



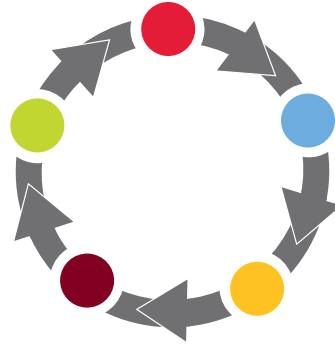
**The 2022
Efficiency Advisory
Committee Report**

*Prepared by the
Ohio Department
of Higher Education*

STUDENT UNION

Ohio Department of Higher Education

Mike DeWine, Governor
Randy Gardner, Chancellor



Introduction

Ohio Revised Code section 3333.95 requires the Chancellor of the Ohio Department of Higher Education (ODHE) to maintain an “Efficiency Advisory Committee” that includes an “efficiency officer” from each state institution of higher education (IHE). Each IHE must then provide an “**efficiency report**” updated annually to ODHE, which is compiled by the Chancellor into a statewide report shared at year end with the Governor and General Assembly.

In 2015 Governor John Kasich created the Ohio Task Force on Affordability and Efficiency in Higher Education, by Executive Order 2015-01K. The Task Force’s charge was to review and recommend ways our public institutions can be more efficient, offering an education of equal or higher quality while simultaneously decreasing costs for students. The Task Force issued its report, “Action Steps to Reduce College Costs,” on October 1, 2015.

Since then, the institutions have completed an annual efficiency review based on the recommendations of the Task Force and provided a report to the Chancellor that includes how each institution will implement the recommendations and other cost savings measures. However, over the last few years, changes have been made to the template that institutions use to report their

annual accomplishments to focus on specific areas aligned with the priorities of the DeWine-Husted administration. This has allowed the administration to add new points of emphasis each year, which have ranged from information requests regarding online delivery models for education, financial literacy efforts related to student loan debt, and, most recently, institutional efforts to reduce the cost to students of textbooks and learning materials.

The template is reviewed each year and updated to request new information on priorities of the administration. For instance, the FY 22 template requested more quantifiable data on the institutions’ efforts to reduce the costs of textbooks through the utilization of Open Educational Resources (OER) and the implementation of Inclusive Access policies. In addition, information was requested on institutional efforts to implement the Second Chance Grant programs.

In addition to the identified areas of interest to the DeWine-Husted administration, there are several questions that are mandated in the Ohio Revised Code to which the IHEs must respond in their Efficiency Reports. These include updates on Regional Compacts, Co-located Campuses, and Textbook Costs.

Regional Compacts

Ohio Revised Code Section 3345.59 requires the creation of regional compacts among Ohio's public institutions, requiring them to collaborate more fully on shared operations and programs within their region. ODHE defined the regions in 2017 and assigned each IHE to a specific region. Each region was required to have an executed agreement in place by June 30, 2018. All IHEs participated and executed the required agreements by the end of FY 2018. Per O.R.C. §3345.59 {E} colleges and universities must report within their annual efficiency reports the efficiencies gained as a result of the compact. While many efficiencies were reported this year as a result of the regional compacts, the following represent some of the more significant developments:



- When Intel announced a \$20 billion investment in Ohio to develop 1,000 acres of land in Licking County into two production hubs, **Columbus State Community College** was asked to collaborate with Central Ohio leaders to determine how the talent needs for the estimated 7,000 construction jobs and 3,000 permanent high-tech jobs at Intel would be met. Columbus State is working with the **Ohio Association of Community Colleges (OACC)** and the State to determine what curricular development is necessary to train and educate individuals for these jobs. As a result, Intel awarded \$2.8 million to support the **Ohio Semiconductor Collaboration Network** that will be led by Columbus State and that will create open, sharable curriculum for integration among all 23 community colleges in Ohio.
- **Central Ohio Technical College (COTC)** along with other member schools of the Central Ohio Compact consortium has sought grant funding to support regional workforce efforts. Most recently, COTC has been aggressively seeking funding related to Intel to prepare for workforce needs created by the location of its new site in Licking County. COTC is part of the Intel/NSF grant that Columbus State Community College is leading. COTC is also part of the OACC steering committee that will be awarding grants to all 23 of the community colleges in the state. For example, funding is being requested from this grant to help develop the College's summer intensive program with the Ohio Association of Community Action Councils.
- **Lorain County Community College (LCCC)** has received funding from Intel to lead development of a semiconductor education and workforce development program across the state. This recent award from Intel, which charges LCCC with leading the development of a semiconductor education and workforce development program with 10 partner entities throughout

the state, will facilitate the growth of Ohio as the new Silicon Heartland.

