



2016 Efficiency Report

Sinclair Community College

444 W. Third Street | Dayton, OH 45402 | www.sinclair.edu

Sinclair College: America's Oldest Community College

Founded in 1887, Sinclair is the oldest community college in the nation. Headquartered in downtown Dayton, Ohio, Sinclair serves more than 30,000 students taking credit courses each year, and nearly 15,000 individuals who take custom training courses. Sinclair offers more than 220 programs of study for students who can take classes at the college's 70 acre downtown Dayton campus, at its 65 acre campus center in Mason, at learning centers in Engelwood, Huber Heights, Eaton and Wright-Patterson Air Force Base, and online. Over the last 10 years, Sinclair has virtually tied for awarding the most degrees and certificates combined than any other community college in Ohio. The college exercises prudent financial management of a \$150 million budget and continuously receives high ratings from audits and state-conducted financial assessments.

Sinclair's Commitment to Efficiency and Accountability

Sinclair is no stranger to efficiency, affordability and accountability: it is part of the college's DNA. In fact, over the last eight years, Sinclair College has realized **\$30 million in cumulative savings**, efficiencies and cost avoidance. The college has a tradition of aggressively managing costs and seeking out new efficiencies. As a result of this fiscal stewardship, the college has:

- Maintained the **lowest tuition in the state of Ohio** for Montgomery County residents over many years.
- A cost per student that is below the average of Ohio community colleges.
- **No debt** and very little deferred maintenance while maintaining college assets in exemplary conditions as entrusted public stewards.

Reduced Costs per Student.

Sinclair's cost per student, on an inflation-adjusted basis, declined by \$1,100 or 11% from FY 2000 – FY 2014. In today's dollars, this equates to about \$16 million in reduced annual spending.

Spending More on Students and Less on Overhead and Facilities.

In terms of spending priorities, Sinclair spends above the community college benchmark average on direct student facing operations, and significantly below average on overhead and facilities. Annually, the college spends **3% more on instruction, 15% more on academic support** and **11% more on student support** than the state community college benchmark average. Additionally, Sinclair spends **35% less on overhead** and **21% less on facilities** than the state community college benchmark average.

Record of Efficiency and Aggressive Cost Containment.

1. In compliance with annual reporting to the Ohio Board of Regents (now the Ohio Department of Higher Education), the **college reported cumulative efficiency savings of \$23 million** for the four-year period from FY 2008 through FY 2011, which was **more than double Sinclair's prescribed statewide requirement**. These efficiencies related to a variety of individual and collaborative cost reduction initiatives including: consolidation of academic divisions, operational reorganizations, adjusting average class sizes, pursuing shared services, strategic energy planning, managing healthcare costs, controlling staffing and budget growth, and strategic sourcing of technology.
2. A **Program Alignment process** was undertaken during 2007. The result of the process, which examined the efficacy of every program and service of the college, was the attainment of over \$3 million in annual revenue enhancements and cost savings.
3. Sinclair recently initiated a **strategic budget sustainability review process**. The goal was to identify ways to improve effectiveness and efficiency through strategic adjustments in programs and services, and business operations. The results include: identifying \$5 million of annualized cost savings and revenue enhancements that are being implemented over the next 12 months (Phase 1), and seeking an additional \$5 million for realization over the next three years (Phase 2).

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.

Sinclair has successfully implemented contracts to be utilized campus-wide. Examples of such are the Office Depot contract ensuring all supplies and toner are purchased under contract pricing, Dunson staffing agency ensuring any temporary staff needs are acquired under a contracted negotiated rate, as well as applicable IUC contracts where Sinclair currently utilizes five of the available 37 IUC contracts open to IUC members.

Quick Overview:

- Office Depot has provided an online portal that allows orders to be placed using the Sinclair purchasing card and items are delivered the next day. This portal has been very successful ensuring all needs are able to be met. Items that require additional approval, such as laptops, etc. are then flagged and Sinclair’s purchasing department then ensures proper authorizations are provided to purchase restricted items.
- With Dunson staffing agency, Sinclair has a master agreement, and any new position added must have an addendum to the contract outlining scope of work and whom the position is reporting. This allows for proper billing of and control of hours. The staffing agency has allowed flexibility in staffing to ensure Sinclair part-time employees adhere to the Affordable Care Act guidelines.

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

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

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

Contract Type	Is the institution participating in joint contracts? [yes, no, plan to]	Include additional explanation here if needed. If the institution chooses not to participate, please explain why.
Copier/printer services	YES	Sinclair joined the Xerox consortium with Wright State, Central State and Clark State October of 2015. Realized annual cost savings of \$150,000.
Computer hardware	YES	Part of IUC group contract that provides lowest pricing for HP, Dell and other vendors.
Travel services	NO	Sinclair has outsourced to ACCENTRURE for Sinclair travel services. Helps our employees realize lowest cost transportation options.
Outbound shipping	YES	Sinclair operates its bookstore under the NACS collaborative contract with Partnership.
Scientific supplies & equipment	NO	N/A (limited)
Office supplies & equipment	YES	Sinclair joined the Xerox consortium with Wright State, Central State and Clark State in October 2015. Realized annual cost savings of \$150,000.

