



Department of
Higher Education

John R. Kasich, Governor
John Carey, Chancellor



Affordability & Efficiency

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, Rhodes State College has implemented this recommendation. The strategic procurement of all services, supplies and equipment for the College is made by the Business Office. This control is to ensure that following the procurement process will protect the best interest of the institution and comply with all applicable laws and codes.

The Business Office will, when deemed necessary, advise and offer advice to senior administrative officers and the president concerning the appropriateness, cost, quality, reliability, or durability of services, supplies and equipment requisitioned by cost centers. Training from the Business Office related to procurement occurs during onboarding of new employees and periodically during the year for employees citing preferred vendors with existing contracts, thereby allowing the College to generate substantial savings.

The Business Office determines which contractual relationships are entered into with vendors. Employees are required to utilize existing vendor contracts. Several examples of contracts that result in annual savings would include Enterprise Car Rental (travel), Friends Office Supplies (office supplies), Perry Corporation (copier and printer services), CleanAll (office, window and carpet cleaning), AVI (catering), CDW (I/T equipment) and Barnes & Noble (bookstore). This compliance by the College aligns with our strategy related to financial and physical resources and good financial stewardship.

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:

1. Copier/printer services
2. Computer hardware
3. Travel services
4. Outbound shipping
5. Scientific supplies and equipment
6. 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	Plan to move from purchase to lease	At this time, Rhodes State College has not entered into the IUC-PG joint purchasing agreements in the categories of copier/printer services, computer hardware, travel, outbound shipping, scientific supplies and equipment and/or office supplies and equipment. As part of a strategic procurement initiative, within the next one to three years, the College will pursue new and/or strengthened joint purchasing agreements in these areas as our current contracts expire, with a focus on the financial and strategic goals of the College, as well as opportunities to work collaboratively with other colleges and universities. This effort will result in efficiency savings and new resources to be generated as we work to reduce the cost of attendance for our students.
Computer hardware	Plan to move from purchase to lease	
Travel services	Plan To	
Outbound shipping	Plan To	
Scientific supplies and equipment	Plan To	
Office supplies and equipment	Plan To	

Assets and Operations

Recommendation 4 | Assets and Operations

Recommendation 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:

Currently, the process in the Business Office provides an asset listing of our non-core assets and work with the department managers to determine what listed assets might have reached their useful life and/or are no longer in use at Rhodes State College. Once this annual process is completed, a determination is reached and the inventory lists are returned to the Business Office, and required action is taken (e.g. impairment of asset and related adjustment or disposal and appropriate adjusting entries made). The key outcome for this annual review is to:

- provide an accurate reflection of the fixed asset balance and related depreciation expense;
- identify future replacements/disposals allowing for new technology planning, strategic spending;
- identify opportunities/risks for depreciation expense in budgeting; and
- forecast deferred maintenance on new items in budgeting.

The Business Office maintains a permanent record on the location, control inventory number, date of acquisition, cost, vendor and other specific data with regards to inventory. Periodically, a proof sheet is furnished to each cost center to verify equipment, location and condition. If an asset is deemed to be no longer needed or useable, the College's policy for the disposition of property requires a solicitation of bids from state agencies and other institutions; a competitive public bidding; and/or the sale of surplus equipment to institutional personnel (no preference will be given for an institutional employee).

In reviewing best practices, the College will explore the use of www.govdeals.com, a site widely used by state agencies and institutions, to estimate the value and liquidate assets that have reached the end of their usable life, in compliance with the College's policies and procedures.

Recommendation 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:

Operation reviews are done by Cabinet members, individually and as a whole, and are conducted periodically to assess the most efficient and productive methods to accomplish the various aspects of operations at Rhodes State College. For example, evaluating the cost and the efficiency of our current contract for cleaning the facilities (janitorial) will be reviewed as the contract comes up for renewal in the near future. This evaluation will determine if we can do the same work with the same outcome at a reduced cost to the College. Additionally, we are exploring other areas of non-academic operations:

- The College is in dialogue with the University of Cincinnati to discuss a model for textbook operations and savings that could be passed on to the students.
- Currently, the College has a cost-share agreement with OSU-Lima. This agreement is under review for savings on personnel and operations, with several functional areas under review, including tutoring, testing services and student life.
- We are looking at an overhaul of the print management system to incorporate new software which will control and decrease the high volume of copy paper currently being utilized.

Other recent discussions over the I/T help desk, open positions, realignment and reengineering of work provides opportunities for the Cabinet to take a look at how we can drive more efficiency into the College's processes and procedures, focusing on what is added value or non-value added and could lead to potential cost reductions.

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

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

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

Please identify partnerships and sponsorships in effect for FY2016:

Partnerships/Sponsorships	Description
Franklin University	Use of campus space, and a return on investment in the form of reimbursement to the College
Barnes and Noble	A portion of sales from the campus bookstore is returned to the College, an increase from the previous vendor
Multi-Purpose Center	New contract to be implemented for the use of the College's Multi-Purpose Center, with anticipated income and a financial share from other services provided from vending and food catering
Chase Bank	Banking services with Chase Bank will include the expanded use of the College's credit card
State Authorization Reciprocity Agreement	Rhodes State College is a participant in the State Authorization Reciprocity Agreement (SARA) which is an agreement among member states, districts and territories which establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. The intent of SARA is to make it easier for students to take online courses offered by postsecondary institutions based in another state. SARA is overseen by a National Council and administered by four regional education compacts. Ohio is an approved "home" state and as such Rhodes State College operates under Ohio's SARA authorization to offer distance education to any other SARA member state.
Mitsubishi Certified Training Center	Rhodes State College and Mitsubishi Electric, Inc., have partnered to deliver standardized training utilizing certified instructors in the topic areas of Programmable Logic Controllers (PLCs) and Human Machine Interface (HMI).
Northwest State College	In partnership with Northwest State College, the College delivers Allen Bradley Advanced Automation coursework. The College provides the classroom and the customers, and Northwest State provides the training equipment and the instructor.
TechNet DOL Round 4 Community College Consortium	This consortium includes eleven community colleges from the State of Ohio that support the overall TechNet DOL TAA Round Four grant objectives via collaboration between colleges,

	industries and government to solve the workforce needs in the State.
West Central Ohio Manufacturing Consortium (WCOMC)	<p>Made up of 25 area employers, the consortium meets regularly to provide input to the College on new programs and curriculum. Consortium fees are used to support educational programs of interest to the membership and to support the development of the human capital workforce needs of the group.</p> <p>Members include: Ada Stampings, LLC, Aircraft Dynamics, Ametek Westchester Plastics, Bunge North America, Chemtrade Logistics, Dana Corporation, Gasdorf Tool and Machine Company, The Hirzel Canning Co., Husky Energy, Lima Refinery, Krendel Machine, Linde Gas North America, MetoKote Corporation, Miller Precision Manufacturing Industries, Inc., The P&G Manufacturing Company, POET Biorefining, Potash Corporation, Randall Bearing, Inc., Rudolph Foods Company, Inc., Sandkuhl Clay Works, Superior Forge & Steel, U.S. Plastic Corporation, and Hedstrom Plastics.</p>
E-Tutoring	Through a statewide initiative, the College pays for a number of tutoring hours, and students receive around-the-clock access to tutoring services.
OhioLink	OhioLink is an open educational resource, providing access to millions of books and other resources.
Internships and Co-Ops	In partnership with numerous employers in the region, the College supports internship and co-ops opportunities for students, placing them with employers in some of today’s most in-demand jobs.