- **Terra State Community College's** Job Corps Scholars program has partnered with the Great Lakes Community Action Partnership (GLCAP) to provide free tuition for career technical training through the Job Corps Scholars Program. Job Corps Scholars recipients will receive career coaching, up to \$6,000 in tuition scholarships, student support services, Job Corps Scholars uniforms, paid work experiences, limited housing assistance and food vouchers.
- **The Great Lakes Center for Fresh Waters and Human Health** is composed of researchers from eight different universities and federal research laboratories located across the country, including three universities in Ohio: **Bowling Green State University**, the **Ohio State University**, and the **University of Toledo**. The Center's mission is to engage in collaborative research to understand the origins of toxic algae blooms occurring in lakes and fresh waters with the aim of informing public policy and national mitigation strategies. The Center is funded by a \$5.2 million grant from the National Science Foundation and the National Institute for Environmental Health Sciences to study water quality.
- In partnership with **Cuyahoga Community College** and **Lorain County Community College**, **Cleveland State University (CSU)** has participated in the two-year, grant-funded AACC-AASCU-APLU Equity Transfer Initiative, designed to bring increased access and equity to the transfer process for students in 10 identified associate-to-bachelor's-degree transfer pathways. Additionally, in partnership with Lorain County Community College, CSU is participating in the Aspen/AASCU Intensive: Transfer Student Success & Equity, a one-year initiative offered



through a partnership between AASCU and the Aspen Institute designed to support partnerships in advancing the practices and policies associated with improved, more equitable transfer student success.

- **Ohio University (OU)** nurtures partnerships with community colleges throughout the region and country. Students build on their associate degree by taking courses from Ohio University and their community college to complete their bachelor's degree at OU. As of September 2022, Ohio University has a total of 267 advising pathways. Within the state, Ohio University has 23 General Education Guides and 163 Program Guides developed with 23 unique community colleges. In addition, OU has 10 General Education Guides and 25 Pathway Guides with 10 community colleges in the contiguous states of Indiana, Kentucky, Michigan, Pennsylvania, and West Virginia.

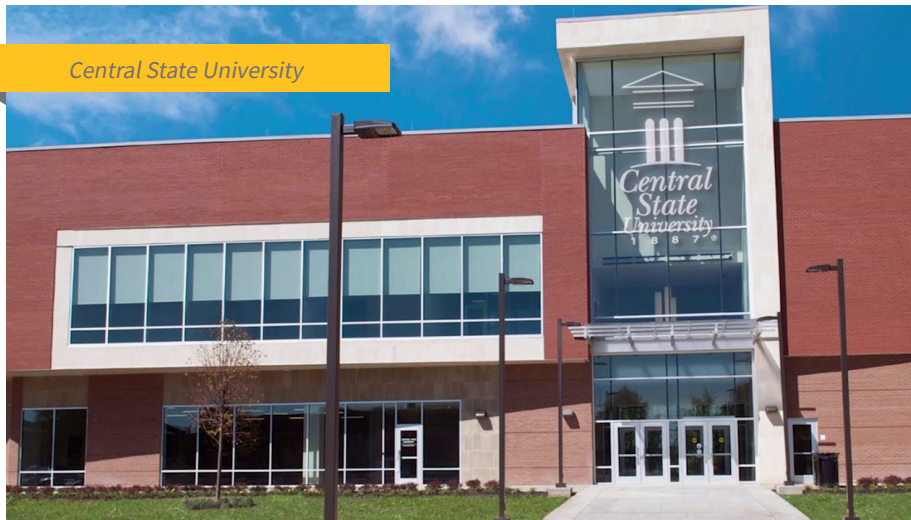
- **Youngstown State University (YSU)** has partnered with **Kent State University (KSU)** to share various administrative services, including internal audit, database administration, and IT security. YSU has partnered with four other state universities, including regional compact member KSU, to jointly contract with Ellucian as the single vendor for each partner university's enterprise technology platform.
- **Northeast Ohio Medical University's (NEOMED) Wasson Center** has enhanced efficiencies by combining management and instructional education team roles into four leads who completed LSS Green Belt Training. The leads with dual expertise and responsibilities in administration and instruction, reorganized to control costs (Zero Based Budget) and enhance teaching quality. The unit decreased costs by 30% while enhancing unit capacity by 25%. The unit is strategically focused and now serves NEOMED's growing colleges (Medicine, Pharmacy, Graduate Studies Master's in Medical Ethics, Master's in Foundations of Medicine, and Master of Medical Science in Anesthesia) with experiential simulation education. Additionally, simulation services are extended to partnering medical residencies at Summa Health Systems, Bon Secours Mercy Health, Trumbull Regional Medical Center, Western Reserve Health Education, Cleveland Clinic Akron General, and Aultman Hospital. To improve teaching and experiential education and avoid redundancy, NEOMED's Wasson Center offers distance learning for simulation-enhanced interprofessional education to regional state and independent universities (Youngstown State, Walsh University, Ursuline College, University of Mount Union).
- **Owens Community College** has several pathways that allow for students in career tech high schools to transfer to Owens with college credit. One such program is Early IT, where students can take classes as College Credit Plus or Career Technical Assurance



