

**CONSIDERATION OF APPROVAL OF
2016 REPORT OF EFFICIENCY REVIEW AND IMPLEMENTATION
PLANS FOR NORTH CENTRAL STATE COLLEGE**

R-2016-26

WHEREAS: *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*
- 3) decreasing costs to students and their families, and*

WHEREAS: *In October 2015, 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, and*

WHEREAS: *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*

WHEREAS: *the board of trustees is required to submit their findings and implementation plans to the chancellor within 30 days, or by August 1, 2016.*

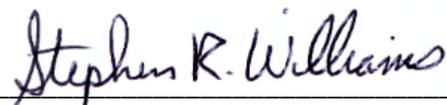
NOW, THEREFORE BE IT RESOLVED: *by the Board of Trustees that the following report of efficiency review and implementation plans is hereby approved for submission to the Chancellor, Ohio Department of Higher Education as required.*

(See attached)

ROLL CALL – Aye: 7
Nay: 0

Certified by:

*North Central State College
Board of Trustees
June 22, 2016*



Stephen R. Williams, Board Secretary



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. NC State contracts with vendors that provide it goods and/or services at or below state term pricing. For example, the college’s copier contract is 36% below state term pricing saving \$13,800 if state term is the benchmark. The college has also revised its contract for bandwidth service to the Kehoe Center. Previously, it had paid \$2,500 a month for 15MB of bandwidth. Under the new contract, it pays \$1,400 a month for 100MB. So it has saved \$13,200 for more than six times to bandwidth.

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.

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	NC State does its printing in-house. However, it does offset some costs by acting as a vendor for select batch printing needs for Ohio State Mansfield (OSUM). Estimated revenue of \$2,154 in FY 2016.
Computer hardware	No	At this point it is not feasible, but NC State is always looking to combine services.
Travel services	No	At this point it is not feasible, but NC State is always looking to combine services. Note that all travel purchase orders flow through the same individual in the fiscal office who tracks pricing.

Outbound shipping	Yes	NC State leases a postage meter for processing outgoing mail. OSUM pays a portion of the lease price so that they can also process their outgoing mail on NC State's meter. Estimated revenue of \$1,027 in FY 2016.
Scientific supplies & equipment	Yes	NC State and OSUM share a chemistry lab as well as anatomy lab.
Office supplies & equipment	No	At this point it is not feasible, but NC State is always looking to combine services.

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:

Based on state recommendations, NC State uses govdeals.com to liquidate assets that have been decommissioned. The site is used by many state agencies. The college anticipates earning \$13,200 in sales from decommissioned assets in FY 2016.

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:

NC State transitioned our ERP system to a hosted environment to avoid significant IT infrastructure costs and mitigate the need for additional staff for network maintenance. This is critical given the difficulty of recruiting and retaining qualified IT staff given intense competition from private enterprise and nearby larger metro areas. This has resulted in approximately \$47,000 in annual savings from reduced telecommunication and server maintenance contracts.

NC State maintains a shared campus services agreement with OSUM for key administrative on the main co-located campus. This includes: plant operation, maintenance, groundskeeping, select custodial services, security, library, student life, campus recreation, child development center, and most recently the campus internship coordinator. Further, the institutions are intending to share marketing and fundraising services beginning in FY 2017. NC State has been very proactive in reviewing and negotiating the shared cost formula to ensure efficiencies and an equitable allocation. Despite regional utility spikes and bringing on the internship coordinator, the two campuses have worked to reduce overall shared costs. NC State reduced its shared services costs by 7% in FY 2015 over the prior year for a savings of \$80,207.

NC State partners with the city of Shelby and Pioneer Career and Technology Center to obtain a reduced cost for Richland County Transit bus service from Mansfield to the Kehoe Center in Shelby. Overall savings to the college is estimated at \$1,200.

NC State joined the Stark Council of Governments for administration of its health care benefits in FY 2015. By the following year, it qualified for a “premium holiday” for the last two months of 2015. More details within section 5D.

NC State currently shares regional bandwidth with OSUM through OARNET. This was done to decrease overall costs to both institutions and to provide state of the art access to online resources. This has allowed to college to obtain a lower unit cost, saving approximately, \$12,000. NC State also shares a network VLAN with OSUM thus enabling once HVAC monitoring system to be used to control HVAC for both institutions, saving \$10,000. The college also receives discounts on its Microsoft Office licenses due to a joint purchasing agreement with OSUM. This likewise results in a lower unit cost, savings approximately \$10,000.

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.

NC State and OSUM have also been very pro-active and framing the vision for a shared “Campus District” linked to community and economic development. Part of this includes development and expansion of student apartments run by a private developer. In FY 2016, an estimated 25 NC State students lived in these apartments. While not a direct financial benefit to NC State, it facilitates student enrollment.

Franklin University leases space from NC State for running a large on-campus degree completion program in management and accounting. Miami University provides distance learning equipment for its multi-site completion program in engineering technology. The college anticipates earning approximately \$43,000 from this partnership. The college currently has one other private renter for office space at the Kehoe Center unrelated to student services, generating approximately \$5,000 in revenue. Finally, the college rents out space throughout the year to private organizations – especially a conference center located within its Shelby campus building. It earns approximately \$70,000 annually through rentals.

Finally, it has long maintained a relationship with a private bookstore operator on campus, for which is receives a portion of all sales. This operator has been very helpful to NC State in helping NC State obtain additional books for its growing CCP program before costlier new editions are issued.

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
Buckeye Village Apartments	Provide nearby off-campus housing to OSUM/NCSC students, no direct financial benefit
Franklin University	Leases spaces for on-campus degree completion program, \$43,000 revenue
Miami University	Provides distance learning equipment for on-campus degree completion, in-kind equipment
Scriptures, Inc.	Lease office space within Kehoe Center, \$5,000 revenue
Various organizations	Rent space on campus, especially conference facility at Kehoe Center, \$70,000 revenue
Follet Bookstores	Assists college in maximizing batch book purchases for CCP, as well as delivery to high school sites
North Central State Foundation	NC State serves as in-kind fiscal agent for foundation, helping foundation better concentrate efforts on services to students

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.
 Yes. In fact, there are various “levels” of cost and productivity diagnosis as described below:

Highest level. Each year NC State’s Institutional Research Department produces metrics related to the college’s strategic plan section on “Increasing Fiscal Accountability and Resources”. This includes a deeper dive into metrics related to the college’s facilities and

information technology infrastructure. Data is presented over three years with averages, as well as one and two-year percentage changes. This data is condensed into two small reports with charts and narrative analysis. IR presents this data and analysis during annual spring planning sessions attended by management, faculty and staff. This helps inform key constituencies at a high level of key drivers of cost and revenue to help explain budgetary decisions by college management.