Administrative

Recommendation 5 | Administrative Cost Reforms

Recommendation 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:

1. Key drivers of costs and revenue by administrative function and academic program;
2. Distribution of employee costs – both among types of compensation and among units;

3. Revenue sources connected to cost increases – whether students are paying for these through tuition and fees, or whether they are externally funded;
4. Span of control for managers across the institution -how many employees managers typically oversee, by the manager's function; and
5. Priority steps that would reduce overhead while maintaining quality – which recommendations would have the most benefit?

<p>Has the institution produced a cost diagnostic? If yes, please provide an overview of the process used and the key outcomes.</p>
<p>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.</p>
<p>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.</p> <p>Rhodes State College has not produced a comprehensive cost diagnostic. We have looked at contribution margins per FTE in the past but there were some inherent differences among divisions (class size, student-faculty ratio's, subsidy rates, lectures and lab components). There is some consideration for an activity-based costing analysis but further research is required.</p> <p>As the funding model for subsidy has changed from enrollment to performance funding (completion) using the most recent three year average, student success and completion milestone metrics using an additional year lagged three year average, the result from the modeling and estimate would be somewhat inaccurate. In order for the College to produce this diagnostic with priority areas offering the best opportunities for efficiencies, with an immediate timeframe, it would greatly benefit the College to align ourselves with the IUC Purchasing Group for a joint contract for the necessary analytical work.</p> <p>In addition, annually, the College completes a comparative analysis of healthcare costs on the competitive market. Most recently, we have entered into the Jefferson Health Plan Consortium.</p> <p>Rhodes State College anticipates entering into a collaborative relationship with other state institutions to produce a model for a cost diagnostic tool.</p>

Recommendation 5B | Productivity measure: The Department of Higher Education developed a common measurement of administrative productivity that can be adopted across Ohio's public college 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 Department of Higher Education provided the source data, methodology and key assumptions to support the calculation of an initial Administrative Productivity Measure (APM) for all two year colleges. For Rhodes State College, the four individual ratios were calculated on our three year average, as follows:

- Productivity/Course Completion Ratio.....24.56
- Productivity/Degree Completion Ratio11.93
- Efficiency/Administrative Headcount Ratio40.7%
- Efficiency/Administrative Expenditure Ratio16.4%

Rhodes State College will move forward to analyze requirements for administrative oversight for all accredited programs and general administrative areas. We have begun to consolidate administrative oversight with the consolidation of five academic divisions to three. Correspondingly, we have consolidated a number of department chairs and the appointment periods from 12-months to 10- or 9-months, with respective salary reductions.

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

A diverse team of administrators, faculty and staff at the College will be tasked to further review operations efficiency based on Lean Six Sigma techniques and practices. An external consultant was contracted the past fiscal year to review operations in the business office and in human resources. The consultant helped to determine levels of duplication and new efficiencies, and the need for cross training.

Recommendation 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.

Rhodes State College has reviewed its organizational structure to identify opportunities to streamline and reduce costs. The College also has considered shared business services (e.g. as a co-located campus with Ohio State-Lima there is consideration currently on a shared testing center). Working sessions at the Cabinet level were conducted and are still in process with executives reviewing current structures. Additionally, Cabinet members are reviewing what, if any, opportunities exist from re-engineering or realigning accountabilities within their respective teams to produce greater efficiencies and cost reductions.

Several areas have implemented substantive change and savings have resulted in these organizational efficiencies:

- Student Affairs: areas reviewed and restructured for efficiency and effectiveness; three positions were eliminated (one in Records; one in Financial Aid; one in Advising), with duties needed to remain within the division assigned to others in that specific area; streamlining of duties to provide an almost \$102,000 budget savings to the division and to the college.
- Business Affairs: realignment of a grants administrator position and a senior accountant position, as well as the elimination of the student account clerk/cashier position (savings of \$30,000).
- Academic Support: realignment and consolidation within the Academic Support Center, with the realignment of the Supervisor of the Math, Science & Engineering Skills Center (savings of \$40,000+); new placement recommendations with respect to COMPASS testing will reduce the total cost of testing from \$6,038 in 2015 to an estimated \$4,400.
- Academic Affairs: three department chairs were realigned, with two transitioning from 10- to 9-month appointments; the College intends to realign the Student Retention and Advocacy role from solely within Nursing to the whole of the Division of Health Sciences as the position takes on a more expanded, comprehensive role; a number of positions were held across all divisions; a Dean position was eliminated (savings of \$90,000+) and another was filled internally, resulting in cost savings (savings of \$80,000+).

Plans are under review for further organizational realignments for the 2018 fiscal year.

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.

Recommendation 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.

Spousal Surcharge:

Rhodes State College has implemented a spousal surcharge on their medical plan. This spousal surcharge requires working spouses to enroll for medical plan coverage through their own employer's group health plan as primary coverage, or pay a surcharge. These working spouses are eligible to remain on Rhodes State College medical insurance, but pay an additional premium per month to cover his or her spouse if that spouse has access to another employer's group health plan.

Implementation of this plan has reduced the number of dependents covered under the Rhodes State College medical plan, which in turn has decreased annual costs.

Jefferson Health Plan Consortium

Each year, Rhodes State College conducts a comparative review of analysis on healthcare costs in the competitive marketplace. In 2015, the initial renewal received from our current carrier showed a 28% increase in medical premiums, if we remained under the fully-insured plan. The College was contributing 93.5% and the employee 6.5% of these premiums. With such a drastic surge in premiums, this would have been a substantial increase to the College.

Faced with these rising costs, the College made the switch from a fully-insured medical plan to a self-insured medical plan by joining the Jefferson Health Plan Consortium. By joining the consortium, we were able to secure an 8% increase in medical premiums and were able to move from a 93.5% employer share, to a 91% portion in monthly premiums. In 2016 we were able to implement a change from 91% to 88% for the employer contributions, which has shifted more of the medical expenses away from the College.

By joining the consortium in 2015, we have provided more predictive, stable funding levels with the pooling of large claims which has resulted in lower costs to the College. With our main goal of reducing costs, we were able to provide the best access to providers, discounts on services and the lowest network fees. We have been able to maintain a high deductible status and have moved to a premium split more in line with state averages.

Compass

Compass Professional Health Services serves as the College’s personal healthcare advisor. They bring clarity to the College’s healthcare plan, and tell us how reap the full benefits from our plan. They provide access to a healthcare expert, insider information on how to save money, bill reconciliation and answer questions about healthcare benefits. Compass emphasizes in-network providers and provides assistance to all participants.

Teledoc

Teladoc gives the College 24/7/365 access to U.S. board-certified doctors through the convenience of phone or video consults. It is an affordable alternative to costly urgent care and emergency room visits. Teledoc can be used at the convenience of the employee and is an affordable option for quality medical care. The use of Teledoc has created less use of emergency rooms and urgent care facilities.

Wellness Initiatives

Rhodes State College has provided a Wellness Fair for five consecutive years. The fair provides information about facts as they relate to health and wellness. The College has also provided flu shots, along with biometric screenings. By educating employees and their families regarding wellness, in addition to providing these services, we have found that more employees participate and more employees contribute to a healthy campus, which in turn results in less claims and lower overall healthcare costs.

