly, the risk of data breaches, ransomware attacks, or lost productivity can be equally, if not more, costly to institutions in terms of lost data and reduced credibility. In contrast, a well-managed, secure IT environment has significant benefits in protection and continuity of operations across the organization. Ohio's co-located institutions may have some ability to leverage their close proximity to their partner institution and collaborate on IT related issues or share IT resources.

What We Looked At

We examined the IT environments in each institution and what opportunities might exist for co-located institutions to share IT services and processes in a variety of areas. In doing so, we conducted interviews with IT representatives from each of the co-located institutions.[20] For the purposes of this audit, our focus was on the areas of cybersecurity, data center usage, purchasing, and wireless networking.

Why We Looked At This

Cybersecurity presents an ever-increasing threat to public and private sector businesses. A cyber-attack can paralyze an institution through a loss of critical data and infrastructure, while data breaches can lead to public exposure of private information. In higher education, the federal

[20] While the scope of the audit encompasses 14 individual campuses, certain areas of IT governance at the state university branch campuses (OSU, OU, and KSU) are managed by the parent institution. Therefore, in this section we make frequent reference to 10, rather than 14, institutions.

government sets a standard expectation for data security to protect students. The Family Education Rights Privacy Act includes requirements for safeguarding student information. Additionally, the Gramm-Leach-Bliley Act (GLBA) Safeguards Rule requires certain security measures be taken to protect data at financial institutions.[21] Furthermore, the National Institute of Standards and Technology (NIST) maintains a set of recommendations for security controls that are used throughout the IT industry. These controls are the industry best practice and help to protect the integrity of systems and data. Although extensive, NIST is recognized as the "gold standard" for cybersecurity. Institutions that do not have adequate cybersecurity measures are vulnerable and risk noncompliance with federal regulations. We identified this as a high priority area for this performance audit.

A similar priority area across government and the private sector is data center consolidation and outsourcing. Traditionally, many institutions built and maintained their own data centers and staffed the center with employees to manage and maintain the server infrastructure. Data centers are costly to operate and maintain and, over the last decade, many organizations have outsourced their data center functions to cloud providers. Through the Federal Risk and Authorization Management Program (FEDRAMP), requirements promulgated by the federal government, and GovCloud, cloud services have developed a generally robust security profile as services for government clients. While cloud costs may appear commensurate with current data center operating costs, it is usually a lower cost option considering total cost of ownership and replacement and has additional benefits that traditional data centers cannot provide.

Managing and replacing one's IT assets is also a focal point in this audit due to the high cost of IT hardware and software. Many organizations have a tenuous inventory of software and, as providers switch to subscription-based pricing, a limited insight into licenses can prove costly for organizations. Likewise, failing to replace hardware on an appropriate cycle can be costly, particularly when institutions do not leverage volume buying.

Wireless networks are by nature without finite boundaries. Based on this and the presence of shared buildings among most of the co-located institutions we assessed the opportunity to improve wireless services through a shared model. This area of analysis did not result in recommendation.

Because the co-located institutions are in close proximity and at times share buildings, we examined these specific areas to determine if there were opportunities to sharing service, resources and buying power that would be beneficial to both partner institutions.

What We Found

Overall, the co-located institutions have opportunities in the cybersecurity, cloud and purchasing areas. Sharing of resources and expertise is limited to discreet areas. Significant opportunities

[21] Additional requirements in this law go into effect in December 2022.

exist to leverage shared resources, abilities and purchasing power. Each institution in the co-located relationship would need to ensure it has conducted a thorough examination of its overall IT environment before entering into collaborative planning and management. Baseline data collection across a range of topics would help speed the implementation of shared IT services.

We also noted that the institutions, which purchase licenses for a variety of software that is used throughout the organization, may lack consistent tracking of their inventory and use of software licenses. Without such data, it is difficult to make informed decisions regarding the renewal of existing licenses and purchase of new software licenses. Additionally, cooperative purchasing agreements can reduce institutional costs through leveraging the buying power of multiple organizations. We found that while each co-located institution retains membership in at least one cooperative purchasing group, some are not leveraging the ability to purchase IT hardware through these groups.

Outside of wireless networking, there is little to no sharing of IT services amongst the co-located institutions. For those institutions that share buildings, there were a variety of methods used to share access to wireless network services. These include fully integrated networks, responsibility designated to an IT department by building, overlapping network coverage, and third-party network sharing services.[22] In total, our analysis resulted in seven recommendations and one issue for further study that will help each co-located institution to improve IT services:

- **Recommendation 5:** The Gramm-Leach-Bliley Act (GLBA) was established to ensure the security and confidentiality of non-public consumer data that is collected and maintained by financial institutions. The Federal Trade Commission, which administers this law for institutions that are not regulated by other federal agencies, has determined that institutions of higher education, because they engage in activities related to the lending of money, are financial institutions and are required to comply with the Safeguards Rule section of the GLBA.

  As the GLBA Safeguards Rule has been updated with new requirements that take effect in December of 2022, each co-located institution should review its IT security protocols to ensure compliance with these changes. Further, the institutions should identify an individual who is responsible for ensuring compliance with future updates to the GLBA or other cybersecurity statues. Doing so will meet minimum security standards and prevent institutions from potentially becoming ineligible to participate in federal student aid programs and losing access to federal student aid information systems.
- **Recommendation 6:** Not all co-located institutions use NIST or a similar set of security controls, which are considered best practices by the IT industry. Each institution should

[22] To determine if any one method resulted in higher wireless network satisfaction we took input from students, staff, and faculty at each institution, however we were unable to determine if any single method of sharing wireless network services was a best practice.

implement NIST, or a similar set of security controls, which are designed to prevent potential security breaches.

- **Recommendation 7:** When preparing to purchase or renew cyber insurance, co-located institutions should predetermine critical areas of cyber risk based on industry trends and peers. Using these criteria, the institutions should analyze the cost, types of payouts, and coverage limits that exist within multiple policies, with the goal of accessing robust, yet affordable coverage. Institutions should maintain high cybersecurity standards as affordability of coverage can be improved through demonstrating minimized risk.
- **Recommendation 8:** As opportunities present themselves, such as discontinuities in the physical hardware replacement cycle and the procurement of major new software programs, the co-located institutions that currently host servers on premise should explore alternative hosting options such as cloud providers or third-party commercial data centers. Institutions should also proactively anticipate these scenarios in IT strategic planning in advance of them occurring.
- **Recommendation 9:** The co-located institutions should ensure they are collecting and storing useful data, such as unit cost, date acquired, location or user of the asset, and other information pertaining to their IT assets' useful life and current state, in a centralized location in order to assist in creating or carrying out a current management strategy. This data should be used to understand the current inventory status, and implement a formal lifecycle and refresh plan.
- **Recommendation 10:** Institutions should maintain data relating to software licenses including the number and types of licenses, the cost of those licenses, and authorized user data. Institutions should track the use of existing software in a centralized manner so that future purchasing is made through a data-driven decision-making process based upon need. Doing so will also allow for the possibility of future collaboration between co-located institutions.
- **Recommendation 11:** When making large IT purchases, co-located institutions should consider existing cooperative purchasing agreements. Additionally, they should enhance purchasing polices to include the review of all purchasing options to ensure the most efficient method of purchasing is used.
- **Issue for Further Study 2:** ODHE should consider providing resources such as education or personnel to public colleges and universities in Ohio as needed to ensure each institution is up to date on best practices relating to IT security. Further, the Department can help to provide solutions to institutions that have previously experienced issues related to gaps in IT security.

Recommendation 5: Ensure Compliance with Federal Cybersecurity Laws

The Gramm-Leach-Bliley Act (GLBA) was established to ensure the security and confidentiality of non-public consumer data that is collected and maintained by financial institutions. The Federal Trade Commission, which administers this law for institutions that are not regulated by other federal agencies, has determined that institutions of higher education, because they engage in activities related to the lending of money, are financial institutions and are required to comply with the Safeguards Rule section of the GLBA.

As the GLBA Safeguards Rule has been updated with new requirements that take effect in December of 2022, each co-located institution should review its IT security protocols to ensure compliance with these changes. Further, the institutions should identify an individual who is responsible for ensuring compliance with future updates to the GLBA or other cybersecurity statues. Doing so will meet minimum security standards and prevent institutions from potentially becoming ineligible to participate in federal student aid programs and losing access to federal student aid information systems.

Impact

Noncompliance with the GLBA Safeguards Rule can impact higher education Title IV funding. Title IV of the Higher Education Act of 1965 refers to federal financial aid funds such as Pell grants or direct student loans. These funds can be used for a student's tuition, fees, or room and board. An institution may not be eligible to receive Title IV funding if it fails to comply with the provisions within the GLBA Safeguards Rule. Maintaining compliance with this federal law will ensure institutions maintain eligibility to receive Title IV payments.

Background

GLBA first became law in 1999 and provides protections to a consumer's personal financial information. While the law primarily focuses on the disclosures financial institutions must provide customers regarding the collection and use of personal information, the protection requirements extend to colleges and universities in relation to federal student loans. Over the last two decades, the GLBA has been expanded to include specific cybersecurity requirements as more systems become automated.

In 2021, an update to GLBA Safeguards Rule was issued that adds specific requirements to aspects of the act that were previously generalized. Many changes will be applicable in December 2022.[23] Updates include language that was designed to provide more guidance on how to develop and implement specific aspects of an overall information security program, including access controls, authentication, and encryption. It also added provisions to improve the

[23] Provisions of 16 CFR § 314.5 are applicable beginning December 9, 2022.

accountability of covered institutions by requiring periodic reporting to those charged with governance. The final GLBA Safeguards Rule sets forth specific criteria for what a cybersecurity risk assessment must include and requires the risk assessment be set forth in writing. As to particular safeguards, the final rule requires that institutions address access controls, data inventory and classification, encryption, secure development practices, authentication, information disposal procedures, change management, testing, and incident response. And while the final Rule retains the requirement from the current Rule that financial institutions provide employee training and appropriate oversight of service providers, it adds mechanisms designed to ensure such training and oversight are effective.

Methodology

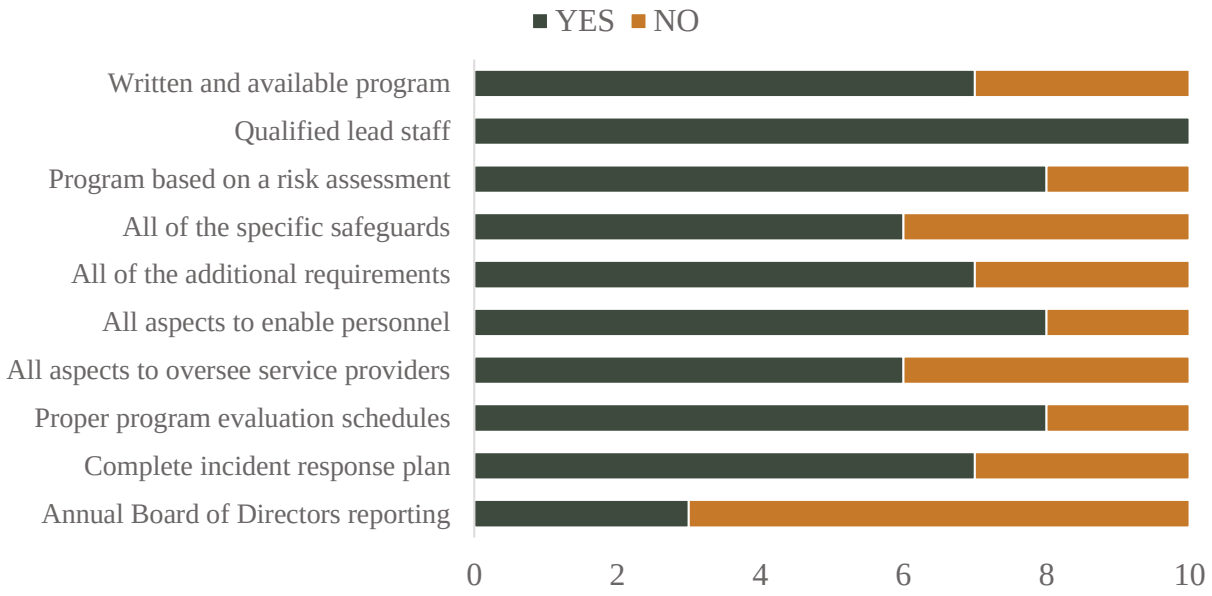
We reviewed the current and future requirements of the GLBA and then looked at previous financial audits for each institution to determine if any historic issues relating to compliance with the law had been raised. We then interviewed the appropriate IT security personnel at each institution in order to determine their knowledge of the GLBA requirements and examined any existing plans that the institutions had developed to determine compliance with the most recent updates.

As our initial intent in this section of the audit was to explore opportunities for co-located institutions to collaborate on IT in order to reduce cost or improve efficiency, security measures rose in importance during our early planning work. We determined that, before collaboration could occur, co-located institutions would need to be following the same security guidance. This would speed consolidation of systems and ensure that one institution was not unnecessarily put at risk by a partner organization. The existence of gaps in security protocol could exist in Ohio higher education institutions beyond the scope of this audit.

Analysis

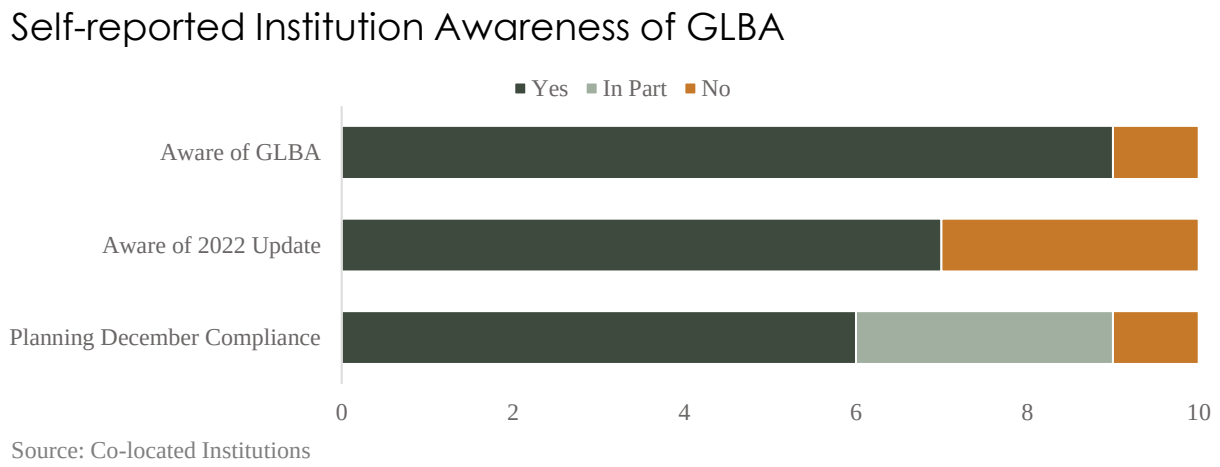
While reviewing each institution's cybersecurity plans and operations, we determined that some institutions may not be in compliance with the GLBA Safeguards Rule once the most recent changes take effect in December 2022. The chart on the following page shows the requirements of the GLBA Safeguard Rule and the number of co-located institutions that are in compliance with each requirement. Notably, each institution met the requirement for qualified lead staff. However, several do not comply with annual reporting requirements.

Number of Co-Located Institutions Currently Compliant with December 2022 GLBA Update by Safeguards Category



Source: Co-Located Instititions

In addition to potentially being non-compliant with the GLBA Safeguards Rule updates, several institutions were unaware of the pending changes to requirements. Of the 10 institutions, only 6 indicated that plans were in place to fully address the changes taking effect in December 2022. For those that reported plans to address the GLBA Safeguards Rule, we did not evaluate the completeness or quality of the plans. Of the remaining institutions, three have plans that will partially address the changes and one institution expressed no awareness of the law and had no plans to address cybersecurity requirements associated with it.



Source: Co-located Institutions

As discussed in **Issue for Further Study 2**, the majority of institutions do not have a Chief Information Security Officer (CISO). Because of this, there may be gaps in institutional knowledge regarding the GLBA and skill to address various requirements. We noted significant variation in who was able to answer our GLBA questions. This ranged from a multifunctional GLBA committee to a CISO/IT Director to general IT staff to employees to staff in the Bursars Office. There was no consistency in approach or the responsible parties among the co-located institutions, and most schools did not have a single individual who was responsible for knowing whether the school was compliant or had updated its plans. Identifying individual staff members who are responsible for monitoring and ensuring compliance with updates to the law may help to alleviate these issues moving forward.

Conclusion

Federal financial aid for higher education is dependent, in part, on compliance with the GLBA Safeguards Rule. At the time of the audit, only 2 of the 10 institutions produced evidence of being prepared to update procedures and remain in compliance with the law when changes take effect in December, 2022. To avoid a potential loss of access to funding, each institution should evaluate IT security to ensure compliance with the GLBA Safeguards Rule requirements. Institutions showed a varying level of awareness of the law, its requirements, and pending updates. Having a single point of contact, with the appropriate skills and authority, monitor and ensure compliance with this law will help each institution update its policies and practices as necessary and be better prepared when future revisions to the law are made.

Recommendation 6: Implement Enhanced Security Controls

Not all co-located institutions use NIST or a similar set of security controls, which are considered best practices by the IT industry. Each institution should implement NIST, or a similar set of security controls, which are designed to prevent potential security breaches.

Impact

Security controls can help to minimize the impact of data breaches, ransomware attacks, and other potentially disruptive events on IT systems. The changing landscape of IT and evolving nature of these types of attacks requires regular review and updates of internal IT security controls.

Background

The NIST SP 800-171 security controls are routinely updated and referenced. These controls are considered the industry standard and other quality guidelines, such as those produced by the Center for Information Security (CIS) are derived from NIST standard controls. In particular, the NIST SP 800-171 is a set of security controls for non-federal entities that handle federally protected data. These controls are grouped into a variety of areas and include controls such as:

- Access Control
- Audit and Accountability
- Awareness & Training
- Configuration Management
- Identification and Authentication
- Incident Response
- Maintenance
- Media Protection
- Personnel Security
- Physical Protection
- Risk Assessment
- Security Assessment
- System and Communications Protection
- System and Information Integrity

Using a set of comprehensive standards has grown in importance as the frequency, level of disruption and cost of cyber-attacks have increased. The cost of ransomware attack is particularly high in the education sector due to the siloed nature of information storage. Additionally, at the moment, ransomware attacks are one of the highest areas of concern and vulnerability across industries. Multilevel security controls can protect the many entry points that would be open for attacks.

Methodology

We interviewed personnel in each institution's IT department in regard to security practices and examined documentation on security protocols provided by each institution. Additionally, we examined IT security best practices and guidance promulgated by the United States Department

of Education (US DoE). Through this research, we determined that NIST is the standard that should be used by institutions, though some NIST derived options are available for institutions that may have significant ground to cover in updating practices.

As our initial intent in this section of the audit was to explore opportunities for co-located institutions to collaborate on IT in order to reduce cost or improve efficiency, security measures rose in importance during our early planning work. We determined that, before collaboration could occur, co-located institutions would need to be following the same security guidance. This would speed consolidation of systems and ensure that one institution was not unnecessarily put at risk by a partner organization. The existence of gaps in security protocol could exist in Ohio higher education institutions beyond the scope of this audit.

Analysis

While each co-located institution maintains many IT systems with large amounts of data, there is no set requirement that a particular set of security controls be used to maintain these systems. In 2015 the US DoE recommended that institutions use NIST standard controls in a Dear Colleague Letter titled Protecting Student Information (GEN-15-18). Despite official acknowledgement of this standard from US DoE, this is only a suggestion. The Ohio Department of Administrative Services (DAS) has also declared NIST controls as the enterprise security standard of choice for the state in the 2022 statewide standard titled Enterprise Security Controls Framework. Despite the US DoE and DAS guidance to use NIST, many of the co-located institutions do not use NIST standard controls.

Many of the institutions asserted that the cost of implementing NIST controls and ensuring current practices are in alignment with NIST would be overly burdensome for the current staff size and limited budget resources. However, sudden, direct, and implicit costs of security failures can be significant and more burdensome than cost of in house or contracted expertise to support NIST implementation. While implementing such standards may be difficult for the institutions, there are many benefits which are likely to occur as a result of implementation. These benefits include:

- Ensure compliance with safeguards within GLBA;
- Increased insurability;
- Provide IT consistency across institutions; and,
- Increase security to best practice.

Using NIST not only provides institutions with gold standard security practices, but NIST also routinely provides updates illustrating the landscape of threats and providing expert interpretation, insight and knowledge. As we found that most of the institutions' IT departments cannot keep up with changing information on their own, using NIST could give them an advantage, leveraging the expertise of NIST and its recommended practices.

A cyber or ransomware attack can impact an institution's ability to provide even the most basic services to students and faculty. Most organizations are temporarily unable to continue operations under such conditions and the duration of an attack and the time to resolve it can last from days to years. Cost of a ransomware attack amount to hundreds of thousands to millions of dollars depending on the scale, insurance, and post-event betterment. Recently, an Ohio institution of higher education was the victim of a ransomware attack. This resulted in a multiday cancelation of classes, the need to hire threat experts and lawyers, recovery and betterment costs, and reputational impacts. Recovery from this attack has continued to impact process changes within the IT department for over a year.

For institutions that do not have the capacity to implement NIST controls in full, the Center for Internet Security (CIS) publishes a subset of NIST standards called the Critical Security Controls. Like NIST, this document is regularly updated to capture the most important controls according to industry expertise and may be a viable option to make initial improvements to the institution's security profile.

Conclusion

Though NIST and even the compact version of controls, CIS, require time, effort and resources to implement, the resulting security controls greatly enhance an organization's ability to resist cyber-attacks and intrusions and, when they do occur, recover from them more quickly. In the current cybersecurity environment, and considering the sensitive nature of data maintained by intuitions, as well as the 24/7 nature of their operations, improving security controls is an essential step for their IT departments. Without additional improvement in this area, the co-located institutions will be vulnerable to cyber intrusion and attack and will be greatly limited in their ability to collaborate and share IT resources.

Recommendation 7: Assess Cyber Insurance Options

When preparing to purchase or renew cyber insurance, co-located institutions should predetermine critical areas of cyber risk based on industry trends and peers. Using these criteria, the institutions should analyze the cost, types of payouts, and coverage limits that exist within multiple policies, with the goal of accessing robust, yet affordable coverage. Institutions should maintain high cybersecurity standards as affordability of coverage can be improved through demonstrating minimized risk.

Impact

The cost and coverage of cyber insurance is highly variable, so assessing costs and available providers is a necessity. The average cost for a higher education institution to recover from a ransom event is $2.4 million per event, a value that is $1 million higher for educational institutions than it is for other industries. Each co-located institution will have different price points to secure high-risk coverage based on their security controls. However, the cost of cyber insurance, like other kinds of coverage, is a fraction of the potential cost of an adverse event.

Background

Cyber-attacks have increased in frequency and sophistication in recent years. In an annual study of 5,600 IT professional from 31 countries, Sophos, a security software and hardware company, reports cyberattack trends. The survey sample from 2020 to 2021 reported that 57 percent of IT professionals experienced an increase in the volume of cyberattacks, 59 percent experienced an increase in the complexity of cyberattacks, and 53 percent experienced increased impacts from the cyber-attacks.

The university regional campuses fall under the insurance policy of the corresponding main campus. Of the 10 co-located institutions, 9 have active cyber insurance coverage. All 10 institutions are working towards meeting the requirements of insurance providers to access and retain coverage. The minimum requirements to access cyber insurance coverage have becoming increasingly more stringent each year as a result of the increasing sophistication of cyber-attacks.

Methodology

We researched the cyber insurance market, requirements to access coverage, how to properly compare insurance plans, and higher education insurance consortiums to determine the potential for shared coverage among co-located institutions. We researched cyber risks specific to higher education institutions and determined whether the co-located institutions have ransomware coverage, as this event is currently high risk. We also reviewed data from industry leaders. Leaders in cyber-attack data and cybersecurity suggest that cyber insurance is a necessity.

As covering large organizations for cybersecurity already presents high risk, we found that shared coverage was not a practical opportunity. The variation identified indicates that this

recommendation could apply to all Ohio higher education institutions beyond the scope of this audit.

Analysis

With the upward trend in the frequency and sophistication of cyberattacks, higher education institutions are at constant risk. Simultaneously, the cyber insurance market has been unstable as it is relatively new and faces constant changes in threat types, severity, methods, and targets. With such high volatility of risk, there is no stable or confirmed set of standard cyber insurance coverages.[24] Insurance brokers and experts publish changing opinions as the cyber threat environment shifts. This volatility also results in changing eligibility standards, varying coverages, and unpredictable pricing.

We found tangible evidence of this market trend in our analysis of the co-located institution's cyber insurance policies. While 9 of the 10 institutions have obtained cyber insurance, the coverage areas vary for the nine institutions that currently carry cyber insurance. Specifically, the following variances were noted:

- Only two coverage areas are present across all nine schools: Reputational Harm and Extortion.
- Eight of nine schools have coverage for: legal and regulatory costs, IT security and Forensics (diagnosing cyberattacks), and media liability.
- Seven of nine schools have coverage for specific areas: funds transfer fraud, telecom fraud, security and privacy liability, privacy breach notification, and claim preparations.
- Only 3 of 10 schools have coverage for ransomware events.
- Only one has coverage for betterment (improving systems following a breach).

The coverage areas mentioned above represent a little less than a quarter of all coverage types. Across the 10 institutions, they account for less than half of all coverage indicating a high degree of variation in the policies and covered events. Not all polices cover events that are the highest risks in the industry. For example, ransomware is not covered in all cyber insurance plans. Being uninsured for ransom events leaves institutions vulnerable to high cost cyberattacks with their current state of security.

[24] Near the conclusion of this audit the United States Government Accountability Office (GAO) published a report on the topic nationally. Cyber Insurance: Action Needed to Assess Potential Federal Response to Catastrophic Attacks | U.S. GAO; in this report GAO found that cyber insurance is variable, reducing in availability and coverages, and increasing in premium costs and restrictions. GAO established that the federal government does not have a plan in place for catastrophic cyberattack that is not covered by private insurance plans. There are recommendations made to Cybersecurity and Infrastructure Security Agency and Federal Insurance Office to "work [together] to produce a joint assessment for Congress on the extent to which the risks to the nation's critical infrastructure from catastrophic cyberattacks, and the potential financial exposures resulting from these risks, warrant a federal insurance response."

In our meetings, the co-located institutions mentioned that meeting the stringent requirements from insurance companies providing cyber insurance was a barrier to obtaining and retaining it. However, institutions could not produce the written requirements enforced by insurance providers. The institutions also mentioned the limited time they have to address issues flagged by insurance providers during the renewal period before there is a lapse in coverage, but no documentation of this requirement was provided.

Conclusion

An institution's IT systems and maintenance represent a significant investment as well as significant exposure to risk. As the institutions leverage the preceding recommendations on cybersecurity and ensuring compliance with the GLBA Safeguards Rule, their IT risk will reduce and their ability to access and retain cyber insurance may also improve. Insuring these systems against threats is one way to protect the institution from financial, reputational, and operational losses. Due to high variation and persistent change in the cybersecurity market purchasing cyber insurance is not straight forward. Assessing risk, trends, cost variations, and coverage options ahead of the purchasing or renewal of cyber insurance is a vital step for IT departments.

Recommendation 8: Leverage Data Hosting Alternatives

As opportunities present themselves, such as discontinuities in the physical hardware replacement cycle and the procurement of major new software programs, the co-located institutions that currently host servers on premise should explore alternative hosting options such as cloud providers or third-party commercial data centers. Institutions should also proactively anticipate these scenarios in IT strategic planning in advance of them occurring.

Impact

Government and other organizations have adopted off-premise options for data hosting with increasing rapidity over the last decade. By adopting a third-party platform for data, co-located institutions will avoid costs associated with physical infrastructure and increase the security, speed and safety of their data and application. Planned migration will help ensure that these transitions occur at the most opportune times and that additional resources are not invested in legacy equipment and processes.

Background

Data centers, which house servers,[25] range in size from that of a large closet, as seen in smaller institutions in this audit, to that of a large warehouse, as seen in specialized commercial data centers. In addition to racks, the physical infrastructure required to operate a data center includes an uninterruptible power supply (UPS), fire suppression, security, and dedicated HVAC.

There are three[26] commonly used broad arrangements to do the work of servers:

- **On Premise:** Organizations house physical servers on site and own all of the infrastructure associated with running the servers.
- **Third Party Commercial Data Center:** Organizations rent rack space in a 3rd party managed data center. They continue to own and maintain the physical servers, but the rest of the infrastructure is owned by the data center operator.
- **Cloud:** Organizations do not own physical servers. They rent metered storage space and processing power from the cloud provider. Cloud providers either rent space in commercial data centers or within their own data centers.[27]

[25] A server is a piece of computer hardware that provides functionality to computer programs or other devices. Contemporary enterprise servers are typically housed vertically within enclosures called racks, which connect servers to the network and power supply. Servers are responsible for running programs, sharing data, and distributing computing resources

[26] This list does not include third party cloud applications that have their own hosting capabilities, such as Microsoft Office 365.

[27] There are different types of cloud storage such as IaaS, SaaS, and PaaS.

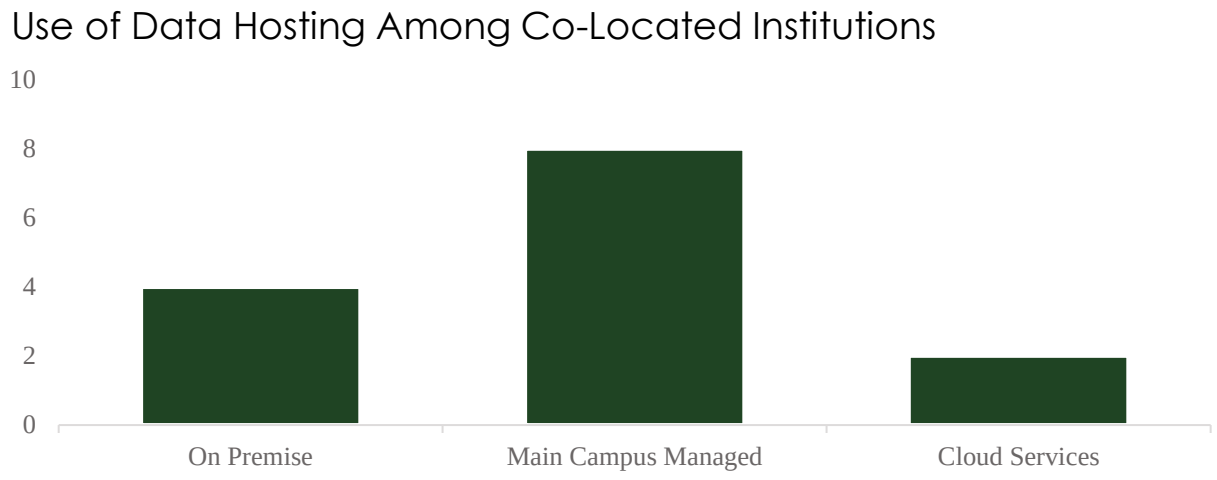
Methodology

We interviewed IT managers and campus leadership at each of the co-located institutions to obtain information on the extent of on-premise hosting. We also inquired about the rationale, strategy, and future plans for hosting options at each institution.[28] Those institutions that maintained on premise data centers provided data on the specific hardware hosted in their data centers. We then evaluated the institutions practices in comparison to industry hosting standards, successful migrations of peer institutions, and the general benefits of moving away from on premise hosting.

On-premises hosting is a legacy practice but is still used at some institutions. These practices hinder options for sharing, as well as other benefits outlined in this section. The use of on premises hosting at many institutions included in this audit indicate that this recommendation could apply to other Ohio higher education institutions beyond the scope of this audit.

Analysis

All regional campuses that are part of a co-located institution no longer run an on-premise data center. These institutions subscribe to managed services run by the parent universities in their main campus data centers. Two community colleges have transitioned to a cloud strategy. The remaining four community colleges have on premise local data centers. The chart below shows the distribution of methods of data hosting among the co-located institutions.



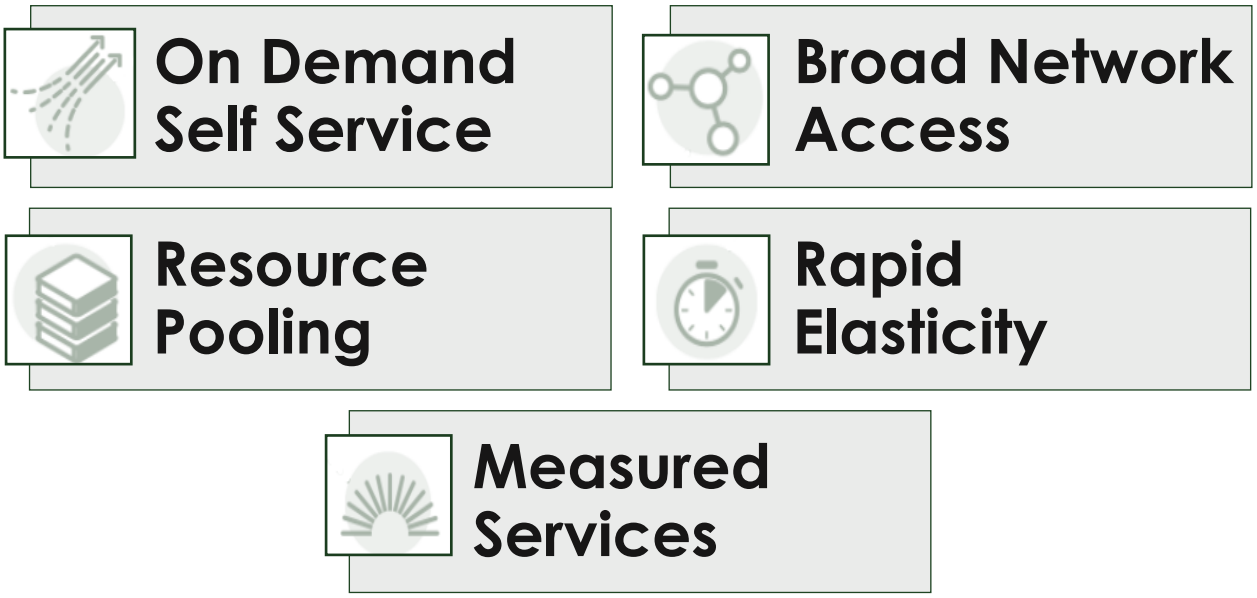
Source: Co-located Institutions

[28] This does not include the regional campuses as they use the IT infrastructure of the parent institution.

The four community colleges with on premise data centers cited the terms of their enterprise resource planning (ERP)[29] license as the primary cause for continuing to host on campus. They also noted local software licensing for their Learning Management System (LMS)[30] as a secondary consideration.

These institutions indicated that they are waiting for the next required ERP upgrade or replacement for potential migration away from on premise hosting. Most ERP and LMS providers have cloud versions available; however, migration to these often requires significant business-process change to transition away from highly customized versions commonly used on premise. However, our research indicated that some of the co-located institutions have not yet conducted a cost-benefit-analysis to determine if and when they should begin migration to hosted solutions, developed a cloud migration plan or incorporated migration plans into an overall IT strategic plan.

Cloud solutions present significant benefits to organizations that use their services in lieu of on-premise solutions.



[29] An ERP is an integrated system that manages core business processes. These commonly include budgeting and expense tracking procurement, human resources management and other common back office functions.
[30] A learning management system (LMS) is a software that is designed specifically to create, distribute, and manage the delivery of educational content. The LMS can be hosted as a stand-alone product on the company server, or it can be a cloud-based platform that is hosted by the software firm.

- **On Demand Self Service:** allows a customer to unilaterally provision computing capabilities without requiring human interaction.
- **Broad Network Access:** allows users to access capabilities through standard devices.
- **Resource Pooling:** by the provider (its computing resources are pooled to serve multiple consumers) reduces costs and allows it to provide each customer with different physical and virtual resources, including storage, processing, memory, and network bandwidth.
- **Rapid Elasticity:** in provisioning and releasing capabilities allows the customer to scale rapidly outward and inward commensurate with demand. To the consumer, the capabilities available for provisioning often appear to be unlimited and can be appropriated in any quantity at any time.
- **Measured Services:** help customers automatically control and optimize resource use by leveraging a metering capability. Resource usage can be monitored, controlled, and reported, providing transparency for both the provider and consumer.

According to Deloitte, as of 2022, over 90 percent of global enterprises are relying on cloud solutions. Similarly, Gartner noted triple digit cloud growth as recently as 2015 with continued double-digit growth in 2022. In addition to higher education institutions migrating away from on premise data centers, state and federal agencies have done so as well. From 2013 to 2016, Ohio's state agencies moved from individually maintained on premise data centers to colocation at the State of Ohio Computer Center (SOCC) a modern, Tier-3 quality data center in Columbus built to serve Ohio's government entities. Subsequent to this migration and, in some cases, concurrent with it, several agencies moved applications and associated data to third party cloud providers. From 2010 to 2016, the federal government migrated almost entirely to a cloud system and closed almost all of its data centers. Overall, peers and industry practices have trended towards moving away from on premise data centers in favor of cloud-based environments.

Conclusion

Generally, on premise hosting is an inefficient legacy practice. Small IT operations face increasing disadvantages hosting on premise in terms of costs, security, and performance. Conversely, cloud hosting provides significant benefits beyond simple cost controls. Developing thoughtful and planned strategies for migration would help those institutions currently using on premise data centers to move more quickly to third party infrastructure and redirect infrastructure costs and efforts to other IT functions.

Recommendation 9: Implement Asset Management and Lifecycle Management

The co-located institutions should ensure they are collecting and storing useful data, such as unit cost, date acquired, location or user of the asset, and other information pertaining to their IT assets' useful life and current state, in a centralized location in order to assist in creating or carrying out a current management strategy. This data should be used to understand the current inventory status, and implement a formal lifecycle and refresh plan.

Impact

Without centralized accessible data surrounding IT asset inventory, it is challenging for institutions to compare need, strategy, or bulk purchasing contract options. In some cases, institutions may have more hardware resources on hand than they need. Additionally, without this data, it is also difficult to create a lifecycle or refresh formal plan for IT assets, and therefore, the inventory is at risk of becoming outdated leading to security risks and productivity loss.

Background

IT asset management is a core process that involves managing and optimizing the purchase, deployment, maintenance, use, and retirement and disposal of IT assets within an organization. Implementation of this process benefits organizations by improving the ability to forecast needs. IT asset management strives for informed purchasing decisions, proactive resource replenishment, improvement of the quality of IT services, and knowledge of the total cost of ownership of an asset. Activities include the development and maintenance of policies, standards, processes, systems, and measurements that enable organizations to manage the IT asset portfolio with respect to risk, cost, control, IT governance, compliance, and established business performance objectives.

Lifecycle programs require investment, and as institutions do not have unlimited funding and resources, they have to make decisions on budget allocation for competing demands. However, the level of detail tracked by institutions varied greatly, ranging from just having a total count of computers to having detailed spreadsheets with many characteristics for each item.

Methodology

We identified the varying levels of asset management practices for IT equipment and associated data collection. We compared that to asset management criteria in order to determine what additional data should be tracked and how it should be organized.

We also identified the varying levels of lifecycle policies and procedures in place at the co-located institutions. We found that institutions varied greatly in the level of detail, ranging from having a general unwritten plan, to having very detailed support documentation. Institutions fell into one of two categories: those with a general plan, and those with detailed plans that could be

used as a best practice by others. We then compared the plans to lifecycle or refresh plan criteria in order to determine what additional data should be tracked and how it should be organized centrally.

We intended to identify opportunities to compare inventory and purchasing strategies amongst co-located institutions; however, we found variation and missing data elements that would need to be examined prior to collaboration. For this reason, findings made in this area can likely be applied to all Ohio higher education institutions, not just those within the co-located framework.

Analysis

Among the co-located institutions, there were varying degrees of usable asset information. When comparing IT asset data gathered for items, specifically computers, there were three institutions that do not track unit cost, four that do not track the date acquired, and one that had no information pertaining to location or user of the device. Of those that had some location or user information, the data was often incomplete or extremely limited.

Lifecycle Planning in Action

Youngstown State University proposed a computer replacement program in FY18, which was expected to save the university $165,000 in cost avoidance and keep computers updated. Their plan included setting up refresh criteria including age, operating system and purpose, they ensured that all departments participated and implemented the plan by building. In the most recent two years of the program, the have reduced total computers by 538 and have estimated savings of more than $500,000.

The inventory information provided by the institutions varied greatly, spanning from a paragraph with a total number of computers to detailed files containing descriptive characteristics for each item. Further, OSU-Newark and COTC inventories could not be separated out at this time, although there is an update to the data planned which will add a separating field. While some of the institutions expressed an interest in improving asset data, others were content with the data they had available.

Additionally, among the co-located institutions, there were varying levels of presence for lifecycle or refresh plans. Lifecycle plans are generally managed by each individual institution, rather than a main campus, even if orders ultimately go through central purchasing. 5 of the 14 institutions did not have a formal plan but had a general strategy, while the other nine had a documented plan. Of note, the lifecycle plans tended to be focused only on computers, but this sort of strategy should be implemented for any IT hardware.

In each case, the institutions had not completely adopted recommended practices, and some had significant work to do in order to have a good depiction of their assets or a plan for lifecycle management. Like cybersecurity, ODHE could help support improvements in these areas by promulgating templates or recommended elements to track and time-frames and practices for asset and lifecycle management activities.

Conclusion

Institutions need to ensure they are tracking IT asset data in a centralized manner in order to make better purchasing decisions, and in order to carry out or design a lifecycle or refresh plan for all IT assets. Without a centralized method for storing inventory data and an ability to summarize the overall inventory elements such as age or price at purchase, institutions are limited in analyzing past purchasing strategies to make more informed future purchasing decisions. Additionally, this limits the ability of a co-located institution to investigate potential pooled purchasing options or sharing of strategies. Finally, an IT asset inventory is needed to structure and carry out effective lifecycle plans, which can save money, increase productivity, and increase security.

Recommendation 10: Track Software Licensing

Institutions should maintain data relating to software licenses including the number and types of licenses, the cost of those licenses, and authorized user data. Institutions should track the use of existing software in a centralized manner so that future purchasing is made through a data-driven decision-making process based upon need. Doing so will also allow for the possibility of future collaboration between co-located institutions.

Impact

Without centralized accessible data surrounding software inventory and license usage, institutions are not able to make the most educated decisions regarding future software purchasing and to reflect on previous decisions. The education sector reportedly has the highest waste of software with a global industry average of 47 percent of installed software not being used. As software costs consume scarce financial resources, closely managing software licenses can improve, in a small measure, an organization's financial performance.

Background

Software is a term used to describe the programs and applications used within IT systems. For example, word processing software may be used to create and edit documents. Rather than maintaining in house software, organizations often opt to purchase a license to use the software from the individual or organization that owns the copyright for it.

A software license is a legal contract that outlines the use and distribution of a specific set of software. The license generally outlines the amount of times software can be downloaded or the number of users that may access the software, the cost of using the software, and the level of access users will have to the software source code.

The individual or organization that obtains a software license is responsible for ensuring the users of the software comply with the terms and conditions outlined in the license agreement. Because of this, it is important for organizations to have a firm understanding of what software licenses have been purchased and to what extent they are used.

Methodology

We conducted interviews with each institution and requested information specific to software licensing. In particular, we requested information regarding the number of licenses maintained by each institution, the unit cost of those licenses, and data on the user of each license. The information provided by the institution was compared to industry standards to identify potential areas of improvement in relation to data collection for software licensing. Our review of software licensing at the institution level was designed to determine if there were any opportunities for improved efficiency or cost-sharing. However, we found that data was not collected in a manner which would allow for meaningful comparisons to be drawn between institutions. Because of this, our recommendation was focused on the broader area of data collection.

We intended to identify opportunities to compare inventory and purchasing strategies amongst co-located institutions; however, we found variation and missing data elements that would need to be examined prior to collaboration. For this reason, findings made in this area can likely be applied to all Ohio higher education institutions, not just those within the co-located framework.

Analysis

Through our review of the institutions' software license inventory, we found that some institutions lack consistent tracking of the inventory and use of software licenses. When comparing software license data provided to OPT, we found that some institutions were unable to provide data in each of the three requested areas, as seen in the chart below.

Tracked Software Data

	Unit Cost	Software # of Licenses	User/Location/ Usage
OSU Lima	✓		
Rhodes State	✓	✓	✓
OSU Mansfield	✓		
North Central State	✓	✓	
OSU Marion	✓		
Marion Tech	✓	✓	✓
OSU Newark	✓		
COTC	✓		
KSU Stark		✓	✓
Stark State		✓	✓
OU Eastern	✓	✓	✓
Belmont		✓	✓
OU Zanesville	✓	✓	✓
Zane State	✓	✓	✓

Source: Co-located Institutions

Note: Check mark indicates that some amount of information in this area was provided.

Based on our analysis, three institutions did not have unit cost data for current licenses, five indicated that the number of software licenses was not readily available, and six did not have specific user and location data. It should be noted that several institutions alluded to having this data in some capacity with a product like Microsoft System Center Configuration Manager (SCCM) where updates are pushed out for software licenses, but those institutions were not able to produce a report in order to summarize data upon request.

In addition to allowing institutions to better control costs related to IT, actively managing software licensing is considered a critical security control.[31] Further, DAS has a specific policy regarding the tracking of software. State of Ohio Administrative Policy "Software Licensing" states that "Agencies shall maintain an up-to-date list of authorized software", and that:

> Agencies shall maintain an inventory of all authorized software acquired and installed. If manufacturer registration is available, licensed software shall be registered. Licensed software records shall be maintained in such a way as to be sufficient to determine the number and duration of software licenses. The type of information collected and maintained might include, but is not limited to, the following: purchase documentation; number of licenses; serial numbers, access codes, or license keys; location and quantity of original media; location of each installation of the licensed software; evidence of registration; and actual license agreement.

While this policy is specific to state agencies, it does indicate the identified need within the state for strong monitoring of software licenses. Like asset inventory, ODHE could provide generalized guidance paralleling DAS for use by institutions.

The processes woven around software licenses must ensure 360-degree control over licenses purchased, deployed, archived and those that have expired. Recommended practices in software license management involve several prerequisites and steps. These include the following:

- Prerequisites
  - Software asset management tool. This can be either a specific application or a general database or spreadsheet.
  - Software license auditor tool to identify deployed licenses across the network.
  - Asset inventory with identified owners for all operational systems.
  - A license management process and a process manager responsible for ensuring it is carried out.
- License management implementation
  - Obtain procured license details including username, and volume of license such as single user, concurrent, enterprise, original equipment manufacturer, trial or free.
  - Identify all license deployments such as how many machines are deployed with the license and, where appropriate, the system or asset owner.
  - Compare licenses purchased versus licenses deployed.
  - Uninstall or procure licenses to ensure inventory accuracy

[31] Center for Internet Security's list of 18 CIS Critical Security Controls

Conclusion

Without a centralized method for storing software data and an ability to summarize the software license environment, institutions are limited in analyzing past purchasing strategies to make more informed future purchasing decisions. Also, co-located institutions are limited in their ability to investigate potential pooled purchasing options or sharing of strategies. Institutions need to ensure they are tracking useful software license data in a centralized manner in order to make better purchasing decisions, to understand current usage, and to ensure software is up to date.

Recommendation 11: More Effectively Use Cooperative Purchasing

When making large IT purchases, co-located institutions should consider existing cooperative purchasing agreements. Additionally, they should enhance purchasing polices to include the review of all purchasing options to ensure the most efficient method of purchasing is used.

Impact

Institutions may be overpaying for IT assets because they are not confirming pricing with cooperative purchasing options. Some institutions are members of cooperative purchasing organizations they do not utilize. Further, some institutions are not members of cooperative organizations which are free, have minimal annual fees, or those institutions already qualified to join. Institutions are missing out on the opportunity to use or leverage additional existing contracts within these organizations in negotiations with vendors.

Background

Cooperative purchasing allows groups or individuals to come together to negotiate lower prices from a vendor. This tool is useful in many situations and is often used by governmental or educational entities to purchase bulk items. By working through a cooperative agreement, individual organizations are able to take advantage of a lower negotiated cost for goods or services.

Cooperative purchasing agreements can reduce institutional costs through leveraging the buying power of multiple organizations. We found that while each co-located institution retains membership in at least one cooperative purchasing group, they leverage the ability to purchase IT assets through these groups to varying degrees.

Methodology

Through interviews, we identified which of the co-located institutions belonged to cooperative purchasing organizations and to what extent each institution used cooperative purchasing for IT assets, with a focus on shared purchasing power between co-located institutions We compared this to best practices related to cooperative purchasing to determine areas for improved operational efficiency.

Advantages exist in cooperative purchasing whether the partnerships exist between co-located campuses or other institutions, therefore, this recommendation can apply beyond co-located institutions in this audit.

Analysis

Cooperative purchasing can be used to ensure organizations obtain goods and services in an effective and low-cost manner. Partnering can reduce negotiation time, administrative overhead, and other costs, while leveraging the experience and expertise of those with specialized knowledge in a sector. Cooperative purchasing may be through an organization like a consortia or through individual organizations forming partnerships to make purchases together.

Based on interview responses, most institutions use cooperative purchasing organizations in some manner for IT purchases, though the level and extent of cooperative purchasing for IT hardware and software varies greatly among the institutions. This ranged from not using a co-op at all, to buying most computer related items from one of the organizations. Many interview responses indicated leveraging various cooperative purchasing contract prices allowed them to get the best pricing with a vendor they were in individual negotiations with.

A review of policy language at the co-located institutions revealed that no institution requires a review of relevant cooperative purchasing options within their purchasing procedures. In all but two of the purchasing policies reviewed, cooperative purchasing contracts have the same exemption from competitive bidding[32] as state term contracts, which can save time for the institution. Additionally, many policies included general purpose or ethic statements broadly requiring the value of institution dollars to be maximized, however, lacking directive or processes for accountability towards these goals.

Shopping around gives any consumer the best chance of finding the best price, and institutions not researching cooperative purchasing contracts, leaves them at risk of spending more than needed. At a minimum, co-located institutions should be confirming pricing with relevant cooperative purchasing options.

Conclusion

Cooperative purchasing organizations are a great resource for institutions to obtain better pricing for common IT goods, however the level of use varied amongst the co-located institutions. The institutions should enhance purchasing policies with processes that ensure the use of cooperative purchasing to maximize the value of institution dollars through available contracts and more leverage in purchasing negotiations.

[32] Institutions should ensure they follow the competitive bidding requirements of federal grant agreements when applicable.

Issue for Further Study 2: Obtaining IT Security Expertise

Despite the varying sizes of institutions that were a part of this audit, each IT department has similar demands regarding operating systems, data storage, cybersecurity, and regulations. We found that the institutions expressed limitations relating to the capacity and ability of their IT department to satisfy all of the requirements of these demands. In particular, we found that many institutions lacked a leadership role related to IT security within their IT department.

CISO is a critical role in providing IT security to an organization. Among the 10 institutions, 3 CISO positions exist on the organizational chart. One of these roles is currently vacant. One covers services for two institutions because the IT departments of these co-located institutions are fully integrated. In addition, three institutions have other leadership level information security roles, some vacant, but do not have a chief position in this area. 3 of the 10 institutions have no leadership level information security position.

Through interviews with co-located institutions, we established that market competition and the price of this specialty create barriers to access for higher education institutions, especially smaller organizations. According to a 2021 survey of CISOs globally, the median base salary of an individual in that position was $376,000 annually, with and additional $200,000 median bonus. This number is even higher in the mid-west region. To compare, the average salary of the three CISO positions offered by co-located institutions is $197,000 annually with no bonuses. To be competitive in the hiring pool for CISOs public colleges and universities may need ODHE to explore shared staffing, contracted services, or salary assistance in security.

As of a study in December 2017, the United States Department of Homeland Security (DHS) and the National Association of State Chief Information Officers (NASCIO) identified five states, two with similar postsecondary governance structures to Ohio, that share CISOs across organizations. This is one form of state oversight that could assist in providing small institutions with access to specialized cybersecurity. While the scope of our work confirmed the need for CISO skill sets at co-located institutions all public colleges and universities should be considered in a future study because the needs are likely to be similar at other Ohio higher education institutions. OARnet offers some cybersecurity consulting, however, when the institutions discussed the need for more guidance from the state none mentioned OARnet, despite each being member of the organization. Moreover, the services provided may not capture the full extent of benefits that would be realized with a CISO.

ODHE should consider providing CISO level cybersecurity oversight resources to public colleges and universities in Ohio as needed to ensure each institution is up to date on best practices relating to IT security. Further, the Department should assess the use of OARnet support and cybersecurity services and evaluate the needs of clients to ensure the services encompass the needs clients cannot meet as a single entity. For the institutions themselves, especially co-located institutions and smaller institutions, a shared position, and shared costs,

might make obtaining this expertise in house more affordable. Likewise, obtaining this expertise through a third-party vendor may be an acceptable solution in some instances. Regardless of the approach ultimately pursued, this area warrants additional attention from ODHE and the co-located institutions.

Student Services

Navigating the steps to take from the beginning to the end of college education can be a challenging task for students. Fortunately, higher education institutions employ academic advisors and other professionals dedicated to providing support and guidance along the way. Whether a student is selecting their first semester of courses, they are in need of tutoring for a specific class, they are considering transferring and continuing their education at a different institution, or they are looking to switch their program of study, institutions need to be able to provide these services to students. Since there is a unique opportunity for co-located campuses to collaborate on student services, we reviewed the services offered at each co-located institution to see where those partnerships could be strengthened for the good of the institutions and the students.

Background

Institutions of higher education provide a variety of services to support students. Student services, often called student affairs, encompasses a number of essential functions including, but not limited to: tutoring, advising, orientation coordination, counseling, admissions, multicultural centers, and disability services. Student services are in place to help students develop holistically and build the next generation of leaders. These services help students use resources effectively, engage in active learning, and develop coherent values and ethical standards. Our audit focused on three areas of academic student services: library services, academic advising, and tutoring services.

Library Services

Library services encompass all functions of campus libraries. Campus library services are primarily tailored towards higher education students but also offer information and services to the general population. More specifically, campus library services provide students with access to reference materials, textbook rentals, online databases, computers, printers, and study space.

There are a wide range of shared library services between co-located institutions, from fully shared space and services to nothing shared at all. Each co-located campus must decide how to best use and allocate resources to serve the students of each institution.

The American Library Association (ALA) is the oldest and largest library association in the world and offers leadership, development, and promotion to improve library services. The ALA recommends that, "Libraries partner in the educational mission of the institution to develop and support information-literate learners who can discover, access, and use information effectively for academic success, research, and lifelong learning."

Academic Advising

As one of the primary points of contact for college students, academic advisors are often asked to provide a variety of services to students. While providing students with accurate curriculum information is often considered the main function of academic advising, advisors are also frequently tasked with building and maintaining relationships with students, referring students to appropriate university services, monitoring students' academic progress, and supplying general information to students. Advisors are crucial to helping students avoid the pitfalls of the often confusing and complicated academic aspects of higher education.

Each of the co-located institutions have distinct advising operations due to differing program offerings and student populations. Due to the proximity of their campuses, co-located partners have the unique opportunity to share academic advising concerns and resources.

The National Academic Advising Association (NACADA) is the most prominent professional academic advising organization and consists of more than 14,000 professional academic advisors globally. The organization defines academic advising as "a process of information exchange that empowers students to realize their maximum education potential. The advising process is student-centered and will result in students gaining a clearer understanding of themselves, and the experience of higher education."

Tutoring Services

Tutoring services are part of a comprehensive support system meant to encourage students in persisting through challenging course material while retaining their enrollment. Tutoring services are also meant to assist students with the transition to higher education. There is no standard type tutoring services model and most institutions use a mix of peer (student), professional, and faculty tutors. Tutoring sessions also vary with some being one on one, some being group sessions, and others being provided in a virtual format.

According to Hanover Research, "Most college campuses offer academic tutoring services to some degree, often through a learning assistance center that may offer a range of related services. Learning assistance centers and the academic tutoring services they provide play an important role in supporting student success, and have been associated with positive student outcomes, such as improved grades and retention rates."

What We Looked At

After gathering information about how each of the co-located institutions operate in regards to library services, academic advising, and tutoring services, we conducted multiple analyses to determine what opportunities exist to improve the usage and effectiveness of the services offered. We examined each of the institutions' cost-share agreements and methods for delivering student services and compared the institutions' practices to industry standards.

Why We Looked At This

Student services are crucial for equipping students with the resources and knowledge they need to successfully complete their chosen programs. Co-located campuses are in a unique position of not only supporting students from two separate institutions but also providing services to the surrounding community. Institutions also have the opportunity to share services, resources, and buildings due to proximity. Since there are a variety of elements housed under the student services umbrella, we analyzed how student services are offered and used at each of the co-located institutions to determine how co-located partners could potentially work together more effectively to address common themes found on their campuses. Working together and using available resources may improve the college experience for both students and staff.

What We Found

Six of the seven co-located campuses share library services and space. These shared spaces are used by both students from the institutions and the general community. All six co-located campuses that share library services have some form of an agreement in place. These agreements encompass the sharing of books, periodicals, building space, computer access, and staff. The agreements also outline the varying methods for how costs are split among partner institutions. There are five cost-share methodologies for co-located campus libraries: the Flat Fee model, the 50/50 Cost Split, the Service Based model, the Total FTE and Square Foot Model, and the FTE Enrollment model. Co-located campuses that share space and services also have the responsibility to track data, often based upon their cost-share agreements. However, data tracking of library services at all of the co-located institutions is limited. We identified one recommendation in the area of library services.