Lower level (academic). Each year the controller’s office produces a “profit/loss” report for each academic department. This report calculates both direct and estimated overhead costs, as well as direct tuition and estimated revenue from state subsidy. It calculates an annual “profit/loss”, and lists trends by department over several years. In addition, each term the IR office runs productivity reports ranking academic department by various metrics. These follow a similar trend format to the strategic planning reports, but focus more on faculty allocation and section management. The productivity reports tend to be leading indicators while the financial reports, finalized after the audit, are more lagging. But both help inform management to potential resource needs or challenges within programs. Moreover, the college has an active academic program review cycle that uses incorporates this cost and productivity information with the data format of the reports.

Lower level (administrative). Each administrative department is also part of the program review cycle. The IR department attempts to collect cost and productivity metrics, though the structure is not nearly as uniform as the academic review. Nonetheless, it relies on sources such as HEI AM file and staffing ratios from the Community College Benchmarking Report to assist in this area. This is also a key area for monitoring administrative revenue sources and managerial span of control. For example, over the past three years the college has averaged \$4.2 million in annual competitive grant awards. Consequently, 25 of the college’s 153 full-time employees (most outside faculty) in FY 2016 were funded at least 50% by sources outside general revenues. Likewise, when managerial staffing is considered the college attempts to determine whether or not that employee is primarily funded by general revenues.

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.

Over-arching outcomes:

The college peaked in enrollment in FY 2010, and lost approximately 25% of its FTE over the next two years. Employing the cost diagnostic processes described below, the college has maintained four straight years of spending far below 2011 levels. It further anticipates unrestricted spending for FY 2016 will be very similar to prior year level in terms at worst flat spending levels. It has saved \$10 million in cumulative unrestricted spending from FY 2012-2015.

Year	Unrestricted Instructional and General	Year to Year Change	Percent Change from 2011	Dollar Savings from 2011
2011	19,716,427	N/A	N/A	N/A
2012	18,639,117	-5%	-5%	\$1,077,310
2013	16,658,453	-11%	-16%	\$3,057,974
2014	16,653,826	0%	-16%	\$3,062,601
2015	16,849,752	1%	-15%	\$2,866,675

\$10,064,560

For purposes of quantifying savings in Section IV of this report, the chart below tracks personnel and benefit-related savings from Instructional and General funds:

Row Labels	Personnel/Benefits	Year to Year Change	Percent Change from 2011	Dollar Savings from 2011
2011	\$15,292,401	N/A	N/A	N/A
2012	\$14,200,489	-7%	-7%	\$1,091,912
2013	\$12,705,139	-11%	-17%	\$2,587,262
2014	\$12,558,701	-1%	-18%	\$2,733,700
2015	\$12,467,899	-1%	-19%	\$2,824,502

\$9,237,376

High-level cost drivers.

These costs were taken from HEI reports of unrestricted (non-grant) instruction and general expenses by sub area. They are presented on a per FTE basis. The comparison group is 12 similar size OACC colleges.

3A6. Select unrestricted (non-grant) instruction and general expenses by object code* per FTE, pre GASB 34/35 conversion	AY 2012-13	AY 2013-14	AY 2014-15	3-year Average	2014-15 Change	2013-15 Change
All unrestricted costs - NCSC	\$9,234	\$9,130	\$9,623	\$9,329	5%	4%
All unrestricted costs - OACC Sim Size	\$8,301	\$8,404	\$8,947	\$8,551	6%	8%
Personnel - NCSC	\$5,038	\$5,033	\$5,073	\$5,048	1%	1%
Personnel - OACC Sim Size	\$4,585	\$4,600	\$4,856	\$4,680	6%	6%
Benefits - NCSC	\$2,001	\$1,848	\$2,051	\$1,967	11%	2%
Benefits - OACC Sim Size	\$1,574	\$1,592	\$1,687	\$1,618	6%	7%

NC State has been aggressively attempting to both increase FTE as well as control costs. Two of the largest cost driver areas have been personnel and benefits. The college has aggressively targeted cost control in these areas. It has reduced 40 full-time employees since fall 2011, mostly through attrition, and intends further full-time position reductions (3-4) in FY 2017 in both faculty and non-faculty. As previously noted, it has joined a health care consortium and qualified for a premium holiday. While costs per FTE remain above the peer average, growth is slower than the peers and NC State believes the gap will slim more at the conclusion of FY 2016.

Staffing productivity ratios. Taken from fall employee census data for IPEDS and HEI AM file.

3A3. Student term FTE per full-time staff	Fall 2013	Fall 2014	Fall 2015	3-year Average	2014-15 Change	2013-15 Change
Full-time faculty	29	30	34	31	13%	17%
Managerial staff	53	51	51	52	0%	-4%
Non-managerial staff	25	25	22	24	-12%	-12%
All full-time faculty and staff	11	11	11	11	0%	0%

NC State continues to adjust its employee level to declining FTE. Despite a credit hour reduction of 7%, it has maintained a constant ratio of FTE to full-time employees. Given the high level of off-campus CCP students, it alternatively measures on-campus FTE to full-time staff. This shows the FTE to faculty ratio increased only from 27 to 29. NC State's staffing ratios are slightly lower than the peer average. However, the college has a very high incidence of grant-funded staff and employs unique features such as a Child Development Center.

Facility cost information, taken from HEI financial reports.

Subgoal 3B: Benchmarks for optimize college assets						
3B5. Facility statistics	AY 2012-13	AY 2013-14	AY 2014-15	3-year Average	2014-15 Change	2013-15 Change
Square footage per FTE - NCSC	182	181	195	186	8%	7%
Square footage per FTE - OACC - Sim Size	110	115	127	117	10%	15%
Operation of maintenance and plant costs per square foot - NCSC	\$5.01	\$5.79	\$6.00	\$5.60	4%	20%
Operation of maintenance and plant costs per square foot - OACC - Sim Size	\$9.20	\$10.08	\$8.67	\$9.32	-14%	-6%
Operation of maintenance and plant costs per FTE - NCSC	\$916	\$1,044	\$1,128	\$1,029	8%	23%
Operation of maintenance and plant costs per FTE - OACC - Sim Size	\$1,106	\$1,158	\$1,100	\$1,121	-5%	-1%
Percent of operating budget POM costs - NCSC	6.5%	7.5%	7.8%	7.3%	0%	1%
Percent of operating budget POM costs - OACC Sim Size	8.0%	9.2%	8.8%	8.7%	0%	1%

NC State maintains more building space than similar size peers, resulting in a much higher square footage to FTE ratio than its peer colleges. Plant maintenance costs per FTE have increased at a higher level than the peers, but remain in line with the peer averages. Note that given the extra space, NC State still dedicates less of its budget to POM than its peers. Finally, a breakdown of POM costs shows the primary cost increase driver was utilities (eg, 76% electric increase). A capital project to increase efficiency (described in energy section) appears to have reduced utility costs by 24% in FY 2016.