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

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

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

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

Like other state institutions, Rhodes State College recognizes the importance of having a data backup to a remote location. The College’s Information Systems has identified OARnet as a partner in this venture. Wright State University’s data center would serve as the location where data from the College will be backed up, on hourly basis. The setup and equipment cost is estimated at \$130,000.00, with an additional \$800.00 per month for the hosting at Wright State, and end to end fiber connection cost.

A breakdown of these costs include:

Hosting cost at Wright State University	\$600.00 month X 12	= \$7,200.00
Fiber connection between RSC and WSU	\$200.00 month X 12	= \$2,400.00
Dell Power Edge R430 Servers	\$4,299.33 each x 4	= \$17,197.32
Dell EqualLogic PS6210XS Storage	\$39,548.53	= \$39,548.53
Arcserve UDP 7400 Appliance	\$25,433.00	= \$25,433.00
VMware	\$5,646.25 each X 4	= \$22,585.00
Total		= \$114,363.85

This total represents the first month of the deployment. Of the total cost, the hosting at Wright State University and fiber connection between the two institutions represent are monthly expenditure. The three-year technical support and maintenance costs are included in servers, backup appliance and VMware, and funds have been identified from Capital Appropriations (2017-2019). The College will continue to review the plan, as well as identify any potentially newer technologies and begin implementation.

Recommendation 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.

Rhodes State College has employed a systematic review of academic space utilization. This institutionally specific review was designed to correspond with data points of space utilization from all institutions of higher education coordinated by the Ohio Department of Higher Education. The College scheduler, in conjunction with the Vice President of Student Affairs, coordinated a two-year review of current academic space utilization. The following were the results of those efforts:

	Spring Classroom Use	Summer Classroom Use	Fall Classroom Use	Yearly Average
AY 2014 8a-3:59p	44.66%	28.44%	44.66%	39.25%
AY 2014 4p-11:59p	14.39%	17.52%	19.60%	17.17%
			M-F 16 hour day (8a-11:59)	28.21%
AY 2015 8a-3:59p	40.36%	30.68%	40.73%	37.26%
AY 2015 4p-11:59p	15.10%	13.78%	15.24%	14.71%

				M-F 16 hour day (8a-11:59)	25.98%
AY 2016 8a-3:59p	35.56%	23.73%			29.65%
AY 2016 4p-11:59p	12.42%	12.40%			12.41%
				M-F 16 hour day (8a-11:59)	21.03%
	Spring Classroom & Lab Use	Summer Classroom & Lab Use	Fall Classroom & Lab Use		Yearly Average
AY 2014 8a-3:59p	40.67%	30.24%	40.80%		37.23%
AY 2014 4p-11:59p	14.39%	13.53%	17.36%		15.09%
				M-F 16 hour day (8a-11:59)	26.16%
AY 2015 8a-3:59p	36.89%	29.92%	37.95%		34.92%
AY 2015 4p-11:59p	14.53%	11.41%	14.86%		13.60%
				M-F 16 hour day (8a-11:59)	24.26%
AY 2016 8a-3:59p	33.30%	27.41%			30.35%
AY 2016 4p-11:59p	13.00%	11.92%			12.46%
				M-F 16 hour day (8a-11:59)	21.40%

**AY = Annual Year; M-F = Monday - Friday*

The College's space utilization review indicated that there is significant opportunity to leverage academic course offerings in the later times of weekdays. There is also opportunity to coordinate more weekend offerings. Additionally, several other important issues arose as a result of the space utilization review. Standardized criteria for the type of information gathered, the source of the data, and a consistent reporting unit should be established in order to more accurately study space utilization on an ongoing basis.

The College utilizes IQ Session as its institutional scheduling tool, and this resource has the capability to be leveraged for this type of systemic review at a greater capacity. We also will investigate integrating the Course Leaf Section Scheduler within this process. By conducting this systemic space utilization review for the past two year cycle, a baseline utilization design has been established in order to conduct future relevant comparisons. The College will utilize this review to inform future curricular designs, as well as program development and implementation. Additionally, as a co-located institution, this information and relevant data will assist our collaborative and cooperative scheduling practices with Ohio State-Lima.

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
Cook Hall Boiler Replacement	Ohio State-Lima	Replaced existing boiler with high efficiency equipment, resulting in efficient use of energy in the system.
Cook Hall Chiller Replacement	Ohio State-Lima	Replaced existing chiller with high efficiency equipment, resulting in efficient use of the cooling system.
DDC Control Upgrade (Galvin Hall)	Ohio State-Lima	Enhanced the HVAC controls in Galvin Hall allowing for utility monitoring and efficiency.
DDC Control Upgrade (Reed and Cook Halls)	Ohio State-Lima	Enhanced the HVAC controls in Reed and Cook Halls allowing for utility monitoring and efficiency.

SECTION II: ACADEMIC PRACTICES

Recommendation 6 | Textbook Affordability

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

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

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

Yes. Through our Business Office, Rhodes State College is investigating professional negotiators to implement this recommendation. Currently, our bookstore provider keeps an annual spreadsheet of all our courses and textbook courses. From that information, the College has been able to determine high-cost textbook courses. While the College investigates negotiators, the College faculty are reviewing this information and looking for alternatives, including unbundling course information, open resources and/or custom books.

The College has transitioned to Barnes and Noble as its campus bookstore vendor. The move not only resulted in higher reimbursements to the College as a portion of sales, but also had great benefits to students and faculty. The move generated more textbook rental options and more digital content, resulting in greater cost savings to students.

Additionally, Barnes and Noble provided faculty with greater knowledge of the ordering process. Custom publishing (copyright clearances, production and sales) and Nook Press (option for self-publishing in digital format) provided greater opportunities, while resources included 'Igniting the Faculty' (an educational tool to inform faculty of industry changes) and 'Faculty Enlight,' where members can view thousands of textbooks by rank, category, best-selling order and what peers are using.

This has been a multi-step process, with the first being a change in the campus bookstore vendor. This change increased opportunities for the campus community. Next, the College will look at the affordability component. Plans are moving forward as the College consults with the University of Cincinnati to determine aspects of their model on textbook affordability that can be incorporated.

Recommendation 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.

Yes, Rhodes State College implemented this recommendation across all departments. When Rhodes State was negotiating a new bookstore vendor contract, Rhodes State conducted an inventory of all books and materials used in college courses. That work resulted in the identification, discussion and consensus with faculty on using the same courses materials per course. The College investigated Unizin and worked with Ohio State University to obtain information on the costs and the company. The consortium group which OSU is a part of is investigating a lower cost option but no information is available at this time

The College conducted an original assessment of required books, materials per course and section prior to using a new bookstore vendor. From that work, departments agreed to use common materials in all college-wide sections. Additionally, annually in June, the bookstore provides the Office of Academic Affairs a listing of all book titles per course and section. If, from that review, any course(s) shows to be using a different book, the Dean and Chair are contacted and required to provide the Office of Academic Affairs with an update on which book will be adopted. The Office of Academic Affairs provides that information prior to the planned bookstore ordering process. In 2014, more than ten courses were using unlike required materials as a result of course delivery type: traditional, tele-course, online or hybrid. In fall and spring 2015, all courses utilized common materials across all sections of a course regardless of delivery type. Furthermore, the College uses one Learning Management System across the institution for dissemination of digital materials and elements.

Key outcomes include improved efficiency for the institution and potential cost savings for students, especially if they plan to return book at the end of the semester or if they transfer between course sections within the semester.

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 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.

