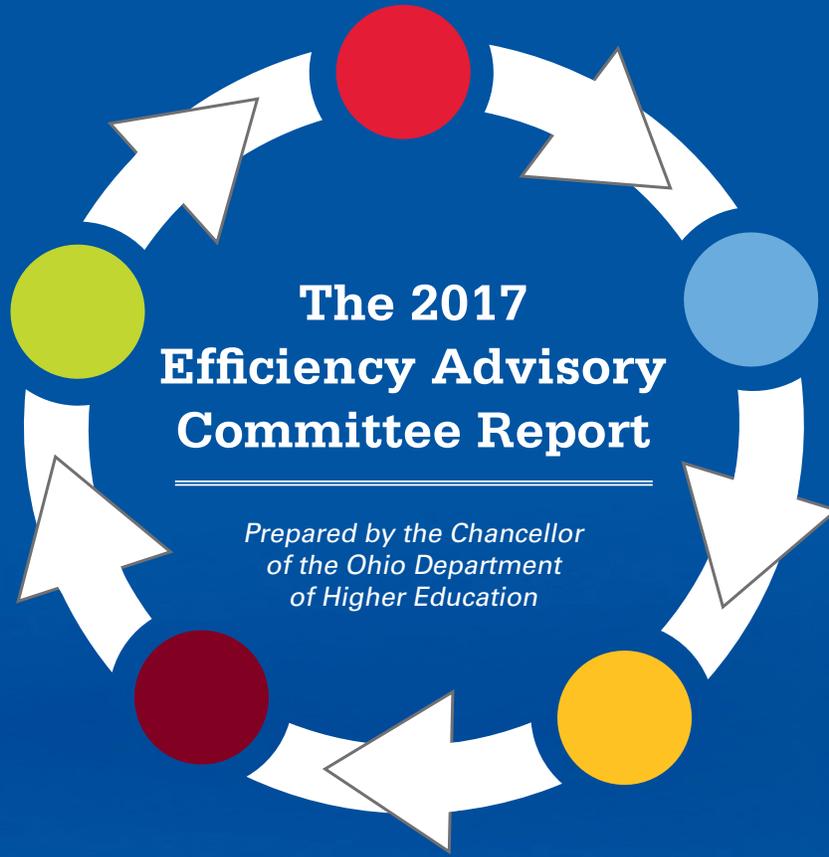




Department of
Higher Education

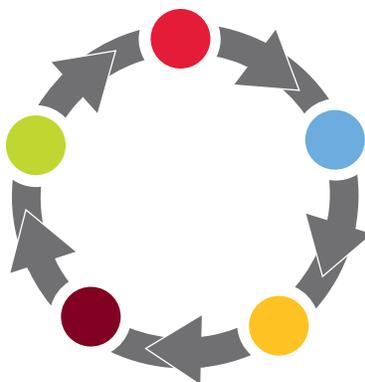
John R. Kasich, Governor
John Carey, Chancellor



The 2017 Efficiency Advisory Committee Report

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





Message from Chancellor Carey

Affordability and completion are two of the most important policy metrics within higher education. For Ohio to meet the well documented workforce needs of the future, students must have access to an affordable education in order to complete a degree or credential so that they can contribute to our state's economy. The vehicle to merge these two objectives is efficiency. The overarching purpose of the Affordability and Efficiency initiative is to encourage the operational and financial health of Ohio's public colleges and universities so that students can be served.

Ohio's 37 public colleges and universities submitted their annual efficiency reports in October 2017. The data captured from these reports allows the Ohio Department of Higher Education (ODHE) to highlight efficiencies gained at our campuses and compare those efficiencies to previous fiscal years. **Based on this data, Ohio's institutions yielded a collective savings or cost avoidance of around \$298 million in FY2017 alone.** This is a great accomplishment and I applaud the numerous initiatives that our colleges and universities are pursuing to meet the needs of Ohio's students. The following report highlights many of these innovative strategies, primarily focusing on those that include specific data points and metrics illustrating continuous improvement.

ODHE will continue to use the institutional efficiency reports to capture this important data on an annual basis. HB49, the recently enacted state operating budget, codifies the provision requiring my office to issue the annual Efficiency Advisory Committee Report based on the recommendations of the Governor's Task Force on Affordability and Efficiency.

The Task Force recommendations are strategic exercises that are intended to be ongoing and complimentary to one another. I encourage our public colleges and universities to continue to strive for the best operational and financial health possible, and I commend the hard work that has been done and will continue to be done to ensure that higher education remains accessible and affordable for as many Ohioans as possible.

Legislative Requirements

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 law 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 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.

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 simultaneous 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. The Task Force met several times in 2015. 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.¹ 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 towards implementing the recommendations as compared to the prior fiscal year's report.

