



2016 Efficiency Reporting Guidance

In the early part of 2015, Gov. John R. Kasich created the Ohio Task Force on Affordability and Efficiency to make recommendations to Ohio's institutions of higher education based on three simultaneous principles 1) to be more efficient both in expense management and revenue generation 2) while offering an education of equal or higher quality and 3) decreasing costs to students and their families. The Task Force met several times during the course of 2015. In October the Task Force issued a report with ten recommendations to advise institutions on efficiency and academic practices which will improve both the quality of education and lower costs for students.

Furthermore, House Bill 64 (Section 369.550) requires each institution's board of trustees to complete an efficiency review, based on the Task Force's recommendations, by July 1, 2016, and submit their findings and implementation plans to the chancellor within 30 days, or by August 1, 2016. For additional information on each category and recommendation, please review the [Action Steps to Reduce College Costs report](#), issued by the Ohio Task Force on Affordability and Efficiency.

This document is intended to provide guidance for institutions' reports to the chancellor, based on the legislation – please modify and add additional detail as necessary. **The institutional efficiency review and the implementation plans captured by this template will serve as the data for 2016 Efficiency Advisory Committee Report. These reports are due August 1, 2016.** In 2017 and moving forward, ODHE will issue a survey to the institutions, based on the Task Force Report, as a status update to the implementation plans and will serve as the Efficiency Advisory Committee report.

Campuses will want to review the template to familiarize themselves with the format and content before beginning. The template is structured into four sections:

- **Section 1: Efficiencies** – The first section captures practices likely to yield significant savings for institutions that can then be passed on to students. This includes Procurement, Administrative and Operational, and Energy.
- **Section 2: Academic Practices** – This section covers areas such as textbooks, time to degree incentives, and academic course and program reviews. While improvements to academic processes and policies may not convey immediate cost savings, there will likely be tangible benefits that improve the quality of education for students.
- **Section 3: Policy Reforms** – This section captures additional policy reforms recommended by the Task Force.
- **Section 4: Cost Savings, Redeployment of Savings & Tangible Benefits to Students** – The last section will ask institutions to provide, if applicable, cost savings to the institution in actual dollars saved for each of the recommendations. Furthermore, the institution must advise if the institutional savings has been redeployed as a cost savings to students or offered a benefit to the quality of education for students.

Any questions can be directed to Sara Molski, Assistant Policy Director at the Ohio Department of Higher Education, at 614-728-8335 or by email at smolski@highered.ohio.gov.

Section I: Efficiency Practices

Procurement

Recommendation 3A | Campus contracts: Each institution must require that its employees use existing contracts for purchasing goods and services, starting with the areas with the largest opportunities for savings.

Has the institution implemented this recommendation? If yes, please provide an overview of the process used and the key outcomes.

If the institution has not implemented this recommendation, is there a plan to implement? If yes, what is the implementation plan? If the institution has not implemented this recommendation and does not plan to do so, please provide the rationale.

LCCC has consistently used existing contracts for many years from the following: State Cooperative Purchasing, which may be either State Term Schedule (STS) or Master Maintenance Agreements (MMA), Inter-University Council-Purchasing Group (IUC-PG), Educational & Institutional Cooperative Services (E&I), State of Ohio Dell Higher Education, The Sourcing Alliance, U.S. Communities, National Intergovernmental Purchasing Alliance (National IPA/TCPN) and others. In general the following contracts are the most consistently used in addition to those listed in 3B: STS Contract 800398 Ohio Desk, STS 800420 Audio Visual Industries, STS OT905013 Thyssen Krup Elevator, STS 800428, 800314, 800374 Interfinish flooring, STS 800339 Grainger, IUC UN-070 Vehicle Rental and IUC UN-061 Procurement Card Program, and the Sourcing Alliance for Electrical Energy.

State Contract Utilization Over all categories identified	\$1,019,795
IUC-PG Contracts	65,590
E&I Utilization	79,942
Dell State of OH NASPO #MNWNC-108	314,694
Sourcing Alliance formerly Sourcing Office	1,632,350
US Communities	47,163
National IPA/TCPN	3,784
Total Contract Utilization - Net spend	\$3,163,318

Since each commodity has a different discount structure, it is estimated the College saved approximately \$320,000, using 10% as the aggregate discount off list pricing resulting in the net overall spend.

As the data provided shows LCCC utilizes a considerable number of existing purchasing contracts. However, the College does not mandate that these contracts be used for all purchases. Instead, other factors are considered in making such purchasing decisions. There are occasions where the best price for the goods can be attained outside of the term contract. Also, as a community college with local levy support, LCCC is sensitive

to the capabilities of local businesses that may not have the capacity to participate in statewide contracts. It is imperative that such vendors have the opportunity to at least compete for College business. Price and availability of local vendors are the two major factors that will drive purchases of goods and services by means other than term contracts. In those cases competitive selection processes are still used to insure resources are being managed efficiently.

Recommendation 3B | Collaborative contracts: Ohio’s colleges and universities must pursue new and/or strengthened joint purchasing agreements in the following categories:

- Copier/printer services
- Computer hardware
- Travel services
- Outbound shipping
- Scientific Supplies and Equipment
- Office Supplies and Equipment

Contract Type	Is the institution participating in joint contracts? [yes, no, plan to]	Include additional explanation here if needed. If the institution chooses not to participate, please explain why.
Copier/printer services	Yes	STS Contract # 800310 Index STS096
Computer hardware	Yes	Dell Higher Education State of OH NASPO #MNVNC-108and IUC-PG UN-007 CDWG
Travel services	Not currently	Will evaluate
Outbound shipping	Yes	E&I for FedEx and STS Contract # RS900014 for United Parcel Service
Scientific supplies & equipment	Yes	STS Contract # 800423 Index STS662 for VWR and IUC-PG UN-033 for Fisher Scientific
Office supplies & equipment	No	Currently utilizing local Lorain County vendor selected via RFP

Assets and Operations

Recommendation 4 | Assets and Operations

4A Asset review: Each institution must conduct an assessment of its noncore assets to determine their market value if sold, leased or otherwise repurposed. Where opportunities exist, colleges and universities must consider coordinating these efforts with other Ohio institutions to reap larger benefits of scale.

Please provide an overview of the process used for the institution’s asset review and the key outcomes below or on additional pages:

The Great Recession of FY 2008, the eventual reduction in SSI that followed and the decline in enrollment since the economic recovery began have all created fiscal challenges for state-assisted colleges and universities. In response to this volatile and challenging climate LCCC has placed tremendous effort in reviewing its operations and prioritizing its services. There have been a number of processes employed to build awareness on campus regarding the fiscal challenges we were facing and to create a dialog on how best to respond to those challenges. The process started with the Certified Financial Overview (CFO) series in FY 2010, and the Creative Savings Ideas (CSI) in FY 2011. The major goal was to generate campus input and support for the difficult financial decisions that would need to be made.

These processes helped us evaluate our priorities and assets to determine their value and connection to LCCC's mission. As a community college with local levy support, LCCC has a strong community service mission, which is one of the three priorities in our Vision 2020. As a result assets that may not be directly tied to the traditional education mission are still core assets to LCCC. For instance, the Stocker Arts Center addresses the Community Engagement priority. Economic development is another priority in Vision 2020. In fact, the economic development mission is included in LCCC's charter. The Great Lakes Technology Park, located on the LCCC campus, is a core asset supporting this mission.

Nonetheless, there are assets held by LCCC that potentially could provide revenue to the College while furthering its mission. Specifically, the Technology Park has 18.5 acres of undeveloped land available for future development. A couple of parcels have been sold to private businesses that have located on the campus. Based on the needs of future business residents the available properties could be leased from the College or purchased, as has been done by the current resident companies.

Locating in the Tech Park has major benefits for the right company and the College. The company gains access to LCCC faculty and students as well as a robust technology infrastructure. There are services provided through the Great Lakes Innovation and Development Enterprise (GLIDE) and the SMART Commercialization Center that can assist young companies with their development plans. At the same time, LCCC students gain access to work experience at small businesses through internships, co-op's and part-time employment. Faculty has opportunities to be exposed to new technology development and business creation.

In addition to the Tech Park LCCC owns 206 acres near the campus in North Ridgeville. This property is undeveloped and may have limited commercial value. The College is in the process of determining its value through an appraisal and will review options for generating revenue from the property. We anticipate that any development opportunity will be done as an ongoing partnership. Continuing access to the property will be a major consideration because it may have value to some of our academic programs, such as botany.

4B Operations review: Each institution must conduct an assessment of non-academic operations that might be run more efficiently by a regional cooperative, private operator or other entity. These opportunities must then be evaluated to determine whether collaboration across institutions would increase efficiencies, improve service or otherwise add value.

Please provide an overview of the process used for the institution's operations review and the key outcomes below or on additional pages:

In FY 2014 LCCC implemented its Transformations process by which specific decisions were made to adjust spending across campus to a declining revenue base, which was the result of falling enrollment. The Transformations process built off of the earlier CFO and CSI processes that helped prepare the College to accept and implement the necessary budget reductions. Through these processes LCCC has spent

considerable time evaluating what is most critical to our mission. Staffing levels have decreased across campus as a result of these exercises and the general operating budget has remained balanced.

Falling enrollment leads to declining resources. However, falling enrollment does not necessarily lead to a decline in demand for services. Some cost drivers and demands for services are not only a function of the number of students. For instance, in the case of Physical Facilities demand for resources is also a function of space. Even during a period of declining resources service levels need to be maintained.

A couple of initiatives have been implemented to reduce facilities maintenance costs. The College has historically contracted for overnight janitorial services. Daytime janitorial services were provided by LCCC employees. In FY 2014 the janitorial contract was expanded to include daytime janitorial services generating a net savings to the College. To address falling staff levels in the grounds crew an external landscaping firm has been hired to assist with mowing campus grounds.

For nearly a decade the College has staffed its own HVAC maintenance department. With advancements in the sophistication of mechanical systems and the high demand for the skills necessary to maintain such systems, it has become increasingly difficult for LCCC to fulfill this function at the salary levels we have historically paid. HVAC maintenance is being phased to an external vendor as LCCC facilities staff leave the College. This transition is saving money and improving the maintenance of the systems. The external contractor can provide economies of scale by employing more expertise than the College could afford and by providing specific, focused services per a defined schedule.

