

June 15, 2016  
Board Meeting  
  
Presiding:  
  
Chair  
Jonathan T. Pavloff

<b>1</b>	Report to the Ohio Task Force on Affordability and Efficiency in Higher Education
<b>2</b>	Readmission of Jalonte Johnson
<b>3</b>	2016-2017 General Fund and Auxiliary Funds Budgets
<b>4</b>	Expression of Appreciation to Student Trustee Matthew R. Hull
<b>5</b>	Expression of Appreciation to Chair of the Board Jonathan T. Pavloff
<b>6</b>	
<b>7</b>	
<b>8</b>	
<b>9</b>	
<b>10</b>	
<b>11</b>	
<b>12</b>	



## 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](mailto: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.

The University requires that:

- Office supplies be purchased through GBEX, LLC (along with its wholesale distributor OfficeMax);
- Promotional items be purchased through the new Managed Promotional Sourcing Program via the program’s two contracted suppliers, Consolidus LLC of Akron and Global Promotions & Incentives (GPI) of ASW Global Company; and
- Copier/printer services be provided through the Cost Per Copy Services Program, currently contracted through Lake Business Products.

Also, see responses within “Recommendation 3B” below. In an effort to increase both affordability and efficiency, the University has implemented a program to better leverage its resources, which requires that:

- Computer and software purchases shall be reviewed by Information Technology Services for configuration, needs, compatibility and capacity;
- Furniture purchases shall be reviewed by the Department of Purchasing in consultation with Capital Planning and Facilities Management for assurance of standards compliance and need; and
- Off-campus printing purchases shall be reviewed by Institutional Marketing for assurance of standards compliance and to assess whether internal resources can complete the project.

**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; and
- Office supplies and equipment.

<b>Contract Type</b>	<b>Is the institution participating in joint contracts? [yes, no, plan to]</b>	<b>Include additional explanation here if needed. If the institution chooses not to participate, please explain why.</b>
<b>Copier/printer services</b>	Yes	The University's recent bid and agreement was adopted by the IUC-PG for use by the IUC.
<b>Computer hardware</b>	Plan to	The University is in an existing "reseller" agreement with Dell and Apple. Once the current agreement expires, the University will implement the State of Ohio Computer Agreement absorbed by the IUC-PG, if appropriate.
<b>Travel services</b>	Plan to	The University uses two travel management companies. We will provide data for an IUC-PG RFP and will participate with the resultant program if appropriate.
<b>Outbound shipping</b>	Yes	The University participates in the outbound shipping contract and is serving as the lead institution for the IUC-PG to develop and implement a more comprehensive shipping program.
<b>Scientific supplies &amp; equipment</b>	Yes	The University provided spend data to OSU, which is the lead institution on this RFP.
<b>Office supplies &amp; equipment</b>	Yes	The University participates in the office supply program, which complies with the recommendation.

## 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:**

1. The University previously explored "selling" its parking operation. The economics of the transaction, however, did not prove favorable so the University opted to maintain in-house. Nevertheless, the University will investigate again.
2. The University is in the final stages of negotiation with a private company to develop a vacant historic structure (Martin University Center Building). Through a ground lease, the building will be repurposed into a 60-room boutique hotel. The basic structure of the deal includes the University receiving an up-front payment. The structure of the transition is contemplated to be a 40-year operating lease arrangement. All required renovation costs, as well as all operating costs, will be borne by the private company. This proposed structure will have no negative balance sheet implications to the University. This was chosen in lieu of razing the structure and therefore also avoids a cost to the University.

**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:**

On an ongoing basis, the University conducts cost benefit analyses to determine if efficiency or cost reductions could be achieved through engaging a third party to perform various services. If the analysis indicates there could be a benefit to the University, then an RFP is written and issued to determine if actual proposals support the analysis findings. If the proposals support the findings, then a recommendation is forwarded to senior leadership for review and approval.

