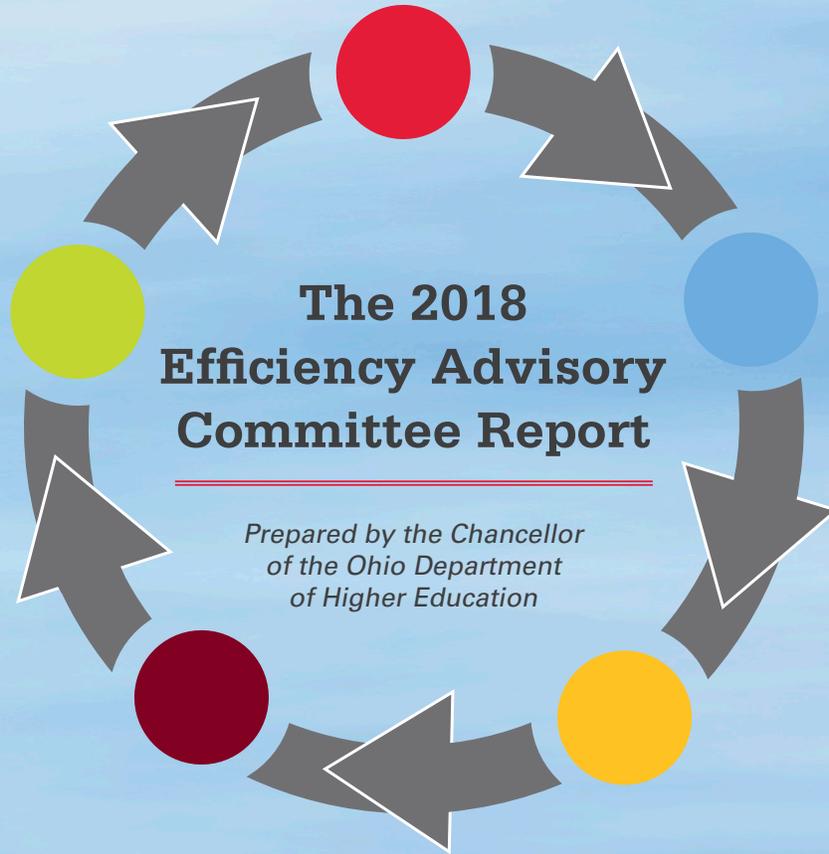




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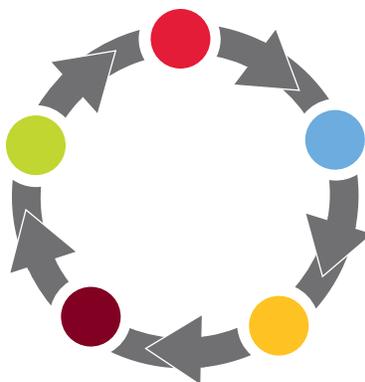
John R. Kasich, Governor
John Carey, Chancellor



The 2018 Efficiency Advisory Committee Report

*Prepared by the Chancellor
of the Ohio Department
of Higher Education*





Message from Chancellor Carey

This year marks the release of the sixth annual report of the Chancellor’s Efficiency Advisory Committee, which is also the third report based on the recommendations of Governor Kasich’s Task Force on Affordability and Efficiency in Higher Education. The higher education community in Ohio has demonstrated dedication over the last six years to making a degree or credential in Ohio more affordable and attainable, and these reports have highlighted many of these initiatives.

To date, Ohio’s public colleges and universities have implemented most of the Task Force’s recommendations. Furthermore, many of the institutions have been seeing considerable efficiencies gained from implementing the recommendations. Because of their efforts, Ohio’s public colleges and universities collectively reported institutional cost savings of \$320 million in 2018. An additional focus of the Task Force report is to show that students benefit from this work. Through the implementation of the various Task Force recommendations, Ohio’s colleges and universities estimate collectively saving students \$179 million in 2018.

Because of their efforts, Ohio’s public colleges and universities collectively reported institutional cost savings of **\$320 million in 2018.**

Through the implementation of the various Task Force recommendations, Ohio’s colleges and universities estimate collectively saving students **\$179 million in 2018.**

I want to offer my appreciation to our higher education institutions for their commitment to affordability and efficiency initiatives on their campuses. This report illustrates the progress Ohio’s public colleges and universities are making toward a more affordable and efficient postsecondary education for all Ohioans.

Legislative Requirements and Background

Ohio Revised Code Section 3333.95 requires the Chancellor of Higher Education to maintain an Efficiency Advisory Committee composed of members from each of Ohio's public colleges and universities. The purpose of this committee is to generate efficiency reports for campuses, identify shared services opportunities, streamline administrative operations, and share best practices in efficiencies among public colleges and universities.

The Code additionally requires an annual report, as follows:

By the thirty-first day of December of each year, the chancellor of higher education shall provide a report to the Office of Budget and Management, the governor, president of the Ohio Senate, and the speaker of the House of Representatives compiling efficiency reports from all public institutions of higher education. The report shall also be made available to the public on the department of higher education's website.¹

In the early part of 2015, Governor John Kasich created the Ohio Task Force on Affordability and Efficiency in Higher Education to make recommendations to Ohio's public colleges and universities based on three principles: 1) to be more efficient both in expense management and revenue generation; 2) to do so while offering an education of equal or higher quality; and 3) to do so while decreasing costs to students and their families. In October of 2015, the Task Force issued a comprehensive report organized around 10 key focus areas to advise institutions on practices (both administrative and academic) with the potential to improve the quality of education while lowering costs for students.² As noted above, this annual efficiency report is based on the recommendations of the Task Force and structured in a way that benchmarks each institution's progress toward implementing the recommendations as compared to the prior fiscal year's report.

¹ Amended Substitute House Bill 49, the operating budget for FY2018-19, Section 3333.95

² Additional information and the Task Force report is available at:

<https://www.ohiohighered.org/affordability-efficiency/task-force>

2018 Affordability and Efficiency Summit

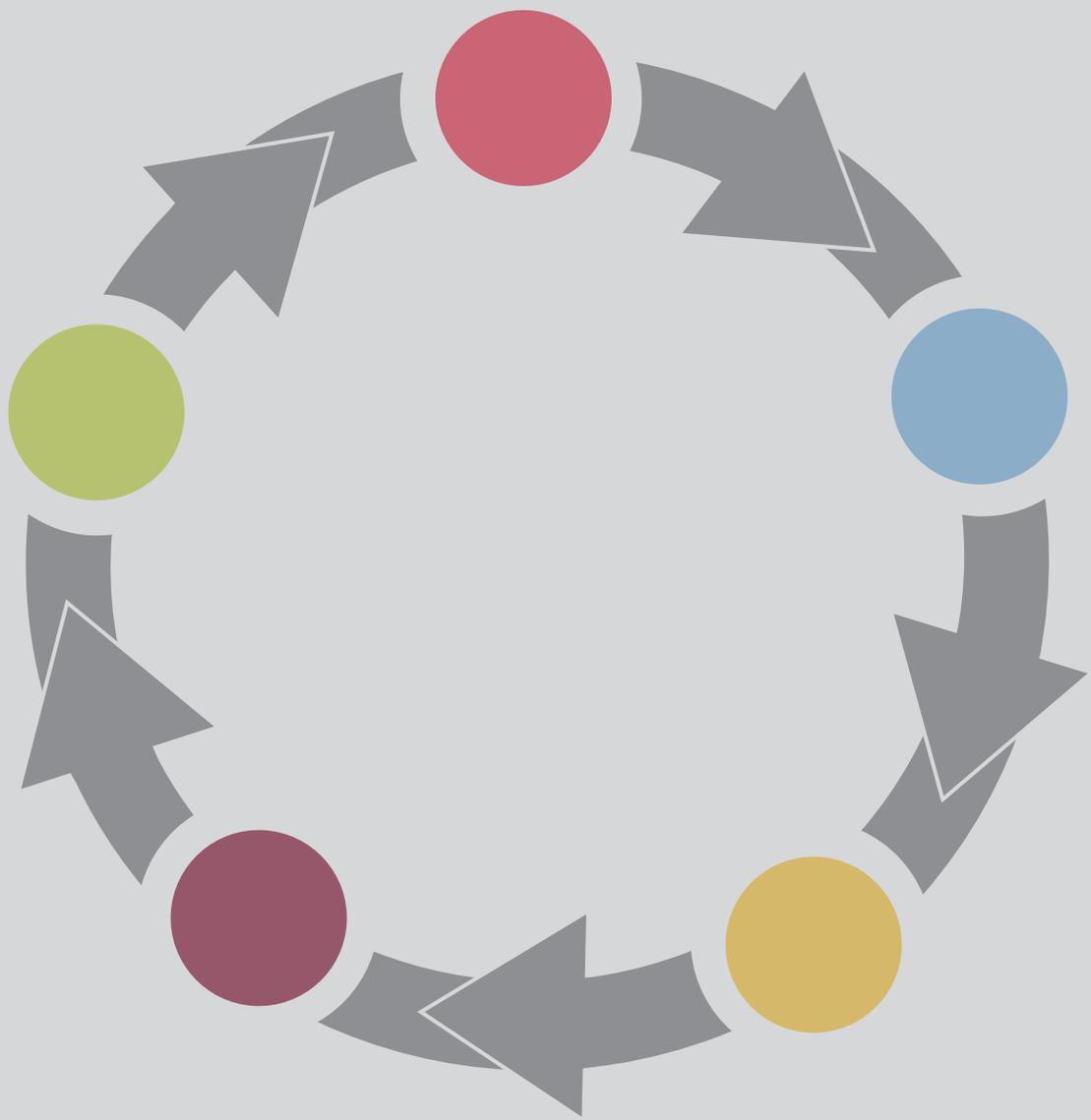
The Efficiency Advisory Committee convened at the beginning of August via the Affordability and Efficiency Summit. Including the Committee members, there were more than 75 attendees at the Summit representing various departments from Ohio's colleges and universities. The agenda included a wide variety of topics, from presentations on operation reviews and textbook affordability to data-driven advising and competency-based education. A representative from the Education Advisory Board (EAB) provided the keynote address on new ways in which institutions of higher education are able to advance administrative efficiencies while better managing instructional capacity. The concluding session featured the collaboration of five universities (Kent State University, Miami University, Wright State University, the University of Toledo, and Youngstown State University) in collectively contracting on their Banner technology.

Reporting Process

This year the colleges and universities were asked to select their implementation status of each recommendation from a series of choices. For this report, the charts below capture this data. Furthermore, the purpose of this report is to capture the efficiencies gained by Ohio's public colleges and universities throughout fiscal year 2018 (July 1, 2017-June 30, 2018) from implementing the recommendations. Below the implementation charts, institutional highlights illustrate the efficiencies gained from implementing the recommendations. Going forward, institutions are encouraged to continue implementing the recommendations and to strive for continuous improvement in the years to come.

The implementation charts identify the institutional statuses with one of the following classifications:

- **Not Implemented (NI)** = the college or university did not implement the strategy to date.
- **Working toward Implementation (W)** = the college or university reviewed the recommendation and is committed to implementation.
- **Implemented/Progress Made (I)** = the college or university took action regarding this strategy, and implementation is complete. Or the college or university previously implemented the recommendation and made progress in either further improving the strategy or providing metrics to illustrate that the recommendation yielded efficiencies gained.



1

Master Recommendation 1: Students Must Benefit

Savings and/or new dollars generated from these recommendations must be employed to reduce the cost of college for students. Any other uses must have tangible benefits for the quality of students' education.

For 2018, the colleges and universities were asked to estimate the amount of cost savings to students due to the implementation of the Task Force recommendations. Collectively, Ohio's public colleges and universities reported saving students \$179 million in 2018.³

In addition, each institution reported how the total actual cost savings listed were redeployed to either (1) reduce the cost of college for students or (2) provide tangible benefits for the quality of students' education. The chart below captures this data.

| Student Focus | FY16 Aggregated Amount Invested by Colleges/Universities | FY17 Aggregated Amount Invested by Colleges/Universities | FY18 Aggregated Amount Invested by Colleges/Universities |
|--|--|--|--|
| Reductions to the total cost of attendance (tuition, fees, room and board, books and materials, or related costs — such as technology) | \$25,563,282 | \$38,144,190 | \$67,389,315 |
| Student financial aid | \$55,851,367 | \$80,097,388 | \$406,729,622 ⁴ |
| Student success services, particularly with regard to completion and time to degree | \$8,599,237 | \$12,547,96 | \$14,881,546 |
| Improvements to high-demand/high-value student programs | \$4,851,521 | \$7,593,034 | \$111,883,852 ⁵ |
| Investments in tools related to affordability and efficiency | \$3,854,118 | \$11,018,132 | \$29,054,095 ⁶ |
| Total Amount Invested | \$98,719,525 | \$125,834,612 | \$629,938,430 |

³ Note this is an estimate calculated by the colleges and universities and not by students.

⁴ The Ohio State University reported \$312.5M invested in student financial aid.

⁵ Youngstown State University reported \$85.5M in investments towards key program areas: health sciences, STEM fields, and professional degree programs.

⁶ The Ohio State University reported \$11.1M for this category due to their Digital Flagship initiative

Highlights:

- Lake Health provided a \$1.2 million-over-15-year sponsorship for educational and athletic programs at **Lakeland Community College**.
- **Kent State University** saw an increase in its four-year graduation rate from 42.3% in FY2017 to 47.3% in FY18.
- **The Ohio State University's** Buckeye Opportunity Program: Starting in the 2018-19 academic year, all in-state students who qualify for Pell Grants receive an aid package that covers the full cost of tuition and mandatory fees. In all, an estimated 4,200 students will benefit from the program across all Ohio State campuses, unprecedented in Ohio State's history and funded with an endowment created from the Comprehensive Energy Management proceeds. (go.osu.edu/bop)
- **Ohio University** - The FY18 success of the Regional Campus instruction initiatives resulted in increased numbers of students taught by core faculty, while achieving savings of 18% or approximately \$900,000 in part time instructional costs over FY17. The efficient deployment of high-quality academic resources across campuses resulted in exceeding the FY18 savings estimate by \$700,000. The original five-year savings projection of \$4.5 million has updated to \$7.4 million in the FY18 report.
- **Cuyahoga Community College's** Care Team Cash's program, which was launched in FY18, empowers every employee to assist a student with an unmet financial need of up to \$100. In the fall and spring semesters, 105 students received Care Team Cash (CTC) for food, medical expenses, books and supplies, and other emergency needs. Of the 65 students who received CTC in the fall, 93% completed the term; of the 50 students receiving assistance in the spring, 96% completed.
- At **The University of Akron**, during fall 2018, increased scholarships for more than 1,200 students who received the Akron Guarantee and reached the stated benchmarks for upgrades, resulting in \$2.1 million in scholarship increases for the next academic year.
- **Youngstown State University's** investments in scholarships, particularly merit-based aid, increased by \$3.9 million in FY17 and increased again in FY18 by nearly \$2.8 million. Cumulatively and over the past four years alone, YSU students have enjoyed savings totaling \$98.9 million.

2

Master Recommendation 2: Five-year Goals

Each institution must set a goal for efficiency savings and new resources to be generated through FY2021, along with a framework for investing those dollars in student affordability while maintaining or improving academic quality.

