

**The 2014
Efficiency Advisory
Committee Report**

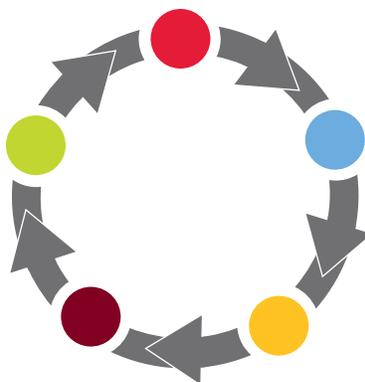
The 2014 Efficiency Advisory Committee Report

Prepared by the Chancellor of the Ohio Board of Regents

Ohio

Board of Regents
University System of Ohio

John R. Kasich, Governor
John Carey, Chancellor



House Bill 59 tasked the Chancellor of the Ohio Board of Regents with establishing an Efficiency Advisory Committee, composed of members from each of Ohio’s public institutions of higher education. The purpose of this committee is to generate optimal efficiency plans for campuses, identify shared service opportunities, share best practices, and explore methods for reducing the costs of textbooks and other education resource materials for students.

The Efficiency Advisory Committee is required to provide a report to the Governor, General Assembly, and the Office of Budget and Management, compiling the operational efficiency plans for all public institutions of higher education. Additionally, the report is to benchmark efficiency gains realized over the preceding year and demonstrate progress made in implementing the prior year’s efficiency plan.

The Chancellor issued the first statutorily required report for state fiscal year¹ 2013, providing an overview of efficiencies across the state and a historical perspective from the institutions, as well as compiling information from each institution for FY2013.² The feedback the Chancellor received from institutions highlighted two main areas of impact across the state:

- **Joint ventures & partnerships** – many institutions are partnering with local school districts, community groups, businesses, higher education institutions, and government entities in areas such as fleet management, health care services, pharmacy benefits management, utility aggregation agreements, and information technology equipment and infrastructure.
- **Institution asset management** – institutions have implemented many ways to maximize revenue and use of assets, including using empty or underutilized community buildings instead of building new, selling unneeded or underutilized property, and leasing certain non-core university functions.

This report will expand on the efforts documented in the FY2013 report by showing the gains made in FY2014 by Ohio’s public higher education institutions and highlighting areas on which to focus in the future.

¹ The state fiscal year begins on July 1 and runs through June 30 of the following year, and is known by the calendar year in which it ends. <http://www.lsc.state.oh.us/guidebook/chapter8.pdf>

² 2013 Efficiency Advisory Committee Report: https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/efficiencies/2013-efficiency-report_FINAL_062614.pdf

The Report Process

The Chancellor's staff made efforts to streamline the reporting process through utilizing an online survey tool to receive data from each institution. This reporting process allowed institutions to capture the monetary impact to their school by quantifying revenue enhancements, reallocation of resources, expense reductions, and cost avoidance where possible.

Becoming more efficient is also about leveraging assets and resources to their fullest potential. The Chancellor's Efficiency Advisory Committee is exemplifying some of the best ways to maximize the significant investments Ohio's institutions have in facilities, faculty, staff, and academic programs to create economies of scale to serve the broader community. This report seeks to capture the areas at which our institutions are excelling, particularly by the different types of partnerships in which the schools are engaged.

Definitions

For the purposes of this report, the Committee has identified the following definition of *efficiency*:

For students to receive the highest quality and value from their education, and for institutions to respond most effectively to workforce needs, Ohio's public institutions of higher education should:

- Leverage assets and create economies of scale by identifying and participating in shared services opportunities among a variety of public and private partners;
- Streamline operations by reducing redundancy and increasing innovation in general operational functions, academic program delivery, energy usage, and information technology and procurement reforms; and
- Create a collaborative environment across the University System of Ohio to share best practices among institutions.

As in the 2013 report, this report also covers five basic categories of efficiencies, which are defined as follows:

1. **Academic Efficiencies** improve value of degree, time to degree, program structure and delivery, career and academic advising, student lifetime earning potential, and associated benefits.
2. **Administrative/Operational Efficiencies** enhance university operations and other non-instructional-related institutional functions that influence cost.
3. **Energy Efficiencies** promote sustainable methods utilized by institutions to procure and use energy in the most cost-effective manner.
4. **IT Efficiencies** refine campuses' purchasing and implementation processes for IT services, equipment, and software.
5. **Procurement Efficiencies** streamline purchasing practices that are implemented systematically and strategically for an institution or group of institutions.

Guiding Principles

- Students must always be the primary focus and beneficiaries of education policy.
- Higher education institutions operating more efficiently, both administratively and academically, benefits students by containing costs and reducing time to degree or credential.
- Leveraging current assets to their fullest potential allows institutions to provide the most quality and value to students.
- Fostering and strengthening institutional partnerships, creating economies of scale for a variety of public and private partners across the state has value for the institution and its students, as well as employers and the state.
- State policy and statutory barriers should be identified and remedies should be proposed for consideration.
- Energy usage, information technology, and procurement reforms should continue to be considered, while efficient practices are identified across campuses.
- Institutions should work directly with local businesses, school districts, and the community to effectively respond to the area's workforce and economic needs.

Ohio Resources and Initiatives

Ohio continues to be a national leader in many areas of efficient practices for our public institutions of higher education. In previous years, our state has been recognized for leadership and achievement in this area by organizations such as the Lumina Foundation³ and Complete College America.⁴

The 2013 Efficiency Report outlined many of the programs and policy areas across the state that are enabling Ohio's public colleges and universities to save millions of dollars through shared services and other efficiencies. The State of Ohio also offers comprehensive programs to help government agencies – and often state public colleges and universities – become more efficient. A few of those programs are outlined below.

- **skinnyOhio:** The Auditor of State's office has instituted a tool called skinnyOhio to assist government agencies in achieving "clean, accountable and efficient government." The tool is an online clearing-house for best practices in areas that performance audits have identified as opportunities for potential savings. Resources available include a local government toolkit, shared services idea center, and a

³ Four Steps to Finishing First, Lumina Foundation publication, <http://www.luminafoundation.org/publications/FourStepsToFinishingFirstinHigherEducation.pdf>

⁴ Ohio has been recognized by Complete College America for use of performance-based funding models for our institutions: <http://completecollege.org/strategies/#stratHolderPerformanceFunding>

performance audit database to assist government entities with managing finances, human resources, fleets, facilities, operations, and technology.⁵

- **LEANOhio:** LEANOhio's mission is to make to make government services in Ohio simpler, faster, better, and less costly. Using continuous improvement methods such as Lean and Six Sigma, Ohio's state agencies are cutting red tape, removing inefficiencies, improving customer service, and achieving measurable results. LEANOhio is managed through the Ohio Department of Administrative Services and provides agencies with strategic planning, value stream mapping, data analysis, and numerous other tools to streamline current practices.⁶
- **Beyond Boundaries:** *A Shared Services Action Plan for Ohio Schools and Governments* is a comprehensive study of public policy recommendations, potential collaborations, and needed changes to the overall way of doing business in Ohio's public sector. This roadmap, developed by the Kasich Administration in partnership with local officials from across the state, provides additional tools to further remove barriers that stand in the way of saving Ohioans tax dollars through collaboration. Beyond Boundaries provides 10 signature recommendations as well as information and tools needed by local leaders to help them realize the benefit of shared services opportunities.⁷

State Policy Initiatives

Highlights from the Mid-Biennium Review (MBR)

After the biennial operating budget in 2013 (House Bill 59), Governor Kasich initiated a top-to-bottom review of state government agencies and programs, one-year before Ohio's budget-setting process would traditionally begin. The MBR included several provisions that affect efficiencies in our higher education system.

- **Performance Based Funding Models (House Bill 484):** Continuing the collaborative efforts of Ohio's university and community college presidents, House Bill 484 provided a new funding formula for our two-year colleges that is based on performance. The enactment of this legislation now places all of Ohio's public institutions of higher education under a funding model that is based on student outcomes (such as course and degree completion), rather than enrollment. Tying funding to outcomes incentivizes institutions to rethink their operational structures and academic delivery, leading to a more streamlined and effective approach to serving students.
- **State Authorization Reciprocity Agreement (SARA) (House Bill 484):** House Bill 484 also allows the Chancellor to enter into distance education program reciprocity agreements with other states in the Midwestern Higher Education Compact. The reciprocity agreement would provide students with greater access to distance education programs and allow Ohio institutions to enroll students in other states without going through the costly and time-consuming process of seeking approval in each

⁵ <http://skinnyohio.org>

⁶ <http://lean.ohio.gov>

⁷ <http://www.beyondboundaries.ohio.gov>

state. SARA has the potential to save Ohio institutions of higher education tens of thousands of dollars in state authorization fees.⁸

- **Program Share (House Bill 484 & Senate Bill 69):** This legislation establishes the Course & Program Sharing network at the Board of Regents, which will facilitate institutions sharing already-established programs with other institutions in regions that must set up a program quickly to meet a workforce or industry need.⁹
- **College Credit Plus (House Bill 487):** House Bill 487 creates a clearly defined system of dual credit in Ohio with a transparent funding structure. The program will provide a no-cost option for all high school students in Ohio to receive both high school and transcribed college credit, and ensure high-quality coursework and instruction. The College Credit Plus program will enable students to save considerable amounts of time and money in achieving their college degree.¹⁰

Campus Completion Plans

House Bill 59 called for Ohio's public colleges and universities to submit to the Chancellor by June 30, 2014 a campus completion plan that was approved by each school's board of trustees. The legislation further states that these plans are to be updated every two years. Completion plans provide a continuous improvement framework that can allow campuses to identify and implement strategies to increase the number and percentage of students earning meaningful postsecondary credentials.¹¹

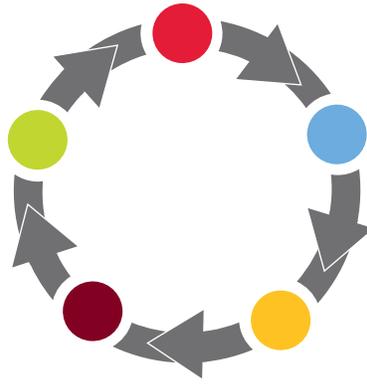
One of the purposes of these plans is to align each institution with the metrics of the performance-based funding formulas, seeking to ensure the best outcomes for students at each school. Although they vary in scope, some of the common themes in the plans include improving student advising and engagement, increasing utilization of internships and co-ops, providing assistance with program selection for undecided students, and additional academic supports.