Assets and Operations

Recommendation 4 | Assets and Operations

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

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

- Sinclair has a thorough inventory of all capital assets defined by more than \$5,000 and five years useful life. The current process is to utilize GovDeals.com for surplus property to provide full transparency of liquidated assets unless the item is controlled or unique (like police gear which is only sold to authorized dealers).
- Sinclair buildings are valued annually for insurance renewals and all buildings have been laser measured to ensure proper square footage. Sinclair Facilities Department uses ARCHIBUS to maintain use of space and leverage all existing areas on campus.
- Sinclair has a lean culture that fosters an environment of little or no waste, yielding an asset base that is needed and effective.
- The college is evaluating the possibility of refreshing and leasing a portion of overflow surface parking to an educational partner in the campus outer proximity as a way of leveraging physical assets.

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:

Sinclair's business units are measured for efficiency with year-end auxiliary reporting provided to Sinclair Board Finance Committee and the college's auditors.

- **Dining:** Sinclair currently outsources all dining, vending, and conference center catering to Aramark. This agreement provides Sinclair a commission on sales while the daily operation and industry license and inspections are not Sinclair's direct responsibility.
- **Parking:** Sinclair currently outsources Parking operations to SP Plus. Operational staffing and maintenance of the parking facilities is directly managed by SP Plus which maintains employees at industry standard wages, yielding an efficient operation from which Sinclair retains all net profits. An RFP performed five years ago provided a year over year savings from the prior vendor and insures Sinclair is receiving the best possible pricing for the Dayton, Ohio, market.
- **Bookstore:** Sinclair owns and operates the college's bookstore, enabling full control over and access to the academic textbook adoption process which has yielded programs such as open educational resource material to lower the cost of attendance for students. The Sinclair Bookstore is self-sufficient and operates to ensure the best quality and lowest price possible is available to Sinclair students. Sinclair has investigated outsourcing, benchmarking Miami Universities RFP in which Miami ultimately decided to retain ownership and operate its own bookstore. Industry leading bookstore vendors have had huge losses due to the shift away from the used book market which has left them less competitive.
- **Janitorial:** Sinclair currently outsources janitorial services to GCA. An RFP a few years ago yielded \$1 million in annual savings through price and consolidation efficiencies.
- **Housing:** State law prohibits Sinclair (along with all Ohio community colleges) from owing or operating student housing.
- **Student Health Insurance:** Sinclair does not offer a student health insurance program.
- **IT Help Desk:** Sinclair currently operates its IT service desk, which consistently receives high satisfaction ratings from users. Research into outsourcing this key service function has shown that outsourcing can drive inefficiencies that outweigh any cost savings, as management of performance, service-level agreements, and customer satisfaction remain the responsibility of our organization. Due to lack of incentive to decrease ticket volume by vendors, costs would likely continually increase with an outsourced vendor. Taking a long-term perspective and incorporating the hidden costs of escalation and impact of service gaps between supported functions and end-user demand, Sinclair has determined that its IT Help Desk is best retained and sourced in-house.
- **Child Care:** Sinclair operates an in-house child care facility that also provides clinical lab opportunities to Sinclair early childhood development degree students. Sinclair is currently under contract with a consultant to measure the efficiency of this operation as well as looking at other university contracts to see if a collaboration or contract price sharing may be available if outsourced.

- **Real-estate management:** Sinclair currently manages real estate sales and leases with the help of licensed real estate professionals contracted per project. Negotiation of lease and land sales are performed and approved by Sinclair leadership.
- **Facility maintenance:** As a result of an efficient staffing model and proactive preventative maintenance, Sinclair's facility operating costs are 21% lower than the average of peer community colleges. The college uses a hybrid approach of in-house core staff augmented by special service contracts and construction contractors in areas where it is more effective and efficient. The maintenance department maintains all campus buildings at an APPA Level 2 comprehensive stewardship level in several categories. The maintenance and HVAC operations work with all college employees to maintain the highest level of service. It is the mission of the Facilities Management Department to sustain the college's overall appearance value standard and to maintain the college's buildings, grounds, utilities, equipment, mechanical and electrical systems in a cost effective manner to provide an aesthetically pleasing, safe, healthy and comfortable environment.

The experience and cost efficiency of the in-house support staff would be difficult to replicate by solely outsourcing. Current employees are pro-active in repairs and take ownership of the campus. A contractor and their on-site representatives would tend to be more re-active and only fix problems after they occur. It is estimated that in less than five years, the college would start having major failures and losses of services such as emergency power generators, electrical, chillers, valves, actuators, air handlers, lighting, academic lab equipment and others significant elements that would result in a higher propensity for cancelling classes resulting from the loss of these critical systems.

Many required inspections are conducted "in-house" by cross training and hiring qualified technicians saving the college money in hiring external companies for specific PM, inspection or certifications. These qualifications for this training are conducted for one individual but utilized multiple times to the fiscal advantage of the college resources. This also ensures the college is up to current regulatory code compliance at all times.

