



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.
 Yes.

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.
 Marion Technical College (MTC) uses existing contracts for a variety of goods and services, and MTC employees use those contracts when making purchasing decisions. This practice has been in place for a number of years. MTC is a small institution with a limited number of employees authorized to make purchases. We have found that the state contracts do not always offer the best price and that often vendors will match or beat those contracts. For example, the College recently saved \$6,000 on over \$60,000 in computer hardware purchases by going directly to the manufacturer. The state contract for computer hardware pricing was higher than the manufacturer. We will continue to follow our current policy of checking both the state contract pricing and pricing from vendors with whom we have established relationships. Our purchasing is centralized for office supplies, computer hardware, and copier/printer services and the cost can be better managed if we have the flexibility to purchase outside the state contracts.

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	No	MTC will continue to investigate cost-savings options for these services. Our research to date does not show a significant cost-saving opportunity in this area.
Computer hardware	No	MTC will continue its current practice of checking state term and vendor pricing.
Travel services	No	The College does not incur fees for travel services. Most travel is in-state. The small amount of out-of-state travel is booked directly with airlines and hotels.

Outbound shipping	No	The College does not incur substantial outbound shipping costs; total is less than \$500 per year.
Scientific supplies & equipment	No	MTC will continue its current practice of checking state term and vendor pricing.
Office supplies & equipment	No	MTC will continue its current practice of checking state term and vendor pricing.

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:

Marion Technical College (MTC) is a commuter campus located in a rural community and there are no non-core assets to provide a return on investment to potential investors. MTC does not operate any College-owned food services, vending, bookstore, student housing, athletic facilities, or other ancillary services. The total parking fee revenue collected by the College in FY2016 was \$46,000; we believe it is important to keep parking costs low for our commuter students and have no plans to monetize this asset

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:

MTC and Ohio State University Marion use a cost sharing approach for many non-academic services, including building and grounds maintenance, custodial services, student testing services, library operations, student recreation center programs, and student counseling and support services. Discussions are continuing to find other cooperative services that can be shared at the Marion Campus. A copy of the current cost-share agreement can be provided upon request.

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.

MTC has established partnerships with several area businesses and manufacturing organizations. The most recent collaborative relationship is MTC’s partnership with the Union County Improvement Corporation, which is providing funding for the operation of a

Mobile Manufacturing Training Lab that will be used to deliver engineering technology training to industrial sites. MTC also offers classes on-site at several area manufacturers, including Whirlpool Corporation. MTC has strong relationships with business and industry, which provide advisory committee members for technical programs, internship and co-op opportunities for students, and in some cases funding for programs or equipment. MTC recognizes a need to continue to improve and strengthen these relationships, and is considering ways to tap into its alumni base, business partners, and strong community support to improve facilities.

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.

Please identify partnerships and sponsorships in effect for FY2016:

Partnerships/Sponsorships	Description
RAPIDS/UCIC	Funding for Mobile Manufacturing Training Lab
Whirlpool	Space for on-site course offerings
Vaughn	Space for on-site course offerings
OMIC 2.5	Co-op and Internship placements
Multiple companies and organizations	Advisory committees, co-op placements

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.
No.

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.

The College currently lacks the resources to internally develop a comprehensive cost diagnostic; therefore, implementation of this recommendation will require the assistance of a consultant and funding for a study. The College would benefit from a contract negotiated by the IUC/OACC for analytical services. Additionally, the College would benefit from collaboration with other campuses to develop a standardized cost diagnostic. This diagnostic could then be used by individual institutions to assess their administrative costs. This type of study could also provide information about MTC's current organizational structure, span of control, and overall efficiency. MTC routinely conducts an annual program review in which it produces and analyzes metrics such as section size fill rate, classroom utilization, program revenues and expenditures, average students per section, and costs for administrative departments.

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?

The College has eliminated five administrative positions over the past two years and currently has three positions on hold until a full evaluation is completed. Discussions are continuing with Ohio State University Marion to cost-share additional services such as Career Services, Workforce Development functions, Co-op and Internship placement services, Marketing/Public Relations, IT helpdesk, and additional student services.

MTC uses the ODHE APM reports and will continue to assess its administrative functions to identify opportunities for consolidation, elimination of duplicative functions and implementation of technology to improve administrative efficiency.

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

MTC has not yet had serious discussions about implementing Lean Six Sigma methodology. College leadership recognizes that implementing these quality methods correctly will require a substantial commitment in funds and time, and this discussion will be considered during the development of the College's next Strategic Plan that will begin in 2017 for a 2018 implementation.