8 See above

9 See above

10 Additional information on College Credit Plus, including the Chancellor's recommendations report and guidance documents are available on the Board of Regents' website: https://www.ohiohighered.org/college_credit_plus

11 All campus completion plans are posted at: https://ohiohighered.org/content/campus_completion_plans



Forging Ahead

Increased Focus on Academic Projects

Although the Efficiency Advisory Committee is composed primarily of representatives from institutional financial or administrative offices, the committee has made efforts to more deeply engage the academic side of efficiencies, highlighting new methods of course delivery, redesigning models of instruction, and developing ways to graduate students more quickly and affordably.

The report *An Open Letter to College and University Leaders: College Completion Must Be Our Priority*¹² offers suggestions for delivering courses more efficiently, including competency-based learning and technology to more effectively teach and retain students. The report also encourages innovation in academic delivery by offering “midnight courses” and other creative, flexible schedule options. Several of Ohio’s institutions are utilizing some of these methods and others in their approach to academics.

- **City University of New York Accelerated Study in Associate Programs (ASAP) Replication in Ohio:** One example cited in the *Open Letter* report outlined the City University of New York’s ASAP program, which provides academic, social, and financial support to help community college students earn their degrees as quickly as possible.¹³ MDRC,¹⁴ in partnership with the City University of New York (CUNY) and the Ohio Board of Regents, has received a \$5 million anchor grant from the Great Lakes Higher Education Guaranty Corporation to replicate and adapt the ASAP at three community colleges in Ohio: Cincinnati State Technical and Community College, Cuyahoga Community College, and Lorain County Community College. Developed by CUNY with the Center for Economic Opportunity, ASAP combines ideas from a range of programs into a comprehensive and integrated model that targets multiple barriers to timely degree completion. MDRC’s evaluation of the program found that ASAP has increased full-time enrollment, accelerated credit accumulation, and almost doubled three-year

¹² <http://www.acenet.edu/news-room/Documents/An-Open-Letter-to-College-and-University-Leaders.pdf>

¹³ <http://www.acenet.edu/news-room/Documents/An-Open-Letter-to-College-and-University-Leaders.pdf>, Page 12

¹⁴ Created in 1974 by the Ford Foundation and a group of federal agencies, MDRC is a nonprofit, nonpartisan education and social policy research organization dedicated to learning what works to improve programs and policies that affect the poor. <http://www.mdrc.org/about/about-mdrc-history>

graduation rates. This is the strongest evidence to date on how to help low-income community college students succeed in college.¹⁵

- **Redesigning Courses:** Using the National Center for Academic Transformation's¹⁶ Course Redesign model, several institutions have revamped some of their high-enrollment courses to provide more efficient and cost-effective delivery, while improving learning outcomes. For example, Ohio State used this model to redesign an introductory statistics course, with a 31% cost reduction.¹⁷

Wright State University has taken another approach by creating a model for engineering mathematics education. The model seeks to redefine the way in which engineering mathematics is taught by integrating relevant mathematics concepts into an applied engineering course, eliminating a traditional freshman calculus sequence. This program focuses on increasing student retention, motivation, and success in engineering.¹⁸

Similar methods have also been applied to courses experiencing low enrollment. For instance, Sinclair Community College had a number of low-enrollment sections that needed to be offered. The college decided to "stack" two different levels of courses, such as developmental math, and offer both sections at the same time, in the same class, using one instructor. Sinclair was able to consolidate 140 low-enrollment course sections into 70 stacked sections, providing a streamlined approach to these courses and a significant savings to the institution.

- **Classroom Utilization:** Classroom utilization often falls under the operational efficiencies category; however, proper use of classroom space is an important component of student academic success. One example was a space utilization audit conducted by Cuyahoga County Community College (Tri-C). The audit enabled Tri-C to implement a course optimization system to ensure the most effective use of classroom space at its multi-location campus. This system provides institutions with the tools to assign rooms based on enrollment numbers and the resources needed for each course and instructor, and allowed Tri-C to place more focus on student needs in the classroom. Through this process, Tri-C has been able to capture the data needed to make appropriate upgrades to technology in certain classrooms and cut the scheduling process down from days to a few hours.¹⁹ ²⁰ This process has also enabled the college to alleviate bottlenecks in certain courses, which has been identified as a barrier to completion.²¹

Community colleges across the state are finding other approaches to facility use. Hocking College, for example, has undergone an examination of room utilization to determine the best use of spaces. The process maximizes lab spaces to accommodate larger class sizes, as well as provides flexible scheduling for lab-based courses. Sinclair Community College has also deployed visual analytics tools that

15 <http://www.mdrc.org/news/announcement/mdrc-experts-participate-white-house-event-college-readiness>

16 The National Center for Academic Transformation (NCAT) is an independent, not-for-profit organization that provides leadership in using information technology to redesign learning environments to produce better learning outcomes for students at a reduced cost to the institution. <http://www.thencat.org/whoweare.html>

17 NCAT: http://www.thencat.org/PCR/R3/OSU/OSU_Overview.htm

18 <http://cecs.wright.edu/community/engmath>

19 Ad Astra: <http://www.aais.com/success-stories/success-stories/by-type/efficiency/item/cuyahoga-community-college>

20 Cuyahoga Community College AQIP Systems Portfolio 2012: <http://www.tri-c.edu/about/Documents/2012%20AQIP%20Systems%20Portfolio%20-%20Cuyahoga%20Community%20College.pdf>

21 An Open Letter to College and University Leaders: College Completion Must Be Our Priority, pg 12: <http://www.acenet.edu/news-room/Documents/An-Open-Letter-to-College-and-University-Leaders.pdf>

support high visibility and manageability of average class size and course scheduling, resulting in better management of college resources, including faculty, space and technology. Owens Community College has integrated their skilled trades programs into two technology buildings on the Toledo campus, eliminating the use of a 55,000-square-foot facility. As one final example in this area, Central Ohio Technical College is now offering an EMS program with the Knox County Career Center in order to share the facilities required for the program.

- **Academic Reorganization:** Having too many choices is a potential hindrance to student completion,²² and can contribute to inefficient operations in maintaining low-enrollment programs. This year, the University of Akron identified 56 programs to suspend and eventually eliminate²³ based on factors such as the level of demand, program completion rates, job placement rates, and relationship to the university's core mission.²⁴ While this move was not without controversy, narrowing options for students and reducing redundant, low-enrollment programs can boost student completion while reducing costs for institutions.

In another instance, Stark State College reorganized divisions through consolidation, elimination, and reassignment of various department functions. The college decreased the number deans on the campus.

- **Innovative Teaching Practices & Creative Technologies:** Constantly evolving technology is providing new ways to present course material. Many areas of efficiencies include the use of technology to change the way Ohio's institutions serve students. For instance, Sinclair Community College's use of video conference technology has enabled the college to teach one class at all three of Sinclair's learning center locations simultaneously. Columbus State Community College is also using technology to give faculty a platform to develop digital content, expand online and blended learning opportunities, and enhance face-to-face classroom experiences.
- **Faculty:** Faculty responsibilities generally fall into the categories of instruction, research, and service. While some faculty members are more skilled in the classroom, others might be better suited to research or service. Utilizing faculty members to their fullest potential across these areas, while also providing them with technology resources and professional development opportunities, is key to serving students more effectively. For example, Eastern Gateway Community College made changes in its faculty workload policies during this reporting period. By increasing full-time faculty workload from 30 credit hours to 33 credit hours per academic year, the college reduced the number of adjunct faculty it needed to hire.
- **Competency-Based Education:** Institutions should consider ground-breaking ways of delivering academic course instruction in the pursuit of maximizing time and resources for both institutions and students, while improving completion outcomes and student success.

22 See above, pg 19

23 https://www.uakron.edu/im/online-newsroom/news_details.dot?newsId=5275f426-63a3-4d67-ad3d-0bb019b49b40

24 <http://www.ohio.com/news/break-news/university-of-akron-proposes-end-to-55-degree-programs-1.464349>

Competency-based learning is a model of instruction that allows a student to earn credit through the demonstration of mastery of academic content. According to the U.S. Department of Education, competency-based strategies provide flexibility in the way that credit can be earned or awarded, and provide students with personalized learning opportunities. This type of learning can lead to better student engagement and outcomes because the content is relevant to each student and tailored to each student’s unique needs.

By enabling students to master skills at their own pace, competency-based learning systems help to save both time and money. Depending on the strategy pursued, competency-based systems also create multiple pathways to graduation; make better use of technology; support new staffing patterns that utilize teacher skills and interests differently; take advantage of learning opportunities outside of school hours and walls; and help identify opportunities to target interventions to meet the specific learning needs of students.²⁵

Student Focus is Imperative

As the committee’s guiding principles and definitions demonstrate, students should be at the fulcrum of any efficient practice. While Ohio’s public universities and community colleges are all working toward more efficient practices, we need to continue to strengthen our efforts, specifically by creating financial space for the institutions to hold the line on tuition. By cultivating a student-focused culture, Ohio’s institutions can increase retention and completion rates, allowing students to concentrate their efforts on academic and personal development.

An example of student focus was demonstrated in an October 2014 announcement from Ohio State. The school developed a proposal that would turn the operations of the university’s utility and lighting systems over to a private company. President Michael Drake said that “this focus on sustainability has the potential to generate significant funding that could increase access to an affordable education for students and provide strong, meaningful support for faculty research.”²⁶

Shawnee State University, one of Ohio’s open access institutions, has also demonstrated a stu-

“...this focus on sustainability has the potential to generate significant funding that could increase access to an affordable education for students and provide strong, meaningful support for faculty research.”

– Michael Drake
President, The Ohio State University

“We are utilizing our data in new ways to develop enhanced programming that is tailored to helping students at all levels of college preparedness succeed in college and reach their goals.”