Rhodes State College has been the recipient of two Department of Labor (DOL) Trade Adjustment Assistance Community College and Career Training (TAACCCT) grants. TAACCCT grants provide community colleges and other eligible institutions of higher education with funds to expand and improve their ability to deliver education and career training programs that can be completed in two years or less, are suited for workers who are eligible for training under the Trade Adjustment Assistance for Workers program, and prepare program participants for employment in high-wage, high-skill occupations. The DOL is implementing the TAACCCT program in partnership with the Department of Education.

The TAACCCT grant has created a free and open online library at SkillsCommons.org containing free and open learning materials and program support materials for job-driven workforce development. These open educational resources are produced by community colleges across the nation and can be found, reused, revised, retained, redistributed and remixed by individuals, institutions, and industry.

The site is a repository for all the coursework, curriculum, syllabi and outreach material created nationally by all the TAACCCT grant recipients. The College is making use of this online resource as a starting point for development of new programs, whenever applicable.

Additionally, demonstration videos supporting curricula in the Allied Health programs have been developed with TAACCCT grant monies. These videos are located on iTunes U for use by faculty and students at any institution which provides training in Occupational Therapy Assisting, Physical Therapist Assistant, Radiographic Imaging or Respiratory Care.

Recommendation 7 | Time to Degree

Recommendation 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.

Rhodes State College has begun the process of implementing coordinated campaigns to educate students to graduate or complete on time.

Mandatory divisional orientation for Nursing and Allied Health has been implemented, which allows the student an early introduction to the division and the curriculum. Division faculty meet with the incoming students and provide an overview to the curriculum and the need to complete the degree in a timely manner.

All curriculums have been revised to meet the state mandate of 60-65 credit hours. All curriculum has a four semester course sequence and academic advisors use that sequence to develop an education plan for the student. This plan is available electronically and is reviewed prior to each registration to make sure that each student is staying on track.

The College has developed an Academic Success Center to assist in course/certificate/degree completion. The Success Center employs a vast support network which includes tutors (peer and professional), academic coaches, and a Math and Science Skills Center. The Academic Success Center has also been the primary driver of the re-implementation of our Early Alert program. The College has noticed a significant drop in the number of students experiencing academic difficulty, which increases the chance that the student will complete.

We have also required all faculty to use our learning management system, CANVAS. This creates consistency and a mechanism for tracking student engagement in their courses. Being able to track the student's assignments and the completion of course requirements provides the students and advisors with a complete picture of student course completions.

The College has a renewed focus on enrollment strategies that educate students not only on the value of their education, but also the importance of persistence toward completion of their degree. The College developed a number of strategies aimed at getting students the education they need – and supporting them along the way – to ultimately give them the knowledge and skills to compete in today's global economy, including:

- Financial Aid Leveraging
- Bridge Coursework Pathways

- Transient/Transfer Campaigns
- Dual Admissions Agreements
- The Dean and Faculty Connection – Engagement
- Promotion of One Night a Week Programs

Additionally, the College has developed and is in the process of implementing two formal educational campaigns designed to inform students about course loads needed to graduate in a timely manner. These campaigns are designed to meet the needs of the respective student should their individual life circumstances dictate their ability to enroll full-time versus part-time. The dual campaigns are as follows:

**Fifteen to Finish – Graduate on Time and Get Ahead!
Why Take 15 Hours?**

- **You are more likely to graduate on time.**
RSC students who take 15 hours per semester are on track to graduate in two years. The longer you stay in college, the more likely it is you will quit without ever earning a degree. What a waste of time and money!
- **It feels good.**
There is a huge sense of accomplishment in finishing a degree in two years. Setting a graduation goal and realizing it sets the stage for future success.
- **Your bank account will thank you.**
When you spend extra semesters in college, you lose out on the full-time salary you could earn as a college graduate.
- **Your life is waiting!**
It's time to move on to your career or to a bachelors program!

**Part-Time Take Nine!
If You Are A Part-Time Student Why Take 9 Hours?**

- **You are more likely to graduate in a timely manner.**

RSC students who take 9 credit hours per semester are on track to graduate in three years. The longer you stay in college, the more likely it is you will quit without ever earning a degree. What a waste of time and money!

- **It feels good.**
There is a huge sense of accomplishment in finishing a degree in a timely manner. Setting a graduation goal and realizing it sets the stage for future success.
- **Your bank account will thank you.**
When you spend extra semesters in college, you lose out on the full-time salary you could earn as a college graduate.
- **Your life is waiting!**
It's time to move on to your career or to a bachelors program!

Both educational campaigns will be introduced to students during their orientation to the College. This orientation is a prelude to scheduling their academic coursework. This campaign will continue through the SDE, introduction to college life course that is required of all students. We will supplement these efforts with a robust public relations and marketing campaign throughout the College.

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

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

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

Currently Rhodes State College has not fully implemented a financial incentive to encourage 15 credit hours per semester. We have begun to explore tuition banding for a credit hour range instead of a per credit hour. We also are looking at doing an automatic degree awarding instead of waiting for the student to submit a graduation petition.

The College has also identified institutional dollars for scholarships that can be awarded not just for the Fall, but also for Spring and Summer. We have also set aside scholarships for those students in good standing who cannot attend full time – but are making progress to their degree.

We also are exploring some incentives to reward all good behavior – not just registering for 15 hours. We would like to find some incentive (financial or other) to tie registration, course completion, Dean’s list, bill payment, FAFSA submission and registration for the subsequent term into a success package. We are exploring an incentive in the bookstore and/or other local establishments as a way to recognize students for ‘good behavior.’

Recommendation 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 most associate degree programs can be completed in 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, Rhodes State College currently has implemented this recommendation across all degree programs, with the exception of Dental Hygiene, due to accreditation. Since 2013, the College has reduced total program credit hours to below 65 credit hours in all programs (Dental Hygiene notwithstanding).

During semester conversion, the College began reviewing overall program credit hours needed for degree. Once the Ohio Department of Higher Education began conversations and provided training for Ohio colleges to reduce hours, we initiated mandatory reductions in program credit hours. In 2012-2013, 26 of the 31 two-year degree programs offered (84%) had total program credit hours greater than 65. In 2016-2017, 1 of 33 programs offered (0.03%) has total program credit hours greater than 65 (Dental Hygiene). In total, the College removed 140.5 credit hours across all programs. Annually, departments review curriculum and time to completion and make adjustments as needed, with a goal of requiring as close to 60 credit hours as possible without limiting the rigor or quality of the program while maintaining accreditation standards.

Two key outcomes to this process were a decrease in time to completion and overall cost savings to the student. A student has the opportunity to finish his or her degree sooner, with less credit hours and less in overall tuition costs due to these decreases. In some programs, a student will save more than one thousand dollars. Though the College is losing additional tuition dollars, we anticipate higher degree completion rates, though it is too early to quantify overall impact at this time.

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 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.

Rhodes State College has conducted a thorough review of Academic Advising practices including the type and frequency of data utilized to inform the process. In partnership between the Office of Institutional Research and the Division of Student Affairs, several items were identified as critical to the expansion of effective Academic Advising at the college. The following outlines significantly important process factors:

- Early Alert System Outcomes – intended to inform Academic Advisors on student progress in each academic course. This enables timely and personalized intervention whenever necessary.
- Electronic Education Plan – serves as the overall guide and map to the student’s ultimate degree. This allows both student and advisor to stay focused on academic progression.
- Warning/Probation/Dismissal Processes – allows for knowledge of student achievement and academic progression disruption. The College is reviewing the entirety of these process designs as well as the Reinstatement procedures. We will utilize this opportunity to redesign this structure around best practices.