The College has implemented an administrative department assessment system that borrows from some quality management tools. Each administrative department completes an internal assessment that includes departmental goals organized into goals related to student success, quality/customer service, and financial categories. Departments develop objectives, determine metrics, analyze results, and systematically plan improvements. The results are recorded in an Excel workbook and stored on a commonly-accessible folder.

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.

The College recently evaluated its organizational structure and made adjustments to realign staff and reporting structure to more closely reflect operations and provide better support for internal and external stakeholders. In recent years the College has experienced a number of retirements and resignations. The College has taken these opportunities to evaluate administrative support department

positions and determine if vacated positions should be refilled. These evaluations have resulted in a reduction of eight FTE in the past two years and a cost savings of over \$500,000 (3.5% of College's annual operating budget) per year. Five of the eight positions were eliminated and three are suspended until a complete evaluation of the positions is completed. The College is considering sharing the services provided by the three additional position vacancies to further reduce administrative costs for both MTC and Ohio State University Marion.

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.

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.

In January 2015 the College entered the Jefferson Health Care Consortium. Joining this consortium saved the College from incurring a 30% rate increase, an annual savings of \$200,000 (1.5% of College's annual operating budget). This consortium provided the College with an 18-month premium freeze and the opportunity for additional savings based on member utilization. The Jefferson consortium is a self-funded health plan, so MTC is able to track its health costs more effectively, and share summarized health-care cost information with employees. MTC plans to create a health benefits committee that will help modify the plan design to control future costs.

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.

No.

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.

The College's IT offsite disaster recovery systems are currently co-located at Wright State University. The cost charged by Wright State is less than the cost currently quoted by SOCC. The cost to move disaster recovery includes the cost of either purchasing new equipment (approximately \$100,000) or the cost of accommodating down time during the physical relocation of hardware from Wright State to the SOCC. The College has no immediate plan to move its disaster recovery to the SOCC.

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.

The College regularly evaluates its space utilization to determine the most effective and cost efficient use of space on Campus. In 2014 the College relocated two departments occupying 15,000 square feet, in an off-campus location, to its on-campus Technical Education Center. This relocation produced an annual savings of \$300,000 (2.1% of College's annual operating budget). The College's process of evaluating space utilization is mostly manual and the College would benefit from software to automate the evaluation of space utilization and aid in the analysis of course section scheduling. Numerous software options exist but at the current time are cost prohibitive. The College would participate in a State collaboration through the IUC to contract for space utilization software. The College along with OACC, and Ohio State University Marion applied for an innovation grant to purchase room scheduling and section analytic software.

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.

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.

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

Project	Collaborative Partnership(s)	Explanation
Install computer operated LED lighting upgrades for all parking lots, walkways, and exterior building entrances.	This is a cost share project with OSUM, funded by local funds and capital appropriations. This project was started in FY2016 and will be completed in FY18.	The ROAM system is being installed to control exterior campus lighting. The software in this computer operated system sends a wireless signal to each exterior light fixture to turn it on/off. The system will save the campus in energy costs by being able to shut off or lower lighting levels in some exterior parking lot light fixtures during unoccupied times of the night and weekends. The annual cost to operate a single exterior/parking lot light is \$180. Replacing the existing fixture with LED lamps brings the annual cost down to \$59 per fixture which produces a total annual campus-wide savings of \$25,000.
Installation of digital room thermostats.	This is cost share project with OSUM and funded locally. Ongoing in FY2016.	This project has been ongoing as funds are available to replace existing thermostats with computer controlled digital thermostats that can be controlled remotely. This enables the Campus Superintendent to adjust the temperature of rooms when not in use.
Hot water boiler replacement in Campus Student Center	This is a cost share project with OSUM, and funded by capital appropriations. This project will be completed in FY18.	Hot water boiler is original to the building constructed in 1986. Replacement of the boiler will provide energy and cost savings.
Zero waste	This is a campus cost share project to save on solid waste disposal. Ongoing in FY2016.	The continued partnership with Sims Brothers, Marion Correctional Institution, and the Marion campus to be a Zero Waste campus. All recycling/waste materials are hauled by Sims Brother to MCI and are hand sorted by inmates. Monthly records are sent to the campus by MCI of the total breakdown of materials that are recycled and waste taken to the landfill. Due to this partnership, the monthly waste/trash removal fees for the campus were cut in half.
Utility group purchasing	This is a cost shared project with OSUM and OSU Columbus. Ongoing in FY2016.	OSU Columbus has included the regional campuses and co-located partners in their natural gas and electric purchases. By combining the Marion campus with larger utility consumer campuses the Marion campus receives lower utility rate. This is the third year of the agreement.
Replace exterior doors	Shared campus project with OSUM. Completed in FY2016.	Six sets of storefront doors and hardware were replaced at the Technical Education Center this year. For additional energy savings the single pane glass panels were replaced with double pane glass panels in the exterior sets of doors.
CO ₂ Sensors	Shared campus project with OSUM. Completed in FY2016.	CO ₂ sensors were added to the air handler that serves the campus gym which seats 700. The sensor adjusts the outside fresh air quantities intake for smaller groups using the space. Before the CO ₂ sensor was added, the gym used 100% outside air when the