For this year’s efficiency survey, ODHE asked the colleges and universities to provide their FY18 estimate compared to their actual 2018 calculation. The below data captures what was reported by the colleges and universities, aggregated by recommendation.

| Category | Recommendation | FY18 Estimate | FY18 Actual |
|--|--|---------------------------------------|------------------------|
| Efficiency Savings | Affinity partnerships and sponsorships | \$860,242 | \$1,193,446 |
| | Asset review | \$3,124,242 | \$2,686,799 |
| | Campus contracts | \$11,442,928 | \$23,178,490 |
| | Collaborative contracts | \$27,900,230 | \$33,725,541 |
| | Cost diagnostic | \$37,049,452 | \$61,114,521 |
| | Data centers | \$60,700 | \$236,067 |
| | Energy efficiencies | \$6,248,759 | \$15,904,748 |
| | Health-care costs | \$7,837,036 | \$11,721,148 |
| | Operations review | \$44,648,497 | \$71,220,059 |
| | Organizational structure | \$17,937,858 | \$21,793,813 |
| | Productivity measure | \$3,683,371 | \$14,868,907 |
| | Space utilization | \$2,560,000 | \$1,080,400 |
| | EFFICIENCY SAVINGS TOTAL: | \$163,353,315 | \$258,723,938 |
| New Resource Generation | Affinity partnerships and sponsorships | \$73,719,599 | \$75,542,646 |
| | Asset review | \$1,123,457,856 | \$1,119,911,635 |
| | Operations review | \$5,642,000 | \$5,983,004 |
| | Miscellaneous | \$2,492,447 | \$2,806,214 |
| | | NEW RESOURCE GENERATION TOTAL: | \$1,205,311,902 |
| TOTAL COMBINED INSTITUTIONAL OPPORTUNITIES FOR ENHANCED STUDENT AFFORDABILITY | | \$1,368,665,217 | \$1,462,967,438 |

3

Recommendation 3: Strategic Procurement

3A: Campus Contracts

Each institution must require that its employees use existing contracts for purchasing goods and services, starting with the areas with the largest opportunities for savings.

| Classification | 2016 | 2017 | 2018 |
|--|------------|------------|------------|
| # of institutions that did not implement | 14 | 13 | 8 |
| # of institutions that are working toward implementation | 6 | 4 | 4 |
| # of institutions that implemented recommendation or previously implemented and made further progress | 17 | 20 | 25 |
| % of institutions that implemented recommendation or previously implemented and made further progress | 46% | 54% | 68% |

Highlights:

- Due to implementing this recommendation, **Cuyahoga Community College** saw a savings of more than \$700,000 in fiscal year 2018 with a cumulative savings of \$1.8 million.
- **Kent State University** estimates that it has saved \$3.25M in FY18 from using its current campus contracts.
- **Miami University’s** procurement strategies have resulted in \$1.1 million in savings to date.

3B: Collaborative Contracts

Ohio’s colleges and universities must pursue new and/or strengthened joint purchasing agreements.

| FY18 Contract Type | Yes | Plan To | No |
|---------------------------------|-----|---------|----|
| Copier/printer services | 23 | 4 | 10 |
| Computer hardware | 28 | 2 | 7 |
| Travel services | 10 | 8 | 19 |
| Outbound shipping | 23 | 1 | 13 |
| Scientific supplies & equipment | 26 | 5 | 6 |
| Office supplies & equipment | 28 | 2 | 7 |

| FY17 Contract Type | Yes | Plan To | No |
|---------------------------------|-----|---------|----|
| Copier/printer services | 18 | 5 | 14 |
| Computer hardware | 28 | 1 | 5 |
| Travel services | 7 | 7 | 21 |
| Outbound shipping | 24 | 1 | 10 |
| Scientific supplies & equipment | 25 | 5 | 6 |
| Office supplies & equipment | 30 | 1 | 6 |

| FY16 Contract Type | Yes | Plan To | No |
|---------------------------------|-----|---------|----|
| Copier/printer services | 18 | 11 | 8 |
| Computer hardware | 27 | 4 | 6 |
| Travel services | 6 | 12 | 19 |
| Outbound shipping | 24 | 4 | 9 |
| Scientific supplies & equipment | 21 | 10 | 6 |
| Office supplies & equipment | 29 | 1 | 7 |

Highlights:

- Total five-year collaborative contract savings/cost avoidance reported by **Ohio University** in FY18 was \$16.5M from new/renewed contracts since the Governor’s Task Force reporting began in FY16.
- The chief information officers at **Youngstown State University, The University of Toledo, Wright State University, Kent State University, and Miami University** collaboratively negotiated a joint Master Services Agreement with Ellucian, the ERP vendor for these five institutions. The combined five-year savings for the five participating universities is \$4.2 million.
- **Cleveland State University** increased its FY18 total spend by over \$9 million vs. FY17 and captured over \$2.1 million more in additional savings vs. FY17 by expanding its use of IUC, State of Ohio, and E&I collaborative contracts.

4

Recommendation 4: Assets & Operations

4A: Asset Review

Each institution must conduct an assessment of its noncore assets to determine their market value if sold, leased, or otherwise repurposed. Where opportunities exist, colleges and universities must consider coordinating these efforts with other Ohio institutions to reap larger benefits of scale.

| Classification | 2016 | 2017 | 2018 |
|--|------------|------------|------------|
| # of institutions that did not implement | 7 | 5 | 3 |
| # of institutions that are working toward implementation | 4 | 0 | 1 |
| # of institutions that implemented recommendation or previously implemented and made further progress | 26 | 32 | 33 |
| % of institutions that implemented recommendation or previously implemented and made further progress | 70% | 86% | 89% |

Highlights:

- **Columbus State Community College** collaborated with the City of Columbus in FY18, which resulted in the City committing \$7.3 million in its budget to make improvements to Cleveland Avenue that runs by the future location of the new Culinary Arts and Hospitality Management building.
- The **University of Cincinnati** issued an RFP to sell its Kingsgate Marriott Hotel and Conference Center in early FY 2018. Upon review of bidders, UC selected a vendor that presented a creative proposal featuring “The Graduate” hotel model, which focuses on a campus-themed model – along with a winning bid of \$23 million.
- **Youngstown State University** leased 2.1 acres of campus property to a private developer to develop a 194-bed student-housing complex. The developer will pay YSU \$1.4 million over the lease term. Proceeds from this agreement will generate approximately \$35,000 per year to support the university’s general scholarship fund.

4B: Operations Review

Each institution must conduct an assessment of non-academic operations that might be run more efficiently by a regional cooperative, private operator, or other entity. These opportunities must then be evaluated to determine whether collaboration across institutions would increase efficiencies, improve service, or otherwise add value.

| Classification | 2016 | 2017 | 2018 |
|--|------------|------------|------------|
| # of institutions that did not implement | 3 | 1 | 0 |
| # of institutions that are working toward implementation | 3 | 1 | 1 |
| # of institutions that implemented recommendation or previously implemented and made further progress | 31 | 35 | 36 |
| % of institutions that implemented recommendation or previously implemented and made further progress | 84% | 95% | 97% |

Highlights:

- **Cuyahoga Community College's** agreement with its vendor to provide bookstore operations resulted in \$897,476 in funds flowing back to Tri-C in FY18 to support student-centered initiatives and programs. In addition, outsourcing the College's helpdesk services resulted in FY18 savings of \$323,200.
- In FY18, **The University of Toledo** entered into a partnership with the Toledo Area Regional Transit Authority (TARTA) to manage its bus shuttle service, continuing the same campus routes as well as providing access to all TARTA regional bus routes. The partnership is expected to provide \$1.8 million in savings to UT as it will no longer be necessary to fund the replacement of its aging bus fleet.
- **Youngstown State University** outsourced its dining and catering services, which generates \$523,000 in annual commission revenue that supports Student Affairs operations.

4C: Affinity Partnerships and Sponsorships

Institutions must, on determining assets and operations that are to be retained, evaluate opportunities for affinity relationships and sponsorships that can support students, faculty, and staff. Colleges and universities can use these types of partnerships to generate new resources by identifying “win-win” opportunities with private entities interested in connecting with students, faculty, staff, alumni, or other members of their communities.

| Classification | 2016 | 2017 | 2018 |
|--|------------|------------|------------|
| # of institutions that did not implement | 6 | 4 | 4 |
| # of institutions that are working toward implementation | 2 | 1 | 1 |
| # of institutions that implemented recommendation or previously implemented and made further progress | 29 | 32 | 32 |
| % of institutions that implemented recommendation or previously implemented and made further progress | 78% | 86% | 86% |

Highlights:

- **Stark State College** negotiated with SARTA (Stark Area Regional Transit Authority) to provide free unlimited public transportation for students with their Stark State ID. According to the American Association of Community Colleges, the average cost of transportation for a student is \$1,700 per year. This is estimated to save students over \$2,332,000 in the second year of the program.
- **Shawnee State University** collaborates with King’s Daughters Medical Center to provide basic medical services to students. During fall of 2017, KDMC provided approximately 305 physicals to SSU students. Of these, 285 were provided at no cost to students.
- The **University of Cincinnati** is excited about its new 1819 Innovation Hub, a one-stop destination where industry meets the university’s talent. Rental income associated with tenants is approximately \$530,000 on an annual basis.
- Through **Wright State University’s** corporate, non-profit, and public sector partnerships with the Dayton region, 298 students gained over 87,000 hours of experimental learning. Through partnerships with the Educator Preparation Partnerships, Wright State education students have spent 178,000 hours of experimental learning in PreK-12 schools.