Of the seven co-located campuses, none share academic advising services. This is primarily due to the requirement that academic advisors thoroughly understand institution specific programs. In general, academic advisors must have knowledge of the varying requirements for dozens of programs offered at their respective institutions, as well as the potential pathways students may take if they wish to transfer. While advisors at two-year colleges may only need to understand the program requirements of that specific institution, advisors at regional campuses must also understand the program requirements at the institution's main campus. This institution specific knowledge limits the ability of co-located campuses to use a shared academic advising service. However, due to the nature of higher education, many of the courses and programs offered at the co-located institutions have similar pathways and outcomes for students. Students have the opportunity to transfer between partner institutions and institutions have articulation agreements which support students who choose to do so (see **Program and Courses**). This provides an opportunity for regular meetings to discuss curricula for the institutions. We identified one recommendation in the area of academic advising.

At the time of this analysis, only one co-located campus shared tutoring services. We interviewed each co-located institution about its tutoring services and reviewed tutoring methods, software use, and the number of tutors at each institution. During the course of the audit, COTC

partnered with a non-profit organization to evaluate ways to improve student outcomes and retention. As a result, COTC decided to end its shared tutoring services agreement with OSU-Newark to better align with its institutional goals. Similar to academic advising, tutoring services are highly dependent upon the institutional specific programs and courses. This leads to limited overall opportunities for sharing tutoring services as each institution's courses have varying requirements. Ultimately, the tutoring services scope area did not yield any recommendations.

After reviewing how the co-located institutions provide library services, academic advising, and tutoring services, we identified two recommendations. These recommendations stem from patterns recognized during the audit and will help better the student experience:

- **Recommendation 12:** Tracking usage of academic libraries on co-located campuses will better inform each institution of how and when students use library space, materials, and online services. Obtaining this data will allow each institution to adjust its services to more effectively meet student needs. Understanding this data can also be a useful asset for partnered institutions when discussing and negotiating cost-share agreements.
- **Recommendation 13:** Academic advising is critical to student success. Co-located partners should hold regularly scheduled, formalized meetings focused on academic advising topics to help facilitate communication and information sharing between them. More consistent discussions about student needs and trends can assist academic advising offices in tailoring their services to better meet those needs.

Recommendation 12: Track Library Space, Materials, and Service Usage

Tracking usage of academic libraries on co-located campuses will better inform each institution of how and when students use library space, materials, and online services. Obtaining this data will allow each institution to adjust its services to more effectively meet student needs. Understanding this data can also be a useful asset for partnered institutions when discussing and negotiating cost-share agreements.

Impact

Without tracking library space and service usage, academic libraries do not have the ability to collect data on and quantifiably understand which tools and materials are being used by students. Obtaining this usage data will allow each institution to adjust its services to more effectively meet student needs.

Background

Academic libraries provide higher education students with a multitude of services. From research and reference assistance to providing physical necessities such as computers, printers, and study areas, these library services aim to fulfill the core mission of academic libraries: developing and supporting students in pursuit of academic success, research, and lifelong learning.

Of the seven co-located campuses, six have a cost share agreement in place for library services. Each agreement outlines shared responsibilities, costs, and operations. Although there is variation in each of the agreements, most of the partners share a combination of the following: collection materials, student access to databases, computer access, and purchasing responsibility.

How library services costs are shared varies depending on the agreement. The following page has a table which shows an overview of the cost-share methodologies used by each institution with a library services agreement in place.

Library Cost-Share Methodologies by Campus

Campus	50/50 Cost Split	Assigned Square Feet Basis &FTE Campus Factor	Flat Fee	FTE Campus Factor	Service Usage
Lima				✓	
Mansfield					✓
Marion		✓			
Newark				✓	
North Canton			✓		
Zanesville	✓				

Source: Co-located Institutions

Each of the libraries included in this audit are open to both enrolled students and the general public at large. This openness allows each library to serve its overall community by providing access to tools and resources. However, this openness creates an issue for tracking and analyzing student specific usage. Pinpointing which students from which institutions are using the physical space, materials, and services is an additional challenge for co-located libraries. Currently, tracking student usage is done on a very limited basis, if at all.

Methodology

We reviewed the cost-share agreements for six out of the seven co-located campuses. Belmont and OU-Eastern do not currently have an established cost-share agreement covering library services. We then interviewed applicable staff at each of the 14 co-located institutions. We also reviewed how each of the academic libraries on the co-located campuses track usage of offered services. These meetings provided us with an understanding of how the libraries operate and which services are provided by each library. We also corresponded with the State Library of Ohio (the State Library) to obtain information on library data collection best practices.

Analysis

Co-located Library Usage

We analyzed the different cost-share agreements to understand what was required for each institution regarding data tracking of library services. Tracking student usage was outlined in two of the cost-share agreements. The two cost-share agreements with data tracking requirements are between KSU-Stark and Stark State as well as OSU-Mansfield and NCSC. These requirements include:

- **KSU-Stark & Stark State:** A memorandum of understanding included in the cost-share agreement states that KSU-Stark Campus Library will provide library usage statistics to Stark State's Provost by June 15 for the period from January 15 through May 15.

- **OSU-Mansfield and NCSC:** The cost-share factor in the agreement stipulates that student, faculty and staff usage from each institution will be tracked monthly and the cost-share percentage will be adjusted annually to reflect any changes in percentage of participation from each institution.

While the two cost-share agreements specify that "usage" be tracked and reported, neither define "usage" with any specificity. To better understand the usage being tracked at these two campuses and to understand what usage data, if any, the remaining co-located campuses track, we conducted interviews with staff at each institution. After discussions with each institution, we were able to conclude that none of the libraries fully track student usage of physical library space, some may track digital use, and most track some form of reference material usage data. Physical library space is comprehensive of computers and other equipment, meeting space, and an overall sense of who is using the library. Digital library usage includes trainings provided by the library, research assistance, and database access. Reference material data consists of the materials students check out and return to the library.

The State Library is a state agency that serves the State of Ohio government and other libraries and residents within the state. We found that the State Library collects data from all Ohio non-academic public libraries through a self-reported survey. During our interviews, we found that the data collected by the agency includes items such as computer usage, specific materials that are checked out, and total patrons.

The State Library provided us with their protocol on how to estimate the total number of persons entering a library. According to their protocol, if a library is unable to conduct accurate weekly counts, it should count visits during a "typical week." A typical week is a week that is neither unusually busy nor unusually slow. When counting visitors, it is considered a best practice for libraries to avoid holiday times, vacation periods for key staff, or days when unusual events are taking place in the community or in the library.

Without tracking usage of physical library space, digital services, and reference materials, academic libraries are unable to collect data which may assist them in gaining a more comprehensive understanding of the tools and materials consistently used by students.

Conclusion

Understanding the library space, collection, and online services used by students is essential to academic libraries remaining true to their mission. Furthermore, possessing and understanding usage data is a necessary foundation for academic libraries to recognize the current circumstances and update services and operational plans to align with student needs. Co-located partner campuses should consider sampling patron usage during a designated "typical week" and extrapolate that data to cover semester or yearly use. This sample will allow co-located institutions to project a baseline of student usage, adjust library operations accordingly, and better negotiate and manage cost-share agreements.

Recommendation 13: Co-Located Partners Should Meet to Discuss Relevant Institutional and Curricula Information

Academic advising is critical to student success. Co-located partners should hold regularly scheduled, formalized meetings focused on academic advising topics to help facilitate communication and information sharing between them. More consistent discussions about student needs and trends can assist academic advising offices in tailoring their services to better meet those needs.

Impact

Frequently meeting to discuss institutional and curricula information will assist staff in ensuring that articulation agreements are relevant and up to date, and that students are only taking course work which is required for their program of study in order to graduate on time at the minimum cost.

Background

Academic advisors are responsible for understanding and accurately explaining curriculum information and program requirements to students. Curriculum information includes the courses required to complete a program, potential course substitutes, transfer pathways if applicable, GPA requirements, and all aspects of course registration. This extensive curriculum familiarity is required for each program an advisor oversees.

Another aspect of academic advising is service delivery. How institutions approach providing academic advising services largely depends on institutional goals and philosophies. While there is no industry recognized best model on how institutions should provide academic advising, there are a variety of advising models to choose from. After interviewing co-located institutions we found there are four main advising models used at the co-located campuses:

- **Cluster Advising:** professional advisors are assigned by major or similar program;
- **Tiered Advising:** students transition from one advisor to another as they earn credits and/or begin a program of study;
- **Faculty Advisors:** advisors are assigned to students whose major typically aligns with what the faculty member teaches; and
- **Generalist Advisors:** professional advisors assist any student, regardless of major or program.

Some institutions use multiple models when providing advising services. For example, Marion Tech employs a tiered advising model approach. This means that first-year advisors meet with students who have completed less than 12 credit hours, professional advisors meet with students

who have completed more than 12 hours, and faculty advisors meet with students who are enrolled in niche majors with limited enrollment.

Below is a breakdown of the advising model counts per co-located campus.

Advising Model Counts

Campus	Assigned by Major/ Similar Program	Tiered (II or III)	Faculty Advisors	Generalist
OSU-L	✓			
Rhodes State		✓	✓	
OSU-MAN	✓			
NCSC		✓	✓	
OSU-MAR	✓			
Marion Tech	✓	✓	✓	
OSU-N	✓			
COTC	✓		✓	
KSU-S			✓	✓
Stark State		✓	✓	
OU-E		✓	✓	✓
Belmont	✓			
OU-Z		✓	✓	✓
Zane State	✓		✓	

Source: Co-located Institutions

Methodology

We reviewed the applicable cost-share agreements and interviewed appropriate staff at each institution. We compiled the interview responses and then evaluated common themes, similarities, and differences amongst the institutions in order to learn how each advising office operates. We then reviewed publications from the American Association of Collegiate Registrars and Admissions Officers (AACRAO) to understand best practices for developing and maintaining articulation agreements.

Analysis

Through interviews we were able to determine that academic advisors are not shared between co-located institutions. It was also determined that none of the co-located campuses' advising offices conduct regularly scheduled, formalized meetings. Some of the partners have historically conducted informal meetings however, these meetings were generally ad hoc in nature.

Co-located campuses have numerous articulation agreements which guarantee the transfer of credits from one institution to another within a specific program. It is important for co-located partners to be made aware of articulation agreement changes, the potential for new agreements, and updates to curriculum that may impact articulation agreements. (See **Programs and Courses** for additional recommendations related to articulation agreements).

AACRAO lists several best practices on what should be included in articulation agreements, who should be involved in agreement discussions, the agreement development process, and agreement promotion. Examples of best practices include:

- **Get the right people involved:** Having the right people at the table accomplishes multiple goals: it ensures institutional buy-in, it makes the development process easier, and it identifies issues prior to signature. It may be good to have multiple groups in place – a process committee, a content committee, and an implementation committee – to ease the burden of work, move documents through in a timely manner, and make meeting/commitment time more efficient.
- **Complete the process by notifying populations when an agreement is signed:** Most agreements are signed and then never shared with those who need it most – the faculty, advisors, and students. Establish a process to alert your campus community that an agreement has been signed.
- **Integrate agreements into your catalog, degree audit system, course equivalency guides, website, and any marketing or outreach initiatives:** Agreements need to be used to be effective. Make sure agreements are integrated into key components of the student experience.
- **Using data to support developing or discontinuing agreements:** There are multiple data points that can influence agreements. The most common are how many students transfer between institutions and in what majors. But other data can be beneficial: how many credits are lost in transfer, how well do students do in upper-division coursework upon transfer, what is the average admissions GPA for incoming students, what is the cost of attendance for the entire degree pathway, etc. These various data points can begin a much-needed conversation or provide feedback on the success of an agreement.

Regional campus advisors need to be familiar with not only the programs offered and/or completed on their campus, but all of the programs offered at their respective main campus which can number in the hundreds. Different program offerings, program requirements, advising models, and student populations all contribute to the distinct advising operations at each of the co-located institutions, which makes a shared advising model challenging.

Co-located campuses are in a unique position to collaborate on academic advising, particularly for students who wish to move between institutions throughout their higher education experience. Due to their proximity, institutions can more easily discuss advising issues they are facing as well as resources and potential solutions without navigating the barriers of location or unfamiliarity.

Conclusion

Holding scheduled, formalized meetings will improve the communication between academic advising offices at each partner campus. In these meetings, staff should discuss relevant and timely university, academic, and curricula information. Improved and more consistent communication can assist in sharing information about curricula updates and articulation agreements, as well as provide a better understanding of current and future student needs. Institutions should determine the appropriate frequency at which to hold these meetings.

Campus Safety

Keeping students, faculty, staff, and other individuals on a campus safe is a critical piece of day-to-day operations at schools of all levels. College campuses, however, often encompass larger areas than primary and secondary schools, and also have more buildings, sometimes including on-campus housing. Since students are present on campus for long periods of time, institution administration and key personnel, such as law enforcement and security staff, must be prepared at all times in the event of an emergency. Campus safety personnel are tasked with important responsibilities such as patrolling buildings and grounds, investigating incidents that occur on campus, monitoring inclement weather, and preparing for active aggressor situations.

Background

There are a variety of ways in which an institution may choose to provide campus security. While most of the co-located institutions rely on internal security staff to supplement local law enforcement, others rely exclusively on local law enforcement. The internal security staff may provide safety and security services to one or both institutions on a co-located campus and typically employ both full-time and part-time personnel.

Of the seven co-located campuses, five have a cost share agreement covering campus safety operations. The North Canton campus does not share campus security staff and the St. Clairsville campus relies on local law enforcement and therefore do not have cost share agreements related to campus safety. These agreements identify the type of service that is provided and how the institutions will share expenses related to campus safety. How costs related to campus safety are split between each partner institution also varies between the agreements. The following are the methods used by each institution with a cost share agreement that includes campus safety:

Library Cost-Share Methodologies by Campus

Campus	50/50 Cost Split	FTE Campus Factor	Assigned Square Feet Basis
OSU-L / RSC		✓	
OSU-Man / NCSC	✓		
OSU-Mar / MTC		✓	✓
OSU-N / COTC		✓	
OU-Z / ZSC	✓		

Source: Co-located Institutions

What We Looked At

We reviewed the available cost share agreements and staffing arrangements for campus safety operations at each of the co-located campuses. We also reviewed security camera usage, student ID systems, and the presence of alarms on each campus. Lastly, we reviewed the campuses' use of regular meetings with relevant parties and their use of emergency mass notification systems. We compared the campuses' safety operations to criteria provided by federal agencies.

Why We Looked At This

We reviewed the campus safety operations at each of the co-located campuses in order to determine if there were any areas for improved efficiency or operational effectiveness. We also conducted analyses to see if the co-located partners could further collaborate on their existing safety policies and procedures.

What We Found

Each co-located campus has provisions in place for campus security and safety. We found that there is no specific criteria for establishing the proper type or level of staffing for campus safety operations and so we were unable to compare any individual institution to existing best practices. Because of this, we did not issue a recommendation related to the campus security staffing used at any co-located institution. However, the Community Oriented Policing Services (COPS)[33] group within the United States Department of Justice (DOJ) outlines a variety of factors institutions should consider when determining the proper staffing model. These factors include the type of institution, student population, number of buildings, the extent of on-campus housing, days and times of classes, overall campus size, and an institution's expectations.

We found that the majority of the co-located campuses do not hold regular meetings to discuss campus safety policies and procedures. We identified one recommendation and one issue for further study which may assist the institutions in improving their campus safety operations:

- **Recommendation 14:** Institutions of higher education are responsible for communicating important safety messages to staff and students along with being prepared for emergencies. While each institution has its own campus safety considerations, co-located partners should hold regular, formalized, standing meetings which include all relevant members of the campus and local communities, particularly first responders. These meetings should be held to discuss shared campus safety needs, concerns, and potential solutions and develop specific plans for communication needs during an emergency event.

[33] COPS is responsible for advancing the practice of community policing by the nation's state, local, territorial, and tribal law enforcement agencies through information and grant resources.

- **Issue for Further Study 3:** Emergency mass notification systems are a common element of campus safety used by higher education institutions. These systems are capable of sending alert messages to a set list of contacts for a wide range of events from weather advisories to active aggressor situations. Each co-located institution has its own alert system, separate from its campus partner, with the exception of the Newark and Marion campuses.

  Because many of the co-located institutions have separate alert systems, there is a potential for students on co-located campuses to only be enrolled in one of the two systems present on the campus. This could lead to a delay in communication to those students if they are in a building that the other campus partner is responsible for when an incident occurs, during which immediate information is needed. To assist with adequate ongoing coverage and to better ensure that each co-located campus partner's expectations and needs are met, each institution and campus partner should evaluate their policies and procedures regarding emergency mass notification systems and include this as a topic for discussion during their regularly scheduled campus safety meetings.

Recommendation 14: Hold Regular Meetings to Discuss Campus Safety

Institutions of higher education are responsible for communicating important safety messages to staff and students along with being prepared for emergencies. While each institution has its own campus safety considerations, co-located partners should hold regular, formalized, standing meetings which include all relevant members of the campus and local communities, particularly first responders. These meetings should be held to discuss shared campus safety needs, concerns, and potential solutions and develop specific plans for communication needs during an emergency event.

Impact

A lack of regularly scheduled meetings to discuss campus safety operations puts institutions at risk of experiencing consistent communication delays with their co-located partners. Institutions also limit their ability to collaborate and share information when meetings are not held, thus not providing ample opportunities for each institution to express its needs and expectations.

Methodology

We interviewed officials from each co-located institution to gain an understanding of their operations regarding campus safety. An area of particular focus in our interviews was the frequency of meetings held between co-located partners to discuss campus safety. We identified how many of the campuses have regular, standing meetings, and then compared the results to criteria related to planning and meeting needs for educational institutions.

Analysis

Of the seven co-located campuses, three hold regular meetings for campus safety personnel: OU-Zanesville and Zane State; OSU-Newark and COTC; and OSU-Lima and Rhodes State. These meetings occur at varying levels of frequency, from bi-weekly to quarterly. While some meetings are used to discuss general campus safety issues others are held with the specific purpose of discussing and planning for a specific campus event and therefore, do not encompass the overall operations or expectations of each co-located partner. Further, these meetings do not always include all relevant parties, such as first responders.

Both the DOJ and DHS have published materials relevant to school safety. Within the DOJ, the COPS working school safety group published a report titled "Ten Essential Actions to Improve School Safety." Coordination with first responders is listed as one of the essential actions. According to the report:

> "Advanced planning and joint training are essential to ensure the response is rapid and effective. Achieving this level of coordination will require an even more deliberate and intentional approach by administrators in schools without an SRO

(School Resource Officer), where police services are primarily rendered by a state or local law enforcement agency."

DHS issued a fact sheet to assist organizations in preparing for an incident or an attack. The first two steps on the fact sheet are connecting and planning. These steps involve developing relationships with the local community and developing a plan in which all relevant stakeholders, such as first responders, are included and informed.

Conclusion

Less than half of the co-located campuses indicated they hold regular, standing meetings to address campus safety issues which include representatives for both institutions as well as local first responders. Holding regular, formal meetings to discuss campus safety operations will allow co-located partners to address common concerns and meet common needs more effectively.

Issue for Further Study 3: Evaluate Policies and Procedures Regarding Mass Notification Systems

Emergency mass notification systems are a common element of campus safety used by higher education institutions. These systems are capable of sending alert messages to a set list of contacts for a wide range of events from weather advisories to active aggressor situations. Each co-located institution has its own alert system, separate from its campus partner, with the exception of the Newark and Marion campuses.[34] There is significant variation in each institution's number of contacts, method for enrolling and removing contacts from the system, and relationship to its respective campus partner in this regard.

Because many of the co-located institutions have separate alert systems, there is a potential for students on co-located campuses to only be enrolled in one of the two systems present on the campus. This could lead to a delay in communication to those students if they are in a building that the other campus partner is responsible for when an incident occurs, during which immediate information is needed.

To assist with adequate ongoing coverage and to better ensure that each co-located campus partner's expectations and needs are met, each institution and campus partner should evaluate their policies and procedures regarding emergency mass notification systems and include this as a topic for discussion during their regularly scheduled campus safety meetings (see **Recommendation 13**). In doing so, institutions should consider the policies and procedures regarding system enrollment, desired levels of coordination with co-located campus partner institutions, methods of communication delivery, and redundancies for who can initiate messages to be sent.

[34] Both Marion Tech and COTC use OSU's Buckeye Alert System. This system allows alerts to be sent to either institution on the co-located campus or both institutions

Facilities Management

Facilities management encompasses all elements of maintaining campus grounds, facilities, and equipment. We analyzed facilities staffing and cost share agreements for each of the co-located institutions to determine whether there were any areas for improved efficiency. Although this section did not result in a recommendation, we did gain further insight into cost share agreements and the results of ending a cost share agreement through a detailed analysis of OU-Zanesville and Zane State (see **Facilities Management: A Case Study**).

Background

Of the seven co-located campuses, four have a cost share agreement covering all areas of facilities management, which includes facility operations, grounds, building maintenance, custodial services, utilities, and public safety (see **Campus Safety**). Facility operations includes the administrative office positions that oversee the other areas within physical facilities operations.

Much like in **Campus Safety**, the agreements identify various methods by which costs are divided between the institutions. The following are the methods used by each institution with a cost share agreement that includes facilities management:

Grounds, Building Maintenance, Custodial, and Utilities

Campus	FTE Campus Factor	Assigned Square Feet Basis
OSU-L / RSC		✓
OSU-Mar / MTC	✓	✓
OSU-Man / NCSC		✓
OSU-N / COTC	✓	

Source: Co-located Institutions

Facility Operations

Campus	FTE All Enrollment Factor	FTE Campus Factor	Assigned Square Feet Basis
OSU-L / RSC			✓
OSU-Mar / MTC		✓	✓
OSU-Man / NCSC			✓
OSU-N / COTC	✓		

Source: Co-located Institutions

Staffing

Each of the co-located institutions has individuals that are responsible for facilities management. These employees may either be obtained through a third-party vendor, hired directly by an institution, or shared with a partner institution through a cost share agreement. The staffing structure for each institution's custodial staffing is outlined below as an example:

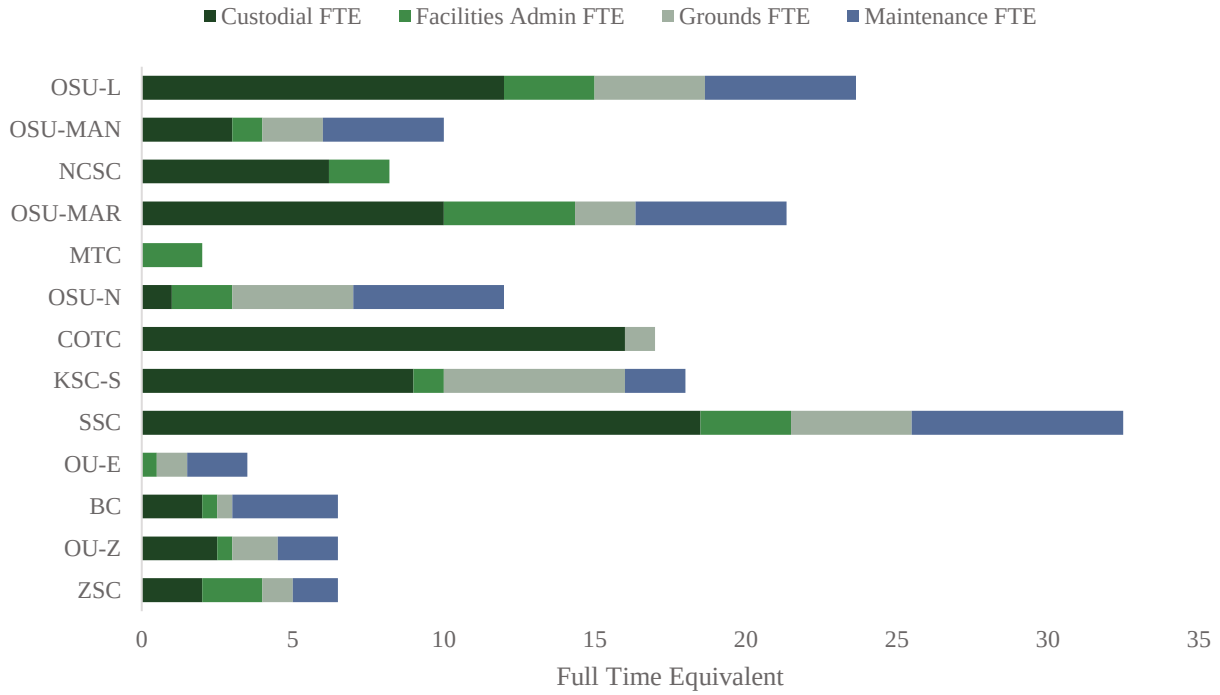
Custodial Staff Employment Type by Institution

	Third Party Vendor	Institution Employees	Cost Share Agreement
OSU-L		✓	
Rhodes State			✓
OSU-MAN		✓	
NCSC		✓	✓
OSU-MAR		✓	
Marion Tech			✓
OSU-N	✓	✓	✓
COTC	✓	✓	✓
KSU-S		✓	
Stark State		✓	
OU-E	✓		
Belmont		✓	
OU-Z		✓	
Zane State		✓	

Source: Co-located Institutions

Facilities staffing is comprised of custodial, maintenance, grounds, and administrative positions. Overall, custodial positions comprise nearly half of all facilities management positions at the co-located institutions.

Staffing Count at Co-located Campuses



Source: Co-located Institutions

Note: Rhodes State College's facilities staff is covered by OSU-L.

As shown above, variation exists in the number of overall FTEs as well as the number of FTEs in a specific position. Additionally, the duties performed by each position vary. Some of the institutions' collective bargaining agreements (CBAs) limit the duties performed by each position. In general, jobs covered by a CBA are grouped such that all positions with similar duties and responsibilities are described by the same title and pay range. Often, these types of classifications can limit they type of work an individual is allowed to do. For example, a staff member may be unable to hang items on the wall and instead would require the assistance of specified maintenance staff. Institutions without CBAs may have employees serve as generalists who perform tasks in all areas of grounds, maintenance, and custodial services.

What We Looked At

Current cost share agreements were reviewed to understand the extent of facilities management sharing between the campuses. Staffing levels in the areas of custodial, maintenance, grounds, and administration duties were then assessed to find the area that makes up majority of the facilities operational staff. Because custodial staff makes up nearly half of all FTEs for all the co-located institutions, we analyzed staffing levels to identify any benefit of additional sharing amongst co-located partners.

Multiple custodial staffing-related analyses were conducted in order to compare the co-located campuses that cost share for custodial services to the individual institutions and combined co-located campuses that do not. The FY 2021 annual cost for custodial services per square foot, inclusive of salaries and benefits, or cost of contract, was also analyzed for each institution. The contracts for custodial services apply mostly to staff and the institutions in general are expected to supply the equipment and supplies. The analysis focused on costs associated with staffing only for an appropriate comparison between in-house and contracted staff.

Why We Looked At This

Cost share agreements for co-located institutions are unique in nature. All higher education institutions with a campus have facilities and associated plant operations which can be costly. The close proximity of the co-located institutions may provide opportunities for collaboration and cost-sharing of facilities operations. Lastly, since salaries and benefits are one of the largest cost categories for facilities operations, we wanted to review each institution's facilities staffing

What We Found

In terms of custodial staffing cost per square feet, there was wide variation in each of the models, and none could be deemed more efficient than the others. Further, in regards to the custodial staffing models, no staffing model was determined to be a best practice. The staffing models we reviewed included those with cost share agreements and those without, as well as in-house and contracted staff, or a combination of the two. Also, combining the custodial staff at the co-located campuses would not improve the amount of square footage cleaned per FTE for both institutions and so sharing would not be mutually beneficial. The metric of cleanable square feet per custodial FTE is meant to reflect a level of custodial services. The smaller the area a custodian is responsible, the higher the attention to detail and level of service. A higher level of service is more costly to provide as more staff is required to achieve these standards. Overall we found variation regarding cleanable square feet per FTE when assessing institutions individually as well as assessing each campus as a unit. Further, custodians are responsible for cleaning more square feet than the benchmark in every case.[35] One institution employs their own custodial staff as well as cost shares the staff with the co-located partner on campus. The area each is responsible for shows a significant difference in cleanable square feet per FTE. The variability in custodial staffing models supports the need for routine communication regarding cost share agreements. This communication should cover both the desired levels of service on campus as well as annual costs.

Conclusion

There is variability in how facilities management services are provided at each of the co-located campuses. Contracted custodial services are not currently used at many of the institutions;

[35] APPA

however, those that that do are aligned with the costs of in-house staff at other institutions. There is no clear indicator on which operating model for custodial services is best. For co-located campuses with cost share agreements, it is important to have routine communication to ensure agreements are actively managed and that the needs of the organizations are being met. Active management and communication will allow institutions to stay on top of rising costs of service and to monitor the level of service received to avoid future potential pain points.

Facilities Management: A Case Study

OU-Zanesville and Zane State previously shared facilities management services including staffing, operational, and equipment costs. Effective July 2020, OU-Zanesville and Zane State ended the facilities management portion of their cost share agreement.[36] Under the prior agreement, facility management activities were conducted by employees of OU-Zanesville; however, all costs related to facilities staffing, operations, and utilities were split evenly between the two institutions. Zane State has had declining enrollment and made the decision to downsize and move staff from its Cambridge building to its Zanesville campus. In doing so, the institution determined that employing general facilities positions would be preferable to using OU staff that fell under collective bargaining agreements with very specific position descriptions and job functions. Zane State felt that it would reduce facility management expenditures by using the generalist positions.

What We Looked At

Because OU-Zanesville and Zane State ended the facilities management portion of their cost share agreement effective July 2020, we were presented with the opportunity to conduct a comparative case study. This case study was conducted to determine if there was any identifiable benefit to sharing facilities management operations or providing them separately. We reviewed facilities management financial data both pre and post separation. Additionally, we reviewed the assets being divided and equipment and building needs as a result of the separation along with staffing levels and responsibilities.

Why We Looked At This

OU-Zanesville and Zane State ending their cost agreement resulted in many changes for both institutions. This provided a unique opportunity to see the impacts of ending a shared services arrangement.

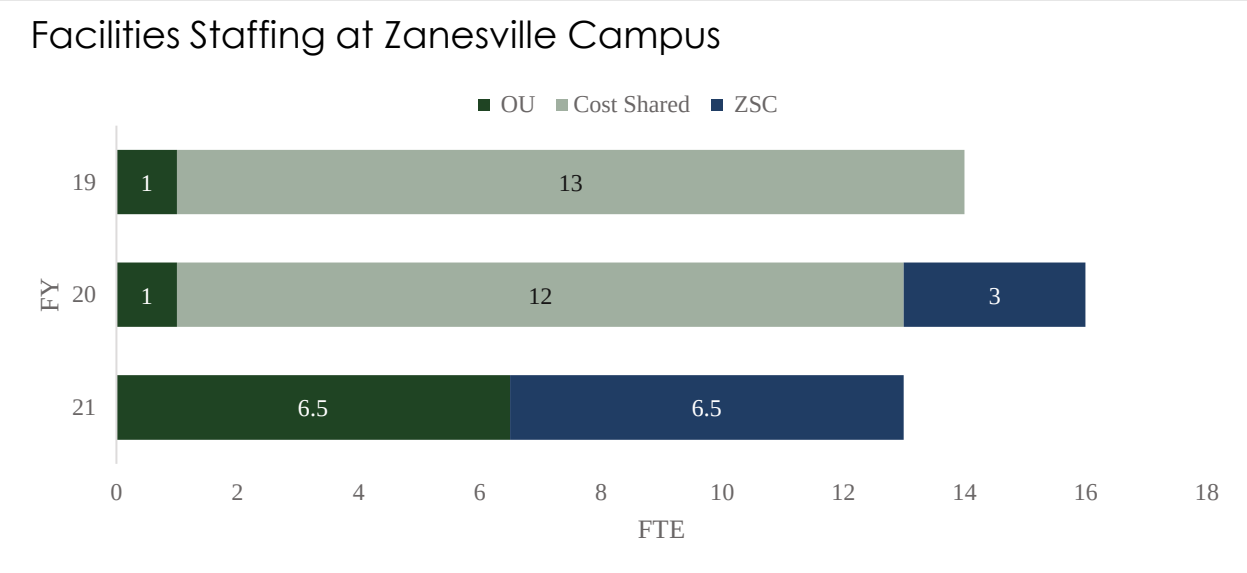
What We Found

When analyzing facilities operations expenditures for OU-Zanesville and Zane State, we took a three-year historical average (FY 2018 to FY 2020) and compared it to each institution's FY 2021 spending, which is the first year of operation after the separation. Overall, both institutions saw a decrease in expenditures since they stopped sharing the facilities management function. The total FY 2021 facilities operations expenditures for OU-Zanesville were approximately $930,000 which was roughly $92,000 less than the previous three fiscal years' average. The total FY 2021 facilities operations expenditures for Zane State were approximately $1.3 million which

[36] While the institutions ended their facility management cost share agreement, they maintain a cost share agreement for campus safety and library services.

was roughly $229,000 less than the previous three fiscal years' average. Through a reorganization and reduction of staff, both institutions experienced a significant decrease in salaries and benefits expenditures. Zane State was also able to eliminate their cleaning contract at non-shared buildings by utilizing in-house staff under their new model, contributing to additional savings.

The last year reflective of complete sharing of staff was FY 2019 as FY 2020 represents sharing along with additional hiring in preparation of the transition to the non-cost-sharing model. In FY 2019, OU-Zanesville was paying for half of the 13 shared FTEs, plus one OU-Zanesville specific employee, for a total of 7.5 FTEs. Zane State was paying for the other half of the 13 shared FTEs only. In FY 2020, 12 FTEs were cost shared by both institutions, 1 FTE was paid by OU-Zanesville and 3 FTEs were paid by Zane State for the last year of the cost-share agreement. In FY 2021, after ending the cost share agreement, OU-Zanesville and Zane State restructured and paid for a total of 6.5 FTEs each.



OU-Zanesville and Zane State shared both physical facilities space and equipment, particularly the maintenance building. Equipment use and ownership was split evenly. In December 2020, an appraiser was hired to split shared assets between the institutions. In order for one of the institutions to own a once shared asset, such as a vehicle, they paid half of the appraised value to the other institution. As a result of the asset division, both institutions had to replace equipment that was once shared. The Cost of Lost Equipment row in the following chart indicates the cost, based on the appraised value, to replace the equipment. The following chart shows the financial impact of splitting assets for both institutions.

Net Gain/Loss from Splitting Assets

	OU-Zanesville	Zane State
Cost of Appraiser	($250)	($250)
Cost to Obtain Shared Assets	($53,770)	($27,948)
Cost of Lost Equipment	($32,370)	($2,453)
Cash from Shared Equipment	$27,948	$53,770
Net Gain/Loss	($58,442)	$23,119

Source: OU-Zanesville & Zane State

While operations have separated between the institutions, maintenance building solutions remain unresolved. Zane State, as owner of the maintenance building and to allow OU-Zanesville time to find alternative space for their equipment, continues to make a portion of their maintenance building and exterior storage area available to OU-Zanesville. As a result, Zane State has no additional space needs, particularly once OU-Zanesville vacates the space. During the course of this audit, OU-Zanesville evaluated space needs for its maintenance operations but has not yet determined a final cost or time frame. Some options that were proposed in March 2021 cost up to $440,000 but were determined to be infeasible, so less desirable but less expensive options are being explored.

Conclusion

Multiple factors contributed to the financial differences which occurred as a result of OU-Zanesville and Zane State ending their facilities management cost share agreement. While both institutions appear to have realized initial savings, OU-Zanesville is considering options to house its maintenance operations separate from Zane State's maintenance building. The costs associated with constructing a new building and maintaining it year-round may offset part or all of the savings realized as a result of the separation. Therefore, the financial impact may be mutually beneficial to both institutions or may be beneficial to only one institution.

The results of this case study illustrate the complicated nature of separating once shared facilities management operations. As such, the results may not be applicable to all co-located campuses as the division of assets and building needs would vary among the co-located campuses due to the unique settings of each institution. Overall, staffing arrangements, whether shared or not, must be flexible to the changing needs of the institutions they serve, and should be actively managed.

Staffing

An organization's employees are generally one of the more costly aspects of doing business. Individuals who perform the core work of an organization's mission and goals, and individuals who are hired into support or management positions both require salaries, benefits, paid time off, training, and other forms of compensation. When seeking to increase operational efficiency and reduce expenditures, staffing is oftentimes an area where changes can be made. In the fall of 2021, employees at the co-located institutions served approximately 37,000 total students. Meeting the needs of this many students is an important undertaking. Sharing personnel between the regional campus and community college on the co-located campuses could produce financial savings and improve the quality of services received.

Background

Co-located institutions share employees to varying degrees with the exception of the St. Clairsville campus. Cost share agreements between institutions detail the shared positions as well as the method for splitting the associated costs.

Every fall, the co-located institutions are required to report staffing data to ODHE. The data is organized by work categories from IPEDS and by employee type. The following are the work categories:

- Faculty and Instruction, Research, Public Service;
- Executive, Administrative, and Managerial;
- Clerical and Secretarial;
- Computer, Engineering, and Science;
- Other Professionals;
- Graduate Assistants;
- Librarians, Library Techs, and Archivists;
- Healthcare Practitioners and Techs;
- Service and Maintenance; and,
- Sales.

Employee type, as defined by ODHE, is organized as follows:

- Full-time (11/12 months);
- Full-time (9/10 months); and,
- Part-time (Includes adjunct and graduate assistants).

Cost-shared positions are reported to ODHE by the employer of record, which is often the regional campus. As such, the community college with which the regional campus is sharing a position does not report the position.

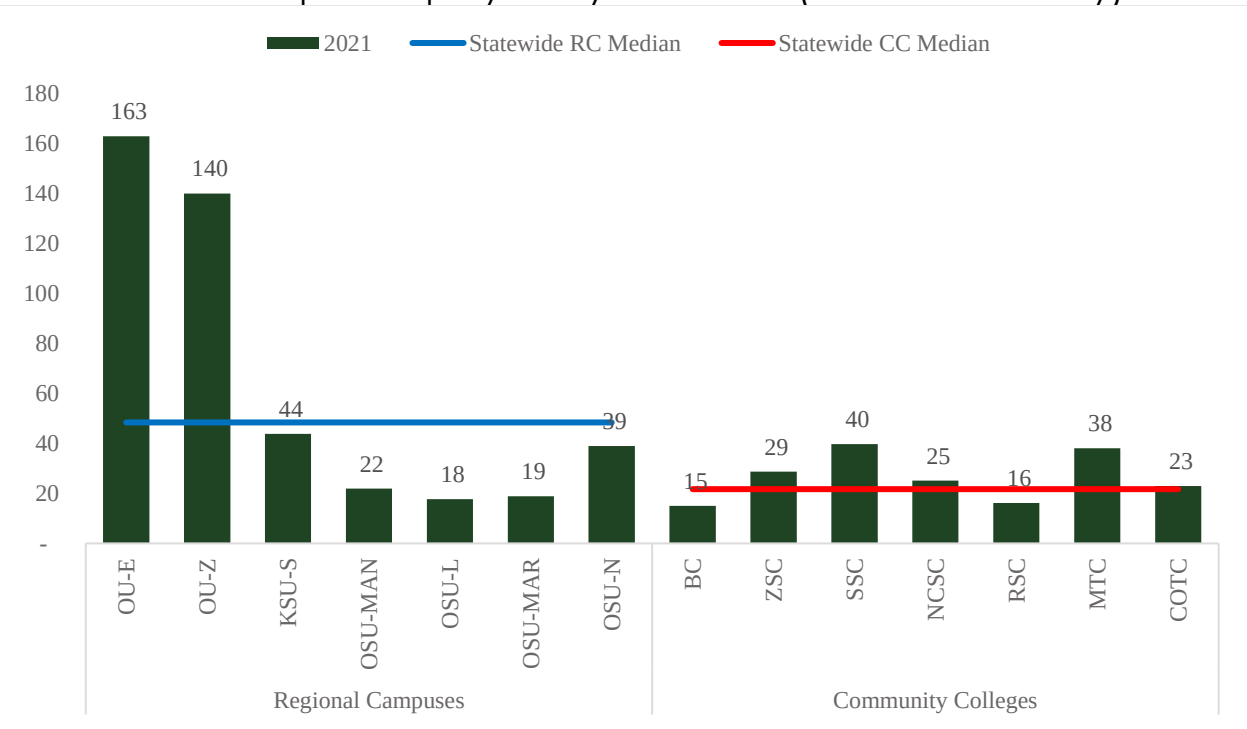
Regional campuses are part of their respective parent university. While all universities manage and support their regional campuses, the methods they use may vary. For example, OU began implementing its Regional Higher Education (RHE) model in 2018 with the purpose of centralizing academic and operational administration under its main campus in Athens. This resulted in staffing reorganization which shifted some positions from the regional campuses to the main campus while other positions were eliminated. As such, the positions reported to ODHE by OU for its Eastern and Zanesville campuses only reflect those positions directly assigned to the respective campus and do not include RHE personnel or other OU main campus employees who support the regional campuses as part of their regular duties.

What We Looked At

We received staffing data for fall of 2021 and historical years going back to fall 2012 encompassing work categories and employee types for each of the co-located institutions. We then conducted multiple analyses to determine if any opportunities exist for co-located partners to share staff. We also reviewed the data to identify staffing trends or best practices across the co-located campuses and compared to other community colleges and regional campuses in Ohio.

The following chart shows the students per employee by co-located institution, excluding faculty and instruction employees because no campus shares these positions, along with the statewide median for community colleges and regional campuses, excluding the co-located institutions.

Students Served per Employee by Institution (excludes Faculty)

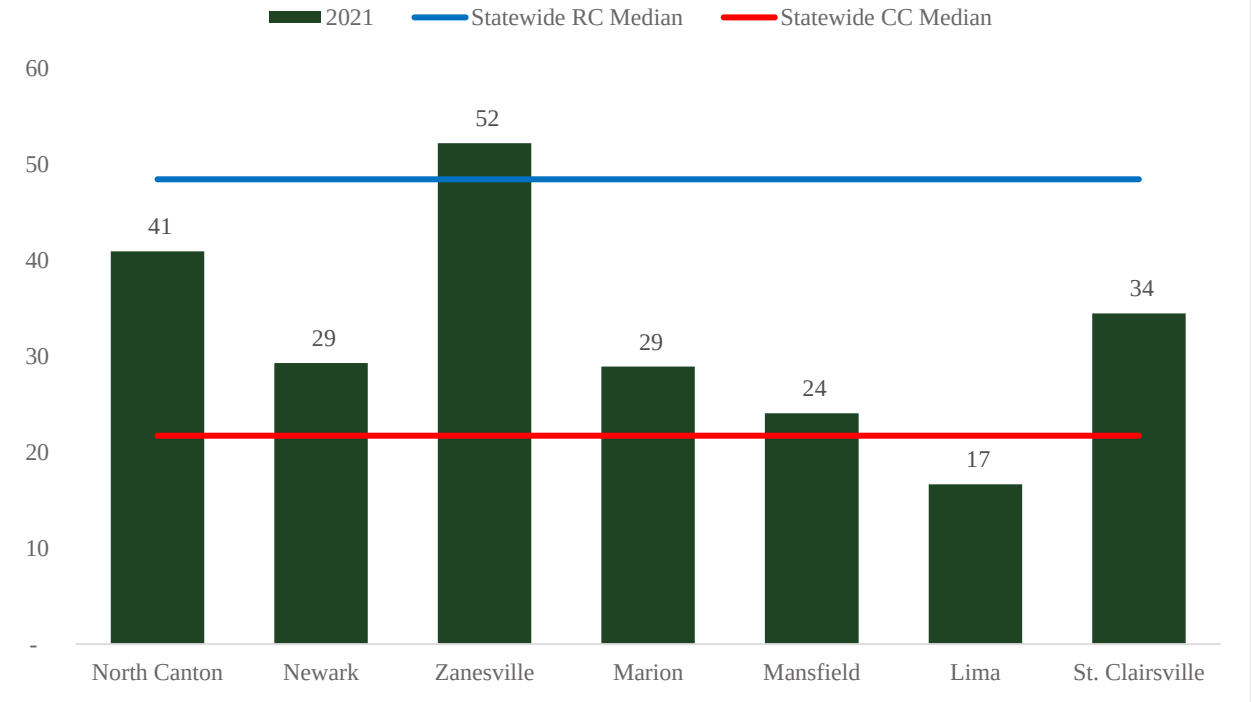


Source: ODHE

As shown above, five of the co-located regional campuses are below the regional campus median of 48 students per employee. This includes the four locations with an OSU regional campus partner. The OSU regionals are the employer of record for most of the cost-shared personnel on their co-located campuses which means they report the cost-shared employees and not their community college partner.[37] As a result, the OSU regional campuses are reporting employees who serve both institutions on their co-located campuses, thereby increasing the number of employees they report and reducing the number of students served per employee relative to their community college partners. Additionally, OU-Zanesville and OU-Eastern serve more students per staff, possibly due to using the RHE model. Most of the co-located community colleges are above the community college median of 22 students per staff.

The following chart will show the same data as above by campus in order to account for shared positions among institutions at a particular campus. The data is sorted left to right by the overall student population headcounts at each respective campus, with North Canton having the most and St. Clairsville having the least.

Students Served per Employee by Campus (excludes Faculty)



Source: ODHE

As shown above, only the Zanesville campus exceeds the regional campus median, while all campuses except Lima exceed the community college median. Considering the data is sorted left

[37] OSU-Newark splits the cost-shared position of record between OSU-Newark and COTC.

to right with respect to student headcount, with the exception of the two campuses with an OU presence, campuses are less efficient on a students served per employee basis when fewer students are being served, indicating that there are efficiencies gained through scale—that is, the more students on a campus, the greater the opportunity for efficiency.

Why We Looked At This

Efficiently using staffing resources can positively impact an institution's finances and the quality of service offered to students. Although co-located partners operate under individual Boards of Trustees and independently from one another, due to their proximity, they have the unique opportunity to share employees to keep the cost of education low for their students.

What We Found

Our analysis found much variation in the amount of sharing between co-located institutions and the number of students served per employee. Even when considering different sharing approaches, no clear trend or best practice was identified (see **Appendix E** for additional analysis). However, the current staffing arrangements on the campuses indicate that personnel sharing is feasible in some situations. As such, our analysis resulted in one recommendation:

- **Recommendation 15:** The co-located institutions should continue to assess their current and future staffing needs and consider sharing employees with their co-located partner where feasible. The institutions should also consider cost-sharing opportunities with their co-located partner when hiring for new positions or when a position is difficult to fill or in demand. Sharing employees could assist institutions in achieving cost efficiencies, particularly in light of declining enrollment at most co-located institutions. Ultimately, keeping operating costs low helps keep the cost of education lower for students.

Recommendation 15: Explore Additional Opportunities for Cost-Sharing of Staff

The co-located institutions should continue to assess their current and future staffing needs and consider sharing employees with their co-located partner where feasible. The institutions should also consider cost-sharing opportunities with their co-located partner when hiring for new positions or when a position is difficult to fill or in demand. Sharing employees could assist institutions in achieving cost efficiencies, particularly in light of declining enrollment at most co-located institutions. Ultimately, keeping operating costs low helps keep the cost of education lower for students. Impact

Employing cost shared staff, particularly positions that are hard to obtain or for which a full-time position is not necessary at each institution, would assist institutions in achieving cost efficiencies. Reduced operating costs could, in turn, help reduce the cost of higher education for students.

Background

How personnel is shared on each co-located campus varies. The following are examples of how the partner institutions on each campus share staff:

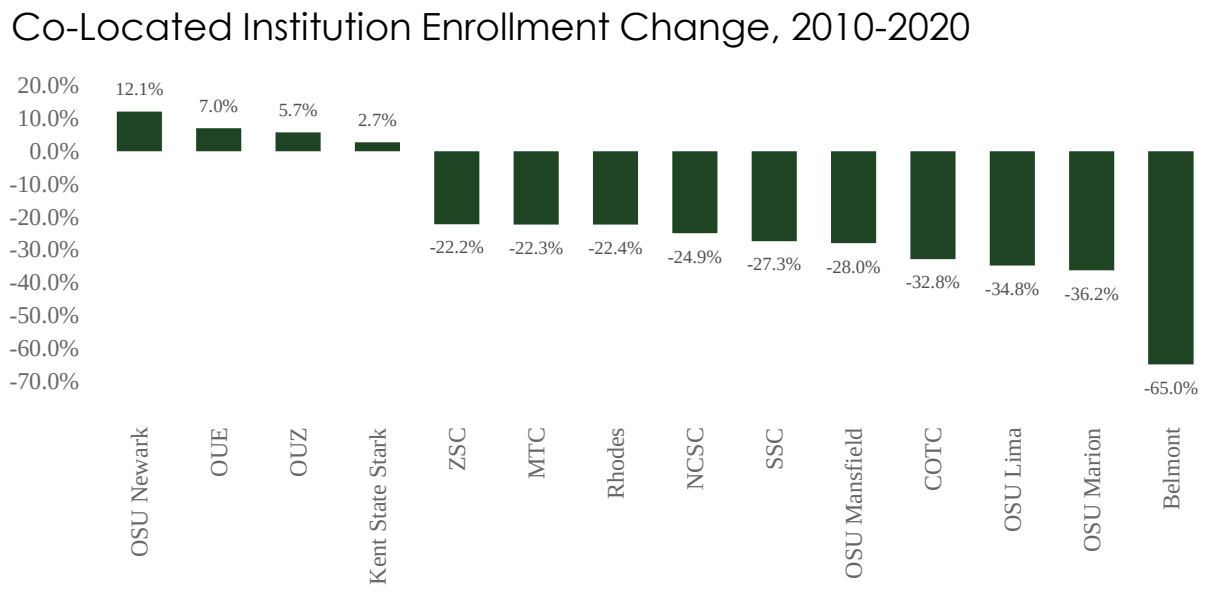
Shared Staff at Co-Located Campuses

	Library	Facilities	Campus Safety	Student Life	Bookstore	Student Center	Other		
Lima		✓		✓	✓				
Mansfield		✓		✓	✓	✓	✓		
Marion		✓		✓	✓	✓			
Newark		✓		✓	✓	✓		✓	✓
North Canton		✓							
St. Clairsville									
Zanesville		✓		✓					

Source: Co-located Institutions

Note: Other represents areas not listed in the prior columns including key leadership positions.

Most of Ohio's higher education institutions have been declining in enrollment in the decade following the 2008 recession, as shown below. The co-located campuses have been no exception, with all but four experiencing decreases from 2010-2020.



Source: IPEDS

OSU-Newark, OU-Eastern, OU-Zanesville and KSU-Stark have seen minimal change during the time period examined, however the remaining co-located institutions have seen more rapid decreases in enrollment. Belmont, for example, decreased its student headcount by 65 percent in just 10 years. With institutions serving these students through staffing, the ability for institutions to adapt was examined.

Methodology

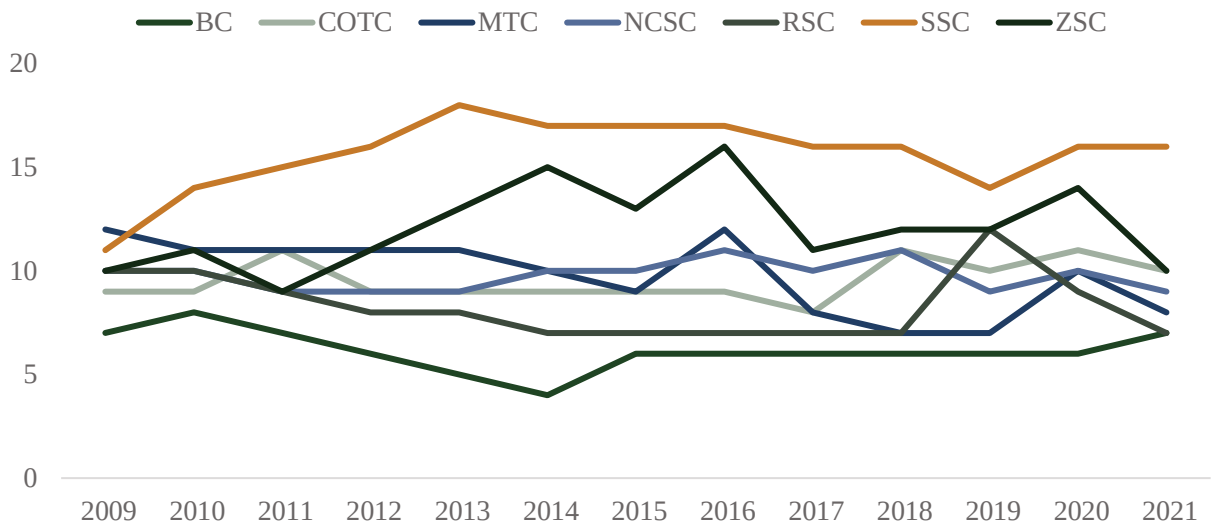
We reviewed the cost share agreements for six out of the seven co-located campuses that share employees. Belmont and OU-Eastern do not have a cost share agreement. We then interviewed each institution regarding the employees shared with its co-located partner to determine opportunities and barriers to increase sharing.

Analysis

To determine how the co-located institutions adjust employee levels in response to changes in student enrollment, we reviewed each co-located institution's total employees relative to its student headcount enrollment for fall 2012 to fall 2021.

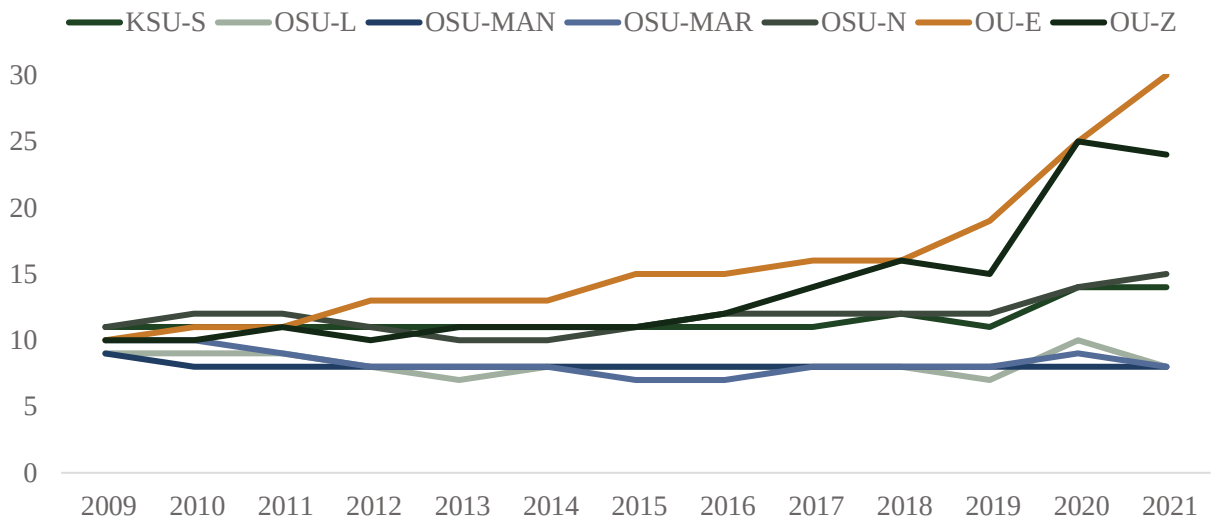
Students Served per Employee by Institution, 2012-2021

Community Colleges



Source: ODHE

Regional Colleges



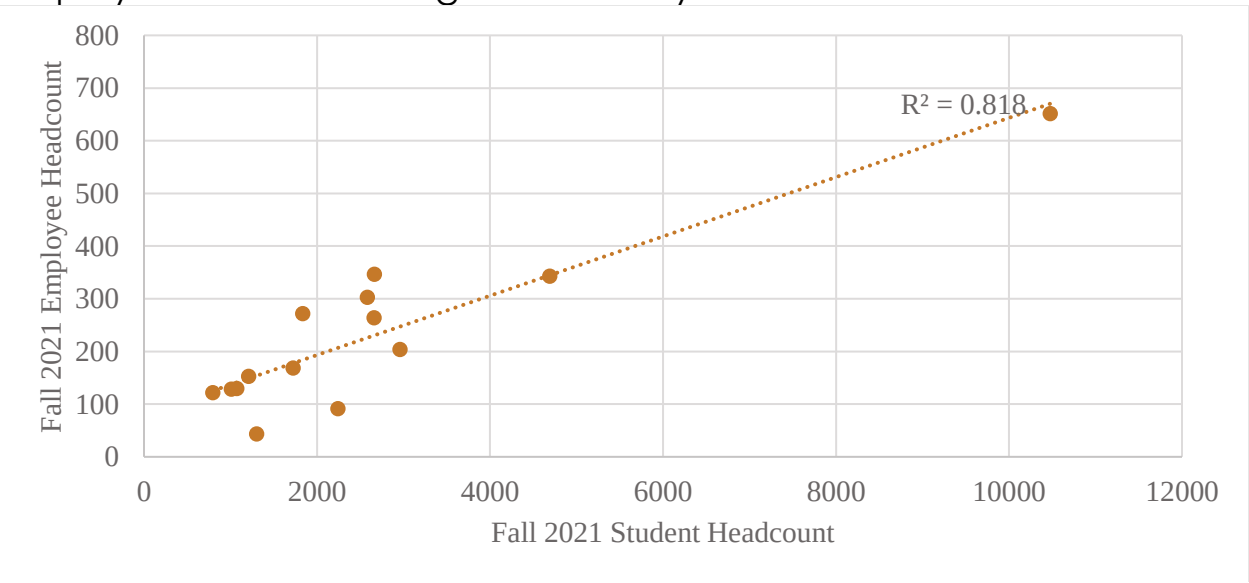
Source: ODHE

Overall, institutions appear to be adjusting employee levels relative to changes in enrollment. This is evident in the relative flatness of the lines, showing the students served per employee ratio remaining relatively constant over a 10-year analysis. OU-Zanesville and OU-Eastern saw a

climb in students served per employee beginning in 2018 with the implementation of their RHE model. Additionally, Stark State, which has the highest student enrollment, consistently serves more students per employee than the other institutions while Belmont, which has the lowest student enrollment, consistently serves the fewer students per employee.