Information technology cost information, taken from NCSC accounting data and Educause survey

3B6. Technology spending vs. Educause survey (includes staffing)	AY 2012-13	AY 2013-14	AY 2014-15	3-year Average	2014-15 Change	2013-15 Change
Centralized technology spending per student/staff FTE - NCSC	\$499	\$557	\$721	\$592	29%	44%
Centralized technology spending per FTE (national survey of community colleges)	\$497	\$599	\$637	\$578	6%	28%
Central IT spending as a % of institutional expenses	4.4%	4.9%	5.9%	\$0	1%	2%
Central IT spending as a % of institutional expenses - national survey	5.0%	6.0%	5.2%	\$0	-1%	0%

NC State had historically underfunded its IT infrastructure. As a result, the college decided in AY 2014 to move its ERP system to a hosted environment to avoid costly equipment upgrades, limit IT maintenance staff and enhance employee productivity. The increased funding is largely reflective of its contract with this vendor. While this is a higher cost per FTE and as a percentage of budget than peers, the college felt a significant investment has been necessary to bring its technology up to par.

Lower-level Cost Drivers

NC State calculates annual profit/loss for each of its 28 academic departments. This entails direct revenues/costs, as well as allocating state subsidy by credit and all overhead expenses. In FY 2015, there were 15 departments that generated a profit and 13 that experienced a loss. These ranged from a \$500,000 profit to a \$147,000 loss. However, taken as a whole the departments generated a \$774,000 profit. Despite the reduction in credit hours, departments have generated a profit for the past three years. This compared to three prior years of straight cumulative losses, where an average 18 departments had losses.

NC State analyzes and ranks credit hours each term by department. It also disaggregates department totals by students taking distance courses, courses at satellite centers and attempts by dual credit students. It also measures on-campus sections by department, as well as section sizes. Finally, it measures percentage of on-campus contact hours taught by full-time faculty.

College management analyzes both the cost and productivity data by department in determining program decisions. For example, these have supported recent decisions to eliminate certain programs and/or reduce faculty. This has directly impacted section planning. The college has reduced on-campus sections by 15% from AY 2014 to AY 2016, while increasing section size from 16.6 to 16.9. At the same time, percent of contact hours for on-campus sections taught by full-time faculty has remained relatively constant at 54%. The analyses

have also triggered moving departments up in order for program review. For example, continuing financial and productivity declines with two allied health programs led to changes in admission standards and program recruiting. Both programs now have full cohorts for FY 2017.

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.

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?

NC State has analyzed the Administrative Productivity Measure. It even requested additional files from HEI to look at trends over the three-year period. Here are the three-year average rankings by measure for the college against the 22 other OACC colleges. These are ranked from most efficient/productive to least according to the ratios:

- Administrative expenditure ratio: 17th, average 22.9%
- Administrative headcount ratio: 10th, average 49.3%
- Degree completion ratio: 12th, average 11.23
- Course completion ratio: 17th, average 19.15

In reviewing trends, there was progressive decline in three of the four ratios. The administrative expenditure ratio remained relatively constant. NC State has aggressively reduced all areas of general-funded full-time staff since incurring FTE losses beginning in 2011-12. The APM ratio takes into account both restricted and unrestricted funds. It is important to note that NC State has significantly increased its reliance on staff funded through grants or other resources (eg, college foundation) in the past few years. For example, competitive grant revenue as a percentage of total operating revenues increased from 6.4% to 8.0% from FY 2013 to 2015. Of the 153 full-time employees in fall 2015, 25 were funded at least 50% through external sources. The percentage of full-time employees funded through external sources has increased from 13.2% in FY 2014 to 16.3% in FY 2016.

Consequently, NC State has developed an alternative measure for administrative staff taking out full-time grant-funded employees. Using this alternative measure, the ratios appear much better. For example, the administrative headcount ratio for FY 2014-16 is an average 43.0%, and the course completion ratio (using fall term FTE) would be: 24.9.

Full-time employees have been reduced from 193 in fall 2011 to 153 in fall 2015. It has planned 3-4 more full-time position reductions for FY 2017, four of which are general-funded administrative staff. Several of the grant-funded positions were specifically structured as "project" positions with defined end-dates, some are renewable positions while others NC State has committed to sustaining for student success such as full-time advisors hired through Title III funds.

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

Not at this point.

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.

Note: Savings related to personnel and benefits are counted within 5A.

NC State revamped its organizational structure multiple times in recent years to better balance cost efficiency and student success. It has gradually reduced the number of vice presidents from four to two, eliminating senior positions overseeing external affairs (2015) and student services (2013). It has placed student services under the vice president of academics, and external affairs as a direct report to the President. Other major changes by select function:

Student services. In FY 2013 the college significantly reduced student service operations in response to enrollment declines and implemented a new divisional structure. However, it appears the reduced levels and structure negatively impacted enrollment and retention efforts. It reorganized again in FY 2015 with a new structure better aligning its access and success mission and slightly increased staffing mostly from grant funding. The college intends to keep a managerial position vacant until further review. Under this new structure, FTE has remained relatively stable while success indicators have improved.

Academic services. In FY 2014 academic divisions moved from a department chair (half-time faculty/staff) to assistant dean model in a cost-neutral move. This has allowed for better focus on administrative needs such as section management, while freeing up dean time to pursue higher-level strategies such as intensive program review. Improved section management has reduced costs while maintaining high levels of instruction by full-time instructors. Meanwhile, the college is aggressively retiring and introducing programs to better meet market needs with nearly half of current programs being less than three years old. Finally, in FY 2016 the college eliminated its workforce director position and absorbed responsibility under the Dean of Business, Industry and Technology.

Business services. Several departments were shifted to business services beginning in FY 2013. The financial aid department was moved for better coordination with the controller's office, such as mitigating pre-term "wipe-outs" of unpaid registrants as well as the default rates. Institutional research was also moved to improve coordination for resource planning. The campus Child Development Center, which had historically run operating deficits the general fund had to subsidize, was also moved. Since that time: default rates and wipe-out lists have fallen, IR has taken a more active role in operational planning, and the CDC has run surpluses for multiple years.

**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.

On 7/1/14, the College joined the Stark County Schools Council of Governments Healthcare Consortium. The renewal increase that was effective on 7/1/15 was 2.6%, the lowest the College has experienced in years. Additionally, the Consortium awarded all participating members that qualified two (2) "premium holidays". Each premium holiday is a free month of insurance coverage. The Consortium reviews the performance of the entire group during the renewal process to determine if premium holidays will be awarded. The College's average premium each month (less employee contributions) was approximately \$167,500, or a total annual savings of \$335,000.

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

See above.

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.