– Dr. Rita Rice Morris
President, Shawnee State University

²⁵ <http://www.ed.gov/oii-news/competency-based-learning-or-personalized-learning>

²⁶ <http://www.dispatch.com/content/stories/local/2014/10/30/1030-state-of-ohio-state-speech.html>

dent-centered approach. The university has created a Student Success Curriculum, a two-year associate degree program that provides intensive intervention services, tutoring, and academic resources. This program is designed to help students complete any needed developmental coursework and successfully transition to college-level courses. Even though these new policies contributed to a smaller incoming class, the students are more academically prepared, which should increase long-term retention and completion rates in future years.

“The Newark campus model and its embedded efficiency is the expectation of our strongly engaged community. The fact that the model is still functioning at the highest level over 40 years from its inception is a tribute to its founders and the dedication of the leadership and boards of both institutions.”

– Dr. Bonnie L. Coe
President, Central Ohio Technical College

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“Both Central Ohio Technical College and Ohio State Newark understand that the cost-shared model of the Newark campus is each institution’s competitive advantage when efficiency in operations has never been more important. By nature of its shared administrative structure, new initiatives can easily be considered for the possibility of leveraging the partnership to achieve savings.”

– David Brillhart
Vice President for Business & Finance,
COTC and OSU-Newark

Space Utilization and Shared Services: Co-Located Campuses Models

Ohio is fortunate to have several university regional campuses that are co-located with community colleges. Co-location would seem to lend itself to collaboration and shared services, giving a smaller college the ability to benefit from a larger university’s buying power in a broad range of services. Some campuses are leading the way in this area, blazing a trail for others to follow.

Central Ohio Technical College and The Ohio State University at Newark have been, since their inception, a rarity among co-located campuses with the level of sharing and efficiency experienced between the two campuses. Staff members in administrative areas are shared between the two schools, allowing the institutions to afford top-level staff that would otherwise be difficult for each to afford its own. Additionally, the institutions report sharing facilities, such as libraries, student housing, classroom and administrative offices. The two schools are also partnering on energy projects and information technology and data management strategies, enabling COTC to benefit from OSU’s system and infrastructure.²⁷ This collaborative partnership is viewed as a model for higher education in the state of Ohio. It allows both institutions to offer an array of educational opportunities for the central Ohio region and beyond and provides students and the community with a wealth of resources that would not otherwise be accessible.²⁸

²⁷ COTC’s efficiency survey

²⁸ <http://www.newarkcampus.org/Pages/default.aspx>

Leveraging Assets & Creating Economies of Scale

Ohio's institutions should continue to add value to the services that they already provide, particularly by leveraging current assets and facilities and finding ways to monetize or better manage those that are underutilized. Ohio's public institutions should continue to lease, sell, or privatize assets, such as dormitories and facilities, and services, such as printing and healthcare, which are not essential to their core functions. Most institutions are creating an economy of scale in procurement through joint purchasing power under the IUC Purchasing Group.

Partnership with other entities (such as higher education, local school districts, and community groups) should be considered everywhere possible, from joint purchasing to equipment sharing and joint use of facilities and staffing. Other areas on which institutions should focus are knowledge capital and leveraging research as an asset.

- **Knowledge Capital:** Knowledge capital has been defined as “an intangible asset that comprises the information and skills of a company’s employees, their experience with business processes, group work, and on-the-job learning. Knowledge capital is not like the physical factors of production – land, labor and capital – in that it is based on skills that employees share with each other in order to improve efficiencies, rather than on physical items. Having employees with skills and access to knowledge capital puts a company at a comparative advantage to its competitors.”²⁹

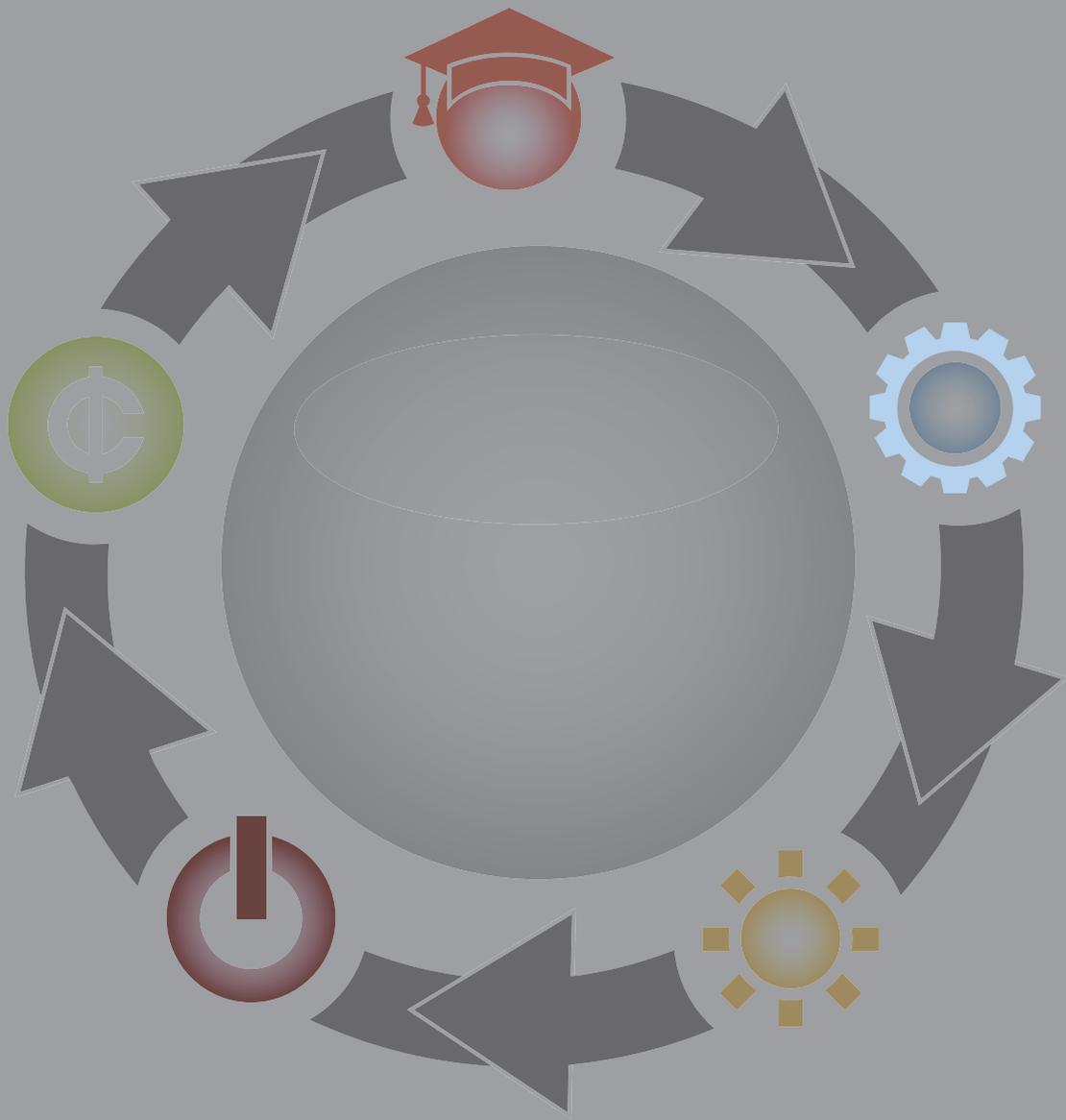
Continuous professional development for staff and administrators at our institutions of higher education is a key component to increasing this knowledge capital. Employees with well-developed skills across a wide spectrum of areas are assets that can create a staff and administration that are leaner and more nimble, leading to savings in both time and money.

- **Commercialization and Technology Transfer:** Strides are being made by Ohio's valuable research institutions in the area of commercialization of research and technology transfer. In 2013, the Board of Regents, along with a 32-member Technology Transfer and Commercialization Task Force, released the Sixth Report on The Condition of Higher Education in Ohio: Status of Implementation of Strategic Recommendations for Advancing Ohio's Innovation Economy.³⁰ This was the second comprehensive report on improving statewide commercialization efforts among the university research and business community. The report focuses on implementation of earlier recommendations developed by the Board and Task Force related to commercialization.

Increased technology transfer and commercialization is not only critical to Ohio's economic future, it also can be a windfall for universities in gained capital. These gains can then be used to improve university operations and lower costs for students while simultaneously increasing learning opportunities by creating entrepreneurial curriculum and instruction.

²⁹ <http://www.investopedia.com/terms/k/knowledge-capital.asp>

³⁰ https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/board/condition-report/2013-Condition-Report_FINAL-WEB.pdf





Category: Academic Efficiencies

Academic Efficiencies improve value of degree, time to degree, program structure and delivery, career and academic advising, student lifetime earning potential and associated benefits.

Academic Efficiencies (General)

TYPE OF EFFICIENCY	HISTORICAL (Number of schools implementing efficiency before 2013)	2013 (Number of schools implementing efficiency in 2013)	NEW (Number of schools implementing efficiency in 2014)		
			Implemented	Increased Efforts	Partners
Program Sharing	29	39	14	13	17
Research Collaboration	2	4	4	6	6
Community Programs	8	13	9	8	9
Dual Enrollment	26	12	17	21	18
Online Programming & Delivery	8	11	22	17	2
Curriculum Changes	6	10	21	17	2
Professional Development	2	6	10	13	3
Supervision/Evaluation of Staff Changes	3	6	13	12	0
Program Evaluation	7	6	10	15	1
Department Restructuring	9	19	17	10	0
Faculty Coaching/Mentoring	4	5	7	9	0
Innovative Course Offerings	---	---	13	13	2
Other Academic Efficiencies	5	16	9	6	4
Total Academic Efficiencies Reported Monetary Impact:			\$23,046,187		

Highlights: Academic Efficiencies (General)

- **Kent State** has established several community partnerships in targeted school districts that create enrollment pipelines to the University. These partnerships foster college readiness and promote access to higher education for students that may not necessarily be considering higher education, by encourage enrolling the academically ready student to enroll in the college courses during the junior

and/or senior years of high school. Students successfully completing the program will graduate from high school with 21 to 24 hours of college credit, thus making finishing a degree less costly.