5

Recommendation 5: Administrative Cost Reforms

5A: Cost Diagnostic

Each institution must produce a diagnostic to identify its cost drivers, along with priority areas that offer the best opportunities for efficiencies.

| Classification | 2016 | 2017 | 2018 |
|--|------------|------------|------------|
| # of institutions that did not implement | 8 | 5 | 8 |
| # of institutions that are working toward implementation | 10 | 5 | 2 |
| # of institutions that implemented recommendation or previously implemented and made further progress | 19 | 27 | 27 |
| % of institutions that implemented recommendation or previously implemented and made further progress | 51% | 73% | 73% |

Highlights:

- **Cuyahoga Community College** saved approximately \$3 million due to decreased spending in supplies, software, and professional fees.
- **North Central State College** has saved nearly \$14 million in cumulative unrestricted spending the past several years. At the same time, the college has improved its SB6 ratio score to 4.5 from 2.7.
- In FY18, **Central State University** was able to complete several projects that injected more than \$11 million into physical plant needs. This injection will have a significant impact on the current infrastructure. The projected savings from this initiative is \$250,000 in overall maintenance savings.

5B: Productivity Measure

The Department of Higher Education should develop a common measurement of administrative productivity that can be adopted across Ohio's public colleges and universities.

The Department of Higher Education developed a productivity measure in 2016, and the measure was shared with the colleges and universities. The Department continues to work on updating and improving the measure.

Highlights:

- In FY18, **Miami University's** Lean journey yielded 202 completed projects at a value of \$15,750,209. Furthermore, in FY18, Miami shared the Lean program with Cincinnati State Technical and Community College and Youngstown State University. Miami also continued to collaborate with Bowling Green State University, The Ohio State University, and Wright State University regarding Lean.
- Since implementing **The Ohio State University's** Operational Excellence program, OE@OSU's projects have saved or avoided \$41.2 million in costs and eliminated nearly 225,000 hours of non-value added work. Achievements include reducing its fleet by 56 vehicles (17.7%), avoiding \$3.5 million in acquisition cost, and providing operating savings of \$740,000 annually.
- **Shawnee State University** implemented DocuSign, an electronic signature tool, and Oracle Cloud products for financials, human resources, payroll, procurement, and budgeting. The automated approval workflow and cloud-based self-service functionality has generated close to \$1 million in productivity savings for year one.

5C: Organizational Structure:

Each institution should, as part or as a consequence of its cost diagnostic, review its organizational structure in line with best practices to identify opportunities to streamline and reduce costs. The institutional reviews also should consider shared business services — among units or between institutions, when appropriate — for fiscal services, human resources, and information technology.

| Classification | 2016 | 2017 | 2018 |
|--|------------|-------------|-------------|
| # of institutions that did not implement | 2 | 0 | 0 |
| # of institutions that are working toward implementation | 2 | 0 | 0 |
| # of institutions that implemented recommendation or previously implemented and made further progress | 33 | 37 | 37 |
| % of institutions that implemented recommendation or previously implemented and made further progress | 89% | 100% | 100% |

Highlights:

- Since conducting its reorganization process four years ago, **Lorain County Community College** has realized an estimated savings of \$13.4 million, with an estimated savings of \$2,886,764 in FY18 alone. This consolidation has led to improved efficiencies and streamlined administrative support.
- **Kent State University** implemented a comprehensive strategic hiring process to align the optimization of personnel and resources. As a result, the university saved almost \$7 million in FY18.
- **Youngstown State University** re-organized the university’s leadership structure four years ago, which created \$1.1 million in annual savings.

5D: Healthcare Costs

To drive down costs and take advantage of economies of scale, a statewide working group should identify opportunities to collaborate on health-care costs.

Highlights:

- **North Central State College** continues its healthcare coverage with the Stark County Schools Council of Governments (aka COG) healthcare consortium. The COG awarded two free months (i.e. premium holidays) of insurance to the college, which resulted in a savings of \$345,172.68 in FY18. The college increased employee healthcare contributions by 1%, which is a savings of \$21,434.
- **Cleveland State University** increased employee contributions by 5.4% rather than implement changes to plan designs. In addition, CSU’s prescription drug benefit cost management programs saved \$925,000 for FY18.
- **Ohio University** continued the phased implementation of recommendations from its Benefits Advisory Council (BAC) for plan changes to contain escalating healthcare and prescription drug costs. In FY18, a Dependent Audit was conducted and netted \$463,000 in annual ongoing savings.

5E: Data Centers

Institutions must develop a plan to move their primary or disaster recovery data centers to the State of Ohio Computer Center (SOCC).

| Classification | 2016 | 2017 | 2018 |
|--|-----------|-----------|------------|
| # of institutions that did not implement | 27 | 29 | 28 |
| # of institutions that are working toward implementation | 8 | 5 | 5 |
| # of institutions that implemented recommendation or previously implemented and made further progress | 2 | 3 | 4 |
| % of institutions that implemented recommendation or previously implemented and made further progress | 5% | 8% | 11% |

Note: This implementation matrix is specific to locating to the SOCC, but does not identify other methods institutions have used to generate similar savings. Many of the institutions have seen efficiencies gained through additional practices.

Highlights:

- **The Ohio State University** avoided \$40 million in capital costs and saved \$1 million a year in operating costs by implementing this recommendation. Since the move in 2015, OSU has migrated the servers of more than half of Ohio State’s colleges and support units to the SOCC, generating an additional \$400,000 per year in operating savings.

5F: Space Utilization

Each Ohio institution must study the utilization of its campus and employ a system that encourages optimization of physical spaces.

| Classification | 2016 | 2017 | 2018 |
|--|------------|------------|------------|
| # of institutions that did not implement | 5 | 0 | 0 |
| # of institutions that are working toward implementation | 11 | 6 | 2 |
| # of institutions that implemented recommendation or previously implemented and made further progress | 21 | 31 | 35 |
| % of institutions that implemented recommendation or previously implemented and made further progress | 57% | 84% | 95% |

Highlights:

- **Lorain County Community College** estimated instructional cost savings for fall 2017 was \$164,379, by way of removing the inefficiencies from its schedule. In total, the college saved \$327,375 through scheduling efficiency and generated an additional \$29,633 in revenue by adding sections to meet enrollment demand.
- **Edison State Community College** continues its participation in a grant opportunity with a third-party vendor. Efficiency ratios measured are all improving for fall 2018, including the Enrollment Ratio and Underutilized Course Ratio. Edison’s Enrollment Ratio in 2017 was 58%. Currently its rate is 66%.
- Through its space utilization study, **Miami University** noted that its seat utilization increased from 64% to 65.6%.
- **The University of Toledo** has continued to develop its use of a third-party vendor system to assign classroom spaces. This has brought the vast majority of its classroom spaces under central control, allowing for a more efficient allocation of space. Because of these efforts, UT has increased the overall “fill rate” of its main campus general-purpose classrooms from 65% in fall 2016 to 75% in fall 2018.