North Central State College has implemented an off premise solution with Ellucian for its data center that handles its student information and organizational data. The College has chosen Ellucian's host managed ERP service which includes disaster recovery and 24/7 monitoring and maintenance. This current host managed ERP solution is a better business answer for the College at this time, as will be explained in the next paragraphs below.

North Central State College (NCSC) assessed its information technology state in year 2013, both in terms of infrastructure and staffing resources, and it was deemed insufficient to provide the computing power, disaster recovery, system support, and monitoring required to maintain an information system performance at acceptable levels. Application hosting and application management services were determined the most viable options to ensure the continuation of critical day-to-day system operations, backup, and protection of the organization's data.

The student information system and organizational data for North Central State College moved to a host managed ERP solution with Ellucian in July of 2013. Ellucian's Colleague system supports the entire College's business processes: Strategic enrollment management, institutional advancement and marketing, performance and operational management, and strategic planning. Ellucian's Colleague system provides a fully integrated system with Colleague Student and Financial Aid, Colleague Finance, and Colleague HR which provides the College with comprehensive data.

The data centers used by Ellucian are design with security, accessibility, scalability, recovery and reliability. These areas are validated by an annual SSAE 16 audit conducted by a nationally recognized, independent auditing firm. Each data center provides:

- Strict physical access controls, with advance multifactor authentication requirements
- Video and access monitoring and alerting
- Redundant power and environmental systems
- Redundant Internet Service Provider paths to provide accessibility
- Redundant network and security technologies
- Full disaster recovery capabilities

A disaster recovery plan is in place for Ellucian data centers through the use of traditional secure backup technologies, data replication and failover facilities. Ellucian's backup and disaster recovery plan helps provide quick recovery, data integrity and availability in the event of a recovery incident. The primary production data center is located in Asburn, VA and the secondary disaster recovery data center is located in Santa Clara, CA.

File Directory and Network Services

North Central State College has started implementing a plan for its file directory and network services servers outside of Ellucian. We are in the process of replicating these systems at a separate College owned facility seven miles from the main campus. During the next fiscal school year we will begin the process of planning and determining the cost to use the State of Ohio Computer Center as a secondary DR site for our file directory and network services servers.

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.

N/A

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.

Yes; North Central State College has begun the process to evaluate all space on campus and combined areas that has low utilized space. Space that became unoccupied will be maintained at a low maintenance and HVAC cost. During this process the college is also reviewing building occupancy to evaluate whether the college can close buildings during the summer months to conserve energy.

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

Since 2013, NC State has closed two weeks during the December holidays to reduce energy costs and work on preventative maintenance. Moreover, it will be moving to four-day work weeks as a pilot for summer 2016 with a cost/benefit evaluation to follow. Savings from

taking 15 utility “days” offline are estimated at \$19,000. The fourth floor of the 164,000 square-foot Kehoe Center in Shelby will be vacated beginning in FY 2017 now that the college can “zone” the building’s HVAC. All offices and classes will be moved to the lower-level floors to conserve energy and maintenance. Savings are estimated at \$23,000.

NC State operates two outreach centers under a lease to improve access to targeted populations. One is the “Urban Center” in downtown Mansfield with approximately 8,000 square feet. This operates under a ten-year lease with a private developer with the college responsible for utilities, custodial and maintenance. This center, opened in 2011, has historically struggled with lower enrollments but did increase credit hours by 69% in FY 2016 after targeted “cohort” programs were located there. The newest center, in Crawford County, is operated under a lease with the county of only \$1 per year which includes all utilities, maintenance and custodial. This deal allows the college to avoid \$63,000 in custodial and maintenance costs.

The college continually seeks to outside partnerships to optimize facility space. Ideally these would be partners paying a lease such as Franklin University. However, the college may provide space at no charge if the service meets a vital student or community need. For example, it collaborates with area career centers on several fronts for shared programming on the college campus. This includes the full-time CollegeNOW dual credit program with 100 students, a RAMTEC (Robotics and Advanced Manufacturing Technology Education Collaborative) site, and a credit recovery program. In exchange for providing space/utilities for the RAMTEC equipment owned by Pioneer CTC, NC State students have access to the equipment during evening hours. Other public or nonprofit community programs

Other community programs for which the college provides in-kind space include:

- Small Business Development Center (state program)
- Manufacturing Extension Partnership (state program)
- Adult Basic Education & Literacy basic skills development and placement test prep (Mansfield CSD)
- Ohio Adult Diploma Program (state program)
- Stellar Robotics Club (nonprofit youth group)
- Workforce Collaboration Partnership (Pioneer CTC and Madison Adult Education)
- Mansfield Chamber of Commerce

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?

North Central State College in 2014 began and Energy Conservation Project managed by the Ohio Facilities Commission to reduce energy Consumption at the James W. Kehoe Center. In 2016 the project was completed which included an interior and exterior lighting retrofit with included LED parking lot lighting, a new Energy monitoring system, new boilers, and a new chiller. The college now has the availability the track and the monitor the HVAC in the 164,000 foot Kehoe Center. The recent billing estimates a reduction of 24% in utility cost comparing building usage from the previous year – or about \$75,000 over FY 2015 levels to be applied to the energy loan payback. The energy monitoring system played a key role in the process of building utilization to close unoccupied rooms and even floors when not in use to conserve energy. Tracking of space and utilities are reviewed daily to optimize the college’s energy consumption.

Project	Collaborative Partnership(s)	Explanation
Energy Project - Kehoe	Ohio Facilities Commission	Project to reduce energy consumption by 24%
Main Campus Shared Services Metering (FY 2017)	NC State and Ohio State Mansfield	Utility meters will be installed to gauge usage by buildings operated solely by NC State or OSUM

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.

N/A

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.

No, the college does not plan to implement this particular intervention at this time. The college is small and the cost of professional negotiators would be cost prohibitive. However, the second part of the recommendation- "Faculty must consider both cost and quality in the selection of course materials" has been taken very seriously and questions related to selection of cost effective course materials have been embedded in our course/syllabi approval system.

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.

N/A

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.

Non-standardized material for departments has never really been an option for an institution of our size. Thus, we require all faculty to use the same materials for all sections of a given course, and we ask that they pool the resources on our LMS, so that a myriad of faculty can use digital learning objects for free- such as MERLOT, etc.

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.

We do not have any media/tool development resources. We utilize all free services for our online/hybrid courses (MERLOT, OCW, TED-ED etc), we have no capability to develop OER's for other institutions to use, thus we use almost all open source.

We have a number of faculty heavily utilizing textbook publishers content for precisely this reason - the digital tools/ capabilities the publishers provide are the turnkey options we use for our courses.