- **The University of Toledo's** strategic investment in student success coaches have played a significant role in improving the first to second year retention rates of UT students. The success coaches partnering with academic advisors and faculty to support and direct new students resulted in a 2.2% increase in the first to second year retention rate fall 2013 to fall 2014. Success coaches have also been assigned to student in the UT On-Line Programs and to dual enrollment and post-secondary option high school students. The retention rate of online learners hovers around 75-80%. The success coach assigned to the 725 high school students enrolled fall 2014 is providing valuable feedback as the University prepares for the implementation of the College Credit Plus Program in the fall of 2015.
- **Cuyahoga Community College** has partnered with **Baldwin Wallace University** to offer courses at Corporate College East. Baldwin Wallace relocated its east satellite campus classes to Cuyahoga Community College's Corporate College East facility. This partnership will conveniently permit Cuyahoga Community College students to obtain four-year degrees in certain business majors by completing their first two years of undergraduate education and obtaining an associate's degree at Eastern Campus and finish their last two years of undergraduate education with Baldwin Wallace at Corporate College East. Additional revenue gained \$427,625 plus inflation annually.
- **Miami University** continued implementation of the recommendations by the Strategic Priorities Task Force which resulted in cost reductions from increased instructional and research efficacies, and consolidation of academic operations. The cost reduction implemented in fiscal year 14 was \$2,686,202
- **Stark State College** reorganized divisions and reduced the number of deans from 10 to 6 for academic year 2013-2014.
- **Southern State Community College** and **Great Oaks** have collaborated in the offering of credit aviation program in Clinton County. This program meets HLC and FAA requirements and leverages the strengths and resources of each institution. Clinton County was seriously impacted during the recession as a result of the relocation of its largest employer DHL. Although this major employer left the area, a modern airport remains along with modern repair and warehouse facilities. Recently, new employers in the aviation industry have made investments in the airbase and now a fully accredited college aviation program is available.
- **Northwest State Community College** offers "JumpStart" Dual enrollment, PSEO and Tech Programs to student from 51 high schools who earned 9,068 combined credits for a total savings of \$1,323,928 in educational costs to high school students.
- **Columbus State Community College** is creating reusable learning objects for course content that has led to a greater efficiency in content development. Additionally, CSCC has implemented Apple Professional Development Program that prepares faculty to develop digital content to expand online, blended, and supplemental content for face to face courses. This creates greater access to content and assists with overall student success.
- **Northeast Ohio Medical University** offered students an affordable insurance plan at a reduced cost and shared buying power, with the help of IUC and the collaboration of 6 Ohio universities. Also, NEOMED has developed and instituted an online pre-matriculation program for all entering students (free of charge and voluntary) to improve student academic preparation and decrease attrition.
- **Eastern Gateway Community College** increased fulltime faculty workload from 30 credit hours to 33 credit hours per academic year, which reduced the number of adjunct faculty hired.

- **The University of Akron** suspended admissions to 56 academic programs that were in low demand and/or for other reasons unsustainable (36 programs/tracks for suspension of admissions and eventual elimination, and 20 programs/tracks for suspension of admissions with the expectation of revisions/additional resources that would be necessary to resume admissions). These outcomes facilitate the reallocation of resources to better align with the future objectives of the University.
- **Cleveland State University** engaged in a campus-wide conversion of its undergraduate curriculum. The changes mean that most General Education courses will be 3 credits instead of 4; many courses in the undergraduate catalog will also be 3 credits instead of 4. Most undergraduate degrees will require a maximum of 120 credits to graduate. This effort required the investment of nearly eighteen months of faculty and staff time to re-orient the curriculum to produce greater flexibility in academic planning and a more streamlined pathway to graduation for students.
- **Sinclair Community College** had a number of low enrollment sections that needed to be offered. It was determined that a number of these classes could be “stacked;” i.e., two different levels of Developmental Math, for example, could be offered at the same time, in the same class. Only one instructor would be needed for this stacked set of two courses. Through the consolidation of 140 low enrollment course sections into 70 stacked sections, a savings of \$210,000 was realized.
- **Sinclair** collaborated with **Southern State Community College** to offer two SSCC courses within Sinclair’s Precision Agriculture for UAS Certificate and Degree Paths. In addition, Sinclair is offering our non-credit Precision Agriculture for UAS short course in collaboration with SSCC in their area of service. Through leveraging assets of both organizations, curriculum development expenses were avoided through shared content.
- **Hocking College** underwent a thorough examination of room utilization to determine the best use of spaces and the ability to maximize larger lab spaces to accommodate larger class sizes, better utilization of space, and the ability to offer flexibility in scheduling lab based courses.
- **Washington State Community College** implemented a team approach to dual enrollment that improved the registration process, the student tracking process, the connection between college dual liaisons and high school teachers, the alignment of curriculum between college and high school, the advising process, and the assessment of students’ learning. The result should be increased efficiency in student completion of dual enrollment courses and increased transition of students from high school to college.

Student-Centered Efficiencies

TYPE OF EFFICIENCY	HISTORICAL (Number of schools implementing efficiency before 2013)	2013 (Number of schools implementing efficiency in 2013)	NEW (Number of schools implementing efficiency in 2014)		
			Implemented	Increased Efforts	Partners
Student Services	6	23	20	16	2
Student Coaching/Mentoring Programs	3	6	22	15	5
Career & Pathway Services	6	5	14	13	10
Textbook Selection & Purchasing/Rental Options	6	5	15	18	6
Tuition & Fees	9	7	17	5	2
Other Student Services Efficiencies	1	3	10	8	7
Total Student-Centered Efficiencies Reported Monetary Impact:			\$4,048,862		

Highlights: Student-Centered Efficiencies

- **Cuyahoga Community College** has offered tuition at guaranteed rate with no increases for three years for full-time students making progress towards program completion.
- **Central Ohio Technical College** now offers an EMS program for students at their Mt. Vernon Campus by partnering with the Knox County Career Center in order to share the facilities required for the program.
- **Lakeland Community College's** Holden University Center (HUC) was highlighted in the FY2013 Efficiency Advisory Committee Report. The HUC's growth has met the plan since its opening three years ago (over 600 students served this Fall semester in 17 programs with seven partner colleges & universities), and Lakeland expects partner program offerings (and students served) for workforce development areas through the HUC to easily double in the next five years. Lakeland's HUC is a great example of a locally-funded, efficiently utilized project since Ohio public universities do not have to invest public capital resources to teach in Lake County and its surrounding areas.
- **Miami University** created a One Stop Enrollment Management Center that results in increased operational efficiency while enhancing services provided to students. The initiative resulted in \$250,000 in savings in FY14. Additional improvements from the new service center are planned for fiscal year 15 and beyond.
- The **Kent State University Trumbull** campus has partnered with **Youngstown State** to create an internship clearinghouse for Trumbull, Mahoning and Columbiana Counties, allowing students to participate in internships and scholarship opportunities.
- **North Central State College** implemented a "Colleague" rule which prevents financial aid from being posted to a student's account for a class that has not yet started. This prevents students in late-start classes from dropping the class before it starts (and thereby not being charged for it); and yet still receive financial aid for it because he/she was enrolled for the class as of the financial aid freeze

date. Without the rule we would have to bill the student for the over awarded aid. Getting back over awarded aid often does not happen because students most often spend aid refunds as soon as they receive them.

- **Hocking College** created a Math FLEX lab to provide flexibility for students in an environment designed to provide intense instruction, computer-based learning, and tutoring. This format is beneficial for all students, but especially those students who are non-traditional, or working, or on a part time schedule. This delivery model also allows for maximizing faculty instructional time and contact with students for supplemental instruction. This has improved completion rates.
- **Sinclair Community College's** library and bookstore combined on a project to make surplus bookstore textbooks available for students to borrow through the Library's course reserve system, thereby saving students the costs of some textbooks. System provided data was not structured in such a way that we could calculate cost savings per student; however, this allowed students to avoid the costs of some textbooks.
- **Stark State College** identified several additional pathways to completion of degrees for about 100 students in the 20013-2014 school year. This involved a lot of research and intrusive advising, and it was successful. One-time costs were borne by a Completion by Design grant from the Gates Foundation, and the process has been incorporated into institutional advising procedures.
- **Southern State Community College's** student advising and retention staff has taken a proactive initiative to identify students that have placed into developmental courses and have engaged them in tutoring efforts encouraging a retaking of the placement test with 60% being placed into college level courses greatly enhancing completion and time to degree.
- **The University of Toledo** has implemented a Rocket Readiness Program, a delayed admissions options and student cost reduction plan for students who do not meet the University's academic threshold or for students who determine that they lack the resources to attend the University at this time. We are under discussions with a number of community colleges and have signed agreements with Owens, Northwest State, Terra State, Columbus State and Monroe. Students are referred to the community college closest to their zip code to participate in this program.
- **The University of Akron** has implemented a new advising structure was established to target advising efforts for emergent and college-ready students. Students who are not directly admissible to degree programs are admitted as pre-majors. Each student has a support/success team (assigned at orientation) which includes an advisor, admissions recruiter, peer mentor, First-Year course instructor, and a liaison to some of the major support areas (i.e., counseling center, office of accessibility, etc.). The support/success team is held accountable for student retention, ensuring students attain a relevant work experience, job market and grad school readiness/success, and/or otherwise helping students meet their post-graduate goals. Teams meet regularly to review their case loads and have multiple interactions with students each semester.
- **The Ohio State University** created Buckeye Leadership Fellows Program, engaging students with local community partners to help build experience and make a positive impact on society.



Category: Administrative/Operational Efficiencies

Administrative/Operational Efficiencies enhance university operations, and other non-instructional related institutional functions that influence cost.