Energy Efficiencies

Energy efficiencies seek to refine sustainable methods utilized by institutions to procure and use energy (resulting in more efficient use of energy), including but not limited to lighting systems, heating & cooling systems, electricity, natural gas, and utility monitoring.

| Classification | 2016 | 2017 | 2018 |
|--|------------|------------|------------|
| # of institutions that did not implement | 2 | 1 | 1 |
| # of institutions that are working toward implementation | 1 | 0 | 0 |
| # of institutions that implemented recommendation or previously implemented and made further progress | 34 | 36 | 36 |
| % of institutions that implemented recommendation or previously implemented and made further progress | 92% | 97% | 97% |

Highlights:

- **Lakeland Community College** has realized savings of 40% for electricity, 49% savings on natural gas, and 30% in water/sewer. This has resulted in a cumulative savings of \$8 million since the start of the contract. Using the combination of energy savings, aggressive purchasing strategies, and overall gas market price declines, the college has experienced an 82% decrease in annual gas costs when comparing FY2006 to FY2018. This decrease is even more impressive when noting an 18% increase in facility square footage over the same period.
- Upgrades of lighting and conversion to LED fixtures at **Washington State Community College** reduced its consumption 446,400 kWh when comparing FY18 to FY13.
- **Central State University** continues to receive utility savings of \$1.1 million annually or \$4.5 million since its first project was implemented. In addition, the project has generated \$1 million in maintenance savings since 2014 with the upgrade and replacement of lighting fixtures, boiler system, roofs, and other energy components. The university has also subscribed to an energy demand response program, which has generated over \$50,000 in savings in the last four years.

Regional Compacts

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

Since the executed agreements for the regional compacts went into effect as the reporting period for fiscal year 2018 was ending, the colleges and universities did not have time to report efficiencies gained from this initiative. However, the highlights below illustrate how Ohio's colleges and universities are already working together and researching further how they might collaborate to better meet the needs of their respective regions.

Highlights:

- **Bowling Green State University** and **The University of Toledo** signed an agreement in November 2017 to facilitate the sharing of foreign language course offerings. Students benefit because they have access to foreign language courses at either institution.
- **Miami University Regionals, Cincinnati State Technical and Community College**, and the **University of Cincinnati** collaborated to offer annual conferences targeted to high school juniors and seniors interested in engineering careers. More than 1,000 students have been impacted by shared expertise, business engagement, and access to regional resources.
- Via the NEO Regional Compact, **Youngstown State University, Kent State University, The University of Akron, Cleveland State University**, and **Northeast Ohio Medical University** are researching shared procurement strategies to take advantage of campus proximity to streamline the acquisition and delivery of goods and services common among these institutions.
- Members of the **Southeast Regional Compact** are committed to hosting at least one regional summit each year to bring together members of the Southeast Compact to address regional issues and goals. The Transfer Summit organized and hosted at Washington State Community College in March 2018 is an exemplary model for these regional summits.
- Central Ohio Region Higher Education Compact (CORHEC) determined it would meet annually. An example of collaboration: **The Ohio State University (OSU)** and **Columbus State Community College (CSCC)** are working together to design a research project focusing on students who initially enter CSCC with an intent to transfer to OSU, but who do not transfer. The project will analyze barriers to transferring to OSU among CSCC students with strong academic performance, and will serve as a foundation for collaborative practice to improve the transfer pipeline between CSCC and OSU.

6

Recommendation 6: Textbook Affordability

6A: Negotiate Cost

Professional negotiators must be assigned to help faculty obtain the best deals for students on textbooks and instructional materials, starting with high-volume, high-cost courses. Faculty must consider both cost and quality in the selection of course materials.

| Classification | 2016 | 2017 | 2018 |
|--|------------|------------|------------|
| # of institutions that did not implement | 25 | 12 | 8 |
| # of institutions that are working toward implementation | 6 | 7 | 5 |
| # of institutions that implemented recommendation or previously implemented and made further progress | 6 | 18 | 24 |
| % of institutions that implemented recommendation or previously implemented and made further progress | 16% | 49% | 65% |

Highlights:

- The **Lorain County Community College** bookstore has an individual that works with each academic division in negotiating costs of course materials and is showcasing opportunities to bundle materials with options that may save additional cost. The associate degree in nursing total book package was estimated to be originally valued at \$1,500 and has been reduced to \$1,100 per student. The book cost for LCCC’s course ENTR 203, Entrepreneurial Management, was reduced from \$302.50 to \$150.00.
- **Northwest State Community College** estimates a savings of \$53,272 to students through negotiating textbook costs.
- The **University of Cincinnati** continues to negotiate with publishers on behalf of its nearly 45,000 students. The university estimates \$1.3 million in savings to students during 2017/18.

6B: Standardize Materials

Institutions must encourage departments to choose common materials, including digital elements, for courses that serve a large enrollment of students.

| Classification | 2016 | 2017 | 2018 |
|--|------------|------------|------------|
| # of institutions that did not implement | 7 | 1 | 0 |
| # of institutions that are working toward implementation | 7 | 6 | 3 |
| # of institutions that implemented recommendation or previously implemented and made further progress | 23 | 30 | 34 |
| % of institutions that implemented recommendation or previously implemented and made further progress | 62% | 81% | 92% |

Highlights:

- **Bowling Green State University** piloted standardizing materials with its Intro to Business BA 1500 course. The pilot was successful with all sections moving to a common set of materials.

6C: Develop Digital Capabilities

Institutions must be part of a consortium to develop digital tools and materials, including open educational resources, that provide students with high-quality, low-cost materials.

| Classification | 2016 | 2017 | 2018 |
|--|------------|------------|------------|
| # of institutions that did not implement | 10 | 2 | 2 |
| # of institutions that are working toward implementation | 9 | 9 | 0 |
| # of institutions that implemented recommendation or previously implemented and made further progress | 18 | 26 | 35 |
| % of institutions that implemented recommendation or previously implemented and made further progress | 49% | 70% | 95% |

Highlights:

- **Sinclair Community College's** adaptation of OERs saved students about \$1 million.
- **Zane State's** All Inclusive Access provides a digital tool that provides not only an e-book but also interactive learning that adapt to each student to help them study content where they need the most help. Zane State reports a savings of over 50%.
- Since starting in the summer of 2017, **Youngstown State University** faculty have adopted 15 OER textbooks and have saved students a total of \$53,465.

Reducing Textbook Costs for Students

Ohio Revised Code Section 3333.951(C) requires Ohio's public colleges and universities to report their efforts toward reducing textbook costs for students. The institutions discussed their initiatives in their efficiency reports. Below are several highlights.

Highlights:

- In FY18, **The Ohio State University** launched the Digital Flagship, a digital learning initiative that supports educational innovation for students and economic development opportunities for the community. The initiative is a collaboration with Apple. Ohio State provided more than 11,000 incoming first-year students across all campuses with iPad Pro learning technology kits in advance of the 2018-19 academic year. Students receive the iPads and associated technology for free. Ohio State is paying in excess of \$11.1 million to provide these packages to the first cohort of students.
- **Miami University** selected e-Campus in 2017 as its provider of online textbooks and course materials as a virtual bookstore as opposed to the traditional brick and mortar bookstore. Since implementation, Miami calculates actual savings for FY18 for students at \$1,038,487.
- **Ohio University's** online course and program development efforts continued in FY18, adding seven new online offerings for a total of 22 graduate, professional, bachelor's completion, and certificate programs across six colleges/schools being introduced since the Governor's Task Force reporting began in FY16.
- **The University of Akron's** University Libraries recently launched a website to consolidate awareness and outreach efforts regarding Affordable Learning Initiatives. The site, <http://www.uakron.edu/affordablelearning> displays internal and external open educational resources, faculty case studies on adoption, research that supports student efficacy and the importance of first day access to course materials, as well as dollars saved for students through faculty adoption efforts.
- **The University of Toledo** developed an Inclusive Access model through its partnership with Barnes and Noble (B&N). Inclusive Access, also referred to as Digital Course Content Access, benefits students because the price can be 50% to 80% lower than equivalent pricing for printed textbooks. Additionally, Barnes & Noble continues to negotiate the best-available prices and availability for course materials across a variety of options (used, rental, etc.), with price savings totaling more than \$835,678 in FY18.
- Through **Youngstown State University's** First Day Ready Program, students have enjoyed significant cost savings of over \$760,000 per year since FY 2017 and by more than \$1.5 million cumulatively. In partnership with Barnes and Noble, this program makes course materials available to students at a reduced price and on the first day of class. This program is based on evidence that shows students who have instructional materials are more likely to succeed academically than students who do not have course materials.
- **Wright State University** implemented an Inclusive Access approach to reduce the cost of textbooks to students. The initial phase of the Inclusive Access pilot in the spring semester of 2018 included a

total of nine courses, and 1,029 students who participated saved more than \$102,400, for an average savings of 48 percent (relative to the cost of new course materials). An expanded pilot in the fall 2018 semester involves 40 courses affecting 120 sections and up to 6,105 students, with a savings estimate of \$651,000 based on anticipated enrollment numbers for those courses.