Guides (college credit-equivalent courses) in high school and then complete a two-year degree at Owens and move to a four-year degree program with the University of Cincinnati.

- Within the **Kent State** regional campus system, administrative costs have been reduced by sharing leadership and service across the system. Currently, two of the regional campus leaders are serving more than one campus, reducing administrative costs. A communication team now serves the full regional campus system, reducing the need for external contracts and additional hires. In addition, a shared instructional design team now serves the full group rather than having employees at each campus. Other shared services are under development. By combining some services across multiple campuses, expertise to improve teaching and learning can be shared more broadly and financial resources focused on the provision of high-quality educational experiences.

- **Sinclair Community College** is serving as the operations manager for the Cincinnati-Dayton region of Ohio to Work (OTW), an initiative funded by JobsOhio that seeks to build a consortium of partners to help more job seekers gain employment in the manufacturing/logistics, technology, and healthcare fields. Sinclair has built a partnership with more than 50 employers, eight service providers, and 10 training providers to collaborate on strengthening the workforce system in the region. In the first year, the consortium has:
 - » Served 48,205 job seekers (goal was 19,000)
 - » Retrained 9,616 people in these high-demand fields (goal was 1,250)
 - » Led to 4,436 job offers being made (goal was 4,000).



Policy Reforms

In recent years, this section has covered state IHE responses to suggested policy reforms originating in gubernatorial task force efforts, legislative joint committee reports, and student loan debt advisory group reports. The emphasis in this section for FY 22 revolved around assuring access to transcripts for students that need to provide them to potential employers and development of Second Chance Grant programs that provide students an opportunity to return to a college or university to continue their education after stopping out for at least a couple of semesters.

This year's survey confirmed that all IHEs are compliant with ORC Section 3345.027, which was enacted in Sub. HB 110, and requires institutions to release official student transcripts to potential employers regardless of whether the student owes money to the institution.

Sub SB 135 recently created the Second Chance Grant program, which provides grants of up to \$2,000 for eligible students who left college in good standing and re-enroll at least two terms later. Based on institutional responses, nearly every institution has a Second Chance Grant program or is implementing one in FY 23. Nearly 300 students took advantage of these grants in FY 22. Although these statewide numbers reflect the relative newness of the statewide program, institutions are reaching out to a much larger group of eligible students with the hope that this program will incentivize them to return.

- **Central State University** developed two programs to offer students an opportunity to return to college. Its Marauder Stop Out Program aids those students who may have forgone their education sometime within the last two years. This program is made more accessible due to Central State's expansion of online

courses, which allows students that are employed or outside the Xenia area to continue to work and attend school virtually. The online framework of this program makes earning a degree more accessible. The aggressive increase in remote learning has accelerated Central State's efforts to make most courses available online.