To understand the impact of student enrollment on overall staffing levels, we completed a linear regression analysis looking at all employees for fall 2021. A linear regression analysis finds the line that most closely fits the data, which is a form of estimating the relationship between one variable and another. The output, known as the r-squared value, can be in the form of a percentage, and this percentage represents the amount of variation in employee headcount that can be explained by a certain variable while holding any other variable constant. For example, an r-squared value of .55 indicates that X explains 55 percent of the variation of Y within the data set examined. The following chart illustrates the relationship between student headcount and employee headcount for the fall 2021 semester.

Employee to Student Regression Analysis



Source: ODHE

As shown in the chart, the regression analysis calculated an r-squared value of 0.81 indicating that student headcount explains 81 percent of the variation of employee headcount. This is a strong relationship between the number of students and number of employees. Specifically, the more students an institution has, the more employees it has. However, half of the co-located institutions are above or below the trend line. This is a further indication of the variation previously mentioned. If co-located institutions are unable to achieve efficiency through scale on their own, they have the ability to gain it by collaborating or sharing with their co-located partner.

Our analysis showed that the co-located institutions have generally adjusted employee levels in response to declining student enrollment. However, sharing employees provides an option for the institutions to adjust employee levels without eliminating services or add positions for which each institution has a need, but cannot justify the position as full-time. During the course of this audit, OSU-Newark and COTC added a Chief Diversity Officer/Diversity, Equity, and Inclusion Director position. This position was intentionally created to be a cost-shared position between the two institutions.

Further, we identified in the **Information Technology** section that the co-located institutions have an unmet need related to the CISO position because it is an in demand and costly position. Sharing a CISO is one option the co-located institutions should consider to meet this need.

Conclusion

Although the amount of existing employee sharing varies, six of the seven co-located campuses share employees in some capacity. The need for and extent of sharing may be impacted by each co-located campus' student enrollment. In order to maximize the opportunity for efficiency through scale, particularly at smaller institutions, institutions should assess their current and future employee needs and consider sharing employees with their co-located partner where feasible, resulting in more available services to students at reduced cost.

Client Response Letters

Audit standards and AOS policy allow clients to provide a written response to an audit. The following letters were submitted by the institutions at each co-located campus. Throughout the audit process, staff met with officials from these colleges and universities to ensure substantial agreement on the factual information presented in the report. When clients disagreed with information contained in the report and provided supporting documentation, revisions were made to the audit report.

THE OHIO STATE UNIVERSITY

Office of Academic Affairs

203 Bricker Hall
190 North Oval Mall
Columbus, OH 43210

614-292-5881 | oaa.osu.edu

September 2, 2022

Lori L. Gabet
Senior Performance Project Manager
Auditor of the State Keith Faber
88 East Broad Street
Columbus, Ohio 43215

Dear Lori,

Thank you for the opportunity to provide a response to the recommendations provided in the draft Co-located Campus Performance Audit. Each of us at The Ohio State University appreciate the significant body of work completed, detailed analysis and thoughtful recommendations offered in the report. Based upon on our positive working relationships on all four of our campuses, we fully anticipate making progress on the recommendations noted in the report.

The Ohio State University is providing a consolidated response for our regional campuses. Overall, the recommendations align with the relationships we continue to build with our co-located partners, and we look forward to optimizing our processes and strategies so that we may continue to provide a high quality, accessible, and affordable educational experience.

The following represent brief observations for each recommendation.

Recommendation 1: Ohio State is committed to working collaboratively with our co-located partners on articulation agreements between overlapping programs.

Recommendation 2: Ohio State will work to ensure that our websites are up to date with current articulation agreements.

Recommendation 3: Ohio State will continue to work with our co-located partners where we have shared spaces to ensure we are maximizing use. Further, for those spaces solely occupied by Ohio State, we will continue to work towards ensuring we are using those spaces to their fullest extent, recognizing that this may be the case, already. We agree on the need to continually evaluate all space in collaboration with our co-located partners.

Recommendation 4: Ohio State will work to ensure all data submitted to ODHE is up-to-date and accurate with respect to building and space inventories.

Recommendation 5; Recommendation 6; Recommendation 7; Recommendation 8; Recommendation 9; Recommendation 10; Recommendation 11: The IT recommendations are currently in scope as part of the existing work and support that The Ohio State University central offices provide to the Ohio State co-located regional campuses.

THE OHIO STATE UNIVERSITY

Recommendation 12: Ohio State will work with each of our co-located institutions and our Columbus-based libraries leadership to determine most appropriate strategies to track library usage, recognizing that library resources and space continue to evolve in terms of how students interact with and use them.

Recommendation 13: Ohio State believes high quality academic advising services are critical to a student's success to continue to persist towards their desired degree completion in a timely manner. Our staff will meet regularly with our co-located partners to ensure timely and effective communication and information sharing in support of our students.

Recommendation 14: Ohio State staff is committed to regular and ongoing meetings with our co-located partners, local communities, including first responders relative to shared campus safety needs, concerns, potential solutions, and communication needs during emergency events. Additionally, we share mass alert systems on two of our campuses with our co-located partners (OSU Marion and OSU Newark) and will evaluate policies and procedures regarding emergency mass notification systems during regularly scheduled campus safety meetings as well as consider policies and procedures regarding system uses.

Recommendation 15: Ohio State is committed to the cost-share agreements that are in place on each campus and believes it important to continue to identify areas to further collaborate. These are ongoing discussions at the leadership level of each campus and will continue.

Again, thank you for the opportunity to provide this response letter. We look forward to continuing the very positive and productive relationships that we have with our co-located partners as we both serve our communities and provide access to high quality educational experiences.

Sincerely,

Ryan J. Schmiesing, PhD
Sr. Vice Provost, External Engagement
Office of Academic Affairs
The Ohio State University

cc: Melissa Gilliam, Kris Devine, Gates Garity-Rokous, Courtney Sanders, Greg Rose, Tim Rehner, Bill MacDonald, Eric Anderman

RHODES STATE COLLEGE

OFFICE OF THE PRESIDENT

September 1, 2022

The Honorable Keith Faber
Auditor of State
88 E. Broad Street
Columbus, OH 43215

Dear Auditor Faber:

On behalf of myself and the Rhodes State College Board of Trustees I want to thank you and your audit team, led by Lori Gabet, for all of the work on the *Co-located Campuses Performance Audit*. Throughout the audit process the professionalism and accessibility of the audit team was exceptional. Scheduled meetings were particularly beneficial in gaining an understanding of the data analysis.

Additionally, we are pleased to have the opportunity to review and comment on the *Performance Audit Draft Review*. We have reviewed the draft and, as requested, have provided responses to the recommendations in a separate document.

Overall, we found the findings of the report to be particularly timely for Rhodes State College, as we were currently working toward improved efficiency and effectiveness of the audited operational areas. It is worth acknowledging that while all co-located institutions have varying degrees of collaboration, cost-share agreements and a variety of operational structures, Rhodes State and Ohio State Lima were already working together on several key recommendations identified within the audit. We are looking forward to advancing our efforts and are committed to working cooperatively to incorporate the recommendations into our relevant policies, strategies, and procedures at the highest level feasible.

Again, thank you and the audit team for this undertaking.

Respectfully,

Cynthia E. Spiers

Cynthia E. Spiers, PhD
President
Rhodes State College
4240 Campus Drive
Lima, OH 45805

Office of the President

September 1, 2022

Auditor of State Keith Faber
88 East Broad Street, 5th Floor
Columbus, OH 43215

Re: Co-Located Campus Performance Audit Response Letter

Dear Mr. Faber,

On behalf of North Central State College, it is our pleasure to provide feedback to the audit performed at the seven co-located campuses in Ohio, of which our North Central State College (College) and Ohio State University-Mansfield (OSU-M) is one. Our feedback, in this response letter, is strictly on behalf of North Central State College.

Our mission is that North Central State College exists for the citizens of its service region to attain the knowledge and skills to succeed in their chosen path of learning, work, or enrichment sufficient for the College to justify available resources. Effectiveness, by focusing on our priorities (citizens), and efficiency, by focusing on the best return on investment (resources), have been at the core of our operations, and in strong alignment with the goals of the audit. As such, we appreciate the Office of the Auditor of State taking the time over the past year to provide this review.

As stated in the report the review focused on seven key operational areas to determine how resources were used and shared, including: programs and courses, facilities utilization, information technology, student services, campus security, facilities management, and staffing. We are proud to say that the College shares so many resources with our partner OSU-M in serving the needs of our community, and is in the top tier of the co-located campuses in doing so. We have a shared-services steering committee between the two institutions and we meet on a monthly basis to review operations and progress.

We are providing the following response to the 15 recommendations issued by the report:

1. Recommendations 1 & 2 are focused on articulation agreements between the two institutions:

- **RESPONSE:** We have had articulation agreements with OSU-M and we can do more as it is a continuous process. The required transferability in some programs (i.e. The Ohio Guaranteed Transfer Pathways), in addition to Transfer Assurance Guide, and Career Transfer Assurance Guide statewide agreements, and the Transfer-36 in general credits by the Ohio Department of Higher Education (ODHE) have been very helpful in transferability among Ohio colleges and universities. Pursuing an equivalent course numbering by ODHE will also be helpful.

2. Recommendations 3 & 4 are focused on facilities utilization and space capacity:

- **RESPONSE:** We agree that due to drop in demographics and enrollment, the campus has excess space capacity. The College is in the process of combining two buildings into one, to reduce our carbon footprint and utility costs. We have hired an architect to help us do so. We are actively enhancing the accuracy of self-reported classrooms and lab utilization.

3. Recommendations 5, 6, 7, and 8 are focused on information technology, cyber security and insurance, and data hosting:

- **RESPONSE:** Due to the implementation of strong federal safety protocols, we are thankful that our IT department has been able to foil thousands of attacks on our college digital infrastructure. We are doing continuous training in cyber security safety protocols. We also have industry-standards cyber insurance. We have been hosting our ERP system data in the cloud for many years, and actively looking into other systems that can be hosted remotely.

Dr. Dorey Diab, President
2441 Kenwood Circle | Mansfield, OH 44906 | ddiab@ncstatecollege.edu | 419.755.4811 | 888.755.4899 | 419.755.4780 Fax | **www.ncstatecollege.edu**

4. **Recommendations 9 & 10 are focused on maintaining data on IT hardware and software:**

   • **RESPONSE:** In coordination with different College departments, the Business Office maintain hardware data inventory of assets for lifecycle plans; while the IT Department maintains data relating to software licenses.

5. **Recommendation 11 is focused on making large IT purchases:**

   • **RESPONSE:** The Business Office purchasing policy requires the different College departments to get equipment bids from vendors to ensure the most efficient purchasing and least cost possible.

6. **Recommendation 12 is focused on student services related to tracking usage of academic libraries:**

   • **RESPONSE:** The College and OSU-M share a library on campus. The College has mostly commuter students while OSU-M has mostly residential students. Recently we did a study to track library utilization which guided the cost-split between the two institutions as our students use mostly digital references. It will be a great service if ODHE is able to provide community college students with direct access to OhioLink.

7. **Recommendation 13 is focused on academic advising:**

   • **RESPONSE:** As stated previously the steering committee holds a monthly meeting to discuss different topics including academics. However due to the distinctive differences in the students served and the technical programming the College provides, academic advising between the two institutions is strong mostly in the area of transfer. We also share a common program that advisors refer students to for mental health and counseling services, contracted with "New Directions – Student Assistance program".

8. **Recommendation 14 is focused on campus safety:**

   • **RESPONSE:** The two institutions share a common safety department, and hold regular meetings with the sergeant in charge to assess safety and communication needs and solutions. We also have a common emergency alert system (Buckeye Alert). As needed, the officer in charge also attends the meetings of the College Campus Emergency Response Team (CERT).

9. **Recommendation 15 is focused on staffing and sharing employees:**

   • **RESPONSE:** The two institutions share many employees in multiple departments including: the Child Development Center, the Campus Recreation Center, the Library, Facilities Maintenance and Grounds, Safety and Security, the Bookstore, Information Technology access, Student Life, and Cafeteria Food Services.

As a general comment, community colleges are built around partnerships at the local, regional, state and national levels. These partnerships take many different forms but they always start from a place of helping advance either our own students through their academic careers, or helping local businesses meet their workforce needs. These partnerships are often aimed at improving efficiencies to provide better access for our students and partners. One recent example of a statewide initiative was the Ohio Open Ed Collaborative, led by North Central State College, which brought together community colleges, with both public and private university faculty in order to develop freely available educational resources (courses online) for students in over 20 of the most popular courses in the state. To date, that project has saved our students over $7 million in textbook costs, impacting over 76,000 students.

Respectfully submitted,

Dr. Dorey Diab

Dorey Diab, Ph.D.
President/CEO

North Central State College

Dr. Dorey Diab, President
2441 Kenwood Circle | Mansfield, OH 44906 | ddiab@ncstatecollege.edu | 419.755.4811 | 888.755.4899 | 419.755.4780 Fax | **www.ncstatecollege.edu**

Marion Technical College

September 1, 2022

Auditor of State Keith Faber

Marion Technical College would like to thank the Auditor of State for the opportunity to review how we can work more efficaciously with our Ohio State University Marion colleagues. Determining ways in which we can provide cost savings and efficiencies for both our students and the state is something we strive to do each and every day. We look forward to collaborating with our friends at OSU Marion on the recommendations the Auditor provided.

The many recommendations provided by the OPT team have provided a framework for our two institutions to move forward in potentially new areas of cooperation. Additionally, our institutions already collaborate in some of the recommended areas; however, this report will permit us to review how we can further expand our partnership.

Community colleges are built around partnerships at the local, regional, state and national levels. These partnerships take many different forms, but are always rooted in advancing our students through their academic careers or helping local businesses meet their workforce needs. These partnerships are often aimed at improving efficiencies to provide better access, more resources, and improved outcomes for our students and partners. One recent example of a statewide initiative was the Ohio Open Ed Collaborative, which brought together community colleges, with both public and private university faculty in order to develop freely available educational resources for students in over 20 of the most popular courses in the state. To date, that project has saved our students over $7 million in textbook costs, impacting over 76,000 unique students.

Additionally, Marion Tech has partnered with Columbus State for grant writing assistance, which has resulted in over $5 million in grants received in the first four years. This number equates to a over a twenty fold return on investment. Marion Tech also partners with Columbus State through our Human Resources Office to assist with Title IX services and compliance and support around multiple state and national matters. These are just a few examples of efficiency and innovation that Marion Tech strives to incorporate into its operations.

1467 Mt. Vernon Avenue, Marion, OH 43302-5694 | Phone 740-389-4636 | Fax 740-389-6136 | www.mtc.edu

Marion Tech looks forward to greater collaboration with our OSUM partners, and we will continue to look for ways to partner with other institutions across the state to provide a greater service and a lower price for our students and our community.

Respectfully,

Ryan McCall, Ph.D.
President

CENTRAL OHIO TECHNICAL COLLEGE

Office of the President
John M. Berry, Ph.D.

September 2, 2022

Mr. Keith Faber
Auditor of State
88 East Broad Street
Fifth Floor
Columbus, OH 43215-3506

Dear Auditor of State Faber,

Central Ohio Technical College would like to thank you for conducting the performance audit. I appreciate the thoroughness of the very detailed report. A set of comments has been sent to Ms. Gabet offering comments for consideration for some of the items identified in the performance audit.

Given our deep and long-standing partnership with The Ohio State University at Newark, the college has already implemented many of the recommendations prior to the issuance of your report. Through our unique partnership, our institutions add specific value to meet our local communities' higher educational needs. I believe COTC and Ohio State Newark continue to be a model for other institutions of higher education in the state of Ohio and around the country.

COTC will work to address and implement the recommendations presented by the Performance Audit with the intent to increase the efficiency and effectiveness of the operations at our college. Thank you for all the time and effort that your team put into the process.

Sincerely,

John M. Berry, PhD
President

1179 University Drive Newark, Ohio 43055-1797
740.364.9510 740.364.9509 fax 740.366.9182

KENT STATE UNIVERSITY | STARK

September 1, 2022

The Honorable Keith Faber, Auditor of State
Office of the Auditor of State
88 East Broad St., 5th floor
Columbus, Ohio 43215

Auditor Faber,

Kent State University at Stark appreciates the work of the auditor's office during the Co-Located Campuses Performance Audit conducted of the seven co-located campuses in Ohio. We value the dialogue generated as a result of this yearlong endeavor. As Stark County's sole public university, our No. 1 goal has remained steadfast for the past 75 years: to provide an affordable, high-quality education in a fiscally responsible way. We commend your team and welcome the recommendations that are presented throughout this audit as we continue our efforts to provide excellent higher-education opportunities to the residents of Stark County, the State of Ohio, and beyond.

Kent State University at Stark is committed to understanding the ever-changing needs of the community and local learners. This is always our North Star, providing direction for future decisions that impact our campus. The audit offers further advice on ways we can continuously improve. We value this opportunity, which has provided our campus with a third-party perspective of our operations, finances, and obstacles that we currently face as we continue to meet the needs of our students.

This process also has provided us with the opportunity to pause and reflect and to consider all that we've accomplished. We have a proud history in Stark County, recently celebrating our 75th anniversary serving the region. The audit offers several tiered recommendations for our Advisory Board and leadership to consider as we move forward. It also provides significant data to help guide decision-making with impact on students always at the forefront.

As a leadership team, we have begun addressing some of the proposed recommendations as the process unfolded. We are working to strengthen our already robust relationship with Stark State College. The audit provides us with suggestions to build upon current articulation agreements and to establish more in the future. Our classroom utilization received high marks, and we are always looking for ways to further integrate and enhance our community relations. As a result, state and community partners are housed on our campus grounds, including a branch of the Auditor of State's Office, Siffrin Academy, and the Players Guild Theatre.

Kent State University at Stark would like to acknowledge the professionalism of the audit team and the collaborative nature with which we were able to work together. The insights gained throughout this process will help drive informed decision-making for years to come.

Sincerely,

Denise A. Seachrist

Denise A. Seachrist, Ph.D.
Dean and Chief Administrative Officer, Kent State University at Stark

Stark State
COLLEGE

Office of the President

September 1, 2022

Mr. Keith Faber
Ohio State Auditor
88 East Broad Street, 5th Floor
Columbus, OH 43215

Dear Auditor Faber:

Stark State College appreciates the *2022 Co-Located Campuses Performance Audit Report* in supporting our mission to provide quality, affordable higher education opportunities to students, employers and communities. We achieve this through a continuous focus on operational excellence and resource stewardship. This report contributes to our ongoing efficiency and effectiveness work, focused on providing excellent academic programs and services and the lowest college tuition in the greater Akron-Canton region.

The Auditor's report examines Stark State College individually and in concert with our co-located Kent State-Stark regional campus, as well as Ohio's six other co-located community colleges and university regional campuses. The report highlights the uniqueness of each institution and the seven co-located campuses in terms of mission, size and the communities we serve. The 14 institutions in the report range in size from 425 students at Ohio University Eastern to 10,600-plus students at Stark State College. We serve rural, suburban and urban students, employers and communities throughout Ohio.

Stark State will integrate the report's recommendations into our efficiency and effectiveness planning process, alongside other projects.

Respectfully,

Para M. Jones

Para M. Jones, Ph.D.
President

OHIO UNIVERSITY
Regional Higher Education

Grosvenor Hall 018
Athens, OH 45701-2979

T: 740.593.2551
F: 740.593-2867
www.ohiou.edu/regional/

September 1, 2022

Mr. Keith Faber
Ohio Auditor of State
88 East Broad Street, 5th Floor
Columbus, OH 43215

Dear Auditor Faber,

On behalf of Ohio University's regional campuses, we would like to thank your team for their exceptional and thorough approach to the Co-Located Campus Performance Audit for our Eastern and Zanesville campuses.

This audit provided our team another opportunity to assess our current institutional and regional system practices. Although some elements of the audit reporting process proved challenging, due to the systematic approach we apply to operating our regional campuses, we were able to identify and clarify opportunities for improved relationships and services with our co-located campuses.

The recommendations presented in the report have been reviewed by our regional campus and university leadership. We were pleased to find that many of the state recommendations align with existing university practices. We are optimistic that other recommendations in this report, and the subsequent increased collaboration and partnership, will positively affect the students we support in our region.

I would like to thank the staff at Ohio University who contributed to this audit process. Their commitment to this process and dedication to improving the operations of our regional campuses will help ensure successful implementation of the recommendations in this report.

Best regards,

J. Nicole Pennington
Executive Dean for Regional Higher Education and Lifelong Learning

BELMONT
COLLEGE

Office of the President

On behalf of Belmont College and the community we serve, I would like to thank the Co-located Campus Performance Audit Team that has spent many hours collecting data, researching collaborative possibilities, and assembling this report. The findings are generalized in many instances and may or may not apply directly to the Belmont College/OUE collective. However, the recommendations laid out are good for co-located institutions as well as any Ohio universities and community/technical colleges who wish to work together for the betterment of their local communities.

The basic mission and goal of our two units, located near each other in Saint Clairsville, is to provide quality, affordable, and accessible education. The differences in our individually chartered missions will continue to provide both a challenge to find ways to collaborate, and a solid pair of higher education/technical training options for local students. The recommendations in this report will hopefully lead to and encourage collocated units to develop ways to make education more affordable and efficient through collaborative efforts.

We are proud to be a part of the educational choices for the Valley community. We will continue to refine and develop technical programs that lead to family sustaining incomes as well as transfer options to Ohio University. Belmont College will also continue to develop relationships with many other fine colleges regionally and nationally. These cooperatives take different forms depending upon the relationship.

Thank you again for this report and the included recommendations.

Respectfully,

Paul F. Gasparro

68094 Hammond Road | St. Clairsville, Ohio 43950
tel: 740 695 9500 | fax: 740 695 4919 | belmontcollege.edu

ZANE STATE COLLEGE
ZSC

Office of the President
1555 Newark Road, Zanesville, Ohio 43701
president@zanestate.edu
740.588.1201

September 2, 2022

Ohio Auditor of State Keith Faber
88 East Broad Street, 5th Floor
Columbus, Ohio 43215

Dear Mr. Faber,

I would like to thank you for facilitating Ohio's Co-located Campus Performance Audit. Your team did an outstanding job – always attentive, respectful, and engaging. They represented the Office of the Ohio Auditor of State very well.

Ohio's co-located campus design is rather unique and as such it has been examined several times before; however, I believe that this is the first time Ohio's performance audit process has been used to shape these recommendations. As such, we know that these recommendations are based on the large-scale analysis of data provided from a variety of sources, including the College itself.

I am equally appreciative of the opportunity given to the involved institutions of higher education to review, recommend, and help shape the final report. As noted in the report, the Zanesville Campus of Ohio University and Zane State College recently made significant changes to its cooperative agreement. While these efforts strengthened some shared resources, they also decoupled others. I want to extend my sincere thanks to you and your team for taking the extra time necessary to fully understand the uniqueness of the Zanesville Campus.

This report provides recommendations across a variety of areas, including programming and coursework. Throughout the last half century, community colleges have helped to make higher education available to the masses by keeping tuition costs low. I am encouraged by the recommendation to further explore options related to improved transfer, including common course names and numbering. Though Ohio has made significant strides to improve transferability of courses among its colleges and universities, this report shows that among Ohio's co-located campuses, less than 10% of the courses offered are part of Ohio's guaranteed transfer system.

Community Colleges are built around partnerships at the local, regional, state and national levels. These partnerships take many different forms, but they always start from a place of helping advance either our own students through their academic careers, or helping local businesses meet their workforce needs. These partnerships are often aimed at improving efficiencies to provide better access for our students and partners. One recent example of a statewide initiative was the Ohio Open Ed Collaborative, which brought together community colleges, with both public and private university faculty in order to develop freely available

educational resources for students in over 20 of the most popular courses in the state. To date, that project has saved our students over $7 million in textbook costs, impacting over 76,000 students.

Zane State College is committed to a strong partnership with our co-located partner, Ohio University – Zanesville, in order to best serve the current and future workforce needs of local and regional employers and to maximize the number of affordable educational pathways available to students that lead to living wage jobs.

With deepest appreciation,

Chad M. Brown, Ph.D.
President

Appendix A: Purpose, Methodology, Scope, and Objectives of the Audit

Performance Audit Purpose and Overview

Performance audits provide objective analysis to assist management and those charged with governance and oversight to improve program performance and operations, reduce costs, facilitate decision making by parties with responsibility to oversee or initiate corrective action, and contribute to public accountability.

Generally accepted government auditing standards (GAGAS) require that a performance audit be planned and performed so as to obtain sufficient, appropriate evidence to provide a reasonable basis for findings and conclusions based on audit objectives. Objectives are what the audit is intended to accomplish and can be thought of as questions about the program that the auditors seek to answer based on evidence obtained and assessed against criteria.

We conducted this performance audit in accordance with GAGAS. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on our audit objectives. We believe that the evidence obtained provides a reasonable basis for our findings and conclusions based on our audit objectives.

Audit Scope and Objectives

In order to provide the institutions with appropriate, data driven, recommendations, the following questions were assessed within each of the agreed upon scope areas:

Summary of Objectives and Conclusions

Objective	Recommendation
Programs and Courses	
How are programs and courses structured at co-located institutions and what opportunities exist to improve student pathways?	**Rec. 1**, **Rec. 2**, and **IFFS 1**
Student Services	
What opportunities exist for co-located institutions to coordinate student services?	**Rec. 12** and **Rec. 13**
Information Technology (IT)	
What opportunities exist for co-located institutions to share information technology?	**Rec. 5, Rec. 6, Rec.7, Rec. 8, Rec. 9, Rec. 10, Rec. 11,** and **IFFS 2**
Facilities Management and Campus Safety	
What opportunities exist for co-located institutions to share facilities management and campus safety?	**Rec. 14** and **IFFS 3**
Facilities Utilization	
What opportunities exist for co-located institutions to share facilities?	**Rec. 3** and **Rec. 4**
Staffing	
What opportunities exist for co-located institutions to share staff?	**Rec. 15**

Due to the nature of this audit, not all recommendations apply to each of the co-located institutions. The matrix below identifies to which institutions each recommendation is addressed. For recommendations 5 through 7, institutions are not identified due to the sensitive nature of the recommendations.

Recommendation Matrix

	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12	R13	R14	R15
OSU-L	●	●	●	●					●	●	●	●	●	●	●
RSC	●	●	●	●				●	●	●	●	●	●	●	●
OSU-MAN	●	●	●	●					●	●	●	●	●	●	●
NCSC	●	●	●	●					●	●	●	●	●	●	●
OSU-MAR		●	●	●					●	●	●	●	●	●	●
MTC		●	●	●				●	●	●	●	●	●	●	●
OSU-N	●	●	●	●					●	●	●	●	●	●	●
COTC	●	●	●	●					●	●	●	●	●	●	●
KSU-S		●	●	●					●	●	●	●	●	●	●
SSC		●	●	●				●	●	●	●	●	●	●	●
OU-E	●	●	●	●					●	●	●	●	●	●	●
BC	●	●	●	●					●	●	●	●	●	●	●
OU-Z	●	●	●	●					●	●	●	●	●	●	●
ZSC	●	●	●	●				●	●	●	●	●	●	●	●

Note: Due to the sensitive nature of information in Recommendations 5, 6, and 7, they have been omitted from the chart. Detailed information regarding these recommendations was compiled for individual institutions.

Although assessment of internal controls was not specifically an objective of this performance audit, internal controls were considered and evaluated when applicable to scope areas and objectives.[38] Internal control deficiencies were not identified during the course of this audit.

Audit Methodology

To complete this performance audit, auditors gathered data, conducted interviews with numerous individuals associated with the areas of each co-located institutions operations included in the audit scope, and reviewed and assessed available information. Assessments were performed using peer benchmarks, laws, rules, and policies and procedures.

[38] We relied upon standards for internal controls obtained from *Standards for Internal Control in the Federal Government* (2014), the U.S. Government Accountability Office, report GAO-14-704G

Appendix B: Cost Share Agreements

As discussed in the report introduction, there are several methods for splitting expenses that the co-located institutions may choose to utilize within negotiated cost share agreements. The following list provides a detailed explanation of how costs are shared within each method. The table on the following page shows the areas in which costs are shared at campuses, the method of cost-sharing that is applied, and the number of campuses sharing expenses in that particular area.

1. **Assigned Square Feet Basis and FTE Campus Factor:** Split equally into two expense pools; one will be allocated based on each institutions' percent assignment of the Campus square feet, two will be allocated based to each institutions' percent ownership of the combined on-campus faculty, staff, and student FTE.
2. **FTE All Enrollment Factor:** where workload correlates to FTE students on all campuses; FTE on all campuses is split.
3. **FTE Campus Factor:** where workload correlates to FTE students on this specific campus; FTE on this campus is split.
4. **Headcount All Enrollment Factor:** where workload directly correlates to the actual number of students served on all campuses; Headcount on all campuses is split.
5. **Headcount Campus Factor:** where workload directly correlates to the actual number of students served on this specific campus; Headcount for this campus is split.
6. **Direct Cost Factor:** covers uses that vary individually; institutions pay for individual use.
7. **Assigned Square Feet Basis:** which is based upon the square footage for which each institution is responsible, with non-assignable and common space assigned, based on the percent of assigned space or percent utilization of shared space.
8. **Participation Factor:** based on a percentage of use by students, staff, and faculty from each institution.
9. **Campus Improvement Fund:** The Campus Improvement Fund is jointly funded by both institutions by miscellaneous revenue sources.
10. **Annual Contract Amount:** Specified annual charge for use from other institution.
11. **50/50 Split (or any divided amount):** University share of total costs/Community college share of total costs.

The table on the next page details all areas covered by the cost share agreements, including those we did not review as part of this audit. There may be multiple agreed upon cost factors used within each agreement area as the institutions at each campus may choose varying methods of cost-sharing.

Additional Cost Share Agreements by Campus

Agreement Area	Examples of What the Agreements May Cover	Campuses with Agreements & Cost Share Factors Used
Academic Support	Career Services	**Mansfield:** 50/50 Split **Newark:** FTE All Enrollment Factor
Academic Support	Library Services	**Lima:** FTE Campus Factor **Mansfield:** 55/45 Split **Marion:** Assigned Square Foot Basis & FTE Campus Factor **Newark:** FTE All Enrollment Factor **North Canton:** Annual Contract Amount **Zanesville:** 50/50 Split
Student Support Services	Financial Aid, Center for Student Success, Testing Center	**Lima:** FTE Campus Factor **Mansfield:** Participation Factor; 75/25 Factor **Marion:** Square Foot Basis & FTE Campus Factor; 75/25 Factor **Newark:** Headcount All Enrollment Factor; Headcount Campus Factor **Zanesville:** 50/50 Factor
Institutional Support	Executive Office, Human Resources, Technology Services, Telecommunications, Performing Arts	**Mansfield:** Direct Cost Factor; 50/50 Factor **Marion:** Square Foot Basis & FTE Campus Factor **Newark:** 50/50 Factor, FTE All Enrollment Factor; FTE Campus Factor
Physical Facilities Operations	Facility Operations, Grounds Operations, Building Maintenance, Custodial, Public Safety Administration	**Lima:** Assigned Square Foot Basis; FTE Campus Factor **Mansfield:** Assigned Square Foot Basis; 50/50 Factor **Marion:** Assigned Square Foot Basis & FTE Campus Factor **Newark:** FTE All Enrollment Factor; FTE Campus Factor **Zanesville:** 50/50 Split
General Overhead	Capital Equipment	**Newark:** FTE Campus Factor
Campus Bookstore Revenue	Campus Bookstores	**Lima:** FTE Campus Factor **Mansfield:** Campus Improvement Fund **Marion:** Square Foot Basis & FTE Campus Factor **Newark:** FTE All Enrollment Factor
Food Services	Food Services	**Lima:** FTE Campus Factor **Mansfield:** Campus Improvement Fund **Marion:** Square Foot Basis & FTE Campus Factor **Newark:** FTE Campus Factor
Public Service	Conference Services	**Newark:** 50/50 Factor

Source: Co-located Institutions

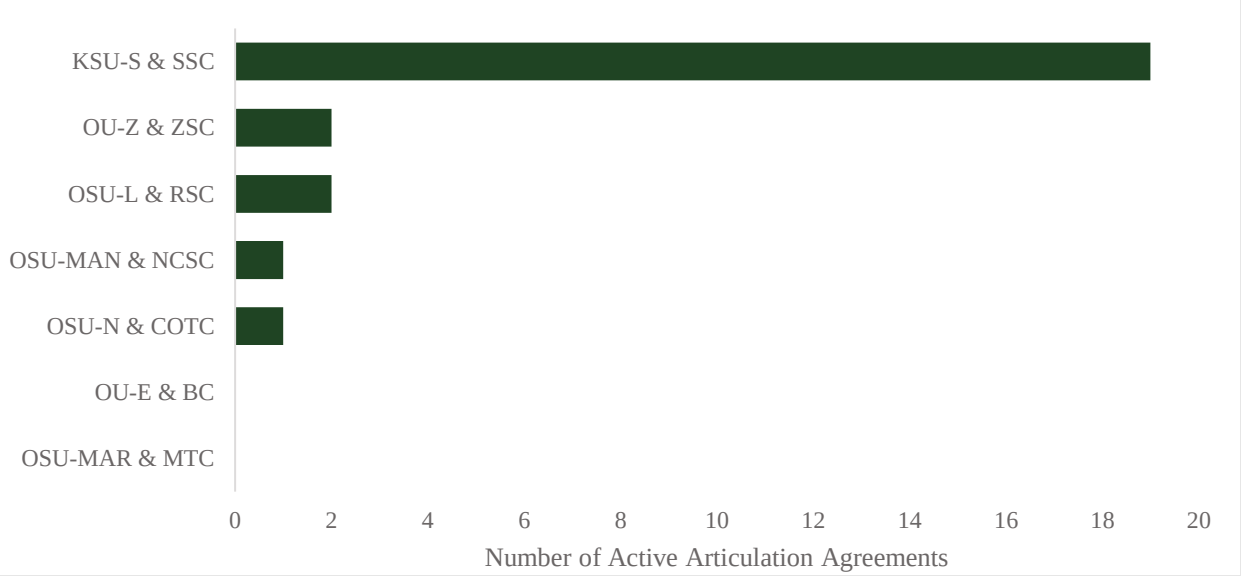
Note: Not all areas apply to the campuses listed. For example, Zanesville only shares campus safety and does not share grounds, maintenance, or custodial positions.

Appendix C: Programs and Courses

Co-Located Articulation Agreements

To better understand the current programmatic relationships between co-located institutions as it relates to articulation agreements, OPT analyzed the number of agreements between the four-year institutions as a whole and two-year institutions at each co-located campus. In total, there were 25 active agreements in place as of December 21st, 2021. These agreements were found at five of the seven co-located campuses. The most co-located articulation agreements were between KSU-Stark and Stark State with 19 agreements.

Articulation Agreements between Co-Located Institutions



Source: Co-located Institutions

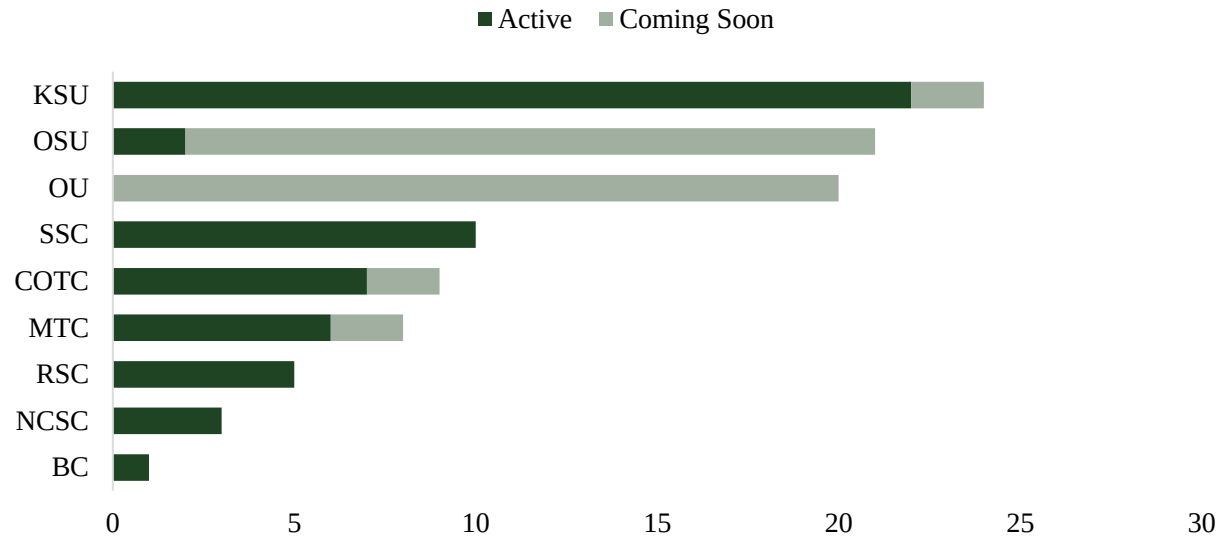
It is up to the respective co-located campuses to seek articulation agreements between the two institutions. As shown above, these co-located institutions have significant variability in the desire to create articulation agreements that cover additional programs beyond the OGTPs.

Ohio Guaranteed Transfer Pathways

OPT analyzed the current OGTPs at the co-located institutions. As these are relatively new, many institutions are still waiting for approval for specific pathways. The specific pathways are more granular programs within the broad academic clusters OGTPs covers. For example, within the Health Sciences academic cluster the following pathways exist: clinical/medical laboratory science, dietetics, exercise science, health information management, health sciences, nursing, occupational therapy, and physical therapy. There are currently 56 approved OGTP pathways for all co-located institutions. There are 45 more pathways that are waiting acceptance by the institutions. The OGTPs constitute an agreement between public community colleges and

universities confirming that major preparation requirements are met and will be applied toward the bachelor's degree.

OGTP Statuses by Institution



Source: ODHE

While OGTPs are statewide articulation agreements that seek to save students time and money. Ensuring that students, faculty, and staff are aware of the opportunities each institution has will allow a better experience for students and their families.

Overlapping Programs

Out of the program offerings, OPT found 36 similar program pairings at both a six and four-digit CIP code level as this helps indicate how similar two programs are to each other. Of the 36 similar programs, 11 have an opportunity for a potential agreement, 8 have no opportunity as identified by the institutions due to being non-compatible programs or duplicative and 17 have an articulation agreement in place. Potential opportunities for articulation agreements were defined as overlapping programs in which there is not an active formal articulation agreement or OGTP in that program area. See below for each overlapping program, both six and four-digit CIP codes, and their determination at each institution. The CIP code title used are the title used by the U.S. Department of Education's National Center for Education Statistics (NCES) as of 2020.

Opportunity

Campus	CIP Code	CIP Code Title
Lima Campus	23.01	English Language and Literature, General.
Lima Campus	42.01	Psychology, General.
Lima Campus	54.0101	History, General.
Mansfield Campus	42.01	Psychology, General.
Newark Campus	13.1202	Elementary Education and Teaching.
Newark Campus	15.00	Engineering Technologies/Technicians, General.
St. Clairsville Campus	13.1205	Secondary Education and Teaching.
St. Clairsville Campus	13.1210	Early Childhood Education and Teaching.
St. Clairsville Campus	52.0201	Business Administration and Management, General.
Zanesville Campus	51.0701	Health/Health Care Administration/Management.
Zanesville Campus	52.0201	Business Administration and Management, General.

Agreement in Place

Campus	CIP Code	CIP Code Title
Lima Campus	44.07	Social Work.
Lima Campus	52.01	Business/Commerce, General.
Mansfield Campus	44.07	Social Work.
Mansfield Campus	52.01	Business/Commerce, General.
Marion Campus	44.07	Social Work.
Newark Campus	51.3801	Registered Nursing/Registered Nurse.
North Canton Campus	11.07	Computer Science.
North Canton Campus	23.01	English Language and Literature, General.
North Canton Campus	26.0101	Biology/Biological Sciences, General.
North Canton Campus	27.0101	Mathematics, General.
North Canton Campus	42.01	Psychology, General.
North Canton Campus	45.1101	Sociology, General.
North Canton Campus	50.0901	Music, General.
North Canton Campus	51.3801	Registered Nursing/Registered Nurse.
North Canton Campus	52.0201	Business Administration and Management, General.
Zanesville Campus	24.0101	Liberal Arts and Sciences/Liberal Studies.
Zanesville Campus	44.07	Social Work.

No Opportunity

Campus	CIP Code	CIP Code Title
Lima Campus	24.0102	General Studies.
Mansfield Campus	24.0102	General Studies.
Marion Campus	24.0102	General Studies.
Marion Campus	51.3801	Registered Nursing/Registered Nurse.
North Canton Campus	03.0103	Environmental Studies.
North Canton Campus	24.0102	General Studies.
St. Clairsville Campus	51.0701	Health/Health Care Administration/Management.
St. Clairsville Campus	51.3801	Registered Nursing/Registered Nurse.

Source: Co-located Institutions

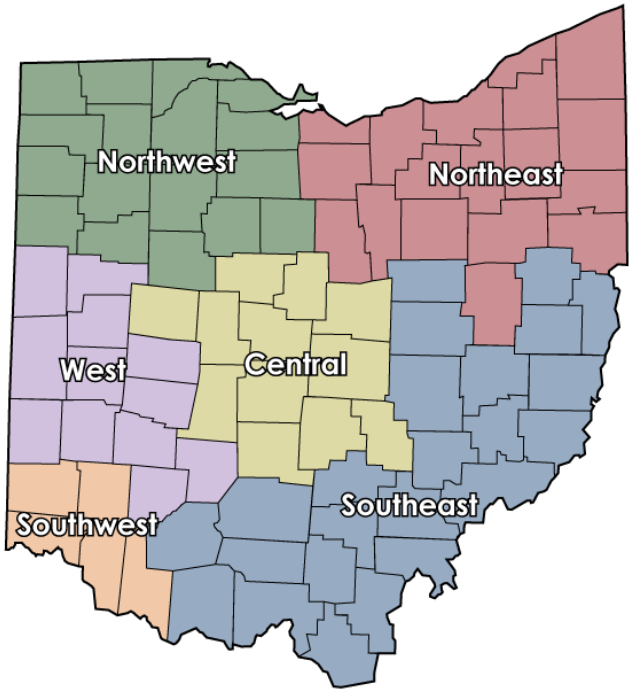
The 11 programs that were determined to have an opportunity were identified to have barriers around creating articulation agreements. The co-located campuses identified the following barriers: sequencing issues, compatibility of programs regarding pathway structure, math requirements, and licensure requirements. Sequencing issues occur when the progression of courses for the associate program does not align with the course progression for the bachelor's program. Non-compatibility of programs commonly meant either one institution did not want to articulate a specific program with the online delivery method offered by its co-located partner, or the amount of credit hours needed for program completion could not be agreed upon. The 17 programs with an Agreement in place could be either an active bilateral articulation agreement or an OGTP in place with both institutions. Finally, the eight that were determined to have no opportunity were mostly associated with a General Studies category that is not a terminal degree that would benefit from an articulation agreement. Similarly, the program at Marion is duplicative and would not benefit from an articulation agreement. The programs at St. Clairsville had no opportunity due to the programs not being compatible due to different focuses in the area and being a completion program.

Ohio's Review Process for Duplicative Programs and Low Enrolled Courses

ORC § 3345.35 requires the boards of trustees of each state institution of higher education to evaluate all courses and programs based on enrollment and to consider regional collaboration. It should be noted that legislation does address reporting requirements for duplicative programs within a region of the State, with particular attention to co-located campuses.

The duplication review process starts with ODHE supplying data reported to the Higher Education Information (HEI) system which includes: ODHE classified degrees awarded as a program within an institution, the number of program graduates, and average cost per graduate of the program. Once this data is reported, ODHE uses the six-digit CIP codes to review for potential duplicative programs. When applying a CIP code to a program, faculty and staff at the institutions use the CIP catalogue listing to determine the appropriate CIP code for the program. It is important to note codifying programs is done at an individual institutional level.

Each public institution was assigned to one of six regions across the State in 2018 due to ORC § 3345.59 requiring regional compacts of Ohio's public colleges that report on collaboration in each of the areas outlined in the statue. One area of focus is the duplicative program reporting requirements. Regional campuses are in the same region as the main campus, for example OSU-Lima program offerings would not be compared to other institutions' programs in the Northwest region but rather be included in the Central region where Ohio State University is located. For list of universities and their region see below.



Regions

Regional campuses are considered to be in the same region as the main campus.

Central
- COTC
- Columbus State
- Marion Technical
- Ohio State University

Northeast
- Tri C
- Lakeland
- Lorain
- North Central State
- Stark State
- Cleveland State
- Kent State
- University of Akron
- Youngstown State
- NEOMED

Northwest
- Northwest State
- Rhodes State
- Owens State
- Terra State
- Bowling Green
- University of Toledo

Southeast
- Belmont
- Eastern Gateway
- Hocking Technical
- Rio Grande
- Washington State
- Zane State
- Ohio University
- Shawnee State

Southwest
- Cincinnati State
- Southern State
- Miami University
- University of Cincinnati

West
- Clark State
- Edison State
- Sinclair
- Central State
- Wright State

Duplication of programs is compared amongst institutions in each region including co-located campuses. This review is supplied to the boards of trustees of the institution to help faculty, administrators, and trustees to see duplicated programs and evaluate the duplicate program fit within the institution. Duplication of programs is sometimes to be expected; factors requiring program duplication need to be evaluated to see if the duplication is unnecessary. Factors determining recommended actions for duplicate programs broadly include quality, centrality to the institution's mission, cost-effectiveness, demand, potential for collaboration with other

institutions, and potential for elimination. An example for the necessity of keeping a duplicate program may be derive from workforce demand for a program in a specific region or even all of Ohio. Recently, this was the case for nursing programs as a result of the COVID-19 pandemic.

After the duplicative review process, each institution's board of trustees submits three reports to ODHE and the Chancellor. The three reports are Initial Report on Duplicate Programs, Progress Report on Duplicate Programs, and Final Action Report on Duplicate Programs. This process is done every five years for every public institution and is currently ongoing for submission in AY 2023.

For courses with low enrollment, as defined by the Chancellor, boards are asked to evaluate the benefits of delivering the course through regional collaboration. A single numerical definition is problematic due to the wide varying contexts and costs associated with a course within each institution. Therefore the Chancellor defines low enrolment courses by adding 20 percent to an institution's standards and so institutions hold the responsibility for setting the initial low-enrolled threshold for courses.[39] The institution low-enrollment course threshold is used by ODHE to determine if action is necessary for the course based on its enrollment. Institutions are also responsible for acting on programs ODHE has found to be duplicative.

For low-enrollment courses, it was found that a single numerical definition of low enrollment to be problematic by ODHE as there are widely varying contexts and costs to courses and how they contribute to institutions. It was determined that the institutions are to set thresholds in which any enrollment below this defined amount would be reviewed for potential cancellation. These thresholds differ in methodology and in number across all institutions. These thresholds are based on pedagogical factors such as lower division versus upper division courses, evening versus morning offerings, or how the course relates to the institution's mission.

Once an institution sets a low-enrollment threshold for a course, ODHE will then define a low enrollment course as a course that falls below 20 percent of the institutional threshold for that course over two or more semesters. For example, if an institution identifies enrollment of 10 for a section as being low enrolled, then ODHE would consider enrollment below 12 to be low enrolled. Once a course is identified as haven fallen into this ODHE low-enrollment threshold, the board of trustees for the institution must respond to ODHE with actions they plan to take for the course. There are multiple factors that can be considered when determining actions including quality of the course or program, centrality to the institution's mission, cost-effectiveness of the course, demand for the programs or courses, potential for collaboration with other institutions, and potential for restructuring.

[39] For example, if an institution defines a low enrolled course as a course with less than 10 students, ODHE would flag courses with enrollment less than 12 students as being low enrolled.

Appendix D: Facilities Utilization

Classroom and Laboratory Utilization

Visuals were created to display the utilization rates of classrooms and laboratories, respectively, for each co-located institution. The visuals for the co-located institutions with the highest and lowest classroom and laboratory utilization are presented in **Recommendation 1**. The remaining are presented here.

OSU-Newark & COTC Classroom Utilization, 2017-2021

Classroom Total: 70

	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
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	Spring of CY 2017					Fall of CY 2017					Spring of CY 2018					Fall of CY 2018					Spring of CY 2019				

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	Fall of CY 2019					Spring of CY 2020					Fall of CY 2020					Spring of CY 2021					Fall of CY 2021				

Note: OSU Newark & COTC's Fall 2020 and Spring 2021 utilization includes all-day furniture storage and maintenance holds.

OSU-Newark & COTC Laboratory Utilization, 2017-2021

Laboratory Total: 52

	Spring of CY 2017					Fall of CY 2017					Spring of CY 2018					Fall of CY 2018					Spring of CY 2019				
	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM	19%	15%	19%	21%	15%	15%	21%	19%	15%	15%	17%	15%	17%	13%	13%	17%	21%	19%	15%	13%	13%	12%	15%	19%	13%
8:30 AM	21%	17%	21%	25%	15%	21%	29%	25%	25%	15%	19%	19%	19%	19%	15%	23%	27%	25%	23%	13%	19%	13%	21%	23%	15%
9:00 AM	21%	17%	21%	23%	17%	23%	35%	27%	27%	17%	21%	25%	21%	23%	17%	21%	29%	31%	25%	15%	23%	17%	27%	23%	21%
9:30 AM	23%	13%	25%	19%	19%	23%	29%	29%	21%	15%	19%	21%	25%	19%	17%	23%	25%	35%	21%	15%	25%	13%	29%	23%	21%
10:00 AM	27%	25%	33%	27%	13%	21%	38%	25%	27%	10%	23%	33%	33%	29%	10%	21%	25%	37%	23%	10%	27%	23%	35%	21%	13%
10:30 AM	25%	40%	29%	35%	17%	29%	38%	33%	31%	15%	21%	40%	27%	38%	15%	33%	29%	42%	31%	12%	25%	33%	33%	27%	15%
11:00 AM	19%	25%	23%	21%	17%	25%	27%	29%	17%	15%	15%	25%	23%	27%	15%	19%	21%	33%	21%	13%	19%	21%	25%	19%	13%
11:30 AM	31%	33%	37%	33%	19%	40%	42%	46%	38%	17%	33%	31%	40%	35%	13%	35%	35%	46%	38%	13%	35%	38%	42%	38%	12%
12:00 PM	27%	33%	29%	35%	13%	33%	37%	37%	40%	15%	29%	29%	33%	33%	10%	29%	33%	35%	40%	8%	29%	40%	33%	38%	6%
12:30 PM	17%	21%	15%	19%	6%	23%	19%	19%	17%	10%	19%	19%	19%	17%	4%	19%	15%	19%	17%	4%	17%	21%	15%	19%	4%
1:00 PM	27%	33%	29%	40%	17%	40%	27%	40%	31%	21%	35%	31%	38%	37%	13%	38%	29%	33%	38%	23%	35%	46%	40%	44%	25%
1:30 PM	23%	29%	29%	38%	17%	35%	25%	40%	29%	21%	25%	27%	31%	35%	13%	33%	25%	33%	37%	23%	29%	40%	37%	40%	25%
2:00 PM	21%	29%	27%	35%	15%	35%	29%	44%	31%	21%	29%	27%	33%	31%	13%	33%	27%	37%	37%	21%	35%	40%	38%	37%	23%
2:30 PM	27%	25%	27%	33%	13%	31%	33%	38%	31%	17%	33%	31%	37%	27%	12%	27%	27%	35%	35%	19%	29%	33%	35%	23%	19%
3:00 PM	23%	17%	23%	21%	8%	25%	25%	27%	21%	8%	27%	27%	29%	21%	6%	23%	21%	27%	21%	10%	21%	21%	25%	13%	10%
3:30 PM	25%	23%	35%	38%	12%	27%	27%	37%	31%	13%	25%	23%	38%	29%	8%	19%	29%	31%	38%	13%	23%	23%	37%	21%	13%
4:00 PM	21%	19%	31%	31%	6%	23%	27%	31%	27%	12%	23%	23%	35%	27%	6%	13%	27%	27%	35%	12%	19%	25%	33%	23%	12%
4:30 PM	25%	19%	33%	25%	6%	25%	17%	31%	15%	8%	25%	23%	37%	23%	4%	15%	21%	29%	29%	10%	23%	25%	33%	21%	8%
5:00 PM	13%	13%	15%	15%	2%	19%	12%	19%	6%	2%	13%	17%	19%	15%	0%	12%	10%	17%	17%	2%	15%	17%	23%	13%	0%
5:30 PM	13%	23%	19%	23%	2%	13%	21%	13%	23%	0%	12%	21%	21%	25%	2%	13%	15%	21%	27%	0%	21%	21%	31%	27%	0%
6:00 PM	13%	21%	19%	21%	2%	15%	23%	15%	29%	2%	12%	21%	21%	25%	2%	15%	15%	25%	25%	2%	17%	19%	27%	25%	0%
6:30 PM	13%	19%	19%	19%	2%	15%	23%	15%	29%	2%	12%	19%	21%	21%	2%	15%	15%	23%	23%	2%	17%	17%	27%	21%	0%
7:00 PM	10%	17%	15%	19%	2%	12%	15%	13%	25%	2%	8%	15%	13%	19%	2%	12%	12%	17%	19%	2%	13%	15%	21%	21%	0%
7:30 PM	8%	10%	10%	8%	2%	12%	13%	10%	13%	2%	8%	10%	10%	8%	0%	10%	13%	12%	12%	2%	12%	10%	17%	12%	0%
8:00 PM	8%	8%	8%	4%	2%	10%	12%	8%	13%	2%	8%	6%	8%	4%	0%	10%	12%	10%	12%	2%	12%	6%	15%	8%	0%
8:30 PM	4%	6%	4%	4%	2%	4%	8%	4%	13%	2%	6%	6%	6%	4%	0%	6%	8%	6%	12%	2%	8%	6%	10%	8%	0%
9:00 PM	4%	6%	4%	4%	0%	4%	8%	4%	13%	2%	6%	6%	6%	4%	0%	6%	8%	6%	12%	2%	8%	6%	8%	8%	0%
9:30 PM	4%	2%	4%	4%	0%	4%	8%	4%	10%	2%	6%	6%	6%	4%	0%	6%	8%	6%	12%	2%	6%	4%	6%	4%	0%

	Fall of CY 2019					Spring of CY 2020					Fall of CY 2020					Spring of CY 2021					Fall of CY 2021				
	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM	13%	17%	13%	15%	10%	15%	12%	12%	13%	23%	17%	13%	19%	13%	19%	12%	8%	12%	8%	15%	10%	10%	4%	10%	8%
8:30 AM	21%	25%	23%	23%	12%	17%	15%	15%	17%	25%	17%	15%	23%	17%	21%	13%	10%	12%	10%	15%	15%	15%	10%	15%	10%
9:00 AM	21%	27%	31%	29%	19%	19%	17%	21%	21%	33%	19%	19%	27%	21%	25%	15%	12%	13%	13%	19%	17%	17%	13%	23%	17%
9:30 AM	21%	23%	35%	27%	19%	23%	15%	27%	21%	33%	19%	19%	27%	21%	27%	15%	12%	13%	13%	19%	17%	15%	15%	21%	17%
10:00 AM	19%	27%	37%	31%	15%	27%	23%	35%	21%	25%	15%	23%	25%	21%	23%	13%	12%	13%	13%	15%	17%	13%	23%	21%	15%
10:30 AM	27%	29%	40%	38%	17%	27%	33%	33%	29%	25%	19%	25%	29%	23%	23%	17%	12%	15%	15%	17%	29%	23%	29%	25%	17%
11:00 AM	21%	21%	35%	25%	19%	17%	25%	21%	25%	25%	17%	23%	31%	23%	23%	15%	12%	12%	15%	17%	25%	25%	27%	19%	17%
11:30 AM	33%	31%	46%	38%	17%	31%	38%	33%	35%	23%	25%	23%	31%	21%	23%	17%	13%	13%	15%	17%	25%	31%	33%	25%	17%
12:00 PM	27%	29%	35%	33%	12%	27%	40%	27%	33%	17%	25%	21%	29%	21%	19%	15%	13%	12%	13%	12%	23%	29%	25%	17%	10%
12:30 PM	17%	15%	17%	13%	2%	17%	25%	17%	21%	17%	21%	19%	25%	19%	15%	8%	12%	8%	10%	10%	13%	19%	12%	10%	6%
1:00 PM	27%	35%	29%	37%	17%	31%	33%	37%	33%	31%	27%	31%	31%	35%	23%	21%	21%	21%	23%	21%	17%	33%	25%	29%	12%
1:30 PM	21%	31%	27%	35%	17%	25%	27%	35%	31%	31%	27%	33%	29%	33%	23%	23%	21%	21%	23%	21%	15%	27%	25%	27%	12%
2:00 PM	23%	37%	31%	33%	19%	29%	27%	35%	27%	31%	27%	31%	31%	27%	21%	25%	19%	25%	21%	21%	17%	23%	25%	25%	13%
2:30 PM	19%	40%	33%	37%	17%	29%	35%	38%	27%	27%	31%	31%	31%	27%	21%	27%	15%	29%	15%	21%	15%	23%	33%	27%	13%
3:00 PM	13%	29%	25%	17%	8%	23%	29%	33%	17%	15%	27%	23%	27%	17%	15%	21%	13%	21%	13%	12%	8%	15%	23%	13%	8%
3:30 PM	19%	35%	27%	33%	13%	31%	25%	38%	23%	23%	21%	25%	27%	21%	21%	21%	15%	21%	21%	19%	10%	25%	21%	25%	10%
4:00 PM	13%	33%	25%	31%	12%	21%	25%	31%	23%	10%	17%	25%	21%	21%	21%	17%	13%	17%	19%	17%	4%	19%	13%	21%	10%
4:30 PM	15%	27%	27%	23%	10%	19%	27%	31%	19%	8%	17%	25%	21%	23%	19%	17%	15%	17%	19%	15%	4%	15%	12%	15%	8%
5:00 PM	8%	21%	15%	13%	2%	13%	17%	19%	13%	2%	15%	23%	17%	19%	13%	13%	13%	13%	15%	10%	0%	6%	6%	4%	2%
5:30 PM	13%	23%	19%	29%	2%	15%	21%	21%	23%	0%	13%	23%	23%	21%	12%	13%	13%	15%	12%	8%	4%	8%	6%	8%	0%
6:00 PM	15%	15%	21%	29%	2%	12%	21%	21%	23%	0%	13%	23%	23%	21%	12%	12%	13%	15%	12%	8%	4%	8%	6%	10%	2%
6:30 PM	15%	15%	19%	29%	2%	12%	21%	21%	21%	0%	13%	17%	23%	15%	12%	12%	13%	15%	12%	8%	4%	8%	6%	10%	2%
7:00 PM	13%	12%	17%	27%	2%	13%	19%	21%	17%	0%	13%	17%	17%	15%	12%	10%	12%	12%	10%	8%	4%	8%	4%	8%	2%
7:30 PM	12%	12%	12%	13%	2%	13%	12%	17%	10%	0%	13%	15%	15%	15%	12%	10%	10%	12%	8%	8%	4%	6%	4%	6%	2%
8:00 PM	12%	10%	12%	12%	2%	12%	6%	15%	4%	0%	13%	13%	15%	13%	12%	10%	10%	10%	8%	8%	6%	4%	2%	4%	2%
8:30 PM	6%	4%	8%	12%	2%	8%	4%	10%	2%	0%	13%	12%	13%	12%	12%	8%	10%	8%	8%	8%	2%	0%	0%	2%	2%
9:00 PM	6%	4%	8%	12%	2%	8%	2%	8%	2%	0%	13%	12%	13%	12%	12%	8%	8%	8%	8%	8%	2%	0%	0%	2%	2%
9:30 PM	6%	4%	8%	6%	2%	6%	2%	6%	2%	0%	12%	12%	13%	12%	12%	8%	8%	8%	8%	8%	2%	0%	0%	2%	2%

Note: OSU Newark & COTC's Fall 2020 and Spring 2021 utilization includes all-day furniture storage and maintenance holds.