Textbook Cost Study

Ohio Revised Code Section 3333.951(D) requires Ohio’s public colleges and universities to conduct a study to determine the current cost of textbooks for students enrolled in the institution and submit the study to the Chancellor by a date prescribed by the Chancellor.

To address O.R.C. Section 3333.951(D), the Ohio Department of Higher Education asked each of the colleges and universities to provide the average cost of academic materials based on four categories: eBook, rental textbook, used textbook, and new textbook. The chart at right captures the average of each category based on the data submitted from the institutions of higher education.

| | |
|--|--------------|
| Average cost for eBook | \$63 |
| Average cost for rental textbooks | \$61 |
| Average cost for textbooks that are used | \$79 |
| Averages cost for textbooks that are new | \$107 |

Textbook Selection Policy

Ohio Revised Code Section 3345.025 requires the board of trustees of each state institution of higher education to adopt a textbook selection policy for faculty to use when choosing and assigning textbooks and other instructional materials. The colleges and universities were asked the status of adopting a textbook selection policy with a response of yes, no, or in process.

| | |
|------------|-----------|
| Yes | 16 |
| No | 4 |
| In process | 17 |

7

Recommendation 7: Time to Degree

7A: Education Campaign

Each institution must develop a coordinated campaign to educate its full-time undergraduates about the course loads needed to graduate on time (two years for most associate degrees and four years for most bachelor’s degrees).

| Classification | 2016 | 2017 | 2018 |
|--|------------|------------|------------|
| # of institutions that did not implement | 4 | 5 | 5 |
| # of institutions that are working toward implementation | 10 | 5 | 2 |
| # of institutions that implemented recommendation or previously implemented and made further progress | 23 | 27 | 30 |
| % of institutions that implemented recommendation or previously implemented and made further progress | 62% | 73% | 81% |

Highlights:

- **Northwest State Community College** received a Title III Grant in October 2017, which helped to establish an advising center. An advising center director was hired in January 2018 and four academic advisors were in place by April 2018.
- **Central State University’s** 15x18 Campaign was created to ensure that students understand that the overall goal is for them to be enrolled in a minimum of 15 credits over eight semesters so that they can graduate in four years. By taking into account several factors of enrollment growth, they determined that when the total annual enrollment is compared between 2013 and 2018, the average number of hours taken by a student rose from 14.4 to in 2013 to 15.2 in 2018.
- In fall 2018 at **Shawnee State University**, the first-time freshman average number of credit hours per semester jumped from 14.43 to 15.35, an increase of nearly one full credit hour. The average for all students increased from 13.7 to 14.5 hours, an increase of 0.8 credit hours. Over time, this increase

in credit hours will translate into earlier degree completion and significant savings in the total cost per degree (estimate \$263,375 annual).

- Due to implementing the Finish in Time (FIT) campaign, **The University of Akron** reports that the percentage of full-time students taking 15 or more credits is a whole percentage higher than last year.

7B: Graduation Incentive

Institutions should consider establishing financial incentives to encourage full-time students to take at least 15 credits per semester.

| Classification | 2016 | 2017 | 2018 |
|--|------------|------------|------------|
| # of institutions that did not implement | 14 | 9 | 8 |
| # of institutions that are working toward implementation | 6 | 8 | 2 |
| # of institutions that implemented recommendation or previously implemented and made further progress | 17 | 20 | 27 |
| % of institutions that implemented recommendation or previously implemented and made further progress | 46% | 54% | 73% |

Highlights:

- At **Sinclair Community College**, in academic year 2017-18, 107 students were awarded completion scholarship funding for 598 credit hours, resulting in 77 graduates. The completion scholarship is facilitated through academic advising and is intended to assist students who face a financial challenge with tuition funding in the last 1-2 terms of their degree program.
- **Bowling Green State University** introduced a scholarship maintenance plan for students who did not meet the original terms of their BGSU academic scholarships (GPA and/or number of hours completed). Students were offered a percentage of their original awards for one academic year and provided the opportunity to “earn back” their scholarships if they made up the credit hours and earned the designated GPA for renewal. Savings in FY18, from three prior fall cohorts (2015, 2016, and 2017) were calculated at \$1,863,886.
- At **The Ohio State University**, completion grants were awarded to 160 students for 2017-2018. These grants go to those who are near graduation and in jeopardy of being dropped for non-payment. Each completion grant averaged about \$1,000, a one-time amount that allows students to stay in school and work toward completing their degrees.
- **The University of Akron** has established the Akron Guaranteed Scholarship (AGS) to encourage

students to graduate within four years with less debt. The scholarship guarantees annual renewal for up to eight semesters so long as the student is engaged in full time undergraduate study (12 credits or more) each semester and is in good academic standing. After the first year of implementation, Akron Guarantee Scholarship recipients were retained at 83.8%.

7C: Standardize Credits for Degree

Institutions should streamline graduation requirements so that most bachelor’s degree programs can be completed within 126 credit hours or less, and associate degree programs can be completed within 65 credit hours or less. Exceptions are allowed for accreditation requirements.

All of Ohio’s public colleges and universities have implemented this recommendation. The only courses/ programs with credits higher than the recommendation are due to accreditation requirements.

| Classification | 2016 | 2017 | 2018 |
|--|-------------|-------------|-------------|
| # of institutions that did not implement | 2 | 1 | 0 |
| # of institutions that are working toward implementation | 4 | 0 | 0 |
| # of institutions that implemented recommendation or previously implemented and made further progress | 31 | 36 | 37 |
| % of institutions that implemented recommendation or previously implemented and made further progress | 84% | 97% | 100% |

7D: Data-driven Advising

Institutions should enhance academic advising services so that students benefit from both high-impact, personalized consultations and data systems that proactively identify risk factors that hinder student success.

| Classification | 2016 | 2017 | 2018 |
|--|------------|------------|------------|
| # of institutions that did not implement | 2 | 0 | 0 |
| # of institutions that are working toward implementation | 12 | 6 | 2 |
| # of institutions that implemented recommendation or previously implemented and made further progress | 23 | 31 | 35 |
| % of institutions that implemented recommendation or previously implemented and made further progress | 62% | 84% | 95% |

Highlights:

- At **Miami University**, advisors are required to record summaries of each advising session in order to track each student’s progress and build upon previous advice given. The academic advising effort is led by an associate provost with the guidance of a university-wide committee. Each year, the committee produces an annual assessment report, which summarizes findings from the multiple measures used to assess advising at Miami. Data-driven advising has resulted in \$1.2 million in savings for students.
- The fall 2016 freshmen cohort retention rate at **Ohio University** (retained to fall 2017) was 80%, compared to an average of 76% for Ohio four-year public universities.
- The **University of Cincinnati** opened an Advising Pathways Center, which is specifically focused on supporting transfer and transition students through the admissions, orientation, and initial enrollment processes.
- The first-to-second-year retention rate at **The University of Toledo** continues to rise each year to a new all-time high of 75.9% in fall 2018 [71.9% (fall 2015), 74.1% (fall 2016), 74.4% (fall 2017)]. The university also experienced a 5.9% percentage point increase in the six-year graduation rate in FY18.