Another initiative from the Transformations process was to better align the campus' Dining Services and Conferencing Services into one department. LCCC's Spitzer Conference Center addresses priority 3 of Vision 2020 of serving the broader Lorain county community. Spitzer is Dining Services' largest single catering customer. LCCC has had experience with contracting Dining Services and operating it internally. The quality of food and service provided to clients of the Conferencing Center is a reflection on the College. Therefore, based on past experience we have been reluctant to contract to an external vendor for that service. In addition, the fiscal performance of the Conferencing center and our catering function is profitable for the College. Rather than contract out this service, we are implementing several new initiatives, including utilizing the existing conferencing space for social events to increase revenue and operation's profitability.

LCCC has participated with the Ohio Two-year Colleges Technology Council (OTCTC) in evaluating the value of implementing a shared service Help Desk. At this point it is too early in the conversation to fully determine whether such an initiative would generate cost savings and/or service improvements for our campus. We know that other campuses have successfully transitioned to an external provider of Help Desk services. In turn, the initiative is worthy of continued research and analysis.

4C Affinity partnerships and sponsorships: Institutions must, on determining assets and operations that are to be retained, evaluate opportunities or affinity relationships and sponsorships that can support students, faculty and staff. Colleges and universities can use these types of partnerships to generate new resources by identifying "win-win" opportunities with private entities that are interested in connecting with students, faculty, staff, alumni or other members of their communities.

Has the institution implemented this recommendation? If yes, please provide an overview of the process used and the key outcomes.

If the institution has not implemented this recommendation, is there a plan to implement? If yes, what is the implementation

plan? If the institution has not implemented this recommendation and does not plan to do so, please provide the rationale.

Technology is a growing cost driver on college campuses. LCCC is in the middle of developing a new Technology Master Plan. The purpose of the plan will be to upgrade the technology infrastructure and to improve the technology available on campus. The demand for technology continues to grow; every effort will be made within this plan to invest strategically and generate the largest return on investment possible.

As an example of the efforts already underway, LCCC is moving to a Cloud-first strategy in which Software as a Service (SaaS), where possible, is the preferred approach to new information system acquisitions. This is a primary strategy of the college which will affect technology planning including off-site data recovery (DR) and on-premises systems now and into the future. Examples of our cloud based applications are college-wide learning management system (Canvas), new web page and content management system (WordPress on AWS), library system (Sierra Millennium), course scheduling (CollegeNet Series25), data analytics (Civitas Illume and Aspire), boardroom (BoardEffects), credit processing (Higher One Cashnet), and data quality (Experian Data Quality). Certain application servers are still located on-site in LCCC's data center. The College will continue to evaluate opportunities to move to SaaS models to determine when they make economic sense.

Not all systems have moved to the SaaS / Cloud based model. For example, several core servers and systems are hosted remotely at the University of Akron (UA) or remain "on-premises" at LCCC. Specifically, our PeopleSoft Campus Solutions Student, Financial and HR systems are physically remote from LCCC's campus and hosted by UA. This partnership, which has been in place since 2008, provides an annual savings to LCCC versus the cost of hosting the system on our campus. The LCCC-UA partnership provides technical and data center support to LCCC.

LCCC is planning to issue an RFP in the next fiscal year to evaluate opportunities to open an on-site health clinic on campus. The purpose of the clinic would be to provide employees with access to health services without leaving campus. Such clinics have been successful at other employer locations because they reduce the amount of time an employee misses work to deal with minor health issues, the convenience makes it easier for employees with chronic conditions to get managed care for their condition, and the clinics are staffed in such a way that a visit costs less than a visit to a conventional physician's office. The on-site clinic should also provide a partnership opportunity for our Allied Health programs and provide students with clinical experience.

Although LCCC has generated net revenue from catering services related to the Conferencing Center, providing profitable food service in a retail operation for commuting students has proven to be much more challenging. The retail operations on campus are subsidized by the positive catering numbers and other auxiliary functions. LCCC has chosen to continue to self-operate this function because it is highly unlikely that an external food service operation would be willing to provide retail food service unless they also were given the catering business on campus. Also, we believe that providing quality food service is essential to encourage students to stay on campus. Students that spend time on campus beyond their course schedule and develop personal relationships tend to be more successful academically. Providing quality food service is the equivalent of a student support function.

We continue to research options for improving the financial performance of retail dining on campus while also providing attractive options for students. Conferencing and Dining Services is currently discussing the possibility of bringing name brand dining options to campus. These offerings would complement the menu already provided by Dining Services, rather than replace it. The vendor would assume responsibility of

all costs associated with their food service operation and lease space from the College. This would create a partnership that would expand options for students and at the same time increase the financial performance of retail dining.

Please identify partnerships and sponsorships in effect for FY2016:

Partnerships/Sponsorships	Description
Lorain County JVS Culinary Program	LCCC partners with the County JVS to share faculty for the College culinary program. The JVS assisted with the development of the LCCC Culinary curriculum to take advantage of their expertise and to insure the college program complements JVS' highly successful high school program.
Smart Path Forward	The four northeast Ohio community colleges are collaborating to build awareness of the affordable education opportunities they collectively offer to the region,
LCCC Foundation Innovation Fund	The Innovation Fund provides grants to technology business "start-ups", while at the same time supporting an entrepreneurial educational opportunity for students, faculty or staff. The fund complements other economic development services of the College, such as GLIDE and the SMART Center.
UA ERP Hosting Services	The University of Akron hosts LCCC's version of the Oracle/PeopleSoft ERP. The economies of scale of hosting UA and LCCC ERP systems in the same location generate savings over the cost of supporting the systems separately. LCCC also benefits from having access to the PeopleSoft expertise available at UA.

Administrative

Recommendation 5 | Administrative cost reforms

5A Cost diagnostic: Each institution must produce a diagnostic to identify its cost drivers, along with priority areas that offer the best opportunities for efficiencies. This diagnostic must identify, over at least a 10-year period:

- Key drivers of costs and revenue by administrative function and academic program;
- Distribution of employee costs — both among types of compensation and among units;
- Revenue sources connected to cost increases — whether students are paying for these through tuition and fees, or whether they are externally funded;
- Span of control for managers across the institution — how many employees managers typically oversee, by the manager's function; and
- Priority steps that would reduce overhead while maintaining quality — which recommendations would have the most benefit?

Has the institution produced a cost diagnostic? If yes, please provide an overview of the process used and the key outcomes.

Please provide details on the result of the assessment. What are the cost drivers, based on the categories above? Please discuss the institution's priority areas that offer the best opportunities for recommendation.

If the institution has not produced a cost diagnostic, is there a plan to? If yes, what is the implementation plan? If the institution has not completed a cost diagnostic and does not plan to do so, please provide the rationale.

LCCC has developed a database that includes 10 years of spending data broken out by department. Compensation and Non-compensation expenses are listed separately. Student FTE and number of employees by department are also included in the database. The database shows the change in spending by each area as well as change in enrollment. It also shows a 10 year history of revenue at the major revenue source level.

The College is beginning to utilize this data and will use it to evaluate the major historic cost drivers. The evaluation should identify areas that warrant further review and determine whether opportunities exist to reduce costs.

5B Productivity measure: The Department of Higher Education developed a common measurement of administrative productivity that can be adopted across Ohio's public colleges and universities. While the measure should be consistent, each institution should have latitude to develop its own standards for the proper level of productivity in its units. This will allow, for instance, for appropriate differences between productivity in high-volume environments vs. high-touch ones.

What steps has the institution taken to improve the productivity measure score or what are the institution's plans to improve the score?

Has the institution implemented or considered utilizing Lean Six Sigma methodology as a tool to evaluate the institution's processes?

LCCC has reviewed the preliminary administrative productivity analysis provided by ODHE. The College's "Productivity" scores are very close to the two-year college statewide average. The degree completion ratio is within 0.1%. LCCC's "Efficiency" scores lag the statewide average by one (Administration Expense ratio) and seven (Administration Headcount Ratio) percentage points.

If the Productivity ratios are calculated using all employees rather than just Administrative employees, LCCC exceeds the statewide average. We looked at this alternative calculation using all employees for a couple of reasons. First, there is always a risk of inconsistent reporting from one institution to another when allocating data to specific categories. In turn, it is possible that part of the variance between administration and total employees is the result of two different campuses categorizing very similar employees differently. Second, even within the two-year sector there are differences in mission. Levy supported community colleges likely have a more significant community service responsibility than colleges with no local levy support. Per ODHE's definitions, the staff to fulfill that mission will tend to be reported in the administrative staff. Limiting the productivity ratio of course completers and degree earners to administrative staff understates LCCC performance versus an analysis including all employees. Even with the broader mission, which implies higher staffing levels, LCCC exceeds the statewide average.

It should also be noted that the ODHE measure is based on three-year averages from FY 2013 to FY 2015. The number of administrative employees has declined nearly 15% at LCCC over this period, due to the Transformations process. Over this same period, LCCC's course completion rate has risen six percentage points. The graduation rate is also rising. LCCC's improvement in these performance measures will also improve the College's ratios going forward.

LCCC has used Lean Six Sigma in the past to review and improve processes. Several projects have created ongoing savings for the College. Among the successful projects were Print Management, Review of IT Service Contracts, and Office Supplies Vendor Management. We are considering training additional employees in the process via the Lean Ohio Boot Camp with the goal of improving on existing processes.

5C Organizational structure: Each institution should, as part or as a consequence of its cost diagnostic, review its organizational structure in line with best practices to identify opportunities to streamline and reduce costs. The institutional reviews also should consider shared business services — among units or between institutions, when appropriate — for fiscal services, human resources and information technology.

Has the institution reviewed its organizational structure? If yes, please provide an overview of the process used and the key outcomes.

If the institution has not reviewed the organizational structure, is there a plan to? If yes, what is the implementation plan? If the institution not completed a review and does not plan to do so, please provide the rationale.

As part of the Transformations process in FY 2014 there were several changes made to the College's organizational structure. Three dean positions were eliminated (Business Technologies, Health, Physical Education and Recreation, and Academic Foundations) and the academic programs were combined into other divisions. In addition, two director level positions were eliminated on the administrative side with merger of the Human Resources and Security director positions and the combination of Dining and Conferencing Services.

LCCC's current president, Roy Church will retire on June 30, 2016 after serving the College for nearly 30 years. The transition to the new president, current Provost Marcia Ballinger, will provide an opportunity to again review the organization structure. Such a review will begin with the new fiscal year.