¹ Additional information and the Task Force report is available at:
<https://www.ohiohighered.org/affordability-efficiency/task-force>

2017 Efficiency Summit and Advisory Committee Meeting

In the summer of 2017, ODHE held the second annual Efficiency Summit and Advisory Committee meeting in Columbus, Ohio. The Summit had more than 90 participants from both academic and administrative positions. Task Force member and CareSource President Pamela Morris opened the Summit by reflecting on the 2016 efficiency reports. In addition, Youngstown State University President Jim Tressel provided the keynote on leadership in higher education. President Tressel spoke of the need to do a better job telling the higher education story, while understanding the reality and difficulty of financial challenges. The Summit also featured Ohio University and Southern State Community College presentations on their efforts to manage healthcare costs, and Marion Technical College and Ohio University discussed their efforts to reduce the costs of textbooks. More information on the Summit and presentation slides are located at <https://www.ohiohighered.org/affordability-efficiency/advisory-committee>.

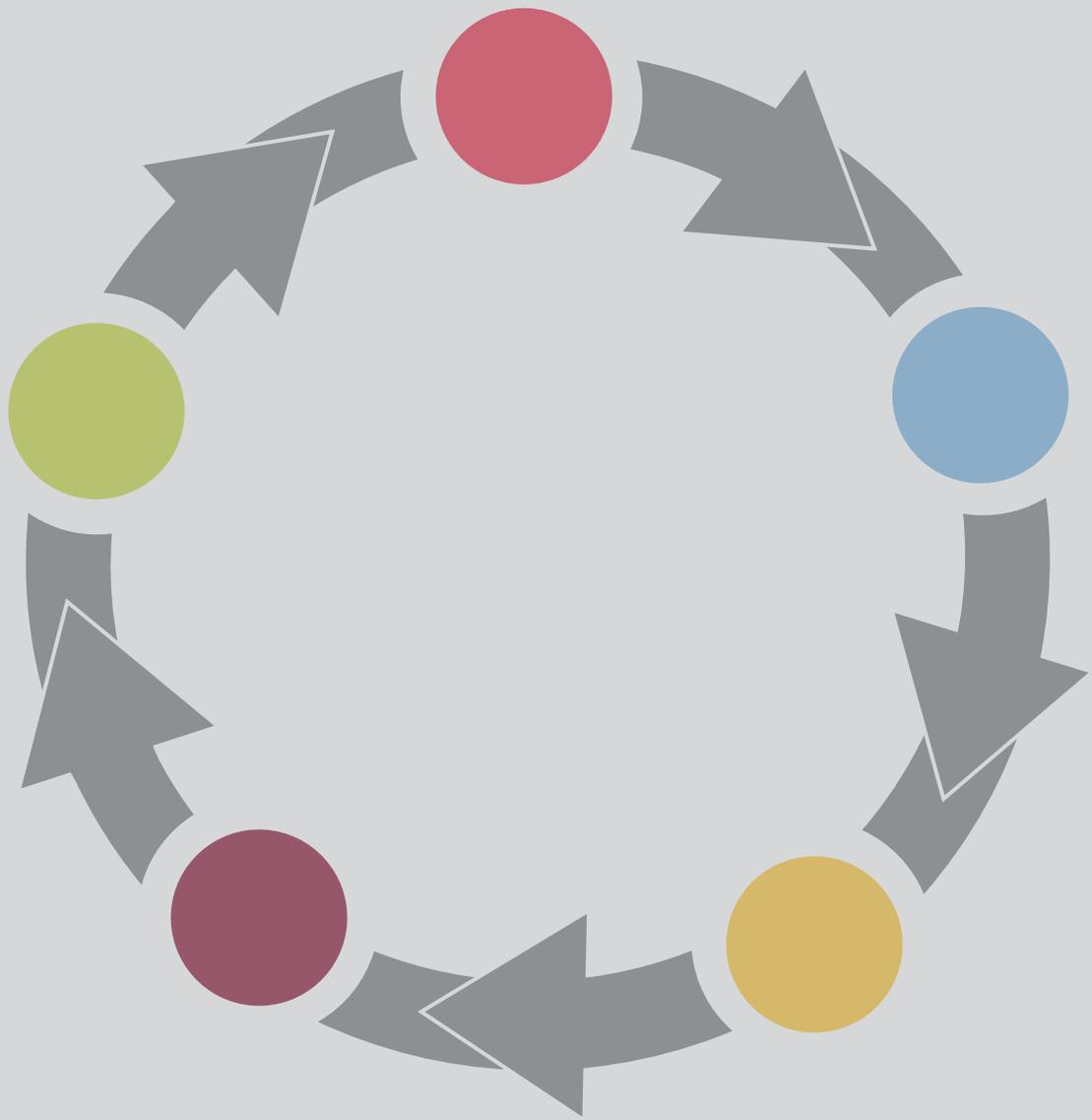
Reporting Process

Below each Task Force recommendation on the following pages, there is a chart aggregating the data reported by the college or university. The verbiage from the responses was used to determine the classification that was assigned. As previously noted, the Task Force recommendations are exercises that are intended to be ongoing. The purpose of this report is to capture the efficiencies gained by Ohio's public colleges and universities throughout state FY2017 (July 1, 2016-June 30, 2017). Going forward, institutions are encouraged to continue implementing the recommendations and to strive for continuous improvement in years to come.