All of these items were reviewed and an implementation structure to acquire relevant information was outlined. Additionally, several key data points that will be reviewed and encompassed within the advising process were identified, including:

- Banner reports on grade distribution by course – examining student success proclivity in individualized courses. This should assist in the ultimate Pathway design of course selection and sequencing.
- Electronic Strategic Institutional Effectiveness Planning (e-SIEPS) reports – outlining strategic initiatives and emphasis factors across intuitional lines. These initiatives and/or designs could have significant impact on the academic advising process.
- Operational Plan reports – emphasizing the various programs, services and activities that could and should impact student success features in every facet of the college.

Finally, the College is incorporating case management and proactive advising models into the academic advising construct. The working definition that we will utilize in the creation of this process is defined by the work of Robert Glennen. Programs utilizing proactive academic advising build structures that incorporate intervention strategies mandating advising contacts for students who otherwise might not seek advising. Proactive Advising involves:

- deliberate intervention to enhance student motivation;

- using strategies to show interest and involvement with students;
- intensive advising designed to increase the probability of student success;
- working to educate students on all options; and
- approaching students before situations develop.

We plan to incorporate the Proactive Advising Model in our work with student retention, communication and critical outreach, and student challenge awareness/management.

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 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.

At Rhodes State College, Summer session currently begins on the Monday a week following graduation. Starting in 2017, Summer will begin the Wednesday following graduation. This allows the student to begin their summer studies earlier and keeps them on track should they need to repeat a course.

In summer 2016, Academic Affairs reviewed the course offerings and strategically aligned courses so a student could complete a minimum of 12 hours in a specific time block (either morning or afternoon). The schedule was also aligned in divisional pathways so the student could stay on track within their program or major.

The College also made the decision to eliminate one of the summer terms within the summer session. Currently, we have a 12-week; 10-week; eight-week, a first-five-week, and a second-five-week term. Starting Summer 2017, the College will eliminate the 12 week session. This streamlines the summer offerings and allows for a more concentrated schedule.

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 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. Rhodes State College works with numerous Ohio colleges and universities in the execution of seamless pathways for students. The process unfolds as colleges and universities contact Rhodes State or we pursue other institutions. Once contact is made, a meeting is set up with key personnel from Academic Affairs and Student Affairs to investigate the opportunities or potential pitfalls for students. After the initial meeting, Academic Affairs works with the other college and/or university on the sharing of course outlines and syllabi for faculty review, and then either faculty acceptance or concerns. If concerns are noted, faculty-to-faculty conversations occur to minimize or address any questions. Once Academic Affairs has agreed to the pathway, the document is reviewed by the Office of Academic Affairs and that office prepares the document for signatures. Once the agreements are signed, Academic Affairs keeps a copy and tracks the active date of the agreement.

As a result of the process, a signature ready agreement can be signed by presidents of each institution. Once the agreement is signed, the new partnership is communicated to students; this could include news releases, program marketing materials and catalog changes.

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)?

Rhodes State College has 23 articulation agreements with Ohio colleges and universities. College degree programs in Associate of Arts, Associate of Sciences, and Associate of Applied Business have at least one agreement with a four year institution. For AAS degrees that do not have articulation agreements, those programs provide students the opportunity to obtain an industry credential for employment in in-demand fields such as culinary, emergency medical services, concrete technology, radiographic imaging and advanced maintenance.

Of these agreements, 21 are 2+2 agreements; Wright State and Franklin University agreements are 2 ½ + 1 ½ years. As current agreements or new agreements are developed, the College focuses on the best agreement for students. The College's Nursing Program is working in a consortium grant with the Ohio State University where they anticipate releasing a planned 3+1 articulation agreement. We are also working with Bowling Green State University on the development of a dual enrollment agreement and currently are investigating other opportunities for dual admission with local colleges and universities.

See Appendix A for a listing of the College's articulation agreements.

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 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.

Yes, Rhodes State College has begun the process of implementing the recommendation to offer competency-based education (CBE). Although no CBE programs have been fully implemented, the process of preparing for CBE has commenced.

The College has established a CBE Task force, charged with defining what CBE will mean to the institution. The task force consisted of academic deans, chairs and faculty, as well as representatives from student records, workforce development and distance education. The group met monthly, starting in February 2016, to discuss and research competency-based educational models. Additionally, the task force met with and researched like institutions as well institutions, nationally, who are already offering CBE, in an effort to understand the associated opportunities. Discussions and research with these institutions were focused on how they have either implemented CBE and/or what actions they have taken toward CBE.

Through this process, the College has identified that a modularized approach to CBE courses will work best, as we begin piloting courses. This approach will allow us to take existing three-credit hour courses and break them down to three one-credit hour sections, focused on specific competencies. This will allow the College to retain the traditional credit hour structure for registration and financial aid purposes, but will afford students a higher level of flexibility with completion of these competencies. Additionally, through modularization of these courses, potential students will be able to use prior learning assessments as a way to progress through the courses and programs quicker, leading to a reduction in cost to the student, as well as time to graduation/completion.

Another outcome identified by the task force includes the College's readiness for traditional CBE programs. At this time, we will need to prepare a substantive change process with the Higher Learning Commission in order to be considered to offer traditional CBE programs. The College will continue to finalize our plans to deliver CBE, in preparation to submit the required documents for accreditation.

Cost savings to both the students as well as the institution was another identified outcome of the process. In the traditional higher education model, the expense budget grows proportionately to enrollments: for every 'x' students, 'y' faculty members must be hired. The competency model is different. Faculty can develop competency structures and assessments that are then administered by less costly staff and or completed via online technologies. Faculty continue to oversee academic quality by developing competency-based

curricula and the assessments that test competency, but they do not have to be in front of classes (face-to-face or online) repeating the same information every semester. Additionally, the modularization of courses and a focus on CBE will significantly decrease the time it takes students to complete certificates and programs, offering a cost savings to students as well.

Finally, as a first step in preparing for CBE, a new Food Technology certificate will begin offering hybrid courses, which will incorporate aspects of CBE-style coursework, as a way for the institution to understand how CBE could work. The program is planning on five to six students to pilot this approach for fall semester in 2016. Additionally, a variety of existing programs have been identified to begin this process of piloting a similar delivery of hybrid/CBE-style courses, including IT, OET and MAT.

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

Once full CBE programs and courses are available for students at Rhodes State College, it is estimated that 125-150 students would benefit initially from this approach.

Course	Fall 2016	Spring 2017	Summer 2017	Fall 2017
Food Technology	10	15	20	25
IT	0	15	20	50
OET	0	10	15	20
MAT	0	10	15	20

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 8 | Course and Program Evaluation

Recommendation 8 | Program review: 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.

Yes. In fall 2015, Rhodes State College completed an annual review of low enrollment programs and courses. As part of that review, we documented current collaborations with other colleges in Northwest and Central Ohio. The College currently has a regional collaboration with Marion Technical College, Northwest State Community College and Clark State Community College in the Northwest Ohio Allied Health Education Consortium, where this partnership shares existing Allied Health programs. We allow students to enroll in Radiographic Imaging, Respiratory Care, and Occupational Therapy Assistant. Medical Laboratory Technology; and Health Information Technology are offered through Marion Tech. Additionally, the College entered into a partnership with Lorain Community College to offer the Rhodes State College Concrete Technology Courses. In 2014 and 2015, , through a Northwest State Community College partnership, we offered a 16 week accelerated Network Security certificate to prepare students for entry positions in the industry. The College continues to explore in-state and out-of-state partnerships when appropriate.