The University has completed the following:

- Food service operation was outsourced to Aramark, including residential and retail stores and catering. An agreement for concessions is being pursued.
- Internal decentralized custodial services were migrated to an internal centralized approach with some outsourced functions.
- During January 2010, the University began processing certain Lorain County Community College (LCCC) financial data on equipment and applications which are owned by or licensed to the University. Additionally, certain LCCC data is stored (e.g., student grades, addresses, SSNs, etc.) on University equipment. Several data processing functions are performed and managed by University employees. The University offers the following data center hosting and managed services: data center hosting

services and managed services including server management, managed storage, and managed security. The University migrated its main web service (uakron.edu) and domain name service (DNS) to the cloud. The University is exploring a reciprocal disaster recovery with high availability (HA) with Youngstown State University, LCCC, and the County of Summit (see recommendation 5E below for further details).

- The following smaller awards also were made to outside service companies:
  - PTS Automotive, VanDevere and the City of Akron – vehicle maintenance and repair
  - ABM – janitorial services and bus operations
  - PNC Bank – student refunds; game ambassadors for football at InfoCision Stadium; etc.
- Approximately two years ago, the University contracted with Akron METRO RTA to provide free rides throughout Summit County on any regular line service for UA students, faculty and staff. Approximately 20,000 such rides were taken each month by over 1,000 unique riders. Some of those UA riders rely on public transportation almost exclusively. The University and the METRO RTA are nearing the completion of a new contract that will not only renew this program, but will also provide convenient access to students, faculty and staff on a new downtown circulator shuttle service that METRO will begin operating during August 2016.

This new downtown circulator starting from the METRO RTA hub to several locations including the University will completely replace an existing University-maintained shuttle route, and will, therefore, reduce the number of University buses needed to operate the University’s other regular weekday routes from eight (8) to four (4). The University’s remaining bus routes were evaluated, and the METRO RTA relationship will permit those routes to be nominally reduced without largely impacting efficiency. Total savings from this integration will include significantly reduced operating and capital spend and are expected to be approximately \$400,000 annually.

**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.**

Yes. The University conducted an RFP for “Beverage Marketing Sponsorship” and awarded the contract to Coca-Cola. This included the cold beverage vending equipment throughout all campuses and fountain equipment. All equipment is provided, stocked and maintained through the Coca-Cola agreement.

The University also entered into an agreement with the Bureau of the Visually Impaired to provide, maintain and operate the hot beverage and snack vending. The University awarded sports marketing and promotion to IMG.

The University entered into a partnership with the LeBron James Family Foundation and UA’s College of Education for it to become the LeBron James Family Foundation College of Education. LeBron James is one of the most recognized brands in the world today. He is

known for his excellence on the basketball court, work ethic, leadership, maturity, business savvy and compassion for at-risk children. More people know Akron, Ohio, as a result of LeBron James (“Just a kid from Akron”) than any other means. Thus, The University of Akron has partnered with the LeBron James Family Foundation in two ways.

**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
Coca Cola	Sponsorship – Cold beverage fountain and vending
Bureau of the Visually Impaired	Hot beverage and snack vending
IMG	Sports marketing and promotions

## 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.**

The University has the following internal tools in place to assess its cost drivers and best opportunities for efficiencies:

1. A 10-year scan report showing actual spending in the current unrestricted fund. This report is used to identify trends in costs including the relative split between academic as opposed to administrative costs; and
2. The University’s director of financial reporting, working with the budget director and Department of Institutional Research, have developed an “all funds” revenue and expense report that is detailed down to the individual department level. This was developed at the request of senior administration. This relatively new report (2-years) is used to identify areas of fiscal strengths and fiscal opportunities.

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

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

**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?**

Approximately 20 employees have attended a week-long session on LEAN boot camp training, locally referred to as LEAN Champions. Others will be encouraged to attend the training and to utilize the training to find areas where LEAN can be implemented to improve processes and increase efficiency. For example, LEAN already has been utilized to improve efficiencies in the hiring and reappointment process for part-time faculty. Overall, expected outcomes of the LEAN process are reduced errors, reduced costs and increased transparency in hiring, and more real-time access to tools for new employees.

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

**Yes. See above.**

**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.**

Yes; the University continually reviews its organizational structure. Some recent outcomes based on the ongoing reviews included:

- Abolishment of approximately 200 positions;
- Elimination of an athletic program;
- Revamping the service delivery model of E. J. Thomas Performing Arts Hall;
- Outsourcing food service operation to Aramark; and
- Centralization and consolidation of maintenance and custodial functions, with some level of outsourcing, and Capital Planning and Facilities Management (Physical Facilities Operations Center) functions into Finance and Administration.