Administrative/Operational Efficiencies (General)

TYPE OF EFFICIENCY	HISTORICAL (Number of schools implementing efficiency before 2013)	2013 (Number of schools implementing efficiency in 2013)	NEW (Number of schools implementing efficiency in 2014)		
			Implemented	Increased Efforts	Partners
Human Resources	7	22	22	13	8
Department Staffing	4	9	12	8	4
Contract Negotiation & Management	3	11	17	8	0
Business Services Management	4	10	10	3	2
Administrative Services Management	8	19	12	7	2
Administrative Staffing	6	13	14	7	2
Executive Staffing	3	10	6	4	1
Grants & Scholarship Administration	4	8	11	5	4
State & Federal Grant Administration	3	7	8	2	2
Financial Services	7	9	12	3	3
Use of Tax Incentives	2	7	1	1	1
Fundraising	4	4	12	8	4
Food Service Operations	9	14	12	6	7
Library/Media Center Staffing	6	7	9	5	5
Marketing/Advertising/Outreach	4	6	11	6	2
Mail Services	8	10	11	5	4
Printing Services	12	14	13	7	6
Other Administrative Efficiencies	7	19	8	4	2
Total Administrative Efficiencies Reported Monetary Impact:			\$69,423,374.80		

Highlights: Administrative Efficiencies (General)

- **Miami University** implemented a Lean program in 2011 to assist in achieving administrative cost reductions and revenue increases. To date, over 18,000 hours of Lean training has been administered with over 1400 employees trained. In addition, a Senior Lean Leader certification program was developed with 85 staff members from across the campus participating. For FY14, 177 Lean projects were completed with a total cost reduction of \$1,628,033, a cost avoidance of \$5,525,388 and \$902,952 in revenue generated. In FY14, Finance and Business Services division led the University in Lean projects, completing 163 of the 177 projects. In addition to the Finance and Business Services division, Lean projects were completed in FY14 by the Office of Enrollment Management, Information Technology Services and University Advancement. During this time frame the “I have a Lean idea” program was implemented, providing a way for University staff to submit continuous improvement ideas. By fiscal year end, the program had received 417 continuous improvement ideas from staff members across the University.
- **Northeast Ohio Medical University’s** library has 8 affiliate hospital libraries where students and faculty are able to access OhioLink materials onsite. The costs of providing a University based courier to these affiliates had increased, while the hospital contribution to these services has stayed the same. Due to NEOMED’s relationship with OhioLink, the staff was able to secure OhioLink courier services that would allow affiliate hospitals to continue to pay their same contribution and still receive courier services for NEOMED patrons based at these sites.
- **Youngstown State University** implemented an automated, self-service travel system, which reduced labor costs and allowed the university to eliminate two full-time staff positions in the Procurement Office.
- **Shawnee State University’s** Human Resource Department led the Non-Academic Program reviews for all non-academic positions at Shawnee State University. This initiative complements the academic program reviews already underway. The purpose of these reviews is to position SSU’s non-academic employees to become more effective and efficient in their current roles and prepare them for the roles of the future. This process should allow the University over time to cut out redundancy, smooth out disconnects, and optimize the talents of existing employees.
- **Columbus State Community College** implemented national best practice to delay disbursement of excess financial aid refunds until after attendance and class participation confirmed. Year 1 reduction in Bad Debt Expense was \$1.8 Million.
- **Owens State Community College** renegotiated food services contract with vendor eliminating administrative fee and risk of loss to the college. This resulted in savings of approximately \$50,000 annually.
- **Northwest State Community College** is partnering with University of Toledo for Human Resource consulting services including labor relations and negotiations.
- **Terra State Community College** combined IT Helpdesk and Library circulation/reference staffing to provide students with a single point of service for basic research, library, directional, and technology questions. Previously, students often attempted to use these two areas interchangeably for many of their information needs. Combining these areas provided efficiencies in removing duplication of services, reduction in the redirection of student traffic to spatially-separate and specialized service points, provided space for other endeavors in the area that was vacated by the IT Helpdesk, and allowed the combined staff to be reduced by one full-time position.

- **Sinclair Community College** implemented of video conferencing equipment between the learning centers to allow one class to be taught at all three learning center locations. Also, the college deployed SAS Visual Analytics tools that support high visibility and manageability of average class size and course scheduling. These allow our chairs to be more efficient in their related work and for the college to better plan and optimize the course offerings and courses we provide for students. This also results in better utilization of college resources (faculty, space, technology).
- **The Ohio State University** launched an operational excellence (OE) program to help reduce costs, generate efficiencies, and develop talent who can help transform business processes. In FY14 the OE@OSU program saved or avoided costs totaling more than \$1 million and simplified processes to eliminate more than 17,000 hours of non-value-added work. By training dozens of staff members in lean methodology, the impact of this continuous improvement program will increase over time.
- **Wright State University** led the development of a consortium for enterprise print services across multiple institutions, including **Central State University**, and **Clark State Community College**, that would leverage pricing and generate economies of scale. This initiative has received national recognition by receiving the University Business Magazine's Model of Efficiency Award.

Facilities Efficiencies

TYPE OF EFFICIENCY	HISTORICAL (Number of schools implementing efficiency before 2013)	2013 (Number of schools implementing efficiency in 2013)	NEW (Number of schools implementing efficiency in 2014)		
			Implemented	Increased Efforts	Partners
Campus Space Consolidation	7	20	16	7	2
Facilities Staffing	9	7	11	9	3
Facilities Operations/ Management	7	6	9	9	6
Regional/Satellite Campus Operation	5	9	9	5	3
Shared Facilities	23	22	10	4	8
Custodial/Maintenance Staffing	9	8	16	10	3
Facilities Maintenance	8	8	10	7	5
Grounds Maintenance	6	9	8	7	3
Building Automation Systems	4	4	15	7	2
Recreation Facilities	8	8	7	2	7
Fine Arts Facilities	3	2	4	0	2
Bookstore Operations	7	5	8	3	6
Library Facilities	13	5	8	2	8
Housing	5	6	5	1	4
Parking	6	6	6	2	7
Other Facilities Efficiencies	4	3	8	5	1
Total Facilities Efficiencies Reported Monetary Impact:			\$491,400,720		

Highlights: Facilities Efficiencies

- **Owens State Community College** reviewed the use of facilities on the Toledo campus and presented a plan to eliminate the use of a 55,000 square foot facility located three miles off campus. This proposal included integrating the skilled trades programs into two technology buildings on the Toledo campus proper. This was accomplished by innovative facility consolidation and scheduling solutions.
- **Miami University** combined maintenance staff for housing into central Building Maintenance eliminating two shops that performed overlapping tasks and duplicate work. The savings will total \$220,000 annually.
- **Cincinnati State Technical and Community College**, rather than paying contractors for electrical and plumbing repairs, recruited skilled workers as new hires as attrition allowed for hiring of replacement workers, avoiding \$120,000 in repair expenses versus the prior year for spot repair bills to third party contractors.
- **Cuyahoga Community College** developed and implemented a space-use reporting system to document, analyze and report on college-wide space utilization of educational spaces (classrooms, labs, etc.). This system takes into account both the amount of time the spaces are in use (vs. available time) and the number of students using the spaces (vs. available seats). This information will potentially help make scheduling adjustments as well as allowing us to determine and implement appropriate building renovations to provide more 'right-sized' learning spaces. This will result in more efficient use of existing space while potentially eliminating the cost of constructing new space.
- **Southern State Community College** completed the construction of their new Brown County Campus on budget and ahead of schedule as a result in part to the active involvement of village of Mt. Orab officials, particularly the Mayor and Village Engineer. Water and sewer connections were brought to our site at no expense to the college. Adjacent road and intersection improvements greatly enhanced our project. Savings estimates approach \$1 million.
- **Northwest State Community College** has upgraded its building automation system to one common platform that enables control of HVAC systems based on occupancy schedules while using one integrated system. This has resulted in reduction of energy consumption and costs.
- **Columbus State Community College** has a shared one year parking agreement with neighboring Columbus College of Art.
- **The University of Cincinnati** moved wet labs into Medical Sciences Building (MSB) rather than construct expensive labs in the Health Professions Building (HPB) renovation. The University is also working toward moving a new program from Allied Health into Nursing or MSB rather than building a larger building.
- **Northeast Ohio Medical University** has relationships with private developer for housing and recreational facilities, which include shared costs and revenue sharing.
- **Terra State Community College** repurposed Library space for necessary additions and improvements to the campus dining services, the culinary arts instructional lab, and building HVAC. The efficiency realized was a cost avoidance of more expensive construction and development plans that would have avoided the library area for the installation of necessary exhaust and ventilation conduits.
- **Cleveland State University's** Facilities and Safety Team (FAST) implemented a zone maintenance approach to schedule routine repairs to campus facilities that are not usually called in by campus stakeholders on a timely basis. This proactive approach has reduced the number of work orders placed by the campus community and has permitted some of the staff consolidations within the division. It has also improved the physical appearance of the campus.

- **Clark State Community College** purchased bookstore management software system to use for accounts receivables and accounts payables. This software posts sales daily with live updates at the register for all items sold. This system also allows students to purchase textbooks and merchandise online. These upgrades have resulted in less wait time, more efficient use of staff time, and enhanced customer service.
- **The Ohio State University** created the Off-Campus Housing Excellence Program, a comprehensive initiative designed to improve the quality of off-campus life and enhance the vibrancy of the University area, in collaboration with students, parents, property owners/managers, and city and University officials to address the unique needs and interests of the off-campus community. Student Life has partnered with the Columbus Fire Department to assess off-campus safety, security, and environmental sustainability.

Health & Human Services Efficiencies

TYPE OF EFFICIENCY	HISTORICAL (Number of schools implementing efficiency before 2013)	2013 (Number of schools implementing efficiency in 2013)	NEW (Number of schools implementing efficiency in 2014)		
			Implemented	Increased Efforts	Partners
Campus Health Center	2	9	9	4	5
Health Care Policies	10	20	8	4	2
Health Care Equipment	2	2	3	2	3
Health & Human Services Staff	1	4	4	2	3
Counseling Services (non-academic)	1	3	12	5	5
Other Health & Human Services Efficiencies	3	6	5	5	4
Total Health & Human Services Efficiencies Reported Monetary Impact:			\$10,475,212		

Highlights: Health & Human Services Efficiencies

- **Miami University** implemented a wellness program and continued improvements in the management of the health care program cost structure, Miami University reduced health care spending by an additional \$821,062 in FY14. The combined annual savings from our first year total \$4,860,153. Management of the student health center was transferred to an area hospital providing annual savings of \$180,000, with additional savings anticipated in the future.
- **The University of Toledo** entered into a partnership with Owens Community College and established EasyFills Rx Service, which provides pharmacy benefits and reduces Owens' costs through UT's volume pricing. This partnership has a potential savings of \$1 million to Owens Community College. This also provides an introduction to The University of Toledo medical services and potential for adding new patients to our clinical enterprise. In addition, UT is in discussions with Northwest State Community College to bring the EasyFills Rx Service to their employees and family members. The potential expense reduction to Northwest State Community College is currently being investigated.
- **Cuyahoga Community College** opened the Health, Wellness, and Preventative Care Center at Metro Campus to provide low-cost health care services to the community.