There are pilots underway in SOCY & PSYCH to utilize a low/no cost Open Source textbook that was developed by the OpenStax organization: <https://openstaxcollege.org/books>

- Numerous instructors are attempting to utilize free online materials to supplement courses (Khan academy, OCW, Merlot etc.)
- The college is licensing Zoom cloud meeting licenses to allow faculty (as well as staff) to create mini lecture cast tutorial videos.
- A modest pool of 11 high quality USB mics, webcams and field video recording kits have been made available to faculty to support Zoom and promote creation of custom mini audio/video recordings.

- These last 2 items above (Zoom and loaner pool) have stretched available resources.
- At this time, there are not any coders, designers or multimedia developer resources or capacity at the college to be able to create new/custom digital tools - open or otherwise.

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.

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.

NC State (27% full-time students) has partially implemented this recommendation. The most process is effective advising, especially given circumstances that could drive a student off-path. Key processes include:

- **Start intensive advising at the CCP level. NC State has an advisor solely dedicated to all on-campus CCP students. Of the 1,221 CCP students in FY 2016, 17% attend full-time. Moreover, for all CCP students including off-campus the college publishes 15- and 30-credit "pathways" that align with academic disciplines at the college. It has trained high school guidance counselors on these pathways, who report using them extensively to assist with student course selection and planning.**
- **The admissions and new student advising process is specifically designed to encourage full-time course load as appropriate. Beginning with the use of the curriculum worksheets which provide the framework/outline for graduating on time, and leads the advising discussions.**
- **All new and returning NC State students meet individually with a Student Success & Transition Services assigned Success Coach to map out the first year of an academic plan. This is done after assessment testing has been completed.**
- **The plan is documented in Colleague our student information system, which is accessible to the student services as well as academic side of the house. Each students' plan is saved under Student Academic Planning and is approved, protected, and archived for reference. The academic plan will transition with the student to the Academic Liaison (divisional advisor) then the specific faculty advisor in the major.**
- **Offering more programs in lock-step "cohort" formats and encouraging enrollment. All competitive health science programs, as well the police academy, follow a lock-step full-time format. But NC State is developing other cohort programs (developmental cohorts, business cohorts) to keep students on a graduation track.**
- **NC State is requiring mandatory advising each term with students receiving the new "Tuition Freedom" Scholarship - see below. All Tuition Freedom scholars are required to meet each semester with an advisor. This advising is mandatory. The Tuition Freedom program rules require that students maintain a full-time class load (12 credits or more) and maintain 2.5 grade point average.**

- **Our Connect To College Orientation as well as the FYEX orientation course provides a framework for students to understand the advising structure and importance of maintaining an up-to date academic plans, encouraging full-time load completion, and timely advising for any changes. NC State has expanded its advising structure for all students, ensuring an assigned advisor from entrance to completion stages.**

Outcomes: For incoming non high school students in fall, average hours attempted did increase from 17.3 in FY 2014 to 18.0 in FY 2016.

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 plan is only partially implemented due to two major obstacles the college is trying to overcome:

- Maintaining a balance between section efficiency/sizes and ensuring offerings for completion. The college realizes the best solution is to offer only in-demand programs and limit electives, both of which it is implementing. It is manually attempting to create more block schedules for general education and has applied for grant funding for software to better match course scheduling with current student demand.
- Providing options for pre-health students waiting for program admission. The college intends to revert all pre-health nursing students into an Associate of Science general degree beginning in fall 2017. This would allow pre-health students to take general education courses that would apply to their bachelor's degree and still be eligible for financial aid. Likewise, it already is actively advising students at risk of not gaining program acceptance on alternative programs.

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.

Partial implementation. NC State offers multiple incentives to encourage full-time enrollment including:

- Tuition Guarantee program for new and returning students to enroll full-time and pay the same tuition rate for up to four years. While tuition is currently frozen, this will eventually save an estimated \$100 per year per student. With an estimated 350 full-time, first-time students the savings would be \$35,000.
- Tuition Freedom Scholarship. NC State launched scholarship program for starting with the graduating high school senior class or 2016 to encourage full-time enrollment. The college will waive tuition/general fees (last dollar) for graduates with a 2.5 GPA and who transfer in at least six CCP or six articulated credits. Outcome: 120 students currently signed up for the program. NC State anticipates 150 students will enroll full-time through the program in FY 2017. Assuming an annual credit-hour load of 26 hours and that the college will waive 75% of the last-dollar tuition cost, this will save students \$437,580 a year.
- The college has flipped its financial aid year to accommodate a change in state law that will allow summer students to qualify for state OCOG funding in lieu of Pell grants, though it will not start until 2017.

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.

- NC State is beginning to study the potential for accessing federal financial aid for certificates of less than a year, especially for workforce students. This would require a minimum level of hours enrollment.

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.

Yes, in 2014, the college revamped all programs within the curriculum to reduce all associate degrees to 65 semester credit hours or less. The average degree length is 64 credits. The college estimates this will save \$1,000 over the span of a degree. The average annual credit hours for post high-school students is 15. Assuming a reduction of one credit hour per year for post high school students this would save \$150 a year. Multiplied by 2,400 degree-seeking post high school students this would equal \$360,000.

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.

Partial implementation. NC State has started the process of using data to help guide advisors. These reports are posted on an Intranet site accessible only by advisors. Key examples include:

- Reports tracking currently enrolled students not registered for the ensuing term. They provide other key data like cumulative credits, cumulative GPA, consecutive terms enrolled, etc.
- Students in need of career guidance. All developmental students take a standardized “College Student Inventory” during their First Year Experience course that assigns a score according to various risk factors. A key risk factor is lack of direction for career based on survey responses. The college has started posting reports on at-risk students and doing aggressive referrals to the career services office.
- Predictive modeling on cohort students likely to withdraw. The college used Title III funds to purchase predictive modeling software. With the help of the vendor, it has started building reports predicting attrition of entering students based on characteristics or initial performance of past groups of entering students. Each student in a fall or spring entering cohort is assigned score or range of attrition likelihood, and advisors are encourage to first focus on students in the middle ranges for the greatest opportunity to effect change. This is very complex software and it is still very early in the process.

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.

There is much more that could be done to assist advisors with data. Planned projects include:

- Batch degree audits. The college intends to start running processes through its SIS system to identify students that are close to completion by a percentage rule (eg, 90%). This will allow advisors to focus on those students to ensure nothing hinders their completion.
- Auto-awarding. NC State has started evaluating semester transcript data on stopped out students to determine if they are at or near an award that may be outside of their last known major. Given the manual processes involved, it is first focusing efforts on its 30-credit certificates and students who may have only taken technical coursework and left.
- **Expanded use of the College Student Inventory. NC State plans to expand administration of the CSI risk survey to ALL entering students. Moreover, it intends to move up administration prior to registration (eg, take at the same time as placement testing). This will allow for more timely reports and interventions possibly even before the student registers for the first class. The CSI information is entered into the student information system and advising plans are developed, and resources deployed to meet the particular needs the students have. This is very much an individualized program. As a small school committed to student success this is the first step for students in the targeted planning process.**
- Key course-taking and milestone flags. NC State intends to use its predictive modeling software to identify course grades or trends that most closely correlate with non-success. For example, is there a milestone course that if not completed within a certain time would indicate attrition?