This regional process allows students at any of the partner colleges to attend their hometown college along with other courses with the help of various distance education formats, such as live video teleconferencing, webcasting, podcasting and other distance modalities. For example, Rhodes State students can take their general education core courses at Rhodes State and become enrolled in the Medical Laboratory Technology program at Marion Tech, with a reduction in travel due to the use of distance education. Clinical education experiences are completed at their hometown locations. The joint colleges work through any issues relating to financial aid and student records through partnership agreements. The colleges also jointly work together on marketing materials for students in the geographical area.

Furthermore, when new programs or certificates are considered at the College, Institutional Research will conduct a needs assessment for the program or certificate. This assessment looks at industry demands, job opportunities and if the program/certificate is offered by other colleges in our service region. That information helps the College decide whether to pursue a new program or degree.

One defined outcome of this effort is the cost savings on program launch and development. By partnering, another college might have the faculty expertise and required credential in the subject matter thus reducing professional development costs and manpower (operating) costs for instruction. Additionally, the College maintains the ability to attract students that normally would not attend due to the program not being offered at the College. Finally, students have additional programming options to select at the College, which potentially could improve completion. We continue to evaluate and seek new opportunities for program and course sharing when appropriate.

Please see Appendix B for courses/programs currently being shared with other institutions

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 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.

Yes, Rhodes State College has implemented this recommendation. For the past year, we have piloted financial aid literacy throughout the student’s educational experience. Financial aid literacy begins prior to registration, at the College’s orientation, in the First Year Experience course (SDE1010) and at the end of their program, the capstone course.

In August 2015, the redesigned SDE course included the addition of a financial literacy awareness activity in the course. As part of the new financial literacy exercise, we provide students with textbook exercises, case studies, instructional videos, and outside readings on the importance of financial literacy to degree completion. The expectation is that financial literacy awareness will increase each year in SDE1010. The target goal was 75% of students will score “C” or better in the financial literacy exercise. Data from fall semester 2015 showed a score of 91% “C” or better on the financial literacy exercise. Additionally, the Nursing capstone class NSG2525 added a financial aid segment to the course. In the final capstone class, financial aid advisors deliver information to students on repayment, financial planning checklist, and students’ current student loan debt. Starting Fall 2016, financial aid literacy will be presented in all College capstone courses

Through these efforts, one definite outcome is students are ready to exit college knowing the cost of their debt. The addition of the financial aid literacy exercise into the First Year Experience and capstone courses provided students the opportunity to discuss how financial illiteracy can impact degree completion.

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 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?

As colleges and universities are asked to do more with less, removing legislative and policy obstacles is a crucial component in helping Rhodes State College become more efficient. Some of these policy reforms would include:

Virtual Board Meetings: College Trustees are some of the community's most active members, with commitments that sometimes create scheduling conflicts with Board meetings. Allowing a certain number of virtual opportunities by which college Trustees could participate – and vote – would create greater flexibility for the College's most trusted advisors.

Trustee Term Limits: The role of a College Trustee is hard work. From time to time, it is important that Trustees take a step back, and allow new ideas and fresh perspectives to be voiced. As such, the College recommends setting term limits on Trustees, limiting the number of consecutive terms allowed to be served, yet allowing dedicated individuals the opportunity to return to the Board in the future.

Institutional Mandates: Every year, colleges and universities are required to meet a number of standards, requirements and obligations. While many, if not most, of these mandates help achieve a worthy purpose, all of them require the valuable time and energy of college administrators, faculty and staff. Often times, the stated goal is not well communicated to the institutions that are tasked with complying with these various obligations. Creating an environment of more coordinated, strategic follow-through would aid institutions in meeting the various requirements placed on them.

Legislative Interventions: Given the number of requirements placed on colleges and universities, we must be deliberate in our actions. In certain scenarios, legislative mandates impose unnecessary burdens on already overtaxed college and university administrators.

State Share of Instruction: The formula for distribution of state dollars to two- and four-year institutions should be reviewed and balanced to provide appropriate support for two-year schools. Equitable support, in relation to the students served, should be a factor with regards to the distribution of the appropriation.

**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 2015 (or expected annual costs 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: reduction 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.

Currently, fiscal year 2016 is not completely closed out. Upon substantive analysis of the College’s initiatives and savings, the expected annual savings will be provided.

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 *Put NA if no savings	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)
Efficiency Practices			
3A: Campus Contracts			
3B: Collaborative Contracts			
4A: Asset Review			
4B: Operations Review			
4C: Affinity partnerships and sponsorships			
5A: Cost diagnostic			
5B: Productivity measure			

5C: Organizational Structure			
5D: Health-care costs			
5E: Data Centers			
5F: Space utilization			
Energy projects			
Academic Practices and Policies			
6A: Negotiate costs on textbook affordability			
6B: Standardize materials			
6C: Develop digital capabilities			
7A: Education campaign			
7B: Graduation incentive			
7C: Standardize credits for degrees			
7D: Data-driven advising			
7E: Summer programs			
7F: Pathway agreements			
7G: Competency-based education			
8: Duplicative courses and programs			
Low-enrollment programs			
10: Financial advising			
Total Expected Annual Cost Savings			

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
Reduction to the total cost of attendance (tuition, fees, room and board, books and materials, or related costs – such as technology)		
Student financial aid		
Student success services, particularly with regard to completion and time to degree		
Investments in tools related to affordability and efficiency		
Improvements to high-demand/high-value student programs		
<i>Add other categories as needed</i>		

**Articulation Agreement Programs
(June 2016)**

Program	University Agreement With
Accounting	Bluffton University Franklin University University of Northwestern Ohio
Advanced Manufacturing Technology	
Associate of Applied Business	Mount Vernon Nazarene University University of Toledo
Associated of Applied Sciences	Mount Vernon Nazarene University University of Toledo
Associate of Arts Degree	Wright State University - History Wright State University - English/Writing Wright State University - Sociology Heidelberg University Urbana University
Associate of Science Degree	Wright State University Heidelberg University Mount Vernon University Urbana University University of Findlay
Business Administration	Bluffton University Franklin University Ohio Northern University Herzing University University of Findlay University of Northwestern Ohio Mount Vernon Nazarene University
Business Management	Franklin University University of Findlay

Program	University Agreement With
Computer Science	Franklin University
Concrete Technology	
Corrections	University of Cincinnati
Criminal Justice	Bluffton University
Culinary Arts	
Dental Hygiene	Ohio State University Pennsylvania College of Technology University of Detroit Mercy
Digital Media Technology	Franklin University
Education, Early Childhood	Bluffton University Ohio State University University of Findlay
Emergency Medical Services	
Engineering Technology (MET, FMS, EET)	Miami University Ohio Northern University University of Toledo
Environmental Health Safety	University of Findlay
Executive Administrative Assistant	
Exercise Science Degree	
Health Related Fields	University of Northwestern Ohio Franklin University Herzing University
Human Resource	
Human Service	Ohio State University University of Cincinnati
IT	Franklin University University of Findlay
Law Enforcement	
LPN to ADN Transition Program	
Management	Franklin University Kettering College

Program	University Agreement With
Marketing	
Massage Therapy	Healing Arts Institute
Medical Administrative Assistant	
Medical Assisting	
Network Security	
Nuclear Medicine Technology	University of Findlay
Nursing	Chamberlain Defiance College Ohio State University University of Toledo Wright State University
Occupational Therapy Assistant	
Operations Excellence Technology (old IET)	
Paralegal/Legal Assisting	
Physical Therapist Assistant	
Radiographic Imaging (Radiography)	
Respiratory Care	Kettering College University of Cincinnati Youngstown University
Social Work	Bluffton University Ohio State University
Technical Studies	University of Toledo
Vet Tech	Colby Community College
Web Programming/Computer Programming	Bluffton University



Allied Health Consortium

GENERAL
PREPARATION
MANUAL
2016-2017

www.OhioAlliedHealth.com

The Information in this Manual Applies to Rhodes State Allied Health Consortium Students, all materials may not apply to Partner Institution

Dear Student,

Welcome. This is an exciting and important time in the development of your career aspirations. This manual is designed to assist you and make your experience in an Allied Health program through the Northwest Ohio Allied Health Consortium a pleasant and positive one.