- **Landscaping:** Sinclair's campus landscaping is the first line of physical and visual marketing at the college. It is maintained at APPA Level I maintenance standards which is state of the art maintenance applied to a high quality, diverse landscape associated with a high vehicular and pedestrian traffic area. This includes turf care, fertilizing, irrigation, litter control, pruning, disease and insect control, snow removal, cleaning and repairing surfaces, inspecting regularity and floral plantings. The grounds personnel are certified in sprinkler systems operations, pest and herbicidal applications saving financial resources from hiring these required activities. The college's location in an inter-city environment makes it very important to keep the campus looking inviting, safe and inspiring.

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.

Sinclair has limited contractual relationships with for-profit entities to ensure the campus is free from commercialization and also that students are not adversely affected by increased costs or fees. Sinclair remains committed to exploring alternative funding sources while maintaining the financial integrity and responsibility of the institution.

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
Pepsi	Sinclair has signed an exclusivity agreement with Pepsi which has provided annual commission revenue of \$75,000. In addition, Pepsi has become more involved with the campus providing annual marketing with the Sinclair “Tear and Win” peeler program, last year providing four students with a \$250 book scholarship each, as well has hundreds of other instant win T-shirt and free pizza prizes. The agreement also paved the way for sponsorship of the new Scoreboard in the Sinclair gym which Pepsi provided funding.

Administrative

Recommendation 5 | Administrative cost reforms

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

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

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

Yes. Sinclair regularly monitors revenues and costs as part of a philosophy of vigilant management and oversight of college finances, which includes the following activities:

Activity	Key Outcomes
1. Monitoring and managing resources in relation to the college’s Ohio Senate Bill 6 financial accountability metrics	Sinclair’s average score since inception is 4.6 (5 being highest) as compared to higher education average score of 3.7
2. Long-range financial planning	Ongoing running of projection models to inform the annual budgeting and ensure that the college is on a sustainable path
3. Internal and external benchmarking to assess trends and identify improvement opportunities. a. Internal benchmarking includes a rolling 20 year historical view of key financial trends stated on a “real” dollar basis b. External benchmarking includes Sinclair’s costs versus Ohio community college and national trends	Sinclair’s cost per student is lower than Ohio community college and peer group averages Sinclair allocates a higher relative share of budget to student facing operations (instruction, academic support and student services) and a lower share to administrative overhead as measured by institutional support category
4. Special reviews such as: a. A <i>Program Alignment</i> process, which examined the efficacy of every single program and service of the college. b. A sustainability adjustment process examining targeted areas for improvement c. A position review process to review all open positions prior to refilling	\$3 million of annual budget improvement \$5 million of annual budget improvement \$300k of cost savings/avoidance

Sinclair’s cost diagnostic includes the following components:

Component	Description	Rationale for Inclusion	Target Result(s)
Senate Bill 6 Composite Score and metrics	Financial health rating as calculated annually pursuant to Senate Bill 6	<p>Commonly understood by members of the internal and external Sinclair Community, the SB6 score provides a concise assessment of the college’s overall health at any point in time</p> <ul style="list-style-type: none"> • Recognized by regulatory and/or governance bodies (including ODHE) • Consistent with industry standards for assessing financial condition (e.g., Higher Learning Commission) • Element of the college’s key performance indicators (KPI’s) 	Minimum score of 4.0
Expenditure Per Student Benchmarking	Benchmarking of Expenditure Per Student Using Data from the Resource Analysis dataset from the Higher Education Information (HEI) system maintained by the Ohio Department of Higher Education	Robust, standardized data on all publicly supported institutions of higher education in the State of Ohio; granular enough to be of use in calculating meaningful comparisons between schools	<p>For the latest available year:</p> <ul style="list-style-type: none"> • Sinclair’s total expense per student was 6% below the average of peer group community colleges • Sinclair spent 5% higher per student on student facing operations (i.e., instruction, academic support and student services) and 30% lower per student on administrative overhead and facility operations
Longitudinal analyses of instructional and non-instructional labor required to produce a full-time equivalent (FTE) student	<p>The college tracks the personnel costs required to produce an FTE student at regular intervals (e.g., annual budget book) and on an ad hoc basis.</p> <p>Regarding instructional personnel expenses per FTE, average class size (ACS) is also used as a proxy for “FTE per FTE”.</p>	Personnel expenses comprise roughly eighty percent of all costs incurred by the college and represent the most controllable type of expense vis-à-vis changes in volume, especially those related to the delivery of direct instruction.	Consistent improvement year-year

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.

Results/findings:

1. Sinclair's cost per student on a real dollar basis was 11% lower in 2014 than in 2000
2. Aggressive efficiency efforts have resulted in over \$30 million in cumulative cost savings and avoidance
3. Latest benchmarking shows that Sinclair spent 5% higher per student than peer community college averages on instruction, academic support and student services while spending 30% lower per student in administrative overhead and facility operations
4. Sinclair's practice of no debt and little deferred maintenance provides flexibility and margin for managing through enrollment fluctuations

Cost drivers:

- The key expense driver for Sinclair is enrollment as measured by full-time equivalent (FTE) students. From FY 1996 through 2015, the coefficient of determination between total general fund expenses (real FY15\$) and student FTE for each ten year trailing period averaged 0.828 meaning that almost 83% of the change in spending can be explained by the change in enrollment.
- While the underlying positive correlation between spending and enrollment (as enrollment increases, spending increases, and vice versa), it is also important to recognize the influence of non-volume drivers such as:
 - Investing in student success – increasing cost of required direct intervention (e.g., advising, counseling, coaching) to help students complete and achieve success in college. This cost driver is particularly acute in the community college sector
 - Information technology costs – including providing more online learning options for students
 - Health care for employees – which has increased in excess of inflation in spite of aggressive plan design changes and shifting more costs to employees
 - Regulatory compliance – such as administration of the Affordable Care Act, Title IV, Title IX, state-mandated efficiency reports, etc.