ODHE divided the colleges' and universities' implementation status of each of the responses to the Task Force recommendations into four categories:

1. No progress toward implementation = the college or university did not implement the strategy this year.
2. Working toward implementation = the college or university reviewed the recommendation and is committed to implementation.
3. Implemented = the college or university has taken action regarding this strategy and implementation is complete.
4. Progress Made = the college or university implemented the recommendation in FY2016 and made progress in either further improving the strategy or providing metrics to illustrate that the recommendation yielded cost savings/avoidance or increased retention and/or completion.

Below the charts, highlights are included to exhibit the initiatives and efficiencies captured.



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.

In order to capture the Task Force recommendation, 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
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
Student financial aid	\$55,851,367	\$80,097,388
Student success services, particularly with regard to completion and time to degree	\$8,599,237	\$12,547,96
Improvements to high-demand/high-value student programs	\$4,851,521	\$7,593,034
Investments in tools related to affordability and efficiency	\$3,854,118	\$11,018,132
Total Amount Invested	\$98,719,525	\$125,834,612

Note: 26 out of the 37 public colleges/universities reporting for FY17

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 FY17 estimate from 2016 compared to their actual 2017 calculation. The data below captures what was reported by the colleges and universities, aggregated by recommendation.

Category	Recommendation	FY17 Estimate	FY17 Actual
Efficiency Savings	Affinity partnerships and sponsorships	\$23,431,045	\$23,152,916
	Asset review	\$467,000	\$291,643
	Campus Contracts	\$8,721,927	\$7,101,498
	Collaborative contracts	\$3,141,000	\$8,256,033
	Cost diagnostic	\$4,530,000	\$4,790,406
	Energy	\$3,759,194	\$4,989,857
	Healthcare efficiencies	\$3,747,482	\$10,393,097
	Operations review	\$40,366,761	\$3,700,636
	Organizational structure	\$3,398,729	\$13,334,552
	Productivity Measure	\$13,527,826	\$4,552,970
	Space Utilization	\$402,000	\$1,028,852
	EFFICIENCY SAVINGS TOTAL:		\$105,492,964
New Resource Generation	Affinity partnerships and sponsorships	\$10,536,189	\$20,073,362
	Asset Review	\$3,898,141	\$1,115,516,555
	Miscellaneous	\$11,166,199	\$8,909,482
	NEW RESOURCE GENERATION TOTAL:	\$25,600,529	\$1,144,499,399 ²
TOTAL OF COMBINED INSTITUTIONAL OPPORTUNITIES FOR ENHANCED STUDENT AFFORDABILITY		\$131,093,493	\$1,226,091,859

² \$1 billion of this value is due to The Ohio State University’s Comprehensive Energy Management Project.

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
# of institutions that did not implement	14	13
# of institutions that are working towards implementation	6	4
# of institutions that implemented recommendation or previously implemented and made further progress	17	20
% of institutions that implemented recommendation or previously implemented and made further progress	46%	54%

Highlights:

- **The Ohio State University** has achieved utilization rates surpassing 95% for some of its most-used contract categories, including office supplies and copier/multifunction devices. This process has enhanced the university’s negotiating position in these categories, yielding better prices and services for successive contracts.
- At the **University of Cincinnati**, off-contract purchases were 22% of all purchases; however, in FY17 they were reduced to 17% of purchases, yielding an estimated savings of \$617,726.

3B: Collaborative Contracts

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

FY17 Contract Type	Yes	Plan To	No	No Response
Copier/printer services	18	5	14	0
Computer hardware	28	1	5	3
Travel services	7	7	21	2
Outbound shipping	24	1	10	2
Scientific supplies & equipment	25	5	6	1
Office supplies & equipment	30	1	6	0

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:

- In 2017, **Central State University** spent \$3.5 million through the Inter-University Council (IUC) and state term contracts, realizing a savings of over \$650,000. This year, the university achieved its 10% goal, or \$3.6 million in operational savings.
- Through discussions at an Ohio Association of Community College Finance and Business Officers meeting, it was determined that most institutions were using Accuplacer for their testing and assessment services, or planned to use them in the future. The prices ranged from \$2.05 to \$2.30 per unit. **Cuyahoga Community College (Tri-C)** negotiated with Accuplacer on a purchasing agreement with a flat rate of \$1.95 per unit. This agreement is projected to save Tri-C, on average, \$14,000 per year and is projected to save the entire community college sector between 5% and 15% on testing units.