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.

This has been partially implemented. Summer credit hours have dropped due to reduction of degree hours, moving all health cohort programs to fall start dates, and federal financial aid rules limiting courses. Advisors are the first point of contact for each divisional dean, to help identify any changing trends in this regard. However, utilization rates are analyzed every semester and changes are made to the schedule before every semester to meet the changing needs of the student population.

Each division monitors the overflow in any given section after registration has opened, and schedules new sections to meet the needs immediately. These sections are opened as need arises, not as resources become available. Assistant Deans work immediately to staff the new section, often tapping human resources for support for a stable cadre of qualified instructors.

Strategies to boost enrollments include:

- Reaching out to transient populations. Each term, NC State runs lists of past dual credit students who had since graduated high school through the National Student Clearinghouse. Even if the student is enrolled elsewhere, it targets them for taking transferable classes during the summer.
- Reaching out to CCP populations. With the implementation of summer CCP, the college polled its client schools to determine potential needs for their students. There is also potential in summer 2017 on coordinating to offer courses at the high school to minimize tuition costs to K12.
- Developmental coursework for career technical Tuition Freedom scholars. NC State requires that all Tuition Freedom scholars must be at least college ready in reading to qualify for the scholarship. Unfortunately, many interested students from career technical education (articulated credits) did not pass the reading test. NC State has worked with these students to get them enrolled in college reading and first year experience to get a better start on this program.
- Health science programs require students to be college-ready in math in order to be admitted to the program. Using co-requisite and other innovations, NC State has been able to reduce to a maximum two semesters required remediation. As a result, entering pre-health students are being encouraged to start their math remediation in summer in order to complete all remediation by fall and be eligible for program acceptance in the spring.
- A new evening cohort program in business management continues through the summer session.

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.

Despite these efforts, FTE is anticipated to slightly decline for summer 2016. Potential strategies to continue improvement attempts:

- NC State will have two potential funding sources in summer 2017 to assist students: OCOG and the private foundation scholarship for pre-health students. It will advise students on how to best “package” these resources for summer enrollment.
- NC State has formed a workgroup to apply federal financial aid to select short-term certificates for incenting adult populations.
- NC State intends to launch at least one additional business cohort out of its Crawford County outreach center.

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)?

The college currently has over 30 articulation agreements with 17 in-state 4 year institutions. Additionally the college has blanket articulation for all of the associate of arts and associate of science concentrations with University of Phoenix, Western Governors University, Franklin University and DeVry. Several of these allow for on-campus or nearby degree completion, including:

- Franklin University (3+1). There are active night cohorts for Accounting as well as Business Administration/Management & Leadership. In spring 2016, 41 students were enrolled in the cohort programs.
- Miami University (3+1). Students take live coursework via video conference to obtain a bachelor's in electromechanical engineering technology.
- Ohio State University Mansfield (2+2, other). NC State has on-campus degree completion for English and Social Work. In addition, the institutions actively collaborate with nursing majors. OSUM often refers students over the NC State for its Registered Nursing program. Once they graduate NC State, students continue taking courses at OSUM or online through OSU to complete their bachelor's degree.
- Mt. Vernon Nazarene University (2+2). NC State's Human Services program has a very high transfer rate into MVNU's night cohort program near downtown Mansfield.

The process is as follows: The Dean of the Liberal Arts Division is the main point of contact for all transfer agreements with our four year partners. To keep abreast of transfer agreement possibilities the dean is a member of a statewide transfer team. When a new partner is identified the dean along with pertinent faculty visit the partner institution, after careful consideration of the confluence of curricula. Syllabi are exchanged, meetings specific to advising and any financial aid considerations are conducted. An agreement is signed and advertised. Finally the on-campus community is notified of the agreement, advisors are trained, and agreements are archived in a college shared database and updated biannually.

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 in various phases of negotiation with 25 four-year institutions. This includes the potential for additional on-campus degree completion with Ohio State Mansfield.

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.

NC State has long practiced an informal version of competency-based education through its Integrated Systems Technology lab within its Industrial Engineering programs. The lab is overseen by a facilitator, and students doing coursework in the lab advance through different modules upon mastery of a skill set. However, this is by no means a complete CBE program. It only reflects certain classes.

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

No, the institution does not plan to offer CBE at this time. This may be a goal for the future. We are evaluating what process need to be put in place before we settle upon this option.

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 institution does not plan to offer program-wide competency-based education at this time. It does not possess current capacity for an effective CBE program. However, it does maintain a transfer relationship with Western Governor’s University for students who wish to move into this modality.

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
Health Information Technology - Program Medical Lab Technician – Program	Marion Technical College Marion Technical College	Mansfield area HIT and MLT students take their general education courses at North Central and technical courses at Marion Technical College where the degree is conferred. Conversely, Marion-area Bioscience and Respiratory Therapy majors take general education there and then transfer to NC State which confers the degree.
Bioscience – Program Respiratory Therapy - Program	Marion Technical College Marion Technical College	

Health Services Technology	Central Ohio Emergency Medical Services-EMT PHLB- Madison Adult Education Center, and Ashland County West Holmes Career Center STNA-Pioneer Career and Technology Center, Madison Adult Education, Ashland County West Holmes Career Center DENT- Madison Adult Education, Ashland County West Holmes Career Center PHRM- Pioneer Career and Technology Center, Surgical Tech- EHOVE Career Center Medical billing and coding- Pioneer Career and Technology Center	For all of these partners, NCSC offers general education courses, and the basic science and anatomy courses. The partners provide the technical courses and laboratory settings.
Shared chemistry courses	Ohio State Mansfield	OSUM and NC State share advanced chemistry courses in the same lab. Both have the same Ohio Transfer Module label.
Adult Basic Education & Literacy/NC State Tutoring Center	Mansfield City Schools ABLE program	ABLE offers a basic skills remediation program on the NC State campus allowing prospective students to bypass traditional developmental education. Students receive self-passed instruction to increase developmental levels on the placement test. The program is co-located within the NC State Tutoring Center, and NC State tutors simultaneously assist ABLE and NC State students.

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.

As previously mentioned, NC State and OSUM have an innovative informal partnership for referring nursing students back and forth as they progress toward a Bachelor of Science in Nursing.

The two institutions are also discussing the potential for sharing at least equipment and lab space for engineering. NC State has made significant capital investment in engineering equipment that OSU could use should it expand its engineering program to full degree completion. Further, this effort could eventually lead to sharing students much like the institutions do with nursing. Students who do not qualify for the full engineering bachelor program could be referred into NC State's mechanical engineering technology program. These students could still eventually complete their applied bachelor's on campus through Miami. Likewise, students with very high math and physics proficiency at NC State may wish to transfer into OSU's engineering program.