Additionally, Central State created the Fall Fresh Start Program to support students who were academically and/or financially challenged because of the pandemic. The Fall Fresh Start program offered Central State students academic and/or financial forgiveness and provided a new and fresh start for those who face a hardship. Eligible students with balances of \$6,500 or less had their university balances forgiven and any non-passing grade was forgiven during either the fall 2020 or spring 2021 term. Participants in either program worked closely with an academic coach, received tutoring services, and attended financial accountability workshops.



- **Lakeland Community College's** efforts highlight the challenges of re-engaging eligible students. Lakeland has performed several advertising and information-sharing campaigns targeting students that would benefit from this program. There have been numerous emails, mailings, and phone calls to students about the Second Chance Grant program. An ePostcard was sent to more than 4,000 student emails. A letter was sent to 2,824 student mailing addresses. The grant was also promoted on the Lakeland website and via social media. Lakeland has had 27 participants so far, which is considered a modest amount. However, relative to Lakeland's size, the program has been relatively successful.

Similar to Central State, Lakeland also provides its own College Comeback Program that encourages former students to return to Lakeland to continue and complete their education, whether it be a degree, transfer pathway, and/or certificate program. If certain completion and continuation benchmarks are achieved, part of a student's outstanding balance owed to Lakeland can be removed. This program was started in the spring semester of 2022 with 17 students participating.

- **North Central State College (NCSC)** has aggressively pursued this opportunity. NCSC identifies college stop-outs in good standing for the period over which the Second Chance Grants applies and checks them for attendance in the National Student Clearinghouse. Those that appear that they may qualify are informed about the scholarship and encouraged to apply to NCSC and complete the FAFSA. NCSC has set up a system where every two weeks it reviews lists of accepted applicants with completed FAFSAs against prior college attendance. If approved by ODHE, these applicants are notified of their conditional status for the Second Chance Grant and given instructions on how to fully qualify.

- **Wright State University (WSU)** has been participating in the Second Chance Grant program since its inception in spring 2022. Of WSU's admitted students who were eligible for the grant, 71% enrolled spring 2022, 100% enrolled summer 2022, and 77% have enrolled for fall 2022. This equates to 130 students served. Similar to NCSC, WSU reviews all student application and FAFSA data for those admitted to determine if they meet the criteria for the Second Chance Grant. Students do not need to self-identify. Wright State publicized the program on its website and has further plans to publicize in its marketing materials now that it is a permanent program.



Other Initiatives

Within the Efficiency Report template, institutions often highlight notable initiatives that may not align with a specific topic already emphasized within the template. The following are examples of programs that fit this description:

- **Miami University** has taken aggressive steps to ensure that it offers the optimum portfolio of academic programs and courses to align with the university's mission, to meet student needs and employer demand, to eliminate unnecessary duplication, and to prepare Miami students for professional and lifelong success. This is accomplished through four initiatives:
 - » **Academic Program Evaluation, Improvement & Prioritization (APEIP) Project** is a response to a recommendation in MiamiRISE (Miami's strategic plan) to conduct a comprehensive, one-time evaluation of all undergraduate and graduate academic programs.
 - » **Miami Academic Program Incubator (MAPI)** is a resource and consultation service for departments that aims to encourage, support, and incentivize the rapid revitalization and creation of undergraduate and graduate programs that ensure Miami offers a high-quality and cost-effective portfolio of academic programs.
 - » **Department Planning & Improvement Process** is a new model for academic program review that was approved in April 2022 and will be launched in 2024 (as the APEIP project phases out). Its focus will be on continuous improvement (including a comprehensive review led by a team of internal and external faculty experts plus biennial updates).
 - » Finally, Miami University has conducted a review of potential

duplicate associate and baccalaureate programs with the University of Cincinnati.

- **Ohio University's** Guarantee Plus Graduation Plan (G+GP) provides undergraduate students with integrated academic, career, and experiential learning advising. In fall 2023, Athens and regional campus students will be able to create customized plans to chart their path to graduation. Each semester, G+GP advisors will assess students' progress and assist them in staying on plan. Dedicated career strategists and experience designers will be available to regional campus students. Career strategists help students assess their interests and abilities and develop a plan to achieve their professional goals. Experience designers provide support in finding, preparing for, and reflecting on opportunities to learn by doing in OU's six categories of experiential learning—community engagement, creative activity, internship, leadership, research, and study away.