5D Health-care costs: Like other employers, colleges and universities have experienced rapid growth in health-care costs. To drive down costs and take advantage of economies of scale, the Department of Higher Education has convened a working group to identify opportunities to collaborate. While no information on healthcare costs is required in this year's survey, please feel free to share ideas that the institution believes may be helpful for the working group to consider.

(Optional) Has the institution identified any healthcare reforms that the working group should consider? Please describe.

(Optional) Has the institution achieved any expected annual cost savings through health-care efficiencies? Please explain how cost savings were estimated.

5E Data centers: Institutions must develop a plan to move their primary or disaster recovery data centers to the State of Ohio Computer Center (SOCC).

Has the institution implemented this recommendation? If yes, please provide an overview of the process used and the key outcomes.

If the institution has not implemented this recommendation, is there a plan to implement? If yes, what is the implementation plan? If the institution has not implemented this recommendation and does not plan to do so, please provide the rationale.

Planning to identify candidate systems and equipment to be relocated to the SOCC from the LCCC and UA datacenters is in progress; however relocation is a complex, interconnected set of systems and considerations which will take significant analysis and investment of time and resources to plan.

Currently, LCCC's local network and related application servers are being reviewed as part of the college's Technology Master Plan (TMP) initiative. Early recommendations are for moving many servers to vendor supported SaaS in the cloud defined by SLA's addressing security, privacy, redundancy, disaster recovery, and 5-9's service availability. It is envisioned as functions are moved to the cloud, systems will be decommissioned and much relocation to the SOCC will be unnecessary.

In similar fashion, we are planning for moving desktop application software to the cloud as with Microsoft 365, Google Cloud, Adobe Creative Cloud, and so on. In addition (as with other colleges and universities across the state) we are investigating developments of Cloud based ERP solutions and are evaluating whether Student, Financial, and HR systems will move to the cloud as well. Our Student, Financial, and HR systems will need to be reviewed in concert with our hosting partner (UA).

With our partners, we are currently reviewing technology available from a variety of vendors and looking at how systems can be architected to create a turn-key, re-locatable DR solution that could be hosted remotely from the LCCC and UA campuses to provide DR capability. Completing this planning is inter-related with several complex operational projects and relationships. Our timeframe for analysis and planning will continue throughout the next 18 months.

5F Space utilization: Each Ohio institution must study the utilization of its campus and employ a system that encourages optimization of physical spaces.

Has the institution implemented this recommendation? If yes, please provide an overview of the process used and the key outcomes.

Please provide details on the results of the assessment below or on additional pages:

If the institution has not implemented this recommendation, is there a plan to implement? If yes, what is the implementation plan? If the institution has not implemented this recommendation and does not plan to do so, please provide the rationale.

Lorain County Community College implemented Resource 25 (R25), a scheduling software, so that all of the college's scheduling - classes, events, meetings etc., would reside in a single system and assist the college in making informed decisions towards ensuring the optimization of physical spaces and better utilization of its campus.

With a central scheduling system in place, space utilization reports are routinely employed in the decision making process. The data is reviewed and campus facilities are reallocated according to program need and college initiatives. In 2014, the college was able to cancel the lease on eight modular classrooms (saving \$50,000 per year), relying upon R25 to help realize higher efficiency. In addition, campus spaces are identified that align with the specific needs of a given course, event or college initiative (i.e., technology, seat size, proximity, etc.) so that the best space is assigned which better serves the LCCC's students, faculty and community.

A transparent calendar continues to assist LCCC in identifying and correcting inefficiencies. The Elyria Campus uses a central boiler and chiller plant that provides necessary heating/cooling to multiple buildings (Advanced Technologies (AT), Business (BU), College Center(CC), Ewing Center (EW), Field House (FH), Health Sciences(HS), iLOFT (IL), P. C. Campana (PC), Physical Education (PE), Physical Science(PS), Stocker Center (SC), and University Center (UC)). To run the central chiller plant it requires many buildings to be brought on line to create enough loads to keep the chillers running. As a result, scheduling in these buildings is not as efficient as in other buildings that can run independently. In an effort to reduce energy consumption, the scheduling of classes and events into facilities that have their own heating or cooling systems is an ongoing process of monitoring and collaboration between LCCC's Physical Plant and campus schedulers.

LCCC has also explored options that would close operations during times of light usage, in order to save energy and part-time employee costs. The college is actively examining a proposal to close two more days between the Christmas and New Year's holidays in order to avoid opening for business and reheating the facility on one isolated day. In order to close the college for two full weeks around Christmas and New Year's, we also have considered moving three work days to high volume Saturdays during the year, such as Commencement. While the proposal was viewed favorably by administrators and staff, Federal labor laws inhibit this measure. We are also evaluating a four-day work week in the summer, however several important factors play against it, 1) revenue generating weekend events, and 2) student service needs.

After a decade of significant enrollment growth that peaked in 2010-2011, enrollment steadily declined until the Fall Semester of 2015. The college directed the academic administrators to adjust the size of the course schedule reflecting the decline, to help balance the college's budget. The 2015-16 savings from schedule adjustments were \$250,000. The attached graph, Appendix A depicts the number of course sections versus student headcount from 2011 through 2015. Note that the LCCC course schedule diminished, mirroring the headcount decline.

LCCC's performing arts center, the Stocker Arts Center, has continued to generate revenue, in order to loosen pressure on the college's operating budget. With the help of R25 and the cooperation of the Division of Arts & Humanities, the academic division that shares the same building, the Stocker Arts Center has been able to host large dance events, renting both classrooms and performance space. This

collaboration contributed to the additional revenue of \$78,082 for 2014-15 and \$8,310 to date for 2015-16 (The Stocker Center was closed from January-March due to reconstruction of the stage floor).

In addition, Conferencing at Lorain County Community College enables LCCC to provide adults with opportunities for corporate education and training, professional development and other forms of continuing education through access to conferences, seminars, workshops and professional meetings. The John A. Spitzer Conference Center has hosted these types of events for 20 years by offering state of the art facilities and excellent customer service. Most recently the outreach has expanded to include social events to increase revenue and support our community. The total revenue generated in 2014-15 from facility rentals was \$715,230.86. This translates to 116,818 individuals having visited a LCCC space and about 2,838 events being facilitated by the conference center staff. The revenue to date for FY16, April 30th, is \$797,265. The number of individuals that have visited is 112,950 and the number of events facilitated is 3,012 so far.

The College also leases available classroom and lab space to external clients as an alternative to our more expensive meeting spaces. This is a revenue generation opportunity as well as a benefit to the community. Revenue generated for 2014-2015 was approximately \$10,000+ and FY16 will be approximately \$15,000 and is included in the totals above.

Energy

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

As part of LCCC's response to House Bill 251's Energy efficiency and conservation goal to reduce energy by 20% the College created an energy reduction strategy which included technology and operational initiatives to help achieve that goal. The energy reduction goal was exceeded at 24%. Further ongoing energy reduction strategy projects include energy demand and supply side initiatives such as HVAC, lighting, metering and scheduling projects.

What energy efficiency projects has the institution implemented or enhanced within fiscal year 2016?

Project	Collaborative Partnership(s)	Explanation
Lighting Upgrades	Engineering Lighting consultant and electrical contractors	Exterior LED site lighting and interior high efficiency lighting with occupancy sensors. Reduced energy consumption by 995,801 Kwh annual and energy cost reduced by \$62,000 annually.
Recommissioning of the Learning Center HVAC systems	Engineering HVAC consultants and HVAC contractors	Developed action plan of issues and opportunities to optimize and reduce energy. Reduced energy consumption by 86,005 Kwh and \$5,400 annually.
Central Plant steam system assessment	Engineering HVAC consultants	Review of operation of the central plant and audit of select facilities steam systems to assess maintenance and operations performance.
Installation of Electrical sub-metering system	Electrical Contractors/Metering Manufacturer	Installed 22 meters with data monitoring and logging capability to enable tracking and performance measuring. Future FY energy consumption expected to be reduced as adjustments are made after performance data has been analyzed.
Energy procurement	Sourcing Alliance and In-house Certified Energy Manager.	Developed procurement strategies to acquire energy, natural gas and electricity, and reduce overall energy costs. Reduced energy consultant commission and fees \$24,000 and overall FY16 energy supply costs nearly \$73,000. FY17 energy costs expected to be reduced another \$30,000.
Consolidation of classes in buildings to minimize building loads.	25 Live software and collaboration with the IT department.	Merged classes into select buildings so building HVAC and lighting equipment could be turned off to save energy. Estimated annual savings \$5,000.

Section II: Academic Practices

Recommendation 6 | Textbook Affordability

6A Negotiate cost: Professional negotiators must be assigned to help faculty obtain the best deals for students on textbooks and instructional materials, starting with high-volume, high-cost courses. Faculty must consider both cost and quality in the selection of course materials.

Has the institution implemented this recommendation? If yes, please provide an overview of the process used and the key outcomes.

If the institution has not implemented this recommendation, is there a plan to implement? If yes, what is the implementation plan? If the institution has not implemented this recommendation and does not plan to do so, please provide the rationale.

Priority # 1 of Lorain County Community College's Vision 2020 is "Drive Student Completion for Academic and Career Success." The first item to address under this priority is "Reduce Time and Cost to Completion." Textbook expenditure is a cost barrier to completion and has been for some time. As provided by the Ohio Department of Higher Education, The US Government Accountability Office stated that "college textbook prices have increased at twice the rate of inflation over the last two decades" in a 2005 report; and the cost has continued to rise at a pace greater than inflation throughout the next decade in a 2013 report (<http://www.gao.gov/new.items/d05806.pdf> and <http://www.gao.gov/assets/660/655066.pdf>).

LCCC has established a Textbook Affordability Task Force to address the challenge of rising costs of textbooks and ancillary materials. The results on our campus have been to elevate the level of concern of these costs and to ensure that it is being addressed throughout each academic unit. There is also a spirit of collaboration that has been established between the academic divisions and the bookstore.

Cost of textbooks has become a major affordability issue for many students, particularly those who attend community colleges. The challenge to pay for these resources causes additional loan debt, undercuts our students learning by them not purchasing textbooks and/or ancillary materials (too expensive), and in the most unfortunate cases, dropping out of college. It is quite evident that textbook publishers are not adequately responding to these concerns. In reality they have continued to raise prices and continue to issue new editions in a very short time frame, making the utilization of lower cost used textbooks difficult within the higher education sector.