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
# of institutions that did not implement	7	5
# of institutions that are working towards implementation	4	0
# of institutions that implemented recommendation or previously implemented and made further progress	26	32
% of institutions that implemented recommendation or previously implemented and made further progress	70%	86%

Highlights:

- **Youngstown State University** leased 2.1 acres of campus property in 2017 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.
- **Owens Community College** has contracted with a third party to operate its bookstore, guaranteeing \$1.0 million in revenue.

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
# of institutions that did not implement	3	1
# of institutions that are working towards implementation	3	1
# of institutions that implemented recommendation or previously implemented and made further progress	31	35
% of institutions that implemented recommendation or previously implemented and made further progress	84%	95%

Highlights:

- **Miami University’s** operational improvements have facilitated several projects related to its vehicle fleet and fuel consumption. In three years, 23 vehicles were permanently removed from its fleet, reducing future replacement vehicle costs by over \$450,000 and reducing parking, insurance, and maintenance costs by over \$44,000 annually, and creating a 17% reduction in fuel consumption.
- **Eastern Gateway Community College** outsourced its student transcript evaluation, and in one month, the vendor successfully evaluated more than 1,000 transfer courses and saved \$60,000 in full-time staff costs.
- **Owens State Community College** reported that through its operations review, savings thus far total \$4,985,000, including:
 - » Savings in employee compensation and benefits totaling \$4.75 million;
 - » Savings from insurance bids totaling \$100,000;
 - » Savings from change in bus services totaling \$75,000; and
 - » Savings from utilities due to annual facility operating cost totaling \$60,000.

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
# of institutions that did not implement	6	4
# of institutions that are working towards implementation	2	1
# of institutions that implemented recommendation or previously implemented and made further progress	29	32
% of institutions that implemented recommendation or previously implemented and made further progress	78%	86%

Highlights:

- More than 425 organizations collaborated with **Wright State University** through gifts to the University Foundation. Funding totaled over \$5,067,280 in support of student scholarships, academic programs, and capital projects, with \$2.5 million coming from vendors and business partners.
- **Edison State Community College** joined with the Piqua Education Foundation in FY17 to offer five full-ride scholarships of \$5,000 each for graduating Piqua High School students. The Piqua Education Foundation provides \$2,500 for each student with a like amount matched by Edison State donors to complete the scholarship.
- **Stark State College** has negotiated with SARTA (Stark Area Regional Transit Authority) to provide free unlimited public transportation for students with their Stark State ID. Stark State estimates savings to students of over \$1,332,000 in the first year of the program.

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
# of institutions that did not implement	8	5
# of institutions that are working towards implementation	10	5
# of institutions that implemented recommendation or previously implemented and made further progress	19	27
% of institutions that implemented recommendation or previously implemented and made further progress	51%	73%

Highlights:

- **Cleveland State University's** analysis of its administrative overhead and academic cost structure produced expense reductions of \$3.1 million in administrative savings on an annual ongoing basis. An additional \$1.9 million in one-time expense savings were generated in FY17. Due to these reductions, the university was able to re-position \$1.8 million to undergraduate scholarship aid.
- **Ohio University's** administrative units reported a \$4.8 million reduction in base administrative costs.
- **North Central State College** saved nearly \$14 million in cumulative unrestricted spending over the past five years, while also improving its composite campus financial accountability score from 2.7 to 4.0.
- **Zane State College** recently completed a right sizing, supported by data surrounding salaries and benefits. The outcome was a reduction in costs of over \$1.2 million. A program review process was developed over the summer of 2017 that will review costs by program, driving down additional costs.

5B: Productivity Measure

The following chart identifies the implementation of continuous/process improvement efficiency practices.

Classification	2016	2017
# of institutions that did not implement	15	10
# of institutions that are working towards implementation	9	7
# of institutions that implemented recommendation or previously implemented and made further progress	13	20
% of institutions that implemented recommendation or previously implemented and made further progress	35%	54%

Highlights:

- In FY 2017, **Miami University** completed 281 Lean projects at a value of \$9,995,620 and developed a Lean structure, a database with dashboard reporting, and standardized processes for Lean project management. The University began its Lean journey in 2009 and since then, they have completed 1,188 projects valued at \$54,228,979 in cost avoidance, cost reduction, and new revenue.
- The **Northeast Ohio Medical University (NEOMED)** organized and completed three Kaizen events. These initiatives saved the university over \$40,000 annually, as processes and personnel time have drastically reduced because of this streamlining.
- **Hocking College** is experiencing a significant growth in new programming and has collaborated with an IT management company, resulting in increased productivity and improved services and data integrity. The college has increased retention by 4% and increased graduates by 7% from the previous year.