Opportunities:

- Sinclair has focused energy on maintaining a scalable delivery system for its services, thereby enabling it to respond to demand fluctuations without overcommitting to new fixed costs. This includes using adjunct and annually contracted faculty in order to adjust to enrollment needs. Also, the college is implementing a new course scheduler system that will help students create more effective schedules while gaining cost efficiencies for Sinclair

- The college's intentional sustainability review and adjustment process resulted in \$5 million of savings effective last year. An additional \$5 million is targeted to be realized over the next two years to create margin and ensure long-term sustainability.
- Shared service initiatives such as Xerox printing services with nearby colleges will save \$150,000 in annual cost
- Reorganization of services and positions to improve effectiveness. For example, restructuring of career services and lifelong learning units resulted in \$500,000 of annual savings. New opportunities are being assessed particularly as retirements occur
- Energy efficiencies have resulted in savings of over 20% of consumption over the past 10 years. This is an ongoing area of emphasis
- The college has realized savings in IT costs by re-negotiation of contracts and changes in application software. Additional opportunities are being pursued in reducing the number of physical units by use of virtual servers and systems
- The college is updating its health care strategic plan with the eye toward promoting wellness and reducing claims cost
- Use of grant funds for standing up new activities that will be self-sustaining

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

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

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

- As of this writing, the administrative productivity score is in draft development by the Ohio Department of Higher Education (ODHE). We look forward to working with ODHE and the OACC in developing a credible measure to use as one view of administrative productivity.
- Sinclair regularly benchmarks productivity from a variety of vantage points. One metric of productivity that Sinclair pays close attention to is the share of budget allocated to direct student facing operations (instruction, academic support and student support) as opposed to administrative overhead and facility operations. Benchmarking consistently shows that a greater share of Sinclair's cost is spent on the former and a lower share on the latter. Sinclair has made it a practice to intentionally keep the number of administrators low to promote greater productivity and to allow more dollars for direct instruction and student success support.
- The college will continue to evaluate areas for additional administrative productivity gains especially with regard to retirements; for instance, the FY17 budget includes over \$500k in savings from not refilling and reorganizing several administrative positions retirements.

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

As of this writing, Sinclair has not implemented Lean/Six Sigma on a college-wide basis but will continue to evaluate their applicability.

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.

Sinclair has and continues to review its organizational structure at each opportunity. Sinclair has implemented a number of reviews and transitions which have resulted in immediate and long-term savings to the college in personnel expenses while at the same time have improved organizational effectiveness. Discussed below are some of the recent organizational reviews conducted and the resulting outcomes.

1. President's Office/Advancement Reorganization

To enhance community relations and outreach efforts, the President's Office and the Advancement Division initiated a planning process to develop an optimum operating model that would better position the college externally. The plan called for the elimination of one full-time and one part-time position in the President's Office, along with the transfer of one position in the President's Office to the Advancement Division. Additionally, the Advancement Division eliminated one position and repurposed another to better serve both offices.

- a. Status: The reorganization is complete.
- b. Impact of adjustment: \$138,652 in immediate personnel savings

2. College for Lifelong Learning Program Administration Redesign

The College for Lifelong Learning (CLL) Program administers the college's enrollment of those individuals age 60 or older who take courses in a variety of subject areas on an audit basis and pay no tuition for their attendance (per state law). In 2013-14, there were 2,600 seniors enrolled to audit courses at the college, utilizing a variety of on- and off-campus locations. The process by which CLL programming is organized and staffed has been redesigned to shift the programming to non-academic credit offerings, utilizing hourly, rather than academic payload rates for instructors, and initiating a standard \$25 fee per course. These changes in programming administration were fairly seamless to senior participants.

- a. Status: The plan went into effect in Fall of 2015
- b. Impact of adjustment: Approximately \$267,000 in first year savings

3. Personnel Adjustments

The college routinely eliminates positions that are no longer needed to support the central functions and priorities of the institution. A review of business units resulted in nine position eliminations.

- a. Status: These personnel adjustments are complete
- b. Impact of adjustment: \$893,427 in savings

4. Career Services Functional Realignment

The Career Services office housed a number of functions that connect students to career options and employers, most often far along in the student's academic career. As the college moved to a Career Community model of holistic advising—one which moved career advising to the beginning of the student's academic career—examination of the services provided by this business unit concluded that the functions of the office could be more effectively provided to students if disbursed to other offices on campus, thus better aligning with student success priorities.