LCCC and the faculty of our institution believe it is the role of the faculty within the academic division to develop the approach of helping students meet and master the student learning outcomes for each and every course. This responsibility includes the selection of materials and/or textbook to do this. LCCC also expects that this is done with a focus to select the most affordable and easily accessible material for courses.

LCCC, with the appropriate deference to academic freedom and curricular guidelines of the college, has established the following guiding principles:

- LCCC faculty will select and utilize open education resources where appropriate;
- LCCC faculty will utilize open resource textbooks where appropriate;
- LCCC, after textbook selection has occurred, will encourage the opportunity to provide a rental textbook option that should provide an average of 50% savings relative to selection of a new textbook;
- LCCC faculty will make textbook selection early as to assist the LCCC Bookstore to find and provide an ample supply of used textbooks for students who may wish to keep the book for future reference (at a reduced cost); and
- LCCC will commit to and has established a process to negotiate with the publisher the selection of any new textbook or edition. This negotiation would include any and all ancillary materials. The professional negotiator for each academic division is its bookstore liaison.

Through a series of communications, including division meetings, faculty members in every academic division have been made aware that they must consider both cost and quality in textbook selection. This has resulted in greater awareness of the issue of cost. Faculty members have increasingly begun to work directly with publishers in reducing book costs. In the Fall 2015 semester, the average new book cost was \$110.15, the median was \$95.75, yet the highest book cost was \$318.50, almost triple the cost of 1 credit hour at LCCC. We intend to decrease these numbers and build other options to address the cost issue. This will be done in some cases by negotiation. LCCC has also established that each

academic division will work with the bookstore to facilitate price reduction of both the textbook and ancillary materials. This negotiation will be led by the bookstore liaison for each academic division.

LCCC has also been in contact with the Ohio Department of Higher Education to request that Faculty Panels for the Transfer Module and Transfer Assurance Guides be open to the utilization of Open Resource Materials, besides textbooks, to meet the requisite student learning outcomes and thereby reduce costs significantly.

LCCC also has strong partnerships and participation in College Credit Plus with K – 12 school districts. Textbook and ancillary materials can be a challenge for these schools and their budgets. LCCC is working with the districts to utilize materials for a longer “shelf-life” as long as the essential learning outcomes can be achieved. This arrangement is planned for students taking courses at the high school site. For those CCP students who take courses at LCCC, we have implemented the textbook rental system to lower the cost option for this segment of Ohio’s education continuum.

6B Standardize materials: Institutions must encourage departments to choose common materials, including digital elements, for courses that serve a large enrollment of students.

Has the institution implemented this recommendation? If yes, please provide an overview of the process used and the key outcomes.

If the institution has not implemented this recommendation, is there a plan to implement? If yes, what is the implementation plan? If the institution has not implemented this recommendation and does not plan to do so, please provide the rationale.

LCCC has had selection of textbooks primarily by full-time faculty for several years. In the vast majority of courses offered, there is a single textbook used by all instructors in all sections. This consistency in course material allows for greater opportunities to negotiate lower costs for each and every student in a particular course offering. Where there is some variation, it is minor. In our English 161 classes, which often approach 100 sections in a term, there are three possible course bundles of materials/texts from which to choose. This still allows the power of negotiation and allows an instructor to utilize the material she/he believes will allow them the greatest student success.

All Gateway courses will be following the guidelines listed above to attempt to reduce the cost of instructional materials without lowering quality. LCCC is both an Achieving the Dream (ATD) and Completion by Design (CBD) institution and the focus on student success is very high for gateway courses. The opportunity to lower costs at this point in a student’s pathway is critical. Being able to afford and obtain the class materials in a timely manner is one portion of the equation of student success.

6C Develop digital capabilities: Institutions must be part of a consortium to develop digital tools and materials, including open educational resources, that provide students with high-quality, low-cost materials.

Please explain your efforts to develop digital tools and materials.

If the institution has not implemented this recommendation, is there a plan to implement? If yes, what is the implementation plan? If the institution has not implemented this recommendation and does not plan to do so, please provide the rationale.

LCCC embraces the use of high quality digital materials, wherever and whenever possible. The textbooks for Mathematics 171, College Algebra and 172, Precalculus were co-authored by Dr. Jeff Zeager, Professor of Mathematics at LCCC. This digital, open-source textbook is used in all sections of these courses, including College Credit Plus sections. This provides a tremendous savings to all students, even when a student wishes to purchase a printed version.

Dr. Kathy Durham has begun to pursue not requiring a textbook for Anatomy & Physiology courses. This can be accomplished by utilizing material on the internet, often developed with NSF funding, to meet the course learning outcomes. Anatomy and Physiology textbooks are some of the most expensive textbooks students must purchase. This would save each student several hundred dollars. LCCC is also watching very closely a sister institution, Tidewater Community College (<http://web.tcc.edu/academics/zdegree/>). The Z stands for Zero cost for textbooks and appears to be a best practice in development.

LCCC is exploring Inspark courseware and the Inspark teaching network which draws upon the design principles of [Habitable Worlds](#), an innovative online science course at Arizona State University that was built using the Smart Sparrow platform, the Science Network will create next-generation courseware and provide the tools and support to empower teachers to teach the courseware at scale. LCCC will look at this approach for the following courses targeted at Non-STEM majors: PSSC 153, PSSC 161, CHMY 155, BIOG 151, ASTY 151, and ASTY 152. The rationale for this is embracing the idea of education through exploration; no cost to the institution for adoption; subsidized cost of \$25 per student for courseware with the option of instructors replacing a more expensive textbook; and this model includes dedicated student mentoring and support by experienced teaching assistants answering student questions via online discussion boards.

Our institution has carte blanche authorization from the Higher Learning Commission to offer online degree programs. We are poised to embrace every suggestion or recommendation from the Ohio Department of Higher Education to expand utilization of digital materials that we may place in our course management system for any and all of our delivery modalities. LCCC recommends that the State of Ohio dedicate funds to establish open source textbooks similar to the textbooks utilized for mathematics 171, College Algebra and 172, Precalculus in the top enrolled College Credit Plus courses: ENGL 161 College Composition I; ENGL 162 College Composition II; ENGL 255 Intro to Fiction; ECNM 113 Personal Finance; SOCY 151 Intro to Sociology; PSYC 151 Intro to Psychology; PLSC 156 American National Governments; HSTR 161 United States History I; HSTR 162 United States History II; SDEV 102 Creating Strategies for College Success; CISS 121 Intro to Microcomputers; BIOG 121 Anatomy and Physiology I; BIOG 122 Anatomy and Physiology II; BIOG 151 General Biology I; and BIOG 152 General Biology II. This expenditure would provide savings not only to higher education; it would provide great savings to K – 12 districts that have students participating in CCP coursework.

Recommendation 7 | Time to Degree

7A Education campaign: Each institution must develop a coordinated campaign to educate its full-time undergraduates about the course loads needed to graduate on time (two years for most associate degrees and four years for most bachelor's degrees).

Has the institution implemented this recommendation? If yes, please provide an overview of the process used and the key outcomes.

If the institution has not implemented this recommendation, is there a plan to implement? If yes, what is the implementation plan? If the institution has not implemented this recommendation and does not plan to do so, please provide the rationale.

Lorain County Community College is committed to greater student success for all students through our guided pathways approach. A refresh of LCCC's Vision 2020 resulted in our continuing commitment to students through our number one priority to "Drive Student Completion for Academic and Career Success." LCCC's goal is for all students to have an individualized career and academic plan under the Program and Career Pathways identified by our Transfer and Applied Team. These meta-major pathways are: Business and Entrepreneurship; Computer & Information Technologies, Culinary & Hospitality, Education; Engineering & Manufacturing, Health & Wellness, Liberal & Creative Arts, and Science & Math. All certificates and degrees are mapped to our Program and Career Pathways.

Students may choose a specific major or select from a Program and Career Pathway (meta-major) at the point of application. Meta-majors are a collection of academic programs that have common or related content that students will be advised upon as they enter college. For undecided students, this new approach at the admissions application provides an opportunity for structured exploration among a group of related academic disciplines. This strategy shifts the conversation from course selection to program/career goals and helps guide the student's exploration in an effort to get them on track to completion within the first year and minimize accumulation of unnecessary credits at the same time incenting completion and reducing student loan debt.

LCCC provides all new students including our full-time students with an individualized Career and Academic Plan (MyCAP). This is delivered through Student Success Plan Software integrated with LCCC's enterprise resource system, PeopleSoft. All new students are required to meet with an adviser or academic counselor to schedule their initial courses. MyCAP, the student's roadmap to completion, is created along with the student at this first meeting. Currently, there are over 12,200 plans in the SSP software. Additionally, students are encouraged to engage in career exploration activities either through their Academic Advisor/Counselor or with a Career Development Specialist in the Counseling and Career Services area. Please check out our inclusion of Program and Career Pathways on our website at www.lorainccc.edu/programpathways.

LCCC also conducts a degree audit for students who appear close to graduation with no graduation petition completed. For the December 2015 group, audits were done on 107 students who appeared eligible to graduate with the Associate of Arts degree. All students were personally contacted to encourage them to come and meet with an academic counselor to ensure that they were on target for completion. Forty-seven of these were eligible for either an Associate of Arts, Associate of Science, Associate of Applied Science, or an Associate of Applied Business (in some cases, more than one degree).

LCCC is part of City Colleges of New York's (CUNY) Accelerated Programs in Associate Studies (ASAP) demonstration pilot coordinated by the Ohio Department of Higher Education and MDRC which began in Spring 2015. LCCC is branding this as Students Accelerating in Learning (SAIL).

LCCC enrolled 293 under-resourced students who are required to attend full time to accelerate their degree completion in Spring/Fall 2015 and Spring 2016. LCCC is institutionalizing this initiative for full time students with a cohort of 50 additional full time students for Fall 2016. Early results of the SAIL are promising with 3 students graduating in May, 2016 (18 months in the program). In addition, the SAIL students are outperforming the control group in all areas of measurement including number of credit hours enrolled, number of credit hours completed, term to term retention, and grade point average.