OSU-Mansfield Classroom Utilization, 2017-2021

Classroom Total: 26

	Spring of CY 2017					Fall of CY 2017					Spring of CY 2018					Fall of CY 2018					Spring of CY 2019				
	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM	8%	4%	8%	0%	8%	4%	4%	4%	0%	4%	12%	4%	12%	0%	12%	0%	4%	4%	0%	4%	12%	4%	12%	0%	12%
8:30 AM	23%	19%	23%	19%	15%	35%	27%	35%	27%	19%	19%	8%	19%	4%	23%	0%	23%	46%	23%	23%	27%	12%	27%	12%	27%
9:00 AM	23%	15%	23%	19%	12%	31%	23%	31%	27%	15%	12%	8%	12%	12%	15%	0%	19%	42%	23%	19%	23%	15%	23%	19%	23%
9:30 AM	27%	19%	27%	23%	19%	38%	27%	42%	35%	23%	15%	12%	19%	15%	15%	0%	23%	50%	27%	19%	19%	19%	19%	23%	19%
10:00 AM	54%	46%	54%	46%	15%	54%	42%	62%	42%	15%	54%	35%	62%	38%	19%	0%	38%	69%	35%	12%	38%	50%	50%	46%	23%
10:30 AM	62%	54%	65%	62%	15%	65%	50%	73%	46%	27%	58%	46%	62%	58%	19%	0%	58%	77%	46%	27%	46%	54%	54%	54%	27%
11:00 AM	54%	54%	58%	62%	12%	58%	50%	65%	46%	23%	54%	42%	62%	54%	12%	0%	58%	73%	46%	23%	46%	50%	54%	50%	15%
11:30 AM	69%	58%	73%	62%	27%	58%	58%	62%	58%	31%	77%	38%	85%	46%	23%	0%	65%	81%	65%	31%	58%	46%	62%	38%	23%
12:00 PM	69%	58%	73%	62%	23%	58%	58%	62%	58%	27%	77%	38%	81%	42%	23%	0%	65%	81%	65%	31%	58%	46%	58%	38%	23%
12:30 PM	50%	35%	46%	38%	4%	42%	42%	38%	38%	8%	58%	19%	62%	23%	8%	0%	35%	58%	38%	8%	38%	27%	50%	27%	12%
1:00 PM	0%	0%	0%	4%	0%	0%	4%	4%	0%	0%	0%	0%	0%	4%	0%	0%	0%	4%	4%	0%	0%	8%	4%	4%	4%
1:30 PM	42%	50%	38%	46%	15%	58%	58%	54%	62%	12%	46%	42%	46%	38%	15%	0%	31%	35%	38%	8%	58%	35%	58%	35%	23%
2:00 PM	50%	50%	46%	46%	19%	65%	69%	69%	69%	19%	54%	42%	50%	38%	19%	0%	42%	46%	46%	15%	62%	38%	62%	38%	23%
2:30 PM	50%	50%	46%	46%	19%	65%	65%	69%	65%	19%	54%	42%	50%	38%	19%	0%	42%	46%	46%	15%	62%	38%	62%	38%	23%
3:00 PM	19%	46%	23%	31%	4%	31%	31%	35%	35%	8%	19%	31%	23%	23%	4%	0%	23%	27%	23%	12%	27%	38%	27%	27%	4%
3:30 PM	19%	38%	19%	27%	4%	27%	27%	31%	31%	12%	12%	31%	19%	19%	4%	0%	15%	27%	15%	12%	27%	31%	27%	15%	8%
4:00 PM	15%	38%	15%	23%	0%	23%	27%	19%	23%	8%	12%	35%	15%	23%	4%	0%	12%	15%	8%	8%	31%	35%	23%	19%	8%
4:30 PM	15%	27%	15%	8%	4%	27%	38%	19%	23%	8%	15%	23%	19%	15%	4%	0%	23%	31%	4%	4%	19%	19%	12%	12%	4%
5:00 PM	15%	23%	19%	8%	4%	23%	35%	15%	19%	4%	15%	19%	19%	12%	4%	0%	23%	31%	8%	4%	12%	23%	8%	12%	0%
5:30 PM	15%	27%	19%	12%	0%	19%	27%	15%	19%	0%	15%	23%	19%	15%	0%	0%	19%	27%	12%	0%	12%	27%	4%	15%	0%
6:00 PM	8%	23%	8%	8%	0%	15%	19%	12%	8%	0%	8%	23%	15%	8%	0%	0%	23%	19%	4%	0%	4%	31%	4%	12%	0%
6:30 PM	4%	19%	8%	4%	0%	8%	19%	8%	8%	0%	8%	23%	12%	8%	0%	0%	23%	12%	4%	0%	4%	27%	4%	8%	0%
7:00 PM	0%	15%	0%	0%	0%	0%	15%	4%	4%	0%	4%	23%	8%	4%	0%	0%	19%	8%	0%	0%	4%	23%	0%	4%	0%
7:30 PM	0%	12%	4%	4%	0%	0%	19%	8%	4%	0%	0%	19%	8%	4%	0%	0%	19%	8%	4%	0%	4%	19%	4%	4%	0%
8:00 PM	0%	12%	4%	4%	0%	0%	15%	8%	4%	0%	0%	15%	4%	4%	0%	0%	12%	8%	4%	0%	0%	12%	4%	4%	0%
8:30 PM	0%	12%	0%	0%	0%	0%	12%	0%	0%	0%	0%	15%	0%	0%	0%	0%	8%	0%	0%	0%	0%	12%	0%	0%	0%
9:00 PM	0%	0%	0%	0%	0%	0%	8%	0%	0%	0%	0%	8%	0%	0%	0%	0%	4%	0%	0%	0%	0%	8%	0%	0%	0%
9:30 PM	0%	0%	0%	0%	0%	0%	8%	0%	0%	0%	0%	4%	0%	0%	0%	0%	4%	0%	0%	0%	0%	8%	0%	0%	0%

	Fall of CY 2019					Spring of CY 2020					Fall of CY 2020					Spring of CY 2021					Fall of CY 2021				
	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM	4%	4%	4%	0%	8%	12%	4%	12%	4%	12%	0%	0%	0%	0%	0%	4%	0%	4%	0%	4%	4%	0%	4%	0%	0%
8:30 AM	35%	12%	35%	8%	27%	27%	12%	27%	12%	19%	4%	4%	4%	0%	0%	8%	4%	4%	0%	4%	15%	19%	15%	19%	4%
9:00 AM	35%	8%	35%	12%	23%	23%	12%	27%	15%	15%	4%	4%	4%	0%	0%	8%	4%	4%	0%	4%	12%	19%	12%	19%	4%
9:30 AM	38%	12%	38%	15%	23%	19%	15%	23%	15%	15%	4%	4%	4%	0%	0%	4%	4%	4%	0%	0%	23%	19%	19%	19%	4%
10:00 AM	65%	42%	77%	35%	15%	42%	31%	58%	23%	23%	12%	12%	12%	4%	0%	12%	4%	15%	4%	4%	50%	42%	50%	35%	8%
10:30 AM	73%	54%	85%	46%	27%	50%	35%	65%	27%	27%	12%	12%	12%	8%	0%	12%	4%	15%	4%	4%	58%	50%	65%	38%	8%
11:00 AM	62%	54%	69%	46%	23%	46%	31%	62%	23%	19%	12%	12%	12%	8%	0%	12%	4%	15%	4%	4%	50%	46%	54%	38%	0%
11:30 AM	65%	54%	69%	42%	27%	46%	58%	54%	42%	27%	15%	15%	19%	8%	8%	0%	8%	15%	8%	8%	46%	31%	58%	31%	4%
12:00 PM	65%	54%	69%	42%	27%	50%	58%	58%	42%	27%	15%	15%	19%	8%	8%	0%	8%	15%	8%	8%	46%	31%	58%	31%	4%
12:30 PM	46%	31%	46%	27%	8%	23%	42%	35%	31%	8%	12%	15%	15%	4%	4%	0%	8%	4%	4%	4%	38%	15%	54%	19%	0%
1:00 PM	0%	0%	0%	0%	0%	4%	4%	8%	4%	0%	0%	4%	4%	0%	0%	0%	0%	0%	0%	0%	4%	4%	8%	8%	0%
1:30 PM	42%	31%	46%	35%	12%	46%	38%	50%	31%	15%	0%	4%	8%	4%	0%	4%	8%	4%	4%	0%	42%	27%	42%	35%	4%
2:00 PM	50%	35%	58%	46%	19%	46%	42%	50%	35%	19%	4%	8%	12%	8%	4%	4%	8%	4%	4%	0%	42%	35%	50%	35%	8%
2:30 PM	50%	35%	58%	46%	19%	46%	42%	50%	35%	19%	4%	8%	12%	8%	4%	4%	8%	4%	4%	0%	42%	35%	50%	35%	8%
3:00 PM	27%	27%	35%	19%	15%	15%	27%	19%	19%	8%	0%	0%	8%	4%	0%	0%	4%	0%	8%	0%	8%	15%	27%	19%	8%
3:30 PM	31%	19%	38%	12%	19%	15%	27%	15%	12%	8%	0%	0%	12%	4%	0%	0%	4%	0%	8%	0%	12%	8%	31%	12%	8%
4:00 PM	19%	27%	27%	12%	12%	12%	23%	8%	12%	8%	0%	0%	12%	4%	0%	0%	4%	0%	4%	0%	4%	19%	19%	15%	4%
4:30 PM	8%	35%	23%	15%	4%	12%	15%	8%	12%	0%	4%	4%	12%	8%	0%	4%	0%	4%	4%	0%	8%	23%	19%	15%	0%
5:00 PM	8%	27%	23%	12%	0%	12%	19%	4%	12%	0%	4%	4%	8%	8%	0%	4%	4%	4%	4%	0%	4%	23%	15%	12%	0%
5:30 PM	12%	27%	19%	12%	0%	15%	23%	8%	12%	0%	4%	4%	4%	8%	0%	4%	4%	4%	0%	0%	4%	19%	12%	8%	0%
6:00 PM	12%	27%	12%	15%	0%	12%	27%	8%	12%	0%	4%	0%	0%	4%	0%	8%	4%	4%	0%	0%	4%	15%	8%	4%	0%
6:30 PM	12%	23%	12%	15%	0%	8%	27%	8%	12%	0%	4%	0%	0%	4%	0%	8%	4%	4%	0%	0%	4%	4%	8%	0%	0%
7:00 PM	8%	23%	4%	12%	0%	4%	19%	4%	8%	0%	4%	0%	0%	4%	0%	8%	4%	4%	0%	0%	4%	8%	4%	0%	0%
7:30 PM	4%	19%	4%	8%	0%	4%	12%	4%	4%	0%	0%	0%	0%	0%	0%	4%	4%	0%	0%	0%	0%	4%	0%	0%	0%
8:00 PM	4%	19%	4%	4%	0%	0%	8%	4%	4%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	4%	0%	0%	0%
8:30 PM	4%	15%	0%	0%	0%	0%	8%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	4%	0%	0%	0%
9:00 PM	0%	8%	0%	0%	0%	0%	4%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	4%	0%	0%	0%
9:30 PM	0%	8%	0%	0%	0%	0%	4%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

OSU-Mansfield Laboratory Utilization, 2017-2021

Laboratory Total: 16.5

	Spring of CY 2017					Fall of CY 2017					Spring of CY 2018					Fall of CY 2018					Spring of CY 2019				
	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM	0%	0%	0%	0%	0%	0%	0%	0%	0%	6%	0%	0%	0%	0%	0%	0%	0%	0%	0%	6%	0%	0%	0%	0%	0%
8:30 AM	0%	6%	0%	6%	6%	6%	6%	12%	6%	6%	6%	6%	0%	6%	6%	0%	6%	6%	12%	6%	12%	12%	6%	12%	6%
9:00 AM	0%	6%	0%	6%	6%	12%	6%	12%	12%	6%	6%	6%	0%	6%	6%	0%	6%	6%	12%	6%	12%	12%	6%	12%	6%
9:30 AM	0%	18%	6%	12%	12%	12%	6%	18%	12%	6%	6%	6%	0%	6%	6%	0%	6%	12%	12%	6%	12%	12%	6%	12%	6%
10:00 AM	18%	36%	30%	36%	12%	18%	48%	24%	42%	6%	36%	30%	30%	36%	6%	0%	36%	24%	42%	6%	30%	36%	24%	36%	18%
10:30 AM	18%	30%	30%	36%	12%	24%	48%	24%	48%	6%	36%	30%	30%	42%	6%	0%	36%	24%	42%	6%	30%	36%	24%	36%	18%
11:00 AM	12%	36%	24%	42%	12%	18%	48%	18%	48%	0%	24%	24%	24%	36%	6%	0%	36%	18%	42%	0%	24%	30%	24%	30%	18%
11:30 AM	18%	55%	24%	55%	6%	30%	42%	36%	48%	0%	24%	48%	18%	42%	0%	0%	42%	30%	42%	6%	24%	48%	24%	55%	12%
12:00 PM	18%	42%	24%	48%	6%	30%	42%	36%	48%	0%	24%	48%	18%	42%	0%	0%	42%	30%	42%	6%	24%	48%	24%	55%	12%
12:30 PM	12%	24%	18%	24%	0%	18%	24%	18%	24%	0%	12%	24%	12%	24%	0%	0%	24%	6%	24%	0%	12%	30%	12%	36%	6%
1:00 PM	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
1:30 PM	42%	36%	48%	42%	12%	36%	55%	42%	48%	12%	18%	42%	30%	42%	6%	0%	48%	48%	48%	18%	30%	36%	30%	30%	6%
2:00 PM	42%	42%	48%	55%	12%	42%	55%	42%	55%	12%	18%	48%	30%	48%	6%	0%	55%	48%	61%	18%	42%	36%	36%	36%	12%
2:30 PM	42%	42%	42%	55%	12%	42%	55%	42%	55%	12%	18%	48%	30%	48%	6%	0%	55%	48%	61%	18%	42%	36%	36%	36%	12%
3:00 PM	24%	18%	30%	24%	6%	18%	48%	24%	36%	12%	18%	24%	30%	24%	6%	0%	36%	12%	42%	12%	24%	30%	18%	18%	6%
3:30 PM	24%	24%	30%	30%	6%	18%	48%	24%	36%	12%	18%	24%	30%	30%	6%	0%	36%	30%	42%	24%	24%	36%	18%	24%	6%
4:00 PM	24%	18%	30%	24%	6%	18%	42%	24%	30%	12%	12%	18%	24%	24%	6%	0%	42%	30%	36%	24%	12%	24%	6%	18%	6%
4:30 PM	12%	6%	6%	0%	0%	0%	18%	0%	18%	0%	12%	6%	12%	6%	0%	0%	18%	18%	12%	12%	18%	12%	6%	6%	0%
5:00 PM	12%	6%	6%	0%	0%	0%	18%	0%	18%	0%	12%	6%	12%	6%	0%	0%	18%	0%	12%	0%	18%	12%	6%	6%	0%
5:30 PM	18%	6%	12%	0%	0%	6%	12%	6%	12%	0%	18%	6%	18%	6%	0%	0%	18%	6%	12%	0%	24%	12%	12%	6%	0%
6:00 PM	12%	6%	6%	0%	0%	6%	6%	6%	6%	0%	12%	6%	12%	0%	0%	0%	18%	6%	6%	0%	18%	6%	12%	0%	0%
6:30 PM	12%	12%	6%	6%	0%	12%	6%	12%	6%	0%	6%	6%	12%	0%	0%	0%	18%	12%	6%	0%	12%	6%	12%	6%	0%
7:00 PM	6%	12%	0%	6%	0%	6%	6%	6%	6%	0%	0%	6%	6%	0%	0%	0%	12%	6%	6%	0%	6%	6%	6%	6%	0%
7:30 PM	0%	6%	0%	6%	0%	6%	0%	6%	0%	0%	0%	0%	0%	0%	0%	0%	6%	6%	0%	0%	0%	6%	0%	6%	0%
8:00 PM	0%	6%	0%	6%	0%	6%	0%	6%	0%	0%	0%	0%	0%	0%	0%	0%	6%	6%	0%	0%	0%	6%	0%	6%	0%
8:30 PM	0%	6%	0%	6%	0%	6%	0%	6%	0%	0%	0%	0%	0%	0%	0%	0%	6%	6%	0%	0%	0%	6%	0%	6%	0%
9:00 PM	0%	6%	0%	6%	0%	6%	0%	6%	0%	0%	0%	0%	0%	0%	0%	0%	6%	6%	0%	0%	0%	6%	0%	6%	0%
9:30 PM	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	6%	0%	0%	0%	0%	0%	0%	0%	0%

	Fall of CY 2019					Spring of CY 2020					Fall of CY 2020					Spring of CY 2021					Fall of CY 2021				
	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
8:30 AM	6%	18%	12%	18%	6%	6%	12%	0%	18%	6%	0%	0%	6%	0%	6%	6%	0%	6%	0%	12%	6%	6%	12%	6%	12%
9:00 AM	12%	18%	12%	18%	6%	6%	24%	0%	30%	12%	0%	6%	6%	6%	6%	6%	0%	6%	0%	12%	6%	6%	12%	12%	12%
9:30 AM	18%	18%	12%	18%	6%	6%	24%	6%	30%	12%	0%	6%	6%	6%	6%	6%	0%	6%	0%	12%	6%	6%	12%	18%	12%
10:00 AM	42%	42%	36%	36%	6%	24%	48%	30%	61%	18%	0%	24%	12%	18%	18%	6%	12%	6%	6%	18%	30%	24%	30%	30%	12%
10:30 AM	48%	42%	36%	36%	6%	30%	48%	30%	61%	18%	0%	24%	12%	18%	18%	6%	12%	6%	12%	18%	36%	24%	30%	30%	12%
11:00 AM	42%	42%	30%	42%	6%	24%	42%	30%	55%	12%	0%	18%	12%	18%	18%	12%	12%	12%	12%	12%	36%	24%	30%	30%	12%
11:30 AM	48%	48%	42%	48%	6%	30%	48%	42%	67%	6%	0%	24%	6%	18%	6%	12%	12%	6%	6%	0%	30%	24%	24%	24%	0%
12:00 PM	48%	48%	42%	48%	12%	30%	48%	42%	55%	6%	0%	24%	6%	18%	6%	12%	6%	6%	0%	6%	30%	24%	24%	24%	0%
12:30 PM	18%	24%	24%	30%	12%	24%	30%	30%	36%	0%	0%	12%	0%	12%	6%	6%	6%	6%	0%	12%	18%	12%	18%	18%	6%
1:00 PM	0%	6%	0%	0%	6%	0%	12%	12%	0%	6%	0%	0%	0%	0%	0%	0%	0%	0%	0%	12%	6%	0%	24%	12%	18%
1:30 PM	36%	42%	36%	42%	12%	36%	61%	48%	48%	18%	12%	12%	6%	18%	12%	6%	18%	0%	18%	18%	12%	42%	42%	48%	30%
2:00 PM	48%	48%	36%	48%	12%	36%	55%	48%	61%	18%	12%	12%	6%	18%	12%	6%	18%	0%	18%	12%	24%	48%	42%	48%	30%
2:30 PM	48%	48%	36%	48%	12%	36%	55%	48%	61%	18%	12%	12%	6%	12%	12%	6%	18%	0%	18%	12%	24%	48%	36%	48%	24%
3:00 PM	24%	30%	18%	30%	12%	36%	48%	30%	42%	18%	12%	12%	6%	12%	6%	6%	18%	0%	18%	12%	18%	36%	30%	36%	12%
3:30 PM	18%	30%	18%	30%	12%	36%	48%	24%	36%	18%	12%	12%	12%	12%	6%	6%	12%	0%	6%	12%	18%	36%	36%	36%	18%
4:00 PM	18%	18%	18%	24%	12%	24%	48%	24%	36%	18%	12%	12%	18%	6%	6%	6%	12%	0%	6%	12%	12%	36%	30%	36%	18%
4:30 PM	6%	12%	6%	18%	6%	12%	24%	12%	18%	6%	0%	0%	6%	0%	0%	6%	6%	0%	6%	0%	6%	12%	24%	12%	6%
5:00 PM	6%	12%	6%	18%	0%	12%	30%	12%	18%	0%	6%	6%	12%	0%	0%	6%	0%	0%	0%	0%	6%	18%	18%	18%	0%
5:30 PM	12%	6%	12%	12%	0%	18%	24%	18%	12%	0%	6%	6%	18%	6%	0%	6%	0%	0%	0%	0%	6%	18%	18%	18%	0%
6:00 PM	12%	6%	12%	6%	0%	18%	12%	12%	6%	0%	6%	6%	12%	6%	0%	6%	0%	0%	0%	0%	0%	12%	6%	12%	0%
6:30 PM	12%	6%	12%	6%	0%	18%	12%	18%	6%	0%	6%	6%	12%	6%	0%	0%	0%	0%	0%	0%	0%	12%	6%	12%	0%
7:00 PM	6%	6%	6%	6%	0%	6%	12%	12%	6%	0%	6%	6%	12%	6%	0%	0%	0%	0%	0%	0%	0%	18%	6%	12%	0%
7:30 PM	0%	0%	0%	0%	0%	0%	12%	6%	6%	0%	6%	6%	12%	6%	0%	0%	0%	0%	0%	0%	0%	18%	6%	12%	0%
8:00 PM	0%	0%	0%	0%	0%	0%	6%	6%	0%	0%	6%	6%	6%	0%	0%	0%	0%	0%	0%	0%	0%	6%	0%	0%	0%
8:30 PM	0%	0%	0%	0%	0%	0%	6%	6%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	6%	0%	0%	0%
9:00 PM	0%	0%	0%	0%	0%	0%	6%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	6%	0%	0%	0%
9:30 PM	0%	0%	0%	0%	0%	0%	6%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

NCSC Classroom Utilization, 2017-2021

Classroom Total: 24

	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM	33%	17%	21%	25%	8%	42%	46%	21%	46%	13%	42%	25%	25%	33%	8%	38%	33%	25%	33%	0%	38%	29%	25%	25%	8%
8:30 AM	33%	17%	21%	25%	8%	46%	46%	25%	46%	13%	46%	25%	29%	33%	8%	42%	33%	29%	33%	0%	46%	33%	29%	25%	8%
9:00 AM	38%	17%	29%	25%	13%	50%	38%	33%	42%	17%	50%	21%	38%	29%	13%	38%	38%	33%	33%	8%	50%	38%	33%	33%	8%
9:30 AM	50%	29%	42%	33%	13%	58%	46%	38%	54%	21%	63%	33%	50%	38%	13%	46%	42%	42%	33%	8%	58%	42%	46%	38%	8%
10:00 AM	38%	46%	54%	42%	8%	54%	38%	46%	42%	17%	50%	46%	58%	46%	8%	46%	38%	50%	29%	17%	46%	54%	46%	46%	4%
10:30 AM	42%	38%	58%	33%	8%	50%	38%	46%	46%	17%	42%	38%	54%	38%	17%	42%	38%	46%	29%	17%	42%	46%	46%	38%	8%
11:00 AM	25%	50%	46%	38%	17%	50%	38%	58%	42%	25%	29%	38%	42%	33%	17%	38%	38%	46%	29%	17%	29%	46%	38%	33%	13%
11:30 AM	25%	38%	42%	25%	17%	46%	25%	54%	21%	21%	29%	29%	38%	25%	17%	33%	29%	46%	21%	13%	29%	33%	38%	29%	13%
12:00 PM	17%	33%	29%	25%	17%	25%	29%	50%	29%	17%	29%	29%	29%	25%	13%	25%	29%	42%	21%	13%	38%	42%	42%	46%	17%
12:30 PM	25%	29%	33%	29%	17%	29%	29%	50%	25%	17%	42%	29%	38%	29%	8%	38%	25%	50%	13%	13%	46%	42%	50%	50%	17%
1:00 PM	42%	33%	46%	42%	13%	38%	29%	46%	21%	17%	50%	29%	50%	42%	8%	33%	33%	50%	13%	13%	58%	38%	54%	50%	21%
1:30 PM	29%	29%	38%	38%	13%	38%	33%	38%	17%	17%	38%	33%	38%	46%	8%	33%	38%	50%	13%	8%	54%	42%	50%	54%	17%
2:00 PM	25%	21%	33%	21%	13%	33%	25%	25%	25%	21%	38%	29%	38%	29%	8%	29%	29%	29%	21%	8%	46%	38%	42%	38%	17%
2:30 PM	21%	25%	29%	25%	8%	42%	21%	33%	25%	21%	25%	33%	25%	33%	4%	29%	25%	29%	21%	8%	33%	38%	29%	38%	8%
3:00 PM	25%	25%	29%	17%	8%	33%	25%	29%	21%	13%	33%	38%	29%	25%	8%	29%	25%	38%	17%	8%	38%	29%	33%	25%	4%
3:30 PM	21%	25%	25%	17%	8%	21%	25%	17%	21%	17%	25%	25%	21%	13%	8%	17%	17%	25%	13%	8%	38%	25%	29%	17%	4%
4:00 PM	29%	25%	29%	17%	4%	21%	25%	17%	21%	13%	29%	21%	21%	17%	8%	13%	13%	29%	8%	4%	38%	25%	25%	29%	4%
4:30 PM	33%	25%	33%	17%	4%	29%	33%	25%	29%	8%	33%	21%	25%	17%	8%	17%	17%	29%	13%	4%	29%	25%	25%	29%	4%
5:00 PM	25%	13%	21%	17%	4%	13%	21%	17%	29%	8%	21%	17%	17%	17%	4%	13%	21%	17%	17%	4%	17%	21%	17%	21%	4%
5:30 PM	25%	17%	25%	21%	4%	17%	25%	21%	33%	8%	13%	17%	21%	21%	4%	13%	29%	21%	25%	4%	17%	25%	17%	25%	4%
6:00 PM	25%	21%	29%	29%	0%	17%	17%	21%	21%	8%	25%	13%	25%	21%	4%	17%	13%	21%	17%	0%	17%	21%	13%	25%	4%
6:30 PM	25%	21%	29%	29%	0%	21%	17%	21%	21%	8%	21%	17%	25%	21%	4%	13%	8%	21%	13%	0%	17%	13%	13%	21%	4%
7:00 PM	21%	21%	17%	17%	0%	13%	8%	8%	13%	4%	17%	17%	21%	17%	0%	8%	4%	13%	8%	0%	13%	13%	13%	17%	4%
7:30 PM	8%	17%	13%	13%	0%	13%	4%	8%	8%	4%	8%	13%	17%	13%	0%	4%	4%	8%	8%	0%	8%	4%	4%	8%	4%
8:00 PM	4%	17%	13%	13%	0%	13%	4%	8%	4%	0%	4%	13%	17%	13%	0%	4%	4%	8%	4%	0%	8%	4%	4%	4%	4%
8:30 PM	4%	13%	8%	8%	0%	8%	4%	8%	4%	0%	4%	13%	4%	8%	0%	4%	4%	8%	4%	0%	8%	4%	4%	4%	4%
9:00 PM	4%	8%	4%	8%	0%	8%	4%	8%	4%	0%	4%	13%	4%	4%	0%	4%	4%	8%	4%	0%	8%	4%	4%	4%	4%
9:30 PM	4%	8%	4%	8%	0%	4%	4%	4%	4%	0%	4%	13%	4%	4%	0%	4%	4%	4%	4%	0%	8%	4%	4%	4%	4%
	Spring of CY 2017					Fall of CY 2017					Spring of CY 2018					Fall of CY 2018					Spring of CY 2019				

	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM	38%	29%	38%	25%	0%	33%	25%	29%	21%	4%	8%	13%	4%	13%	0%	8%	4%	8%	8%	0%	0%	4%	0%	4%	0%
8:30 AM	38%	29%	38%	25%	4%	38%	29%	29%	21%	4%	8%	13%	4%	13%	0%	8%	4%	8%	8%	0%	0%	4%	0%	4%	0%
9:00 AM	38%	33%	38%	25%	8%	42%	21%	29%	17%	8%	13%	17%	0%	17%	0%	13%	4%	8%	8%	0%	8%	8%	4%	8%	0%
9:30 AM	50%	38%	46%	25%	8%	54%	25%	42%	21%	8%	17%	17%	0%	17%	0%	17%	4%	13%	8%	0%	8%	8%	4%	8%	0%
10:00 AM	50%	29%	42%	17%	13%	46%	33%	46%	29%	8%	17%	17%	8%	17%	0%	13%	4%	13%	8%	0%	13%	13%	8%	8%	0%
10:30 AM	54%	29%	46%	17%	8%	50%	29%	46%	25%	13%	21%	17%	13%	17%	0%	17%	4%	21%	8%	0%	17%	13%	13%	8%	0%
11:00 AM	54%	38%	58%	17%	13%	38%	25%	38%	21%	21%	21%	13%	13%	4%	0%	13%	8%	17%	8%	0%	8%	13%	17%	0%	0%
11:30 AM	50%	38%	58%	17%	13%	42%	17%	42%	21%	21%	21%	13%	13%	4%	0%	17%	13%	17%	8%	0%	8%	13%	17%	0%	0%
12:00 PM	38%	38%	50%	29%	13%	33%	17%	33%	25%	17%	13%	4%	8%	8%	0%	8%	8%	13%	8%	0%	4%	0%	8%	0%	0%
12:30 PM	33%	21%	50%	17%	17%	38%	29%	38%	33%	17%	4%	8%	4%	8%	0%	8%	8%	13%	8%	0%	8%	4%	4%	4%	0%
1:00 PM	29%	25%	46%	25%	21%	29%	29%	25%	38%	21%	0%	17%	0%	17%	0%	4%	4%	4%	8%	0%	4%	17%	0%	13%	0%
1:30 PM	33%	29%	50%	25%	17%	33%	29%	33%	38%	17%	8%	17%	8%	17%	0%	4%	8%	4%	13%	0%	13%	17%	8%	13%	0%
2:00 PM	33%	25%	33%	29%	17%	29%	25%	29%	21%	17%	8%	8%	8%	13%	0%	4%	8%	4%	13%	0%	8%	13%	8%	8%	0%
2:30 PM	29%	29%	29%	25%	13%	25%	25%	21%	17%	8%	8%	4%	8%	8%	0%	0%	8%	0%	13%	0%	8%	8%	8%	4%	0%
3:00 PM	33%	25%	33%	13%	8%	29%	17%	29%	4%	4%	8%	0%	8%	0%	0%	0%	4%	0%	4%	0%	8%	4%	8%	0%	0%
3:30 PM	21%	17%	21%	8%	4%	25%	17%	21%	8%	4%	0%	4%	0%	0%	0%	0%	4%	0%	4%	0%	0%	4%	0%	0%	0%
4:00 PM	8%	13%	17%	4%	0%	29%	8%	17%	8%	0%	0%	4%	0%	0%	0%	0%	0%	0%	0%	0%	0%	4%	4%	4%	0%
4:30 PM	13%	17%	21%	8%	0%	25%	4%	17%	4%	0%	0%	4%	0%	0%	0%	0%	0%	0%	0%	0%	0%	4%	4%	4%	0%
5:00 PM	8%	13%	17%	4%	0%	13%	4%	4%	8%	0%	0%	4%	4%	0%	4%	0%	0%	0%	4%	0%	0%	0%	4%	4%	0%
5:30 PM	8%	25%	13%	13%	0%	4%	8%	8%	13%	0%	0%	0%	4%	0%	4%	0%	0%	0%	4%	0%	0%	0%	4%	4%	0%
6:00 PM	17%	21%	13%	17%	0%	8%	17%	17%	21%	0%	4%	4%	4%	4%	4%	4%	4%	4%	8%	0%	4%	4%	4%	4%	0%
6:30 PM	17%	17%	13%	13%	0%	8%	13%	17%	21%	0%	4%	4%	4%	4%	4%	4%	4%	4%	8%	0%	4%	4%	4%	4%	0%
7:00 PM	13%	13%	8%	8%	0%	8%	13%	17%	17%	0%	4%	4%	4%	4%	0%	4%	4%	4%	4%	0%	4%	8%	4%	4%	0%
7:30 PM	13%	8%	8%	8%	0%	4%	4%	8%	4%	0%	4%	4%	4%	4%	0%	4%	4%	4%	4%	0%	4%	8%	4%	4%	0%
8:00 PM	13%	8%	8%	4%	0%	4%	4%	8%	4%	0%	4%	4%	4%	4%	0%	4%	4%	4%	4%	0%	4%	8%	4%	4%	0%
8:30 PM	8%	4%	8%	4%	0%	4%	4%	4%	4%	0%	4%	4%	4%	4%	0%	4%	4%	4%	4%	0%	4%	8%	4%	4%	0%
9:00 PM	8%	4%	8%	0%	0%	4%	4%	4%	4%	0%	4%	4%	4%	0%	0%	4%	4%	4%	4%	0%	4%	8%	4%	0%	0%
9:30 PM	8%	4%	4%	0%	0%	4%	4%	4%	4%	0%	4%	4%	4%	0%	0%	4%	4%	4%	4%	0%	4%	8%	4%	0%	0%
	Fall of CY 2019					Spring of CY 2020					Fall of CY 2020					Spring of CY 2021					Fall of CY 2021				

NCSC Laboratory Utilization, 2017-2021

Laboratory Total: 30.5

	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM	13%	13%	13%	20%	13%	13%	20%	20%	23%	3%	10%	7%	13%	10%	7%	16%	16%	20%	26%	7%	10%	13%	10%	16%	3%
8:30 AM	16%	13%	16%	20%	13%	16%	20%	23%	23%	3%	13%	7%	16%	10%	7%	20%	16%	23%	26%	10%	16%	13%	16%	16%	7%
9:00 AM	23%	23%	20%	26%	20%	16%	30%	20%	33%	7%	16%	23%	16%	23%	10%	23%	26%	23%	33%	13%	16%	30%	20%	36%	13%
9:30 AM	26%	33%	23%	36%	16%	20%	39%	23%	46%	7%	20%	36%	20%	36%	7%	26%	26%	26%	36%	10%	23%	39%	26%	46%	10%
10:00 AM	39%	39%	36%	39%	20%	36%	56%	43%	59%	3%	36%	39%	36%	39%	10%	39%	39%	39%	49%	13%	39%	36%	46%	36%	13%
10:30 AM	39%	39%	36%	36%	20%	33%	49%	36%	52%	3%	39%	36%	36%	36%	10%	36%	30%	33%	39%	10%	39%	33%	46%	36%	13%
11:00 AM	36%	46%	33%	33%	16%	39%	56%	39%	49%	0%	39%	39%	33%	36%	10%	30%	39%	33%	36%	7%	33%	36%	39%	39%	10%
11:30 AM	30%	43%	30%	30%	13%	39%	49%	36%	39%	0%	36%	36%	33%	33%	7%	33%	39%	30%	33%	3%	33%	33%	39%	33%	7%
12:00 PM	39%	43%	39%	46%	10%	43%	46%	39%	46%	0%	39%	39%	39%	43%	0%	43%	46%	43%	49%	0%	36%	39%	39%	39%	3%
12:30 PM	39%	30%	36%	33%	10%	39%	33%	33%	33%	7%	36%	26%	43%	30%	7%	33%	36%	30%	39%	10%	33%	30%	36%	26%	3%
1:00 PM	43%	30%	46%	33%	13%	36%	33%	30%	36%	7%	46%	30%	43%	33%	7%	39%	43%	33%	49%	13%	33%	33%	39%	26%	7%
1:30 PM	39%	20%	43%	23%	16%	26%	26%	20%	30%	10%	43%	16%	39%	20%	7%	33%	36%	26%	43%	16%	33%	30%	39%	23%	7%
2:00 PM	36%	26%	39%	26%	16%	36%	39%	36%	36%	10%	36%	23%	33%	23%	10%	39%	49%	39%	49%	16%	30%	33%	36%	23%	7%
2:30 PM	33%	26%	33%	23%	16%	36%	36%	39%	33%	10%	30%	26%	26%	23%	10%	33%	39%	39%	39%	13%	30%	33%	36%	23%	7%
3:00 PM	30%	30%	33%	16%	16%	30%	30%	36%	30%	10%	23%	30%	26%	20%	10%	30%	36%	36%	30%	13%	30%	30%	33%	16%	7%
3:30 PM	26%	30%	33%	16%	16%	23%	23%	30%	20%	7%	23%	30%	26%	20%	10%	23%	23%	30%	13%	10%	30%	23%	36%	10%	7%
4:00 PM	26%	30%	30%	13%	13%	26%	26%	30%	16%	7%	16%	30%	26%	16%	10%	30%	26%	26%	20%	10%	23%	26%	23%	20%	3%
4:30 PM	23%	36%	23%	23%	10%	30%	26%	33%	16%	3%	16%	36%	26%	23%	3%	30%	30%	26%	23%	3%	20%	33%	20%	26%	3%
5:00 PM	13%	26%	13%	20%	3%	20%	23%	23%	16%	0%	10%	20%	13%	10%	3%	23%	23%	20%	23%	0%	13%	26%	13%	16%	0%
5:30 PM	26%	36%	16%	30%	3%	20%	30%	23%	23%	0%	16%	30%	16%	20%	3%	26%	20%	26%	20%	0%	13%	26%	16%	20%	0%
6:00 PM	30%	30%	16%	23%	3%	16%	36%	16%	26%	0%	26%	26%	20%	16%	0%	30%	30%	26%	23%	0%	23%	23%	23%	16%	0%
6:30 PM	30%	30%	16%	23%	3%	16%	30%	16%	20%	0%	30%	26%	23%	16%	0%	26%	30%	23%	23%	0%	26%	26%	26%	16%	0%
7:00 PM	26%	23%	16%	20%	3%	13%	13%	13%	13%	3%	20%	20%	10%	13%	0%	16%	13%	13%	13%	3%	23%	16%	23%	10%	0%
7:30 PM	13%	13%	16%	13%	3%	7%	10%	10%	10%	3%	13%	10%	10%	7%	0%	16%	10%	13%	10%	3%	13%	7%	16%	3%	0%
8:00 PM	7%	13%	13%	13%	0%	7%	10%	10%	10%	3%	3%	13%	7%	10%	0%	7%	10%	10%	10%	3%	3%	7%	13%	10%	0%
8:30 PM	3%	10%	3%	7%	0%	3%	3%	7%	3%	3%	3%	10%	7%	3%	0%	3%	7%	7%	7%	3%	3%	3%	7%	7%	0%
9:00 PM	3%	3%	3%	0%	0%	0%	0%	3%	0%	3%	3%	3%	3%	0%	0%	0%	0%	3%	0%	3%	3%	0%	3%	3%	0%
9:30 PM	0%	0%	0%	0%	0%	0%	0%	3%	0%	3%	0%	0%	0%	0%	0%	0%	0%	3%	0%	3%	0%	0%	0%	3%	0%
	Spring of CY 2017					Fall of CY 2017					Spring of CY 2018					Fall of CY 2018					Spring of CY 2019				

	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM	16%	16%	13%	33%	7%	7%	13%	7%	20%	3%	3%	7%	3%	16%	3%	0%	10%	0%	16%	3%	3%	16%	3%	20%	0%
8:30 AM	20%	16%	20%	33%	13%	13%	13%	13%	20%	10%	3%	7%	7%	16%	3%	3%	10%	3%	16%	3%	3%	16%	7%	20%	0%
9:00 AM	26%	36%	23%	52%	16%	13%	30%	16%	33%	16%	3%	10%	7%	20%	3%	7%	23%	3%	33%	3%	10%	20%	10%	26%	0%
9:30 AM	30%	33%	26%	52%	13%	23%	33%	26%	36%	13%	3%	10%	7%	16%	3%	7%	20%	7%	30%	0%	10%	13%	13%	20%	0%
10:00 AM	36%	46%	36%	56%	20%	33%	33%	36%	36%	16%	13%	23%	16%	26%	7%	16%	20%	16%	26%	3%	20%	20%	26%	23%	0%
10:30 AM	33%	39%	33%	49%	13%	33%	30%	36%	33%	13%	13%	23%	16%	26%	7%	16%	20%	16%	26%	3%	16%	20%	23%	23%	0%
11:00 AM	23%	43%	26%	43%	7%	26%	36%	30%	36%	10%	16%	26%	20%	23%	7%	20%	20%	20%	16%	3%	13%	16%	20%	13%	0%
11:30 AM	23%	36%	20%	36%	3%	30%	26%	33%	30%	7%	20%	20%	20%	13%	3%	20%	10%	20%	13%	0%	10%	13%	10%	0%	0%
12:00 PM	30%	43%	26%	56%	3%	36%	43%	36%	36%	7%	30%	20%	23%	26%	3%	23%	16%	20%	10%	3%	20%	20%	20%	20%	0%
12:30 PM	33%	43%	36%	49%	7%	36%	43%	33%	46%	3%	26%	23%	16%	23%	3%	20%	16%	13%	13%	3%	20%	23%	20%	23%	0%
1:00 PM	36%	46%	36%	52%	7%	33%	39%	33%	39%	7%	30%	13%	16%	26%	0%	23%	16%	20%	16%	3%	16%	26%	20%	30%	0%
1:30 PM	33%	39%	33%	49%	13%	30%	36%	33%	36%	7%	26%	10%	16%	30%	0%	20%	16%	16%	16%	0%	13%	23%	16%	36%	0%
2:00 PM	36%	43%	39%	46%	13%	20%	30%	20%	26%	10%	30%	20%	20%	36%	0%	26%	20%	23%	16%	3%	23%	26%	23%	33%	0%
2:30 PM	33%	39%	33%	43%	13%	23%	30%	23%	23%	10%	30%	16%	20%	36%	0%	23%	16%	20%	10%	3%	20%	26%	20%	26%	0%
3:00 PM	30%	36%	26%	33%	13%	26%	23%	23%	13%	10%	23%	23%	20%	26%	0%	16%	13%	16%	3%	3%	16%	23%	20%	13%	0%
3:30 PM	26%	26%	26%	23%	10%	30%	20%	26%	13%	7%	16%	16%	13%	16%	0%	13%	10%	13%	3%	0%	13%	20%	16%	10%	0%
4:00 PM	36%	33%	26%	23%	7%	26%	33%	26%	23%	3%	20%	20%	13%	13%	0%	10%	10%	10%	10%	0%	13%	20%	16%	10%	0%
4:30 PM	33%	33%	23%	23%	7%	23%	33%	23%	20%	3%	20%	20%	10%	10%	0%	10%	10%	10%	10%	0%	13%	16%	16%	7%	0%
5:00 PM	20%	20%	10%	16%	0%	13%	30%	16%	20%	0%	10%	7%	3%	3%	0%	3%	7%	3%	7%	0%	13%	13%	7%	3%	0%
5:30 PM	20%	20%	13%	23%	0%	10%	26%	13%	16%	0%	7%	7%	7%	7%	0%	3%	7%	3%	7%	0%	10%	3%	10%	3%	0%
6:00 PM	23%	33%	20%	30%	0%	20%	26%	10%	16%	0%	3%	10%	7%	7%	0%	10%	7%	7%	7%	0%	7%	7%	10%	7%	0%
6:30 PM	20%	30%	16%	26%	0%	20%	23%	13%	13%	0%	3%	10%	7%	7%	0%	10%	7%	10%	3%	0%	7%	7%	7%	7%	0%
7:00 PM	13%	16%	13%	20%	3%	16%	13%	10%	10%	0%	0%	7%	3%	7%	0%	7%	0%	10%	3%	0%	3%	10%	3%	10%	0%
7:30 PM	13%	10%	10%	13%	3%	7%	7%	3%	3%	0%	0%	7%	3%	7%	0%	0%	0%	3%	3%	0%	0%	7%	3%	10%	0%
8:00 PM	3%	7%	7%	7%	3%	7%	7%	10%	7%	0%	0%	7%	0%	3%	0%	7%	3%	10%	7%	0%	0%	3%	0%	7%	0%
8:30 PM	3%	3%	7%	0%	3%	7%	7%	10%	3%	0%	0%	3%	0%	0%	0%	7%	3%	10%	7%	0%	0%	0%	0%	3%	0%
9:00 PM	0%	0%	3%	0%	3%	7%	3%	7%	0%	0%	0%	3%	0%	0%	0%	7%	3%	7%	7%	0%	0%	0%	0%	0%	0%
9:30 PM	0%	0%	3%	0%	3%	0%	0%	0%	0%	0%	0%	3%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Fall of CY 2019					Spring of CY 2020					Fall of CY 2020					Spring of CY 2021					Fall of CY 2021				

OSU-Lima Classroom Utilization, 2017-2021

Classroom Total: 21.5

	Spring of CY 2017					Fall of CY 2017					Spring of CY 2018					Fall of CY 2018					Spring of CY 2019				
	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM	9%	5%	14%	0%	9%	14%	28%	28%	19%	19%	14%	9%	14%	5%	9%	19%	37%	33%	23%	28%	0%	14%	5%	5%	0%
8:30 AM	9%	5%	14%	0%	9%	14%	28%	28%	19%	19%	14%	14%	14%	5%	9%	19%	37%	33%	23%	28%	0%	14%	5%	5%	0%
9:00 AM	0%	5%	0%	0%	0%	9%	19%	9%	14%	5%	9%	14%	0%	5%	0%	5%	33%	14%	19%	9%	9%	14%	0%	5%	0%
9:30 AM	19%	56%	37%	51%	33%	51%	60%	60%	56%	56%	37%	51%	47%	47%	47%	51%	70%	60%	56%	47%	33%	47%	47%	42%	42%
10:00 AM	5%	51%	23%	51%	19%	28%	60%	37%	56%	37%	14%	42%	23%	47%	23%	28%	65%	37%	56%	23%	19%	42%	33%	42%	28%
10:30 AM	28%	60%	47%	56%	42%	56%	70%	70%	65%	65%	33%	51%	42%	51%	42%	47%	74%	65%	65%	47%	33%	51%	47%	51%	47%
11:00 AM	33%	14%	33%	9%	23%	47%	28%	47%	23%	33%	37%	14%	23%	14%	23%	37%	33%	37%	33%	28%	28%	19%	19%	19%	23%
11:30 AM	42%	74%	56%	70%	47%	42%	70%	65%	60%	56%	42%	42%	47%	42%	42%	42%	70%	74%	65%	70%	37%	51%	65%	51%	65%
12:00 PM	37%	74%	51%	70%	47%	51%	65%	70%	56%	56%	33%	42%	47%	47%	42%	42%	65%	74%	60%	70%	33%	51%	65%	51%	65%
12:30 PM	23%	74%	42%	70%	42%	14%	60%	23%	47%	19%	5%	42%	23%	42%	23%	14%	47%	33%	47%	23%	9%	51%	37%	47%	42%
1:00 PM	14%	65%	28%	65%	28%	9%	60%	9%	60%	5%	5%	65%	14%	70%	9%	14%	60%	19%	70%	9%	5%	47%	23%	51%	28%
1:30 PM	19%	74%	33%	79%	28%	42%	65%	47%	70%	42%	33%	88%	37%	93%	28%	42%	65%	56%	70%	47%	33%	65%	56%	70%	51%
2:00 PM	23%	79%	33%	79%	28%	42%	70%	47%	74%	42%	33%	88%	37%	93%	28%	42%	60%	56%	70%	47%	33%	60%	56%	70%	47%
2:30 PM	47%	65%	47%	70%	42%	42%	65%	51%	70%	47%	47%	56%	51%	51%	33%	51%	70%	60%	74%	47%	37%	42%	56%	51%	42%
3:00 PM	47%	60%	47%	65%	37%	37%	56%	37%	56%	37%	28%	51%	33%	47%	19%	42%	60%	47%	60%	37%	28%	42%	47%	42%	33%
3:30 PM	23%	51%	23%	51%	19%	33%	47%	37%	42%	33%	23%	37%	28%	33%	19%	28%	51%	42%	51%	33%	19%	37%	37%	33%	28%
4:00 PM	51%	37%	37%	23%	23%	37%	37%	28%	23%	19%	47%	42%	33%	33%	19%	33%	51%	33%	33%	14%	37%	65%	37%	42%	9%
4:30 PM	42%	33%	28%	19%	19%	33%	33%	23%	14%	14%	37%	42%	23%	33%	14%	28%	47%	28%	28%	9%	37%	65%	33%	42%	9%
5:00 PM	28%	37%	28%	19%	9%	23%	23%	23%	19%	9%	33%	37%	14%	28%	5%	23%	47%	28%	33%	5%	33%	65%	19%	47%	5%
5:30 PM	19%	23%	23%	14%	0%	28%	14%	33%	9%	0%	28%	14%	19%	9%	0%	19%	28%	28%	19%	0%	19%	28%	23%	14%	5%
6:00 PM	37%	42%	33%	37%	0%	51%	28%	47%	28%	0%	42%	23%	33%	14%	0%	23%	28%	28%	28%	0%	19%	28%	14%	19%	0%
6:30 PM	37%	42%	33%	37%	0%	51%	28%	47%	28%	0%	42%	28%	33%	19%	5%	23%	28%	28%	28%	0%	19%	28%	14%	19%	0%
7:00 PM	28%	33%	23%	33%	0%	37%	19%	33%	23%	0%	33%	23%	28%	14%	5%	14%	9%	14%	14%	0%	14%	14%	5%	14%	0%
7:30 PM	23%	19%	23%	23%	0%	33%	19%	33%	23%	0%	28%	19%	28%	14%	5%	14%	14%	19%	19%	0%	14%	14%	9%	19%	0%
8:00 PM	14%	5%	9%	14%	0%	14%	9%	14%	9%	0%	14%	5%	19%	9%	5%	0%	9%	5%	9%	0%	5%	5%	5%	9%	0%
8:30 PM	9%	0%	0%	9%	0%	5%	0%	0%	0%	0%	9%	5%	14%	5%	5%	0%	0%	0%	0%	0%	5%	5%	0%	5%	0%
9:00 PM	5%	0%	0%	5%	0%	5%	0%	0%	0%	0%	5%	5%	9%	5%	5%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
9:30 PM	5%	0%	0%	0%	0%	5%	0%	0%	0%	0%	5%	0%	9%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

	Fall of CY 2019					Spring of CY 2020					Fall of CY 2020					Spring of CY 2021					Fall of CY 2021				
	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM	14%	28%	28%	28%	23%	5%	5%	9%	0%	0%	5%	14%	9%	9%	5%	5%	5%	0%	0%	0%	5%	19%	14%	9%	9%
8:30 AM	14%	28%	28%	28%	23%	5%	5%	9%	0%	0%	5%	14%	9%	9%	5%	5%	5%	0%	0%	0%	5%	19%	14%	9%	9%
9:00 AM	5%	28%	14%	23%	9%	14%	5%	5%	0%	0%	9%	23%	9%	9%	5%	5%	9%	0%	0%	0%	5%	19%	14%	9%	9%
9:30 AM	42%	65%	51%	60%	42%	37%	47%	47%	47%	37%	9%	37%	9%	23%	14%	14%	19%	23%	9%	23%	19%	47%	42%	37%	42%
10:00 AM	23%	65%	33%	60%	23%	23%	42%	33%	47%	23%	9%	37%	9%	23%	14%	5%	14%	14%	9%	14%	5%	47%	28%	37%	28%
10:30 AM	37%	74%	56%	70%	42%	37%	47%	42%	51%	37%	19%	37%	23%	23%	23%	9%	19%	19%	14%	19%	19%	47%	47%	37%	42%
11:00 AM	33%	37%	33%	33%	23%	37%	9%	23%	14%	19%	19%	23%	19%	14%	14%	5%	14%	5%	9%	5%	23%	28%	37%	14%	28%
11:30 AM	42%	70%	74%	60%	70%	51%	42%	65%	47%	60%	19%	37%	33%	23%	42%	5%	5%	14%	0%	14%	37%	51%	74%	42%	70%
12:00 PM	42%	65%	74%	56%	70%	42%	47%	65%	47%	60%	19%	28%	33%	19%	42%	5%	0%	14%	0%	14%	37%	51%	74%	42%	70%
12:30 PM	23%	37%	23%	33%	23%	5%	42%	23%	37%	23%	5%	28%	19%	19%	28%	0%	0%	9%	0%	9%	0%	42%	28%	28%	28%
1:00 PM	28%	56%	14%	56%	19%	5%	47%	19%	47%	19%	5%	23%	14%	14%	14%	0%	0%	5%	0%	0%	0%	14%	5%	0%	5%
1:30 PM	42%	60%	51%	60%	51%	37%	70%	56%	70%	51%	0%	19%	9%	5%	9%	5%	5%	9%	5%	5%	0%	14%	0%	0%	0%
2:00 PM	42%	60%	47%	60%	47%	37%	65%	56%	70%	51%	19%	33%	28%	23%	23%	19%	14%	28%	33%	14%	42%	56%	51%	60%	47%
2:30 PM	51%	65%	51%	60%	51%	37%	47%	33%	60%	28%	19%	23%	19%	23%	14%	14%	9%	23%	28%	9%	42%	56%	51%	60%	47%
3:00 PM	47%	56%	42%	51%	37%	28%	47%	23%	56%	19%	19%	9%	23%	14%	9%	14%	5%	19%	23%	5%	28%	28%	28%	28%	14%
3:30 PM	23%	51%	33%	42%	28%	14%	37%	19%	47%	9%	14%	14%	19%	19%	9%	19%	14%	33%	28%	14%	19%	28%	37%	28%	28%
4:00 PM	33%	60%	28%	33%	14%	33%	42%	33%	42%	5%	5%	19%	9%	9%	5%	14%	19%	19%	19%	9%	23%	33%	42%	14%	37%
4:30 PM	28%	60%	23%	37%	9%	33%	42%	33%	42%	5%	5%	14%	5%	5%	0%	14%	14%	5%	14%	0%	19%	19%	23%	9%	19%
5:00 PM	19%	51%	23%	37%	5%	33%	47%	28%	42%	9%	14%	23%	0%	14%	0%	14%	19%	0%	14%	0%	19%	23%	23%	14%	14%
5:30 PM	19%	28%	28%	14%	0%	23%	19%	28%	23%	5%	9%	23%	0%	14%	0%	14%	19%	0%	23%	0%	14%	19%	19%	14%	0%
6:00 PM	23%	33%	28%	28%	0%	19%	14%	23%	23%	0%	9%	9%	0%	5%	0%	9%	5%	0%	14%	0%	14%	19%	14%	19%	0%
6:30 PM	23%	33%	28%	28%	0%	19%	19%	23%	23%	0%	9%	9%	0%	9%	0%	5%	5%	0%	14%	0%	14%	19%	14%	19%	0%
7:00 PM	14%	14%	14%	19%	0%	14%	14%	9%	19%	0%	9%	0%	0%	5%	0%	5%	5%	0%	14%	0%	9%	14%	0%	14%	0%
7:30 PM	14%	19%	19%	23%	0%	9%	14%	9%	23%	0%	9%	0%	0%	5%	0%	5%	5%	0%	14%	0%	9%	14%	0%	9%	0%
8:00 PM	0%	14%	5%	14%	0%	0%	9%	5%	14%	0%	0%	0%	0%	5%	0%	0%	5%	0%	9%	0%	0%	5%	0%	5%	0%
8:30 PM	0%	5%	0%	5%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
9:00 PM	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
9:30 PM	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