Distance students have different and probably greater challenges than traditional students. This career path mandates time and dedication to study. We highly recommend that the students in these programs do not have a full-time job while in this course of study.

This manual is an important tool to use while working towards qualification into your desired Allied Health Consortium program. Please hold on to this manual throughout your time here so that you may refer to it when questions arise in the future.

Each Allied Health program is unique. Hopefully this manual will guide you through the process of qualification and answer additional questions throughout your educational journey. We are here to assist you and help make your educational experience a success.

Again, welcome!

General Information

Distance Education Coordinators of Allied Health programs:

Ann Best, Occupational Therapy Assistant: Best.A@rhodesstate.edu

Carrie Gable, Radiographic Imaging: Gable.c@rhodesstate.edu

Beth White, Respiratory Care: White.B@rhodesstate.edu

See your Distance Education Coordinator when you...

- have questions regarding your program
- need help completing your schedule (once in program)
- need information regarding other majors
- need information regarding qualification
- want to know your grade point average or how to calculate it....etc

NOTE: Some questions may be referred back to partner institution

See your Home School Advisor when you.....

- are registering for general education courses
- have questions regarding your grade calculations at your home school
- are looking at switching to a major that is not part of the Allied Health Consortium

See your instructor when you...

- are having difficulty with the content of a course
- want to attempt to test out of a class
- have a problem with another student in the class
- need an extension on an assignment
- need to make up or postpone a test/assignment
- will need to miss a class
- have missed class and need to make it up...etc.

Weather Concerns:

For information regarding cancellations or delays at Rhodes State College, please sign up for Rhodes Alert to receive messages. The link to sign up is on the home page of Rhodes State College website. For delays and cancellations regarding the home schools, students can listen to local radio or television stations. Information may also be posted on the home school's college website. The schools may also offer a "one call" option where you can opt in for finding school related important messages.

Security:

Security is on staff 24 hours per day/7 days per week for your safety and protection. You may dial their number from any phone on campus if you need assistance and/or have an emergency.

1. Security Department at Rhodes State College
Tech Ed Lab 140A
419-995-8078 or 419-995-8499
2. Northwest State Community College Campus Police Department
NSCC Police Office is located on the first floor of the atrium behind the welcome desk.
(419) 267-1452 or Campus police cell phone 419-572-1773
3. Marion Campus Public Safety Office
(740) 725-6300.
4. Clark State Community College Security Services
(937) 328-3856

About the Consortium

The Northwest Ohio Allied Health Consortium is composed of four higher education institutions: Rhodes State College (Lima); Marion Technical College (Marion); Northwest State Community College (Archbold); Clark State Community College (Springfield). See www.ohioalliedhealth.com for more details.

How it works

The consortium combines the resources of the four member institutions to provide students with more degree options and a seamless educational experience. Students can complete a degree in an allied health program offered at a consortium institution by attending the institution that is closest to them. For example, if a student wants to become a respiratory therapist but the local community college doesn't offer this degree program, the student doesn't have to engage in an arduous commute or give up his/her dream. Through the consortium, students could attend classes close to home and obtain their associate's degree. Students would take general education courses locally and program courses (offered at the distant college) via distance learning format while sitting in a classroom at their local college. (Refer to the program of interest for specific information regarding course delivery.) Students' clinical requirements would also be completed at local hospitals and healthcare facilities. They would only need to travel to the distant college for laboratory work.

Definitions:

Host School: Where your degree would be awarded from

Home School: Where you have taken your qualification courses or general education courses.

Students must apply to both Institutions.

Residency Requirement

The Northwest Ohio Allied Health Education Consortium is a partnership of the following institutions: James A. Rhodes State College, Marion Technical College, Northwest State Community

College, Clark State Community College. The Consortium increases access to a variety of allied health education programs within a twenty-five county service region. As a result, health care agencies within this region will find a pool of trained practitioners to meet the growing demands in their profession. Students also benefit from reduced travel and the absence of waiting lists for enrollment.

The Consortium has a residency requirement of 18 semester hours to be taken at the student's home institution. General education courses fulfill this requirement as the student completes the program specific coursework via distance education from the host school.

Northwest Ohio Allied Health Education Consortium Financial Aid

Financial aid is shared between institutions. Students should enter the codes for both partner institutions on the FAFSA form. The following are the financial codes used for each institution:

00867700 Northwest State Community College
01073600 Marion Technical College
01002700 Rhodes State College
00485200 Clark State Community College

If you have any questions when completing the FAFSA, call the Federal Student Aid Information Center at 1-800-433-3243.

Once a student has matriculated into the program, any Financial Aid documentation must be completed through the host school (degree seeking institution). If a student has general education courses to complete through the home institution, a Financial Aid Consortium Agreement form will need to be completed each semester that the student will be taking classes there. These are available at the home school's Financial Aid Office or on the Rhodes State College website under Financial Aid Forms.

- | | |
|---|--|
| 1. Rhodes State College, Financial Aid
Public Service Building Rm. 150
419-995-8800
finaid@rhodesstate.edu | 3. Marion Technical College, Financial Aid
740-389-463 ext. 334
financial-aid@mtc.edu |
| 2. Northwest State Community College, Financial Aid
419-267-1333
Finaid@northweststate.edu | 4. Clark State Community College,
937-328-6085
finaid@clarkstate.edu |

Each institution varies in tuition, fees, and other charges. Tuition cost and fees are based on the institute where the course credit is received. Please contact your home/host institution for specifics on tuition and other cost.

Notice: All fees are subject to change without prior notice.

Types of Course Work

Qualification Requirements:

You must satisfy all qualification requirements and establish the minimum GPA requirement for your program before you can have your name placed on the qualification list for your program.

The Radiographic Imaging and Occupational Therapy Assistant programs, however, are slightly different to get into. There is not a qualification list for students; rather students are selected into the programs based on GPA, TEASV test score, program specific general education course grades, completion of higher degrees, and licensure specific to healthcare. Refer to the following links for the programs' selective admission packets where you'll find specific information on their selective admission processes and the application for admission into the programs.

- www.rhodesstate.edu/rad/2016
- www.rhodesstate.edu/ota/2016
- Developmental courses do not count toward graduation requirements
- Developmental courses may be prerequisites to other General Studies' courses you must complete to graduate
- ACT scores, placement test scores, transfer course work, and completion of required developmental coursework with a grade of "C" or better are reviewed to determine qualification.

Please refer to your specific program check sheets for further information. Refer to the top block on the front of your curriculum check sheet for specific qualification requirements. These curriculum check sheets are contained in the back of this manual.