LCCC curriculum guides are readily available in hard copy at Enrollment Services or on the website detailing the exact coursework a student needs to complete. In addition, LCCC intentionally covers degree requirements and the ability to conduct a degree audit in SDEV 101, the college experience course. The student is also required to do career exploration and meet with a career services professional, academic adviser or counselor to develop their plan. Additionally, students have the ability to run degree audits at any time in PeopleSoft through their MyCampus Portal and easy to follow instructions are available on the LCCC website:

MyCampus Academic Advising Tools

MyCampus includes several tools that can assist your academic planning:

- **Enroll by Academic Requirements or My Planner**
If you have declared a degree program, the system will search for only the courses you need to graduate. It can also search for only courses you have saved in your planner. [Click to learn more.](#)
- **My Planner**
My Planner enables you to plan out a pathway to complete your courses in a timely fashion. It is very helpful as it links to information on which semester courses may be offered. It's a tool to map out your own academic plan for completing your degree. [Click to learn more.](#)
- **View Your Academic Requirements**
Use this to view an advisement report, which is commonly called a degree audit. It will tell which academic requirements you have already completed and which ones still remain. It analyzes your progress towards degree completion. [Click to learn more.](#)
- **Create a "What-If" Report in MyCampus**
If you are considering changing your degree program or think you are close to completing a different degree, the What-If report will provide you with the additional academic requirements for any degree you select. [Click to learn more.](#)

Be sure to check out the step-by-step instructions by clicking the "learn more" links above.

Future enhancements to educate full-time students include the On Plan PeopleSoft project. On Plan will configure PeopleSoft to alert students at the point of registration if the courses they are registering for are on track for their completion goals. Specifically, it will compare the courses in the student's shopping cart classes against their degree audit and identify whether courses meet degree requirements. Additionally, students will receive a popup message explaining whether the courses are on their degree plan or not. For courses not on the student's degree plan, the student will be informed that they will not be eligible for financial aid payment for these courses. Students will have the option to continue with the enrollment process or choose other courses that meet the degree requirement. This strategy will help full time students continue to take the right courses to graduate on time while assisting them in meeting financial aid Satisfactory Academic Progress Requirements. This is in

alignment with interventions to reduce time and cost to completion and close achievement gaps of under-resourced learners. The On Plan project will begin in June 2016 with an implementation date of October, 2017.

7B Graduation incentive: Institutions should consider establishing financial incentives to encourage full-time students to take at least 15 credits per semester.

Has the institution implemented this recommendation? If yes, please provide an overview of the process used and the key outcomes.

If the institution has not implemented this recommendation, is there a plan to implement? If yes, what is the implementation plan? If the institution has not implemented this recommendation and does not plan to do so, please provide the rationale.

Lorain County Community College offers blanket tuition. Blanket tuition allows students enrolling for 13 credit hours to take 5 more credit hours at no additional cost. A student pays for 13 credit hours and is able to take up to 18 credit hours for the same price. LCCC also created a 15 to Finish campaign to encourage our students complete. The campaign posters combine both the blanket tuition and the 15 to Finish in an effort to encourage students to take enough credit hours to graduate on time. The following message appears in posters, the LCD monitors on campus, social media, e-newsletter announcements, and the web home page slider:

*Take 15 or more credits per semester and you'll complete your degree sooner.
Remember, with LCCC's blanket tuition, you can register for 13-18 credits and only pay for 13!*

In addition, LCCC's participation in the CUNY ASAP Replication Demonstration Pilot in Ohio also contributes to this category. This program enrolls Pell eligible students who agree to attend full time. Additional wrap around supports are part of the program and students are encouraged to take 15 or more credit hours each term, attend summer semester, and graduate within 150% timeframe of their degree. LCCC is investing in this program outside of the demonstration pilot and will start its own cohort of 50 students in Fall 2016.

LCCC has a deep commitment to students through our scholarship support provided directly from LCCC and the LCCC Foundation. Part of these scholarships are the Trustee Scholarship and the Presidential Scholarships offered each year to all Lorain County high school seniors with a 6th semester high school grade point average of 3.4 or above. New for the 2015-2016 academic year was a requirement for full time attendance for these scholarship students. A further enhancement and encouragement for this group to take "15 to Finish" is the automatic awarding of a University Partnership Scholarship to all Trustee, Presidential, and Diversity Incentive Award Scholars that complete their Associate Degree within two years of their high school graduation.

7C Standardize credits for degree: Institutions should streamline graduation requirements so that most bachelor's degree programs can be completed within 126 credit hours or less and an associate degree programs can be completed within 65 credit hours or less. Exceptions are allowed for accreditation requirements.

Has the institution implemented this recommendation? If yes, please provide an overview of the process used and the key outcomes.

If the institution has not implemented this recommendation, is there a plan to implement? If yes, what is the implementation plan? If the institution has not implemented this recommendation and does not plan to do so, please provide the rationale.

LCCC has implemented the recommendation to reduce AA, AS, AAB and AAS degrees to 65 semester credits or less with an effective date of Fall 2016. Over the past two years faculty teams have reviewed each program (degree and certificates) against the program learning outcomes. Faculty then redesigned programs through course redesign and/or course elimination to reduce redundancy and eliminate program semester hours while meeting the learning outcomes for the degree and certificates. The redesigned programs and certificates were reviewed with industry advisory committees and upon advisory committee agreement were processed through divisional approval and Curriculum Council.

The resulting program redesign led to 57 course deletions and 34 course revisions. A total of 58 associate degrees and certificates were redesigned effective fall 2016. Notable redesign includes the Associate Degree Nursing Program reduction from 69 semester credit hours to 65 semester credit hours and the Associate Degree Occupational Therapy Assistant from 73 semester credit hours to 65 semester credit hours. Below is a chart showing the reduction of semester credit hours for Associate Degrees for the 2016-2017 academic year:

General Studies	2016-2017		2015-2016	
	Min CH	Max CH	Min CH	Max CH
Associate of Arts	60	60	62	62
Associate of Science	60	60	62	62
Associate of Applied Science - Major Name	Min CH	Max CH	Min CH	Max CH
Alternative Energy Technology - Wind Turbine	65	65	66	66
Associate Degree Nursing	65	65	69	69
Automation Engineering Technology - Maintenance/Repair Major	65	65	66	66
Automation Engineering Technology - Systems Specialist Major	65	65	66	67
Computer Engineering Technology - Business Forensics Investigations Major	60	61	63	64
Computer Engineering Technology - Computer and Digital Forensics Major	63	63	67	68
Computer Engineering Technology - Computer Applications Integration Specialist Major	61	61	65	65
Construction Technology - Construction Engineering Major	62	62	63	63
Construction Technology - Construction Management Major	62	62	63	63
Diagnostic Medical Sonography	65	65	68	68
Electronic Engineering Technology - Applied Electronics Major	60	60	61	61
Electronic Engineering Technology - Computer Maintenance and Networking Major	60	60	64	64

Human Services	62	63	65	66
Justice System - Corrections Major	62	63	63	65
Justice System - Police Science Major	61	62	63	65
Manufacturing Engineering Technology - Computer Aided Machining Major	61	61	62	62
Manufacturing Engineering Technology - Industrial Electrical Technician	62	62	63	63
Manufacturing Engineering Technology - Industrial Mechanical Technician	61	61	62	62
Manufacturing Engineering Technology - Mechanical Design Major	60	61	60	62
Manufacturing Engineering Technology - Quality Assurance Major	60	61	61	62
Occupational Therapy Assisting	65	65	73	73
Radiologic Technologies	65	65	69	69
Radiologic Technologies Alternate Track at Cleveland Clinic	64	64	68	69
Surgical Technology	65	65	69	70
Welding Technology	65	65	66	66
Associate of Applied Business - Major Name	Min CH	Max CH	Min CH	Max CH
Computer Information Systems - Mobile Device Application Development Major	65	65	69	69
Computer Information Systems - Network Communication Technologies	61	62	66	67
Computer Information Systems - Software Development	62	62	66	66
Computer Information Systems - Web Development Technology Major	60	60	65	65
Hospitality and Tourism Management - Culinary Arts Major	63	64	70	71
Associate of Individualized Studies	Min CH	Max CH	Min CH	Max CH
General Studies	60	60	62	73
General	60	60	62	73

7D Data-driven advising: Institutions should enhance academic advising services so that students benefit from both high-impact, personalized consultations and data systems that proactively identify risk factors that hinder student success.

Has the institution implemented this recommendation? If yes, please provide an overview of the process used and the key outcomes.

If the institution has not implemented this recommendation, is there a plan to implement? If yes, what is the implementation plan? If the institution has not implemented this recommendation and does not plan to do so, please provide the rationale.

As part of the new student requirements, new, degree seeking students at LCCC complete the Noel Levitz College Student Inventory (CSI). This self-assessment gives advisors information about the student from the student's own lens at their very first advising appointment. In addition, the CSI provides an At-Risk Index for all students completing the CSI. Students who have an At-Risk Index of 70 or above are assigned a Student Success Coach to proactively help them successfully navigate LCCC from entry to completion.

LCCC faculty administers mid-term grades which are available for students to understand their course progress. Mid-term grades are also used as a proactive strategy for students that appear to be struggling. Students are sent an email communication encouraging them to meet with their Success Coach and get help with success strategies. Veteran students are contacted by Advisors and Success Coaches who specialize in Veteran Services and are familiar with circumstances unique to Veterans. Additionally, queries are run off of mid-term grades and efforts are made to intervene with students who have failed a course the first 8 weeks and are registered for the second part of the course the 2nd 8 weeks in hopes to get the student back on track for the second half of the semester.

LCCC Early Alerts issued by faculty are sent directly to the Enrollment Services Functional Analyst who then distributes the alert to the appropriate adviser or academic counselor. Alerts are typically responded to within 24 hours and are tracked for effectiveness.

Currently, LCCC is redesigning the academic advising function with an implementation date of August 22, 2016. The Advising Redesign Project will go from a generalist approach to advising to a specialist approach under the umbrella of our guided pathways work. The teams of advisors, counselors, and success coaches will be grouped around LCCC's nine Program and Career Pathways. Advising will continue with an appreciative and relationship approach in working with students with each enrolled student on campus being assigned to their personal advisor. All advisers will have data metrics to evaluate the effectiveness of the work they are doing individually. Also, key performance indicators will be established to make data informed decisions on progress made with case load. The overall goal of the project is to increase the number of LCCC graduates by 10% for the 2015-2016 Academic Year.