- a. Status: The Career Services office was disbanded on December 31, 2014, and all functions were distributed to either the offices of Academic Advising, Financial Aid or Student and Community Engagement
- b. Impact of adjustment: \$237,422 in personnel savings

5. Senior Administrative Positions Restructuring

- a. With the retirement of the Superintendent of School and Community Partnerships on July 1, 2015, that position was eliminated, resulting in one fewer senior college administrators. The Chief Student Financial Services Officer and Senior Advisor to the President assumed the new role of Vice President for School and Community Partnerships, and the functions of Chief Student Financial Services Officer were disbanded.
 - i. Status: The transition is complete
 - ii. Impact of adjustment: \$209,640 in personnel savings
- b. With the retirement of the Vice President for Organizational Development on September 1, 2016, the work of that position will be absorbed by the Vice President for School and Community Partnerships, resulting in one fewer senior college administrator and Cabinet member for FY 2017. Additionally, other positions that are currently in the review process may provide additional personnel savings in excess of \$200,000.
 - i. Status: The Vice President for School and Community Partnerships will assume the role on September 1, 2016
 - ii. Impact of adjustment: \$209,640 in personnel savings
 - iii. Status: The Director of the Library position is filled on an interim basis and no final decision has been made regarding the position of Dean of Distance Learning
 - iv. Pending impact of adjustment: In excess of \$200,000

6. Instruction

As opportunities have arisen, the Provost's Office has consolidated departments and offices as efficient and reasonable. In the case of six (6) separate departments, consolidations have resulted in the formation of three (3) from the former six (6) departments with savings in the cost of chair stipend and costs of operating additional offices. Additionally, one administrative assistant position was eliminated when Chemistry and Physics were assigned to one (1) administrative assistant instead of two (2) upon the retirement of an administrative assistant.

- a. Status: Six (6) departments have been combined into three (3) and three (3) chair positions have been eliminated
- b. Impact of adjustment: Approximately \$89,000 in personnel savings

7. Position Review Committee

On July 1, 2014, the President commissioned a Position Review Committee to review every position that came open throughout the college. The committee met and reviewed nearly 150 positions and more than \$300,000 was saved through position elimination, conversion of a position to part-time, combining of two positions and holding a position for vacancy savings.

- a. Status: The guiding principles used by the committee were incorporated into the review process undertaken by the respective division vice presidents
- b. Impact of committee: Over \$300,000 in personnel costs saved and/or avoided

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

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

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

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

Sinclair has a tradition of providing excellent healthcare benefits to its employees. As costs have escalated over the past 20 years, the college by necessity has made changes in cost sharing and plan design which have resulted in cost savings and avoidance and slowing the rate of increase to 4% during the past five years. Initiatives which have proven effective in containing the increasing costs have included the following:

1. Cost Shifting of Premium to Employees from 92% college funded and 8% employee funded to 78% college funded and 22% employee.
 - a. Timeline: Began phasing in change in 2005 over a five year period
 - b. Impact: Cost Avoidance of \$1.3 million in healthcare premium is ongoing

2. Rigorous Adherence to the Affordable Care Act while containing healthcare costs
The Affordable Care Act defined a fulltime employee as any employee who worked 30 or more hours per week. In order to ensure that Sinclair did not increase healthcare costs, Sinclair immediately created a task force to study all implications and possible adjustments to its definitions and uses of part-time employees. All part-time positions were evaluated and new regulations were implemented to ensure Sinclair's compliance with the Affordable Care Act.
 - a. Timeline: In 2013, the Sinclair Board of Trustees established policies which ensured containment of healthcare costs while fully complying with the Affordable Care Act by limiting the number of hours a part-time employee can work.
 - b. Impact: Cost Avoidance of increased healthcare expenses possibly in excess of \$1,000,000 based on part-time employee schedules. Reporting structures that were created for initial review of part-time employee hours were made routine and are used to review the work hours of part-time employees monthly.

3. Instituting a High Deductible Plan Option (voluntary) with Health Savings Account
An option for a High Deductible Plan (voluntary) was added in 2012 to encourage employees toward consumerism and cost comparisons. Employees saved a small amount on the premium if they chose the HD plan and the college provided a payment of \$750 to the employee's Health Savings Account (HSA) for Single and \$1500 for Family.
 - a. Timeline: Effective January 1, 2012
 - b. Impact: The percentage of employees on the high deductible plan has remained steady at approximately 10% of employees. The cost of claims and pharmacy per employee for 2015 was lower for those on the High Deductible Plan vs the PPO Plan: \$7,423 (HDHP) vs \$11,367 (PPO). It should be noted that the additional cost of funding the Health Savings Account is not included in these figures. These amounts lead the college to believe that the HDHP is saving the college money overall, but the impact of adverse selection for either plan is unknown at this time.

4. The addition of a Spousal Surcharge is currently being phased in for employees' spouses who have options for employer sponsored healthcare at the spouse's place of employment. The first year for the phase-in is 2016.

- a. Timeline: Effective January 1, 2016, a spousal surcharge of \$25 was added. This will increase by \$25 per year until it reaches the Board mandated amount of \$100.
- b. Impact: For 2016, there are 111 employees paying the spousal surcharge for an increase in premium collected from employees of \$33,300 for 2016. Perhaps, more substantially, the number of spouses enrolled in the plan has dropped from a 2015 census of 367 to a 2016 census of 344. Statistics suggest that the most expensive person on a healthcare plan is the spouse. Therefore, reducing the number of spouses on the plan should positively impact the bottom line. It should again be noted that only spouses with employee sponsored healthcare are subject to the spousal surcharge.