OSU-Lima Laboratory Utilization, 2017-2021

Laboratory Total: 16.5

	Spring of CY 2017					Fall of CY 2017					Spring of CY 2018					Fall of CY 2018					Spring of CY 2019				
	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM	12%	6%	18%	6%	24%	18%	12%	30%	6%	36%	6%	0%	12%	6%	18%	18%	18%	18%	0%	24%	6%	0%	12%	0%	18%
8:30 AM	12%	6%	18%	6%	24%	18%	12%	30%	6%	36%	6%	0%	12%	6%	18%	18%	18%	18%	0%	24%	6%	0%	12%	0%	18%
9:00 AM	0%	12%	6%	12%	18%	12%	12%	24%	6%	30%	0%	0%	6%	6%	12%	12%	12%	18%	0%	24%	0%	0%	12%	0%	12%
9:30 AM	24%	42%	48%	42%	42%	18%	30%	36%	36%	24%	24%	18%	36%	30%	24%	24%	30%	30%	24%	24%	18%	18%	36%	24%	18%
10:00 AM	6%	30%	30%	36%	30%	6%	30%	30%	30%	18%	12%	12%	24%	24%	18%	18%	30%	24%	18%	24%	12%	18%	24%	18%	18%
10:30 AM	12%	30%	36%	36%	36%	36%	30%	61%	30%	42%	24%	12%	30%	24%	24%	42%	36%	42%	18%	36%	30%	24%	30%	24%	30%
11:00 AM	6%	12%	12%	18%	18%	36%	24%	55%	30%	36%	18%	18%	12%	24%	18%	42%	36%	36%	24%	30%	30%	30%	24%	24%	24%
11:30 AM	24%	30%	42%	30%	36%	18%	24%	30%	30%	18%	30%	12%	42%	30%	42%	24%	42%	18%	30%	18%	24%	30%	36%	30%	36%
12:00 PM	24%	30%	42%	30%	36%	18%	24%	30%	30%	18%	24%	12%	42%	30%	42%	24%	42%	30%	30%	18%	24%	30%	36%	30%	36%
12:30 PM	18%	24%	24%	18%	30%	6%	24%	12%	24%	6%	12%	12%	24%	24%	24%	0%	36%	24%	24%	12%	0%	12%	18%	12%	24%
1:00 PM	18%	30%	12%	18%	18%	0%	24%	12%	24%	6%	18%	12%	12%	36%	6%	0%	24%	24%	6%	12%	0%	12%	18%	24%	24%
1:30 PM	36%	30%	48%	24%	36%	30%	24%	48%	24%	18%	30%	12%	36%	36%	24%	48%	30%	55%	18%	24%	30%	24%	55%	36%	42%
2:00 PM	36%	24%	48%	24%	30%	30%	24%	48%	24%	18%	24%	12%	30%	30%	18%	48%	24%	55%	24%	24%	30%	24%	55%	30%	36%
2:30 PM	48%	30%	61%	24%	42%	30%	18%	42%	24%	30%	30%	18%	36%	24%	24%	36%	30%	48%	30%	30%	42%	24%	55%	24%	36%
3:00 PM	42%	30%	55%	24%	36%	30%	24%	42%	24%	36%	24%	24%	30%	18%	24%	36%	30%	36%	30%	30%	30%	24%	42%	24%	24%
3:30 PM	18%	24%	36%	24%	24%	6%	18%	18%	24%	12%	12%	24%	18%	18%	12%	6%	12%	18%	18%	18%	6%	18%	18%	18%	6%
4:00 PM	12%	36%	18%	42%	12%	18%	6%	24%	12%	18%	18%	18%	18%	18%	12%	18%	6%	24%	12%	24%	12%	12%	18%	18%	6%
4:30 PM	0%	24%	12%	36%	6%	6%	0%	6%	6%	12%	6%	12%	12%	12%	12%	6%	6%	6%	6%	12%	6%	6%	12%	12%	6%
5:00 PM	0%	24%	12%	30%	6%	6%	6%	6%	6%	18%	6%	12%	12%	12%	12%	6%	6%	6%	6%	12%	12%	6%	18%	12%	6%
5:30 PM	12%	18%	24%	18%	6%	6%	6%	6%	0%	18%	6%	6%	12%	0%	12%	6%	6%	6%	0%	12%	12%	0%	18%	6%	6%
6:00 PM	12%	18%	30%	18%	0%	6%	0%	6%	0%	0%	6%	12%	18%	6%	0%	6%	0%	6%	0%	0%	18%	0%	24%	6%	0%
6:30 PM	12%	12%	30%	12%	0%	6%	0%	6%	0%	0%	6%	12%	18%	6%	0%	6%	0%	6%	0%	0%	18%	0%	24%	6%	0%
7:00 PM	6%	12%	18%	6%	0%	6%	0%	6%	0%	0%	0%	6%	12%	6%	0%	6%	0%	6%	0%	0%	6%	0%	12%	0%	0%
7:30 PM	6%	6%	12%	0%	0%	6%	0%	6%	0%	0%	0%	0%	6%	0%	0%	6%	0%	6%	0%	0%	6%	0%	12%	0%	0%
8:00 PM	6%	0%	12%	0%	0%	6%	0%	6%	0%	0%	0%	0%	6%	0%	0%	6%	0%	6%	0%	0%	6%	0%	6%	0%	0%
8:30 PM	0%	0%	0%	0%	0%	6%	0%	6%	0%	0%	0%	0%	0%	0%	0%	6%	0%	6%	0%	0%	0%	0%	0%	0%	0%
9:00 PM	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
9:30 PM	0%	0%	6%	0%	6%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

	Fall of CY 2019					Spring of CY 2020					Fall of CY 2020					Spring of CY 2021					Fall of CY 2021				
	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM	18%	0%	12%	0%	24%	6%	0%	6%	0%	18%	12%	0%	0%	0%	6%	6%	0%	0%	0%	6%	24%	0%	12%	0%	18%
8:30 AM	18%	6%	18%	6%	24%	6%	0%	12%	0%	18%	12%	6%	6%	6%	6%	6%	6%	6%	6%	6%	24%	6%	18%	6%	18%
9:00 AM	18%	6%	12%	6%	18%	6%	0%	12%	0%	18%	12%	6%	6%	6%	6%	6%	6%	6%	6%	6%	18%	6%	12%	6%	12%
9:30 AM	24%	6%	18%	18%	18%	36%	24%	42%	30%	42%	18%	12%	18%	18%	18%	24%	12%	30%	18%	30%	36%	18%	30%	24%	24%
10:00 AM	24%	12%	18%	18%	24%	24%	24%	30%	24%	36%	12%	12%	18%	18%	24%	18%	12%	24%	18%	24%	24%	18%	24%	24%	24%
10:30 AM	42%	12%	30%	18%	30%	42%	30%	36%	30%	48%	30%	12%	30%	24%	30%	24%	12%	24%	24%	24%	36%	18%	30%	30%	36%
11:00 AM	36%	12%	30%	18%	18%	36%	24%	24%	24%	30%	24%	12%	30%	24%	24%	12%	12%	12%	24%	12%	30%	12%	30%	24%	30%
11:30 AM	18%	18%	12%	24%	12%	30%	36%	24%	30%	36%	18%	6%	12%	30%	12%	24%	6%	18%	18%	18%	36%	12%	30%	24%	30%
12:00 PM	18%	18%	18%	30%	12%	30%	36%	24%	36%	36%	18%	6%	12%	30%	12%	24%	6%	18%	18%	18%	36%	12%	30%	36%	36%
12:30 PM	30%	18%	24%	30%	18%	6%	24%	6%	24%	6%	0%	0%	6%	0%	6%	6%	0%	18%	0%	6%	6%	12%	18%	6%	24%
1:00 PM	24%	0%	24%	12%	18%	6%	24%	12%	30%	12%	0%	0%	6%	0%	6%	0%	0%	12%	0%	6%	0%	6%	6%	0%	12%
1:30 PM	42%	6%	48%	18%	30%	36%	42%	55%	42%	42%	0%	0%	12%	0%	6%	0%	0%	18%	0%	6%	0%	6%	12%	0%	6%
2:00 PM	30%	6%	55%	18%	30%	36%	42%	55%	42%	42%	12%	12%	30%	12%	18%	18%	12%	30%	12%	18%	18%	6%	42%	12%	30%
2:30 PM	18%	24%	30%	24%	18%	42%	36%	67%	36%	42%	12%	18%	18%	12%	18%	18%	12%	18%	12%	12%	18%	6%	30%	12%	30%
3:00 PM	18%	30%	24%	30%	18%	30%	36%	55%	36%	30%	12%	18%	24%	12%	24%	18%	12%	24%	12%	12%	12%	6%	24%	12%	24%
3:30 PM	12%	24%	18%	30%	6%	0%	30%	24%	30%	18%	24%	24%	36%	18%	18%	12%	12%	24%	12%	12%	12%	24%	24%	24%	18%
4:00 PM	30%	24%	24%	24%	6%	6%	24%	18%	30%	18%	24%	24%	30%	18%	6%	6%	12%	18%	12%	6%	6%	24%	12%	24%	6%
4:30 PM	24%	6%	12%	6%	0%	6%	12%	12%	18%	12%	12%	18%	18%	12%	6%	6%	12%	18%	12%	6%	6%	12%	12%	12%	6%
5:00 PM	30%	6%	12%	6%	6%	0%	12%	6%	18%	6%	18%	6%	6%	6%	0%	6%	0%	12%	6%	0%	6%	0%	0%	6%	0%
5:30 PM	18%	6%	6%	0%	6%	12%	0%	12%	0%	6%	12%	0%	6%	6%	0%	6%	0%	0%	6%	0%	12%	6%	6%	12%	0%
6:00 PM	12%	6%	6%	0%	0%	18%	0%	18%	0%	0%	12%	6%	18%	6%	0%	0%	0%	6%	6%	0%	12%	6%	12%	6%	0%
6:30 PM	12%	6%	6%	0%	0%	18%	0%	18%	0%	0%	12%	6%	18%	6%	0%	0%	0%	6%	6%	0%	12%	6%	12%	6%	0%
7:00 PM	12%	0%	6%	0%	0%	12%	0%	12%	0%	0%	12%	0%	18%	6%	0%	0%	0%	0%	6%	0%	12%	6%	12%	6%	0%
7:30 PM	12%	0%	6%	0%	0%	6%	0%	6%	6%	0%	12%	0%	18%	6%	0%	0%	0%	0%	6%	0%	12%	6%	12%	6%	0%
8:00 PM	6%	0%	6%	0%	0%	6%	0%	0%	6%	0%	12%	0%	12%	0%	0%	0%	0%	0%	0%	0%	12%	6%	12%	6%	0%
8:30 PM	6%	0%	6%	0%	0%	0%	0%	0%	0%	0%	12%	0%	6%	0%	0%	0%	0%	0%	0%	0%	12%	6%	12%	6%	0%
9:00 PM	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
9:30 PM	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Rhodes State Classroom Utilization, 2017-2021

Classroom Total: 27.5

	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM	44%	25%	36%	25%	22%	22%	36%	22%	33%	29%	25%	25%	22%	22%	18%	33%	33%	40%	25%	18%	25%	25%	25%	29%	15%
8:30 AM	44%	25%	36%	29%	25%	22%	36%	22%	40%	36%	25%	25%	22%	22%	18%	33%	33%	40%	25%	22%	25%	25%	25%	29%	15%
9:00 AM	44%	29%	36%	29%	33%	22%	44%	22%	40%	40%	25%	33%	22%	29%	29%	33%	40%	40%	29%	29%	25%	36%	29%	29%	22%
9:30 AM	47%	25%	40%	25%	25%	29%	44%	33%	40%	47%	40%	33%	36%	29%	25%	44%	40%	47%	29%	33%	36%	36%	40%	33%	22%
10:00 AM	47%	29%	44%	33%	25%	36%	40%	29%	40%	40%	47%	22%	40%	29%	29%	51%	36%	44%	33%	36%	47%	29%	40%	33%	25%
10:30 AM	40%	29%	40%	33%	25%	40%	36%	33%	36%	33%	44%	25%	36%	29%	29%	47%	36%	40%	33%	29%	40%	33%	36%	36%	25%
11:00 AM	51%	51%	44%	51%	22%	40%	55%	25%	44%	36%	55%	51%	44%	51%	29%	58%	44%	40%	36%	36%	51%	47%	40%	44%	25%
11:30 AM	47%	51%	40%	51%	18%	40%	55%	25%	44%	36%	47%	51%	36%	51%	22%	58%	44%	47%	33%	33%	44%	47%	33%	40%	22%
12:00 PM	40%	51%	33%	55%	4%	29%	44%	25%	36%	25%	36%	44%	29%	47%	11%	44%	33%	44%	25%	25%	36%	33%	33%	33%	15%
12:30 PM	25%	36%	25%	40%	7%	40%	33%	33%	33%	22%	40%	36%	36%	36%	7%	44%	33%	47%	33%	22%	29%	25%	29%	25%	11%
1:00 PM	29%	44%	29%	40%	22%	44%	36%	36%	36%	22%	36%	51%	40%	36%	18%	55%	44%	51%	40%	25%	33%	33%	33%	29%	22%
1:30 PM	29%	33%	29%	29%	22%	47%	36%	33%	36%	22%	36%	51%	40%	36%	15%	55%	40%	51%	36%	22%	33%	33%	33%	29%	22%
2:00 PM	33%	33%	40%	33%	15%	47%	51%	33%	40%	25%	33%	29%	36%	15%	11%	58%	47%	47%	33%	22%	40%	22%	33%	18%	25%
2:30 PM	33%	33%	40%	33%	15%	51%	47%	33%	36%	29%	33%	29%	36%	15%	11%	51%	47%	40%	29%	22%	40%	22%	33%	15%	22%
3:00 PM	33%	29%	33%	33%	15%	51%	47%	33%	40%	18%	40%	33%	36%	22%	7%	51%	44%	36%	33%	11%	36%	18%	29%	18%	4%
3:30 PM	22%	18%	22%	15%	15%	33%	29%	18%	18%	18%	29%	25%	25%	7%	7%	25%	29%	22%	18%	11%	22%	18%	18%	15%	4%
4:00 PM	18%	11%	15%	11%	7%	33%	25%	25%	18%	15%	22%	22%	11%	11%	7%	25%	18%	15%	22%	7%	15%	7%	11%	7%	4%
4:30 PM	22%	15%	15%	11%	4%	25%	29%	22%	18%	11%	15%	18%	7%	7%	4%	18%	25%	11%	25%	7%	15%	11%	11%	7%	4%
5:00 PM	22%	11%	15%	7%	0%	11%	7%	4%	4%	4%	15%	7%	4%	7%	0%	15%	11%	7%	11%	4%	18%	7%	15%	7%	4%
5:30 PM	40%	44%	25%	36%	4%	33%	22%	22%	29%	4%	29%	29%	18%	25%	0%	36%	33%	25%	36%	4%	36%	18%	25%	25%	4%
6:00 PM	36%	40%	22%	36%	4%	29%	22%	22%	29%	0%	25%	33%	18%	25%	0%	33%	25%	25%	40%	0%	22%	18%	18%	25%	0%
6:30 PM	29%	44%	25%	44%	4%	25%	25%	25%	33%	0%	25%	36%	25%	29%	0%	29%	29%	25%	44%	0%	25%	18%	25%	25%	0%
7:00 PM	22%	33%	18%	33%	0%	18%	22%	18%	25%	0%	15%	29%	18%	22%	0%	22%	22%	22%	36%	0%	22%	7%	18%	18%	0%
7:30 PM	7%	25%	11%	29%	0%	15%	18%	15%	25%	0%	7%	22%	11%	22%	0%	7%	18%	11%	33%	0%	15%	7%	18%	18%	0%
8:00 PM	4%	18%	7%	18%	0%	7%	15%	11%	18%	0%	4%	15%	7%	15%	0%	0%	11%	4%	22%	0%	11%	4%	15%	11%	0%
8:30 PM	0%	7%	0%	7%	0%	4%	7%	4%	4%	0%	0%	4%	0%	0%	0%	0%	4%	0%	7%	0%	0%	0%	0%	4%	0%
9:00 PM	0%	7%	0%	7%	0%	0%	7%	0%	4%	0%	0%	4%	0%	0%	0%	0%	4%	0%	7%	0%	0%	0%	0%	4%	0%
9:30 PM	0%	4%	0%	4%	0%	0%	4%	0%	0%	0%	0%	4%	0%	0%	0%	0%	0%	0%	4%	0%	0%	0%	0%	4%	0%
	Spring of CY 2017					Fall of CY 2017					Spring of CY 2018					Fall of CY 2018					Spring of CY 2019				

	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM	36%	33%	36%	25%	18%	22%	29%	18%	25%	11%	4%	7%	7%	7%	7%	0%	0%	0%	0%	0%	11%	11%	18%	11%	4%
8:30 AM	36%	33%	36%	25%	18%	22%	29%	18%	25%	11%	4%	7%	7%	7%	7%	0%	0%	0%	0%	0%	11%	11%	18%	11%	4%
9:00 AM	44%	44%	40%	36%	29%	22%	40%	18%	25%	18%	4%	7%	7%	7%	7%	0%	0%	0%	4%	0%	11%	15%	18%	11%	4%
9:30 AM	40%	55%	36%	47%	29%	25%	51%	22%	40%	18%	4%	7%	4%	7%	4%	0%	0%	0%	4%	0%	15%	18%	22%	11%	4%
10:00 AM	40%	47%	25%	47%	29%	36%	44%	22%	40%	15%	4%	7%	4%	7%	4%	0%	0%	0%	4%	0%	15%	22%	22%	15%	7%
10:30 AM	44%	47%	29%	47%	33%	33%	47%	18%	40%	15%	4%	7%	4%	7%	4%	0%	0%	0%	4%	0%	18%	25%	25%	18%	7%
11:00 AM	69%	51%	51%	44%	29%	51%	40%	33%	25%	15%	4%	7%	4%	7%	4%	0%	0%	0%	4%	0%	18%	25%	25%	18%	4%
11:30 AM	69%	47%	51%	36%	25%	47%	40%	25%	22%	15%	7%	4%	7%	4%	7%	0%	0%	0%	4%	0%	15%	18%	22%	15%	4%
12:00 PM	47%	40%	44%	29%	22%	29%	29%	25%	25%	11%	7%	4%	7%	4%	7%	0%	0%	4%	0%	4%	11%	18%	15%	11%	0%
12:30 PM	47%	47%	47%	47%	22%	36%	29%	33%	29%	7%	4%	4%	4%	4%	4%	0%	0%	4%	0%	4%	4%	18%	4%	15%	4%
1:00 PM	44%	62%	40%	58%	22%	36%	44%	36%	25%	11%	4%	4%	4%	4%	4%	0%	0%	4%	0%	4%	4%	25%	4%	18%	4%
1:30 PM	40%	55%	33%	51%	22%	36%	47%	36%	29%	11%	4%	4%	4%	4%	4%	0%	0%	4%	0%	4%	0%	22%	4%	18%	4%
2:00 PM	47%	36%	29%	33%	18%	36%	29%	29%	15%	15%	4%	7%	4%	7%	4%	0%	0%	0%	0%	0%	0%	11%	4%	7%	4%
2:30 PM	51%	36%	33%	29%	18%	36%	29%	29%	11%	15%	4%	7%	4%	7%	4%	0%	0%	0%	0%	0%	0%	4%	4%	4%	4%
3:00 PM	47%	36%	33%	36%	11%	36%	25%	29%	18%	4%	4%	7%	4%	7%	4%	0%	0%	0%	0%	0%	0%	4%	0%	4%	4%
3:30 PM	25%	25%	18%	22%	11%	25%	25%	18%	18%	4%	4%	7%	4%	7%	4%	0%	0%	0%	0%	0%	4%	0%	0%	0%	4%
4:00 PM	15%	18%	11%	18%	7%	22%	11%	18%	7%	4%	4%	7%	4%	4%	4%	4%	0%	4%	0%	0%	11%	4%	4%	4%	4%
4:30 PM	11%	11%	7%	11%	4%	18%	7%	15%	4%	4%	4%	7%	4%	4%	4%	4%	0%	4%	0%	0%	11%	4%	4%	4%	4%
5:00 PM	7%	7%	0%	4%	4%	18%	4%	15%	0%	4%	4%	7%	4%	4%	4%	4%	0%	4%	0%	0%	11%	4%	4%	7%	0%
5:30 PM	22%	22%	15%	29%	4%	29%	22%	18%	18%	4%	4%	7%	4%	4%	4%	0%	0%	4%	0%	0%	4%	0%	4%	4%	0%
6:00 PM	18%	25%	18%	29%	0%	22%	25%	18%	22%	0%	0%	0%	4%	0%	0%	0%	0%	7%	0%	0%	11%	4%	7%	4%	0%
6:30 PM	15%	22%	18%	29%	0%	18%	25%	22%	25%	0%	0%	0%	4%	0%	0%	0%	0%	7%	0%	0%	11%	4%	7%	4%	0%
7:00 PM	7%	15%	15%	22%	0%	15%	15%	18%	15%	0%	0%	0%	4%	0%	0%	0%	0%	4%	0%	0%	7%	4%	4%	0%	0%
7:30 PM	0%	11%	7%	18%	0%	4%	18%	11%	18%	0%	0%	0%	4%	0%	0%	0%	0%	4%	0%	0%	7%	4%	4%	0%	0%
8:00 PM	0%	11%	7%	18%	0%	0%	15%	7%	11%	0%	0%	0%	4%	0%	0%	0%	0%	4%	0%	0%	7%	4%	4%	0%	0%
8:30 PM	0%	4%	4%	4%	0%	0%	7%	4%	4%	0%	0%	0%	4%	0%	0%	0%	0%	4%	0%	0%	0%	0%	0%	0%	0%
9:00 PM	0%	4%	4%	4%	0%	0%	4%	4%	0%	0%	0%	0%	4%	0%	0%	0%	0%	4%	0%	0%	0%	0%	0%	0%	0%
9:30 PM	0%	4%	4%	0%	0%	0%	4%	4%	0%	0%	0%	0%	4%	0%	0%	0%	0%	4%	0%	0%	0%	0%	0%	0%	0%
	Fall of CY 2019					Spring of CY 2020					Fall of CY 2020					Spring of CY 2021					Fall of CY 2021				

Rhodes State Laboratory Utilization, 2017-2021

Laboratory Total: 36.5

	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM	14%	22%	16%	22%	3%	25%	27%	27%	22%	5%	19%	16%	19%	14%	0%	22%	25%	27%	22%	5%	19%	14%	19%	14%	0%
8:30 AM	14%	25%	16%	22%	3%	27%	30%	33%	22%	5%	19%	19%	19%	14%	0%	25%	30%	33%	25%	5%	19%	16%	22%	14%	0%
9:00 AM	25%	33%	27%	30%	14%	33%	38%	33%	30%	11%	30%	27%	30%	22%	8%	30%	36%	36%	30%	5%	30%	22%	33%	19%	5%
9:30 AM	30%	38%	33%	36%	14%	41%	44%	38%	33%	8%	33%	38%	33%	33%	8%	33%	36%	36%	30%	5%	30%	30%	33%	25%	5%
10:00 AM	33%	36%	36%	30%	19%	52%	44%	55%	36%	14%	38%	38%	36%	30%	14%	41%	38%	47%	33%	14%	33%	33%	36%	22%	11%
10:30 AM	41%	36%	36%	30%	19%	55%	44%	55%	36%	16%	47%	38%	38%	30%	14%	41%	38%	47%	33%	14%	38%	33%	38%	22%	11%
11:00 AM	44%	25%	38%	19%	19%	52%	38%	49%	27%	8%	47%	30%	36%	25%	8%	44%	38%	49%	33%	8%	44%	27%	41%	16%	5%
11:30 AM	38%	27%	33%	19%	19%	47%	44%	41%	30%	11%	47%	27%	36%	19%	11%	41%	41%	44%	33%	8%	41%	22%	36%	11%	5%
12:00 PM	30%	38%	27%	22%	8%	38%	41%	36%	36%	8%	33%	27%	25%	19%	3%	36%	41%	36%	33%	3%	33%	27%	27%	19%	0%
12:30 PM	19%	33%	25%	19%	8%	36%	44%	33%	36%	8%	25%	25%	22%	19%	3%	36%	36%	30%	36%	3%	19%	30%	16%	22%	0%
1:00 PM	22%	41%	25%	33%	8%	41%	41%	38%	30%	14%	30%	33%	25%	30%	5%	41%	36%	36%	36%	5%	19%	33%	22%	33%	0%
1:30 PM	25%	36%	25%	27%	8%	38%	36%	41%	27%	14%	30%	33%	22%	30%	3%	38%	33%	33%	30%	5%	22%	33%	25%	33%	0%
2:00 PM	22%	36%	16%	22%	8%	33%	27%	41%	30%	14%	22%	38%	16%	33%	3%	38%	30%	41%	27%	5%	19%	36%	16%	27%	0%
2:30 PM	19%	36%	14%	19%	8%	25%	25%	33%	27%	11%	22%	38%	16%	30%	3%	33%	27%	36%	25%	5%	19%	36%	16%	30%	0%
3:00 PM	14%	41%	16%	25%	5%	22%	19%	25%	25%	5%	11%	36%	14%	30%	3%	30%	19%	30%	22%	5%	19%	41%	14%	30%	0%
3:30 PM	16%	41%	19%	27%	5%	25%	14%	33%	14%	3%	14%	30%	25%	30%	3%	33%	11%	30%	19%	5%	25%	36%	19%	25%	0%
4:00 PM	16%	33%	16%	27%	0%	22%	8%	27%	5%	0%	14%	27%	25%	27%	3%	30%	11%	27%	25%	0%	22%	33%	19%	22%	0%
4:30 PM	19%	36%	19%	27%	0%	22%	14%	27%	8%	0%	16%	30%	27%	30%	3%	25%	14%	27%	25%	0%	22%	36%	22%	25%	0%
5:00 PM	22%	14%	19%	11%	0%	19%	19%	27%	11%	0%	22%	16%	30%	19%	0%	22%	19%	22%	25%	0%	16%	16%	16%	14%	0%
5:30 PM	22%	16%	16%	11%	0%	19%	30%	30%	14%	0%	30%	16%	25%	27%	0%	25%	27%	27%	16%	0%	11%	19%	11%	11%	0%
6:00 PM	27%	19%	16%	11%	3%	25%	38%	30%	16%	3%	38%	22%	30%	27%	3%	22%	33%	25%	19%	3%	22%	22%	19%	16%	3%
6:30 PM	27%	14%	16%	8%	3%	22%	33%	25%	16%	3%	36%	16%	27%	22%	3%	22%	30%	22%	16%	3%	19%	19%	16%	14%	3%
7:00 PM	22%	16%	16%	11%	3%	16%	30%	19%	16%	3%	30%	16%	19%	19%	3%	14%	27%	14%	11%	3%	14%	25%	11%	14%	3%
7:30 PM	16%	14%	14%	8%	3%	14%	14%	16%	5%	3%	22%	11%	16%	14%	3%	11%	16%	11%	3%	3%	5%	22%	5%	14%	3%
8:00 PM	8%	14%	3%	5%	0%	3%	8%	5%	0%	0%	8%	8%	5%	5%	0%	3%	14%	3%	3%	0%	8%	16%	3%	8%	0%
8:30 PM	8%	8%	3%	3%	0%	3%	8%	5%	0%	0%	8%	8%	3%	5%	0%	3%	11%	3%	3%	0%	8%	14%	3%	5%	0%
9:00 PM	8%	5%	3%	0%	0%	3%	5%	0%	0%	0%	5%	5%	3%	3%	0%	3%	8%	3%	3%	0%	5%	8%	0%	5%	0%
9:30 PM	5%	3%	3%	0%	0%	0%	5%	0%	0%	0%	3%	3%	3%	0%	0%	0%	5%	0%	0%	0%	5%	3%	0%	3%	0%
	Spring of CY 2017					Fall of CY 2017					Spring of CY 2018					Fall of CY 2018					Spring of CY 2019				

	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM	27%	33%	25%	33%	8%	14%	22%	11%	16%	3%	0%	3%	0%	0%	0%	0%	3%	0%	3%	3%	5%	5%	11%	8%	3%
8:30 AM	33%	33%	30%	33%	8%	14%	25%	11%	16%	3%	0%	3%	0%	0%	0%	0%	3%	0%	3%	3%	11%	5%	16%	8%	3%
9:00 AM	36%	38%	33%	38%	11%	16%	27%	19%	22%	5%	0%	3%	0%	0%	0%	5%	3%	5%	8%	5%	16%	8%	22%	8%	5%
9:30 AM	41%	41%	36%	41%	8%	19%	30%	22%	25%	5%	0%	3%	0%	0%	0%	5%	3%	5%	5%	5%	16%	14%	25%	14%	5%
10:00 AM	47%	47%	41%	41%	16%	36%	36%	36%	25%	11%	0%	3%	0%	0%	0%	8%	5%	11%	5%	3%	14%	16%	19%	14%	3%
10:30 AM	49%	44%	44%	38%	16%	38%	36%	38%	25%	11%	0%	3%	0%	0%	0%	8%	5%	11%	5%	3%	14%	16%	19%	14%	3%
11:00 AM	49%	41%	41%	36%	14%	41%	27%	41%	19%	8%	0%	0%	0%	0%	0%	8%	5%	5%	3%	3%	16%	11%	19%	11%	3%
11:30 AM	49%	41%	38%	38%	14%	36%	19%	36%	11%	8%	0%	0%	0%	0%	0%	8%	3%	5%	3%	3%	11%	8%	14%	11%	3%
12:00 PM	30%	33%	30%	41%	8%	30%	27%	27%	19%	3%	0%	0%	0%	0%	0%	8%	0%	5%	5%	3%	11%	11%	16%	11%	3%
12:30 PM	22%	25%	19%	33%	8%	25%	30%	19%	19%	3%	0%	0%	0%	0%	0%	11%	0%	8%	8%	3%	8%	8%	14%	11%	3%
1:00 PM	33%	27%	30%	33%	5%	22%	33%	22%	25%	5%	0%	0%	0%	0%	0%	11%	0%	8%	11%	0%	11%	14%	8%	14%	0%
1:30 PM	30%	27%	27%	25%	5%	25%	33%	25%	25%	5%	0%	0%	0%	0%	0%	11%	0%	8%	11%	0%	14%	14%	8%	11%	0%
2:00 PM	33%	38%	36%	25%	5%	30%	33%	27%	25%	5%	0%	0%	0%	0%	0%	5%	3%	5%	8%	0%	14%	14%	8%	16%	0%
2:30 PM	27%	36%	30%	22%	5%	30%	33%	27%	25%	5%	0%	0%	0%	0%	0%	5%	3%	5%	5%	0%	14%	11%	8%	14%	0%
3:00 PM	30%	27%	30%	16%	8%	19%	36%	22%	27%	3%	3%	0%	3%	0%	0%	8%	3%	11%	5%	0%	11%	5%	8%	11%	0%
3:30 PM	19%	11%	16%	8%	8%	19%	36%	19%	30%	3%	3%	0%	3%	0%	0%	5%	0%	11%	3%	0%	8%	5%	8%	11%	0%
4:00 PM	19%	16%	19%	11%	0%	16%	33%	19%	25%	0%	3%	0%	3%	0%	0%	5%	3%	5%	5%	0%	14%	5%	14%	8%	0%
4:30 PM	19%	14%	19%	8%	0%	14%	33%	16%	27%	0%	3%	0%	3%	0%	0%	8%	3%	8%	5%	0%	14%	5%	14%	8%	0%
5:00 PM	16%	14%	16%	8%	0%	14%	16%	14%	19%	0%	3%	0%	3%	0%	0%	8%	3%	8%	5%	0%	8%	5%	11%	5%	0%
5:30 PM	16%	22%	22%	8%	0%	25%	22%	25%	19%	0%	3%	0%	5%	0%	0%	14%	3%	16%	5%	0%	5%	8%	8%	5%	0%
6:00 PM	19%	16%	19%	5%	0%	22%	22%	22%	19%	0%	3%	0%	5%	0%	0%	11%	0%	14%	0%	0%	5%	8%	5%	3%	0%
6:30 PM	19%	11%	19%	3%	0%	16%	16%	19%	11%	0%	3%	0%	5%	0%	0%	11%	0%	14%	0%	0%	3%	8%	3%	3%	0%
7:00 PM	16%	8%	14%	3%	0%	11%	19%	14%	11%	0%	3%	0%	5%	0%	0%	8%	0%	11%	0%	0%	0%	8%	3%	3%	0%
7:30 PM	16%	3%	14%	3%	0%	5%	14%	8%	11%	0%	3%	0%	5%	0%	0%	8%	0%	11%	0%	0%	0%	5%	0%	3%	0%
8:00 PM	11%	5%	5%	5%	0%	11%	14%	11%	11%	0%	0%	0%	3%	0%	0%	0%	0%	3%	0%	0%	0%	5%	0%	3%	0%
8:30 PM	8%	5%	5%	3%	0%	11%	11%	11%	3%	0%	0%	0%	3%	0%	0%	0%	0%	3%	0%	0%	0%	3%	0%	0%	0%
9:00 PM	0%	5%	3%	3%	0%	8%	5%	8%	0%	0%	0%	0%	3%	0%	0%	0%	0%	3%	0%	0%	0%	3%	0%	0%	0%
9:30 PM	0%	5%	3%	3%	0%	8%	3%	8%	0%	0%	0%	0%	3%	0%	0%	0%	0%	3%	0%	0%	0%	0%	0%	0%	0%
	Fall of CY 2019					Spring of CY 2020					Fall of CY 2020					Spring of CY 2021					Fall of CY 2021				

OSU-Marion Classroom Utilization, 2017-2021

Classroom Total: 20.5

	Spring of CY 2017					Fall of CY 2017					Spring of CY 2018					Fall of CY 2018					Spring of CY 2019				
	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM	29%	10%	29%	5%	15%	39%	15%	39%	15%	29%	24%	10%	24%	10%	15%	34%	24%	39%	20%	20%	24%	20%	20%	20%	15%
8:30 AM	34%	20%	29%	15%	15%	39%	24%	39%	24%	29%	24%	24%	24%	20%	15%	34%	29%	39%	24%	20%	24%	29%	20%	29%	15%
9:00 AM	34%	24%	24%	20%	20%	29%	29%	29%	29%	20%	20%	24%	20%	20%	10%	20%	29%	29%	24%	5%	29%	29%	24%	29%	10%
9:30 AM	49%	54%	39%	54%	10%	59%	49%	59%	49%	29%	20%	59%	24%	49%	0%	49%	68%	59%	63%	20%	44%	59%	49%	59%	15%
10:00 AM	54%	54%	44%	54%	10%	59%	44%	59%	44%	29%	15%	59%	20%	49%	0%	44%	59%	54%	54%	20%	39%	54%	49%	54%	15%
10:30 AM	49%	44%	44%	49%	5%	59%	49%	59%	49%	29%	20%	59%	24%	54%	5%	59%	68%	68%	73%	29%	49%	59%	59%	59%	24%
11:00 AM	63%	54%	63%	63%	20%	59%	59%	49%	63%	20%	44%	54%	49%	54%	10%	73%	49%	73%	63%	20%	49%	54%	54%	59%	15%
11:30 AM	63%	54%	63%	63%	20%	59%	59%	49%	63%	20%	44%	54%	49%	54%	10%	78%	49%	78%	63%	24%	49%	54%	54%	63%	15%
12:00 PM	59%	54%	63%	59%	24%	59%	59%	54%	63%	20%	39%	49%	44%	49%	5%	73%	44%	68%	59%	24%	49%	49%	54%	59%	15%
12:30 PM	10%	15%	5%	20%	20%	15%	15%	10%	10%	15%	0%	10%	5%	10%	5%	0%	5%	0%	5%	0%	5%	0%	5%	10%	0%
1:00 PM	10%	5%	10%	10%	5%	10%	15%	5%	10%	10%	0%	5%	5%	5%	0%	0%	5%	0%	5%	0%	5%	0%	5%	10%	0%
1:30 PM	59%	44%	59%	49%	24%	63%	44%	59%	39%	39%	59%	63%	59%	63%	34%	78%	49%	68%	63%	44%	59%	49%	59%	49%	24%
2:00 PM	59%	44%	63%	49%	24%	63%	44%	59%	39%	39%	59%	63%	59%	63%	34%	78%	49%	68%	63%	44%	59%	49%	59%	49%	24%
2:30 PM	49%	44%	54%	44%	15%	63%	44%	59%	39%	39%	54%	59%	54%	59%	29%	78%	49%	68%	63%	44%	59%	49%	59%	49%	24%
3:00 PM	29%	34%	44%	39%	5%	44%	24%	44%	24%	15%	34%	49%	39%	49%	5%	15%	10%	10%	10%	15%	15%	15%	15%	10%	15%
3:30 PM	24%	24%	34%	29%	5%	44%	20%	44%	20%	15%	34%	29%	39%	29%	5%	54%	20%	49%	20%	10%	20%	20%	24%	15%	10%
4:00 PM	29%	44%	39%	49%	5%	49%	39%	49%	39%	15%	39%	59%	44%	59%	5%	59%	34%	54%	34%	10%	29%	34%	34%	29%	10%
4:30 PM	15%	54%	29%	49%	5%	29%	39%	29%	34%	15%	20%	59%	20%	54%	0%	49%	34%	49%	34%	0%	20%	29%	24%	29%	0%
5:00 PM	15%	59%	24%	44%	0%	10%	34%	15%	29%	5%	10%	59%	10%	54%	0%	34%	34%	34%	34%	10%	29%	39%	24%	39%	5%
5:30 PM	20%	63%	29%	49%	0%	20%	39%	24%	34%	5%	20%	59%	20%	54%	0%	34%	34%	34%	34%	10%	39%	44%	34%	44%	5%
6:00 PM	44%	44%	49%	39%	0%	49%	39%	49%	44%	0%	44%	44%	39%	39%	0%	29%	20%	29%	20%	10%	29%	29%	20%	29%	5%
6:30 PM	44%	44%	49%	39%	0%	49%	39%	49%	44%	0%	44%	44%	39%	39%	0%	63%	49%	54%	39%	0%	59%	49%	44%	39%	5%
7:00 PM	34%	39%	44%	34%	0%	39%	34%	44%	39%	0%	39%	44%	34%	39%	0%	54%	44%	44%	34%	0%	59%	39%	44%	34%	5%
7:30 PM	15%	24%	24%	24%	0%	24%	29%	34%	24%	0%	15%	34%	24%	29%	0%	49%	39%	44%	34%	0%	49%	34%	49%	34%	5%
8:00 PM	10%	24%	15%	20%	0%	15%	15%	24%	20%	0%	10%	24%	20%	20%	0%	24%	24%	24%	24%	0%	29%	34%	34%	34%	5%
8:30 PM	10%	24%	10%	15%	0%	15%	10%	20%	15%	0%	5%	24%	15%	15%	0%	24%	5%	20%	15%	0%	15%	24%	20%	15%	5%
9:00 PM	5%	5%	5%	5%	0%	0%	5%	0%	5%	0%	0%	5%	5%	5%	0%	24%	5%	20%	15%	0%	15%	24%	20%	15%	5%
9:30 PM	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	5%	0%	0%	10%	5%	10%	5%	0%	5%	0%	10%	0%	0%

	Fall of CY 2019					Spring of CY 2020					Fall of CY 2020					Spring of CY 2021					Fall of CY 2021				
	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM	34%	24%	34%	24%	24%	15%	5%	20%	5%	15%	15%	0%	15%	5%	10%	10%	5%	10%	5%	10%	10%	10%	10%	5%	10%
8:30 AM	34%	24%	34%	24%	24%	15%	5%	20%	5%	15%	20%	5%	20%	10%	15%	10%	5%	10%	5%	10%	10%	10%	10%	5%	10%
9:00 AM	24%	29%	24%	29%	15%	20%	5%	24%	5%	5%	15%	5%	15%	10%	10%	5%	5%	5%	5%	5%	10%	10%	10%	5%	5%
9:30 AM	49%	73%	59%	68%	20%	63%	49%	68%	49%	20%	20%	10%	20%	10%	10%	20%	10%	24%	15%	10%	39%	39%	39%	44%	15%
10:00 AM	49%	63%	59%	59%	20%	63%	49%	68%	49%	20%	24%	10%	24%	15%	10%	20%	10%	24%	15%	10%	44%	34%	44%	39%	15%
10:30 AM	68%	73%	78%	83%	34%	63%	63%	68%	63%	24%	29%	10%	29%	20%	10%	15%	15%	20%	20%	10%	59%	39%	59%	44%	29%
11:00 AM	83%	68%	83%	88%	29%	49%	83%	49%	83%	10%	15%	10%	10%	10%	5%	5%	10%	10%	10%	0%	44%	44%	44%	49%	20%
11:30 AM	83%	63%	83%	83%	34%	54%	83%	54%	83%	10%	20%	5%	15%	10%	10%	5%	10%	10%	10%	0%	49%	44%	49%	54%	20%
12:00 PM	78%	59%	78%	78%	34%	59%	78%	59%	78%	10%	20%	5%	15%	10%	10%	5%	15%	10%	15%	0%	49%	44%	49%	54%	20%
12:30 PM	0%	15%	5%	10%	5%	5%	20%	15%	20%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	5%	0%
1:00 PM	0%	15%	5%	10%	5%	5%	20%	15%	20%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	5%	0%
1:30 PM	68%	49%	63%	49%	39%	63%	63%	68%	73%	20%	20%	10%	15%	10%	10%	5%	15%	5%	20%	5%	39%	49%	39%	49%	10%
2:00 PM	68%	44%	63%	49%	39%	59%	63%	68%	73%	20%	20%	10%	15%	10%	10%	5%	15%	5%	20%	5%	39%	49%	39%	49%	10%
2:30 PM	68%	44%	63%	49%	39%	54%	63%	63%	68%	20%	20%	10%	15%	10%	10%	5%	15%	5%	20%	5%	39%	49%	39%	49%	10%
3:00 PM	20%	10%	15%	10%	15%	15%	20%	24%	20%	15%	10%	0%	5%	5%	10%	5%	5%	5%	10%	5%	10%	20%	10%	15%	5%
3:30 PM	44%	24%	49%	20%	5%	20%	20%	29%	24%	10%	5%	10%	5%	10%	5%	0%	10%	0%	10%	0%	15%	24%	15%	24%	0%
4:00 PM	49%	44%	54%	39%	5%	29%	34%	39%	39%	10%	20%	10%	20%	15%	15%	5%	10%	5%	10%	0%	29%	29%	29%	29%	5%
4:30 PM	44%	44%	49%	39%	0%	20%	34%	20%	39%	0%	15%	10%	15%	15%	10%	5%	10%	5%	10%	5%	29%	29%	29%	29%	10%
5:00 PM	34%	39%	34%	44%	5%	5%	29%	5%	34%	0%	24%	5%	24%	10%	10%	10%	5%	10%	10%	5%	29%	24%	20%	24%	10%
5:30 PM	34%	39%	34%	44%	5%	15%	34%	15%	39%	0%	15%	5%	15%	10%	0%	10%	5%	10%	10%	5%	29%	20%	20%	20%	5%
6:00 PM	24%	20%	24%	20%	5%	10%	20%	10%	24%	0%	10%	5%	10%	5%	0%	5%	5%	5%	10%	0%	24%	15%	15%	20%	0%
6:30 PM	49%	44%	34%	39%	0%	39%	49%	39%	54%	0%	5%	10%	5%	10%	0%	0%	5%	0%	5%	0%	24%	20%	15%	24%	0%
7:00 PM	39%	44%	24%	34%	0%	34%	39%	34%	44%	0%	5%	15%	5%	10%	0%	0%	5%	0%	5%	0%	20%	20%	10%	24%	0%
7:30 PM	34%	44%	29%	39%	0%	34%	39%	39%	44%	0%	0%	10%	5%	5%	0%	0%	5%	0%	0%	0%	10%	20%	15%	15%	0%
8:00 PM	20%	29%	24%	20%	0%	15%	29%	24%	29%	0%	0%	5%	0%	0%	0%	0%	5%	0%	0%	0%	5%	15%	10%	5%	0%
8:30 PM	15%	10%	15%	10%	0%	15%	20%	20%	10%	0%	0%	5%	0%	0%	0%	0%	0%	0%	0%	0%	0%	5%	0%	0%	0%
9:00 PM	15%	5%	15%	5%	0%	15%	20%	20%	10%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
9:30 PM	0%	5%	5%	5%	0%	5%	0%	10%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

OSU-Marion Laboratory Utilization, 2017-2021

Laboratory Total: 18

	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM	11%	11%	11%	11%	0%	28%	17%	28%	17%	17%	6%	17%	11%	17%	11%	28%	28%	22%	22%	6%	11%	22%	11%	17%	11%
8:30 AM	17%	11%	17%	11%	0%	28%	22%	28%	22%	17%	17%	22%	22%	33%	11%	39%	33%	33%	33%	6%	22%	28%	22%	22%	11%
9:00 AM	11%	17%	11%	11%	11%	22%	22%	17%	22%	17%	22%	22%	22%	33%	11%	33%	39%	28%	39%	11%	17%	28%	17%	28%	17%
9:30 AM	22%	17%	22%	11%	11%	39%	17%	39%	22%	11%	44%	33%	44%	50%	17%	39%	44%	39%	39%	17%	33%	33%	33%	22%	22%
10:00 AM	22%	17%	22%	11%	11%	33%	17%	33%	22%	11%	39%	28%	39%	50%	17%	33%	44%	39%	28%	17%	56%	22%	50%	22%	22%
10:30 AM	17%	22%	17%	22%	6%	39%	28%	39%	33%	11%	50%	33%	50%	67%	22%	56%	56%	61%	50%	28%	67%	33%	61%	50%	28%
11:00 AM	39%	28%	39%	33%	6%	50%	50%	56%	39%	22%	56%	39%	50%	61%	22%	50%	50%	56%	56%	28%	56%	50%	50%	50%	22%
11:30 AM	39%	28%	39%	33%	6%	50%	50%	56%	44%	22%	56%	39%	50%	50%	22%	39%	50%	44%	56%	28%	67%	50%	61%	50%	28%
12:00 PM	39%	22%	39%	28%	0%	44%	44%	50%	44%	33%	50%	33%	50%	56%	28%	39%	44%	44%	50%	22%	67%	50%	61%	50%	22%
12:30 PM	6%	6%	6%	6%	0%	22%	6%	22%	17%	22%	17%	0%	17%	11%	17%	0%	0%	0%	0%	0%	6%	0%	6%	0%	0%
1:00 PM	17%	0%	17%	0%	6%	6%	17%	0%	17%	17%	17%	22%	17%	11%	6%	0%	0%	0%	0%	0%	0%	6%	0%	6%	0%
1:30 PM	39%	6%	33%	11%	17%	50%	44%	44%	50%	22%	33%	56%	33%	50%	22%	56%	56%	50%	56%	28%	61%	50%	61%	44%	39%
2:00 PM	33%	11%	33%	17%	22%	50%	44%	44%	50%	22%	33%	56%	33%	50%	22%	56%	56%	50%	56%	28%	61%	50%	61%	44%	39%
2:30 PM	33%	11%	33%	22%	22%	44%	44%	39%	44%	22%	28%	56%	28%	50%	22%	44%	56%	39%	44%	28%	44%	50%	44%	39%	33%
3:00 PM	28%	11%	28%	17%	22%	50%	28%	44%	39%	22%	39%	44%	39%	39%	22%	33%	28%	28%	17%	28%	33%	33%	28%	22%	33%
3:30 PM	28%	11%	22%	17%	17%	44%	22%	39%	22%	22%	39%	33%	39%	33%	22%	39%	33%	28%	28%	22%	33%	39%	28%	28%	22%
4:00 PM	28%	17%	22%	22%	11%	39%	33%	33%	33%	17%	33%	33%	33%	22%	17%	50%	39%	39%	33%	22%	28%	39%	22%	17%	22%
4:30 PM	28%	11%	33%	22%	6%	39%	28%	22%	33%	22%	39%	39%	33%	22%	11%	39%	28%	28%	39%	11%	17%	22%	17%	11%	6%
5:00 PM	28%	11%	28%	17%	0%	28%	22%	17%	39%	17%	33%	22%	28%	22%	11%	33%	39%	22%	56%	11%	33%	33%	39%	22%	6%
5:30 PM	28%	11%	28%	17%	0%	22%	22%	11%	33%	6%	28%	22%	28%	28%	6%	28%	33%	22%	56%	6%	28%	22%	33%	22%	0%
6:00 PM	11%	6%	11%	11%	0%	22%	17%	11%	28%	0%	17%	22%	17%	22%	6%	17%	22%	11%	33%	6%	22%	22%	28%	22%	0%
6:30 PM	6%	6%	11%	11%	0%	22%	17%	11%	28%	0%	11%	22%	17%	22%	0%	11%	17%	11%	22%	0%	11%	6%	17%	6%	0%
7:00 PM	6%	6%	11%	11%	0%	22%	17%	11%	28%	0%	11%	22%	17%	22%	0%	11%	11%	11%	22%	0%	6%	6%	17%	0%	0%
7:30 PM	0%	6%	0%	6%	0%	6%	6%	11%	17%	0%	6%	17%	6%	17%	0%	6%	11%	6%	6%	0%	6%	0%	6%	0%	0%
8:00 PM	0%	0%	0%	0%	0%	6%	6%	11%	11%	0%	6%	11%	6%	11%	0%	6%	11%	6%	6%	0%	0%	0%	0%	0%	0%
8:30 PM	0%	0%	0%	0%	0%	6%	6%	11%	11%	0%	6%	11%	0%	6%	0%	6%	6%	11%	6%	0%	6%	6%	0%	0%	0%
9:00 PM	0%	0%	0%	0%	0%	6%	0%	6%	0%	0%	0%	0%	0%	0%	0%	6%	6%	11%	6%	0%	6%	6%	0%	0%	0%
9:30 PM	0%	0%	0%	0%	0%	6%	0%	6%	0%	0%	0%	0%	0%	0%	0%	6%	0%	11%	0%	0%	6%	6%	0%	0%	0%
	Spring of CY 2017					Fall of CY 2017					Spring of CY 2018					Fall of CY 2018					Spring of CY 2019				

	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM	22%	17%	17%	11%	6%	6%	22%	11%	11%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	22%	17%	22%	17%	11%
8:30 AM	39%	28%	33%	28%	6%	22%	22%	28%	17%	0%	0%	0%	0%	0%	0%	0%	0%	0%	6%	0%	22%	22%	22%	22%	11%
9:00 AM	39%	28%	33%	28%	6%	22%	22%	28%	17%	0%	0%	6%	0%	6%	0%	0%	0%	0%	6%	6%	22%	22%	22%	28%	11%
9:30 AM	39%	33%	39%	39%	28%	50%	33%	50%	28%	17%	0%	11%	6%	17%	11%	6%	11%	0%	22%	17%	33%	28%	33%	33%	22%
10:00 AM	39%	33%	39%	39%	28%	61%	28%	56%	28%	17%	0%	11%	6%	17%	11%	6%	11%	6%	17%	17%	28%	22%	28%	28%	22%
10:30 AM	50%	28%	50%	33%	39%	67%	44%	61%	50%	28%	6%	11%	6%	17%	17%	6%	11%	6%	17%	17%	56%	22%	56%	39%	28%
11:00 AM	44%	39%	56%	39%	33%	50%	28%	39%	44%	22%	6%	11%	6%	17%	17%	6%	11%	0%	17%	11%	67%	28%	67%	50%	17%
11:30 AM	50%	39%	61%	39%	33%	50%	22%	39%	33%	22%	6%	11%	6%	17%	17%	6%	11%	0%	17%	11%	61%	28%	61%	50%	17%
12:00 PM	50%	28%	61%	39%	33%	50%	22%	39%	33%	22%	6%	11%	6%	17%	17%	6%	11%	0%	17%	11%	56%	22%	56%	39%	17%
12:30 PM	0%	0%	0%	6%	0%	6%	0%	6%	6%	6%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
1:00 PM	0%	0%	0%	6%	0%	6%	0%	6%	6%	6%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
1:30 PM	61%	44%	56%	56%	33%	72%	44%	56%	44%	28%	11%	28%	6%	11%	22%	11%	28%	6%	6%	22%	50%	33%	50%	44%	28%
2:00 PM	61%	44%	56%	56%	33%	78%	44%	61%	50%	33%	11%	28%	6%	11%	22%	11%	28%	6%	6%	22%	50%	33%	50%	44%	28%
2:30 PM	50%	44%	44%	50%	33%	67%	44%	50%	50%	33%	11%	28%	6%	11%	28%	11%	28%	6%	6%	22%	39%	39%	39%	50%	28%
3:00 PM	50%	22%	44%	22%	33%	44%	28%	28%	22%	28%	11%	22%	6%	11%	28%	6%	22%	0%	6%	22%	22%	28%	22%	28%	28%
3:30 PM	44%	28%	39%	17%	28%	44%	22%	33%	22%	22%	6%	28%	0%	11%	17%	17%	22%	6%	11%	22%	28%	28%	33%	28%	22%
4:00 PM	56%	33%	50%	17%	28%	56%	22%	44%	22%	22%	11%	28%	0%	11%	17%	17%	22%	6%	11%	22%	28%	28%	33%	28%	17%
4:30 PM	39%	22%	33%	17%	11%	44%	11%	39%	6%	6%	11%	17%	0%	6%	0%	17%	11%	6%	6%	0%	28%	22%	28%	17%	0%
5:00 PM	39%	33%	22%	17%	6%	50%	33%	39%	11%	6%	17%	11%	6%	0%	0%	11%	11%	6%	6%	0%	28%	33%	22%	17%	0%
5:30 PM	28%	28%	17%	17%	0%	39%	22%	39%	17%	0%	6%	6%	6%	0%	0%	6%	0%	6%	6%	0%	22%	28%	17%	17%	0%
6:00 PM	22%	22%	11%	11%	0%	33%	22%	33%	17%	0%	6%	6%	6%	0%	0%	6%	0%	6%	0%	0%	17%	17%	11%	11%	0%
6:30 PM	17%	17%	11%	11%	0%	17%	22%	22%	22%	0%	6%	6%	6%	0%	0%	0%	0%	6%	0%	0%	17%	6%	11%	11%	0%
7:00 PM	11%	11%	6%	11%	0%	17%	22%	22%	22%	0%	6%	6%	6%	0%	0%	0%	0%	6%	0%	0%	17%	0%	11%	11%	0%
7:30 PM	0%	6%	0%	6%	0%	6%	11%	6%	17%	0%	0%	6%	0%	0%	0%	0%	0%	0%	0%	0%	6%	0%	6%	11%	0%
8:00 PM	6%	6%	6%	6%	0%	0%	11%	0%	17%	0%	0%	6%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	11%	0%
8:30 PM	6%	6%	6%	6%	0%	0%	6%	0%	6%	0%	0%	6%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	11%	0%
9:00 PM	6%	6%	6%	6%	0%	0%	6%	0%	6%	0%	0%	6%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	11%	0%
9:30 PM	6%	0%	6%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Fall of CY 2019					Spring of CY 2020					Fall of CY 2020					Spring of CY 2021					Fall of CY 2021				