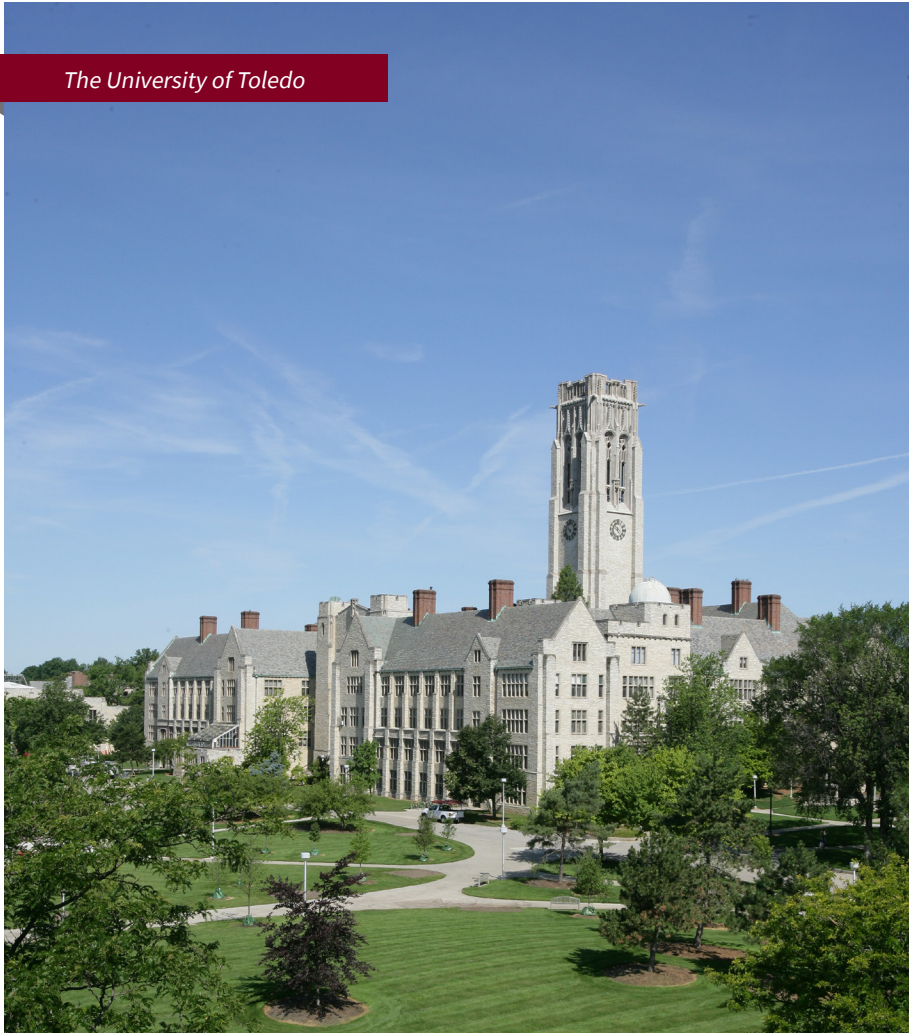


- **Zane State College** has developed an online lab course that requires more affordable classroom supplies than a typical lab course as well as the ability to take it remotely. Biology 1070, Environmental Science, is a lab science course for non-science majors. Often, lab courses are difficult to deliver remotely. In this case, the faculty created several online resources such as videos of lectures, and also created an affordable lab kit that students can purchase at Zane State's bookstore. If students attempt to re-create the kit by utilizing Amazon or purchasing items at a local store, the cost would be double the \$43 the bookstore charges.
- **Shawnee State University's** Federal Work Study Experiment program was used to pay wages to more than 40 work-study eligible students during the spring and summer while they performed field experiences relevant to their majors. Most of these have been student teachers or Master of Occupational Therapy students performing Level II field work.
- The **University of Cincinnati (UC)** has implemented Career Education learning outcomes into undergraduate programs. All undergraduate programs identify a First Year Experience, Mid-collegiate Experience, and Senior Capstone Experience in which career education is addressed. Annually around 16,000 undergraduate students engage in at least one type of experiential learning, including more than 7,800 co-op placements. Students earn \$75 million annually working for thousands of employers around the world. UC's co-op program was ranked #4 in the nation by U.S. News & World Report, and #1 for co-op among public universities.
- In 2020, **Youngstown State University (YSU)** launched the Division of Workforce Education and Innovation (DWEI) to help address rapidly changing industry needs through industry recognized credentials, pre-apprenticeships, apprenticeships,