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.

Sinclair has performed a cost analysis of converting to the State of Ohio Computer Center (SOCC) for back up. Initial findings are favorable to move functions to SOCC, so a review of the project is currently ongoing. Current back up is in-house utilizing a satellite campus, so a cost assessment will need to be performed for current useful life of equipment and surplus value to ensure the optimal time to transfer facilities if deemed appropriate.

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

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

Yes. Sinclair implemented the ARCHIBUS space management software that resulted in a 15% improvement in space assignment and utilization.

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

Using the ARCHIBUS software has supported the implementation of space utilization reports looking at internal calculations of academic and administrative space use. The software helps to inform comparative analysis with organizations like APPA's Consolidated Facilities Indicator report for industry standards in reporting and efficiencies. This approach has helped with more data driven decisions on space needs, alignment and allocations for faculty space use and other college asset realignments. Drawings and room data base are consolidated into one central location under ARCHIBUS. This saves time and staff hours in updating the same floor plans in multiple locations under several different –non-interfacing antiquated system as was the practice previously.

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
Energy Control Measures List of Energy Projects	Energy Control Measure (ECM) implementations	Ongoing efforts as a result of HB -251 continue to realize savings in operations costs for energy
Negotiated cost from electric energy provider	Individual institutional contract w/DPLE	Cost avoidance: \$100,000
Negotiated cost from gas utilities provider	Individual institutional contract Constellation	Cost avoidance: \$80,000
Demand Response Program	EnerNOC & PJM	Participation revenue: \$85,000
Energy Rebate Program	Dayton Power and Light	Participation revenue: \$17,000
Energy Project for New Boilers Building 4	Individual institutional contract	Cost avoidance: \$276,000
Scrap Metal Recycling	Individual institutional provider	Participation revenue: \$7,000
Cardboard Recycling	Individual institutional provider	Participation revenue: \$4,000

Section II: Academic Practices

Recommendation 6 | Textbook Affordability

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

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

In 2014, the Sinclair Bookstore repurposed a staff position to create a textbook affordability liaison position. The liaison has met with the Provost's Council and multiple department chairs to begin a discussion and provide quantitative data on the true cost of books and how each delivery model truly affects the students cost of attendance.

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

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, with very little exception, all course sections at Sinclair require the same textbook and learning materials. Where there are exceptions, these exist in order to pilot the use of materials that will provide cost savings to the student, or because the course delivery methodology uses material better suited for those courses. For example:

- Due to a U.S. Department of Labor TAACCCT Grant, MAT 2170 uses a text that is different from all the other sections of MAT 2170 because it is better suited for the self-paced methodology of that competency-based course.
- CHE 1351, when offered online, requires that students purchase a LabPack that is not required for the face to face sections.

Many of our sequential courses ensure that the same text is used for both semesters, helping reduce costs to students who only need to purchase one text for two or sometimes even three classes. This occurs in Developmental Math, American Sign Language, Design, and Developmental Language Arts.

Our nursing students purchase a bundle that includes a tablet, e-books, workbook, and an access code for Computerized Adaptive Quizzing, which they use for their entire program, and no additional Nursing texts are required for nine of their courses.

Additionally, most texts are adopted for three years, thus helping reducing costs to students by having used texts available for purchase.

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.

Sinclair Bookstore has identified a course fee model that would provide ebooks for 100 percent of all students and would be available in the college's electronic learning management platform. This research is ongoing.

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.

Many of Sinclair's academic departments have adopted open educational resources (OERs) that result in significantly reduced costs to our students. English, Geography, Sociology, Psychology, Design, Criminal Justice, Fire Science, Hospitality Management, Paralegal departments all use OERs for some of their courses.

- Our Nursing Department has partnered with our library to purchase a site license for Medcom/Trainex, which now provides access to a subscription for 110 online nursing videos that are available to all nursing students. Additionally, our Intro to Nursing course (enrolling 630 students per year) utilizes materials in their learning management system and a nursing website, which has eliminated the need for a text (although the materials are also available in our bookstore for \$3.25).
- Four courses in our Radiologic Technology program provide all materials to students through the learning management system.
- We have a college-wide online master course approach that is a model of efficiency. Approximately 200 master course shells are created through our learning management system and these are then replicated across multiple sections. Sections can then easily be added as needed to meet course demand.
- Many of our face to face courses also use online materials to support their courses. These materials reinforce the face to face content.
- Ebooks, where available, are an option for students, and these can be purchased at a significant savings over textbooks.

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

Recommendation 7 | Time to Degree

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

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

Yes, Sinclair has implemented My Academic Plans (MAPs) for incoming students to show them how many courses they need to take, in what sequence, and how long it will take before they graduate. 82% of all degree-seeking students who are registered in the spring of 2016 have a personalized MAP that shows how many more classes they have to take and when to take them in order to graduate on schedule. This work has been aided by an advising redesign which assigns every new student to an academic advisor who is a specialist in their field. By the end of fall 2015, 93% of all degree-seeking students had met with an advisor.