Marion Tech Classroom Utilization, 2017-2021

Classroom Total: 9.5

	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM	11%	11%	11%	11%	11%	11%	21%	11%	21%	11%	21%	0%	21%	11%	11%	21%	11%	21%	32%	11%	11%	11%	11%	21%	11%
8:30 AM	11%	11%	11%	11%	11%	11%	32%	11%	32%	21%	21%	11%	21%	21%	11%	21%	11%	21%	32%	21%	11%	11%	11%	21%	11%
9:00 AM	21%	11%	21%	11%	11%	32%	32%	32%	42%	21%	42%	11%	42%	32%	11%	63%	21%	53%	42%	53%	32%	21%	32%	32%	11%
9:30 AM	32%	53%	21%	53%	11%	42%	42%	42%	53%	21%	32%	63%	32%	74%	11%	53%	32%	42%	42%	53%	32%	53%	21%	53%	11%
10:00 AM	42%	63%	21%	42%	0%	74%	53%	63%	42%	11%	53%	74%	42%	53%	0%	74%	53%	53%	53%	42%	63%	74%	42%	53%	0%
10:30 AM	42%	63%	21%	42%	0%	74%	53%	63%	42%	0%	53%	74%	42%	53%	0%	74%	63%	53%	53%	32%	63%	74%	42%	53%	0%
11:00 AM	63%	42%	32%	21%	0%	53%	53%	53%	42%	0%	53%	53%	42%	32%	0%	74%	74%	63%	63%	32%	63%	53%	53%	32%	0%
11:30 AM	63%	32%	32%	21%	0%	53%	63%	53%	53%	0%	53%	63%	42%	42%	0%	84%	63%	74%	53%	32%	74%	53%	63%	32%	0%
12:00 PM	42%	21%	21%	32%	0%	42%	53%	53%	63%	0%	42%	42%	32%	42%	0%	74%	63%	74%	53%	32%	53%	32%	42%	32%	0%
12:30 PM	84%	63%	74%	53%	0%	84%	74%	84%	63%	0%	63%	53%	53%	32%	0%	74%	74%	63%	32%	32%	42%	42%	32%	32%	0%
1:00 PM	74%	63%	63%	53%	11%	74%	53%	84%	53%	0%	74%	53%	63%	32%	0%	84%	74%	74%	42%	32%	63%	53%	42%	42%	0%
1:30 PM	74%	63%	63%	53%	11%	74%	53%	74%	53%	0%	63%	53%	63%	32%	0%	84%	74%	63%	42%	0%	63%	53%	42%	42%	0%
2:00 PM	53%	21%	32%	32%	11%	32%	11%	42%	11%	0%	53%	11%	42%	11%	11%	63%	21%	42%	11%	0%	74%	11%	53%	11%	0%
2:30 PM	42%	21%	32%	32%	11%	32%	11%	42%	11%	0%	42%	11%	42%	11%	11%	53%	11%	42%	11%	0%	63%	11%	53%	11%	0%
3:00 PM	42%	21%	32%	21%	11%	32%	11%	42%	11%	0%	32%	11%	21%	11%	11%	42%	11%	42%	11%	0%	63%	11%	42%	11%	0%
3:30 PM	21%	42%	21%	42%	11%	32%	21%	42%	21%	0%	11%	11%	11%	11%	11%	21%	32%	21%	32%	0%	21%	0%	11%	0%	0%
4:00 PM	11%	32%	11%	32%	11%	32%	11%	32%	11%	0%	21%	11%	21%	11%	11%	21%	21%	11%	21%	0%	21%	0%	11%	0%	0%
4:30 PM	11%	32%	11%	32%	11%	32%	11%	21%	11%	0%	21%	11%	21%	11%	11%	21%	21%	11%	21%	0%	21%	0%	11%	0%	0%
5:00 PM	32%	32%	32%	32%	0%	32%	21%	21%	21%	0%	32%	11%	32%	11%	0%	42%	21%	42%	21%	0%	32%	11%	53%	11%	0%
5:30 PM	21%	32%	21%	21%	0%	32%	32%	21%	21%	0%	32%	11%	32%	11%	0%	42%	32%	42%	21%	0%	32%	21%	53%	11%	0%
6:00 PM	32%	53%	32%	32%	0%	21%	21%	11%	11%	0%	11%	11%	11%	11%	0%	32%	21%	32%	11%	0%	21%	11%	42%	0%	0%
6:30 PM	11%	42%	11%	21%	0%	21%	42%	11%	21%	0%	0%	11%	0%	0%	0%	11%	32%	21%	21%	0%	11%	32%	11%	21%	0%
7:00 PM	11%	32%	11%	21%	0%	21%	32%	11%	11%	0%	0%	11%	0%	0%	0%	11%	32%	21%	11%	0%	11%	32%	11%	21%	0%
7:30 PM	11%	42%	11%	21%	0%	21%	32%	11%	11%	0%	0%	21%	0%	0%	0%	11%	32%	21%	11%	0%	11%	32%	11%	21%	0%
8:00 PM	21%	32%	21%	11%	0%	21%	0%	11%	0%	0%	0%	11%	0%	0%	0%	11%	0%	21%	0%	0%	11%	11%	11%	11%	0%
8:30 PM	21%	21%	21%	11%	0%	11%	0%	0%	0%	0%	0%	11%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
9:00 PM	21%	21%	21%	11%	0%	11%	0%	0%	0%	0%	0%	11%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
9:30 PM	21%	21%	21%	11%	0%	11%	0%	0%	0%	0%	0%	11%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Spring of CY 2017					Fall of CY 2017					Spring of CY 2018					Fall of CY 2018					Spring of CY 2019				

	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM	21%	11%	21%	32%	53%	11%	11%	11%	21%	21%	11%	11%	11%	32%	11%	0%	11%	0%	21%	11%	21%	11%	21%	32%	53%
8:30 AM	21%	11%	21%	32%	63%	11%	11%	11%	21%	21%	11%	11%	11%	32%	11%	0%	11%	0%	21%	11%	32%	11%	32%	32%	63%
9:00 AM	53%	21%	53%	32%	63%	42%	21%	42%	32%	21%	32%	21%	21%	32%	11%	21%	11%	21%	21%	11%	63%	21%	53%	32%	63%
9:30 AM	53%	32%	53%	32%	63%	32%	42%	32%	53%	21%	42%	21%	32%	21%	11%	42%	21%	32%	21%	11%	42%	21%	32%	21%	63%
10:00 AM	84%	53%	74%	32%	53%	63%	63%	53%	42%	11%	63%	42%	53%	21%	0%	42%	32%	42%	11%	0%	42%	21%	53%	11%	63%
10:30 AM	84%	63%	74%	32%	42%	63%	63%	53%	42%	11%	74%	53%	53%	21%	0%	42%	32%	42%	11%	0%	53%	32%	53%	11%	53%
11:00 AM	74%	95%	74%	74%	42%	63%	63%	74%	53%	11%	42%	63%	32%	42%	0%	32%	21%	53%	11%	0%	32%	42%	42%	32%	53%
11:30 AM	74%	84%	74%	63%	42%	63%	63%	74%	53%	11%	42%	63%	32%	42%	0%	32%	21%	53%	11%	0%	42%	42%	53%	21%	42%
12:00 PM	74%	84%	74%	63%	42%	42%	42%	42%	53%	11%	42%	63%	21%	42%	0%	21%	21%	42%	11%	0%	53%	42%	53%	21%	42%
12:30 PM	95%	74%	74%	32%	0%	74%	32%	63%	21%	11%	53%	32%	42%	21%	0%	42%	32%	42%	21%	0%	74%	42%	63%	21%	42%
1:00 PM	84%	74%	74%	53%	0%	74%	42%	63%	42%	11%	63%	42%	53%	42%	0%	42%	32%	32%	21%	0%	74%	42%	63%	32%	0%
1:30 PM	84%	74%	63%	53%	0%	74%	42%	63%	42%	11%	63%	42%	53%	42%	0%	42%	32%	32%	21%	0%	74%	42%	63%	32%	0%
2:00 PM	42%	42%	32%	42%	0%	63%	32%	42%	21%	11%	42%	21%	32%	21%	0%	42%	21%	32%	0%	0%	42%	21%	32%	11%	0%
2:30 PM	32%	32%	32%	42%	0%	53%	21%	42%	21%	11%	42%	21%	32%	21%	0%	32%	0%	21%	0%	0%	32%	11%	21%	11%	0%
3:00 PM	42%	32%	32%	42%	0%	63%	21%	42%	21%	11%	21%	11%	21%	11%	0%	32%	0%	21%	0%	0%	32%	11%	21%	11%	0%
3:30 PM	11%	0%	0%	11%	0%	11%	0%	0%	11%	11%	0%	0%	0%	0%	0%	21%	0%	0%	0%	0%	11%	0%	0%	0%	0%
4:00 PM	11%	11%	11%	11%	0%	11%	0%	0%	11%	11%	0%	0%	0%	0%	0%	21%	0%	11%	0%	0%	11%	0%	0%	0%	0%
4:30 PM	11%	11%	11%	11%	0%	11%	0%	0%	11%	11%	0%	11%	0%	0%	0%	21%	0%	11%	0%	0%	11%	0%	0%	0%	0%
5:00 PM	32%	21%	42%	21%	0%	21%	0%	21%	11%	0%	11%	21%	11%	11%	0%	21%	0%	32%	0%	0%	11%	0%	11%	0%	0%
5:30 PM	32%	32%	42%	21%	0%	21%	11%	21%	11%	0%	11%	32%	11%	11%	0%	21%	11%	21%	0%	0%	11%	0%	11%	0%	0%
6:00 PM	32%	32%	32%	21%	0%	21%	11%	21%	11%	0%	21%	42%	21%	21%	0%	21%	11%	21%	0%	0%	21%	0%	21%	0%	0%
6:30 PM	11%	42%	11%	21%	0%	11%	21%	11%	21%	0%	21%	63%	21%	32%	0%	0%	11%	0%	0%	0%	21%	11%	21%	11%	0%
7:00 PM	11%	32%	11%	21%	0%	21%	21%	21%	21%	0%	21%	63%	21%	32%	0%	0%	11%	0%	0%	0%	21%	11%	21%	11%	0%
7:30 PM	11%	32%	11%	21%	0%	21%	11%	21%	21%	0%	21%	42%	21%	32%	0%	0%	0%	0%	0%	0%	21%	11%	21%	11%	0%
8:00 PM	11%	0%	11%	11%	0%	21%	11%	21%	21%	0%	21%	21%	21%	21%	0%	0%	0%	0%	0%	0%	21%	11%	21%	11%	0%
8:30 PM	0%	0%	0%	11%	0%	0%	0%	0%	11%	0%	11%	11%	11%	11%	0%	0%	0%	0%	0%	0%	11%	0%	11%	0%	0%
9:00 PM	0%	0%	0%	11%	0%	0%	0%	0%	11%	0%	11%	11%	11%	11%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
9:30 PM	0%	0%	0%	11%	0%	0%	0%	0%	11%	0%	11%	11%	11%	11%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Fall of CY 2019					Spring of CY 2020					Fall of CY 2020					Spring of CY 2021					Fall of CY 2021				

Marion Tech Laboratory Utilization, 2017-2021

Laboratory Total: 25

	Spring of CY 2017					Fall of CY 2017					Spring of CY 2018					Fall of CY 2018					Spring of CY 2019				
	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM	16%	8%	16%	4%	4%	16%	20%	12%	16%	0%	12%	12%	8%	8%	0%	12%	16%	8%	4%	8%	12%	8%	8%	4%	0%
8:30 AM	16%	8%	20%	8%	8%	16%	24%	16%	20%	4%	12%	16%	12%	16%	4%	12%	16%	12%	8%	12%	12%	12%	12%	12%	4%
9:00 AM	24%	8%	24%	12%	8%	20%	28%	20%	20%	8%	24%	20%	24%	16%	4%	20%	32%	24%	20%	20%	20%	16%	20%	16%	4%
9:30 AM	40%	48%	40%	48%	8%	44%	44%	44%	40%	8%	40%	52%	44%	44%	4%	48%	64%	60%	52%	20%	36%	48%	36%	44%	4%
10:00 AM	36%	48%	36%	48%	12%	40%	44%	44%	44%	12%	40%	52%	44%	52%	12%	48%	56%	64%	56%	24%	32%	48%	36%	44%	8%
10:30 AM	36%	48%	40%	48%	12%	40%	48%	44%	44%	12%	40%	52%	48%	52%	12%	48%	56%	64%	56%	20%	32%	48%	40%	48%	8%
11:00 AM	32%	56%	36%	60%	12%	36%	32%	44%	36%	12%	36%	48%	44%	52%	8%	52%	36%	56%	28%	20%	40%	44%	48%	48%	8%
11:30 AM	32%	56%	32%	60%	12%	36%	24%	40%	32%	8%	36%	52%	40%	52%	8%	52%	32%	52%	24%	16%	40%	36%	44%	44%	8%
12:00 PM	36%	56%	36%	60%	12%	40%	32%	40%	32%	8%	40%	56%	44%	52%	8%	56%	28%	48%	20%	16%	48%	44%	52%	48%	8%
12:30 PM	52%	44%	48%	44%	12%	36%	52%	24%	48%	8%	44%	52%	40%	44%	8%	48%	52%	40%	48%	16%	44%	32%	36%	28%	8%
1:00 PM	52%	40%	48%	40%	12%	32%	48%	24%	44%	12%	40%	44%	36%	36%	8%	52%	56%	48%	52%	20%	44%	32%	32%	28%	8%
1:30 PM	52%	40%	48%	40%	12%	32%	48%	24%	44%	12%	40%	40%	36%	36%	8%	48%	56%	48%	48%	20%	44%	28%	32%	24%	8%
2:00 PM	32%	48%	32%	44%	12%	20%	44%	16%	36%	12%	24%	32%	28%	32%	4%	44%	48%	40%	40%	20%	24%	36%	20%	32%	4%
2:30 PM	28%	36%	28%	36%	8%	20%	40%	16%	36%	8%	24%	28%	28%	32%	0%	44%	44%	44%	44%	16%	24%	36%	24%	32%	0%
3:00 PM	24%	36%	28%	36%	8%	20%	36%	16%	32%	8%	24%	24%	28%	32%	0%	40%	44%	40%	40%	12%	20%	36%	24%	32%	0%
3:30 PM	28%	36%	32%	44%	8%	20%	36%	16%	28%	8%	28%	28%	32%	32%	0%	28%	28%	28%	32%	12%	36%	36%	36%	28%	0%
4:00 PM	32%	32%	32%	36%	0%	24%	36%	20%	24%	0%	32%	28%	32%	28%	0%	28%	28%	24%	24%	4%	40%	32%	36%	24%	0%
4:30 PM	32%	32%	32%	36%	0%	28%	40%	24%	28%	0%	32%	28%	32%	24%	0%	32%	32%	28%	28%	4%	36%	32%	32%	24%	0%
5:00 PM	32%	36%	32%	36%	0%	32%	36%	28%	28%	0%	32%	20%	20%	20%	0%	32%	36%	24%	32%	0%	24%	28%	24%	28%	0%
5:30 PM	28%	36%	32%	32%	0%	28%	36%	24%	28%	0%	28%	20%	20%	20%	0%	32%	40%	24%	32%	0%	24%	28%	20%	28%	0%
6:00 PM	24%	48%	32%	32%	0%	20%	36%	28%	28%	0%	32%	24%	40%	16%	0%	28%	44%	32%	36%	4%	28%	40%	36%	32%	0%
6:30 PM	20%	32%	24%	24%	0%	24%	24%	28%	16%	0%	32%	28%	48%	16%	0%	24%	40%	24%	28%	4%	28%	28%	40%	16%	0%
7:00 PM	20%	32%	24%	24%	0%	24%	20%	28%	16%	0%	32%	24%	48%	16%	0%	24%	36%	24%	24%	4%	28%	24%	40%	12%	0%
7:30 PM	20%	32%	24%	24%	0%	20%	20%	28%	16%	0%	28%	24%	44%	16%	0%	24%	36%	24%	24%	4%	24%	28%	36%	12%	0%
8:00 PM	8%	28%	12%	16%	0%	12%	12%	24%	8%	0%	16%	12%	32%	8%	0%	16%	24%	20%	16%	4%	12%	20%	24%	8%	0%
8:30 PM	8%	16%	12%	8%	0%	12%	12%	24%	8%	0%	8%	8%	24%	4%	0%	16%	20%	20%	12%	4%	8%	16%	20%	4%	0%
9:00 PM	8%	16%	12%	8%	0%	8%	12%	16%	8%	0%	8%	8%	16%	4%	0%	8%	16%	12%	12%	4%	8%	16%	12%	4%	0%
9:30 PM	0%	12%	4%	4%	0%	4%	8%	8%	4%	0%	4%	8%	12%	4%	0%	4%	8%	8%	4%	4%	4%	16%	8%	4%	0%

	Fall of CY 2019					Spring of CY 2020					Fall of CY 2020					Spring of CY 2021					Fall of CY 2021				
	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM	12%	12%	0%	4%	4%	16%	8%	12%	8%	4%	4%	8%	0%	4%	4%	12%	8%	16%	4%	4%	0%	8%	4%	8%	0%
8:30 AM	12%	20%	4%	12%	8%	16%	12%	12%	12%	8%	4%	16%	0%	8%	8%	12%	12%	16%	8%	4%	0%	16%	4%	12%	4%
9:00 AM	20%	32%	12%	20%	12%	16%	24%	12%	20%	8%	8%	32%	8%	16%	12%	12%	20%	20%	16%	8%	4%	36%	12%	28%	8%
9:30 AM	60%	60%	60%	48%	12%	24%	56%	24%	48%	8%	40%	48%	48%	36%	12%	20%	40%	36%	40%	8%	32%	48%	48%	36%	8%
10:00 AM	56%	56%	64%	56%	16%	24%	52%	28%	48%	12%	40%	40%	48%	36%	16%	20%	36%	36%	44%	12%	32%	40%	48%	32%	12%
10:30 AM	56%	56%	64%	56%	16%	24%	52%	32%	52%	12%	40%	44%	48%	40%	16%	20%	44%	40%	52%	12%	32%	44%	48%	36%	12%
11:00 AM	52%	48%	56%	40%	20%	28%	52%	36%	48%	12%	40%	40%	44%	32%	16%	28%	44%	44%	36%	12%	36%	40%	48%	36%	12%
11:30 AM	52%	44%	52%	36%	20%	24%	48%	32%	44%	12%	40%	36%	44%	32%	16%	28%	40%	44%	36%	12%	36%	36%	48%	40%	16%
12:00 PM	56%	44%	52%	32%	20%	28%	44%	36%	44%	12%	36%	36%	44%	36%	20%	24%	32%	36%	36%	12%	40%	32%	48%	32%	20%
12:30 PM	48%	52%	44%	44%	16%	48%	32%	48%	36%	12%	36%	52%	32%	48%	20%	28%	36%	28%	36%	12%	28%	44%	32%	44%	16%
1:00 PM	52%	52%	48%	48%	16%	52%	28%	48%	32%	12%	40%	56%	36%	52%	20%	32%	36%	28%	28%	8%	32%	48%	36%	48%	16%
1:30 PM	52%	52%	48%	44%	16%	52%	32%	52%	32%	12%	40%	56%	36%	48%	20%	32%	40%	32%	28%	8%	32%	48%	36%	44%	16%
2:00 PM	32%	44%	40%	40%	12%	40%	36%	48%	32%	8%	40%	48%	44%	44%	16%	36%	36%	40%	32%	8%	36%	44%	44%	36%	12%
2:30 PM	36%	40%	44%	40%	8%	40%	36%	48%	32%	4%	40%	44%	48%	44%	12%	32%	36%	40%	32%	8%	40%	40%	52%	36%	8%
3:00 PM	32%	32%	40%	28%	8%	32%	28%	40%	28%	4%	36%	40%	44%	36%	12%	28%	32%	36%	24%	4%	36%	36%	48%	28%	8%
3:30 PM	12%	16%	12%	8%	8%	12%	16%	20%	16%	4%	12%	28%	12%	20%	12%	16%	24%	24%	16%	4%	12%	20%	16%	12%	4%
4:00 PM	16%	16%	12%	4%	4%	16%	16%	20%	16%	0%	12%	12%	12%	4%	8%	16%	20%	24%	12%	0%	12%	8%	16%	4%	4%
4:30 PM	16%	16%	12%	4%	4%	12%	16%	16%	16%	0%	12%	4%	12%	4%	8%	16%	24%	20%	16%	0%	12%	8%	12%	4%	4%
5:00 PM	16%	32%	12%	28%	0%	20%	36%	32%	32%	0%	16%	28%	16%	24%	0%	12%	32%	24%	20%	4%	16%	32%	16%	24%	0%
5:30 PM	20%	32%	12%	28%	0%	24%	36%	36%	32%	0%	16%	28%	16%	24%	0%	12%	32%	24%	20%	4%	16%	32%	16%	24%	0%
6:00 PM	20%	36%	20%	32%	0%	32%	40%	56%	36%	0%	16%	32%	16%	24%	0%	16%	36%	24%	20%	4%	16%	36%	16%	24%	0%
6:30 PM	16%	32%	20%	20%	0%	28%	28%	48%	20%	0%	12%	20%	8%	12%	0%	16%	28%	20%	12%	0%	12%	16%	8%	12%	0%
7:00 PM	16%	28%	20%	16%	0%	28%	24%	48%	16%	0%	16%	20%	12%	12%	0%	16%	28%	20%	12%	0%	16%	16%	12%	12%	0%
7:30 PM	16%	28%	20%	16%	0%	24%	24%	44%	16%	0%	16%	20%	12%	12%	0%	12%	24%	20%	8%	0%	16%	16%	12%	12%	0%
8:00 PM	8%	20%	12%	12%	0%	16%	12%	32%	8%	0%	12%	12%	8%	4%	0%	8%	12%	12%	4%	0%	12%	12%	12%	4%	0%
8:30 PM	8%	20%	12%	12%	0%	12%	8%	28%	4%	0%	8%	12%	4%	4%	0%	4%	8%	8%	0%	0%	8%	8%	8%	0%	0%
9:00 PM	4%	20%	8%	12%	0%	8%	8%	16%	4%	0%	4%	12%	0%	4%	0%	4%	8%	4%	0%	0%	4%	4%	4%	0%	0%
9:30 PM	4%	8%	8%	4%	0%	4%	8%	12%	4%	0%	0%	8%	0%	4%	0%	0%	4%	0%	0%	0%	0%	0%	0%	0%	0%

OU-Zanesville Classroom Utilization, 2017-2021

Classroom Total: 24

	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM						42%	38%	42%	42%	4%	38%	21%	33%	17%	4%	38%	25%	38%	29%	0%	38%	17%	33%	8%	4%
8:30 AM						42%	38%	42%	42%	4%	38%	21%	33%	17%	4%	38%	25%	38%	29%	4%	38%	17%	33%	8%	4%
9:00 AM						42%	38%	42%	38%	8%	42%	21%	33%	17%	4%	38%	25%	42%	29%	8%	42%	17%	33%	8%	4%
9:30 AM						63%	63%	67%	63%	21%	63%	63%	58%	46%	4%	38%	75%	50%	79%	8%	58%	63%	54%	46%	4%
10:00 AM						63%	63%	67%	58%	21%	58%	63%	58%	46%	4%	38%	75%	50%	79%	8%	54%	63%	54%	46%	4%
10:30 AM						54%	54%	58%	42%	21%	50%	58%	50%	42%	4%	29%	54%	38%	54%	8%	46%	50%	46%	38%	4%
11:00 AM						54%	83%	54%	75%	29%	42%	54%	42%	46%	4%	63%	71%	67%	63%	17%	50%	58%	46%	50%	8%
11:30 AM						58%	83%	54%	75%	25%	42%	54%	42%	46%	4%	58%	67%	63%	58%	17%	46%	58%	46%	50%	8%
12:00 PM						33%	63%	33%	58%	29%	29%	50%	42%	42%	4%	54%	58%	46%	54%	17%	42%	54%	33%	46%	8%
12:30 PM						42%	71%	46%	75%	25%	33%	50%	42%	46%	8%	42%	46%	38%	58%	21%	54%	50%	42%	42%	13%
1:00 PM						38%	67%	46%	71%	25%	38%	50%	50%	50%	13%	38%	46%	38%	58%	21%	50%	50%	50%	46%	13%
1:30 PM						29%	63%	38%	63%	21%	42%	46%	50%	46%	13%	29%	42%	25%	54%	21%	42%	42%	42%	38%	13%
2:00 PM						42%	75%	46%	71%	25%	58%	71%	58%	67%	13%	38%	63%	42%	58%	21%	42%	46%	54%	46%	13%
2:30 PM						38%	71%	38%	67%	29%	58%	67%	54%	67%	13%	38%	63%	38%	54%	21%	42%	46%	54%	46%	13%
3:00 PM						29%	46%	29%	46%	29%	42%	54%	38%	54%	13%	29%	54%	33%	46%	21%	33%	46%	42%	42%	13%
3:30 PM						25%	58%	25%	50%	25%	42%	29%	33%	33%	8%	21%	46%	21%	33%	17%	25%	38%	25%	33%	8%
4:00 PM						25%	54%	29%	46%	25%	38%	33%	33%	33%	13%	21%	42%	29%	33%	17%	29%	38%	33%	33%	8%
4:30 PM						33%	50%	33%	38%	21%	38%	38%	33%	25%	13%	21%	38%	33%	25%	13%	29%	29%	33%	25%	8%
5:00 PM						21%	8%	17%	13%	4%	25%	8%	8%	4%	4%	17%	13%	17%	17%	0%	13%	13%	8%	4%	0%
5:30 PM						38%	42%	46%	33%	0%	29%	25%	17%	33%	4%	29%	42%	38%	33%	0%	29%	29%	21%	25%	0%
6:00 PM						29%	42%	38%	33%	0%	29%	25%	17%	33%	4%	25%	42%	29%	29%	0%	29%	29%	21%	25%	0%
6:30 PM						29%	42%	38%	33%	0%	25%	25%	17%	33%	4%	25%	46%	29%	29%	0%	29%	29%	21%	25%	0%
7:00 PM						21%	29%	25%	25%	0%	21%	21%	8%	29%	0%	17%	38%	21%	25%	0%	21%	25%	17%	25%	0%
7:30 PM						13%	21%	21%	17%	0%	17%	17%	8%	21%	0%	8%	29%	17%	13%	0%	13%	17%	17%	21%	0%
8:00 PM						13%	21%	21%	8%	0%	17%	17%	8%	21%	0%	4%	25%	17%	4%	0%	13%	17%	17%	17%	0%
8:30 PM						0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	4%	0%	0%	0%	0%	0%	0%	0%	0%
9:00 PM						0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	4%	0%	0%	0%	0%	0%	0%	0%	0%
9:30 PM						0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Spring of CY 2017					Fall of CY 2017					Spring of CY 2018					Fall of CY 2018					Spring of CY 2019				

	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM	38%	21%	42%	25%	13%	21%	13%	21%	13%	8%	0%	4%	0%	0%	0%	0%	0%	0%	0%	0%	8%	8%	8%	8%	0%
8:30 AM	42%	21%	42%	25%	13%	21%	13%	21%	13%	8%	0%	4%	0%	0%	0%	0%	0%	0%	0%	0%	8%	8%	8%	8%	0%
9:00 AM	38%	21%	42%	21%	13%	25%	17%	21%	13%	17%	0%	4%	0%	0%	0%	0%	0%	0%	0%	0%	13%	8%	13%	8%	0%
9:30 AM	46%	67%	54%	63%	17%	58%	46%	54%	46%	21%	0%	4%	0%	0%	0%	0%	0%	0%	0%	0%	21%	13%	17%	21%	0%
10:00 AM	46%	67%	54%	63%	17%	54%	46%	50%	42%	21%	0%	4%	0%	0%	0%	0%	0%	0%	0%	0%	21%	13%	17%	21%	0%
10:30 AM	38%	50%	46%	46%	17%	50%	42%	46%	46%	21%	0%	4%	0%	0%	0%	0%	0%	0%	0%	0%	21%	13%	17%	17%	0%
11:00 AM	58%	71%	67%	58%	13%	50%	67%	38%	54%	17%	0%	4%	0%	0%	0%	0%	0%	0%	0%	0%	8%	13%	13%	13%	0%
11:30 AM	50%	67%	54%	63%	13%	42%	67%	33%	50%	17%	0%	4%	0%	0%	0%	0%	0%	0%	0%	0%	8%	8%	13%	13%	0%
12:00 PM	42%	54%	42%	50%	13%	42%	63%	29%	46%	17%	0%	4%	0%	0%	0%	0%	0%	0%	0%	0%	21%	21%	13%	21%	0%
12:30 PM	42%	46%	33%	50%	8%	50%	50%	33%	54%	8%	0%	4%	0%	0%	0%	0%	0%	0%	0%	0%	29%	21%	25%	13%	0%
1:00 PM	38%	46%	38%	46%	8%	46%	50%	38%	54%	4%	0%	4%	0%	0%	0%	0%	0%	0%	0%	0%	21%	13%	29%	4%	0%
1:30 PM	42%	42%	33%	38%	8%	46%	50%	38%	50%	4%	0%	4%	0%	0%	0%	0%	0%	0%	0%	0%	21%	8%	29%	4%	0%
2:00 PM	46%	42%	50%	33%	13%	33%	33%	29%	38%	8%	0%	4%	0%	0%	0%	0%	0%	0%	0%	0%	21%	21%	29%	21%	4%
2:30 PM	46%	38%	46%	38%	13%	38%	29%	33%	33%	8%	0%	4%	0%	0%	0%	0%	0%	0%	0%	0%	25%	21%	29%	21%	4%
3:00 PM	29%	29%	33%	33%	13%	25%	25%	21%	25%	4%	0%	4%	0%	0%	0%	0%	0%	0%	0%	0%	25%	17%	29%	21%	8%
3:30 PM	21%	25%	38%	33%	17%	29%	33%	25%	38%	8%	0%	4%	0%	0%	0%	0%	0%	0%	0%	0%	13%	13%	17%	17%	8%
4:00 PM	21%	25%	46%	29%	17%	25%	33%	29%	38%	8%	0%	4%	0%	0%	0%	0%	0%	0%	0%	0%	13%	13%	17%	13%	8%
4:30 PM	21%	25%	42%	29%	17%	29%	21%	33%	29%	8%	0%	4%	0%	0%	0%	0%	0%	0%	0%	0%	8%	13%	13%	13%	8%
5:00 PM	13%	8%	8%	21%	4%	13%	4%	8%	8%	4%	0%	4%	0%	0%	0%	0%	0%	0%	0%	0%	4%	4%	8%	4%	4%
5:30 PM	29%	33%	29%	33%	0%	29%	21%	25%	17%	0%	0%	4%	0%	0%	0%	0%	0%	0%	0%	0%	17%	8%	17%	8%	4%
6:00 PM	29%	29%	29%	29%	0%	29%	21%	25%	21%	0%	0%	4%	0%	0%	0%	0%	0%	0%	0%	0%	17%	8%	13%	8%	0%
6:30 PM	29%	29%	29%	25%	0%	29%	21%	25%	21%	0%	0%	4%	0%	0%	0%	0%	0%	0%	0%	0%	17%	13%	13%	8%	0%
7:00 PM	21%	25%	29%	21%	0%	25%	21%	21%	21%	0%	0%	4%	0%	0%	0%	0%	0%	0%	0%	0%	17%	8%	13%	4%	0%
7:30 PM	13%	21%	25%	13%	0%	17%	17%	21%	17%	0%	0%	4%	0%	0%	0%	0%	0%	0%	0%	0%	13%	4%	13%	4%	0%
8:00 PM	8%	21%	25%	8%	0%	13%	17%	21%	17%	0%	0%	4%	0%	0%	0%	0%	0%	0%	0%	0%	8%	4%	8%	0%	0%
8:30 PM	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	4%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
9:00 PM	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	4%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
9:30 PM	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	4%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Fall of CY 2019					Spring of CY 2020					Fall of CY 2020					Spring of CY 2021					Fall of CY 2021				

Note: Black area indicates a lack of reservation data for that semester for the institution.

OU-Zanesville Laboratory Utilization, 2017-2021

Laboratory Total: 14

	Spring of CY 2017					Fall of CY 2017					Spring of CY 2018					Fall of CY 2018					Spring of CY 2019				
	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM						7%	0%	7%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	7%	0%	7%	0%
8:30 AM						7%	0%	7%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	7%	0%	7%	0%
9:00 AM						7%	0%	7%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	7%	7%	7%	0%
9:30 AM						36%	21%	36%	29%	7%	14%	29%	14%	29%	14%	36%	29%	36%	29%	21%	21%	21%	36%	21%	7%
10:00 AM						43%	21%	36%	29%	7%	21%	29%	21%	29%	14%	50%	29%	43%	29%	29%	36%	21%	43%	21%	14%
10:30 AM						36%	21%	29%	29%	7%	21%	29%	21%	29%	14%	50%	29%	43%	29%	29%	36%	21%	36%	21%	14%
11:00 AM						36%	14%	29%	21%	7%	21%	36%	21%	36%	14%	43%	29%	29%	29%	21%	21%	29%	21%	29%	14%
11:30 AM						14%	0%	14%	0%	0%	14%	21%	14%	21%	0%	29%	7%	14%	7%	7%	14%	14%	7%	14%	7%
12:00 PM						7%	0%	14%	0%	0%	14%	21%	21%	21%	0%	21%	7%	14%	7%	7%	7%	14%	7%	14%	7%
12:30 PM						7%	14%	7%	14%	7%	14%	29%	21%	29%	0%	7%	21%	7%	21%	7%	14%	7%	21%	7%	7%
1:00 PM						14%	14%	14%	21%	7%	29%	21%	21%	21%	0%	7%	21%	7%	21%	7%	21%	7%	21%	7%	7%
1:30 PM						21%	21%	21%	21%	7%	29%	29%	21%	21%	0%	14%	36%	14%	21%	7%	14%	14%	21%	7%	7%
2:00 PM						21%	21%	21%	21%	7%	36%	43%	21%	21%	0%	14%	21%	14%	7%	7%	29%	7%	14%	0%	7%
2:30 PM						21%	14%	21%	14%	7%	36%	29%	21%	7%	0%	14%	14%	14%	0%	0%	29%	7%	14%	0%	7%
3:00 PM						14%	14%	7%	14%	7%	21%	21%	14%	7%	0%	14%	7%	14%	0%	0%	21%	0%	14%	0%	7%
3:30 PM						21%	14%	14%	7%	0%	7%	29%	7%	7%	0%	29%	29%	21%	0%	0%	21%	29%	7%	7%	7%
4:00 PM						21%	14%	14%	7%	0%	7%	29%	7%	7%	0%	29%	29%	21%	0%	0%	21%	29%	29%	7%	7%
4:30 PM						14%	21%	7%	14%	0%	7%	36%	7%	14%	0%	14%	43%	7%	14%	0%	21%	29%	29%	14%	7%
5:00 PM						7%	21%	7%	7%	0%	7%	29%	7%	14%	0%	7%	43%	7%	14%	0%	21%	29%	36%	14%	0%
5:30 PM						14%	29%	0%	7%	0%	36%	36%	21%	14%	0%	21%	36%	7%	21%	0%	29%	14%	29%	7%	0%
6:00 PM						14%	29%	0%	7%	0%	36%	36%	21%	14%	0%	21%	36%	7%	21%	0%	29%	14%	21%	7%	0%
6:30 PM						14%	29%	0%	7%	0%	36%	36%	21%	14%	0%	21%	29%	7%	14%	0%	29%	14%	21%	0%	0%
7:00 PM						14%	29%	0%	7%	0%	29%	21%	7%	14%	0%	21%	21%	7%	7%	0%	21%	14%	14%	0%	0%
7:30 PM						14%	7%	0%	0%	0%	21%	7%	7%	0%	0%	14%	0%	7%	0%	0%	21%	7%	14%	0%	0%
8:00 PM						14%	7%	0%	0%	0%	21%	7%	7%	0%	0%	14%	0%	7%	0%	0%	21%	0%	7%	0%	0%
8:30 PM						0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
9:00 PM						0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
9:30 PM						0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

	Fall of CY 2019					Spring of CY 2020					Fall of CY 2020					Spring of CY 2021					Fall of CY 2021				
	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM	0%	7%	0%	0%	7%	7%	0%	7%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
8:30 AM	0%	7%	0%	0%	7%	7%	0%	7%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
9:00 AM	14%	7%	14%	0%	14%	14%	7%	14%	7%	7%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
9:30 AM	14%	36%	14%	36%	21%	36%	21%	36%	21%	0%	14%	0%	7%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
10:00 AM	21%	36%	21%	36%	21%	36%	21%	43%	21%	0%	14%	0%	7%	0%	0%	7%	0%	7%	0%	0%	0%	0%	0%	0%	0%
10:30 AM	21%	36%	21%	36%	21%	36%	21%	43%	14%	0%	14%	0%	7%	0%	0%	7%	0%	7%	0%	0%	0%	0%	0%	0%	0%
11:00 AM	14%	14%	14%	21%	29%	36%	21%	43%	21%	0%	21%	7%	14%	7%	0%	14%	7%	14%	7%	0%	14%	7%	14%	7%	0%
11:30 AM	7%	7%	7%	7%	21%	29%	14%	36%	14%	0%	14%	7%	14%	7%	0%	14%	7%	14%	7%	0%	14%	7%	14%	7%	0%
12:00 PM	0%	7%	7%	7%	21%	21%	7%	36%	7%	0%	14%	7%	14%	7%	0%	7%	7%	7%	7%	0%	14%	7%	14%	7%	0%
12:30 PM	0%	14%	7%	14%	21%	21%	0%	29%	0%	7%	7%	0%	7%	0%	7%	7%	0%	7%	0%	0%	14%	7%	14%	0%	0%
1:00 PM	0%	29%	0%	21%	21%	21%	0%	14%	0%	7%	0%	7%	0%	7%	14%	7%	0%	21%	0%	0%	7%	7%	7%	0%	0%
1:30 PM	0%	29%	0%	29%	21%	14%	7%	21%	0%	7%	7%	7%	7%	7%	14%	7%	7%	21%	0%	0%	14%	7%	14%	0%	0%
2:00 PM	0%	36%	0%	36%	14%	29%	7%	29%	0%	7%	7%	7%	7%	7%	14%	7%	7%	21%	0%	0%	7%	7%	7%	0%	0%
2:30 PM	0%	21%	0%	21%	7%	29%	7%	29%	0%	7%	7%	7%	7%	7%	14%	7%	7%	21%	0%	0%	7%	7%	7%	0%	0%
3:00 PM	7%	14%	0%	21%	7%	29%	0%	29%	0%	7%	0%	0%	0%	7%	7%	7%	7%	14%	0%	0%	0%	7%	0%	0%	0%
3:30 PM	36%	14%	14%	14%	7%	21%	21%	29%	14%	0%	14%	0%	14%	7%	0%	7%	7%	14%	0%	0%	14%	7%	14%	7%	0%
4:00 PM	36%	14%	14%	14%	7%	14%	21%	29%	14%	0%	14%	0%	14%	7%	0%	7%	7%	14%	0%	0%	14%	7%	14%	7%	0%
4:30 PM	29%	14%	7%	7%	7%	14%	21%	21%	14%	0%	14%	0%	14%	7%	0%	7%	14%	14%	7%	0%	14%	7%	14%	7%	0%
5:00 PM	21%	14%	14%	14%	0%	7%	14%	14%	14%	0%	0%	0%	7%	0%	0%	7%	14%	7%	7%	0%	7%	7%	14%	7%	7%
5:30 PM	21%	29%	14%	14%	0%	29%	14%	14%	7%	0%	14%	0%	21%	0%	0%	7%	14%	7%	7%	0%	7%	7%	14%	7%	7%
6:00 PM	21%	29%	14%	14%	0%	29%	14%	14%	7%	0%	14%	0%	21%	0%	0%	7%	14%	7%	7%	0%	7%	0%	14%	0%	7%
6:30 PM	21%	29%	14%	14%	0%	29%	14%	14%	7%	0%	14%	0%	21%	0%	0%	7%	7%	7%	0%	0%	0%	0%	7%	0%	7%
7:00 PM	21%	7%	14%	0%	0%	21%	7%	14%	7%	0%	7%	0%	7%	0%	0%	7%	0%	7%	0%	0%	0%	0%	0%	0%	7%
7:30 PM	21%	0%	14%	0%	0%	21%	0%	14%	7%	0%	7%	0%	7%	0%	0%	7%	0%	0%	0%	0%	0%	0%	0%	0%	7%
8:00 PM	14%	0%	7%	0%	0%	14%	0%	7%	7%	0%	7%	0%	7%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
8:30 PM	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
9:00 PM	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
9:30 PM	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Note: Black area indicates a lack of reservation data for that semester for the institution.

Zane State Classroom Utilization, 2017-2021

Classroom Total: 33

	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM	9%	6%	6%	12%	3%	30%	39%	39%	27%	27%	15%	18%	15%	18%	3%	21%	36%	36%	39%	42%	9%	12%	9%	9%	3%
8:30 AM	36%	33%	30%	39%	3%	64%	67%	64%	52%	27%	48%	52%	45%	42%	3%	73%	67%	73%	61%	42%	48%	52%	48%	45%	3%
9:00 AM	45%	42%	39%	48%	3%	67%	73%	70%	58%	33%	48%	55%	48%	45%	6%	70%	70%	76%	70%	52%	48%	61%	48%	48%	6%
9:30 AM	52%	45%	45%	52%	3%	61%	76%	73%	58%	33%	52%	61%	48%	55%	6%	70%	76%	73%	70%	52%	52%	67%	48%	55%	6%
10:00 AM	70%	39%	64%	45%	3%	67%	70%	73%	67%	33%	67%	45%	52%	39%	6%	70%	73%	73%	61%	52%	55%	52%	42%	48%	6%
10:30 AM	61%	39%	61%	45%	3%	64%	67%	73%	64%	33%	61%	42%	52%	39%	6%	67%	70%	64%	61%	52%	48%	48%	39%	48%	6%
11:00 AM	48%	36%	52%	52%	3%	64%	61%	73%	61%	33%	55%	45%	42%	48%	6%	67%	64%	61%	55%	52%	45%	52%	27%	48%	6%
11:30 AM	36%	45%	42%	64%	3%	67%	61%	76%	70%	33%	55%	58%	45%	52%	6%	76%	67%	64%	64%	52%	39%	55%	36%	45%	6%
12:00 PM	30%	42%	33%	61%	3%	61%	64%	73%	67%	33%	52%	58%	45%	39%	6%	64%	52%	64%	64%	55%	33%	52%	33%	33%	12%
12:30 PM	30%	42%	30%	48%	6%	61%	64%	73%	58%	33%	45%	55%	39%	42%	9%	70%	48%	64%	55%	55%	30%	52%	27%	33%	12%
1:00 PM	39%	42%	36%	48%	9%	70%	70%	82%	45%	30%	42%	48%	39%	30%	6%	64%	33%	67%	48%	48%	30%	30%	30%	27%	9%
1:30 PM	33%	36%	36%	36%	9%	76%	70%	82%	45%	30%	39%	45%	39%	27%	6%	61%	30%	64%	48%	48%	27%	30%	30%	27%	9%
2:00 PM	33%	36%	42%	39%	9%	79%	61%	73%	42%	30%	36%	42%	48%	36%	6%	58%	36%	61%	52%	48%	27%	33%	30%	27%	9%
2:30 PM	15%	21%	24%	33%	9%	64%	58%	61%	52%	33%	24%	27%	39%	30%	6%	33%	27%	45%	52%	48%	6%	18%	15%	18%	9%
3:00 PM	12%	15%	15%	24%	6%	79%	64%	64%	48%	30%	39%	24%	52%	27%	3%	52%	42%	58%	48%	42%	9%	15%	24%	18%	3%
3:30 PM	21%	18%	15%	24%	6%	58%	70%	67%	48%	30%	18%	24%	55%	27%	3%	42%	52%	55%	45%	42%	18%	15%	21%	18%	3%
4:00 PM	24%	21%	21%	21%	3%	55%	58%	64%	30%	27%	21%	21%	61%	21%	3%	42%	52%	61%	45%	42%	24%	15%	30%	15%	3%
4:30 PM	21%	18%	18%	24%	3%	55%	58%	58%	33%	24%	18%	15%	58%	18%	3%	42%	48%	55%	42%	42%	24%	12%	27%	18%	3%
5:00 PM	12%	21%	12%	18%	3%	30%	42%	42%	27%	24%	15%	24%	36%	21%	3%	24%	52%	48%	42%	18%	24%	27%	27%	15%	3%
5:30 PM	21%	33%	12%	27%	6%	42%	48%	39%	45%	21%	21%	30%	33%	24%	3%	42%	61%	42%	45%	21%	18%	30%	27%	15%	3%
6:00 PM	24%	33%	15%	24%	6%	45%	55%	48%	64%	24%	24%	30%	33%	30%	3%	42%	58%	33%	52%	9%	18%	30%	21%	15%	3%
6:30 PM	24%	39%	15%	24%	6%	45%	58%	85%	64%	24%	24%	39%	33%	30%	3%	39%	64%	39%	52%	9%	18%	42%	27%	15%	3%
7:00 PM	21%	39%	12%	24%	6%	36%	48%	79%	61%	24%	21%	36%	18%	27%	3%	36%	61%	30%	52%	9%	15%	42%	21%	15%	3%
7:30 PM	21%	33%	12%	18%	6%	33%	45%	76%	58%	24%	18%	33%	15%	27%	3%	33%	58%	27%	52%	9%	15%	42%	21%	15%	3%
8:00 PM	18%	21%	12%	15%	6%	24%	39%	18%	55%	24%	12%	21%	12%	21%	3%	30%	42%	18%	52%	9%	15%	27%	15%	9%	3%
8:30 PM	12%	15%	12%	9%	6%	9%	30%	18%	48%	24%	9%	18%	12%	21%	3%	15%	33%	12%	52%	9%	15%	24%	15%	9%	3%
9:00 PM	12%	15%	9%	9%	6%	6%	18%	9%	33%	24%	9%	15%	9%	9%	3%	9%	6%	9%	30%	6%	6%	12%	6%	6%	3%
9:30 PM	12%	15%	9%	9%	6%	6%	18%	9%	21%	21%	9%	15%	9%	9%	3%	9%	6%	6%	27%	6%	6%	12%	6%	6%	3%
	Spring of CY 2017					Fall of CY 2017					Spring of CY 2018					Fall of CY 2018					Spring of CY 2019				

	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM	18%	9%	39%	27%	39%	3%	18%	12%	9%	0%	9%	21%	9%	15%	9%	9%	15%	12%	6%	0%	9%	9%	12%	18%	0%
8:30 AM	52%	52%	67%	58%	42%	33%	45%	33%	36%	3%	39%	52%	45%	36%	15%	30%	24%	33%	21%	0%	36%	42%	48%	45%	0%
9:00 AM	55%	58%	73%	61%	48%	39%	45%	39%	36%	6%	42%	52%	55%	39%	18%	33%	36%	33%	24%	0%	39%	45%	55%	48%	6%
9:30 AM	48%	58%	70%	61%	48%	42%	52%	39%	42%	6%	45%	58%	55%	45%	18%	39%	39%	36%	27%	0%	36%	42%	55%	48%	12%
10:00 AM	64%	52%	67%	48%	48%	48%	36%	48%	33%	6%	45%	58%	52%	39%	24%	52%	30%	42%	18%	0%	42%	42%	52%	48%	15%
10:30 AM	58%	45%	67%	42%	48%	48%	30%	42%	30%	6%	52%	52%	52%	36%	24%	48%	24%	39%	18%	0%	39%	39%	42%	45%	15%
11:00 AM	52%	45%	67%	52%	48%	45%	36%	42%	58%	6%	48%	55%	52%	33%	24%	39%	18%	30%	18%	0%	36%	39%	36%	39%	18%
11:30 AM	64%	58%	70%	64%	48%	39%	52%	39%	55%	6%	42%	64%	42%	42%	24%	24%	30%	12%	21%	0%	52%	42%	52%	36%	9%
12:00 PM	58%	55%	70%	55%	48%	36%	58%	39%	42%	6%	33%	55%	33%	48%	27%	27%	33%	18%	27%	0%	55%	36%	48%	33%	6%
12:30 PM	58%	55%	76%	58%	48%	36%	58%	36%	42%	6%	33%	55%	39%	48%	27%	27%	36%	15%	33%	0%	48%	39%	42%	36%	6%
1:00 PM	52%	52%	70%	36%	42%	33%	42%	30%	42%	3%	36%	45%	45%	42%	21%	39%	24%	24%	21%	3%	55%	18%	48%	27%	9%
1:30 PM	45%	48%	70%	36%	45%	30%	42%	30%	39%	3%	33%	45%	39%	39%	21%	30%	24%	24%	21%	3%	42%	18%	42%	39%	9%
2:00 PM	45%	45%	58%	36%	45%	30%	39%	27%	39%	3%	33%	42%	39%	33%	15%	27%	21%	21%	15%	3%	42%	15%	42%	27%	6%
2:30 PM	24%	30%	36%	30%	45%	9%	18%	15%	27%	3%	18%	27%	33%	21%	15%	18%	9%	21%	6%	3%	30%	12%	33%	27%	6%
3:00 PM	36%	33%	48%	36%	48%	6%	12%	15%	24%	3%	21%	21%	42%	24%	15%	12%	6%	18%	6%	3%	30%	18%	33%	15%	9%
3:30 PM	33%	36%	48%	36%	48%	9%	9%	15%	24%	3%	33%	24%	45%	24%	15%	9%	3%	15%	6%	3%	45%	18%	36%	15%	9%
4:00 PM	30%	21%	58%	27%	39%	6%	9%	15%	6%	3%	33%	24%	36%	24%	12%	3%	3%	12%	3%	3%	36%	15%	45%	12%	9%
4:30 PM	27%	15%	52%	27%	36%	9%	9%	18%	9%	0%	33%	24%	27%	24%	12%	3%	6%	6%	3%	0%	33%	18%	39%	21%	6%
5:00 PM	39%	18%	39%	24%	21%	9%	18%	9%	12%	0%	18%	12%	12%	12%	6%	0%	6%	6%	3%	0%	15%	12%	27%	15%	6%
5:30 PM	42%	24%	30%	21%	18%	9%	24%	6%	15%	0%	18%	12%	18%	9%	3%	3%	9%	6%	3%	0%	15%	9%	12%	12%	3%
6:00 PM	48%	36%	27%	42%	21%	9%	33%	6%	15%	6%	21%	12%	15%	30%	6%	3%	3%	6%	3%	0%	15%	6%	15%	9%	3%
6:30 PM	48%	52%	27%	42%	21%	9%	45%	6%	18%	6%	21%	12%	12%	33%	6%	3%	3%	3%	3%	0%	12%	6%	12%	3%	3%
7:00 PM	42%	48%	15%	42%	18%	3%	42%	3%	18%	3%	18%	12%	6%	33%	3%	0%	0%	0%	3%	0%	6%	3%	12%	0%	0%
7:30 PM	36%	30%	12%	39%	18%	3%	24%	3%	12%	3%	18%	12%	6%	33%	3%	0%	0%	0%	3%	0%	6%	3%	12%	0%	0%
8:00 PM	9%	15%	6%	30%	18%	3%	9%	3%	6%	3%	15%	9%	3%	27%	3%	0%	0%	0%	3%	0%	0%	6%	6%	0%	0%
8:30 PM	6%	12%	6%	30%	18%	3%	6%	3%	6%	3%	9%	6%	3%	24%	3%	0%	0%	0%	0%	0%	0%	6%	6%	0%	0%
9:00 PM	6%	6%	6%	6%	18%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	0%	0%	0%	0%	0%	0%	3%	3%	0%	0%
9:30 PM	6%	6%	6%	6%	18%	3%	3%	3%	3%	3%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	3%	3%	0%	0%
	Fall of CY 2019					Spring of CY 2020					Fall of CY 2020					Spring of CY 2021					Fall of CY 2021				

Zane State Laboratory Utilization, 2017-2021

Laboratory Total: 33

	Spring of CY 2017					Fall of CY 2017					Spring of CY 2018					Fall of CY 2018					Spring of CY 2019				
	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM	3%	3%	0%	3%	0%	9%	21%	21%	12%	15%	6%	9%	9%	6%	0%	6%	6%	27%	12%	27%	6%	6%	6%	6%	0%
8:30 AM	15%	12%	30%	24%	0%	24%	30%	48%	33%	15%	18%	27%	36%	30%	0%	24%	24%	52%	33%	27%	18%	27%	30%	36%	0%
9:00 AM	24%	24%	39%	33%	3%	30%	36%	52%	36%	12%	30%	33%	42%	36%	3%	27%	33%	55%	42%	27%	21%	30%	30%	36%	0%
9:30 AM	33%	27%	36%	33%	3%	36%	39%	55%	39%	12%	36%	36%	45%	33%	3%	30%	39%	58%	42%	27%	24%	27%	30%	33%	0%
10:00 AM	45%	33%	52%	39%	3%	48%	42%	58%	42%	12%	42%	36%	52%	36%	3%	39%	48%	61%	52%	27%	33%	33%	45%	36%	0%
10:30 AM	45%	30%	52%	36%	3%	45%	45%	58%	39%	12%	42%	33%	48%	30%	3%	33%	48%	58%	48%	27%	36%	30%	42%	30%	0%
11:00 AM	39%	27%	52%	36%	3%	39%	39%	52%	36%	12%	30%	36%	48%	30%	3%	36%	42%	64%	45%	27%	33%	36%	39%	30%	0%
11:30 AM	45%	45%	36%	45%	3%	39%	55%	61%	42%	12%	33%	48%	39%	42%	3%	52%	48%	61%	55%	27%	27%	39%	33%	39%	0%
12:00 PM	48%	39%	39%	39%	3%	45%	61%	61%	48%	12%	33%	36%	42%	33%	3%	52%	42%	61%	58%	27%	27%	30%	33%	36%	0%
12:30 PM	42%	42%	52%	39%	3%	42%	61%	61%	52%	12%	33%	36%	48%	33%	3%	55%	42%	58%	55%	27%	27%	30%	30%	36%	0%
1:00 PM	39%	45%	42%	39%	0%	39%	61%	55%	58%	12%	33%	39%	48%	39%	0%	55%	52%	52%	61%	27%	27%	33%	27%	36%	0%
1:30 PM	30%	45%	36%	39%	0%	39%	61%	61%	58%	12%	33%	42%	48%	39%	0%	55%	52%	48%	55%	27%	27%	33%	27%	36%	0%
2:00 PM	24%	55%	39%	48%	0%	33%	61%	61%	61%	12%	27%	48%	48%	45%	0%	52%	55%	48%	52%	27%	18%	42%	21%	39%	0%
2:30 PM	9%	33%	15%	33%	0%	27%	48%	36%	52%	12%	21%	30%	33%	30%	0%	30%	36%	24%	30%	27%	15%	24%	12%	27%	0%
3:00 PM	6%	33%	12%	33%	0%	21%	36%	30%	45%	12%	12%	27%	27%	27%	0%	21%	21%	18%	24%	27%	18%	24%	18%	30%	0%
3:30 PM	6%	30%	9%	30%	0%	33%	33%	33%	33%	12%	9%	27%	21%	24%	0%	24%	15%	27%	21%	27%	15%	21%	18%	27%	0%
4:00 PM	6%	21%	12%	33%	0%	30%	27%	33%	33%	12%	9%	15%	24%	21%	0%	21%	12%	27%	24%	27%	12%	6%	18%	24%	0%
4:30 PM	6%	21%	12%	33%	0%	30%	21%	33%	27%	12%	9%	15%	24%	21%	0%	21%	9%	27%	21%	27%	9%	6%	18%	24%	0%
5:00 PM	3%	21%	3%	27%	0%	21%	12%	39%	21%	12%	12%	15%	15%	15%	0%	15%	12%	30%	18%	9%	9%	12%	21%	21%	0%
5:30 PM	6%	18%	9%	24%	0%	12%	12%	27%	24%	12%	15%	9%	18%	9%	0%	15%	15%	27%	21%	9%	9%	9%	24%	12%	0%
6:00 PM	12%	12%	18%	12%	0%	15%	18%	27%	33%	9%	18%	12%	21%	12%	0%	18%	24%	30%	27%	0%	15%	12%	30%	12%	0%
6:30 PM	12%	12%	18%	12%	0%	12%	15%	45%	33%	9%	18%	12%	21%	12%	0%	15%	18%	18%	27%	0%	18%	12%	30%	12%	0%
7:00 PM	12%	12%	18%	12%	0%	12%	15%	45%	27%	9%	12%	6%	18%	12%	0%	15%	18%	18%	27%	0%	15%	6%	24%	9%	0%
7:30 PM	9%	6%	15%	9%	0%	9%	12%	45%	27%	9%	9%	6%	18%	12%	0%	12%	15%	18%	27%	0%	12%	6%	24%	9%	0%
8:00 PM	9%	6%	15%	9%	0%	9%	6%	12%	21%	9%	9%	6%	15%	9%	0%	12%	9%	15%	24%	0%	12%	6%	21%	6%	0%
8:30 PM	6%	6%	9%	6%	0%	9%	6%	9%	18%	9%	6%	3%	6%	3%	0%	9%	6%	9%	18%	0%	6%	6%	9%	6%	0%
9:00 PM	0%	0%	0%	0%	0%	0%	0%	0%	6%	9%	0%	0%	0%	0%	0%	0%	3%	0%	9%	0%	0%	0%	0%	0%	0%
9:30 PM	0%	0%	0%	0%	0%	0%	0%	0%	0%	9%	0%	0%	0%	0%	0%	0%	3%	0%	9%	0%	0%	0%	0%	0%	0%