- **Northwest State Community College** and **Rio Grande Community College** have separately contracted with local agencies for counseling services.
- **Terra Community College** changed from having health benefits that were fully funded to health benefits that are self-funded. Additionally, Terra State opened an on-site health care center as part of this change for employees who accepted health care benefits from Terra State. If Terra State had not aggressively sought out opportunities for cost savings, the renewal the college faced was a 34% increase. By switching to self-insured with the on-site care center, our renewal was only 7%. This provided Terra State with a cost avoidance of \$293,250.
- **The University of Akron** adopted the use of Electronic Medical Records (EMR). Use of this technology will serve to improve medical documentation and decision-making; allow for the department to be virtually paper-free; provide for a space-saving environment; and ultimately increase the number of students serviced in a given day. EMR is the cornerstone for eventual third-party billing.
- **Central Ohio Technical College** and **Ohio State** made a decision to adopt and implement virtually identical institution-wide policies in keeping with initiatives on the national and state levels encouraging universities and colleges to become tobacco free. This partnership allowed for costs and time needed to produce policies, printed material, signage, etc. to be shared between both institutions.

Public Works Efficiencies

The work of building such things as roads, schools & resevoirs, carried out by the government for the community.

TYPE OF EFFICIENCY	HISTORICAL (Number of schools implementing efficiency before 2013)	2013 (Number of schools implementing efficiency in 2013)	NEW (Number of schools implementing efficiency in 2014)		
			Implemented	Increased Efforts	Partners
Capital Improvements	3	5	14	5	5
Infrastructure Maintenance	3	6	8	9	7
Paving/Pouring	0	1	5	2	3
Recycling	9	8	16	9	8
Trash Removal	---	---	6	6	7
Snow Removal & Salt Purchasing/Storage	4	5	13	4	11
Storm Water	2	1	3	2	5
Other Public Works Efficiencies	1	14	0	1	1
Total Public Works Efficiencies Reported Monetary Impact:			\$4,660,909		

Highlights: Public Works Efficiencies

- **Kent State University** is partnering with the City of Kent on many projects and for maintenance. Examples include a storm water management system, street improvements, and water and sewer maintenance needs.

- **The University of Toledo**, the City of Toledo and the Metroparks of the Toledo Area are partnering on the repaving of Arlington Ave, which is adjacent to UT's Health Science Campus. This partnership has resulted in the planned multi-use path being located on the campus side of the roadway, saving the project approximately \$200,000 in site development costs.
- **Cuyahoga Community College** opened Public Safety Institute Center of Excellence at Crile Building at the Western Campus, which houses the police and fire training academies and emergency medical services programs. It offers updated, user friendly facilities with expanded services allowing Cuyahoga Community College to train additional students and support local police, fire, EMS departments. Anticipated positive financial impact of \$542,638.
- **Stark State College** finished 6th overall in the National Recyclemania Competition 2014. Stark State's recycling rate was 68% with more than 25 cumulative lbs of recycled material per person.
- **Southern State Community College** recently completed a 50,000 square foot facility using the recently available delivery method Construction Manager at Risk (CMAR). One feature of this method is the guaranteed maximum price (GMP). Savings approaching \$750,000 were directed back into the project for increased scope and enhancements.
- **Wright State University** developed a plan in partnership with the Ohio Department of Transportation (ODOT) and the nearby municipalities of Beavercreek and Fairborn to centrally locate a high-capacity shared salt storage facility on Wright State's campus that would serve all partners with the potential addition of Wright Patterson Air Force Base. This collaboration will result in a nearly two-acre storage site housing a 3,000 ton capacity salt dome as well as WSU's grounds maintenance equipment. With nearly \$1 million in state capital funding and contributions of \$650,000 from ODOT, the project now boasts an expanded budget of \$2.4 million without additional capital outlay from the university. The economic gain from efficiencies and contributed capital over a 30-year period is about \$100,000 a year, or \$3 million.
- **Northwest State Community College** has installed additional valves and piping to allow for waterline maintenance during normal working hours which has helped to reduce overtime costs on college projects.
- **Marion Technical College** implemented a zero waste program to increase the amount of campus waste that is recycled. This program is operated by local State Penitentiary and local waste removal company.
- **The University of Akron** participated in the CUE Purchasing Cooperative for the purchase of sidewalk/road salt.
- **Central Ohio Technical College** partnered with the City of Newark, the Newark Rotary Club and the Licking County Foundation to help construct an outdoor fitness center located on grounds managed by the college.
- **Cleveland State University** formalized a multi-year program for \$26 million in campus deferred maintenance needs and financed the program by a 2012 bond issuance. The capitalization of this program over an extended period nets the University approximately \$500-750,000 in operating budget savings.
- **The Ohio State University** built a new Regional Chilled Water Plant on East Campus. The East Regional Chilled Water Plant was commissioned and has been supplying chilled water to the new Chemical and Biomolecular Engineering building since May, 2014. At full capacity the plant is expected to provide a 30% reduction in energy consumption, reduce the carbon footprint on campus and decrease maintenance costs.

Economic Development Efficiencies

TYPE OF EFFICIENCY	HISTORICAL (Number of schools implementing efficiency before 2013)	2013 (Number of schools implementing efficiency in 2013)	NEW (Number of schools implementing efficiency in 2014)		
			Implemented	Increased Efforts	Partners
Monetizing Assets	3	9	1	3	2
Acquisition of Assets	2	1	3	2	4
Capital Planning Projects	3	1	7	8	7
Workforce Development Initiatives	---	---	8	10	12
Business Partnerships	---	---	10	6	11
Land Use Planning	3	3	3	5	4
Construction	3	3	7	6	3
Corporate/Industrial Park Development	1	0	3	3	2
Other Economic Development Efficiencies	1	9	1	5	4
Total Economic Development Efficiencies Reported Monetary Impact:			\$22,232,840		

Highlights: Economic Development Efficiencies

- **Rio Grande Community College** maintains a partnership with the Vinton County Board of Education for use of facility as an off-site campus location.
- **Miami University** purchased an abandoned 26 acre site from the local school district in very close proximity to the central part of campus. The total cost of the purchase including demolition of the building and preparation of the site for surface-lot parking is saving the University \$3,000,000 over a parking garage that otherwise would be needed to replace the lost parking. The savings from the project is an estimated \$7,000,000. The project also includes a bus garage and fueling station that is being shared with the Butler County Regional Transit Authority and Talawanda School Board.
- **The University of Toledo** Intermodal Transportation Institute initiated and researched the Airline Junction Norfolk Southern Intermodal expansion project. It enabled the City of Toledo to get nearly \$7M in grants Funded by Federal Recovery Act. The resulting intermodal growth of the intermodal yard has doubled the throughput. Reported growth has been 116%. Economic benefit to the region is projected to be over \$100M including direct and indirect jobs, state and local taxes, and industrial development.
- **Cuyahoga Community College** has partnered with Ben Venue Laboratories to provide financial assistance for retraining due to the facility closure. As part of the severance packages, employees are receiving a \$6,000 educational benefit to use at Cuyahoga Community College for retraining. To date, 546 individuals from Ben Venue have selected the Cuyahoga Community College educational option.
- **Wright State University** has developed the National Center for Medical Readiness, Calamityville,® a state-of-the-art, collaborative training and research facility on 52 acres in Fairborn, Ohio. Calamityville® prepares the civilian and military medical communities to participate and react in an effective and meaningful manner with traditional disaster responders. This provides the nation with a more

complete approach to finding patients, offering initial care, and safely evacuating them from acute disaster-related environments. Calamityville® blends the principles of search and rescue, field assessment, stabilization, field triage, and transport to the next level of care. This is the first site in the United States to fully integrate civilian and military relationships, and medical and non-medical responses that occur in a disaster or other complex rescue situation.

- **Northwest State Community College** expanded relationships with local industry to support apprenticeship programs. Expansion of CNC Machining program and Advanced Manufacturing program to Vantage Career Center.
- **Columbus State Community College** continues to aggressively seek partners to collaborate in strategic efforts, particularly those related to the Central Ohio Compact. Over the past year, several grants have been received (AEP Credits Count, JPMorgan Chase New Skills At Work, City of Columbus Fast Path, and CougarBridge) totaling nearly \$9M over the next 5 years.
- **Eastern Gateway Community College** created the Oil and Gas Field Maintenance Tech certificate to meet demands of Oil and Gas employers.
- **Clark State Community College** is participating in Dayton's Priority Development and Advocacy Committee process is organized to evaluate and establish a list of regional priorities and recommended projects that aid the community in speaking with one voice when pursuing funding opportunities for capital needs. The group consists of 26 business, education and government leaders from throughout the Dayton region. Projects are prioritized by the significant impact in the region, meeting the needs of the region and are identified as ready for funding.
- **Cleveland State University** is providing facilities for the Cleveland cohort of NEOMED's programs within their College of Medicine, College of Pharmacy and College of Graduate Studies and will serve as the home of the NEOMED-CSU Partnership for Urban Health, a unique partnership and model dedicated to training physicians and other health professionals that deliver primary care services to address the unique health care needs of metropolitan communities. The partnership encourages economically disadvantaged students from Greater Cleveland to complete undergraduate coursework at CSU, enroll in the College of Medicine at NEOMED to earn a doctor of medicine degree and return after residency to work in medically under-served communities in Northeast Ohio.
- **Sinclair Community College** launched initial Lean Offerings at the end of FY 2014. Initial offerings were a train-the-trainer class targeted to government employees to increase their effectiveness in managing lean projects, and a lean initiative with Baker Middle School in the Fairborn City School District on refining their master scheduling process improving customer service to students, parents, and teachers. As a result of this partnership, Sinclair generated an additional \$35,600 in revenue enhancement.
- **Hocking College** continues to partner with the local Adult Career Center, sharing the costs of their director for representing us at workforce development meetings at the State as well as in the delivery of workforce training in our area. We are about to begin the remodeling of a Business Training Center with State Capital dollars and sharing the cost of running that facility with the Adult Career Center. In addition, our hospitality and culinary students will utilize that facility as a lab for hands-on training in scheduling events and providing food service to those events.
- **The Ohio State University's** staff recognized that the average time for accounting close out of construction projects at 10 months was unacceptable and requested additional staff to alleviate the problem. OSU entered into a process review and process improvement effort that resulted in a reduction to less than 90 days on average, without adding staff.