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
# of institutions that did not implement	2	0
# of institutions that are working towards implementation	2	0
# of institutions that implemented recommendation or previously implemented and made further progress	33	37
% of institutions that implemented recommendation or previously implemented and made further progress	89%	100%

Highlights:

- **Kent State University** implemented a University Employee Separation Plan, which resulted in employees taking the voluntary plan at an estimated net annual savings of \$8.8 million in the first three years.
- **The University of Toledo** formed an Organizational Structure Working Group. Through their efforts, UT eliminated funding lines for positions that had been vacant for greater than nine months, resulting in a recapture of approximately \$4.9 million.
- **Lakeland Community College** offered a retire-rehire program in conjunction with the changes to SERS pension tables effective August 1, 2017 with a benefit of \$340,000 in savings.
- **Rhodes State College** streamlined the duties of several positions in Student Affairs, which provided an approximately \$300,000 budget savings to the division and to the college. In addition, Academic Affairs eliminated one faculty position due to retirement and reduced the number of adjuncts, resulting in savings of approximately \$275,000.

5D: Healthcare Costs

Highlights:

- **The University of Akron** made several vendor changes and has restructured its healthcare contracts for medical, stop loss, and prescription drugs in order to create savings or cost avoidance. Total FY17 savings is projected at \$1,530,000.
- **NEOMED** reported a savings of \$438,481 in guaranteed drug spending, including an improvement in drug rebate payments of \$79,777. This represents a total savings of \$516,257, or 27.8%, in net drug costs compared to the drug spend under its previous contract.
- **Lorain County Community College** implemented several health benefits changes that were projected to save the college up to \$800,000 annually.
- For over the past 10 years, **Sinclair Community College** reduced its share of total health insurance costs from 92% to 78%, and had a cost avoidance of around \$1.3 million.

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
# of institutions that did not implement	27	29
# of institutions that are working towards implementation	8	5
# of institutions that implemented recommendation or previously implemented and made further progress	2	3
% of institutions that implemented recommendation or previously implemented and made further progress	5%	8%

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
# of institutions that did not implement	5	0
# of institutions that are working towards implementation	11	6
# of institutions that implemented recommendation or previously implemented and made further progress	21	31
% of institutions that implemented recommendation or previously implemented and made further progress	57%	84%

Highlights:

- **Ohio University's** integration and extensive remodeling of the Administrative Space Strategy, the HCOM, and Engineering Building strategies have collectively avoided \$55 million in facility costs as originally designed and increased investments in deferred maintenance by \$19 million.
- **Owens State Community College** reviewed its opportunities for space optimization, which resulted in the selling of a vacant college building for \$1 million and the reduction of annual facility operating costs of \$60,000.

5G: 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
# of institutions that did not implement	2	1
# of institutions that are working towards implementation	1	0
# of institutions that implemented recommendation or previously implemented and made further progress	34	36
% of institutions that implemented recommendation or previously implemented and made further progress	92%	97%

Highlights:

- Energy saving projects have helped **Cleveland State University** maintain the savings required by Ohio HB 251. The campus consumption of energy was lowered by about 8.1% and CSU realized \$2.9 million of readily verifiable cost avoidance resulting from the Campus Energy Project.
- **The Ohio State University** entered into a comprehensive energy management partnership that is providing \$1.165 billion in resources for its academic mission, launching an unprecedented energy-efficiency campaign and creating opportunities for innovation in energy and sustainability research. (go.osu.edu/cemp)
- **Wright State University**, through HB 7, was able to achieve significant energy savings of \$4,090,690, which represents over \$1 million in energy savings from FY12.
- **Youngstown State University's** efforts to reduce utility costs have yielded significant savings of \$2,255,607 for FY17.

5H: Construction Reform

Legislative reform had a substantial benefit to the outcomes of **Miami University** construction projects. Average annual construction spending per capital project manager before construction reform was \$6,075,625. Average annual construction spending per capital project manager after construction reform is \$15,639,470. This represents a 2.5-time improvement in staff productivity.

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
# of institutions that did not implement	25	12
# of institutions that are working towards implementation	6	7
# of institutions that implemented recommendation or previously implemented and made further progress	6	18
% of institutions that implemented recommendation or previously implemented and made further progress	16%	49%

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
# of institutions that did not implement	7	1
# of institutions that are working towards implementation	7	6
# of institutions that implemented recommendation or previously implemented and made further progress	23	30
% of institutions that implemented recommendation or previously implemented and made further progress	62%	81%

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
# of institutions that did not implement	10	2
# of institutions that are working towards implementation	9	9
# of institutions that implemented recommendation or previously implemented and made further progress	18	26
% of institutions that implemented recommendation or previously implemented and made further progress	49%	70%

Highlights:

- The **University of Cincinnati**'s continues to implement efficiency practices to save students money on course materials while also maintaining, if not improving, the academic value.
 - » The includED® model has already saved students nearly \$1.2 million during the 2016-17 academic year. A total of 9,406 unique students benefited from these discounts by enrolling in one or more classes participating in the model. More information is available at <https://www.follett.com/included>.
 - » UC standardized its e-Reader with the vendor Vital Source to support pedagogy and to address student feedback. Students have saved \$800,000 in the fall 2017 semester only.
 - » The Center for Excellence in eLearning is launching its first eTextbook Project. A group of 12 faculty is developing its own interactive textbooks using iBooks Author, avoiding the high cost of going through a publisher. (<http://us3.campaign-archive2.com/?u=875cc910a3ac765107d2cfcdb&id=5fb75b29b9>)
- **The University of Toledo**'s strategies to reduce textbook costs for students saved nearly \$800,000 in textbook costs across courses where lower-priced options were negotiated with publishers by UT's bookstore vendor. In addition, savings were realized by making changes in several of UT's courses, including:
 - » \$160,000 by switching from traditional textbooks to open-source materials;
 - » \$62,000 saved by adopting an inclusive access model; and
 - » \$18,000 saved by switching to an ebook-only model, negotiated with the publisher by their bookstore vendor.
- **Edison State Community College** introduced a number of digital/OER/low-cost format alternatives, which has an estimated student cost avoidance of \$651,318.
- **Sinclair Community College**'s academic departments have adopted four OER books and rolled them out to all sections. This has yielded a \$952,000 savings to students for books previously sold, but that are now free to students

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
# of institutions that did not implement	4	5
# of institutions that are working towards implementation	10	5
# of institutions that implemented recommendation or previously implemented and made further progress	23	27
% of institutions that implemented recommendation or previously implemented and made further progress	62%	73%

Highlights:

- **The University of Akron’s** Finish in Time (FIT) campaign continues to aid in completion. FIT encourages enrollment of up to 18 student credit hours (SCH) per semester at the same cost of tuition as 12 SCH per semester. The table at right documents the percentage of full-time enrolled students taking 15 or more SCH over the last five fall semesters (2013 through 2017):

Fall Semester	Undergraduate Full-Time	Percentage Taking 15+
2013	16,754	45.2
2014	16,326	53.9
2015	16,021	56.8
2016	14,595	56.4
2017	14,261	54.4

- Through **University of Cincinnati’s** efforts, the time to degree has shorten from 4.8 years to 4.5 years.

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
# of institutions that did not implement	14	9
# of institutions that are working towards implementation	6	8
# of institutions that implemented recommendation or previously implemented and made further progress	17	20
% of institutions that implemented recommendation or previously implemented and made further progress	46%	54%

Highlights:

- **Kent State University** students who have earned at least 75 credit hours and are in need of additional financial assistance to complete a degree began receiving a grant up to \$4,000. Last academic year, the university awarded 226 students with completion grants, with award amounts still in process for this semester. In the past year, 91.6% have graduated since receiving their grants.
- Undergraduate students at **The Ohio State University** saved \$2.4 million through a new summer tuition discount that also provides another tool for students to reduce their time to degree.
- **Clark State Community College's** Tuition Challenge Program gives eligible students a 5% - 10% discount on tuition based on enrolling full time and successfully completing (grade of C or better) all courses taken. The program yielded well over 400 students for the spring of 2017, and more than 700 for the FY16-17 academic year, with a total savings of more than \$185,000.

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.

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

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
# of institutions that did not implement	2	0
# of institutions that are working towards implementation	12	6
# of institutions that implemented recommendation or previously implemented and made further progress	23	31
% of institutions that implemented recommendation or previously implemented and made further progress	62%	84%

Highlights:

- The Student Success Collaborative (SSC) technology at **Bowling Green State University** is now fully implemented in all academic advising offices, and utilization among professional advisors is at 100%. Nearly 33,000 advising appointments were recorded and documented during the past year.
- Students at **Lorain County Community College** are required to meet with an academic advisor to begin their college journey. This resulted in an increase in retention rates of first-time, full-time students from 56% in 2011 to 67% in 2016 – a 20% increase. This increase represents 370 full-time students retained. Each full-time student retained to year two represents \$4,900 in tuition and subsidy to the college. Altogether, the increase in retention between 2011 and 2016 represents a gain of \$1.8 million for the college.

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
# of institutions that did not implement	5	0
# of institutions that are working towards implementation	7	3
# of institutions that implemented recommendation or previously implemented and made further progress	25	34
% of institutions that implemented recommendation or previously implemented and made further progress	68%	92%

Highlights:

- In summer 2017, **Shawnee State University** required all entering freshmen who placed into two or more developmental courses to complete a summer bridge program called Bridge to Success. More than 100 students enrolled in the six-week program that included developmental courses in math, composition, reading, and freshmen first-year-experience and skills courses. Students paid only a \$50 registration fee. Nearly 70% completed the bridge program and registered as freshmen. The bridge program is supported by a state Innovation Grant. Participants in the bridge program were able to save the cost of one semester (\$3,500), which equaled a total savings of \$245,000 in 2017.
- At **Columbus State Community College**, summer enrollment increased from 202 to 507 unduplicated students from summer semester 2016 to summer semester 2017.
- Enrollment for summer classes at **Terra State Community College** in 2017 exceeded 2016 by 15.1%.