and short-term training programs. DWEI offers more than 80 courses and credentials focused on regional in-demand jobs for advanced manufacturing, information technology, business, and professional skills. DWEI has issued over 2,000 credentials in its first full fiscal year of operation through the Excellence Training Center and online Skills Accelerator. DWEI has engaged

with more than 100 employers to inform, educate, and engage in work-based learning programs. Through partnerships with local community organizations and other Ohio public institutions, YSU has achieved a 43% diversity rate in these training programs. YSU's DWEI is externally funded through grants and private-sector funding.

The University of Toledo



- In an effort to reduce operational costs, **Southern State Community College** (SSCC) closed its North and Fayette campuses without negatively impacting the areas it serves. SSCC was able to close and sell its North Campus while maintaining programming in Clinton County through partnerships with Wilmington College and Laurel Oaks Career Center. SSCC was also able to close and sell its Fayette Campus while maintaining programming online and at the Central Campus.
- In FY2021, the **University of Toledo** (UT) sold the Westwood Storage Facility and demolished the Transportation Center. The Glendale Medical Center has been vacated and placed in “cold storage.” UT’s goal is to complete the sale/transfer of this asset, providing further operational savings along with potential sales revenue. Additionally, UT is looking at the possibility of other buildings being strategically removed from the portfolio as well. UT is projecting partial utility and operational savings for these facilities in FY2023 to go along with the carry-forward savings from FY2021. The specific savings realized through this initiative will be used to improve its overall fiscal health, thus keeping tuition increases at a reasonable level when opportunities to adjust occur. Anticipated savings will grow as the UT physical plant decreases in size; the FY22 savings was approximately \$1.4 million.

Conclusion

The most dramatic impacts of COVID-19 have passed; however, lingering effects remain. Although many students are once again attending traditional in-person classes, the demand for online offerings is higher than before the pandemic and will likely remain that way. Several institutions reference their efforts to expand their online portfolio within their reports.

The pandemic-induced enrollment declines of FY21 did not continue in FY22. However, considering the state's declining high school population and growing need to increase the overall education level of Ohio's workforce, programs such as Second Chance Grants and

College Comeback are critically important to re-engage students that have paused their college education.

Access to higher education remains a high priority for the state of Ohio. One of the most effective ways to increase access is to control costs. Efficiency reports received this year from public

colleges and universities indicate that institutions are increasing their efforts to generate savings for students with the expansion of OER materials. The IHEs are increasingly proactive in expanding these options and tracking their progress.

Enhancing the student experience and improving student success also positively impact access. Several colleges and universities emphasized the importance of experiential learning opportunities within their reports. Such experiences better prepare students for their eventual careers and can improve student success.

The template continues to provide institutions an opportunity to share any positive practices they have implemented that benefit student affordability, efficiency, and institutional effectiveness. The colleges and universities are to be commended not only for the work necessary to complete the annual reports, but also for all their efforts to be responsive to the need to reduce costs and better serve their students.

The institutional reports submitted this year provide increasing insight into the progress being made in areas that most directly impact students. Plenty of examples have been provided over the last couple of years of shared resources among IHEs as well as partnerships that include entities outside of higher education that have resources or expertise to share. There are also plenty of examples of efforts to improve the student experience and preparation for a career. Such efforts need to continue for higher education to best serve the state of Ohio.

Considering the state's declining high school population and growing need to increase the overall education level of Ohio's workforce, programs such as Second Chance Grants and College Comeback are critically important to re-engage students that have paused their college education.



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