7E: Summer Programs

Each campus must develop plans to evaluate utilization rates for summer session and consider opportunities to increase productive activity. In particular, institutions should consider adding summer-session options for high-demand classes and bottleneck courses that are required for degree completion.

| Classification | 2016 | 2017 | 2018 |
|--|------------|------------|-------------|
| # of institutions that did not implement | 5 | 0 | 0 |
| # of institutions that are working toward implementation | 7 | 3 | 0 |
| # of institutions that implemented recommendation or previously implemented and made further progress | 25 | 34 | 37 |
| % of institutions that implemented recommendation or previously implemented and made further progress | 68% | 92% | 100% |

Highlights:

- **Bowling Green State University** continues to offer \$50 per credit discount for undergraduates in face-to-face courses in summer, offers general education, high-demand, catch-up (1000 and 2000 level) and courses required for the major that can be taken in any sequence, and high-impact courses (study abroad/afar, capstone, field experience, etc.).
- Undergraduate students at **The Ohio State University** saved \$9.2 million a year in summer 2018 compared with fall/spring rates, through a 25% discount on summer tuition.
- At **Miami University**, discounted summer and winter online courses have resulted in \$2.1 million in savings.
- Summer 2018 enrollment at the **University of Cincinnati** was 3.2% (+597 students) greater than summer 2017, which exceeded the previous year by 3.5%. Students on UC’s two regional campuses are incentivized to enroll in summer through an “Enroll in six credit hours, pay for five credit hours” scholarship plan.
- **Youngstown State University’s** Penguin Jump Start program has been successful and ongoing. The Jump Start Summer program offers a menu of general education courses at reduced tuition (\$500/class for up to two, three-credit classes). Cumulative student savings is estimated to be approximately \$150,000 since program inception.

7F: Pathway Agreements

Ohio institutions should continue to develop agreements that create seamless pathways for students who begin their educations at community or technical colleges and complete them at universities.

| Classification | 2016 | 2017 | 2018 |
|--|------------|------------|-------------|
| # of institutions that did not implement | 2 | 0 | 0 |
| # of institutions that are working toward implementation | 1 | 1 | 0 |
| # of institutions that implemented recommendation or previously implemented and made further progress | 34 | 36 | 37 |
| % of institutions that implemented recommendation or previously implemented and made further progress | 92% | 97% | 100% |

Highlights:

- **Marion Technical College** added a 3+1 agreement in cybersecurity with **Franklin University**.
- As a result of **Miami University's** efforts, the number of academic partnerships has increased by 75% in the past three years.
- **Ohio University** nearly doubled the number of pathways in FY18 and now has 222 pathways.
- **Wright State University** went from 141 agreements in August 2017 to 158 agreements in August 2018, with 10 new agreements signed with **Edison State Community College**.

7G: Competency-based Education

Institutions should consider developing or expanding programs that measure student success based on demonstrated competencies instead of through the amount of time students spend studying a subject.

| Classification | 2016 | 2017 | 2018 |
|--|-----------|-----------|------------|
| # of institutions that did not implement | 19 | 22 | 25 |
| # of institutions that are working toward implementation | 17 | 12 | 8 |
| # of institutions that implemented recommendation or previously implemented and made further progress | 1 | 3 | 4 |
| % of institutions that implemented recommendation or previously implemented and made further progress | 3% | 8% | 11% |

Highlights:

- **Eastern Gateway Community College** set a goal to have at least 80% of all programs using competency-based assessment at the program level by the end of FY19.
- In 2018-2019, **Edison State Community College** will develop its plan for starting a CBE program, including what type of program will be created, which business partners they will collaborate with, and what the target student audience will be. The goal is for Edison State to launch a CBE program in 2019-2020.



Recommendation 8: Course and Program Review

Institutions should consider consolidating programs that are duplicated at other colleges and universities in their geographic area.

This recommendation is not applicable this year. Per Ohio Revised Code 3345.35, the colleges and universities need to address this recommendation every five years. The next applicable date is FY22.

9

Recommendation 9: Joint Oversight Boards

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

Highlights:

- **Stark State College** gave **Kent State University** prime space for its music program this year, while renovations were being completed in a KSU-owned building. (Room usage fees and equipment rental fees were waived.) The monetary impact is \$93,600.
- **The Ohio State University's** Lima, Mansfield, Marion, and Newark campuses have collectively generated \$5.4 million in savings through shared services with co-located institutions.

10

Recommendation 10: Policy Reforms

10A: Financial Advising

Ohio’s colleges and universities should make financial literacy a standard part of students’ education.

| Classification | 2016 | 2017 | 2018 |
|--|------------|------------|------------|
| # of institutions that did not implement | 4 | 1 | 0 |
| # of institutions that are working toward implementation | 5 | 4 | 2 |
| # of institutions that implemented recommendation or previously implemented and made further progress | 28 | 32 | 35 |
| % of institutions that implemented recommendation or previously implemented and made further progress | 76% | 86% | 95% |

Highlights:

- **Hocking College** purchased a financial aidTV to provide its students with a step-by-step guide to filling out the FAFSA, as well as a library of resources on all other respective financial aid topics. These are available 24/7 with hyperlinks to resources listed throughout the specific subsets of the college’s website.
- **Rhodes State College** provides students with textbook exercises, case studies, instructional videos, and outside readings on the importance of financial literacy to degree completion. The expectation is that financial literacy awareness will increase each year. Previous data showed a score of 91% “C” or better on the financial literacy exercise.
- In FY18, **Miami University** saw a \$3 million decrease in overall student loan borrowing as compared to FY17, bringing the total loan reduction to about \$4.2 million since the university’s advising program inception in FY16. In addition, the average student loan debt at graduation dropped for the second year in a row, with a decrease of \$522 in the average over the prior year.
- The **University of Cincinnati’s** OneStop Center maintains a web tool called UCan Manage It. This database is a repository of resources and tools to support students and their families. In the last three years, UC’s default rate has dropped from 10.5% to 7.0%. Indebtedness upon graduation has dropped from \$28,152 to \$27,677 (-1.9%) for the two most recent graduation classes.

Appendix A: Implementation Status by Institution

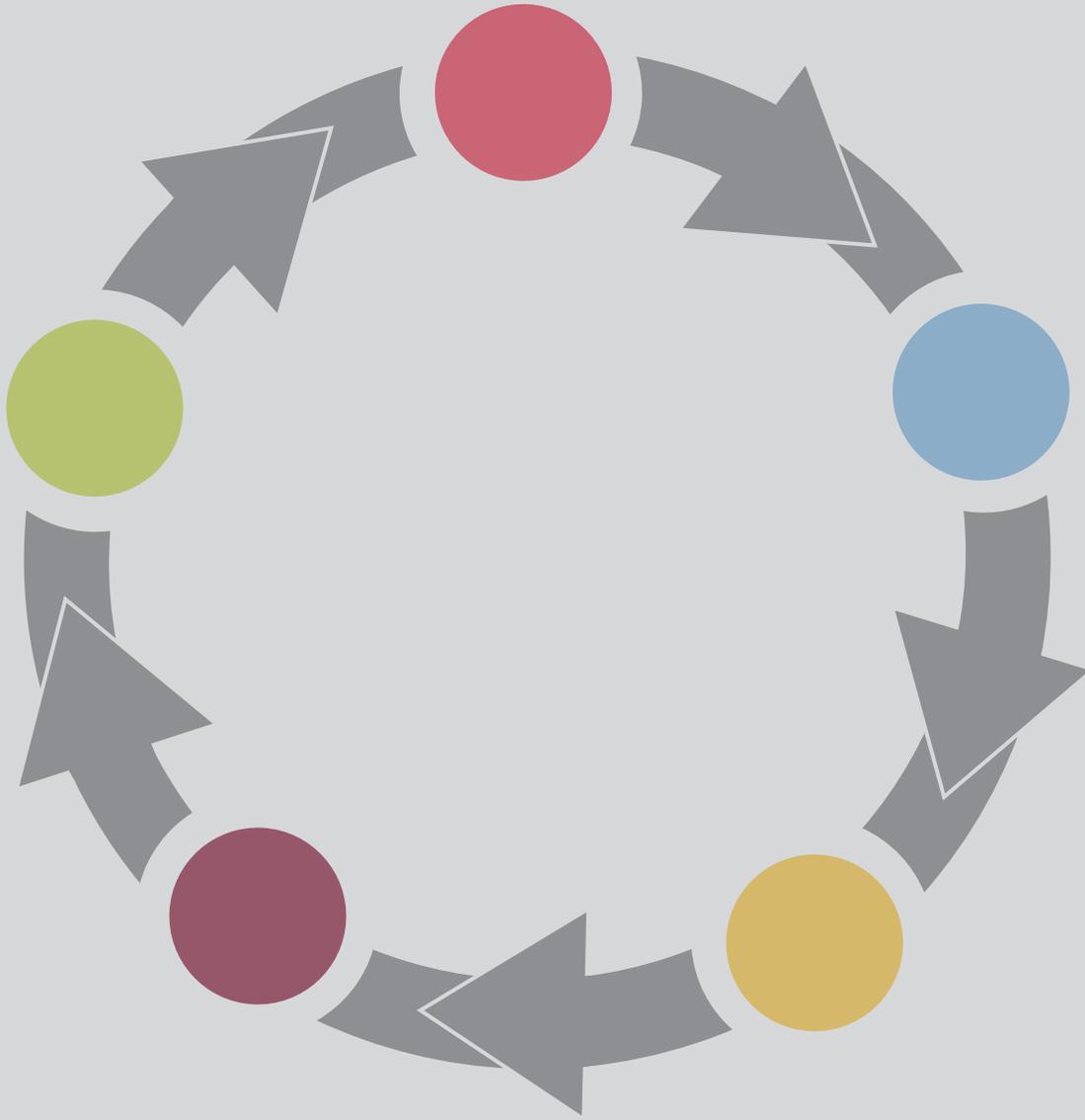
NI = Not implemented / **W** = Working toward implementation / **I** = Implemented/Progress Made