As part of the Advising Redesign Project, intensive career decision and exploration training has begun. All advisors were trained in Career Exploration using Career Coach. Plans are also underway for the 2016-2017 Academic Year to provide Career Development Facilitator (CDF) training to our academic advisors. CDF training is nationally recognized and sponsored by the National Career Development Association. CDF training provides individuals with relevant skills and knowledge to assist others in planning careers and obtaining meaningful work.

In addition, LCCC is partnering with Civitas, a higher education predictive analytics organization, to mine LCCC student data in an effort to work more strategically with students. Great advisors, just like great teachers, are always seeking data to inform their work with students. Inspire for Advisors helps advisors see which students need help, and in what way. It brings a new data stream and useful interaction tools to the important work of advisors by applying sophisticated data science. Inspire for Advisors will help advisors quickly visualize and assess which students are on

track for success or facing challenge on their path to completion. By adding these new data sources available in near real-time, anchored in predictive analytics, advisors are empowered to understand student engagement levels, continuation probability, and the key drivers of success and risk in new and compelling ways. Moreover they can then create, launch, and measure the effectiveness of personalized student outreach through the app. This will be a critical piece of the new advising redesign and help advisors make progress to their key performance indicators. Launch date for rolling out Inspire for Advisors is August 2016.

7E Summer programs: Each campus must develop plans to evaluate utilization rates for summer session and consider opportunities to increase productive activity. In particular, institutions should consider adding summer-session options for high-demand classes and bottleneck courses that are required for degree completion.

Please provide details on the results of the assessment. In particular, please address whether the campus added summer session options for high-demand and bottleneck classes.

If the institution has not implemented this recommendation, is there a plan to implement? If yes, what is the implementation plan? If the institution has not implemented this recommendation and does not plan to do so, please provide the rationale.

LCCC encourages summer attendance of students and schedules right courses for students to complete and avoid bottlenecks of courses. LCCC academic Deans work closely together and with Enrollment Services to ensure a comprehensive set of offerings for students to accelerate their momentum to degree completion. LCCC is leveraging the implementation of Ad Astra's Platinum Analytics to achieve additional strategic course offerings from a student perspective and also to enhance scheduling efficiencies. Reports are generated every Monday to the Deans so that they are able to strategically review need for additional coursework or to combine sections based on predictive analytics.

LCCC encourages our Pell Grant recipients who did not use 100% of the Pell Award during the Fall and Spring to attend summer semesters. We proactively communicate with these students to encourage them to accelerate their degree progress and allow "roll over" of the Pell Grant funds to the summer term. This allows part-time students to attend year round and ramp up their degree progress in alignment with intervention 7 under Priority 1 – Close Achievement Gaps of Under-Resourced Learners. Different than most institutions, LCCC packages Pell awards for students attending summer semester based on the best interest of the student. Because summer term is a cross over term over two different academic years, students can elect to use remaining Pell from the prior academic year or new Pell from the current academic year. While this may require more resources from the Financial Services Office, this flexibility in awarding summer Pell greatly benefits the student.

LCCC provides a wide offering of scholarships to current and new students to attend during Summer Term. Our targeted marketing efforts include a mailing to over 2,000 students informing them of the potential. LCCC's website (www.lorainccc.edu/summer) highlights the scholarship opportunities in detail. These scholarships further reinforce our commitment to Priority 1: Drive Student completion for Academic and Career Success by reducing time and cost to completion.

The Incentive Award for Non-Traditional Students is a privately funded award through the LCCC Foundation intended to help non-traditional students achieve a college education and training. The amount of the award, which is need-based, varies per student and it can be used to help pay for tuition, fee, books, and other educational expenses including child care and transportation. If the applicant does not have any unmet need as defined by the Federal Government, the applicant must have a minimum 3.0 cumulative grade point average to be considered.

The LCCC Completion Award is available to students who have exhausted their Pell Grant eligibility or reached their federal Direct Student Loan undergraduate limits. Recent federal regulations prohibit students from receiving more than 600 Lifetime Eligibility Units (LEUs) of Pell Grant or the equivalent of twelve full time semesters. Some LCCC students exhaust their federal Pell grant limits with just one or two semesters remaining for program completion. The LCCC Completion Award is intended to allow the students in this situation to complete their program of study at LCCC. This is funded through the LCCC Foundation.

LCCC Summer Acceleration Award is intended to encourage new students to achieve completion of 20 credit hours during their first year at LCCC. Research shows that first time in college students who earn 20 credit hours in their first year are 2.98 times more likely to graduate (Simpson, 2013). In support of this evidence, LCCC has created the Summer Acceleration Scholarship for selected students to help them achieve 20 credit hours in their first year.

This Summer Achievement Award is to further encourage full-time students to continue positive momentum towards their degree. LCCC has created the Summer Achievement Award to assist with Summer 2016 tuition and fees for selected students who successfully enrolled and completed full time course work for the Fall 2015 and Spring 2016 terms. Up to six hours of funds for Summer 2016 tuition and fees will be awarded to students that meet the scholarship criteria.

The Back on Track Scholarship was offered to students who had previously attended LCCC and were making progress towards degree completion. LCCC contacted students in good academic standing and sent a personalized letter and copy of their college transcript to encourage them to get “back on track” to their completion goal. LCCC offered a maximum \$500 incentive to students that registered for Summer or Fall 2016.

In addition, LCCC is launching its inaugural Rising Scholars Summer Bridge Program. The Rising Scholars Summer Bridge program is intended to improve the success of our Trustee, Presidential and Diversity Incentive Award scholars moving from high school to the first year of college. The program offers 7 credit hours of free coursework and books for these students to start their LCCC journey off on the right foot. The program provides block scheduling that will help in building a sense of community and help you feel connected to the college. Research shows that students who feel connected to the college are more likely to continue and graduate.

Also, as another affordability and cost savings strategy for students attending a four year university, LCCC has an intentional transient student enrollment campaign for the Summer Term. We proactively reach out to potential students in December of each year and again in the spring. Our target goal is 300 transient students for Summer 2016. Using Transferology, students can determine which courses they can enroll in at LCCC and transfer back to their four year university. By taking advantage of the transient enrollment, students can complete necessary coursework at LCCC at a fraction of the cost of the four year university (up to an 80% savings).

7F Pathway agreements: Ohio institutions should continue to develop agreements that create seamless pathways for students who begin their educations at community or technical colleges and complete them at universities.

Has the institution implemented this recommendation? If yes, please provide an overview of the process used and the key outcomes.

Please provide details. In particular, how many articulation agreements does the institution have with other Ohio colleges and universities (either 2+2 or 3+1)?

If the institution has not implemented this recommendation, is there a plan to implement? If yes, what is the implementation plan? If the institution has not implemented this recommendation and does not plan to do so, please provide the rationale.

LCCC has been a champion of affordable pathways for over two decades. LCCC developed the first University Partnership model in the state of Ohio back in 1995 with the tax support of our community. LCCC passed its first UP levy in 1995 (passed also in 2004 and 2013) to offer bachelor and master degree programs on our campus by partner universities. This has enabled over 5,000 students to graduate with associates, bachelors, and master’s degrees from 12 different partner universities on the LCCC campus. These agreements are varied to meet the educational outcomes of the program, often in conjunction with outside specialized accrediting agencies, and with great academic success. Programs vary from our partnership with the University of Toledo which has 69 credit hours delivered by LCCC and still maintains the 3 mandatory co-ops. The Ashland University education programs are typical “2 + 2” agreements. The Bowling Green State University Biology program is an example of a “3 + 1” where students must complete only 30 credit hours from BGSU to receive the Bachelor of Science degree. In all, over 50% of the 39 University Partnership degree programs are “3 + 1” in nature. The University Partnership has 20 “3 + 1” agreements and include the programs with partner institution shown in the Table 1.

In addition, by using a program called Transferology (<https://www.transferology.com/>), which matches course equivalencies within the state of Ohio between higher education institutions, and a review of the residency and general education requirements we have been able to find 134 potential “3 + 1” opportunities between Lorain County Community College and Ohio Public universities. Several of these opportunities should be available to students attending any Ohio community college. Please note the cost savings will be several thousand dollars per student. With the emphasis on partnership, we have an additional 50 articulation agreements and this number is expanding and others are being updated.

Table 1. List of “3 + 1” programs that are housed within the University Partnership at Lorain County Community College.

LCCC Degree	UP Institution	Bachelor’s Degree Program	Number of required UP Credits	Cost Savings by earning UP Bachelor’s Degree	Percentage Savings
Associate of Science	Bowling GSU	Biology	30	\$ 55,807	73.00%
Associate of Arts	Bowling Green State University	Telecommunications	30	\$ 55,807	73.00%

Associate of Arts	Cleveland State University	Psychology	36	\$ 64,859	73.30%
Associate of Arts	Cleveland State University	Spanish	36	\$ 64,859	73.30%
Associate of Applied Business	Kent State University	Business*	39	\$ 57,105	70.20%
Any Applied Associate degree	Ohio University	Technical and Applied Studies	32	\$ 69,727	75.00%
Associate of Applied Science	University of Akron	Automated Manufacturing Eng.	39	\$58,576	69.90%
Associate of Applied Business	University of Akron	Computer Information Systems	34	\$ 61,026	72.80%
Associate of Applied Science	University of Akron	Exercise Science	32	\$ 62,006	74.00%
Associate of Applied Science	University of Akron	Nursing	32	\$ 62,006	74.00%
Any Applied Associates degree	University of Akron	Organization Supervision	32	\$ 62,006	74.00%

Associate of Applied Science	University of Akron	Postsecondary Technical Education	36	\$ 60,046	71.60%
Associate of Applied Science	University of Akron	Sports Studies	36	\$ 60,046	71.60%
Associate of Applied Business	University of Toledo	Entrepreneurship	36	\$ 52,856	68.30%
Any Applied Associates degree	University of Toledo	Professional Studies	36	\$ 52,856	68.30%
Associate of Applied Science	Youngstown State University	Allied Health	30	\$ 49,394	71.50%
Associate of Applied Science	Youngstown State University	Criminal justice	30	\$ 49,394	71.50%
Associate of Arts	Youngstown State University	Gerontology	30	\$ 49,394	71.50%
Associate of Arts	Youngstown State University	Journalism	30	\$ 49,394	71.50%
Associate of	Youngstown	Political Science	30	\$ 49,394	71.50%

Arts	State University				
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Another means to cost savings is The MyUniversity program. This program was designed for College Credit Plus students interested in earning an associate degree and high school diploma simultaneously, but remains flexible so students can join when they are ready for college coursework. MyUniversity aligns with LCCC’s University Partnership and in many cases students can earn a bachelor’s degree by age 20. The savings, on average, is 80% of the cost of earning a bachelor’s degree at a university.