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

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

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

Sinclair has established the following financial incentives to encourage full-time students to take at least 15 credits per semester:

- In the fall of 2015, Sinclair redesigned its entire scholarship portfolio to be aligned with student success. As a result, the high school merit based scholarships require that students register for at least 15 credits during the fall and spring semesters.
- In spring of 2016, Sinclair implemented a Summer Completion Scholarship. Students who complete 15 or more credits during the spring 2016 semester and register for at least 3 credits in the summer 2016 semester will receive a \$250 scholarship.

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

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

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

Sinclair has prioritized bringing its degree programs into alignment with the Ohio Department of Higher Education directive to reduce all associate degree programs to 65 credit hours or less. By Fall 2016, all associate degree programs will meet this target, with the exception of a small number of programs where accreditation requirements preclude reducing credit hour totals. An exception review process has been implemented, and any program seeking an exception must submit a form which is reviewed by the Provost's Office. Currently only two degree programs have been granted an exception to the 65 credit hour limit.

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

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

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

Yes, Sinclair has made significant revision to its academic advising processes in the past two years in order to ensure that Academic Advising is personalized, high impact, and makes effective use of proactive data systems:

- All advising areas of the institution track student interactions in the college's Student Success Plan system so any advisor can see what interactions have happened with any given student.
- All registered, degree seeking students are assigned a named advisor who works in a group of advisors focused on the career area of the students' major.
- Students receive a personalized academic MAP (My Academic Plan) showing the courses and recommended sequencing of those courses required to complete the student's chosen degree or certificate program in as short a timeframe as possible while still meeting the personal and financial needs of the student. For Spring term, 2016, 83% of all registered, degree seeking students have an academic MAP.
- Student appointment creation and intake processes are now supported by the Appointment Manager system allowing online creation of appointments with the assigned advisor. These new processes have reduced student wait times for advising sessions from 30 minutes to 6 minutes or less.
- Career advisors working with undecided students now report within the Academic Advising department which has eliminated cross-departmental referrals and increased the number of undecided students receiving that service.
- Students facing academic challenges are assigned to a specific team of academic coaches once their overall GPA falls below 2.0. Those coaches provide additional support and direct students to resources that can improve academic performance.
- College faculty in developmental and entry-level English and Math courses have the ability to trigger an "early alert" on students that notifies the assigned academic advisor of the student's challenges. Assigned advisors make contact with the student to assist in working through any issues and recommend support services where appropriate.
- Sinclair's LIFT! (Leveraging Information for Transformation) program is in the process of implementing the Civitas suite of software products using institutional data from a wide range of sources including the college's student information system, course management system, and others to proactively identify and provide support to students at risk. At this point we have implemented the software's analytical tool and are using it to provide general insights on at-risk populations. We have also implemented the tool for Faculty which puts predictive analytics in the hands of faculty and provides tools for outreach and support of at-risk students in individual classes. The tool for Advisors is to be rolled out over the summer of 2016 which will allow academic advisors to see their advisees' course progress during the academic term and make interventions even before a faculty member might identify a student at risk through existing processes.

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

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

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

Sinclair has implemented the following strategies to address utilization rates for summer session:

- The Provost's office, Academic Advising, Enrollment Services, and the Registrar have developed a collaborative process to monitor course sections and add new sections of courses when needed throughout the summer registration cycle
- Upgraded general biology labs to also teach Anatomy and Physiology and have maximized the use of lab facilities for high demand Biology and Chemistry classes
- Established two terms within the summer session to accommodate both continuing students and recent high school graduates
- Adjusted faculty personnel policies to increase the allowable teaching loads in the summer session

Sinclair uses several strategies to promote the summer session and increase utilization:

- Offers a variety of summer scholarship incentives to offset the cost of summer attendance
- Promotes the College Credit Plus Program to high school students who are eligible to participate during the summer session
- Promotes the summer session to more than three thousand college students from other universities who will be home in the Miami Valley region during the summer

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

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

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

Yes, Sinclair employs a full-time Manager of Curriculum and Assessment who facilitates the development of articulation agreements in concert with deans and chairs. The deans and chairs routinely interact with their counterparts from other institutions to explore the feasibility of agreements and initiate the articulation discussions. Sinclair also employs a Transfer Coordinator to ensure the agreements function well once in place.

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)?

Sinclair currently has 115 different articulation agreements with 28 different institutions. These articulation agreements can be viewed at <https://www.sinclair.edu/about/offices/provost/articulation-transfer/articulation-agreements/#out>. Additional articulation agreements are currently under development, along with early discussions for expansion of a 3+1 program with a university in the state.

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

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

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

Yes, in 2012-13, Sinclair developed and implemented a competency-based education (CBE) model, with funding from a \$12 million dollar Department of Labor TAACCCT grant. Sinclair's CBE program, Accelerate IT, "adopted and adapted" Western Governors University's model to deliver three IT associate's degree programs with six embedded certificates. This program has introduced competency-based education to Sinclair and currently provides a new online option for some CIS programs. The goal of the grant is to offer programs which target the skills needed by our local workforce. The customized format gives qualified students the option of starting and completing online courses at almost any time during Sinclair's 16 week semesters. Sinclair is expanding its CBE model by offering an accelerated program in Advanced Manufacturing, which allows students to take online classes at their own pace and attend labs as their schedule allows.