**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.**

Not beyond the ideas identified by the working group.

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

Yes. The University implemented more aggressive clinical management on pharmacy in addition to those already in place. This occurred for the calendar year beginning January 1, 2016. The pharmacy benefits manager estimated an annual savings of approximately \$320,000 for the calendar year 2016.

The University will be making several employee and retiree cost share changes for medical and prescription drug as well as dental for plan years 2017-2020.

- Change in medical and prescription drug plan design that increases employee and retiree dependent coinsurance and copays effective January 1, 2017
- Increase in medical and prescription drug employee and retiree dependent contribution to premium by 1% per year each January 1<sup>st</sup> 2017-2020 (from current 15% to 19%)
- Implement employee dental premium contributions of 15% (currently 0%)

The University's estimated cost avoidance is approximately \$700,000 in 2017, with an additional 1% in savings per year in 2018-2020. Savings estimate is based on actuarial plan rates for 2017 calculated by Watson Towers Watson consultants.

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

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

No.

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

The University of Akron is in the midst of the implementation of a plan to enhance its primary data center located on campus in Akron, Ohio and to establish a disaster recovery center for the University at a data center facility located at Youngstown State University in Youngstown, Ohio.

The establishment of the disaster recovery center will be based on a reciprocity agreement between the two institutions, whereby each institution will collocate equipment in each other's data center for disaster recovery purposes. This equipment will be placed on isolated and secured network interconnects provided through OARnet using existing data center and networking facilities at each site. No fees or costs will be charged or incurred through this arrangement between the two institutions.

Key tasks associated with the plan to implement this include:

- Development and approval of a Memorandum of Understanding between The University of Akron and Youngstown State University (in progress);
- Procurement and setup of server equipment and replication software to be used for primary and disaster recovery purposes (in progress);
- Initial testing of system and equipment (to be completed);
- Deployment and setup of equipment at each associated data center (to be completed);
- Integrated testing of system and equipment (to be completed);
- Go live implementation of disaster recovery functions (to be completed); and
- Establishment of periodic testing of disaster recovery and business continuity capability through the established process (to be completed).

**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.

The Department of Capital Planning provides raw data (building, room number, capacity, etc.) for the inventory of spaces available for use in the PeopleSoft facility file. The office of University Registrar collects the data of all classroom and class lab use for the HEI Classroom and Lab Utilization Report. Capital Planning relies on the Classroom and Lab Utilization Report in the recommendation of classroom and/or lab construction.

The Registrar's office uses Resource 25 software to place room reservations in the most efficient location utilizing specific requirements of the reservation.

The office of University Scheduling relies on the 25Live software to allow users to search for an available space to place an event reservation.

There is a download of data from Resource 25 to 25Live and a similar upload of data from 25Live to Resource 25.

**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?**

<b>Project</b>	<b>Collaborative Partnership(s)</b>	<b>Explanation</b>
Performance Contract	Johnson Controls Inc.	This was a \$60M project to address deferred maintenance, energy conservation measures, and lab upgrades across campus. The project started Fiscal Year 16 at approximately 73% complete and will end the year at approximately 98% complete. The project is in the process of reducing the campus's overall energy footprint by approximately 25% of its electrical consumption and 35% of its natural gas consumption as compared to its pre-PC baseline data. This is a utility savings amount of \$3.2M annually.

---

## Section II: Academic Practices

### Recommendation 6 | Textbook Affordability

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

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

The selection of an external vendor occurred in June 2014. At that time, negotiations of the terms of the contract included two percentage options for payment to the University, 1) the affordability of textbooks or 2) the margin set for the pricing of textbooks and educational materials.

The University chose the second option, which established a lesser payment guarantee and ensured that the cost of textbooks would be lowered. For 2014 fall semester, all textbook prices and educational materials in the bookstore were repriced, and all newly ordered materials from that point forward had a new price point.

Also, the expansion of rental titles by publishers has allowed students to have additional options. Barnes & Noble has continually encouraged publishers to offer more rental titles, and over the past two years the percentage of textbooks in the bookstore that have a rental option has increased from nearly 40 percent of all titles to over 60 percent.