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
# of institutions that did not implement	2	0
# of institutions that are working towards implementation	1	1
# of institutions that implemented recommendation or previously implemented and made further progress	34	36
% of institutions that implemented recommendation or previously implemented and made further progress	92%	97%

Highlights:

- **Ohio University** now has 117 transfer pathways across 20, two-year community colleges, up from 73 as of the FY16 Efficiency Report.
- **Cuyahoga Community College** now has more than 30 agreements and/or specific transfer pathways with Cleveland State University. Prior to 2015, there were nine.
- In all, over 50% of **Lorain County Community College's** 39 University Partnership degree programs are "3 + 1" in nature. The University Partnership has 20 "3 + 1" agreements.
- **Sinclair Community College** signed 11 new 3+1 agreements in 2017.

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
# of institutions that did not implement	19	22
# of institutions that are working towards implementation	17	12
# of institutions that implemented recommendation or previously implemented and made further progress	1	3
% of institutions that implemented recommendation or previously implemented and made further progress	3%	8%

Highlights:

- **Cleveland State University** currently offers six competency-based courses in mathematics that serve more than 3,200 students each year.
- **Sinclair Community College** has implemented 11 competency-based programs (CBE) to date. Key outcomes include:
 - » Average time to course completion: 60 days (average semester: 110 days)
 - » Course success rates: 80% (15% higher than traditional companion courses)
 - » Two-year credential completion rates: 23% (compared to 15% non-CBE programs)
 - » Internship-to-hire rates: 90%
 - » Overall, SCC has enrolled 931 students in competency-based education.
 - » In fall term 2017, 172 student were enrolled in CBE courses, the highest enrollment in CBE programs to-date, which represents a 35% increase in enrollment over fall 2016.

8

Recommendation 8: Course and Program Review

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

The following chart identifies the implementation of program/course sharing.

Classification	2016	2017
# of institutions that did not implement	13	11
# of institutions that are working towards implementation	1	0
# of institutions that implemented recommendation or previously implemented and made further progress	23	26
% of institutions that implemented recommendation or previously implemented and made further progress	62%	70%

Highlights:

- An initial assessment of 50 **Bowling Green State University** and **University of Toledo** programs was submitted in April 2017 to ODHE, in which four programs were classified as “opportunities for collaboration.” A Memorandum of Agreement has been drafted to operationalize the sharing of courses.
- To promote regional efficiency and meet high-demand job opportunities, the Northwest Ohio Allied Health Education Consortium includes **Marion Technical College, Northwest State Community College, Rhodes State Community College,** and **Clark State Community College.** This partnership shares existing allied health programs. Students from each institution are able to enroll in Radiographic Imaging, Respiratory Care, and Occupational Therapy Assistant at Rhodes State. Medical Laboratory Technology and Health Information Technology are offered through Marion Technical College. Efficiencies include:
 - » Cost savings on program launch and development,
 - » Pooling faculty with expertise and credentials,
 - » Reduction of professional development costs, and
 - » Operating costs for instruction that are shared by each institution.
- **University of Cincinnati** and **Cincinnati State Technical and Community College** share a program in Respiratory Therapy and collaborate on a medical director, accreditation, and sharing faculty and equipment.

9

Recommendation 9: Co-located Campuses

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:

- **Central Ohio Technical College** has shared business services with **The Ohio State University at Newark** for the past 45 years. The total estimated cost savings from shared services between the OSU Newark campus and COTC is \$1,892,225. The Newark campus shares \$11.7 million in costs from a total budget of more than \$48.9 million. Central Ohio Technical College offers medical and health insurance to its eligible employees via an agreement with Ohio State University. This agreement significantly reduces the costs involved in maintaining a separate health care plan for COTC employees.
- As co-located campuses, **Kent State University** and **Stark State College** have 23 seamless articulation agreements between the institutions. Parking lots are used by both institutions and neither institution charges faculty, staff, or students for parking. Fifteen students took advantage of the cross-registration agreement in fall 2016, and nine students took advantage of this benefit in spring 2017.
- Annually, **Ohio University Zanesville** and **Zane State College** save approximately \$95,000 on joint positions in facilities and grounds. They save approximately \$105,000 on salary and benefits by sharing the library.
- **North Central State College** maintains a shared campus services agreement with **The Ohio State University at Mansfield** for key administrative functions on the main co-located campus. In FY 2016, the combined cost of operations was \$2.68 million, compared to \$2.72 million in FY 2015 and \$2.86 million for FY 2014. This reflects a combined savings of \$179,504. The actual savings for NC State's share has been \$75,261.