Public Safety Efficiencies

All USO institutions have the opportunity to create mutual aid agreements to share police services through a recently enacted statute allowing campuses to share public safety services with other jurisdictions.

TYPE OF EFFICIENCY	HISTORICAL (Number of schools implementing efficiency before 2013)	2013 (Number of schools implementing efficiency in 2013)	NEW (Number of schools implementing efficiency in 2014)		
			Implemented	Increased Efforts	Partners
Communications Systems	9	9	12	7	10
Consolidated/Joint Operations	5	10	5	5	14
Safety Equipment	6	6	11	5	10
Safety Staffing	8	9	8	4	7
Security Services-Implemented	3	5	10	4	7
Other Public Safety Efficiencies	5	10	9	4	5
Total Public Safety Efficiencies Reported Monetary Impact:			\$3,796,719.67		

Highlights: Public Safety Efficiencies

- **Miami University** has a partnership with the United States Secret Service that has brought in equipment to the department which directly impacts our ability to investigate computer/internet based crimes. We recently received a Mobile Forensic Recovery of Evidence Device from the USSS valued at \$4,000, with no out of pocket expense. This device allows for our computer forensic investigator to collect on scene data from a wide variety of suspect computer hardware. Also, our recent partnership with the Greater Cincinnati Fusion Center (supported by the U.S. Department of Homeland Security) has provided MUPD with both equipment and expertise that would have been out of reach without the partnership. Services we receive from this partnership include access to dedicated crime and intelligence analysts (salary savings) and use of GIS based crime analysis software.
- **Cuyahoga Community College** increased efforts with disaster awareness campaign for college facilities and made the program available to all Community College employees. This includes new “what if” website that provides instructions per campus location about what to do if a disaster happens.
- **Stark State College** joined the Attorney General’s Webcheck program to perform background checks for students in-house, which prevented the cost for conducting background checks from rising.
- **Southern State Community College** contracts with local city police departments and sheriff’s offices for off duty officer security services and with the assistance of the Ohio Board of Regents has deployed MARCS radios on its four campuses offering direct communication with emergency responders.
- **Northwest State Community College** partners with Henry County Sheriff and Correction Center of Northwest Ohio (CCNO) for dispatch of their SWAT team if needed for hostage or campus shooter situations. CCNO has photographed and identified emergency access points to all areas of the college at no charge to the campus. Additionally, they have conducted training and drills on campus.
- **Shawnee State University** has added bike patrol as a method of providing police and security patrol to the campus. This method of patrol helps promote our philosophy of “Community Policing” by

putting our officers in close contact with the students and the rest of our campus community. This method of patrol adds to fuel savings, reducing our strain on the budget, and increases the patrol mileage that an officer is able to complete during a shift. Bike patrol also reduces the response time to calls for service.

- **University of Cincinnati** is partnering with the City of Cincinnati for radios and with the City of Cincinnati and Hamilton County for its CAD system. UC also shares the RCIC (Regional Crime Information Center) with all other agencies in Hamilton County.
 - **Central Ohio Technical College** cost shares the Director of Public Safety position with the Ohio State University and works closely with the OSU Police Department.
 - **Hocking College**, through a bond issuance, has set aside funding for a \$1 million upgrade to our fire alarm and emergency notification systems, thereby improving efficiency of those systems at the same time that we enhance the safety of our campus.
 - **Clark State Community College** contracts with the local police department to provide armed safety services for the benefit of students, faculty and staff. This collaboration has resulted in higher respect shown by students to those in authority and has allowed the city police department to become familiar with college facilities in the unfortunate event they needed to respond to an emergency situation.
 - **The Ohio State University** partnered with **Marion Technical College**, **Central Ohio Technical College** and **North Central State College** to share emergency notification systems. OSU also permitted Metro High School and Schoenbaum Family Center to utilize the alert system at no charge.
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Fleet Management & Operations Efficiencies

<u>TYPE OF EFFICIENCY</u>	<u>HISTORICAL</u> (Number of schools implementing efficiency before 2013)	<u>2013</u> (Number of schools implementing efficiency in 2013)	<u>NEW</u> (Number of schools implementing efficiency in 2014)		
			Implemented	Increased Efforts	Partners
Transportation Operations	8	10	7	2	2
Vehicle or Equipment Maintenance	4	4	5	4	2
Vehicle or Equipment Purchasing	7	5	5	6	5
Efficient Practices-Fueling	0	5	8	3	3
Other Fleet Management & Operations Efficiencies	5	4	7	3	2
Total Fleet Management & Operations Efficiencies Reported Monetary Impact:			\$549,810		

Highlights: Fleet Management & Operations Efficiencies

- **Miami University** pooled administrative sedans within the Physical Facilities Department, allowing a fleet reduction of six vehicles. Savings of \$60,000 reflects sale of vehicles and annualized cost of maintenance.
- The **Kent State University Tuscarawas** campus has implemented bulk purchasing of gasoline.
- **The University of Toledo** replaced a 40 foot bus in the campus transit fleet with a 20 foot bus. This “right-sizing” provided the needed seating capacity for the routes involved while saving \$5,000 per year in fuel.
- **Stark State College** eliminated underutilized shuttle service within the Main Campus.
- **The University of Akron** conducted an RFP to select maintenance and repair providers for its fleet operations, resulting in a projected annual savings of \$100K.
- **Central Ohio Technical College** and **OSU** share in the purchase, maintenance, fuel costs, insurance, etc. for the Newark Campus Fleet.
- **Hocking College** has partnered with Logan Transit to provide transportation from our Nelsonville location to our Logan site.
- **The Ohio State University** has purchased buses in cooperation with the City of Akron to reduce the purchase prices.



Category: Energy Efficiency

Energy Efficiencies seek and refine sustainable methods utilized by institutions to procure and use energy in the most cost effective manner.

House Bill 251 – 126th General Assembly: In 2006 the General Assembly passed a bill outlining the need for more efficient practices by institutions in Ohio. The legislation called for a reduction by at least 20 percent of on-campus and off-campus building energy consumption by 2014, giving the institutions a 10-year timeline for attainment.

TYPE OF EFFICIENCY	HISTORICAL (Number of schools implementing efficiency before 2013)	2013 (Number of schools implementing efficiency in 2013)	NEW (Number of schools implementing efficiency in 2014)		
			Implemented	Increased Efforts	Partners
H.B. 251 Energy Improvements	12	28	15	15	4
Lighting Systems	19	9	15	15	2
Heating & Cooling Systems	13	9	17	13	2
Electricity	13	8	19	13	7
Natural Gas	11	4	20	11	5
Utility Monitoring	6	5	16	11	2
Other Energy Efficiencies	10	18	11	1	3
Total Energy Efficiencies Reported Monetary Impact:			\$11,820,549		

Highlights: Energy Efficiencies

- **Lakeland Community College's** award-winning Energy Performance Contract continues to exceed guaranteed savings. The College has reduced its utility consumption by 36% in electricity, 46% in natural gas, and 18% in water usage and has met or exceeded annual savings of \$550,000 per year in annual utility costs the past five fiscal years.
- **The University of Toledo** implemented automatic Demand Management Controls on HVAC systems. At 3:00 PM, building HVAC systems automatically set back to 80% of the maximum setting for the day, and remain that way until the building systems turn off for the night. This program results in utility savings, with minimal impact on building occupants, since occupancy drops considerably in the evening hours.

- **Stark State College** installed 48 high efficiency hand dryers were installed throughout the campus. High efficiency hand dryers reduce paper towel usage, trash removal costs, and maintenance required to change paper towels. It is estimated that this addition save the College \$96,360 annually.
- **Northwest State Community College** has replaced exterior lights with LED lights, which has saved approximately \$18,000 per year in energy costs.
- **Columbus State Community College** entered into a five year agreement with Enernoc Inc., in partnership with the City of Columbus Division of Power. With notice, the college will reduce energy consumption for several hours for community brownout avoidance; and lessen the need of additional electric generation plants which would produce more carbon. The ability to execute energy reduction on command was made possible with the addition of central control of heating and cooling campus systems, another energy efficiency, which also allows for temperatures to be modified when buildings are not occupied for further energy reduction and cost savings.
- **Shawnee State University** has increased the amount of AEP Grid Smart initiatives to nearly \$90,000 to date, using the incentive dollars to fund future energy efficient projects. We have been able to cut consumption per H.B. 251 requirements by approximately 30% with maintenance, renovation, and construction projects.
- **Northeast Ohio Medical University** partnered with **Kent State University** in volume purchase of natural gas.
- **The University of Akron** has signed and begun construction on a 3-year, \$60M performance contract (PC) that will reduce electricity and natural gas consumption by 25% or more from its 2013 baseline (the 2013 baseline is already indicative of an 11% reduction from the 2004 HB 251 baseline). Additionally, the PC will address nearly \$40M in deferred maintenance and upgrades, \$21M of which are research and teaching lab upgrades to the University's four major STEM facilities.
- **Zane State College** opened two new buildings in January of 2014. The Advanced Science and Technology Center in Zanesville features a 1KW wind turbine and 17KW passive solar array. The EPIC Center in Cambridge also features a 1KW wind turbine and is heated and cooled by a high-efficiency geothermal system. Both buildings are expected to be LEED certified.
- **The Ohio State University** partnered with American Electric Power to install solar panels valued at \$400,000 on the Recreational and Physical Activities Center. AEP Energy funded the installation of the 12,000 square foot solar panel array and provided monitoring equipment that tracks the output of the system. The system is expected to generate 125,000 kilowatt hours annually which is equivalent to the energy consumed in 11 average homes in Central Ohio.