Onsite and ongoing academic and career advising is provided on campus and at the high school partner sites. Students are able to combine their high school and college experience by taking full advantage of all the wonderful opportunities available at both institutions, including participating in high school athletics and other social and academic clubs and events.

Table 2. List of MyUniversity programs and Savings by Completing the University Partnership at Lorain County Community College.

College/University	University Costs 4 years with Room & Board	Bachelor’s Degree Completion Costs	Savings!
Ashland University B.S. in Education	\$119,376	\$32,798	72%
Bowling Green State University B.S. in Biology B.A. in Communication	\$76,408 \$76,408	\$11,745 \$15,350	85% 80%
Cleveland State University B.A. in Psychology	\$85,227	\$12,525	85%
Hiram College B.A. in Accounting & Financial Mgmt.	\$160,600	\$24,554	85%
Kent State University Bachelor of Business Administration	\$77,408	\$12,893	83%

Ohio University Bachelor of Technical & Applied Studies	\$30,228	\$20,998	69%
University of Akron B.S. in Computer Information Systems	\$83,844	\$16,586	80%
B.S. in Nursing	\$83,444	\$16,340	80%
Bachelor of Organization Supervision	\$83,444	\$14,687	82%
B.S. in Sport Studies	\$83,444	\$12,811	85%
University of Toledo B.S. in Computer Science & Engineering**	\$83,177	\$15,726	81%
Youngstown State University B.S. in Criminal Justice	\$83,184	\$13,305	86%
Bachelor of Social Work – Gerontology	\$83,184	\$13,424	86%
B.A. in Journalism	\$83,184	\$13,660	86%
B.A. in Political Science	\$83,184	\$13,660	86%

*Online program for OU. Tuition is greatly reduced and there are no room and board costs.

** Computer Science and Engineering degree takes an additional year due to required coop experiences.

LCCC has also begun to work with Western Governors University for additional partnerships programs that would benefit our students who have a preference for affordable competency based education. This work has focused on degree programs in Nursing and Information Technology. In a review of the competencies associated with our coursework, 89 credit hours can be completed at LCCC for the Bachelor’s degree in Nursing. WGU is currently looking at the following LCCC Associate degree program to build the best articulation agreement in a cost effective manner. It is hoped, similar to Nursing, that a “3 + 1” agreement will be reached.

In addition, LCCC has worked with the University of Akron to build “3 + 1” arrangements in a variety of Information Technology areas that are listed below:

Associate of Applied Business Programs

Computer Information Systems - Mobile Device Application Development

Computer Information Systems – Network Communication Technology

Computer Information Systems – Software Development

Computer Information Systems – Web Development

and

Associate of Applied Science Programs

Computer Engineering Technology - Business Forensics Investigations
Computer Engineering Technology – Computer and Digital Forensics Major
Computer Engineering Technology – Computer Applications Integration Specialist Major
Computer Engineering Technology - Computer Games and Simulation Design

7G Competency-based education: Institutions should consider developing or expanding programs that measure student success based on demonstrated competencies instead of through the amount of time students spend studying a subject.

Has the institution implemented this recommendation? If yes, please provide an overview of the process used and the key outcomes.

If applicable, please provide additional details. In particular, how many students does the institution estimate the competency-based education programs will serve?

If the institution has not implemented this recommendation, is there a plan to implement? If yes, what is the implementation plan? If the institution has not implemented this recommendation and does not plan to do so, please provide the rationale.

LCCC has developed four certificates through competency-based education format:

- Computer Engineering Technology- Computer and Digital Forensics One-Year Technical Certificate
- Computer Engineering Technology- Computer Applications Integration Specialist One-Year Technical Certificate
- Electronic Engineering Technology - Computer Maintenance and Networking One-Year Technical Certificate
- Electronic Engineering Technology - Computer Maintenance and Networking Short Term Technical Certificate

LCCC identified IT programs as the initial content area for development due to the employment demand and the subject matter appeal to working professionals. In consultation with the faculty the following internal steps were identified:

1. List all course competencies and cross reference with third party credentials.
2. Assigned course competencies to modules.
3. Create lecture and lab-based assessments based on module competencies.
4. Identify additional resources for mastery of competencies.
5. Design program admission assessment and standards.
6. Identify test bank software to develop standardized assessments and link it to Canvas.
7. Meet with Distance Learning team to build Canvas course structure, and integrate the student assessment software.
8. Map the IT skills bank competencies with course competencies where applicable.
9. Upload content into Canvas.

Eleven courses were developed in CBE format to support the four certificates utilizing the above process. LCCC has submitted an application to HLC for approval to deliver the four certificate programs. Once approved, LCCC will market the new program offerings and begin certificate program delivery.

In addition, LCCC is partnering with Northeast Ohio’s other community colleges (Cuyahoga County Community College, Stark State and Lakeland Community College) with regard to competency-based IT programs. The consortium formed in August 2015 and has met on a regular basis.

Recommendation 8 | Course and Program Evaluation

8 Duplicative Programs: Institutions should consider consolidating courses and/or programs that are duplicated at other colleges and universities in their geographic area.

Has the institution implemented this recommendation? If yes, please provide an overview of the process used and the key outcomes.

What courses/programs are currently being shared with other institutions?

Course/Program	Partnering Institution	Explanation
Associate degree RN program	Bowling Green State University -- Firelands	Described above LCCC degree offering at BGSU
Associate of Applied Science Respiratory	Bowling Green State University -- Firelands	Described above BGSU degree offered at LCCC

Institutions already provided a list of low-enrollment courses to ODHE by January 31. NOTE: this benchmark will be added to the 2017 Institution Efficiency Survey.

If the institution has not implemented this recommendation, is there a plan to implement? If yes, what is the implementation plan? If the institution has not implemented this recommendation and does not plan to do so, please provide the rationale.

LCCC embraces collaboration and partnerships. We also see this question in the spirit of how can we meet local need without excessive expenditure and new resources. That is why the BGSU-Firelands College offers its Associate of Applied Science in Respiratory Care Technology on our campus. Even though we have the local need, they have the expertise in faculty, have earned specialized accreditation, and can utilize our facilities to offer a top-notch program. In turn, we offer the Associate degree RN program at the BGSU-Firelands campus. We have the specialized accreditation, faculty expertise and can use their resources to meet their local need. This collaboration saves both institutions money and allows us to serve our service area in the best possible manner.

A second approach is InnovatEd. LCCC’s InnovatEd program makes it easy for organizations including adult career centers, businesses, community colleges and nonprofits to borrow LCCC’s existing academic programs to utilize at their facility. Sharing programs where there is an identified workforce need enhances individual growth and supports the local economy. The InnovatEd model enables the community to complement its educational offerings while simultaneously expanding higher education opportunities. This revenue sharing system provides curriculum, delivery, support, and a toolkit that will make it easier to provide college credit programs in the local community. How does it work? The collaboration framework for InnovatEd involves two distinct partners:

- LCCC is the Delivery Partner that provides the accredited academic program. LCCC can utilize online, Interactive Video Distance Learning and in-person delivery methods. LCCC grants the degree/certificate to successful program graduates.
- The Host Partner provides the venue where the program is offered. They lead the program marketing in their local community; maintain the facility, equipment, and classrooms/labs. They support technology and provide general student services. They may assist in recruiting local faculty for LCCC.

Also, LCCC has entered into a partnership consortium with Cuyahoga Community College, Stark State and Lakeland Community College with regard to IT programs. The consortium formed in August 2015 and has met on a regular basis. Competency Based Education has been a focus of this collaborative effort. The Consortium is looking at a common delivery framework and model for Competency Based Education. There will also be a common IT marketing campaign in the region.

In addition, Lorain County Community College along with Cuyahoga Community College and Lakeland Community College have partnered with NEOVETS. NEOVETS is an organization working with veterans and their families in northeastern Ohio. NEOVETS is committed to fill the gap that exists between the many programs and services offered throughout northeastern Ohio and connecting them to what our veterans and their families need. NEOVETS overarching initiatives focus on four strategies: policy influence, infrastructure, human interface and awareness. The community college collaborative is partnering with NEOVETS to address the human resources interface. That is, working with employers on the value of hiring veterans and making the connection between the veterans, the schools, and the employers. NEOVETS is offering Certified Military Talent Employer (CMTE) training at the three college campuses to work directly with employers in those geographic areas. This collaboration and support of NEOVETS is unique and meets the unmet gap on our campuses of working directly with employers from a human resources perspective to help better prepare employers to welcome and hire veterans.

Section III: Policy Reforms

Recommendation 10 | Policy Reforms

10A Financial advising: Ohio's colleges and universities should make financial literacy a standard part of students' education.

Has the institution implemented this recommendation? If yes, please provide an overview of the process used and the key outcomes.

If the institution has not implemented this recommendation, is there a plan to implement? If yes, what is the implementation plan? If the institution has not implemented this recommendation and does not plan to do so, please provide the rationale.

LCCC has implemented this recommendation with plans for expansion. LCCC began offering its Financial Aid & Literacy Workshops for students in 2014. LCCC offered 264 workshops through April 2016 serving 1,500 students. LCCC is committed to informing students about financial aid basics, federal direct loan borrowing, budgeting, credit card debt, and other topics as part of its Financial Aid and Literacy Workshop. In addition, LCCC has a robust Financial Literacy page on its website at <https://www.lorainccc.edu/financial+aid/financial+literacy.htm>.

During the month of April, *Financial Literacy Awareness Month*, the Financial Literacy Team & Student Life/Senate offered the "Money Talk\$" event to help educate students, staff and faculty on basic financial literacy and practices. The first hour of the event started with a panelist of five individuals that were available to engage an open discussion on financial literacy. Students, staff and faculty were able to address their concerns and were provided basic solutions to create better financial practices. There were many questions asked from the audience that were answered very well. However, all questions that required a more in-depth discussion required individuals to speak with the presenters at the end of the event. This event was taped for future reference.