		air handler was running. This was a waste of energy to heat and cool the air for the space.
Roof Replacement	Shared campus project with OSUM. Started in FY2016.	The two oldest campus buildings are undergoing total roof replacements, and the roof on the student center is being partially replaced. With this project a better insulation system is being installed to keep the building warmer in the winter and cooler in the summer. This will reduce the energy consumption.

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.

The College has not contracted with professional negotiators for book costs. However the College's faculty work with publishers to design customized textbooks that reduce the cost to students by providing only material and content required for the course.

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.

The College is currently evaluating bookstore vendors that can offer students multiple purchasing options and generate a savings for students. The College has plans to develop a process by which faculty can identify the most affordable textbook. This process might include the services of negotiators with resources to search multiple publishers and book distributors.

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.

The College has used common course syllabi and textbooks across all sections for a number of years. This practice applies to all of the College's courses, not just its gateway courses, and is followed for courses in which multiple sections are offered and taught by different instructors. This practice is enforced by Academic Deans with the support and cooperation of faculty. The savings produced by this practice has been realized by students for a number of years.

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.

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.

The College is interested in exploring the feasibility of a consortium to develop digital tools. Currently the College lacks the financial resources to develop these tools independently and would benefit financially as well as intellectually from a consortium. If a consortium is formed, the College will determine if the consortium is cost effective and if the College's participation would benefit students. ,

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.

The College has historically published academic pathway plans for every degree offered. The plan outlines the courses needed to complete a degree in two years. Academic advisors review plans with students to make them aware of the courses required to complete a degree in two years and to discuss the student's current course load in relation to the prescribed academic plan. Not all students are able to complete a degree in two years due to many factors. In addition to one-on-one advising sessions in which academic plans are reviewed, the College utilizes student success software that monitors each students' academic progress and sends automated warnings to advisors when students are at risk of failing a course or falling behind in their academic plan. Advisors are then prompted to meet with the student in the hopes of assisting the student in successfully completing the course and remaining on track with their individual academic plan. Further details about these efforts are specified in MTC's Campus Completion Plan, submitted to ODHE in June 2016. Additionally, the College's tuition structure incentivizes students to take 15 credit hours per term, thereby completing their degree in two years. The College offers a flat tuition fee for students taking between 13 and 18 credits a term. Students that take 15 credit hours in the fall and spring of each year of their program can save 20% on the total cost of tuition for their degree.

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.

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.

The College offers a flat rate tuition fee for in-state students enrolled in between 13 and 18 credit hours per term. Students that take 1 to 12 hours per term pay a per credit hour rate of \$170. However, students taking 13 to 18 hours per term pay a flat tuition rate of \$2,191 for the semester. This lowers the per credit hour rate for a student taking 15 credit hours to \$146 (\$121.72 for students taking 18 hours). Plans are in progress to improve the College's communication to students about the flat rate fee.

In addition, MTC's Board of Trustees recently approved a resolution authorizing MTC's administration to apply for a tuition waiver from the Chancellor. The College is currently evaluating the most effective way to financially incentivize students to enroll in additional credit hours and complete their degrees sooner.

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.

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.

A credit reduction in each academic program was completed by the College two years ago. MTC was one of the first colleges to implement this recommendation. Current Associate Degree credit hour requirements are between 60 and 65 credit hours.

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.

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.

Since 2012, MTC has used an advising system call My Advising Plan for Success (MAPS). This system was initially implemented to help students transition from quarters to semesters and is currently used to assist students and their advisors in monitoring progress towards a degree or certificate. The system features a series of alerts sent to students and advisors for a variety of events such as off-plan, non-attendance, non-payment, unsatisfactory academic progress, and similar events. The system also enables faculty to generate an ad-hoc alert to an advisor if necessary.