**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.**

Recently, courses offered with the greatest enrollment on campus have established standardized materials and negotiated costs with publishers and the University's bookstore vendor. Prime examples include the educational materials for the Public Speaking course (7600:105), the gateway courses of Algebra and Statistics (3450:100 and 3470:250) and Principles of Chemistry and Anatomy & Physiology (3150:151 and 3100:201).

Additionally, the materials for the gateway course, College Success (1100:101), were standardized and delivered through Springboard (with an optional free print copy provided by the publisher); each student had access to the materials immediately.

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

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

**Please explain your efforts to develop digital tools and materials.**

College Success course is a recent example of developing digital capabilities.

In the GenEd Core Principles of Microeconomics, the faculty collaborated to adopt the OpenStax textbook (free to download), replacing a \$240 book from Pearson.

In the GenEd Core Exploring Biology, the faculty collaborated to adopt a \$25 open textbook from Boundless.

In the GenEd Core Composition I and GenEd Core Composition II, the faculty collaborated to use an OpenSource textbook for both courses.

**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.**

Finish in Time is a campaign intended to move the culture of the students to on-time completion. It is both a communications and a marketing strategy. The target audiences include students, parents and the campus community. The benefits are clear. Students who complete on time accrue less debt and reach their career or graduate school goals sooner. In addition, data suggests that, regardless of level of academic preparation, those students enrolled in 15 or more credit hours per semester tend to achieve more academic success than those who enroll in less than 15. As a matter of policy in support of the change, individuals pay the same tuition amount when attempting 12-18 credits in a term. Initial outcomes show increased percentages of first-time, full-time students enrolling in more than 15 or more credit hours in their first semester from 48.6 percent (2013), 70.2 percent (2014), to 74 percent (2015).

**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.**

See above.

**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.**

The University has made progress toward degrees being reduced from 128 to 120 credits with more work to be done.

Required # of Credits	# of Degree Majors/Tracks	%	
<b>Bachelor Degrees</b>			
127-152	159	67.7	32.3
121-126	9	3.8	
120	67	28.5	
<b>Associate Degrees</b>			
66-72	22	33.9	66.2
61-65	24	36.9	
60	19	29.2	

**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.**

Advising offices are organized to focus on students' levels of preparation and their corresponding needs. The benefits of this advising structure, designed for pre-majors, in the Division of Student Success, include: 1) advising is tailored to students' academic preparedness; 2) the advising model ensures increased student contact and more meaningful contact; 3) students are connected to majors and potential careers during the first year; and 4) advising centers and college advisors work together to streamline a student's pathway to an appropriate major.

The earlier students have contact with full-time faculty, the more likely they are to succeed. The combination of full-time faculty contact with professional advisor and staff guidance and intervention will improve retention and persistence. Although faculty and staff contact takes many forms, measureable feedback in relation to student progress includes the use of early-term progress reports, primarily for the 100- and 200-level courses, where faculty enter satisfactory or unsatisfactory indicators during the third to fifth week of the term. Faculty participation was 42 percent for fall 2015 with intent to expand.

The University has contracted with a retention analytics vendor, the Student Success Collaborative (SSC) from the Education Advisory Board (EAB). In our research and RFP process, we found key attributes of this system that will likely have a positive impact on student retention and completion. EAB developed this product as a tool to focus advisor efforts to best impact student success. By measuring success in gateway courses, the system uses predictive analytics to identify challenges and solutions for student academic success. The system predicts graduation rates based on student performance and can suggest other majors in which students may perform well. We intend to implement the retention analytics system for identified pilot programs (pre-major students) by spring 2017 and assess impact.

**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.**

**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.**

Each academic college dean is responsible for scheduling efficiencies across intercession, summer, fall and spring terms with oversight from the Provost's office. Colleges utilize various methods to determine high-demand courses, small course loads, and frequency of

course offerings. These approaches take into account classroom/lab utilization and instructional/staffing costs as well as the need for prerequisite and core course offerings in the summer to enable timely degree completion. In addition, high-demand elective and/or bottleneck classes are offered in the summer as well. The classes offered (beyond the required ones) are those that allow students to either stay on track or get back on track toward degree completion (i.e. trailer classes for students who did not perform well during the academic year to make up lost ground in the summer).