| College/University | Assets & Operations | | | | Administrative Cost Reforms | | | | Energy efficiencies |
|--|----------------------|------------------|-----------------------|--|-----------------------------|------------------------------|------------------|-----------------------|---------------------|
| | 3A: Campus contracts | 4A: Asset review | 4B: Operations review | 4C: Affinity partnerships & sponsorships | 5A: Cost diagnostic | 5C: Organizational structure | 5E: Data centers | 5F: Space utilization | |
| Belmont College | I | I | I | I | NI | I | NI | I | I |
| Bowling Green State University | I | I | I | I | I | I | I | I | I |
| Central Ohio Technical College | I | NI | I | NI | I | I | I | I | I |
| Central State University | I | I | I | I | I | I | W | I | I |
| Cincinnati State Technical & Community College | I | I | I | I | I | I | NI | I | I |
| Clark State Community College | I | NI | I | NI | W | I | W | W | I |
| Cleveland State University | I | I | I | I | I | I | NI | I | I |
| Columbus State Community College | W | I | I | I | I | I | NI | I | I |
| Cuyahoga Community College | I | I | I | I | I | I | NI | I | I |
| Eastern Gateway Community College | W | I | I | I | I | I | NI | I | I |
| Edison State Community College | I | I | I | I | NI | I | NI | I | I |
| Hocking College | W | I | I | W | NI | I | NI | I | I |
| Kent State University | I | I | I | I | I | I | NI | I | I |
| Lakeland Community College | I | I | I | I | I | I | NI | I | I |
| Lorain County Community College | I | I | I | I | I | I | NI | I | I |
| Marion Technical College | NI | NI | I | I | W | I | NI | I | I |
| Miami University | I | I | I | I | I | I | NI | I | I |
| North Central State College | NI | I | I | I | I | I | NI | I | I |
| NEOMED | I | I | I | I | I | I | W | I | I |
| Northwest State Community College | W | I | I | I | NI | I | NI | I | I |
| Ohio University | I | I | I | I | I | I | NI | I | I |
| Owens Community College | I | I | I | I | I | I | NI | I | I |
| Rhodes State College | I | I | I | I | NI | I | NI | I | I |
| Rio Grande Community College | NI | W | W | NI | NI | I | NI | I | NI |
| Shawnee State University | I | I | I | I | I | I | NI | I | I |
| Sinclair Community College | I | I | I | I | I | I | NI | I | I |
| Southern State Community College | NI | I | I | I | I | I | NI | W | I |
| Stark State College | NI | I | I | I | I | I | NI | I | I |
| Terra State Community College | NI | I | I | I | NI | I | NI | I | I |
| The Ohio State University | I | I | I | I | I | I | I | I | I |
| The University of Akron | I | I | I | I | I | I | W | I | I |
| University of Cincinnati | I | I | I | I | I | I | I | I | I |
| The University of Toledo | I | I | I | I | I | I | NI | I | I |
| Washington State Community College | NI | I | I | I | NI | I | NI | I | I |
| Wright State University | I | I | I | I | I | I | NI | I | I |
| Youngstown State University | I | I | I | I | I | I | W | I | I |
| Zane State College | NI | I | I | NI | I | I | NI | I | I |

Appendix A: Implementation Status by Institution (cont.)

NI = Not implemented / **W** = Working toward implementation / **I** = Implemented/Progress Made

| College/University | Textbook Affordability | | | Time to Degree | | | | | | | 10: Policy reforms |
|--|------------------------|---------------------------|----------------------------------|------------------------|--------------------------|------------------------------------|--------------------------|---------------------|------------------------|--------------------------------|--------------------|
| | 6A: Negotiate cost | 6B: Standardize materials | 6C: Develop digital capabilities | 7A: Education campaign | 7B: Graduation incentive | 7C: Standardize credits for degree | 7D: Data-driven advising | 7E: Summer programs | 7F: Pathway agreements | 7G: Competency-based education | |
| Belmont College | I | I | I | I | I | I | I | I | I | NI | I |
| Bowling Green State University | NI | I | I | I | I | I | I | I | I | I | I |
| Central Ohio Technical College | W | I | I | I | I | I | I | I | I | NI | I |
| Central State University | I | I | I | I | I | I | I | I | I | NI | I |
| Cincinnati State Technical & Community College | NI | I | I | I | I | I | I | I | I | NI | I |
| Clark State Community College | I | W | I | I | I | I | I | I | I | NI | I |
| Cleveland State University | I | I | I | I | I | I | I | I | I | I | I |
| Columbus State Community College | I | I | I | I | I | I | I | I | I | W | I |
| Cuyahoga Community College | I | I | I | I | I | I | I | I | I | NI | I |
| Eastern Gateway Community College | I | I | I | I | I | I | I | I | I | W | I |
| Edison State Community College | NI | I | I | I | NI | I | I | I | I | W | W |
| Hocking College | I | W | I | NI | NI | I | I | I | I | NI | I |
| Kent State University | I | I | I | I | I | I | I | I | I | NI | I |
| Lakeland Community College | I | I | I | I | I | I | I | I | I | NI | I |
| Lorain County Community College | I | I | I | I | I | I | I | I | I | I | I |
| Marion Technical College | NI | I | I | I | I | I | I | I | I | NI | I |
| Miami University | I | I | I | I | I | I | I | I | I | NI | I |
| North Central State College | NI | I | I | W | I | I | I | I | I | NI | I |
| NEOMED | I | I | I | I | I | I | I | I | I | NI | I |
| Northwest State Community College | I | I | I | I | NI | I | I | I | I | NI | I |
| Ohio University | I | I | I | I | I | I | I | I | I | W | I |
| Owens Community College | I | I | NI | W | W | I | W | I | I | NI | W |
| Rhodes State College | W | I | I | I | W | I | I | I | I | NI | I |
| Rio Grande Community College | NI | W | NI | NI | NI | I | I | I | I | NI | I |
| Shawnee State University | I | I | I | I | I | I | I | I | I | W | I |
| Sinclair Community College | W | I | I | I | I | I | I | I | I | I | I |
| Southern State Community College | W | I | I | I | I | I | I | I | I | NI | I |
| Stark State College | NI | I | I | I | NI | I | I | I | I | W | I |
| Terra State Community College | W | I | I | NI | I | I | I | I | I | NI | I |
| The Ohio State University | I | I | I | I | I | I | I | I | I | NI | I |
| The University of Akron | I | I | I | I | I | I | I | I | I | NI | I |
| University of Cincinnati | I | I | I | I | NI | I | I | I | I | W | I |
| The University of Toledo | I | I | I | I | I | I | I | I | I | W | I |
| Washington State Community College | I | I | I | NI | NI | I | W | I | I | NI | I |
| Wright State University | I | I | I | I | I | I | I | I | I | NI | I |
| Youngstown State University | I | I | I | I | I | I | I | I | I | NI | I |
| Zane State College | NI | I | I | NI | NI | I | I | I | I | NI | I |



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