MTC created a dedicated Institutional Effectiveness/Institutional Research office in February 2014. This department has assembled data to inform advisors about students at risk for dropping out, identified completion rates by course, department, class format, and advisor, and continues to improve the College's internal data collection and analysis processes.

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.

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.

MTC has been offering Summer session courses since the College opened in the early 1970's. . The College has used a variety of methods to promote summer term courses to students, and is considering plans to improve promotion efforts for the summer 2017 term. One challenge students face is paying for summer term courses. MTC is currently in discussions with MDRC, a research group, to assist in a behavioral analysis of students to improve summer term attendance.

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.

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. Yes. MTC has entered into agreements with multiple institutions and participates fully in the ODHE TAG, OTM, and CTAG processes. The College actively seeks additional partnerships that can benefit students. MTC currently has 67 TAG courses, 46 OTM Courses, and 34 CTAG courses approved for transfer to any Ohio public college.

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)?

MTC has formal bachelor's degree articulation agreements with more than 30 different colleges and universities in multiple areas, including AA, AS, Accounting, Business Management, Marketing, HR, Software Development, Networking, Office Information, Engineering, and Health Technologies. In addition, MTC hosts a Franklin University bachelor's degree completion program on campus.

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.

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. MTC has a robust Prior Learning Assessment (PLA) system in place. In addition to traditional college course transfers, PLA includes life experience, credit by exam, credit by recognized industry certification, military experience, and both local and state-level articulation agreements with career-technical centers. MTC is exploring the development of Competency-based Education (CBE) courses. Funding for CBE development was requested in an Innovation Grant application submitted in March 2016. Financial support is required in order for the College to investigate and implement CBE options.

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.

MTC does not have existing resources to fully investigate CBE course development. Faculty and program administrators have an interest in exploring CBE, but funding is needed.

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. Prior to creating a program, MTC investigates whether the program is already offered at other Ohio public Colleges in proximity to MTC. We share when it is practical to share.

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

Course/Program	Partnering Institution	Explanation
Interactive Media	OSUM	
Agri-Business	OSUM	
Respiratory Therapy	Rhodes State College	
Health Information Technology	Northwest State Community College	
Medical Lab Technology	Northwest State Community College	
BioScience Technology	North Central State College	

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.

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.

MTC implemented the \$ALT program to assist students and former students with financial literacy, specifically related to student loans. Several courses, including Personal Finance, Business Math, Computer Applications, and English are designed with assignments specifically related to financial literacy.

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.

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?

A lack of Pell or other funding for summer term tuition makes it difficult for students to attend summer courses.

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	N/A		
3B: Collaborative contracts	N/A		
4A: Asset Review	N/A		
4B: Operations Review	N/A		
4C: Affinity partnerships and sponsorships	\$150,000	No	Yes
5A: Cost diagnostic	N/A		
5B: Productivity measure	N/A		
5C: Organizational Structure	\$500,000	No	Yes
5D: Health-care costs	\$200,000	No	Yes
5E: Data Centers	N/A		
5F: Space utilization	\$300,000		Yes
Energy projects	\$N/A (cost share reduction)	No	Yes
<i>Academic Practices and Policies</i>			
6A: Negotiate cost on textbook affordability	N/A for 2016; will implement in 2017		Yes
6B: Standardize materials	N/A		
6C: Develop digital capabilities	N/A		
7A: Education Campaign	N/A		
7B: Graduation Incentive	\$78,000	Yes	
7C: Standardize credits for degrees	N/A		
7D: Data-driven advising	N/A		
7E: Summer programs	N/A		
7F: Pathway agreements			
7G: Competency-based education	N/A		
8: Duplicative courses and programs	N/A		

Low-enrollment programs:	N/A		
10: Financial advising:	N/A		
Total Expected Annual Cost Savings:	\$1,228,000		

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:

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)	<u>\$78,000</u>	<u>Tuition cost reduction resulting from flat 13-18 hour rate.</u>
Student financial aid		
Student success services, particularly with regard to completion and time to degree	<u>\$1,150,000</u>	<u>We were able to maintain services at current levels, which supports student success.</u>
Investments in tools related to affordability and efficiency		
Improvements to high-demand/high-value student programs		
<i>Add other categories as needed</i>		