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.

NC State has recently implemented a policy to mitigate its Cohort Default Rate (CDR). It desires to achieve and maintain a CDR below 15%. Part of this plan includes promotion of financial literacy. Part of this includes an overview of tuition, fees and payment arrangements during the mandatory orientation for all new students. The policy also clarifies the Financial Aid department will promote early awareness and reflection on loan repayment. This would include teaching students how to determine loan amounts borrowed, who services their loans, their projected repayment amount and their understanding of the consequences of default. Still will be counseled to avoid excess borrowing, especially in light of their entire student loan borrowing history. The college's TRiO SSS program also plays a vital role in supporting financial literacy through the students on its caseload.

A final note involves a policy implemented by NC State allowing faculty to administratively withdraw students based on non-attendance or non-participation in the class. This policy is crucial in that the withdrawal deadline takes place before the second financial aid refund payment to students. Withdrawal would result in a recalculation of the refund due the student, and help drive the importance of financial stewardship with federal funds.

The college had to repay the federal Department of Education nearly \$180,000 in FY 2016 for Title IV refunds to students who withdrew early from the college. It is hoped this improved financial advising, along with the administrative withdrawal policy, will reduce these payments by at least 10%.

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?

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:

Context note: As noted on page 6, NC State has saved a cumulative \$10 million in unrestricted spending compared to FY 2011 levels. However, much of this spending reduction was driven by a massive loss of FTE (25% loss between FY 2011 and 2012). Unrestricted Education and General revenues fell by \$2.2 million in just two years. So much of the spending reductions noted in this report has simply been to offset the corresponding loss of revenues and avoid further raiding college reserves. Note the college's composite score for financial health has risen from 2.7 in FY 2013 to 4.0 in FY 2015.

Given this, the NC State has attempted to provide a somewhat conservative estimate in terms of "redeployed" savings.

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	Cost of copier contract multiplied by 1.36 to reflect savings over state term for savings of \$13,800. Savings from revised bandwidth contract: \$13,200.	No	Yes
3B: Collaborative contracts	Revenues from collaborative contracts for copying and shipping: \$3,100	No	Yes
4A: Asset Review	Revenues from Govdeals.com: \$13,200	No	Yes
4B: Operations Review	Savings from various cooperative efforts with public or private entities (excludes health consortium): \$160,200	No	Yes
4C: Affinity partnerships and sponsorships	Revenues from various partnerships with private entities: \$118,000	No	Yes
5A: Cost diagnostic	Reflects the projected annual savings in unrestricted personnel/benefit cost. Reflects average year to year savings since FY 2011: \$700,000	Yes	No
5B: Productivity measure	Savings reflected under cost diagnostic	N/A	N/A
5C: Organizational Structure	Savings reflected under cost diagnostic	N/A	N/A
5D: Health-care costs	Savings from premium holiday from joining Regional Council of Governments for health care: \$335,000.	No	Yes
5E: Data Centers	Savings under operations review	N/A	N/A
5F: Space utilization	Savings from scheduled campus closures during holidays and summer, as well as closing top floor of Kehoe Center: \$42,000.	No	Yes
Energy projects	Savings from capital efficiency investments at Kehoe Center: \$75,000	No	Yes
<i>Academic Practices and Policies</i>			
6A: Negotiate cost on textbook affordability	N/A	N/A	N/A
6B: Standardize materials	N/A	N/A	N/A

6C: Develop digital capabilities	N/A	N/A	Yes
7A: Education Campaign	N/A	N/A	Yes
7B: Graduation Incentive	<p>NC State anticipates 150 students will enroll full-time through the program in FY 2017. Assuming an annual credit-hour load of 26 hours and that the college will waive 75% of the last-dollar tuition cost, this will save students \$437,580 a year.</p> <p>350 first-time, full-time students in AY 2016 * 100 savings from Tuition Guarantee (\$35,000)</p>	Yes	No
7C: Standardize credits for degrees	Assuming a reduction of one credit hour per year for post high school students this would save \$150 a year. Multiplied by 2,400 degree-seeking post high school students this would equal \$360,000.	Yes	No
7D: Data-driven advising	NA, but frees up time	No	Yes
7E: Summer programs	N/A	N/A	N/A
7F: Pathway agreements	N/A (lease portion within 4C)	N/A	N/A
7G: Competency-based education	N/A	N/A	N/A
8: Duplicative courses and programs	N/A - within cost diagnostic	N/A	N/A
Low-enrollment programs:	N/A - within cost diagnostic	N/A	N/A
10: Financial advising:	Savings from lowering amounts colleges has to return to Title IV program for early withdrawals: Reduce by 10% amount of repayment for savings of: \$18,000	No	Yes
Total Expected Annual Cost Savings:	\$1.49 million in savings to college; \$833,000 in savings to students.		

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>\$360,000</u>	<u>Meeting ODHE 5% challenge by standardizing credits. House Bill 64 Section 369.600 requires the board of trustees of each state institution of higher education to develop and implement a plan to provide all in-state, undergraduate students the opportunity to reduce the student cost of earning a degree by five per cent.</u>
Student financial aid	<u>\$472,580</u>	<u>Tuition Freedom Scholarship and Graduation Incentive programs.</u>
Student success services, particularly with regard to completion and time to degree	<u>\$60,000+</u>	<u>Gradual shifting of Title III advisor costs away from 100% federal grants to college unrestricted funds. 20% each year. Total eventual redirected cost will be \$340,000.</u>
Investments in tools related to affordability and efficiency	<u>\$117,000</u>	<u>Energy savings redirected toward paying off energy loan and other facility-related efficiency needs.</u>
	<u>\$480,420</u>	<u>Covers most of annual contract costs for Student Information Systems, including hosting, back-up and support. Creates multiple financial efficiencies and productivity enhancements for the college.</u>
Improvements to high-demand/high-value student programs	<u>N/A.</u>	<u>Major equipment and capital improvements being done through grants</u>
<i>Add other categories as needed</i>		