General Studies Course Work:

These courses must be completed to graduate and are located on the bottom portion of the front of the curriculum check sheet. Students can take these courses along with qualification course work, after qualification has been met, or while enrolled in program course work. At least 18 semester hours must be completed at the home institution.

- Some courses require prerequisites and/or sequences. Students are encouraged to check the catalog or speak with the Distance Education Coordinator (OTA, RES, RAD) regarding these issues. The student may also be advised to speak with the advisor at the home school.

Program Course Work/Clinical Experience:

Program courses provide specific details and information on the chosen program. This is contained on the back side of the curriculum check sheets. Program courses consist of lecture/lab (50%) and clinical experience (50%).

- Students must have been offered and accepted a seat in the program **before** they can enroll in any program coursework. **Note: A student's seat is reserved once a student has accepted his/her seat.**
- Clinical education is conducted off-campus.
- Program faculty will assign you to your clinical education site/s.

Frequently Asked Questions about

Allied Health Majors

Please read the following questions and answers to gain more information about qualification and enrollment.

Q. I have applied and been accepted to both my host and home college, now what?

A. You have completed **two** applications for admission to both your host and home colleges, which is a general acceptance as an allied health student. **This is not acceptance into your specific program of study.** Before you can be considered for a seat in your selected program, you must satisfy qualification requirements specific to your program. Please refer to the consortium website: <http://www.ohioalliedhealth.com>

Q. What documentation for my program is needed and when?

A. For the Allied Health programs, it is recommended that students take the ACT, but it is not required. At the time of college application, send ACT scores to both the home school and Rhodes State College (host school). **At the end of every term if you have any completed courses,** an updated transcript needs to be submitted to Rhodes State College.

All programs require students to take the TEASV test. Please call the Rhodes State Testing Center at 419-995-8476 to schedule.

Q. What is qualification?

A. Qualification is the process of determining if a student meets the minimum academic requirements in reading, writing, math and science. A Distance Education Coordinator determines if the student has met the minimum qualification criteria by reviewing the student's academic record and test scores (ACT and COMPASS). Contacting a Distance Education Coordinator to set up a time to review a student's qualification status is the best way to ensure a student has all of the information needed to proceed toward degree completion.

Q. How do I get qualified to apply for a seat in Occupational Therapy Assistant, Radiographic Imaging, or Respiratory Care, or Exercise Science?

A. Questions regarding qualification should be directed to the Distance Education Coordinator of appropriate Allied Health program.

Occupational Therapy Assistant: Best.A@rhodesstate.edu

Radiographic Imaging: Gable.c@rhodesstate.edu
Respiratory Care: White.B@rhodesstate.edu
Exercise Science: Beard.a@rhodesstate.edu

Appendix B

Q. Now that I am qualified, what is my next step?

A. For the Occupational Therapy Assistant and Radiographic Imaging programs, please see selective admission packets:

- www.rhodesstate.edu/rad/2016
- www.rhodesstate.edu/ota/2016

For Respiratory Care and Exercise Science the Distance Education Coordinator will tell you what your next step is.

Q. How many seats are available in each program? How many times per year does each program accept students?

Major	Number of Seats	Frequency of Entry
Occupational Therapy Assistant	13	1 time/yr in Summer
Radiographic Imaging	15	1 time/yr in Fall
Respiratory Care	13	1 time/yr in Summer
Med. Lab. Technician	15	1 time/yr in Fall
Health Information Technology		All Semesters, Fall, Winter and Summer
Exercise Science	10	1 time/yr in Fall

The number of seats is based on the entire northwest Allied Health Education Consortium and varies with each home school depending on available clinical space.

Q. *What can I do while I wait to get into my program?*

A. You have several options.

First, each major requires a number of General Studies courses for graduation. You may complete these courses while you wait for your entry term.

If you complete all of your required General Studies courses and still have a wait, you may want to consider taking courses towards a bachelor's degree (either at another campus or in specialized programs offered here at Rhodes State).

Q. *If I am offered a seat in the Respiratory Care program but am not ready to take it, must I accept the seat?*

A. No. When you are offered a seat in your program, you may choose to accept your seat, decline your seat, or defer your seat to another year. Provided that you maintain the minimum GPA for your program, the seat is yours upon the requested year.

Q. *If I am offered a seat in the RAD or OTA programs, but am not ready to take it, must I accept the seat?*

A. No, but you must re-apply via selective admission process, see packets.

Q. If I have questions about enrollment or qualification who should I call?

A. Contact Distance Education Coordinators of desired program, see end of manual for contact information.

Q. If I have credit at another college (outside of the Consortium), where do I get my transcript/s evaluated?

A. Official student transcripts need to be sent to both schools (home school and Rhodes State College) to be evaluated. A fee may apply.

Q. Where am I taking my courses?

A. Through the consortium, all general education courses are completed at your home college. Depending on the program, courses will either be streamed 'live' to the home school and/or recorded for later viewing. Contact the Distance Education Coordinator for specific information regarding course delivery. Your clinical requirements are completed at local hospitals and healthcare facilities. You will need to travel to the host college approximately every week for scheduled laboratory work. Contact the Distance Education Coordinator for more details regarding schedule.

Q. Are there any other requirements needed for my participation in an Allied Health Program?

A. Yes. Requirements for program include but are not limited to a physical, a criminal background check, drug testing, CPR certification, and immunizations. More details will be given after your acceptance in desired program.

What can I expect?

Flow chart

1. Visit the website <http://www.ohioalliedhealth.com>
2. Submit your application to the **two** colleges involved in your allied health program. **On your Rhodes State College application, on the top, please check the area that acknowledges you as an allied health consortium student.** Watch for an acceptance letter from both colleges.
 - a. **Remember: Acceptance into the college is NOT the same as acceptance into your program of choice**
3. Complete the FAFSA.
 - a. Remember: Include both colleges' school codes
4. Take any placement tests that are needed
 - a. COMPASS c. TEAS V
 - b. ACT
5. Contact Distance Education Coordinator of the desired Allied Health program to discuss program design and answer any questions about the qualification process.
6. Register for classes
 - a. Establish and maintain at least a 2.5 overall GPA
7. Send updated official transcript at the end of every term you attend classes at your home school.
8. Watch your e-mail and regular mail for information from Rhodes State College
 - a. What is still needed for you to qualify?
 - b. When will you qualify?

9. Notification of acceptance into the Allied Health Program of choice.
- a. Applicants for the RAD and OTA programs will be notified of selection via their Rhodes State.edu address or other designated e-mail address. The date for notification is contained in the selective admission packet for the designated program. The links for the packets are located under #10 (below).
 - b. Applicants for the RES and EXS programs will be notified of selection via letter after a personal interview is conducted.
10. Selective admission website packets for OTA and RAD:
- www.rhodesstate.edu/rad/2016
 - www.rhodesstate.edu/ota/2016

Allied Health Consortium Programs

	Marion Tech	Northwest State	Rhodes State	Clark State	
Exercise Science	DE	DE	X	DE	
Health Information Technology (Associate Degree) Health Informatics Specialist (Certificate)	X,DE	DE	DE		
Medical Laboratory Technician	X	DE	DE		
Occupational Therapy Assistant		DE	X	DE	
Physical Therapist Assistant			X		
Radiographic Imaging Technologist		DE	X	DE	
Respiratory Care Practitioner	DE	DE	X	DE	

DE = Program Available via Northwest Ohio Allied Health Consortium
 X = Program Housed Locally (Degree is awarded from)