Category: IT & Educational Technology

IT Efficiencies refine campus' purchasing and implementation processes for IT services, equipment, and software.

TYPE OF EFFICIENCY	HISTORICAL (Number of schools implementing efficiency before 2013)	2013 (Number of schools implementing efficiency in 2013)	NEW (Number of schools implementing efficiency in 2014)		
			Implemented	Increased Efforts	Partners
AV/Copier/FAX Purchasing & Management	10	5	18	5	5
Printing Services	7	3	11	6	3
Hardware Purchasing & Management	8	4	17	9	7
Software Purchasing & Management	11	13	15	9	7
End-User Device Management & Support	7	10	11	8	3
Application Development/ Hosting/Support	18	15	13	7	5
Data Recovery/Disaster Management	4	10	10	11	4
Data Centers	3	5	12	4	7
Co-Location of Technology Infrastructure	2	6	10	5	10
Server, Data or Network Management & Operations	5	16	16	7	6
Technology Sharing	4	11	6	5	6
Telephone Systems	9	9	12	5	4
Internet Services	8	3	10	8	10
Campus Email System Maintenance & Hosting	9	5	14	8	7
Website Design, Maintenance or Hosting	4	6	10	6	5
IT Staffing	3	10	12	3	4
Other IT Efficiencies	5	16	9	6	4
Total IT Efficiencies Reported Monetary Impact:			\$18,977,002		

Highlights: IT & Educational Technology Efficiencies

- **Youngstown State University** is partnering with the University of Toledo on a reciprocity agreement to share space for backup IT data storage.
- **Lakeland Community College** rebuilt and moved into its new Data Center. The new Data Center has long-term UPS batteries which allow them to stay operational during minor power outages. On average, Lakeland experiences 10 power outages each year, each outage costing the college approximately \$20,000 in lost time and equipment failures. The additional stability provides continuous service to students who rely more heavily on systems being available remotely. Besides avoiding end user frustrations, the addition of in row chillers and hot and cold isles reduces energy costs. Every aspect of the Data Center considered the impact to energy usage and made the college LEED certified for energy efficiency. The new Data Center includes the addition of a Data Center Infrastructure Management (DCIM) tool which allows us to proactively monitor the environment, avoid issues before they arise, and help forecast future power and air conditioning loads. With the DCIM tool, Lakeland was able to predict that the addition of containment walls could allow us to turn off a ten ton air conditioning unit.
- **Owens State Community College** replaced their paper-based summative evaluation process with an online instrument introduced to the students through their Ozone portal with the ability to evaluate both land-based and web-based courses.
- **Miami University's** IT Services Business Case Development Process Project created a new process and a standard business case document to reduce the amount of time the customer was using to create the business case. The standardized process allowed the customer to input and receive project approval in an efficient method. This streamlining will increase the number of approvals in less time and the project will allow the team to collect credible data to determine the number of projects requiring a business case and the time to document, present and review.
- **Kent State University** migrated existing on-premise SharePoint sites to the Office 365 Cloud based SharePoint to reduce server infrastructure and support on-premise, with an estimated savings of \$66,000.
- **The University of Toledo** provided Banner support and maintenance for Northwest State Community College; Banner implementation, support and maintenance for Terra State Community College; and Reciprocal Disaster Recovery (DR) co-locations with Youngstown State University.
- **Cuyahoga Community College** partnered with Microsoft to convert student email accounts, external spam, and virus checking to cloud based system. Students can receive Office 365 for free on up to 5 devices. Savings are estimated at over \$1,000,000 annually with switch to cloud system.
- **Stark State College** is utilizing Alteris Client Management Suite, which allows them to perform software deployment and maintenance from a central office rather than updating each computer. This allows us to avoid increasing staff by up to 3 positions compared to when we used to have to load software manually on over 2600 computers.
- **Southern State Community College** realized substantial savings on and access to internet services through OARnet.
- **Northwest State Community College** partnered with a certificate program to provide internships and real world experience for (7) students in IT Specialists Certificate program. Students were supervised by IT department personnel for installing, terminating and qualifying all data wiring in the engineering building expansion.

- **Columbus State Community College** implemented workflow routing of telecom invoices using document management system for tracking and approvals - reduced processing time from 8 days to 2 days on 8 weekly invoices.
- **University of Cincinnati** is in process of signing an agreement to utilize the State of Ohio Computer Center (SOCC) for disaster recovery and business continuity for mission critical business services and is foregoing a previous plan to build a hot-site data center for DR purposes on its UC Blue Ash regional campus. As part of this initiative, the university is actively implementing a 100Gbps connection to Ohio's statewide 100Gbp backbone. This backbone will be leveraged to provide the required bandwidth for the university's disaster recovery and business continuity initiative with the State of Ohio Computer Center.
- **Central Ohio Technical College** migrated the Exchange Email System to The Ohio State University Data Center in Columbus Ohio. This effort was part of the consolidation of all OSU college/department systems into a single central email system that would be managed by the OCIO. COTC was allowed to become part of this centralized OSU Sponsored system because of the cost sharing and collaborative relationship that COTC has established with the collocated OSU Newark campus over the years. This resulted in a one-time cost savings of \$80,500 and allowed the Newark ITS Department to reallocate staff resources to other new IT initiatives that are being planned for the future. This will result in future costs savings because additional IT staff will not have to be hired.
- **Cleveland State University** converted its campus-wide email system to Microsoft 365 Exchange, moving from a Lotus Notes platform which had been maintained by the University's technical support staff in IS&T. The move affects all faculty, staff and students, with an estimated annual savings of \$250,000 by the move to this hosted system with greater functionality to the users.
- **The Ohio State University** put in place a new process that awarded all multi-functional device (copier) leases and service and desk top printer toner replacement and service to one vendor resulting in savings of \$4 million.



Category: Procurement Efficiencies

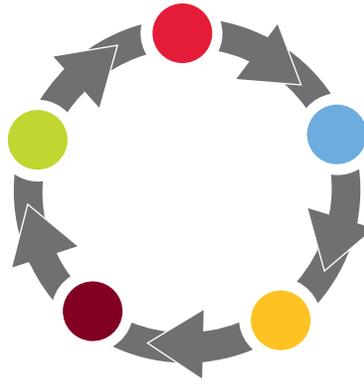
Procurement Efficiencies streamline purchasing practices that are implemented systematically and strategically for an institution or group of institutions.

TYPE OF EFFICIENCY	HISTORICAL (Number of schools implementing efficiency before 2013)	2013 (Number of schools implementing efficiency in 2013)	(Number of schools implementing efficiency in 2014)		
			Implemented	Increased Efforts	Partners
Vendor Contract Renegotiations	9	11	13	7	5
Procurement Practices	8	34	16	10	5
Campus Insurance	15	20	14	8	12
Pooled Healthcare	5	11	6	1	2
Joint Purchasing	15	34	14	11	10
Other Procurement Efficiencies	---	---	10	9	6
Total Procurement Efficiencies Reported Monetary Impact:			\$60,958,543		

Highlights: Procurement Efficiencies

- **Kent State University** utilized consortia purchasing agreements (i.e. IUC agreements, State of Ohio contracts, E&I, NJPA, and US Communities agreements) in order to maximize savings opportunities while remaining in compliance with Ohio Revised Code competitive bidding requirements. Estimated cost avoidance in FY14 was \$1,806,700.
- **The University of Toledo** transitioned academic purchasing from Lawson ERP system to the Banner purchasing module, along with accounts payable. We also introduced imaging of documents along with this transition and have the first, truly paperless system of documents. All quotes/agreements/statements of work are uploaded at time of requisition entry, then easily seen throughout the purchasing process. Automated messaging for online signature approvals and notifications of large PO values to the procurement director allow for smooth processing and increased visibility and accountability to procurement bid requirements/thresholds being followed. Invoices are scanned into the system and all information is viewable to the originator of the request. This automated process, in conjunction with use of p-card for low dollar transactional items, has reduced turnaround time and the buying staff by 50% over the course of last 3 years.

- **University of Cincinnati** has increased efforts to manage institutional spend on goods and services using a strategic category sourcing approach that better leverages UC's buying volume. Last year, following a thorough review of historical spend, market research and ongoing work among the academic and administrative units to address the total cost of ownership for information technology while meeting business, teaching and research needs, Central Purchasing standardized through the IT Management Group a significantly reduced number of PC configurations for best pricing and value, and in accordance with the Board Rule on Competitive Bidding sought competitive bids for PC desktops, laptops, monitors and printers. Annual savings of \$1.2 million are projected. The contract proposed is for two years with three renewal options of one year each.
- **The University of Akron and Kent State University** worked collaboratively to share one of UA's Buyers while one of KSU's was out on medical leave. This project provided insight into each other's operations and ensured no lapse in service to either institution.
- **The University of Akron** provides an anchor location for the CUE Purchasing Cooperative. The Cooperative is comprised of over 70 local non-profit and governmental entities. The University provides this group with a web presence so the membership can share information and contracts.
- **Cleveland State University's** procurement function developed a supplier diversity data base for more efficient tracking of new and existing vendors in order to improve our competitive bidding practices. The data base includes minority vendors which assists the University in meeting its supplier diversity goals while providing this information to all campus procurement officers.
- **The Ohio State University** implemented a university-wide preferred supplier procurement procedure for contracting through public bids and renegotiations of existing contracts. This procedural change resulted in an incremental \$11 million in savings during 2014.



Conclusion

Ohio's public institutions of higher education are making enormous strides in becoming more efficient across the entire academic spectrum, from program delivery to day-to-day operations. This second report builds upon the historical background captured in the FY2013 report by exhibiting the new projects and increased efforts Ohio's colleges and universities have made in FY2014.

Although many of Ohio's institutions are saving millions of dollars by streamlining their academic and administrative operations, forging partnerships, and creating economies of scale, there is always more to be done. The Chancellor's Efficiency Advisory Committee will continue to identify best practices and examine ways to encourage efficiency across all state universities and colleges to ensure that students and Ohio taxpayers are getting the maximum value in their investment in higher education.

For More Information

For a more detailed explanation of the reported efficiencies provided to the Ohio Board of Regents by 36 institutions for higher education, please see the pdf tables on our efficiency website at the following URL: <https://www.ohiohighered.org/efficiency>.



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