**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**

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

The University provides a variety of seamless pathways for students coming from community and technical colleges. The Provost's office has approved a template for use by faculty both inside the college and at the partnering institutions. These collaborations lead to recommendations for articulated credit. The formal Articulation Agreement is then developed out of the college dean's office and sent on for approval.

The College of Applied Science and Technology houses 24 associate degree programs. All of those degree options have a pathway into one or more of the bachelor programs that are offered at the college. Currently, the College of Applied Science and Technology has 34 articulation agreements with area Ohio community colleges and CAST bachelor degree programs in the areas of Computer Information Systems, Emergency Management, Engineering & Science, and Organizational Supervision. The College is in the process of developing new and updating existing agreements in similar areas. It is the goal of the College to expand the number of articulation agreements in the upcoming fiscal year.

Additionally, the College of Health Professions has the following articulation agreements that were originally completed in CAST:

- Respiratory Therapy
  - Eastern Gateway Community College
  - Lakeland Community College
  - North Central State Community College
  - Stark State College
  - Cuyahoga Community 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.**

**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.

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

The University of Akron is engaging discussions across multiple disciplines interested in demonstrating competency-based education (CBE). The College of Health Professions' School of Social Work has progressed furthest in this regard, although faculty in the College of Business Administration, Buchtel College of Arts and Sciences, and College of Applied Science and Technology also are exploring hybrid or fully CBE programs across classroom and online, as well as credit and non-credit, options.

The School of Social Work is uniquely positioned to develop and implement a CBE approach to an online Master of Social Work (MSW) program. As a professional degree, the accreditation standards for social work are competency based and strictly regulated by the Council on Social Work Education. Therefore, the UA social work programs have operated for years on a competency-based model. In addition, the UA MSW program will now function as an independent program from Cleveland State University, beginning with the summer 2016 semester. Road Maps were collaboratively designed to document progress, and identify future deliverables.

**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.**

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

Course/Program	Partnering Institution	Explanation
Joint Ph.D. in Psychology - Adult Development and Aging	Cleveland State University	The psychology departments at The University of Akron and Cleveland State University offer a joint doctoral program in the Psychology of Adult Development and Aging. Students admitted to the program are required to take approximately equal amounts of coursework at each institution. The coursework covers the areas of research methods/design, foundation courses in adult biobehavioral functioning,

		adult psychosocial functioning, and advanced research seminars.
Joint Doctor of Audiology	Kent State University	NOAC merges the strong assets of two university programs that focus on the scientific and clinical bases of audiology with the Cleveland Clinic Section of Audiology to provide students with exposure to the breadth and depth of diagnostic and rehabilitative audiology. We are dedicated to providing world class education in audiology.
Collaborative distance learning Master of Arts in Speech-Language Pathology	Bowling Green State University, Kent State University, Ohio State University, University of Cincinnati, University of Toledo	Students are matriculated through two 'home' universities – The University of Akron and University of Cincinnati. During the eight-semester, part-time program, courses are delivered online through several additional American Speech-Language-Hearing Association (ASHA)-accredited Ohio universities. Students complete the required clinical practicum requirements in their local communities to be eligible for ASHA certification, and Ohio Board of Speech-Language Pathology & Audiology and Ohio Department of Education licensure.
Joint Ph.D. in Nursing	Kent State University	The program is offered as a joint program between The University of Akron School of Nursing and Kent State University College of Nursing, thus giving students the synergies of resources from two major universities of Northeastern Ohio. Degrees and diplomas are issued from a student's choice of one of the two universities.
Joint Ph.D. in Sociology	Kent State University	The degree is earned at the university of admittance; once admitted to the program, students, faculty, and courses are treated as a single graduate department. Coursework is offered at both campuses and faculty and students interchange freely.
Coordinated program for the Ph.D. in Engineering	Youngstown State University	The engineering student from Youngstown State University must satisfy the degree requirements for the Doctor of Philosophy in Engineering at The University of Akron, subject