	Fall of CY 2019					Spring of CY 2020					Fall of CY 2020					Spring of CY 2021					Fall of CY 2021				
	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM	12%	6%	12%	12%	15%	9%	6%	9%	9%	0%	12%	15%	18%	15%	3%	9%	3%	9%	12%	0%	9%	3%	12%	3%	3%
8:30 AM	30%	24%	36%	39%	18%	21%	27%	30%	33%	0%	18%	18%	24%	24%	3%	18%	3%	24%	15%	0%	27%	15%	24%	18%	6%
9:00 AM	30%	36%	42%	42%	18%	24%	39%	33%	39%	3%	24%	27%	33%	36%	6%	21%	18%	27%	27%	0%	33%	21%	39%	30%	27%
9:30 AM	33%	36%	48%	42%	18%	27%	39%	30%	36%	3%	24%	27%	33%	39%	6%	21%	21%	24%	27%	0%	33%	24%	39%	33%	39%
10:00 AM	36%	39%	52%	42%	15%	39%	42%	42%	39%	3%	36%	33%	39%	39%	6%	27%	24%	33%	27%	0%	33%	30%	36%	36%	39%
10:30 AM	27%	33%	55%	33%	15%	36%	39%	39%	36%	3%	33%	33%	42%	39%	6%	27%	27%	36%	27%	0%	33%	30%	36%	36%	39%
11:00 AM	27%	30%	48%	36%	15%	30%	33%	36%	39%	3%	30%	24%	36%	27%	3%	21%	18%	33%	18%	0%	33%	24%	36%	27%	39%
11:30 AM	36%	36%	55%	39%	15%	39%	30%	36%	48%	3%	30%	21%	39%	36%	6%	27%	24%	42%	33%	0%	27%	39%	45%	33%	18%
12:00 PM	42%	36%	52%	36%	15%	39%	27%	39%	27%	3%	39%	27%	42%	36%	6%	30%	21%	48%	30%	0%	36%	39%	52%	33%	6%
12:30 PM	45%	36%	45%	33%	15%	42%	27%	39%	27%	0%	36%	30%	42%	42%	6%	33%	21%	48%	30%	3%	36%	42%	48%	39%	6%
1:00 PM	48%	39%	42%	39%	15%	42%	24%	39%	24%	0%	39%	30%	45%	42%	3%	27%	21%	42%	33%	3%	33%	36%	48%	45%	6%
1:30 PM	45%	36%	45%	36%	15%	42%	24%	39%	24%	0%	39%	27%	36%	42%	3%	24%	21%	42%	30%	3%	33%	33%	48%	42%	6%
2:00 PM	36%	39%	42%	36%	15%	36%	30%	33%	30%	0%	30%	24%	30%	39%	3%	15%	18%	33%	24%	3%	27%	30%	42%	36%	6%
2:30 PM	24%	30%	24%	24%	15%	27%	24%	24%	24%	0%	21%	21%	18%	21%	0%	6%	12%	15%	15%	3%	24%	24%	24%	21%	3%
3:00 PM	9%	21%	30%	12%	15%	21%	30%	27%	27%	0%	9%	9%	21%	18%	0%	3%	15%	15%	18%	3%	15%	18%	21%	15%	9%
3:30 PM	12%	21%	30%	12%	15%	18%	33%	24%	27%	0%	12%	9%	18%	15%	0%	3%	15%	15%	18%	3%	9%	15%	24%	12%	9%
4:00 PM	15%	15%	30%	12%	15%	15%	21%	24%	21%	0%	12%	9%	18%	18%	0%	3%	9%	15%	15%	3%	15%	9%	30%	12%	9%
4:30 PM	15%	15%	24%	9%	12%	9%	21%	21%	21%	0%	12%	9%	18%	15%	0%	0%	6%	9%	15%	0%	15%	6%	30%	6%	9%
5:00 PM	33%	18%	27%	12%	9%	12%	18%	15%	15%	0%	6%	9%	15%	9%	0%	6%	6%	9%	15%	0%	18%	9%	27%	9%	9%
5:30 PM	36%	15%	21%	9%	9%	12%	6%	15%	3%	0%	6%	6%	9%	3%	0%	6%	0%	3%	6%	0%	15%	6%	15%	9%	6%
6:00 PM	39%	18%	27%	24%	9%	18%	15%	21%	9%	0%	15%	9%	18%	18%	0%	15%	6%	12%	12%	0%	24%	12%	21%	18%	0%
6:30 PM	36%	12%	21%	21%	9%	18%	12%	21%	9%	0%	12%	6%	12%	18%	0%	15%	6%	12%	12%	0%	21%	12%	18%	18%	0%
7:00 PM	33%	12%	18%	21%	9%	12%	9%	15%	6%	0%	12%	6%	9%	18%	0%	15%	6%	12%	9%	0%	18%	12%	15%	18%	0%
7:30 PM	33%	9%	15%	21%	9%	9%	9%	15%	6%	0%	12%	6%	9%	18%	0%	15%	6%	12%	9%	0%	18%	12%	15%	18%	0%
8:00 PM	9%	6%	9%	21%	9%	9%	6%	12%	6%	0%	9%	3%	6%	15%	0%	12%	6%	9%	6%	0%	18%	12%	15%	18%	0%
8:30 PM	6%	6%	6%	21%	9%	6%	6%	6%	6%	0%	6%	3%	6%	15%	0%	12%	6%	9%	6%	0%	15%	12%	15%	15%	0%
9:00 PM	0%	0%	0%	3%	9%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	3%	0%	0%	0%	0%	3%	6%	3%	3%	0%
9:30 PM	0%	0%	0%	3%	9%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	3%	0%	0%	0%	0%	3%	6%	3%	3%	0%

OU-Eastern Classroom Utilization, 2017-2021

Classroom Total: 21

	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM						29%	14%	33%	14%	0%	24%	19%	24%	14%	0%	29%	24%	29%	24%	0%	19%	29%	19%	24%	5%
8:30 AM						29%	14%	33%	14%	0%	24%	19%	24%	14%	0%	29%	24%	29%	24%	0%	19%	29%	19%	24%	5%
9:00 AM						43%	24%	43%	24%	0%	29%	29%	29%	33%	0%	43%	29%	43%	29%	0%	24%	48%	24%	48%	5%
9:30 AM						33%	43%	33%	48%	5%	57%	33%	57%	38%	0%	48%	43%	48%	48%	0%	48%	48%	48%	48%	5%
10:00 AM						33%	43%	33%	48%	5%	57%	33%	57%	38%	0%	48%	43%	48%	48%	0%	48%	48%	48%	48%	5%
10:30 AM						33%	43%	33%	48%	5%	57%	33%	57%	38%	0%	48%	43%	48%	48%	0%	48%	52%	48%	52%	5%
11:00 AM						52%	43%	52%	48%	10%	62%	43%	67%	48%	5%	48%	48%	48%	48%	5%	43%	43%	43%	48%	10%
11:30 AM						52%	43%	52%	48%	5%	57%	38%	62%	43%	10%	48%	48%	48%	48%	5%	43%	43%	43%	48%	10%
12:00 PM						52%	43%	52%	48%	5%	57%	38%	62%	38%	10%	48%	48%	48%	48%	5%	43%	43%	43%	43%	10%
12:30 PM						57%	38%	57%	43%	5%	38%	43%	38%	43%	5%	33%	43%	33%	48%	5%	24%	52%	29%	38%	10%
1:00 PM						57%	38%	57%	43%	10%	38%	43%	38%	48%	5%	33%	43%	33%	48%	5%	24%	52%	29%	38%	10%
1:30 PM						57%	38%	57%	43%	5%	43%	43%	38%	48%	5%	33%	48%	33%	52%	5%	24%	52%	29%	38%	10%
2:00 PM						33%	29%	33%	33%	10%	33%	24%	33%	29%	5%	24%	43%	24%	48%	5%	48%	33%	48%	29%	5%
2:30 PM						33%	19%	33%	14%	14%	33%	24%	33%	19%	5%	24%	43%	24%	24%	5%	48%	29%	48%	24%	5%
3:00 PM						33%	14%	33%	10%	10%	33%	24%	33%	19%	5%	24%	38%	24%	19%	5%	43%	29%	48%	19%	5%
3:30 PM						33%	57%	29%	48%	10%	38%	38%	38%	43%	5%	29%	57%	33%	43%	5%	43%	33%	48%	29%	5%
4:00 PM						33%	52%	29%	48%	10%	48%	38%	48%	43%	5%	29%	57%	33%	43%	5%	48%	33%	52%	29%	5%
4:30 PM						33%	52%	29%	48%	10%	48%	38%	48%	43%	5%	29%	52%	33%	43%	5%	48%	29%	52%	29%	5%
5:00 PM						19%	10%	19%	5%	5%	33%	5%	29%	5%	0%	19%	24%	19%	19%	0%	33%	5%	33%	5%	0%
5:30 PM						33%	33%	33%	29%	0%	33%	38%	24%	14%	0%	29%	38%	24%	38%	0%	29%	10%	33%	24%	0%
6:00 PM						33%	33%	33%	33%	0%	29%	43%	19%	19%	0%	29%	33%	24%	38%	0%	24%	10%	29%	29%	0%
6:30 PM						33%	33%	33%	33%	0%	29%	43%	19%	19%	0%	29%	33%	24%	33%	0%	24%	10%	29%	24%	0%
7:00 PM						33%	29%	29%	29%	0%	29%	43%	14%	24%	0%	29%	29%	19%	29%	0%	24%	14%	29%	24%	0%
7:30 PM						29%	24%	29%	24%	0%	24%	33%	14%	19%	0%	14%	29%	14%	29%	0%	14%	14%	24%	24%	0%
8:00 PM						29%	24%	29%	24%	0%	24%	33%	14%	14%	0%	14%	29%	14%	24%	0%	14%	14%	19%	19%	0%
8:30 PM						0%	0%	0%	5%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	14%	0%
9:00 PM						0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	14%	0%
9:30 PM						0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	14%	0%
	Spring of CY 2017					Fall of CY 2017					Spring of CY 2018					Fall of CY 2018					Spring of CY 2019				

	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM	24%	24%	24%	24%	0%	24%	19%	14%	14%	5%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	19%	10%	19%	10%	0%
8:30 AM	24%	24%	24%	24%	0%	24%	19%	14%	14%	5%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	19%	10%	19%	10%	0%
9:00 AM	33%	29%	33%	29%	5%	33%	38%	24%	38%	10%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	24%	14%	24%	14%	10%
9:30 AM	38%	52%	38%	52%	5%	43%	48%	43%	43%	10%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	24%	14%	19%	24%	10%
10:00 AM	38%	52%	38%	52%	5%	43%	48%	43%	43%	10%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	24%	14%	19%	24%	5%
10:30 AM	38%	48%	38%	48%	5%	43%	43%	43%	43%	10%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	19%	5%	19%	14%	5%
11:00 AM	52%	48%	52%	43%	10%	48%	38%	48%	43%	5%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	29%	14%	29%	14%	5%
11:30 AM	52%	48%	52%	43%	10%	48%	38%	48%	43%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	29%	14%	24%	14%	5%
12:00 PM	52%	43%	52%	43%	5%	48%	33%	48%	38%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	24%	14%	19%	14%	5%
12:30 PM	38%	43%	38%	38%	5%	29%	43%	29%	43%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	19%	24%	24%	19%	5%
1:00 PM	38%	43%	38%	33%	5%	29%	43%	33%	43%	5%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	24%	19%	29%	14%	0%
1:30 PM	38%	43%	38%	33%	5%	29%	48%	33%	48%	5%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	24%	24%	29%	19%	0%
2:00 PM	38%	38%	33%	29%	10%	38%	33%	33%	38%	10%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	33%	29%	33%	24%	0%
2:30 PM	33%	38%	29%	24%	10%	38%	33%	33%	29%	10%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	29%	14%	29%	10%	0%
3:00 PM	33%	38%	29%	24%	10%	38%	29%	29%	24%	5%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	24%	14%	24%	10%	0%
3:30 PM	10%	38%	10%	33%	10%	38%	38%	38%	29%	5%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	10%	14%	14%	14%	0%
4:00 PM	14%	43%	14%	33%	10%	43%	38%	43%	33%	5%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	10%	14%	10%	14%	0%
4:30 PM	14%	38%	14%	33%	10%	43%	38%	43%	33%	5%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	10%	14%	10%	10%	0%
5:00 PM	10%	24%	5%	24%	0%	29%	14%	29%	10%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	10%	0%	5%	0%
5:30 PM	33%	19%	29%	19%	0%	33%	19%	19%	14%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	10%	0%	10%	5%	0%
6:00 PM	52%	14%	24%	24%	0%	29%	19%	14%	33%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	10%	0%	10%	5%	0%
6:30 PM	52%	14%	24%	19%	0%	29%	14%	14%	33%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	10%	0%	10%	5%	0%
7:00 PM	52%	14%	24%	19%	0%	29%	19%	14%	33%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	10%	0%	10%	5%	0%
7:30 PM	43%	14%	19%	19%	0%	19%	19%	14%	29%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	5%	0%	10%	5%	0%
8:00 PM	19%	14%	19%	14%	0%	19%	19%	14%	29%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	5%	0%	10%	5%	0%
8:30 PM	0%	0%	0%	0%	0%	0%	0%	0%	14%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
9:00 PM	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
9:30 PM	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Fall of CY 2019					Spring of CY 2020					Fall of CY 2020					Spring of CY 2021					Fall of CY 2021				

Note: Black area indicates a lack of reservation data for that semester for the institution.

OU-Eastern Laboratory Utilization, 2017-2021

Laboratory Total: 7

	Spring of CY 2017					Fall of CY 2017					Spring of CY 2018					Fall of CY 2018					Spring of CY 2019				
	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM						0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
8:30 AM						0%	0%	0%	0%	14%	0%	0%	0%	0%	14%	0%	0%	0%	0%	14%	0%	0%	0%	0%	14%
9:00 AM						0%	0%	0%	0%	29%	0%	0%	0%	0%	14%	0%	0%	0%	0%	14%	0%	0%	0%	0%	14%
9:30 AM						14%	0%	14%	0%	29%	0%	14%	0%	14%	14%	14%	0%	14%	0%	14%	0%	0%	0%	0%	14%
10:00 AM						14%	0%	14%	0%	29%	0%	14%	0%	14%	14%	14%	0%	14%	0%	14%	0%	0%	0%	0%	14%
10:30 AM						14%	0%	14%	0%	29%	0%	14%	0%	14%	14%	14%	0%	14%	0%	14%	0%	0%	0%	0%	14%
11:00 AM						0%	0%	0%	0%	14%	0%	14%	0%	14%	14%	14%	0%	14%	0%	14%	0%	14%	0%	14%	14%
11:30 AM						0%	0%	0%	0%	0%	0%	14%	0%	14%	0%	14%	0%	14%	0%	0%	0%	14%	0%	14%	0%
12:00 PM						0%	0%	0%	0%	0%	0%	14%	0%	14%	0%	14%	0%	14%	0%	0%	0%	14%	0%	14%	0%
12:30 PM						14%	0%	14%	0%	29%	0%	14%	0%	14%	29%	0%	0%	0%	0%	14%	14%	14%	14%	14%	14%
1:00 PM						14%	0%	14%	0%	29%	0%	14%	0%	14%	29%	0%	0%	0%	0%	14%	14%	14%	14%	14%	14%
1:30 PM						14%	0%	14%	0%	29%	0%	14%	0%	14%	29%	0%	0%	0%	0%	14%	14%	14%	14%	14%	14%
2:00 PM						0%	0%	0%	0%	29%	0%	14%	0%	29%	29%	0%	14%	0%	14%	14%	0%	14%	14%	14%	14%
2:30 PM						0%	0%	0%	14%	29%	0%	14%	0%	29%	29%	0%	14%	0%	29%	14%	0%	14%	14%	14%	14%
3:00 PM						0%	0%	0%	14%	29%	0%	14%	0%	29%	29%	0%	14%	0%	29%	14%	0%	14%	14%	14%	14%
3:30 PM						0%	0%	0%	14%	0%	14%	14%	0%	14%	0%	14%	14%	14%	14%	0%	0%	29%	14%	14%	0%
4:00 PM						0%	0%	0%	14%	0%	14%	14%	0%	14%	0%	14%	14%	14%	14%	0%	0%	29%	14%	14%	0%
4:30 PM						0%	0%	0%	14%	0%	14%	14%	0%	14%	0%	14%	14%	14%	14%	0%	0%	29%	14%	14%	0%
5:00 PM						0%	0%	0%	14%	0%	14%	14%	0%	0%	0%	14%	14%	14%	14%	0%	0%	29%	0%	14%	0%
5:30 PM						0%	0%	0%	14%	0%	14%	0%	0%	14%	0%	0%	14%	0%	14%	0%	0%	29%	14%	0%	0%
6:00 PM						0%	14%	0%	14%	0%	14%	0%	0%	14%	0%	0%	29%	0%	14%	0%	0%	29%	14%	0%	0%
6:30 PM						0%	14%	0%	14%	0%	14%	0%	0%	14%	0%	0%	14%	0%	14%	0%	0%	14%	14%	0%	0%
7:00 PM						0%	14%	0%	14%	0%	14%	0%	0%	14%	0%	0%	14%	0%	14%	0%	0%	14%	14%	0%	0%
7:30 PM						0%	14%	0%	14%	0%	0%	0%	0%	14%	0%	0%	14%	0%	14%	0%	0%	14%	14%	0%	0%
8:00 PM						0%	14%	0%	14%	0%	0%	0%	0%	14%	0%	0%	14%	0%	14%	0%	0%	14%	14%	0%	0%
8:30 PM						0%	14%	0%	0%	0%	0%	0%	0%	0%	0%	0%	14%	0%	0%	0%	0%	0%	0%	0%	0%
9:00 PM						0%	14%	0%	0%	0%	0%	0%	0%	0%	0%	0%	14%	0%	0%	0%	0%	0%	0%	0%	0%
9:30 PM						0%	14%	0%	0%	0%	0%	0%	0%	0%	0%	0%	14%	0%	0%	0%	0%	0%	0%	0%	0%

	Fall of CY 2019					Spring of CY 2020					Fall of CY 2020					Spring of CY 2021					Fall of CY 2021				
	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM	14%	14%	14%	0%	0%	0%	0%	0%	0%	0%	0%	14%	0%	14%	0%	0%	0%	0%	0%	0%	0%	14%	0%	14%	0%
8:30 AM	14%	14%	14%	0%	14%	0%	0%	0%	0%	29%	0%	14%	0%	14%	14%	0%	0%	0%	0%	14%	0%	14%	0%	14%	14%
9:00 AM	14%	14%	14%	0%	14%	0%	0%	0%	0%	29%	0%	14%	0%	14%	14%	0%	0%	0%	0%	14%	0%	14%	0%	14%	14%
9:30 AM	29%	14%	29%	0%	14%	0%	0%	0%	14%	29%	0%	14%	0%	14%	14%	0%	0%	0%	14%	14%	14%	14%	14%	14%	14%
10:00 AM	29%	0%	29%	0%	14%	0%	0%	0%	14%	29%	0%	0%	0%	0%	14%	0%	0%	0%	14%	14%	14%	0%	14%	0%	14%
10:30 AM	14%	0%	14%	0%	14%	0%	0%	0%	14%	29%	0%	0%	0%	0%	14%	0%	0%	0%	14%	14%	14%	0%	14%	0%	14%
11:00 AM	0%	0%	0%	0%	29%	0%	14%	0%	29%	43%	0%	0%	0%	0%	14%	0%	0%	0%	14%	14%	0%	0%	0%	0%	14%
11:30 AM	0%	0%	0%	0%	14%	0%	14%	0%	29%	14%	0%	0%	0%	0%	0%	0%	0%	0%	14%	0%	0%	0%	0%	0%	14%
12:00 PM	0%	0%	0%	0%	14%	0%	14%	0%	29%	14%	0%	0%	0%	0%	0%	0%	0%	0%	14%	0%	0%	0%	0%	0%	14%
12:30 PM	0%	14%	0%	0%	43%	0%	0%	0%	0%	43%	0%	14%	0%	0%	14%	0%	14%	0%	14%	14%	0%	14%	0%	0%	14%
1:00 PM	0%	14%	0%	0%	43%	0%	0%	0%	0%	29%	0%	14%	0%	0%	29%	0%	14%	0%	14%	14%	0%	14%	0%	0%	14%
1:30 PM	0%	0%	0%	0%	43%	0%	0%	0%	0%	29%	0%	14%	0%	0%	43%	0%	14%	0%	14%	14%	0%	14%	0%	0%	14%
2:00 PM	14%	14%	14%	14%	43%	14%	14%	14%	0%	29%	0%	14%	0%	0%	43%	14%	14%	0%	14%	14%	0%	14%	14%	0%	14%
2:30 PM	14%	14%	14%	29%	43%	14%	29%	14%	14%	29%	0%	14%	0%	0%	43%	14%	29%	0%	14%	14%	0%	14%	14%	14%	14%
3:00 PM	0%	14%	0%	29%	29%	14%	29%	14%	14%	29%	0%	14%	0%	0%	29%	14%	29%	0%	14%	14%	14%	14%	14%	14%	14%
3:30 PM	14%	14%	14%	29%	0%	14%	29%	14%	14%	0%	0%	0%	0%	0%	0%	14%	14%	0%	0%	0%	14%	0%	14%	14%	0%
4:00 PM	14%	14%	14%	29%	0%	0%	14%	0%	14%	0%	0%	0%	0%	0%	0%	0%	14%	0%	0%	0%	14%	0%	14%	14%	0%
4:30 PM	14%	14%	14%	29%	0%	0%	14%	0%	14%	0%	0%	0%	0%	0%	0%	0%	14%	0%	0%	0%	14%	0%	14%	0%	0%
5:00 PM	0%	0%	0%	14%	0%	0%	14%	0%	14%	0%	0%	0%	0%	0%	0%	0%	14%	0%	0%	0%	14%	0%	0%	0%	0%
5:30 PM	0%	0%	14%	0%	0%	0%	0%	14%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	14%	0%	0%	0%	0%
6:00 PM	0%	0%	14%	0%	0%	0%	0%	14%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	14%	0%	0%	0%	0%
6:30 PM	0%	0%	14%	0%	0%	0%	0%	14%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	14%	0%	0%	0%	0%
7:00 PM	0%	0%	14%	0%	0%	0%	0%	14%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
7:30 PM	0%	0%	14%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
8:00 PM	0%	0%	14%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
8:30 PM	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
9:00 PM	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
9:30 PM	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Note: Black area indicates a lack of reservation data for that semester for the institution.

Belmont Classroom Utilization, 2017-2021

Classroom Total: 20

	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM	35%	10%	30%	5%	10%	35%	45%	35%	45%	10%	20%	30%	15%	35%	0%	40%	50%	40%	45%	5%	30%	15%	25%	10%	5%
8:30 AM	50%	15%	45%	15%	10%	50%	50%	50%	50%	15%	25%	30%	20%	35%	5%	50%	50%	50%	45%	5%	40%	15%	35%	10%	5%
9:00 AM	50%	20%	35%	20%	15%	40%	45%	35%	45%	15%	35%	30%	25%	40%	5%	40%	45%	35%	45%	5%	45%	20%	35%	20%	5%
9:30 AM	50%	20%	35%	20%	15%	55%	30%	40%	30%	15%	45%	35%	20%	35%	5%	50%	30%	35%	30%	10%	50%	30%	40%	25%	5%
10:00 AM	50%	30%	40%	25%	5%	65%	25%	55%	35%	10%	55%	25%	35%	20%	0%	60%	30%	40%	40%	15%	50%	35%	40%	35%	0%
10:30 AM	60%	30%	50%	25%	5%	70%	25%	60%	35%	10%	45%	30%	35%	20%	0%	65%	30%	45%	40%	15%	55%	35%	45%	35%	0%
11:00 AM	60%	30%	40%	15%	5%	70%	20%	50%	30%	5%	45%	20%	35%	20%	0%	55%	35%	30%	30%	5%	55%	30%	40%	25%	0%
11:30 AM	45%	30%	30%	15%	5%	55%	20%	35%	25%	5%	40%	15%	30%	20%	0%	35%	30%	15%	25%	5%	30%	15%	15%	15%	0%
12:00 PM	40%	20%	25%	15%	5%	50%	30%	35%	35%	5%	45%	25%	40%	25%	5%	50%	30%	20%	30%	10%	40%	35%	30%	35%	0%
12:30 PM	45%	25%	30%	15%	5%	30%	30%	25%	40%	5%	35%	35%	35%	35%	5%	40%	30%	25%	35%	10%	40%	25%	35%	20%	0%
1:00 PM	50%	25%	40%	20%	5%	45%	45%	35%	50%	10%	20%	25%	35%	25%	0%	50%	40%	35%	45%	10%	45%	40%	35%	35%	0%
1:30 PM	55%	20%	40%	15%	5%	50%	30%	35%	40%	10%	15%	25%	35%	25%	0%	45%	30%	30%	40%	5%	35%	20%	25%	15%	0%
2:00 PM	35%	5%	25%	10%	5%	50%	20%	50%	30%	5%	20%	0%	30%	10%	0%	40%	20%	30%	35%	5%	35%	10%	25%	15%	0%
2:30 PM	30%	5%	25%	10%	5%	40%	15%	40%	25%	5%	25%	0%	20%	10%	0%	35%	15%	20%	30%	5%	35%	10%	25%	15%	0%
3:00 PM	50%	0%	35%	10%	5%	50%	10%	35%	15%	0%	30%	0%	25%	10%	0%	40%	15%	20%	25%	5%	45%	15%	40%	15%	0%
3:30 PM	50%	0%	30%	5%	5%	30%	0%	20%	5%	0%	25%	0%	20%	10%	0%	35%	5%	20%	10%	5%	40%	5%	40%	0%	0%
4:00 PM	45%	15%	30%	10%	5%	25%	15%	10%	15%	0%	35%	10%	30%	15%	0%	30%	10%	15%	10%	5%	35%	20%	35%	5%	0%
4:30 PM	40%	20%	30%	15%	5%	25%	15%	10%	15%	0%	35%	10%	30%	15%	0%	30%	10%	15%	10%	5%	25%	25%	25%	10%	0%
5:00 PM	25%	30%	35%	15%	5%	40%	20%	20%	20%	0%	35%	25%	30%	25%	0%	30%	10%	20%	10%	5%	20%	25%	25%	10%	0%
5:30 PM	20%	25%	30%	5%	5%	40%	5%	20%	10%	0%	30%	20%	25%	20%	0%	20%	5%	15%	5%	5%	15%	25%	20%	10%	0%
6:00 PM	20%	40%	45%	25%	0%	50%	25%	25%	30%	0%	35%	70%	25%	40%	5%	30%	15%	25%	25%	0%	40%	40%	30%	15%	0%
6:30 PM	25%	50%	50%	35%	0%	45%	30%	25%	35%	0%	35%	65%	25%	40%	5%	30%	20%	25%	30%	0%	40%	50%	30%	25%	0%
7:00 PM	20%	50%	35%	35%	0%	40%	25%	20%	35%	0%	40%	50%	30%	25%	5%	25%	20%	20%	30%	0%	40%	40%	25%	15%	0%
7:30 PM	20%	45%	30%	30%	0%	40%	20%	20%	35%	0%	40%	45%	25%	25%	5%	20%	20%	15%	30%	0%	45%	40%	30%	15%	0%
8:00 PM	15%	40%	15%	25%	0%	25%	15%	15%	25%	0%	35%	40%	20%	25%	5%	15%	15%	10%	25%	0%	30%	25%	25%	5%	0%
8:30 PM	15%	40%	15%	25%	0%	25%	15%	15%	25%	0%	30%	40%	15%	25%	5%	15%	10%	10%	20%	0%	30%	25%	25%	5%	0%
9:00 PM	5%	20%	5%	10%	0%	0%	10%	10%	10%	0%	25%	30%	10%	25%	0%	0%	5%	5%	5%	0%	5%	0%	15%	0%	0%
9:30 PM	5%	5%	0%	0%	0%	0%	10%	5%	5%	0%	15%	30%	5%	20%	0%	0%	0%	0%	0%	0%	0%	0%	10%	0%	0%
	Spring of CY 2017					Fall of CY 2017					Spring of CY 2018					Fall of CY 2018					Spring of CY 2019				

	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM	35%	50%	40%	45%	5%	35%	20%	30%	15%	10%	40%	25%	35%	20%	10%	30%	15%	20%	5%	5%					
8:30 AM	45%	55%	50%	50%	5%	45%	20%	45%	15%	10%	50%	35%	45%	30%	10%	35%	20%	25%	10%	5%					
9:00 AM	40%	55%	40%	55%	5%	45%	25%	55%	15%	10%	50%	40%	45%	35%	10%	35%	25%	30%	15%	10%					
9:30 AM	55%	40%	55%	40%	5%	45%	30%	55%	15%	10%	45%	40%	50%	30%	10%	40%	20%	40%	10%	10%					
10:00 AM	55%	50%	55%	55%	5%	40%	35%	50%	25%	5%	45%	35%	40%	25%	10%	40%	25%	40%	20%	5%					
10:30 AM	55%	50%	55%	50%	5%	45%	35%	50%	25%	5%	45%	35%	40%	20%	10%	40%	20%	45%	15%	5%					
11:00 AM	35%	40%	40%	25%	5%	50%	30%	50%	20%	5%	45%	35%	35%	25%	15%	35%	30%	45%	25%	5%					
11:30 AM	20%	25%	25%	15%	5%	45%	20%	40%	10%	5%	30%	35%	20%	30%	15%	30%	20%	35%	15%	5%					
12:00 PM	30%	40%	30%	45%	10%	40%	45%	40%	40%	5%	35%	45%	35%	45%	10%	40%	30%	35%	25%	0%					
12:30 PM	25%	40%	25%	45%	15%	40%	40%	45%	40%	5%	30%	45%	30%	45%	10%	35%	20%	25%	20%	0%					
1:00 PM	35%	25%	25%	45%	15%	35%	45%	50%	45%	5%	35%	35%	25%	45%	10%	40%	25%	35%	30%	0%					
1:30 PM	45%	15%	30%	35%	10%	25%	20%	35%	25%	5%	45%	20%	30%	30%	10%	35%	20%	25%	25%	0%					
2:00 PM	40%	30%	30%	40%	10%	35%	30%	35%	30%	5%	30%	20%	15%	20%	10%	45%	25%	25%	30%	0%					
2:30 PM	35%	25%	20%	35%	10%	40%	30%	40%	30%	5%	25%	20%	10%	20%	10%	50%	25%	30%	25%	0%					
3:00 PM	40%	25%	20%	25%	10%	35%	35%	40%	25%	5%	20%	20%	15%	20%	5%	20%	30%	30%	25%	0%					
3:30 PM	30%	20%	20%	20%	5%	35%	30%	35%	10%	5%	10%	20%	10%	20%	5%	15%	10%	25%	5%	0%					
4:00 PM	20%	20%	15%	15%	0%	40%	30%	35%	5%	0%	15%	20%	15%	20%	0%	10%	10%	30%	0%	0%					
4:30 PM	20%	25%	15%	15%	0%	35%	20%	20%	0%	0%	15%	10%	15%	10%	0%	10%	10%	20%	0%	0%					
5:00 PM	20%	25%	10%	20%	0%	10%	25%	20%	10%	0%	20%	15%	20%	10%	0%	10%	15%	15%	5%	5%					
5:30 PM	15%	25%	10%	25%	0%	0%	25%	5%	10%	0%	10%	10%	10%	10%	0%	5%	15%	10%	5%	5%					
6:00 PM	25%	50%	20%	45%	0%	25%	35%	15%	25%	0%	25%	30%	15%	15%	0%	25%	25%	20%	5%	5%					
6:30 PM	25%	50%	20%	45%	0%	25%	35%	15%	25%	0%	30%	30%	20%	15%	0%	25%	25%	20%	5%	5%					
7:00 PM	20%	45%	25%	35%	0%	20%	30%	15%	25%	0%	25%	30%	25%	15%	0%	20%	20%	20%	5%	5%					
7:30 PM	20%	45%	25%	35%	0%	25%	30%	20%	25%	0%	25%	30%	25%	15%	0%	20%	20%	20%	5%	5%					
8:00 PM	15%	40%	20%	30%	0%	25%	25%	20%	20%	0%	15%	25%	15%	15%	0%	20%	20%	20%	5%	5%					
8:30 PM	15%	20%	20%	10%	0%	25%	25%	20%	20%	0%	15%	20%	15%	10%	0%	20%	20%	20%	5%	5%					
9:00 PM	0%	5%	5%	5%	0%	5%	0%	5%	5%	0%	0%	5%	5%	5%	0%	0%	0%	0%	5%	0%					
9:30 PM	0%	0%	0%	0%	0%	0%	0%	0%	5%	0%	0%	5%	5%	5%	0%	0%	0%	0%	5%	0%					
	Fall of CY 2019					Spring of CY 2020					Fall of CY 2020					Spring of CY 2021					Fall of CY 2021				

Note: Black area indicates a lack of reservation data for that semester for the institution.

Belmont Laboratory Utilization, 2017-2021

Laboratory Total: 32

	Spring of CY 2017					Fall of CY 2017					Spring of CY 2018					Fall of CY 2018					Spring of CY 2019				
	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM	13%	13%	13%	19%	3%	22%	16%	25%	22%	6%	22%	16%	16%	19%	0%	19%	16%	22%	22%	13%	16%	13%	22%	13%	3%
8:30 AM	13%	13%	13%	19%	3%	25%	16%	28%	25%	6%	25%	16%	22%	19%	0%	19%	16%	22%	22%	13%	16%	13%	22%	13%	3%
9:00 AM	31%	16%	44%	25%	6%	34%	22%	38%	31%	9%	31%	19%	31%	22%	0%	25%	19%	31%	22%	19%	25%	13%	28%	16%	6%
9:30 AM	34%	9%	47%	16%	6%	31%	16%	34%	28%	9%	28%	16%	41%	22%	0%	25%	16%	31%	22%	16%	22%	9%	28%	13%	6%
10:00 AM	31%	19%	44%	31%	13%	47%	31%	50%	47%	13%	41%	31%	41%	31%	3%	34%	34%	38%	44%	9%	44%	22%	44%	31%	9%
10:30 AM	22%	19%	31%	31%	13%	44%	25%	47%	41%	13%	41%	28%	38%	31%	3%	34%	28%	38%	38%	9%	44%	25%	44%	34%	9%
11:00 AM	31%	25%	44%	31%	13%	41%	34%	44%	50%	13%	44%	19%	28%	22%	6%	31%	28%	34%	44%	9%	44%	28%	41%	31%	9%
11:30 AM	31%	19%	41%	22%	9%	31%	25%	34%	44%	13%	38%	13%	19%	19%	6%	34%	22%	34%	38%	9%	38%	22%	34%	25%	9%
12:00 PM	50%	25%	56%	25%	6%	47%	34%	41%	38%	13%	34%	19%	38%	31%	6%	38%	28%	34%	34%	9%	44%	25%	47%	28%	3%
12:30 PM	47%	22%	53%	28%	6%	50%	34%	44%	31%	13%	28%	19%	38%	25%	6%	38%	25%	34%	25%	9%	44%	22%	47%	25%	3%
1:00 PM	38%	16%	47%	22%	3%	47%	25%	44%	25%	6%	38%	19%	44%	28%	3%	34%	16%	34%	13%	3%	47%	13%	41%	13%	0%
1:30 PM	22%	13%	31%	22%	3%	41%	19%	38%	19%	6%	34%	13%	34%	25%	3%	28%	13%	34%	9%	3%	31%	19%	28%	19%	0%
2:00 PM	41%	13%	47%	16%	0%	50%	19%	44%	25%	6%	38%	19%	38%	28%	3%	41%	25%	44%	25%	0%	38%	22%	34%	22%	0%
2:30 PM	41%	9%	44%	13%	0%	50%	22%	41%	28%	6%	38%	16%	38%	28%	3%	41%	28%	41%	28%	0%	38%	22%	34%	19%	0%
3:00 PM	31%	16%	34%	13%	0%	38%	19%	44%	38%	6%	34%	19%	41%	19%	3%	31%	19%	38%	28%	0%	34%	16%	22%	16%	0%
3:30 PM	28%	13%	31%	13%	0%	34%	16%	38%	31%	3%	25%	19%	34%	13%	3%	28%	9%	34%	16%	0%	31%	9%	19%	16%	0%
4:00 PM	34%	19%	31%	22%	0%	38%	16%	31%	28%	3%	22%	19%	28%	16%	3%	34%	13%	28%	19%	0%	34%	19%	25%	22%	0%
4:30 PM	34%	19%	31%	19%	0%	34%	16%	28%	28%	3%	22%	19%	28%	13%	3%	34%	9%	28%	16%	0%	38%	19%	28%	22%	0%
5:00 PM	31%	22%	22%	25%	0%	34%	22%	28%	25%	0%	22%	19%	25%	16%	3%	25%	13%	22%	16%	0%	22%	25%	19%	22%	0%
5:30 PM	28%	28%	25%	31%	0%	31%	22%	28%	22%	0%	25%	16%	28%	13%	3%	22%	13%	19%	13%	0%	28%	22%	25%	19%	0%
6:00 PM	47%	34%	41%	31%	0%	38%	44%	41%	28%	0%	22%	25%	25%	28%	3%	25%	22%	25%	13%	0%	28%	28%	47%	25%	0%
6:30 PM	41%	28%	34%	25%	0%	31%	41%	34%	25%	0%	19%	25%	25%	28%	3%	22%	19%	22%	9%	0%	28%	25%	47%	22%	0%
7:00 PM	34%	31%	34%	31%	0%	34%	38%	41%	25%	0%	25%	25%	25%	28%	6%	19%	16%	22%	9%	0%	25%	25%	44%	22%	0%
7:30 PM	28%	31%	31%	31%	0%	31%	38%	38%	25%	0%	25%	25%	22%	28%	9%	19%	16%	22%	9%	0%	22%	25%	41%	22%	0%
8:00 PM	28%	28%	38%	31%	0%	38%	34%	41%	28%	0%	28%	28%	25%	25%	9%	22%	16%	25%	9%	0%	22%	31%	41%	28%	0%
8:30 PM	25%	22%	38%	28%	0%	31%	34%	31%	28%	0%	25%	28%	22%	25%	6%	22%	16%	25%	9%	0%	19%	28%	38%	22%	0%
9:00 PM	19%	19%	28%	25%	0%	13%	22%	19%	19%	0%	9%	9%	3%	6%	3%	9%	9%	16%	6%	0%	13%	25%	19%	19%	0%
9:30 PM	9%	13%	16%	19%	0%	9%	16%	9%	13%	0%	9%	6%	3%	6%	3%	6%	9%	13%	6%	0%	13%	16%	16%	9%	0%

	Fall of CY 2019					Spring of CY 2020					Fall of CY 2020					Spring of CY 2021					Fall of CY 2021				
	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM	25%	13%	22%	16%	6%	16%	13%	19%	16%	0%	9%	25%	9%	25%	6%	16%	6%	19%	9%	0%					
8:30 AM	25%	13%	22%	16%	6%	16%	16%	19%	19%	0%	9%	25%	9%	25%	6%	16%	13%	19%	16%	0%					
9:00 AM	28%	22%	31%	22%	6%	25%	16%	25%	22%	3%	16%	31%	19%	31%	6%	19%	16%	19%	19%	0%					
9:30 AM	16%	22%	19%	25%	6%	25%	9%	31%	16%	3%	16%	25%	19%	28%	6%	13%	13%	16%	16%	0%					
10:00 AM	28%	28%	34%	31%	3%	31%	16%	38%	28%	6%	22%	31%	28%	34%	3%	16%	13%	19%	19%	3%					
10:30 AM	28%	22%	34%	25%	3%	25%	19%	31%	31%	6%	19%	31%	25%	34%	3%	16%	13%	19%	19%	3%					
11:00 AM	34%	28%	41%	34%	3%	34%	34%	34%	38%	6%	25%	34%	38%	31%	3%	28%	22%	25%	19%	3%					
11:30 AM	34%	28%	41%	31%	3%	28%	28%	28%	31%	6%	25%	34%	38%	31%	6%	28%	16%	25%	13%	3%					
12:00 PM	34%	28%	34%	31%	6%	25%	31%	28%	38%	3%	28%	28%	31%	34%	6%	19%	22%	25%	19%	3%					
12:30 PM	34%	22%	34%	22%	6%	22%	31%	22%	34%	3%	28%	28%	28%	31%	6%	19%	22%	22%	16%	3%					
1:00 PM	28%	41%	34%	28%	9%	31%	28%	22%	22%	0%	28%	38%	31%	28%	6%	25%	28%	22%	19%	0%					
1:30 PM	28%	41%	34%	28%	9%	34%	34%	28%	25%	0%	28%	34%	34%	25%	6%	25%	28%	19%	19%	0%					
2:00 PM	25%	31%	34%	31%	6%	34%	31%	34%	25%	0%	22%	31%	31%	31%	6%	25%	31%	25%	16%	0%					
2:30 PM	25%	28%	31%	25%	6%	25%	28%	28%	25%	0%	22%	25%	28%	22%	6%	16%	28%	19%	13%	0%					
3:00 PM	25%	19%	28%	19%	6%	19%	16%	19%	19%	0%	22%	19%	25%	13%	6%	16%	22%	13%	13%	0%					
3:30 PM	16%	19%	22%	16%	6%	13%	13%	13%	19%	0%	19%	22%	22%	13%	6%	13%	19%	13%	13%	0%					
4:00 PM	25%	25%	28%	28%	6%	6%	19%	13%	31%	0%	25%	25%	25%	16%	6%	19%	28%	22%	25%	0%					
4:30 PM	25%	19%	28%	22%	6%	9%	19%	16%	31%	0%	22%	22%	22%	13%	3%	19%	28%	19%	25%	0%					
5:00 PM	22%	25%	28%	22%	0%	13%	22%	16%	25%	0%	19%	16%	19%	9%	3%	19%	16%	19%	19%	0%					
5:30 PM	22%	16%	25%	13%	0%	19%	22%	22%	19%	0%	22%	13%	25%	6%	3%	19%	16%	19%	19%	0%					
6:00 PM	19%	25%	28%	22%	0%	19%	31%	28%	19%	0%	22%	19%	31%	19%	3%	19%	25%	28%	19%	0%					
6:30 PM	16%	19%	25%	16%	0%	22%	31%	28%	19%	0%	19%	19%	28%	19%	3%	19%	25%	28%	19%	0%					
7:00 PM	16%	16%	22%	16%	0%	25%	31%	28%	19%	0%	19%	16%	25%	19%	3%	22%	22%	28%	16%	0%					
7:30 PM	16%	16%	22%	16%	0%	22%	31%	25%	19%	0%	19%	13%	25%	16%	3%	22%	22%	28%	16%	0%					
8:00 PM	19%	16%	25%	16%	0%	16%	22%	22%	19%	0%	19%	13%	28%	13%	3%	19%	19%	25%	16%	0%					
8:30 PM	19%	16%	25%	16%	0%	13%	19%	19%	13%	0%	19%	13%	28%	13%	3%	19%	13%	25%	6%	0%					
9:00 PM	6%	13%	13%	9%	0%	9%	19%	13%	13%	0%	3%	6%	9%	3%	0%	13%	13%	16%	6%	0%					
9:30 PM	3%	9%	6%	6%	0%	9%	13%	9%	6%	0%	3%	6%	9%	3%	0%	9%	9%	9%	3%	0%					

Note: Black area indicates a lack of reservation data for that semester for the institution.

KSU-Stark Classroom Utilization, 2017-2021

Classroom Total: 48

	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM						27%	33%	29%	31%	13%	23%	33%	19%	31%	10%	25%	40%	25%	35%	10%	21%	33%	19%	29%	6%
8:30 AM						29%	35%	29%	33%	13%	23%	33%	19%	31%	10%	27%	40%	27%	35%	10%	21%	33%	19%	29%	6%
9:00 AM						48%	33%	48%	31%	29%	42%	33%	44%	33%	27%	50%	44%	52%	38%	33%	42%	38%	40%	33%	29%
9:30 AM						67%	75%	67%	73%	29%	54%	77%	56%	79%	27%	56%	69%	58%	67%	33%	48%	81%	48%	79%	29%
10:00 AM						77%	77%	73%	77%	33%	73%	79%	73%	85%	40%	60%	67%	63%	69%	33%	58%	81%	60%	79%	33%
10:30 AM						77%	71%	73%	71%	33%	73%	77%	71%	79%	40%	58%	60%	60%	63%	33%	58%	81%	60%	79%	33%
11:00 AM						60%	75%	60%	71%	25%	77%	85%	75%	88%	27%	65%	83%	65%	85%	31%	58%	79%	56%	75%	25%
11:30 AM						56%	73%	56%	69%	25%	71%	83%	69%	85%	27%	58%	83%	56%	83%	31%	54%	77%	52%	73%	25%
12:00 PM						46%	63%	44%	54%	8%	42%	69%	42%	67%	8%	42%	67%	42%	63%	19%	40%	65%	38%	63%	15%
12:30 PM						54%	75%	56%	67%	8%	58%	75%	63%	75%	8%	38%	79%	40%	75%	19%	46%	73%	46%	69%	15%
1:00 PM						60%	81%	60%	73%	8%	58%	81%	60%	79%	4%	48%	90%	46%	85%	8%	38%	81%	40%	75%	6%
1:30 PM						58%	81%	58%	73%	8%	54%	79%	58%	77%	4%	44%	90%	42%	85%	8%	35%	79%	40%	73%	6%
2:00 PM						65%	79%	67%	73%	0%	77%	77%	81%	71%	0%	75%	83%	77%	73%	2%	81%	85%	85%	81%	2%
2:30 PM						65%	79%	69%	73%	0%	75%	73%	79%	65%	0%	73%	81%	75%	69%	2%	79%	83%	83%	77%	2%
3:00 PM						63%	73%	67%	71%	0%	73%	69%	75%	63%	0%	67%	69%	69%	63%	0%	75%	77%	75%	73%	0%
3:30 PM						58%	75%	58%	69%	0%	58%	63%	52%	58%	0%	69%	58%	69%	56%	0%	42%	54%	38%	52%	0%
4:00 PM						60%	67%	58%	63%	0%	52%	60%	50%	56%	0%	65%	52%	65%	52%	0%	38%	50%	33%	48%	0%
4:30 PM						67%	63%	58%	58%	0%	56%	63%	50%	56%	0%	67%	52%	63%	50%	0%	35%	50%	31%	46%	0%
5:00 PM						17%	8%	6%	4%	0%	8%	8%	4%	4%	0%	13%	8%	6%	4%	0%	6%	8%	4%	4%	0%
5:30 PM						60%	54%	48%	48%	0%	44%	63%	42%	58%	0%	48%	63%	38%	54%	0%	52%	50%	50%	44%	0%
6:00 PM						58%	54%	46%	48%	0%	42%	63%	42%	60%	0%	46%	63%	38%	54%	0%	52%	50%	50%	44%	0%
6:30 PM						54%	54%	46%	48%	0%	40%	58%	42%	58%	0%	44%	63%	38%	54%	0%	50%	50%	50%	44%	0%
7:00 PM						21%	31%	13%	27%	0%	21%	23%	25%	23%	0%	19%	27%	15%	19%	0%	15%	21%	15%	15%	0%
7:30 PM						17%	31%	15%	27%	0%	21%	21%	27%	23%	0%	17%	25%	15%	19%	0%	15%	19%	17%	15%	0%
8:00 PM						15%	23%	13%	23%	0%	17%	15%	21%	17%	0%	13%	17%	13%	15%	0%	8%	10%	10%	10%	0%
8:30 PM						6%	13%	8%	13%	0%	8%	6%	10%	8%	0%	8%	10%	8%	6%	0%	6%	4%	4%	4%	0%
9:00 PM						4%	8%	6%	8%	0%	6%	6%	8%	6%	0%	4%	8%	4%	6%	0%	6%	4%	4%	4%	0%
9:30 PM						2%	4%	4%	8%	0%	4%	4%	2%	4%	0%	4%	6%	4%	6%	0%	4%	2%	2%	4%	0%
	Spring of CY 2017					Fall of CY 2017					Spring of CY 2018					Fall of CY 2018					Spring of CY 2019				

	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM	25%	35%	31%	29%	10%	21%	31%	19%	27%	8%	0%	6%	4%	0%	0%	0%	2%	2%	2%	0%	13%	17%	13%	8%	0%
8:30 AM	25%	35%	31%	29%	10%	21%	31%	19%	27%	8%	0%	6%	4%	0%	0%	0%	2%	2%	2%	0%	13%	17%	13%	8%	0%
9:00 AM	50%	44%	52%	35%	33%	40%	42%	40%	35%	27%	2%	6%	8%	0%	0%	0%	2%	2%	2%	2%	17%	21%	15%	13%	6%
9:30 AM	63%	81%	63%	73%	33%	46%	81%	48%	77%	27%	4%	8%	8%	0%	0%	0%	2%	2%	2%	2%	38%	35%	38%	27%	10%
10:00 AM	71%	77%	69%	75%	35%	63%	83%	65%	81%	27%	6%	2%	8%	0%	2%	2%	2%	6%	2%	2%	38%	31%	42%	25%	8%
10:30 AM	71%	77%	69%	73%	35%	63%	83%	65%	81%	27%	4%	2%	6%	0%	2%	2%	2%	6%	2%	2%	31%	31%	35%	23%	6%
11:00 AM	60%	75%	56%	67%	27%	56%	81%	56%	79%	19%	8%	2%	6%	2%	2%	4%	4%	4%	4%	2%	42%	54%	40%	42%	6%
11:30 AM	54%	73%	50%	67%	27%	52%	77%	52%	75%	19%	6%	2%	4%	2%	2%	2%	4%	2%	4%	2%	40%	54%	38%	42%	6%
12:00 PM	42%	60%	40%	54%	21%	33%	65%	29%	63%	10%	2%	2%	2%	2%	0%	2%	2%	4%	2%	2%	27%	44%	23%	33%	2%
12:30 PM	48%	67%	44%	58%	21%	42%	67%	40%	60%	10%	4%	0%	6%	0%	0%	2%	4%	6%	4%	2%	8%	6%	2%	4%	2%
1:00 PM	50%	79%	46%	71%	13%	38%	75%	40%	67%	6%	4%	0%	6%	0%	2%	4%	4%	8%	4%	2%	38%	31%	31%	29%	4%
1:30 PM	48%	77%	44%	71%	13%	35%	73%	40%	67%	6%	4%	0%	6%	0%	2%	4%	4%	8%	4%	2%	35%	31%	31%	29%	4%
2:00 PM	75%	77%	73%	67%	4%	65%	79%	67%	75%	2%	4%	2%	4%	2%	2%	4%	4%	4%	4%	2%	27%	29%	25%	25%	4%
2:30 PM	75%	75%	73%	63%	4%	63%	79%	65%	73%	2%	4%	2%	4%	2%	2%	2%	2%	2%	2%	2%	23%	44%	21%	29%	2%
3:00 PM	71%	65%	67%	60%	0%	56%	75%	52%	71%	0%	2%	0%	2%	0%	0%	0%	0%	0%	0%	0%	23%	42%	23%	31%	0%
3:30 PM	65%	48%	63%	46%	0%	42%	56%	38%	50%	0%	0%	2%	0%	2%	0%	0%	0%	0%	0%	0%	17%	38%	19%	31%	0%
4:00 PM	56%	46%	56%	44%	0%	40%	50%	40%	44%	0%	0%	2%	0%	2%	0%	0%	0%	0%	0%	0%	19%	17%	15%	17%	0%
4:30 PM	60%	46%	56%	42%	0%	42%	52%	40%	44%	0%	0%	2%	0%	2%	0%	0%	0%	0%	0%	0%	21%	15%	13%	15%	0%
5:00 PM	8%	8%	4%	4%	0%	6%	6%	4%	2%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	17%	13%	10%	10%	0%
5:30 PM	44%	56%	33%	48%	0%	44%	48%	40%	38%	0%	0%	2%	0%	2%	0%	0%	0%	0%	0%	0%	13%	17%	6%	15%	0%
6:00 PM	44%	58%	33%	48%	0%	44%	48%	40%	40%	0%	0%	2%	0%	2%	0%	0%	0%	0%	0%	0%	13%	21%	6%	15%	0%
6:30 PM	42%	56%	33%	48%	0%	44%	48%	40%	40%	0%	0%	2%	0%	2%	0%	0%	0%	0%	0%	0%	10%	21%	6%	15%	0%
7:00 PM	27%	23%	23%	19%	0%	23%	23%	19%	13%	0%	0%	2%	0%	2%	0%	0%	0%	0%	0%	0%	10%	15%	6%	6%	0%
7:30 PM	25%	19%	23%	17%	0%	21%	21%	21%	13%	0%	0%	2%	0%	2%	0%	0%	0%	0%	0%	0%	8%	10%	6%	6%	0%
8:00 PM	13%	13%	15%	13%	0%	10%	10%	10%	6%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	4%	4%	4%	0%	0%
8:30 PM	4%	6%	4%	4%	0%	6%	4%	6%	4%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	4%	4%	2%	0%	0%
9:00 PM	2%	2%	2%	4%	0%	6%	4%	6%	4%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	2%	0%	0%	0%	0%
9:30 PM	2%	2%	2%	4%	0%	4%	2%	4%	4%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	2%	0%	0%	0%	0%
	Fall of CY 2019					Spring of CY 2020					Fall of CY 2020					Spring of CY 2021					Fall of CY 2021				

Note: Black area indicates a lack of reservation data for that semester for the institution.