10

Recommendation 10: Policy Reforms

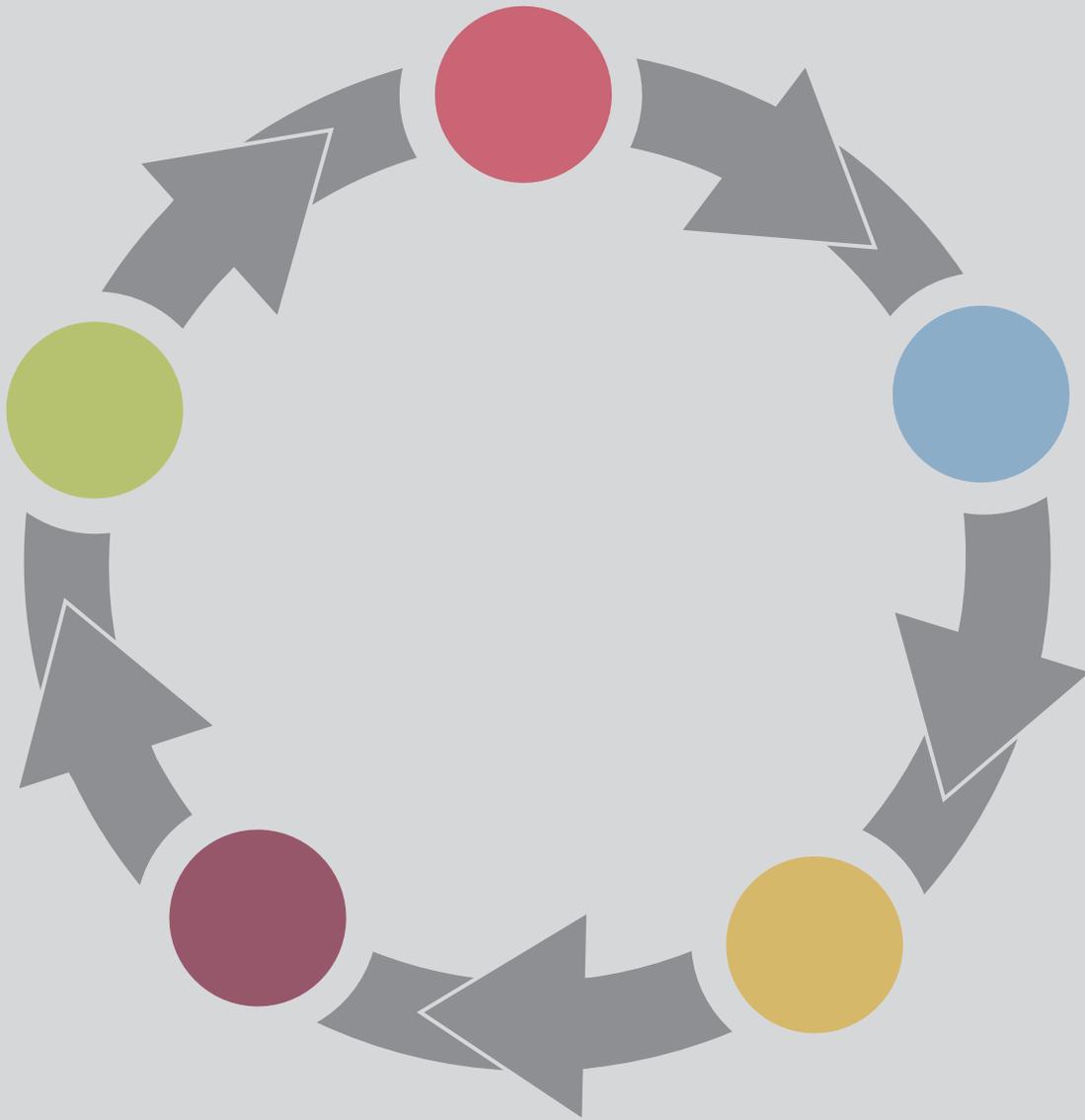
10A: Financial Advising

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

Classification	2016	2017
# of institutions that did not implement	4	1
# of institutions that are working towards implementation	5	4
# of institutions that implemented recommendation or previously implemented and made further progress	28	32
% of institutions that implemented recommendation or previously implemented and made further progress	76%	86%

Highlights:

- **Miami University** reported that due to its efforts over the past fiscal year, overall loan borrowing decreased by \$1.2 million in FY17 despite a slightly larger enrollment.
- Outcomes for in-person exit counseling, which began three years ago, show a favorable impact on **Belmont College’s** cohort default rate, with a 2.4% decrease from last year.



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