MASTER RECOMMENDATION 2: FIVE-YEAR GOAL FOR INSTITUTIONAL EFFICIENCY SAVINGS AND NEW RESOURCE GENERATION

Category	Recommendation	Component	Description	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Subtotal	Budget Narrative/Explanation of Efficiency Savings \$\$ (attach additional sheets if necessary)
Efficiency Savings	3A	Campus contracts	Require employees use existing contracts for purchases	\$ 27,000	\$ 27,000	\$ 27,000	\$ 27,000	\$ 27,000	\$ 135,000	Cost of copier contract multiplied by 1.36 to reflect savings over state term for savings of \$13,800. Savings from revised bandwidth contract: \$13,200.
	3B	Collaborative contracts	Pursue new and/or strengthened joint purchasing agreements.	\$ 3,100	\$ 3,255	\$ 3,417	\$ 3,588	\$ 3,768	\$ 17,128	Revenues from collaborative contracts for copying and shipping: \$3,100. Seek additional partnerships
	4B	Operations review	Conduct an assessment of non-academic operations that might be run more efficiently by a regional cooperative, private operator or other entity. Note this also counts for savings under Data Centers (5E).	\$ 160,200	\$ 165,006	\$ 169,956	\$ 175,054	\$ 180,306	\$ 850,522	Continue pursuing multiple shared services or outsourced services including: hosting and backup of ERP system; expansion of campus shared services with Ohio State Mansfield, expansion of shared services with K12 districts and local municipalities.
	5A	Cost diagnostic	Produce a diagnostic to identify cost drivers, along with priority areas that offer the best opportunities for efficiencies. Note this also reflects cost savings for within several other categories as noted including: Productivity Measure (5B); Organizational Structure (5C); Duplicative Courses and Programs (8).	\$ 700,000	\$ 665,000	\$ 631,750	\$ 600,162	\$ 570,154	\$ 3,167,066	The amount reflects the average annual year-to-year savings in unrestricted personnel and benefit costs from the peak level of FY 2011. This is calculated by subtracting the most recent year's total personnel and benefit costs from the 2011 levels, and then dividing by the number of years that have elapsed. For example, the difference between unrestricted personnel/benefits spending from FY 2011 to 2015 was \$2.8 million/4 = \$700,000. NC State is gradually reducing the anticipated savings level because it feels it has reached a trough in FY 2017 in terms of reduced spending for personnel-related costs. Significant additional personnel cuts would negatively impact services, and the college is planning to take over spending for certain essential grant-funded advisors. <u>Note, the impact of the two-month premium "holiday" from joining a health care consortium has been separated out from this calculation.</u>
	5D	Health-care costs	Health care reforms	\$ 335,000	\$ 345,050	\$ 355,402	\$ 366,064	\$ 377,045	\$ 1,778,560	In FY 2016, the college experienced two "premium holidays" as part of its membership with the Stark County Schools Council of Government Healthcare Consortium (COG). This is based on reserve levels the college invests with the COG as well as performance of the entire COG group. While NC State projects these holidays to continue, note a downturn in group performance could impact savings level for its members.
	5F	Space utilization	Employ a system that encourages optimization of physical spaces	\$ 42,000	\$ 43,260	\$ 44,558	\$ 45,895	\$ 47,271	\$ 222,984	Utility cost savings from closing the campus for 15 days over the winter holiday and during Fridays in summer. Also, utility savings from shuttering one floor of the Kehoe Center.
	5F	Energy projects	Seek to refine sustainable methods utilized by institutions to use energy	\$ 75,000	\$ 77,250	\$ 79,568	\$ 81,955	\$ 84,413	\$ 398,185	Investment of energy efficiency equipment at Kehoe Center
	10	Financial advising	Make financial literacy a standard part of the student's education	\$ 18,000	\$ 18,540	\$ 19,096	\$ 19,669	\$ 20,259	\$ 95,564	Use financial literacy and administrative withdrawal policy to lower amount NC State has to repay the federal Department of Education for early withdrawal refunds
Subtotal Efficiency Savings				\$ 1,360,300	\$ 1,344,361	\$ 1,330,746	\$ 1,319,386	\$ 1,310,217	\$ 6,665,010	
Category	Recommendation	Component	Description	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Subtotal	Budget Narrative/Explanation of New Resource Generation \$\$ (attach additional sheets if necessary)
New Resource Generation	4A	Asset review	Conduct assessment of noncore assets to determine market value if sold, leased, etc.	\$ 13,200	\$ 13,596	\$ 14,004	\$ 14,424	\$ 14,857	\$ 70,081	Disposal of decommissioned assets on Govdeals.com
	4C	Affinity partnerships and sponsorships	Upon determining assets and operations that are to be retained, evaluate opportunities for affinity relationships and sponsorships.	\$ 118,000	\$ 121,540	\$ 125,186	\$ 128,942	\$ 132,810	\$ 626,478	Continue building relationships with private entities to utilize campus facilities. This would include Franklin University or other 4-year institutions for degree completion programs, as well as businesses simply looking for office space. Continue to market the new conference center within Kehoe for event rental revenues (ie, recently hosted two-day OACC statewide event).
Subtotal New Resource Generation				\$ 131,200	\$ 135,136	\$ 139,190	\$ 143,366	\$ 147,667	\$ 696,559	
TOTAL OF COMBINED INSTITUTIONAL OPPORTUNITIES FOR ENHANCED STUDENT AFFORDABILITY				\$ 1,491,500	\$ 1,479,497	\$ 1,469,936	\$ 1,462,751	\$ 1,457,884	\$ 7,361,568	

SPECIFIC RE-DEPLOYMENT OF SAVINGS TO STUDENTS: Please use the area below to describe, in detail, how you plan to re-deploy the institutional resources that are saved and/or generated through the task force components outlined above to reduce costs for students.

NC State listed several strategies in the fall 2015 "Five percent challenge" report to the Chancellor to reduce costs for students. Primary in this was reduction of degree credit hours from 69 to 64. NC State estimated a cost savings to the student of \$1,000, or 6.7% of the total cost of attendance. NC State estimates a cumulative savings of \$360,000 annually for students. The college also has introduced a graduation incentive that locks in tuition at the current price for new and returning students as long as they remain full-time. Using a very conservative estimate NC State anticipates this will collectively save students \$35,000 a year. Finally, NC State introduced for FY 2017 a full-time scholarship program that waives the cost of tuition/general fees for matriculating high school graduates with early college or articulated credits. Approximately 150 students have been accepted into the program, and NC State anticipates covering waiving 75% of the tuition cost after Pell and other scholarships. Assuming each student consumes 26 credits, this equates to \$472,000 in savings to students. In summary, the college intends to redeploy \$832,000 in savings to these strategies reducing costs to students. The college also intends to redeploy savings to cover the weaning of federal Title III funds primarily covering additional advising staff. The college is paying an additional \$60,000 in FY 2017, and grant funds are reduced 20% each year. The other major redirection involves investments in energy efficiency and technology infrastructure. The college is repaying a \$1 million loan for installing energy conservation equipment at the 163,000 square foot Kehoe Center. Moreover, it is upgrading its technology infrastructure campus-wide to improve services to students as well as efficiencies and productivity. A major efficiency and productivity investments entails having its Enterprise Resource System housed, maintained, and backed up offsite by its primary IT vendor. This has allowed the college's to avoid massive capital upgrades as well as freeing up time for its small IT department to focus on other needs.