The second part of the event included some fun engaging activities to see what individuals actually knew about financial literacy. We once again explained the importance of becoming financially literate and responsible, and led into a challenge and encouragement in completing the “Take the Pledge” agreement form. During this same time lunch was provided and an opportunity to enter the “Money Machine” to win a gift. We also took this time to challenge 3 individuals to be our participants in the Financial Jeopardy Game.

LCCC has included Financial Literacy as a requirement in its SDEV 101, Student Development, and SDEV 102, Strategies for Creating College Success, courses beginning with the 2016-2017 Academic Year. The Financial Aid and Literacy Workshop will be delivered in the class with a budgeting assignment as part of the course requirements. Through this strategy, we intend to impact over 2,000 additional students during the 2016-17 Academic Year.

Additionally, LCCC was successful in developing and gaining approval from the Ohio Department of Higher Education for the transfer module of MTHM 158, Quantitative Reasoning. About twenty percent of the course content in MTHM 158 is devoted to financial literacy with topics including: saving money; borrowing; calculating interest, credit card basics, and paying off consumer debt. This college level math course will contextualize financial literacy basics with math lectures and assignments. LCCC anticipates that over 350 students will enroll in MTHM 158 in the 2016-17 Academic Year.

Plans are underway to develop a Financial Aid and Literacy module/course that could be posted in Canvas. The intent is to provide a brief course that mirrors the workshop content and have it available in the learning management system. Interested students could complete the module on-line at their convenience. There would be an assessment portion to the module reinforcing important concepts students should know. Faculty would also be able to assign the module to students as part of a classroom assignment. Implementation for the course would be January 2017.

10B Obstacles: The state Department of Higher Education and/or state legislature should seek to remove any obstacles in policy, rule or statute that inhibit the efficiencies envisioned in these recommendations.

What legislative obstacles or policy roadblocks, if any, inhibit efficiencies and affordability practices at the institution?

The State Controlling Board recognizes state term contracts as having met competitive bid requirements. However, Inter-University Council Purchasing Group (IUCpg) contracts are not given the same consideration, which creates a disincentive for using them on State Capital projects. Recognizing IUC contracts as meeting competitive bid requirements would complement Recommendation 3A by making the IUCpg more attractive to higher education institutions.

Section IV: Cost Savings, Redeployment of Savings & Tangible Benefits to Students

The following charts allow each institution to report this information. For the first chart, please provide, if applicable, any actual cost savings to the institution for fiscal year 2016 (or expected annual cost savings) for each of the recommendations from the Task Force. (Please note this does NOT include cost avoidance.) Then the institution should indicate “yes” or “no” to the savings being redeployed to lower costs for students in terms of tuition, room and board, and/or student financial aid. If there was no savings or the institutional savings was not redeployed, please indicate “yes” or “no” to the practice providing a tangible benefit to the quality of students’ education.

For the second chart, please provide more detail as to how cost savings were deployed, specifically in the following categories: reductions in cost of attendance, student financial aid, student services, investment in efficiency and affordability tools, and student program improvements. Please use the explanation field to provide further detail.

Please use the chart below to capture, if applicable, FY16 cost savings, or expected annual savings, to institutions in actual dollars:

Recommendation	If applicable, provide the actual FY16 cost savings, or expected annual cost savings to the institution <small>*Put NA if no savings</small>	Were the savings redeployed to reduce the cost of college for students? (Yes or No)	Or did the practice provide tangible benefits to the quality of students' education? (Yes or No)
<i>Efficiency Practices</i>			
3A: Campus Contracts	320,000		Yes
3B: Collaborative contracts	NA		
4A: Asset Review	NA		
4B: Operations Review	145,000		Yes
4C: Affinity partnerships and sponsorships	NA		
5A: Cost diagnostic	NA		
5B: Productivity measure	NA		
5C: Organizational Structure	375,000		Yes
5D: Health-care costs	100,000		Yes
5E: Data Centers	NA		
5F: Space utilization	5,000		Yes
Energy projects	165,000		Yes
<i>Academic Practices and Policies</i>			

6A: Negotiate cost on textbook affordability	NA – savings are at student level	<p>Yes, rentals reduce textbook cost by 35 to 50%. Students saved an estimated \$54,000 this year by renting, rather than purchasing textbooks. Similar savings are provided to districts with CCP students; used textbooks reduce cost by 25% and the Inspark program should reduce by 75%.</p>	
6B: Standardize materials	NA – savings are at student level	<p>Yes, standardized materials allow for more used textbooks to be found and our policies with CCP high school site textbook adoption allows for longer use of textbooks as long as learning outcomes can be met.</p>	<p>Standardization of materials allow for more consistent instruction toward the learning outcomes and eventual retention and success.</p>
6C: Develop digital capabilities	NA – savings are at student level	<p>This is where the greatest savings are possible. LCCC will embrace any approach that lowers cost and adds to student success.</p>	<p>High quality open resource materials, when provided, have been shown to lead to greater academic success.</p>
7A: Education Campaign	<p>NA - Reducing wasted credits and students completing on time may have an initial negative enrollment impact on both FTE and Headcount, but should realize greater rewards in performance funding.</p>	<p>Students reduce unnecessary credits and the amount of student loan debt incurred. Students will reduce the amount of lifetime Pell Grant units which is positive for pursuit of and completion to a bachelor's degree.</p>	<p>Benefits to the students education are tangible in that students know what their completion goal is and receive positive messages to further motivate and incent completion.</p>

7B: Graduation Incentive	NA - May initially create loss of tuition revenue with blanket tuition.	Student's time to degree will be shortened reducing non-direct educational costs for students in transportation, room and board, and personal. Will reduce total student loan debt.	
7C: Standardize credits for degrees	NA - savings to students	Reduced minimum median required credit hours to degree by 3.5 hours in FY 2016, average savings to student of \$500 if they take advantage.	
7D: Data-driven advising	NA - savings to students	More students will complete what they begin with consistent information and the relationship with one "go-to" person on campus. This strategy should also reduce unnecessary credit, student loan debt, and default on student loans.	
7E: Summer programs	NA - Additional cost to institution in scholarship support but greater gains in completion and performance funding.	Students save money by taking advantage of scholarship opportunities and accelerating their degree progress. Motivates completion by seeing real progress to degree.	
7F: Pathway agreements	NA - savings to the student	Pathways are a powerful means to savings. MyUniversity pathways may save students up to 80% of the cost to complete a bachelor's degree (several thousand dollars).	

7G: Competency-based education	NA – offerings are to provide a mode of delivery that increases student success	No	A delivery methodology that serves a portion of our student body. This should allow for greater student success, retention and eventually graduation.
8: Duplicative courses and programs	\$200,000	Yes, savings to students participating in BGSU Firelands' Respiratory program, who do not need to relocate or travel from their local institution of higher education.	Yes, more time can be spent on campus or studying rather than traveling between home and school.
Low-enrollment programs:	NA		
10: Financial advising:	NA	Students better understand financial aid and the implication of student loan debt. Average amount of loan debt should decrease.	
Total Expected Annual Cost Savings:	\$1,310,000		

Please utilize the chart below to show how the total actual cost savings listed above were redeployed to either (1) reduce the cost of college for students or (2) to provide tangible benefits for the quality of students' education:

LCCC tuition ranks among the lowest in the state. In fact, LCCC is included in the U.S. Department of Education's College Affordability and Transparency (CATC) Lists as among the lowest net price public two-year colleges in the country. Savings initiatives are continually pursued as part of the annual budget process to insure LCCC maintains its affordability. There are cost pressures that offset some of those savings initiatives. Over the past several years the College has had to adjust to declines in resources as well as increasing costs such as employee health insurance. Nonetheless, the College generates efficiencies to not only absorb such pressures but to reduce the cost to the student and improve the quality of education.

Category	Amount Invested	Explanation
Reductions to the total cost of attendance (tuition, fees, room and board, books and materials, or related costs — such as technology)		

Student financial aid	<p>1) SAIL Scholarships Amount Invested: \$140,000</p> <p>2) Summer Scholarships Amount Invested: \$80,000</p>	<p>1) Students Accelerating in Learning (SAIL) supports under-resourced students. They are provided additional financial support to attend full time to accelerate their degree completion.</p> <p>2) The Summer Achievement Award assists with Summer 2016 tuition and fees for selected students who successfully enrolled and completed full time course work for the Fall 2015 and Spring 2016 terms.</p>
Student success services, particularly with regard to completion and time to degree	<p>1) Leepfrog Technologies (CourseLeaf Curriculum (CIM) and CourseLeaf Catalog (CAT): Amount Invested: 114,960 (Implementation)</p> <p>2) Advising Redesign Project Amount Invested: \$135,000</p>	<p>1) Students will be better able to follow their certificate and degree pathway. Students will be able to compare their Catalog Rights program and current programs to ensure they are taking the right classes at the right time. Completion by Design/Achieving the Dream Principles and Guidelines can be implemented in the system resulting in improved retention and graduation rates. (Examples are no hidden prerequisites, no wild card electives, general education requirements, technical courses and LCCC's general education requirements are all met and experiential learning component is offered)</p> <p>2) New advising model will emphasize relationships. Teams of advisors, counselors, and success coaches will be grouped around LCCC's nine Program and Career Pathways. Advising will continue with an appreciative and relationship approach in working with students with each enrolled student on campus being assigned to their personal advisor.</p>
Investments in tools related to affordability and efficiency	<p>1) Ad Astra Platinum Analytics Amount Invested \$60,000 (Implementation)</p> <p>2) Decision Desk Amount Invested \$51,000 (Implementation)</p> <p>3) Civitas Inspire for Advisors Amount Invested \$98,000 (License)</p>	<p>1) Platinum Analytics is a course-demand analysis tool that assesses student course needs to clear bottlenecks and advance completions. It provides business intelligence for academic units for the creation of student-friendly and efficient course schedules. This accelerates time-to-completion for students, by allowing them to take more credits per term and reduce non-productive credits.</p> <p>2) DecisionDesk is a platform that will improve the admissions application process to be more efficient, stream-lined and student centered; and will greatly enhance service to regular and College Credit Plus students.</p> <p>3) Inspire is a predictive analytics tool that advisors use to mine student data in an effort to work more strategically with students. By adding these new data sources available in near real-time, anchored in predictive analytics, advisors are empowered to understand</p>

		student engagement levels, continuation probability, and the key drivers of success and risk in new and compelling ways.
Improvements to high-demand/high-value student programs		
<i>Add other categories as needed</i>		