KSU-Stark Laboratory Utilization, 2017-2021

Laboratory Total: 22

	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM						0%	14%	5%	14%	5%	9%	9%	5%	9%	5%	5%	0%	9%	0%	0%	9%	14%	9%	14%	9%
8:30 AM						5%	14%	9%	14%	5%	14%	9%	9%	9%	5%	9%	5%	14%	5%	0%	9%	14%	9%	14%	9%
9:00 AM						9%	14%	14%	14%	9%	23%	32%	23%	36%	14%	23%	9%	32%	9%	9%	23%	32%	27%	27%	14%
9:30 AM						18%	14%	23%	14%	9%	27%	27%	32%	36%	14%	27%	32%	36%	32%	9%	23%	41%	23%	36%	14%
10:00 AM						27%	18%	32%	18%	18%	36%	32%	32%	41%	23%	41%	36%	45%	36%	18%	36%	45%	36%	41%	18%
10:30 AM						23%	18%	32%	18%	18%	36%	32%	32%	41%	23%	41%	36%	50%	36%	18%	36%	45%	36%	41%	18%
11:00 AM						23%	32%	32%	32%	18%	32%	41%	27%	55%	23%	45%	50%	50%	45%	18%	41%	45%	41%	45%	27%
11:30 AM						18%	32%	27%	32%	18%	18%	27%	14%	41%	23%	32%	50%	36%	41%	23%	23%	36%	23%	41%	27%
12:00 PM						14%	32%	23%	32%	14%	23%	32%	23%	41%	18%	27%	41%	41%	32%	27%	23%	32%	36%	32%	27%
12:30 PM						18%	27%	23%	23%	14%	23%	27%	23%	32%	18%	27%	36%	41%	32%	27%	23%	45%	36%	45%	27%
1:00 PM						9%	27%	9%	23%	5%	9%	23%	9%	23%	5%	14%	27%	23%	32%	9%	14%	36%	5%	45%	9%
1:30 PM						9%	27%	5%	23%	5%	9%	14%	9%	18%	5%	14%	27%	18%	32%	9%	14%	32%	5%	41%	9%
2:00 PM						14%	36%	18%	32%	0%	14%	18%	14%	14%	5%	23%	27%	23%	27%	5%	18%	23%	14%	23%	9%
2:30 PM						14%	32%	18%	27%	0%	14%	18%	14%	14%	5%	27%	27%	27%	27%	5%	27%	23%	23%	23%	9%
3:00 PM						18%	27%	23%	27%	0%	18%	18%	23%	14%	5%	18%	14%	18%	14%	5%	18%	14%	18%	9%	9%
3:30 PM						18%	23%	23%	23%	0%	32%	18%	32%	18%	5%	18%	32%	23%	27%	5%	32%	23%	32%	27%	9%
4:00 PM						18%	18%	18%	23%	0%	27%	23%	23%	27%	0%	18%	23%	23%	23%	5%	27%	27%	27%	32%	0%
4:30 PM						18%	14%	18%	18%	0%	23%	23%	18%	27%	0%	18%	18%	23%	18%	0%	27%	23%	23%	27%	0%
5:00 PM						5%	5%	5%	5%	0%	18%	14%	9%	14%	0%	9%	9%	9%	9%	0%	14%	14%	9%	14%	0%
5:30 PM						9%	23%	9%	18%	0%	9%	18%	9%	23%	0%	9%	23%	14%	23%	0%	5%	27%	9%	32%	0%
6:00 PM						9%	23%	9%	18%	0%	9%	18%	9%	23%	0%	5%	14%	9%	14%	0%	5%	14%	9%	18%	0%
6:30 PM						9%	23%	9%	18%	0%	9%	14%	9%	18%	0%	5%	14%	9%	14%	0%	5%	14%	9%	18%	0%
7:00 PM						9%	23%	14%	14%	0%	9%	14%	14%	14%	0%	14%	18%	14%	23%	0%	5%	9%	14%	9%	0%
7:30 PM						9%	18%	14%	14%	0%	9%	18%	14%	14%	0%	14%	23%	14%	23%	0%	5%	14%	14%	9%	0%
8:00 PM						9%	14%	9%	9%	0%	9%	18%	14%	9%	0%	14%	18%	14%	18%	0%	5%	14%	14%	5%	0%
8:30 PM						9%	9%	9%	5%	0%	5%	14%	14%	5%	0%	14%	14%	14%	14%	0%	0%	9%	9%	0%	0%
9:00 PM						5%	5%	0%	0%	0%	0%	9%	5%	0%	0%	9%	9%	5%	9%	0%	0%	9%	5%	0%	0%
9:30 PM						5%	5%	0%	0%	0%	0%	5%	5%	0%	0%	5%	0%	0%	5%	0%	0%	5%	5%	0%	0%
	Spring of CY 2017					Fall of CY 2017					Spring of CY 2018					Fall of CY 2018					Spring of CY 2019				

	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM	5%	5%	5%	9%	5%	9%	9%	9%	9%	9%	0%	0%	0%	0%	0%	0%	5%	0%	0%	0%	0%	5%	5%	0%	0%
8:30 AM	5%	9%	5%	14%	5%	9%	9%	9%	9%	9%	0%	0%	0%	0%	0%	0%	5%	0%	0%	0%	0%	5%	5%	0%	0%
9:00 AM	14%	9%	23%	18%	9%	18%	23%	18%	18%	14%	9%	0%	14%	5%	0%	5%	9%	5%	0%	0%	5%	9%	14%	9%	0%
9:30 AM	14%	23%	23%	36%	9%	23%	45%	18%	41%	14%	18%	9%	23%	14%	0%	9%	18%	9%	9%	0%	18%	23%	23%	23%	0%
10:00 AM	27%	32%	41%	41%	23%	36%	50%	32%	45%	18%	23%	18%	27%	14%	5%	14%	23%	18%	14%	9%	23%	27%	27%	27%	5%
10:30 AM	27%	32%	45%	36%	23%	36%	50%	32%	45%	18%	23%	18%	32%	14%	5%	14%	23%	18%	14%	9%	23%	27%	32%	27%	5%
11:00 AM	36%	55%	50%	55%	23%	36%	45%	36%	45%	27%	27%	18%	36%	18%	5%	14%	23%	14%	23%	5%	32%	41%	50%	36%	9%
11:30 AM	27%	55%	36%	50%	27%	23%	45%	27%	50%	27%	18%	18%	23%	14%	9%	9%	18%	9%	23%	9%	27%	41%	41%	32%	14%
12:00 PM	23%	45%	41%	36%	27%	18%	36%	32%	36%	18%	14%	0%	23%	9%	14%	14%	5%	14%	14%	9%	14%	36%	36%	23%	14%
12:30 PM	18%	36%	36%	32%	27%	18%	41%	32%	41%	18%	23%	5%	32%	14%	14%	23%	5%	23%	9%	9%	14%	23%	36%	14%	14%
1:00 PM	14%	32%	23%	32%	14%	9%	23%	14%	36%	9%	9%	14%	18%	14%	9%	14%	5%	14%	5%	5%	18%	27%	41%	27%	9%
1:30 PM	14%	32%	18%	32%	14%	9%	23%	14%	36%	9%	9%	14%	14%	14%	9%	14%	5%	14%	5%	5%	18%	27%	36%	27%	9%
2:00 PM	27%	36%	27%	41%	9%	23%	23%	23%	23%	14%	14%	14%	14%	14%	5%	23%	5%	23%	5%	5%	18%	27%	27%	27%	9%
2:30 PM	32%	36%	32%	41%	9%	32%	32%	32%	32%	14%	14%	14%	14%	14%	5%	27%	5%	27%	5%	5%	23%	23%	27%	27%	9%
3:00 PM	27%	23%	23%	27%	9%	27%	23%	27%	18%	9%	5%	9%	5%	9%	5%	18%	5%	18%	5%	5%	18%	18%	23%	23%	9%
3:30 PM	18%	27%	18%	23%	9%	23%	27%	23%	32%	9%	9%	5%	9%	5%	5%	9%	0%	5%	5%	5%	9%	9%	9%	9%	9%
4:00 PM	14%	18%	18%	18%	5%	18%	32%	18%	36%	0%	9%	0%	9%	0%	5%	9%	0%	5%	5%	5%	14%	9%	14%	5%	5%
4:30 PM	14%	14%	18%	14%	0%	18%	27%	14%	32%	0%	9%	0%	9%	0%	0%	9%	0%	5%	5%	0%	9%	9%	9%	5%	0%
5:00 PM	9%	9%	9%	5%	0%	14%	18%	9%	18%	0%	0%	0%	0%	0%	0%	9%	0%	9%	0%	0%	9%	9%	9%	5%	0%
5:30 PM	14%	14%	18%	14%	0%	5%	18%	9%	18%	0%	5%	0%	5%	0%	0%	0%	0%	5%	0%	0%	18%	14%	18%	9%	0%
6:00 PM	9%	14%	14%	14%	0%	5%	5%	9%	5%	0%	5%	0%	5%	0%	0%	0%	0%	5%	0%	0%	18%	14%	18%	9%	0%
6:30 PM	9%	14%	14%	14%	0%	5%	5%	9%	5%	0%	5%	0%	5%	0%	0%	0%	0%	5%	0%	0%	14%	14%	14%	9%	0%
7:00 PM	14%	9%	14%	14%	0%	5%	5%	14%	5%	0%	5%	0%	5%	0%	0%	0%	0%	0%	0%	0%	9%	9%	14%	9%	0%
7:30 PM	14%	9%	14%	9%	0%	5%	9%	14%	5%	0%	5%	5%	5%	0%	0%	0%	5%	0%	0%	0%	5%	14%	9%	9%	0%
8:00 PM	9%	9%	9%	9%	0%	5%	9%	14%	0%	0%	0%	5%	0%	0%	0%	0%	5%	0%	0%	0%	0%	9%	5%	9%	0%
8:30 PM	9%	5%	9%	5%	0%	0%	5%	9%	0%	0%	0%	5%	0%	0%	0%	0%	5%	0%	0%	0%	0%	5%	0%	0%	0%
9:00 PM	9%	5%	5%	5%	0%	0%	5%	5%	0%	0%	0%	5%	0%	0%	0%	0%	5%	0%	0%	0%	0%	5%	0%	0%	0%
9:30 PM	5%	0%	0%	5%	0%	0%	0%	5%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Fall of CY 2019					Spring of CY 2020					Fall of CY 2020					Spring of CY 2021					Fall of CY 2021				

Note: Black area indicates a lack of reservation data for that semester for the institution.

Stark State Classroom Utilization, 2017-2021

Classroom Total: 55

	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM						16%	16%	15%	16%	20%	15%	9%	15%	11%	15%	18%	11%	16%	13%	20%	9%	9%	7%	9%	15%
8:30 AM						29%	27%	29%	27%	27%	27%	18%	29%	20%	18%	31%	22%	27%	24%	25%	18%	20%	15%	20%	20%
9:00 AM						65%	64%	56%	58%	31%	60%	51%	60%	53%	22%	64%	53%	53%	51%	29%	49%	49%	44%	47%	24%
9:30 AM						60%	60%	53%	56%	29%	55%	45%	56%	49%	20%	58%	51%	49%	49%	27%	47%	45%	42%	44%	22%
10:00 AM						67%	67%	60%	62%	27%	60%	56%	56%	58%	20%	69%	62%	60%	56%	24%	56%	58%	53%	53%	22%
10:30 AM						76%	73%	76%	67%	27%	75%	64%	73%	62%	20%	75%	65%	75%	64%	24%	60%	67%	64%	62%	20%
11:00 AM						76%	73%	76%	65%	22%	73%	65%	71%	62%	11%	76%	65%	76%	62%	16%	60%	69%	64%	65%	13%
11:30 AM						69%	69%	71%	60%	15%	67%	67%	65%	64%	5%	64%	62%	65%	58%	11%	56%	69%	58%	67%	9%
12:00 PM						60%	58%	49%	55%	11%	53%	47%	55%	45%	7%	51%	45%	49%	47%	11%	51%	53%	45%	49%	7%
12:30 PM						60%	64%	49%	60%	13%	53%	51%	55%	47%	11%	55%	49%	55%	51%	13%	56%	55%	53%	49%	11%
1:00 PM						64%	69%	60%	67%	15%	60%	51%	62%	49%	11%	58%	55%	64%	58%	15%	64%	53%	64%	53%	11%
1:30 PM						49%	53%	51%	53%	16%	44%	36%	45%	36%	9%	45%	40%	55%	40%	16%	45%	42%	53%	44%	13%
2:00 PM						42%	42%	45%	42%	15%	40%	33%	40%	35%	9%	36%	31%	45%	29%	15%	33%	29%	42%	36%	13%
2:30 PM						40%	38%	40%	35%	15%	38%	33%	38%	33%	9%	35%	27%	42%	25%	15%	33%	29%	42%	36%	11%
3:00 PM						35%	24%	35%	20%	11%	25%	20%	22%	24%	7%	25%	15%	29%	11%	13%	24%	9%	29%	13%	9%
3:30 PM						33%	24%	33%	20%	7%	22%	20%	18%	24%	5%	24%	15%	27%	11%	9%	20%	9%	22%	13%	7%
4:00 PM						35%	16%	29%	15%	4%	24%	16%	16%	20%	4%	20%	9%	16%	5%	4%	16%	5%	13%	7%	4%
4:30 PM						16%	5%	16%	5%	2%	16%	9%	11%	9%	2%	9%	2%	5%	2%	2%	9%	2%	7%	4%	2%
5:00 PM						11%	7%	16%	7%	0%	13%	13%	15%	9%	2%	11%	4%	9%	7%	2%	9%	5%	13%	2%	2%
5:30 PM						31%	22%	31%	16%	0%	20%	22%	25%	18%	0%	31%	16%	29%	18%	0%	18%	25%	22%	20%	0%
6:00 PM						49%	47%	45%	42%	0%	38%	44%	45%	40%	0%	44%	40%	42%	44%	0%	35%	38%	36%	35%	0%
6:30 PM						53%	51%	49%	45%	0%	40%	45%	47%	42%	0%	47%	44%	45%	47%	0%	36%	42%	38%	38%	0%
7:00 PM						51%	51%	47%	45%	0%	40%	40%	47%	40%	0%	45%	42%	44%	45%	0%	36%	36%	38%	31%	0%
7:30 PM						40%	35%	36%	33%	0%	18%	35%	24%	33%	0%	33%	27%	31%	27%	0%	18%	29%	20%	29%	0%
8:00 PM						31%	31%	29%	31%	0%	15%	33%	16%	31%	0%	25%	25%	22%	25%	0%	13%	27%	11%	27%	0%
8:30 PM						29%	27%	29%	29%	0%	15%	31%	16%	29%	0%	24%	20%	22%	24%	0%	13%	24%	11%	25%	0%
9:00 PM						13%	11%	13%	11%	0%	5%	11%	5%	11%	0%	11%	9%	11%	9%	0%	5%	16%	5%	16%	0%
9:30 PM						9%	5%	9%	5%	0%	4%	5%	4%	5%	0%	7%	4%	7%	4%	0%	4%	5%	4%	5%	0%
	Spring of CY 2017					Fall of CY 2017					Spring of CY 2018					Fall of CY 2018					Spring of CY 2019				

	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM	18%	7%	15%	7%	18%	9%	5%	5%	4%	13%	13%	15%	13%	11%	15%	7%	5%	7%	4%	7%	13%	11%	13%	9%	11%
8:30 AM	27%	18%	22%	18%	24%	22%	15%	18%	13%	18%	20%	20%	20%	16%	22%	9%	13%	7%	11%	15%	24%	22%	22%	20%	16%
9:00 AM	56%	49%	49%	42%	25%	44%	44%	38%	40%	20%	42%	44%	38%	31%	24%	16%	24%	15%	22%	15%	44%	44%	42%	38%	20%
9:30 AM	47%	47%	45%	40%	24%	45%	44%	38%	40%	20%	38%	44%	35%	31%	22%	16%	22%	15%	20%	15%	45%	44%	42%	38%	18%
10:00 AM	60%	58%	56%	49%	24%	53%	45%	47%	42%	20%	42%	51%	36%	35%	22%	20%	25%	20%	22%	16%	55%	55%	49%	44%	16%
10:30 AM	64%	62%	67%	55%	25%	58%	51%	58%	55%	22%	33%	40%	35%	29%	24%	27%	27%	25%	29%	16%	49%	49%	47%	42%	20%
11:00 AM	65%	62%	67%	55%	16%	58%	47%	58%	53%	13%	33%	33%	35%	27%	22%	31%	25%	27%	31%	11%	45%	45%	44%	42%	20%
11:30 AM	60%	55%	62%	47%	11%	55%	47%	55%	51%	9%	27%	33%	29%	27%	15%	31%	27%	27%	29%	9%	44%	44%	44%	40%	13%
12:00 PM	51%	44%	49%	36%	13%	49%	36%	45%	35%	7%	25%	24%	31%	18%	18%	27%	29%	25%	27%	9%	42%	29%	44%	25%	15%
12:30 PM	47%	47%	49%	40%	13%	51%	42%	51%	40%	9%	25%	20%	33%	15%	15%	24%	25%	24%	25%	7%	40%	31%	44%	27%	13%
1:00 PM	51%	55%	60%	44%	15%	58%	42%	58%	42%	9%	29%	29%	38%	20%	18%	27%	24%	27%	24%	9%	42%	40%	49%	33%	15%
1:30 PM	44%	40%	49%	36%	13%	42%	42%	44%	40%	11%	29%	24%	33%	20%	18%	18%	24%	18%	20%	9%	35%	27%	35%	24%	13%
2:00 PM	35%	29%	44%	27%	13%	27%	24%	27%	29%	13%	22%	25%	29%	18%	18%	11%	15%	15%	16%	9%	25%	22%	31%	16%	9%
2:30 PM	35%	27%	40%	24%	13%	24%	25%	24%	31%	11%	22%	24%	29%	18%	18%	11%	15%	15%	16%	9%	25%	18%	31%	13%	9%
3:00 PM	20%	13%	25%	9%	15%	18%	11%	18%	13%	11%	13%	13%	22%	9%	16%	9%	5%	13%	7%	9%	16%	7%	25%	4%	9%
3:30 PM	18%	13%	25%	9%	11%	15%	11%	15%	13%	7%	13%	11%	22%	5%	15%	9%	4%	13%	7%	9%	11%	7%	20%	4%	7%
4:00 PM	13%	9%	13%	7%	7%	16%	9%	11%	11%	4%	13%	4%	15%	0%	5%	9%	4%	9%	9%	5%	7%	4%	11%	0%	4%
4:30 PM	13%	4%	7%	4%	4%	11%	5%	7%	5%	2%	13%	4%	9%	2%	2%	9%	4%	7%	5%	2%	4%	2%	4%	0%	2%
5:00 PM	13%	9%	9%	11%	2%	9%	9%	13%	7%	2%	9%	5%	7%	4%	2%	5%	7%	11%	5%	2%	5%	5%	9%	5%	2%
5:30 PM	29%	15%	27%	18%	0%	16%	24%	22%	18%	0%	20%	15%	24%	13%	0%	9%	11%	15%	9%	0%	15%	13%	20%	15%	0%
6:00 PM	42%	31%	40%	36%	0%	25%	36%	31%	31%	0%	27%	22%	31%	24%	0%	11%	20%	18%	20%	0%	20%	15%	24%	18%	0%
6:30 PM	45%	33%	44%	38%	0%	27%	40%	33%	35%	0%	29%	24%	33%	25%	0%	11%	22%	18%	22%	0%	22%	16%	25%	20%	0%
7:00 PM	44%	35%	42%	38%	0%	27%	36%	33%	31%	0%	29%	25%	33%	25%	0%	11%	24%	18%	22%	0%	22%	16%	25%	18%	0%
7:30 PM	24%	25%	25%	27%	0%	16%	25%	20%	24%	0%	16%	11%	18%	13%	0%	5%	11%	11%	11%	0%	18%	13%	16%	15%	0%
8:00 PM	16%	24%	18%	27%	0%	11%	24%	11%	22%	0%	11%	9%	11%	15%	0%	4%	11%	4%	11%	0%	13%	13%	9%	15%	0%
8:30 PM	16%	22%	18%	25%	0%	11%	20%	11%	20%	0%	11%	7%	11%	13%	0%	4%	9%	4%	9%	0%	13%	11%	9%	13%	0%
9:00 PM	13%	11%	13%	11%	0%	7%	7%	7%	7%	0%	9%	5%	9%	7%	0%	4%	5%	4%	4%	0%	7%	11%	9%	11%	0%
9:30 PM	9%	2%	9%	2%	0%	5%	2%	5%	2%	0%	7%	2%	7%	4%	0%	2%	2%	2%	0%	0%	5%	4%	7%	4%	0%
	Fall of CY 2019					Spring of CY 2020					Fall of CY 2020					Spring of CY 2021					Fall of CY 2021				

Note: Black area indicates a lack of reservation data for that semester for the institution.

Stark State Laboratory Utilization, 2017-2021

Laboratory Total: 81

	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM						21%	22%	23%	20%	9%	16%	16%	20%	17%	9%	21%	21%	22%	16%	10%	16%	12%	22%	14%	7%
8:30 AM						23%	26%	27%	23%	12%	19%	20%	25%	21%	15%	27%	26%	28%	21%	14%	21%	17%	30%	19%	12%
9:00 AM						33%	40%	43%	38%	23%	27%	32%	37%	36%	17%	33%	35%	43%	33%	17%	30%	28%	38%	35%	15%
9:30 AM						37%	41%	46%	41%	27%	30%	32%	38%	37%	20%	35%	36%	46%	36%	20%	31%	30%	41%	36%	15%
10:00 AM						57%	60%	70%	57%	32%	51%	49%	56%	54%	25%	51%	47%	62%	47%	23%	38%	42%	52%	47%	17%
10:30 AM						63%	64%	74%	58%	31%	47%	56%	56%	60%	25%	59%	52%	65%	49%	22%	37%	54%	54%	54%	17%
11:00 AM						63%	64%	75%	58%	26%	47%	53%	56%	59%	25%	60%	51%	67%	48%	19%	42%	54%	57%	54%	19%
11:30 AM						54%	52%	68%	48%	21%	41%	46%	46%	51%	20%	57%	43%	63%	40%	15%	38%	49%	53%	48%	16%
12:00 PM						41%	47%	52%	40%	17%	37%	43%	44%	41%	17%	40%	37%	49%	30%	15%	31%	41%	43%	37%	12%
12:30 PM						42%	49%	49%	38%	16%	40%	44%	46%	41%	16%	40%	38%	47%	27%	14%	35%	43%	44%	40%	11%
1:00 PM						44%	52%	57%	42%	19%	46%	46%	54%	43%	21%	43%	46%	52%	36%	14%	36%	41%	49%	35%	12%
1:30 PM						36%	49%	47%	38%	20%	46%	41%	57%	40%	21%	37%	43%	47%	36%	15%	35%	43%	49%	36%	14%
2:00 PM						28%	37%	41%	37%	12%	37%	33%	48%	33%	15%	33%	41%	37%	40%	9%	35%	38%	48%	32%	10%
2:30 PM						23%	31%	33%	30%	11%	33%	30%	43%	32%	14%	27%	35%	33%	33%	7%	32%	37%	43%	32%	9%
3:00 PM						19%	31%	30%	26%	7%	31%	32%	47%	32%	14%	23%	30%	27%	26%	5%	28%	31%	41%	30%	7%
3:30 PM						17%	30%	28%	26%	7%	30%	30%	43%	30%	11%	22%	28%	26%	27%	5%	27%	30%	40%	28%	7%
4:00 PM						11%	19%	20%	17%	4%	19%	16%	30%	17%	6%	16%	17%	17%	20%	2%	19%	14%	26%	15%	4%
4:30 PM						10%	16%	16%	14%	2%	14%	10%	22%	14%	4%	14%	15%	14%	17%	1%	14%	7%	20%	11%	2%
5:00 PM						17%	20%	15%	19%	1%	15%	11%	20%	14%	1%	20%	19%	15%	21%	1%	12%	10%	17%	14%	0%
5:30 PM						33%	35%	36%	33%	0%	27%	33%	33%	32%	1%	26%	36%	30%	35%	0%	25%	25%	32%	32%	0%
6:00 PM						35%	37%	41%	35%	0%	27%	33%	33%	32%	0%	26%	31%	32%	30%	0%	26%	26%	32%	33%	0%
6:30 PM						33%	33%	41%	32%	0%	26%	33%	32%	33%	0%	25%	28%	32%	28%	0%	25%	26%	31%	35%	0%
7:00 PM						28%	33%	41%	31%	0%	25%	33%	32%	32%	0%	21%	30%	33%	28%	0%	25%	27%	31%	33%	0%
7:30 PM						17%	23%	25%	22%	0%	21%	21%	26%	20%	0%	15%	15%	25%	15%	0%	21%	16%	26%	19%	0%
8:00 PM						19%	23%	22%	20%	0%	21%	20%	22%	16%	0%	17%	16%	22%	15%	0%	19%	16%	20%	15%	0%
8:30 PM						16%	22%	19%	17%	0%	19%	20%	20%	15%	0%	15%	15%	19%	12%	0%	16%	15%	17%	14%	0%
9:00 PM						14%	15%	14%	11%	0%	12%	16%	12%	11%	0%	11%	9%	12%	7%	0%	10%	11%	10%	10%	0%
9:30 PM						5%	4%	5%	1%	0%	5%	5%	4%	2%	0%	5%	4%	5%	2%	0%	4%	5%	2%	2%	0%
	Spring of CY 2017					Fall of CY 2017					Spring of CY 2018					Fall of CY 2018					Spring of CY 2019				

	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
8:00 AM	12%	19%	17%	12%	7%	10%	11%	19%	12%	4%	9%	9%	10%	10%	5%	12%	6%	12%	5%	6%	6%	10%	6%	7%	5%
8:30 AM	15%	23%	22%	17%	10%	14%	16%	26%	17%	9%	11%	15%	15%	14%	6%	15%	10%	19%	7%	7%	10%	15%	12%	11%	7%
9:00 AM	26%	32%	36%	28%	17%	31%	28%	44%	35%	15%	22%	21%	28%	25%	11%	26%	20%	30%	20%	11%	26%	23%	28%	23%	14%
9:30 AM	28%	33%	37%	30%	20%	31%	31%	44%	37%	15%	23%	22%	28%	27%	14%	27%	22%	31%	22%	11%	27%	27%	30%	30%	16%
10:00 AM	46%	44%	62%	44%	21%	38%	40%	53%	44%	16%	37%	37%	48%	40%	16%	33%	32%	40%	30%	11%	41%	42%	47%	44%	19%
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11:30 AM	47%	41%	59%	37%	14%	35%	48%	47%	49%	11%	38%	43%	43%	41%	10%	27%	38%	33%	36%	7%	40%	47%	47%	46%	10%
12:00 PM	40%	35%	53%	28%	9%	33%	41%	44%	40%	7%	38%	32%	41%	23%	7%	26%	35%	31%	33%	9%	31%	38%	43%	33%	7%
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1:30 PM	32%	44%	46%	33%	10%	37%	41%	47%	38%	9%	27%	41%	31%	27%	6%	28%	33%	33%	31%	9%	21%	46%	41%	30%	7%
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3:00 PM	21%	35%	23%	25%	4%	35%	27%	42%	31%	7%	19%	27%	20%	19%	4%	21%	16%	21%	21%	6%	17%	33%	22%	22%	4%
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4:00 PM	12%	16%	15%	17%	1%	16%	14%	21%	19%	1%	14%	11%	14%	10%	1%	15%	12%	15%	16%	2%	10%	14%	15%	14%	1%
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5:00 PM	20%	16%	16%	19%	1%	14%	14%	14%	20%	0%	15%	15%	14%	15%	1%	12%	15%	11%	16%	0%	11%	14%	14%	14%	0%
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6:00 PM	22%	26%	31%	22%	0%	25%	31%	30%	37%	0%	20%	27%	25%	20%	0%	17%	27%	20%	26%	0%	16%	25%	28%	21%	0%
6:30 PM	20%	25%	28%	23%	0%	26%	32%	30%	40%	0%	20%	26%	25%	20%	0%	19%	27%	20%	27%	0%	15%	23%	28%	21%	0%
7:00 PM	16%	26%	28%	23%	0%	25%	31%	30%	37%	0%	16%	25%	22%	19%	0%	19%	25%	20%	26%	0%	15%	26%	27%	22%	0%
7:30 PM	14%	14%	21%	14%	0%	16%	17%	17%	22%	0%	15%	16%	19%	16%	0%	12%	15%	12%	15%	0%	12%	16%	21%	14%	0%
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9:00 PM	11%	4%	11%	4%	0%	12%	10%	10%	9%	0%	9%	5%	10%	5%	0%	9%	9%	7%	7%	0%	9%	5%	11%	4%	0%
9:30 PM	6%	1%	6%	1%	0%	7%	5%	7%	2%	0%	4%	1%	5%	1%	0%	4%	2%	4%	2%	0%	5%	1%	5%	1%	0%
	Fall of CY 2019					Spring of CY 2020					Fall of CY 2020					Spring of CY 2021					Fall of CY 2021				

Note: Black area indicates a lack of reservation data for that semester for the institution.

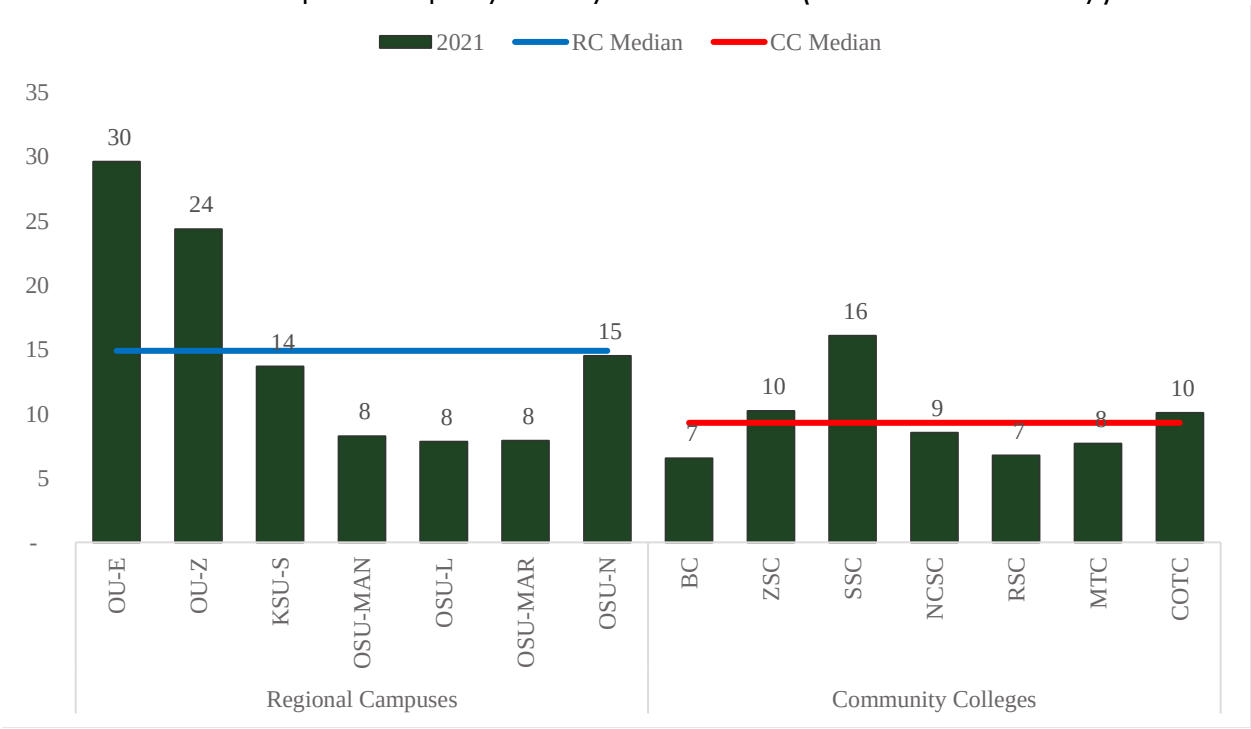
Appendix E: Staffing

We received fall 2021 staffing and student headcount data from ODHE for each institution by work category and employee type (full time or part time/adjunct). We then reviewed staffing headcount by campus, institution, employee type, and work category. It is important to note that this staffing data only includes headcount and not Full-Time Equivalents (FTEs). Some institutions rely on part-time staff more than others in the various work categories.

Comparisons to Other Ohio Institutions of Higher Education

The following chart shows the co-located institutions students per employee by institution, including faculty and instruction staff along with the median of non-co-located community colleges and non-co-located regional campuses. This chart has been sorted by community colleges on the left and regional campuses on the right.

Students Served per Employee by Institution (includes Faculty)



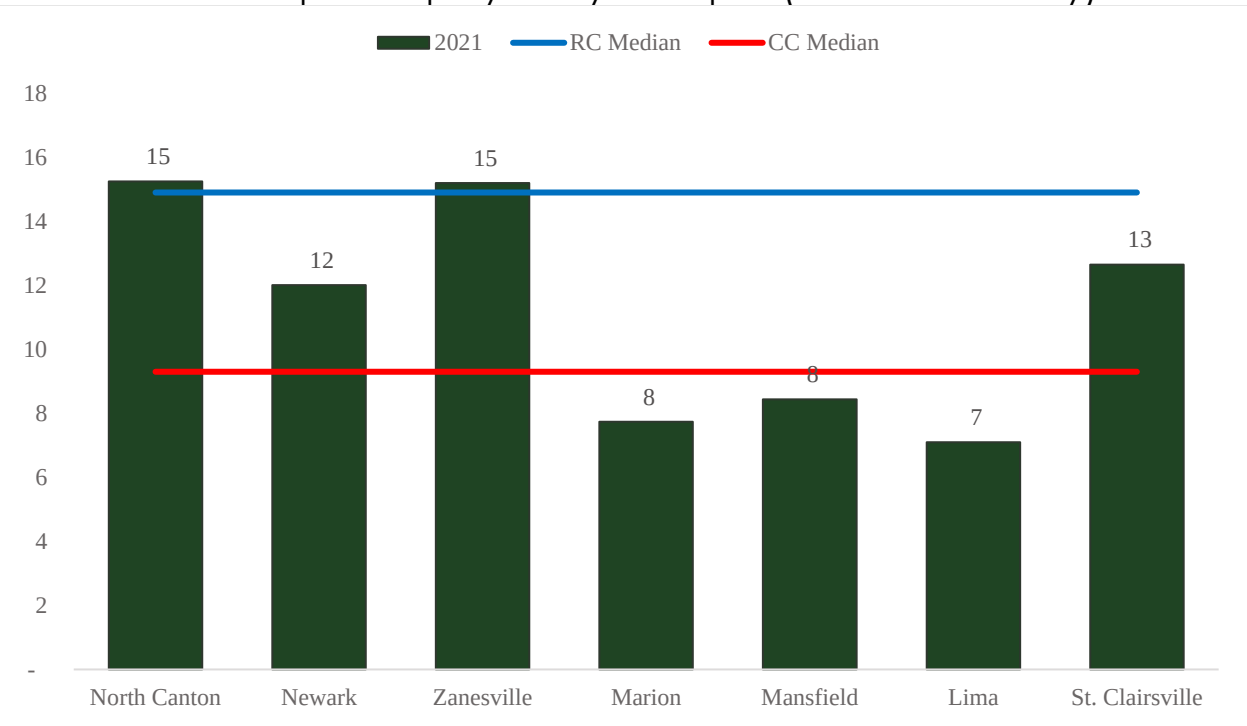
Source: ODHE

As shown above, three of the co-located regional campuses meet or exceed the regional campus median of 15 students per employee and a fourth is just below. This may, in part, be caused by the regional campuses employing most of the cost-shared staff. OU-Z and OU-E serve more

students per staff, possibly due to using the Regional Higher Education model. Four of the co-located community colleges meet or exceed the community college median of 9 students per employee and the remaining three are just below the median.

The following chart will show the same data as above by campus.

Students Served per Employee by Campus (includes Faculty)



Source: ODHE

As shown above, only the North Canton and Zanesville campuses exceed the regional campus median, while four campuses exceed the community college median.

Co-located Campuses Staffing by Work Category Analysis

For analysis purposes, we condensed the 10 work categories into 5. We combined several of the smaller staffed work categories into one single work category called "Other." These smaller work categories comprise 11 percent of the total employees at the institutions. The work categories combined into "Other" include:

- Computer, Engineering, and Science;
- Other Professionals;
- Graduate Assistants;
- Librarians, Library Techs, and Archivists;
- Healthcare Practitioners and Techs; and,
- Sales.

Combining these categories helps to eliminate any possible coding variances between institutions. For example, librarians could be coded to Other Professionals or Librarians, Library Techs, and Archivists.

As mentioned in the **Staffing** section, cost-shared positions are reported to ODHE by the employer of record, which is often the regional campus. As such, the community college with which the regional campus is sharing a position does not report the position.

Regional campuses are part of their respective parent university. While all universities manage and support their regional campuses, the methods they use may vary. For example, OU began implementing its Regional Higher Education (RHE) model in 2018 with the purpose of centralizing academic and operational administration under its main campus in Athens. This resulted in staffing reorganization which shifted some positions from the regional campuses to the main campus while other positions were eliminated. As such, the positions reported to ODHE by OU for its Eastern and Zanesville campuses only reflect those positions directly assigned to the respective campus and do not include RHE personnel or other OU main campus employees who support the regional campuses as part of their regular duties.

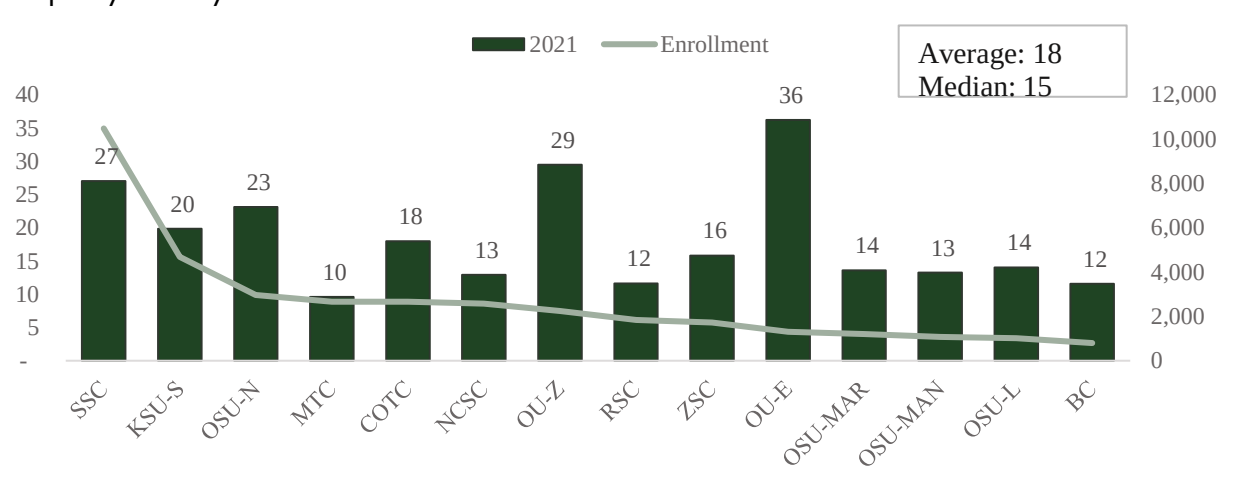
The OSU regionals are the employer of record for most of the cost-shared personnel on their co-located campuses which means they report the cost-shared employees and not their community college partner. As a result, the OSU regional campuses are reporting employees who serve both institutions on their co-located campuses, thereby increasing the number of employees they report and reducing the number of students served per employee relative to their community college partners. Additionally, OU-Zanesville and OU-Eastern serve more students per staff, possibly due to using the RHE model. In order to normalize the data, we conducted our analysis on a student per employee basis. The basis calculation used for each institution was the number of students divided by the number of staff.

Within the following charts, the institutions have been sorted by student enrollment. The institution with the highest enrollment is on the left side of the chart and the institution with the lowest enrollment is on the right side of the chart. The bars represent students per employee. The solid line represents student enrollment.

Faculty and Instruction, Research, and Public Service

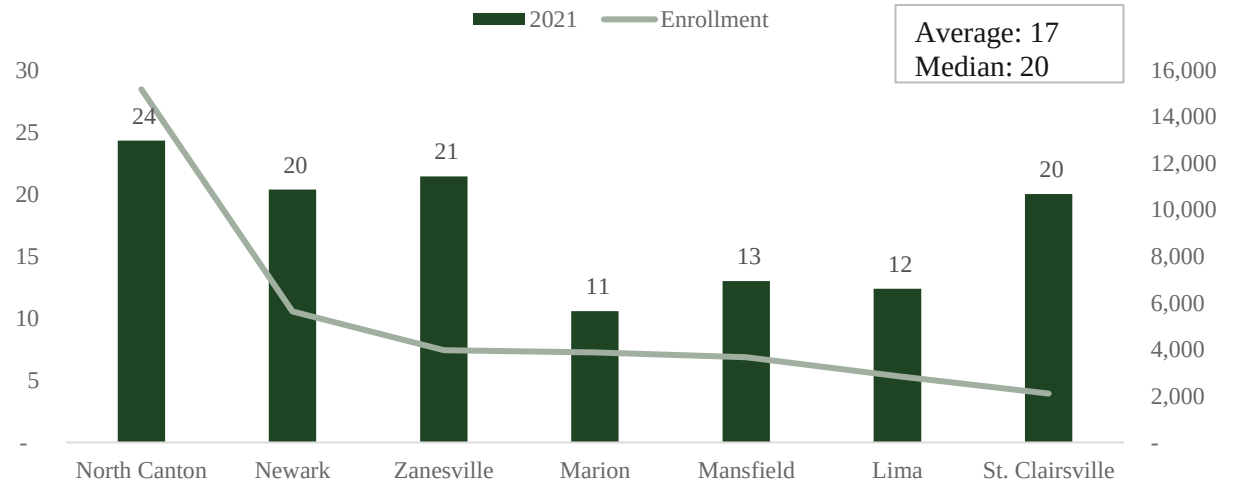
This work category has the least amount of shared staff. It also has the lowest number of students per employee by institution, as shown in the following chart.

Students per Faculty and Instruction, Research, Public Service Employee by Institution



Source: ODHE

Students per Faculty and Instruction, Research, Public Service Employee by Campus

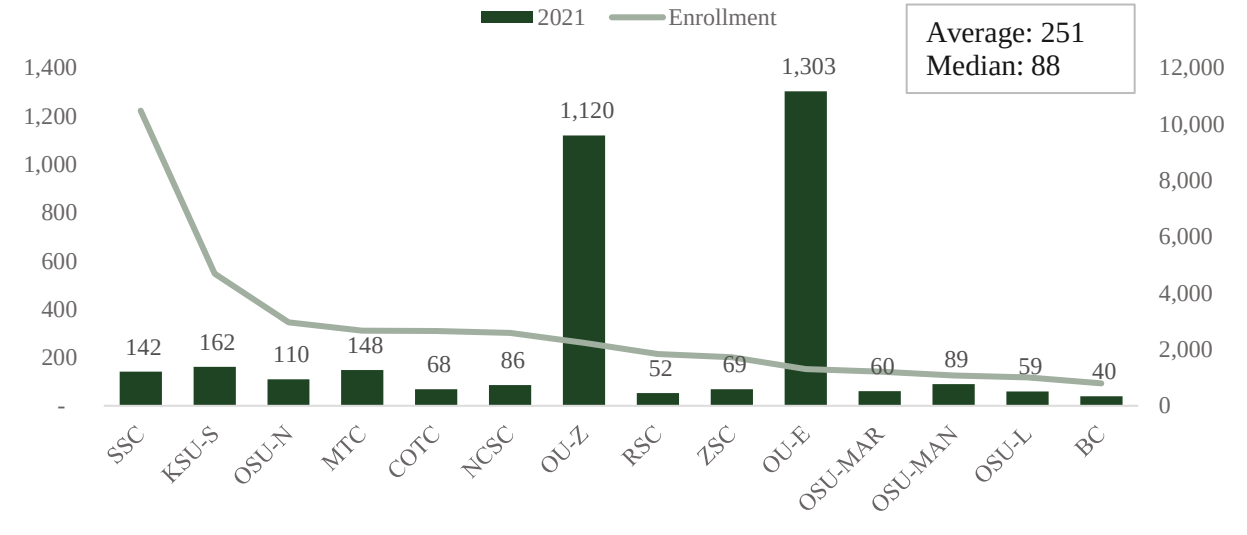


Source: ODHE

Executive, Administrative, and Managerial

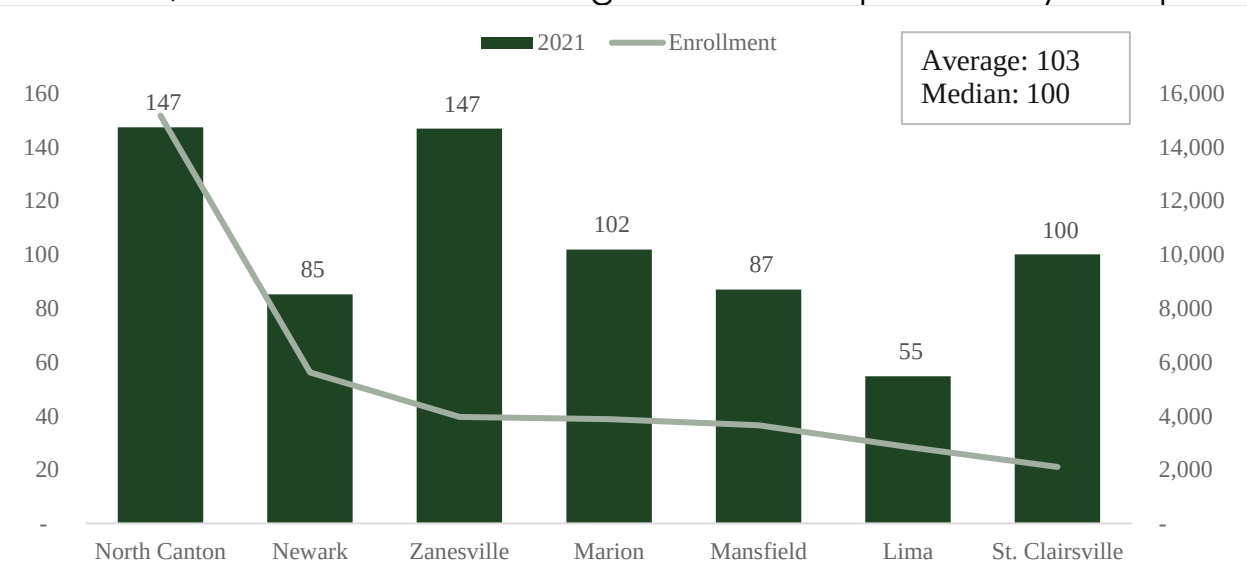
This work category is described as "the management of the institution, recognized department, or subdivision," and includes positions such as Presidents, Vice Presidents, Deans, and Department Heads. This category primarily consists of full-time employees. The following chart shows the students per employee by institution for this category.

Students per Executive, Administrative & Managerial Employee by Institution



Source: ODHE

Executive, Administrative & Managerial-Students per Staff by Campus

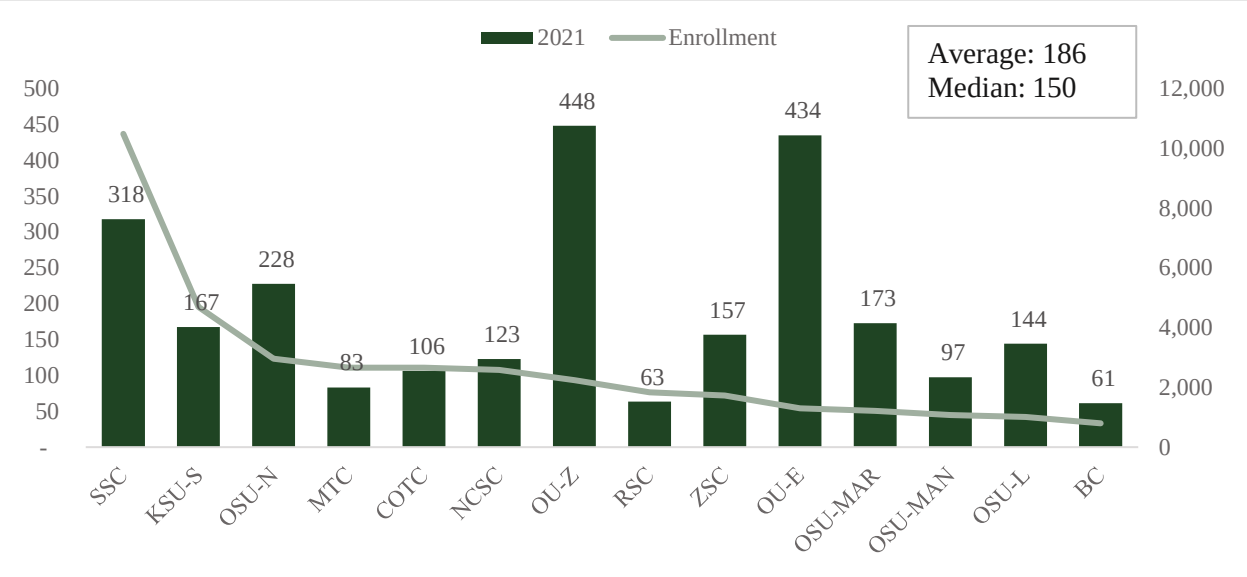


Source: ODHE

Clerical and Secretarial

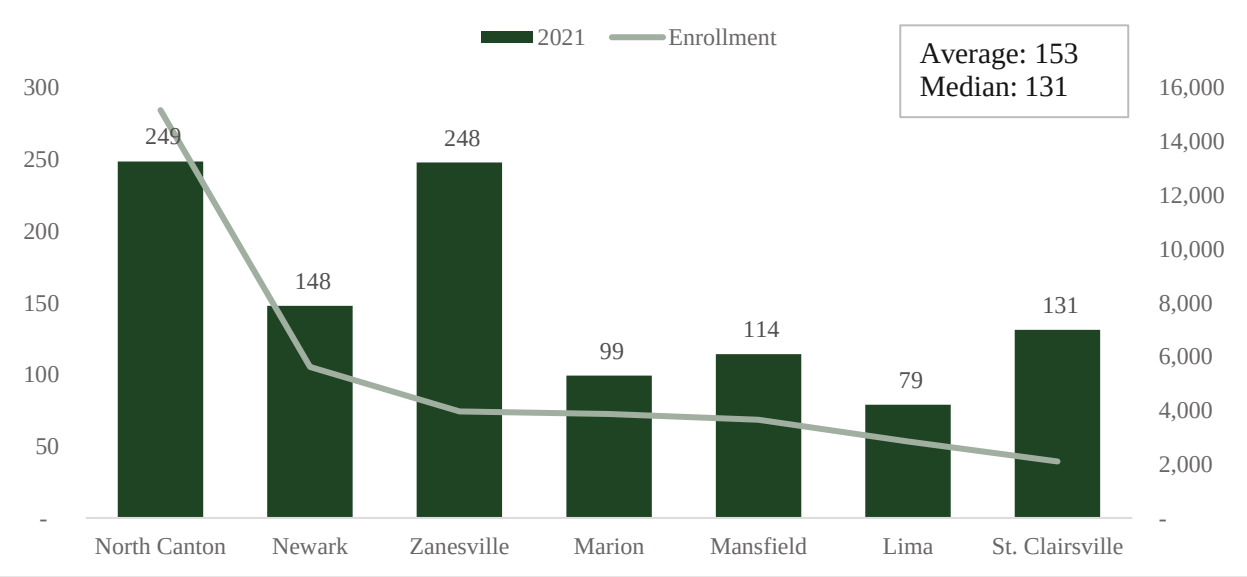
This work category includes positions such as clerical library assistants, secretaries, administrative assistants, office clerks, bookkeepers, and payroll clerks. This category primarily consists of full-time employees. The following chart shows the students per employee by institution for this category.

Clerical and Secretarial-Students per Staff by Institution



Source: ODHE

Clerical and Secretarial-Students per Staff by Campus

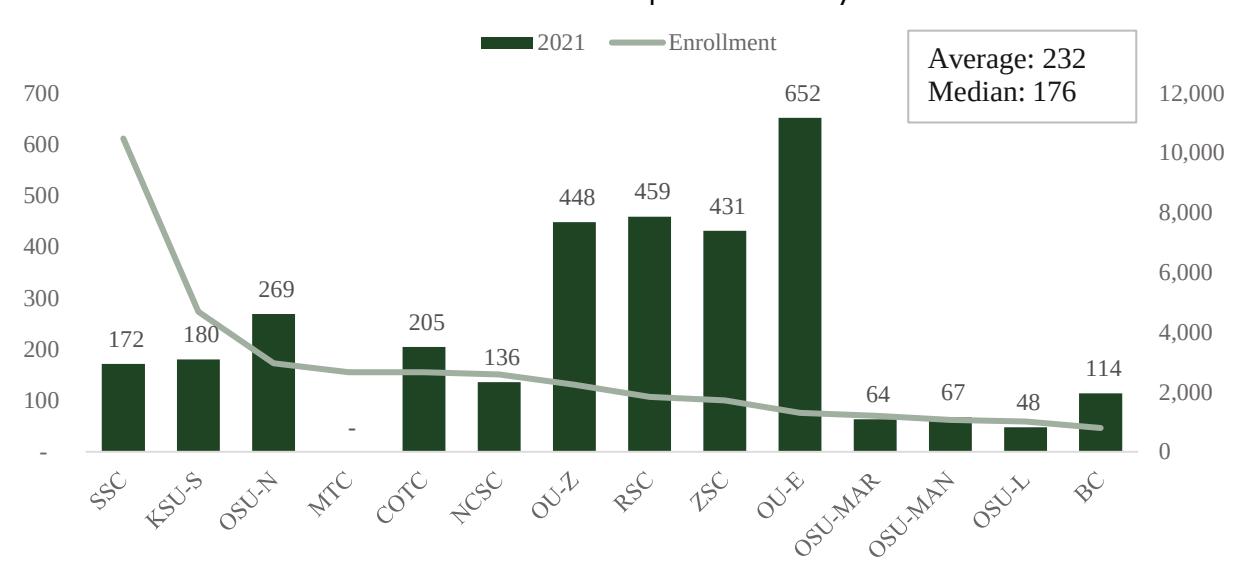


Source: ODHE

Service and Maintenance

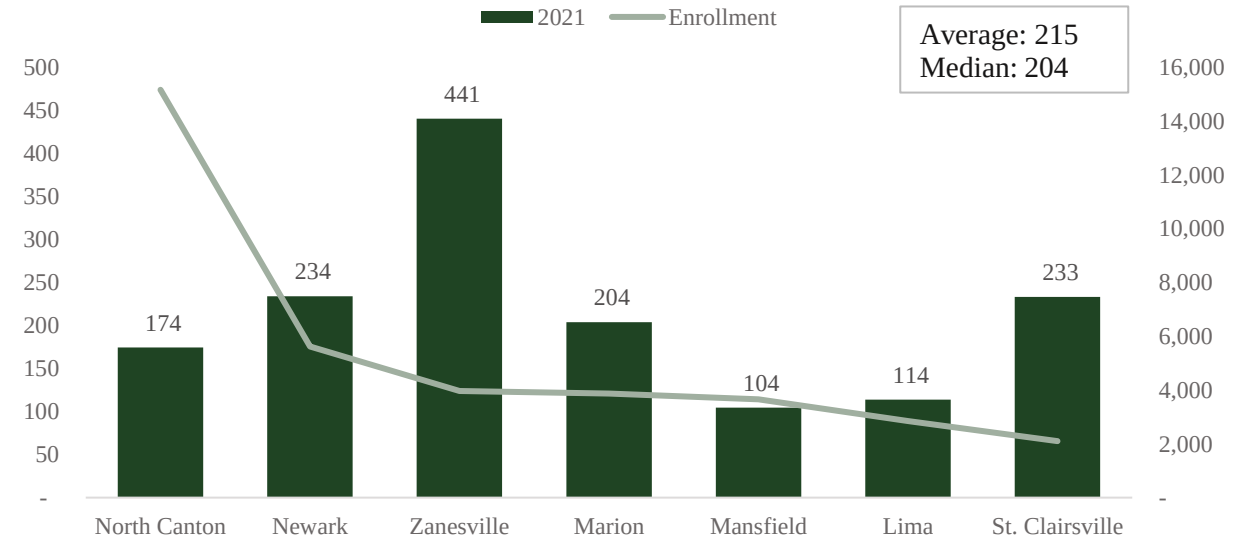
This work category includes positions within campus safety, food service, grounds, and maintenance, as examples. This category tends to have a higher number of shared positions, but the employer of record is often the regional campus. The following chart shows the students per employee by institution for this category.

Service and Maintenance-Students per Staff by Institution



Source: ODHE

Service and Maintenance-Students per Staff by Campus

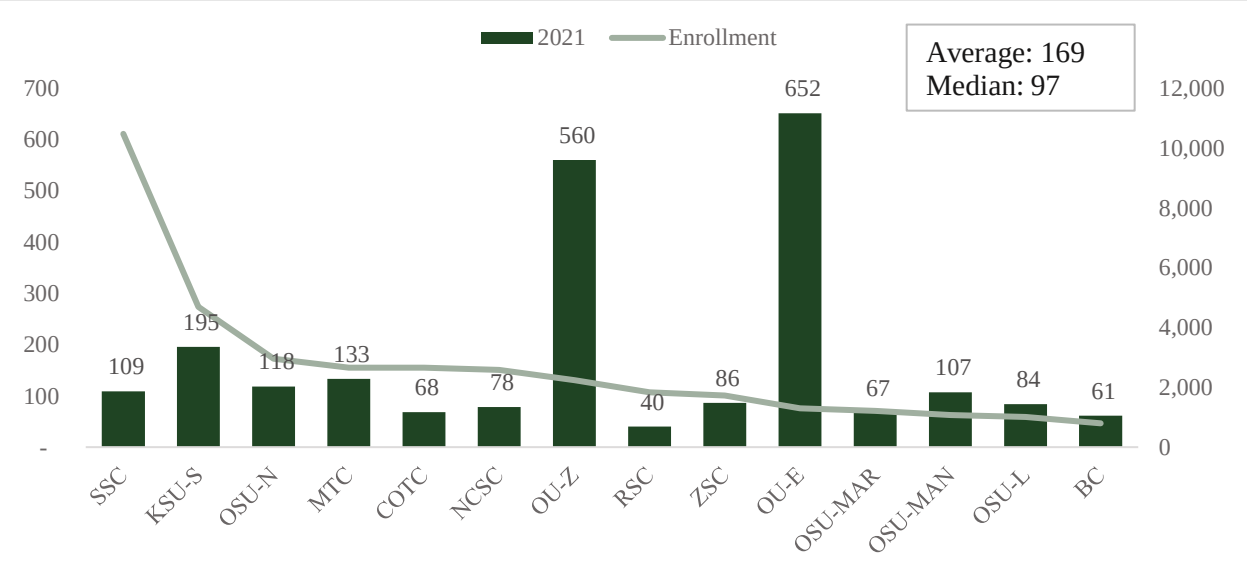


Source: ODHE

Other

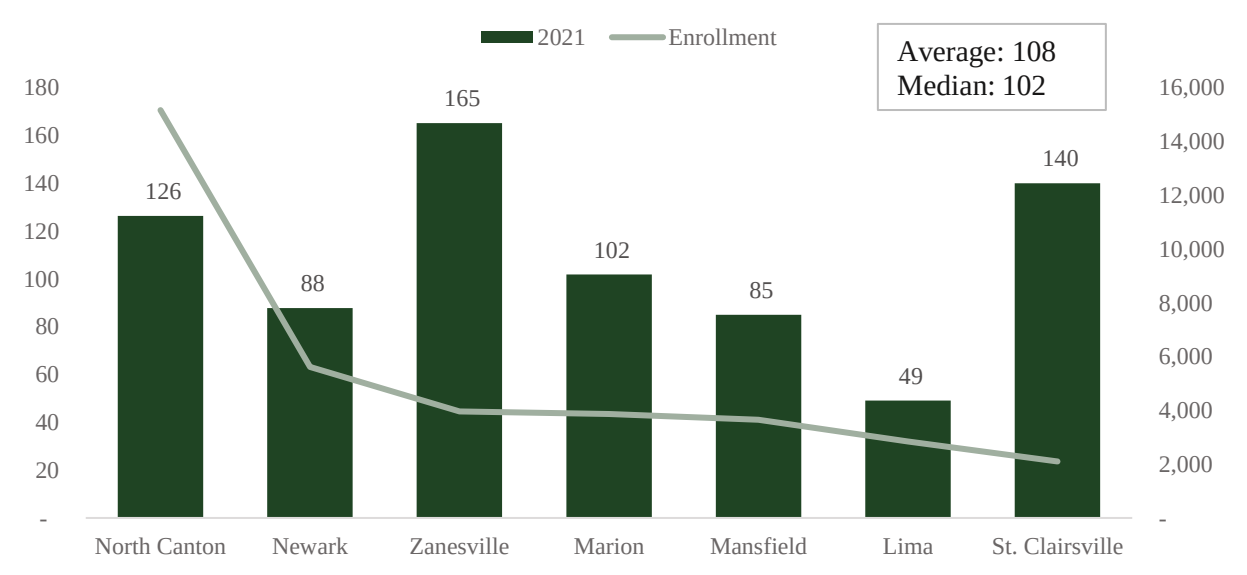
This category is comprised of the five smallest work categories. The majority of these positions, approximately 68 percent, are in the Other Professionals category, which includes computer specialists and programmers, counselors, social workers, librarians, and registered nurses, as examples. The following chart shows the students per employee by institution for this category.

Other-Students per Staff by Institution



Source: ODHE

Other-Students per Staff by Campus



Source: ODHE

OHIO AUDITOR OF STATE
KEITH FABER

OHIO'S CO-LOCATED INSTITUTIONS OF HIGHER EDUCATION

FRANKLIN COUNTY

AUDITOR OF STATE OF OHIO CERTIFICATION

This is a true and correct copy of the report, which is required to be filed pursuant to Section 117.26, Revised Code, and which is filed in the Office of the Ohio Auditor of State in Columbus, Ohio.

Certified for Release 9/22/2022

88 East Broad Street, Columbus, Ohio 43215
Phone: 614-466-4514 or 800-282-0370