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

To date, approximately 4,500 students have benefited from CBE.

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

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

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

Yes, Sinclair has collaborated with Southern State Community College on several initiatives where credit and non-credit courses are shared:

- For non-credit courses, Sinclair has established an MOU with Southern State to offer that institution’s Truck Driving Academy at Sinclair. This training prepares the graduate to obtain a Commercial Driver’s License (CDL).
- For credit courses, Sinclair has partnered with Southern State to offer agriculture classes that will fulfill the requirement for AVT 2298, Unmanned Aerial Systems (UAS) Agriculture Transfer, which is part of the following Sinclair programs:
 - UAS Precision Agriculture short-term certificate,
 - UAS short-term certificate (fifteen completions),
 - UAS Geographic Information Systems (GIS) short-term certificate (three completions), and
 - UAS Associate of Technical Study degree.

Sinclair and Southern State are investigating the feasibility of a Fire Science training program in Clarksville, Ohio. Southern State would offer select Fire Science courses under Sinclair’s fire charter.

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

Course/Program	Partnering Institution	Explanation
Commercial Driver’s License (CDL)	Southern State Community College	MOU where CDL training offered by Southern State is provided to Sinclair students.
AVT 2298	Southern State Community College	Courses provided by Southern State can be used to fulfill a course requirement for four separate UAS short-term certificates offered by Sinclair.

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

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

Section III: Policy Reforms

Recommendation 10 | Policy Reforms

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

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

Sinclair Community College has, for years, worked at including financial literacy information in various places for current and prospective students.

Currently, Sinclair provides:

- Financial literacy resources that are included in the curriculum of the SCC 1101 "First Year Experience" course designed to help new students make a successful transition to Sinclair.
- Financial literacy information and resources in new student orientation, both in-person and online.
- Various presentations around the topic of financial literacy within the Sinclair Talks workshop series.
- Additional online student loan counseling when students wish to borrow more than the standard loan amounts offered to them.
- The ability for students to use CashCourse, a free, online financial education resource that assists with building financial skills in the areas of budgeting, being credit savvy, saving and investing, and paying back one's student loans.

Sinclair plans to utilize the month of April, National Financial Literacy Month, to promote the college's available financial literacy resources.

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

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

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

1. Update and streamline the many requirements rooted in legacy ORC that are not congruent with the way institutions need to operate in today's environment in order to be more nimble, responsive and efficient. For instance:
 - All the various paperwork and approvals for construction spending that go through multiple hoops and reviews by the AG, ODHE, OBM, Controlling Board, etc.
 - Reduce/streamline long lead time requirement for construction project bid advertising
 - Reduce/eliminate the need to go to the Controlling Board for release of capital funding, particularly for basic renovations. This is an added layer of vetting/approval for projects that were already vetted/approved in developing the state capital budget bill.
 - Stop the constant tweaking of user documents and forms by the Ohio Facility Construction Commission
 - Eliminate requirement for preparing a six-year capital plan as part of the biennial state capital budget process – only the next two years are really focused on for appropriation decisions
2. Reduce/eliminate the increasingly burdensome number of special legislatively mandated reports on affordability, efficiency and the likes. Institutional resources and time are better spent planning and implementing these kinds of initiatives rather than creating reports.
3. Leave tuition policy and other operating decisions to institutional local boards as intended. The legislative “one-size fits all” attempt to control these matters causes more harm than good. To the extent there are issues to address, they are very differential among institutions and applying across the board treatments is not an effective approach.

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

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

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

Table A: FY16 Cost Savings/Avoidance			
Recommendation	If applicable, provide the actual FY16 cost savings/avoidance, or expected annual cost savings/avoidance to the institution <small>*Put NA if no savings</small>	Were the savings redeployed to reduce the cost of college for students? (Yes or No)	Or did the practice provide tangible benefits to the quality of students' education? (Yes or No)
Efficiency Practices			
3A: Campus Contracts	\$ 4,345,000	The amounts in the column to the left represent new cost savings and cost avoidance for FY16. The campus contracts \$4.3 million amount relates to contract and consortium purchasing efficiencies. Other savings were from planned strategic reorganizations and operational efficiency initiatives. These savings were used in the college’s crafting of a sustainable budget and to help pay for the \$5 million in student cost of attendance savings as shown in Table B below.	
3B: Collaborative contracts	150,000		
5A: Cost diagnostic	3,105,000		
5B: Productivity measure	1,193,000		
5C: Organizational Structure	1,551,000		
5D: Health-care costs	371,000		
Energy projects	569,000		
Total	\$ 11,284,000		

Table B: Reductions in Student Cost of College		
Category	Amount Invested	Explanation
Reductions to the total cost of attendance (tuition, fees, room and board, books and materials, or related costs — such as technology)	\$5,000,000	Average annual savings to students of 9% as documented in Sinclair’s 5% challenge report submitted to the state in 2015. Resulted from reducing the number of credit hours to complete a degree, setting College Credit Plus tuition at lowest rate possible and providing special new tuition and book scholarships.