		to the following modifications. One of the members of the Interdisciplinary Doctoral Committee for the joint doctoral program candidate shall be an engineering faculty member from Youngstown State University and normally would be the student's dissertation director, although this is not necessary. The faculty member from Youngstown State University shall have adjunct status at The University of Akron and qualify for Category II graduate faculty membership. One-half of the coursework and one-half of the research credits may be taken at Youngstown State University. The parity of courses is decided by the faculty on the Interdisciplinary Doctoral Committee when the student submits a proposed Plan of Study. At the Advancement to Candidacy, the Committee recommends official transfer of credits from Youngstown State University to The University of Akron.
Consortial Master of Fine Arts in Creative Writing	Cleveland State University, Kent State University, Youngstown State University	Students in the Northeast Ohio Master of Fine Arts (NEOMFA) have the opportunity to take classes at four different campuses with four different sets of faculty that all offer their own unique perspectives. Taking workshops on all campuses with different writers will expand students' possibilities for feedback and for learning a variety of processes and aesthetics, not to mention the chance to meet and connect with other highly motivated and talented students from different gateway campuses.
Consortial Master of Public Health	Cleveland State University, Northeast Ohio Medical University (NEOMED), Ohio University, Kent State University, Youngstown State University	Provides distance learning for the six core courses (interactive videoconferencing and web-enhanced learning), Saturday classes for the six core courses to accommodate working students, and elective courses at any partner university

*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.**

Through collaboration with Cash Course and the National Endowment for Financial Education, the University of Akron provides a variety of financial literacy topics to new freshmen and continuing students through its Akron Experience course. The Office of Student Financial Aid conducts workshops and assigns financial literacy modules to students during this mandatory course so that they may gain a better understanding of important financial topics such as budgeting, building and maintaining credit, managing expenses, borrowing student loans conservatively, seeking financial aid opportunities, etc. Student test scores are reviewed at the completion of the course and any necessary follow-up with faculty is conducted.

In addition, during the coming year, the University will be requesting proposals for a comprehensive financial literacy program that will be deployed to students in conjunction with new student loan default prevention measures. This program will ensure that students have immediate access to relevant financial literacy topics in the manner that they prefer.

**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?**

Over the years, the fee cap encouraged universities to seek other means to raise revenues (e.g. adopt and/or increase other fees).

The massive amount of reporting requirements to Department of Education needs to be reviewed as to the initial intent and its actual use. Universities spend an inordinate amount of time and resources time on preparing reports that require much time and effort at significant cost.

The number of reporting mandates imposed in recent years seems to have increased in volume.

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

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

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

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

In lieu of completing the chart below, The University of Akron estimates a cost savings of close to \$20 million as a result of the FY 16 work force reduction, the performance contract reduction in utility usage at a savings/cost avoidance of \$3.2 million annually, and the outsourcing of food services (contract for a ten-year period) yielding capital infusion and unrestricted support in the amount of \$14 million over the term. This is in addition to annual operating support (i.e. rent) of approximately \$3 million per year. Also, the University continues to review and manage its debt portfolio and reduce debt service payments significantly. The University refinanced approximately \$200 million via three financings over the past 16 months yielding savings of about \$20 million.

Recommendation	<b><u>If applicable</u>, provide the actual FY16 cost savings, or expected annual cost savings to the institution</b> <small>*Put NA if no savings</small>	<b>Were the savings redeployed to reduce the cost of college for students? (Yes or No)</b>	<b>Or did the practice provide tangible benefits to the quality of students' education? (Yes or No)</b>
<b><i>Efficiency Practices</i></b>			
3A: Campus Contracts	SEE PARAGRAPH ABOVE		
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			
<b>Academic Practices and Policies</b>			
6A: Negotiate cost 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:			
<b>Total Expected Annual Cost Savings:</b>			

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

Category	Amount Invested	Explanation
----------	-----------------	-------------

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

**THE UNIVERSITY OF AKRON**

**RESOLUTION 6- -16**

Acceptance of The University of Akron's Report to the  
Ohio Task Force on Affordability and Efficiency in Higher Education

BE IT RESOLVED, that The University of Akron's 2016 Efficiency Report to the Ohio Department of Higher Education, in accordance with the guidelines of the Governor's Ohio Task Force on Affordability and Efficiency and House Bill 64, be approved.

---

Ted A. Mallo, Assistant Secretary  
Board of Trustees

June 15, 2016